

Dalla pianificazione della raccolta dei dati alla elaborazione dell'informazione

Luca Bastiani

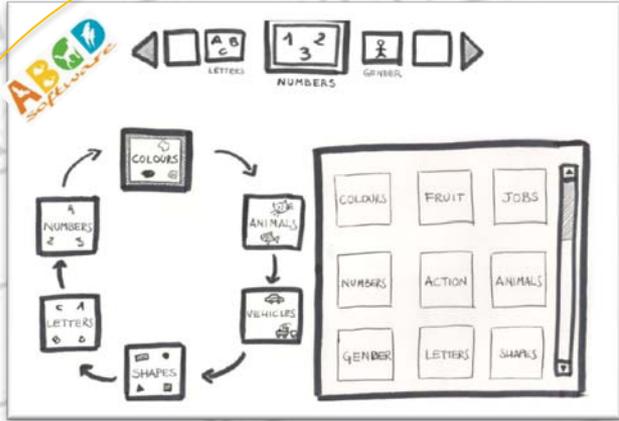
*Pisa
15 ottobre 2011*





QI Composite
Valutazione comportamento adattivo
VABS
Language skills

T1



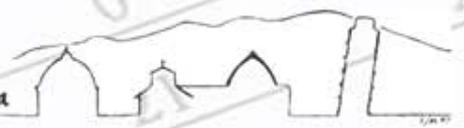
T2

Tablet ——— *Terapie*

QI Composite
Valutazione comportamento adattivo
VABS
Language skills

T3

Outcome



Abbinamento

- Immagine/Immagine
- Parola/Parola
- Parola/Immagine
- Immagine/Parola

Ricettivo

- Immagine
- Parola

Espressivo

- Immagine

Livelli

- MT
- MT con 1 distrattore neutro
- MT con 2 distrattori neutri
- MT con 1 distrattore
- MT con 2 distrattori

Categoria

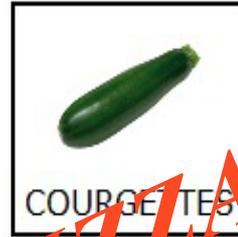


Food

Info

Tutor: [caterina !!!](#) [Commenta e es](#)
 Child: Pippo
 Verbal: YES
 Receptive: NO

In Acquisizione



Numbers	Shapes	Colors
Animals	Letters	
Gender	Places	Labels
Accessories	Seasons	Clothes

Mastered

Not Mastered

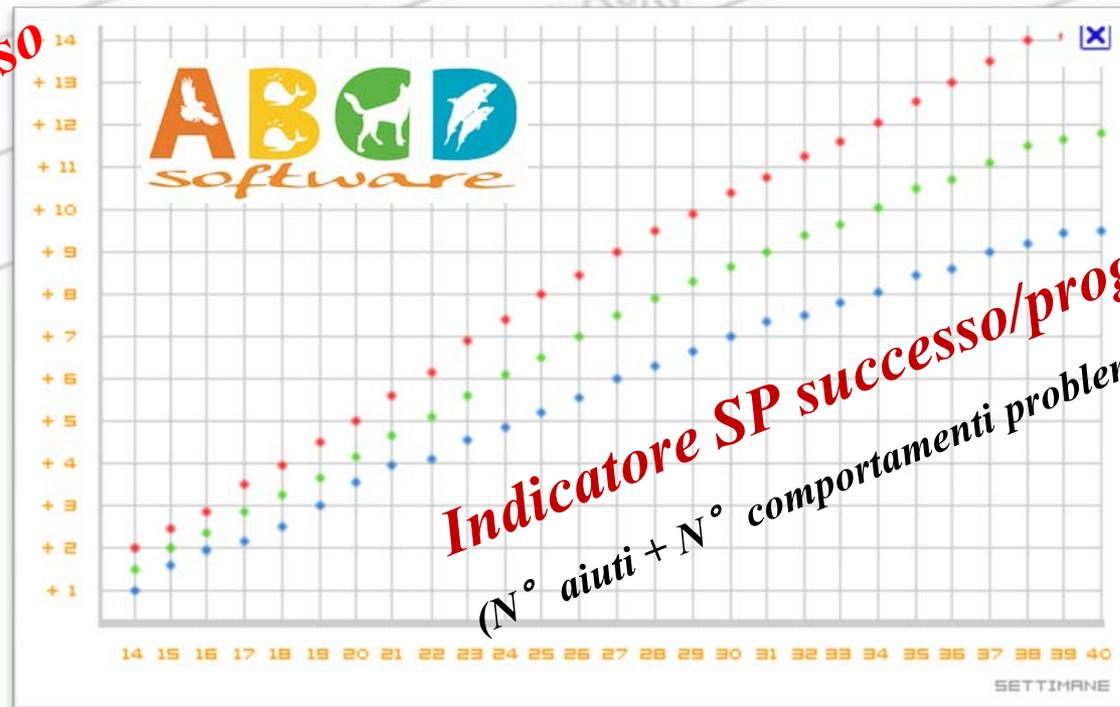
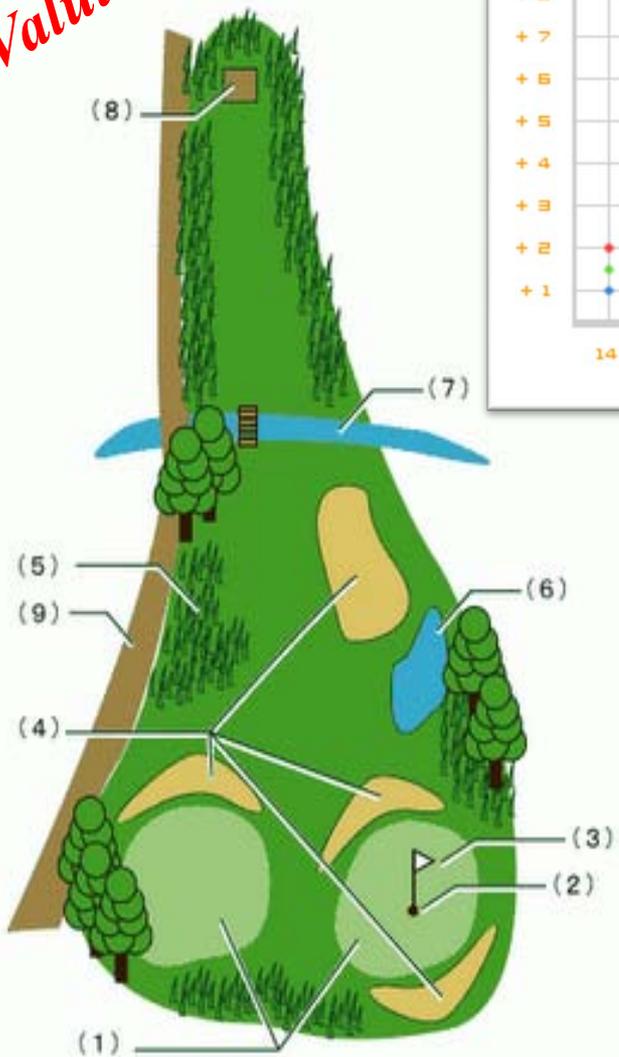
Valutazione di processo

APPLE	BREAD	EGG	CHIPS	CHOCOLATE
CARROTS	PEAR	ICE-CREAM	PINEAPPLE	LEMON
MEAT	PIZZA	SANDWICH	COOKIES	MILK

T2

COME ANALIZZARE QUESTI DATI?

Valutazione di processo



Prog: *Abbinamento immagine/immagine*
 SD: *combina*
 Article: *rosso*
 Level: *MT+2nd*

1	FP	100%
2	FP	100%
3	PP	80%
4	PP	50%
5	PP	20%
6	PP	20%
7		0%
8		

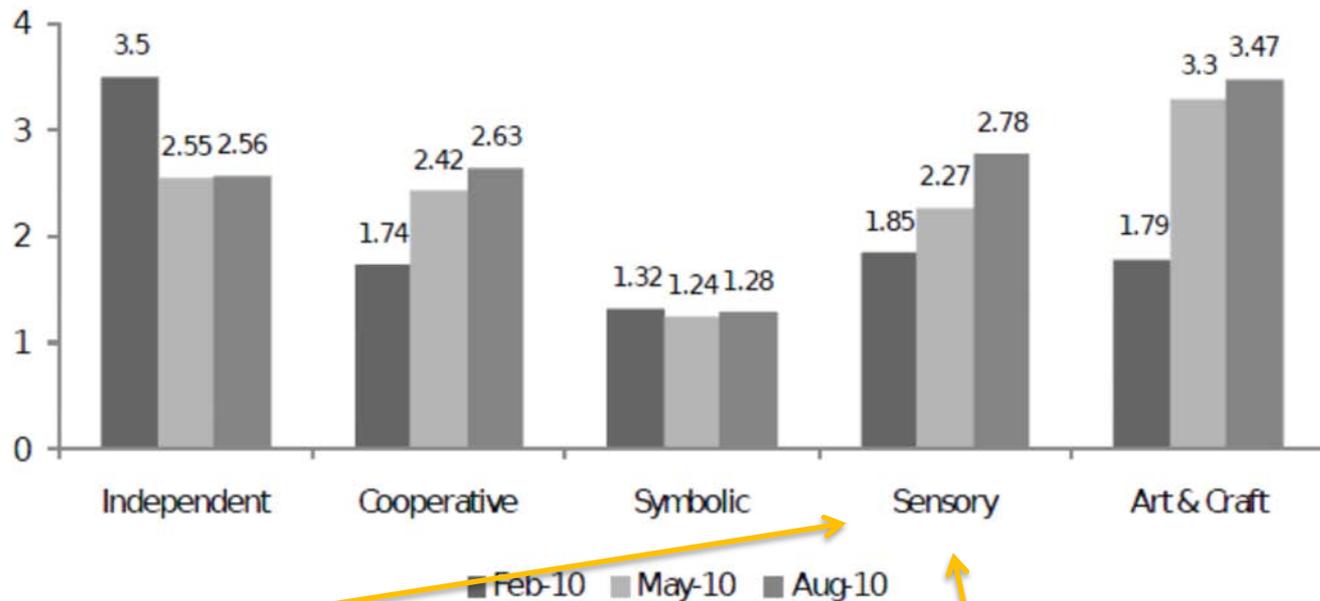
Commenti:
DRO
(piagnucolare)

Tempo

Valutazione di processo

Tipi di gioco

Mean number of times each type of play was done per session



ANOVA univariata

Sensory

	Somma dei quadrati	df	Media dei quadrati	F	Sig.
Fra gruppi	801,182	2	267,061	7,433	,000
Entro gruppi	6682,733	186	35,929		
Totale	7483,916	189			

Milano
Siena
Pisa
Lecce

IFC
ISTITUTO DI FISILOGIA CLINICA
CONSIGLIO NAZIONALE DELLE RICERCHE

Valutazione dei risultati

7,6%
12,5%



Applied behavior analytic intervention for autism in early childhood: Meta-analysis, meta-regression and dose–response meta-analysis of multiple outcomes

J. Virués-Ortega / Clinical Psychology Review 30 (2010) 387–399

Total distinct references (n = 206)
 PsycInfo: 149
 Medline: 55
 Cochrane: 28
 Manual search: 10

Retrieved for detailed evaluation (n = 123)

Potentially appropriate trials (n = 26)

Trials included in meta-analysis (n = 22)
 Number of trials by outcome

- IQ composite: 18
- Non verbal IQ: 9
- Receptive language: 10
- Expressive language: 9
- Language composite: 5
- Adaptation communication: 10
- Adaptation ADL: 10
- Adaptation socialization: 10
- Adaptation motor: 3
- Adaptation composite: 14

References excluded (n = 83)
 Non-ABA based intervention
 Non-original or unpublished

References excluded (n = 97)
 Intervention too specific
 Intensity/duration standards not met
 Intervention group < 5 participants
 Epidemiologic study
 Anecdotal or non-standardized outcome
 Purposely biased subject selection

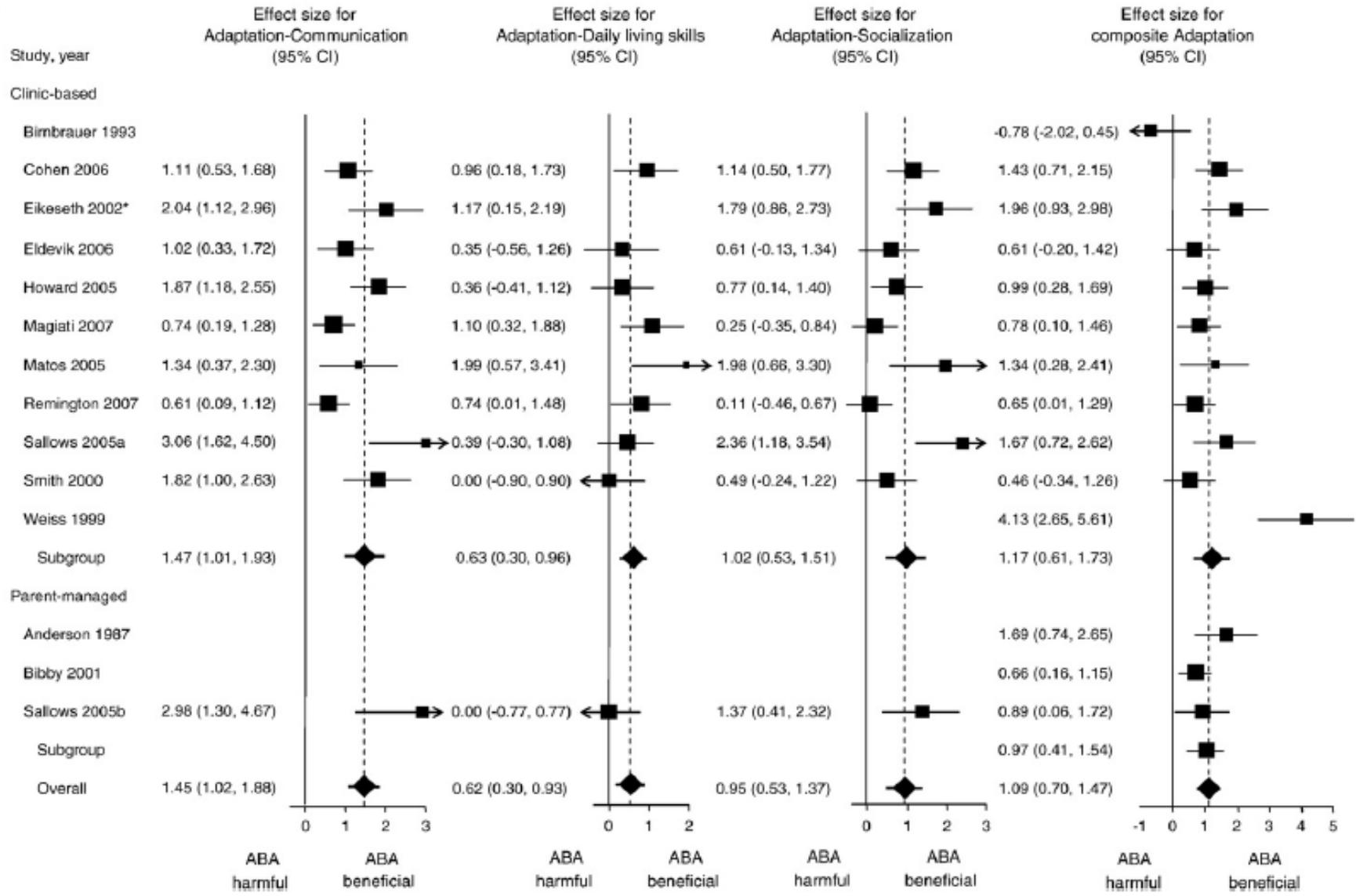
Trials excluded (n = 4)
 Isolated outcome
 No pretest or variability estimate

IQ composite (BSID-II, WPPSI, WISC,
 Non-verbal IQ (MPSMT, LETTER)
 Receptive (RDLS, CELF-III)
 Expressive (RDLS, CELF-III)
 Adaptation-C (VABS)
 Adaptation-DLS (VABS)
 Adaptation-S (VABS)
 Adaptation composite (VABS)

Trials and single-subject studies have been published measuring the effectiveness of intensive applied behavior analytic (ABA) intervention for young children with autism. Appreciation of this literature through standardized measures has been hampered by inconsistent designs, treatment features and quality standards of published studies. In an attempt to address this issue, state-of-the-art meta-analytical methods were implemented, including quality of evidence analysis, meta-regression, dose–response meta-analysis and meta-analysis of studies with multiple outcomes. Results suggested that long-term, comprehensive ABA intervention leads to (positive) effects in terms of intellectual functioning, language development, acquisition of daily living skills and social functioning in children with autism. Although favorable effects were apparent across all related outcomes (IQ, receptive and expressive language, communication), the largest effects were found for IQ, social functioning and daily living skills, with effect sizes approaching 1.5 for IQ and expressive language and communication skills. Dose-dependent effect sizes were apparent by the number of hours for language and adaptation composite scores. Methodological issues relating to the design of trials and single-subject studies are discussed.

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Fig. 1. Flow chart of trial selection process.



Intensity and duration by intervention effect size for IQ, language (composite score) and adaptive behavior (composite score) outcomes.

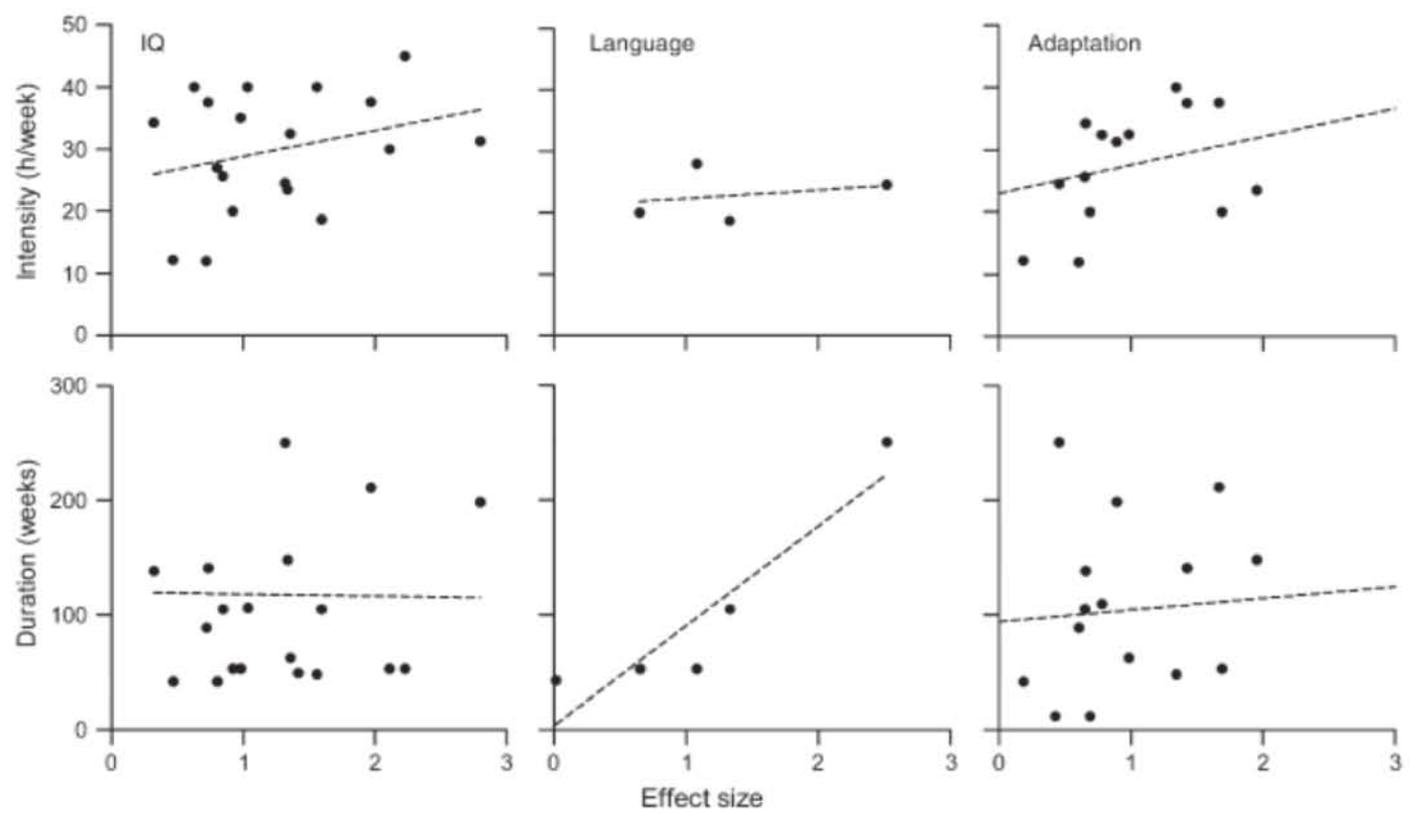


Fig. 5. Scatter plot and linear regression line of intervention intensity and duration by intervention effect size for IQ, language (composite score) and adaptive behavior (composite score) outcomes.

