

## Parents Make A Difference : What the Research Shows

### Parents: Do you wonder whether you can have an impact in the treatment of your child with autism?

Scientific research shows that if you are involved in Applied Behavior Analysis (ABA) interventions for your child YOU CAN!

Below is a sample of findings from major research studies on the effectiveness of ABA for children with autism. All these studies were published in respected, peer-reviewed scientific journals. Each of them cites the important role played by parents like you.

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- In Ivar Lovaas' landmark study at UCLA showing the effectiveness of ABA for autism, parents were a vital part of the treatment:

“The parents worked as part of the treatment team throughout the intervention; they were extensively trained in the treatment procedures so that treatment could take place for almost all of the subjects' waking hours, 365 days a year.”

Lovaas, O. Ivar. (1987) Behavioral Treatment and Normal Educational and Intellectual Functioning in Young Autistic Children. *Journal of Consulting and Clinical Psychology*, 55, 3-9.

- More recently, when Lovaas' findings were repeated outside of the university setting, the role of parents was retained, and even expanded:

“Parents were encouraged to be involved in all levels of intervention. At the beginning of treatment, all parents attended a 12- to 18-hour training workshop across 2 to 3 days on behavioral principles and intervention methods. Thereafter, they participated in weekly training sessions to generalize their child's newly established skills to the natural environment...they were asked to be active participants in their child's intervention...”

Cohen, Howard, Mila Amerine-Dickens and Tristram Smith. (2006) Early Intensive Behavioral Treatment: Replication of the UCLA Model in a Community Setting. *Journal of Developmental and Behavioral Pediatrics*, 27 (2), 145-155.

“Parent-directed children, ..., did about as well as clinic-directed children, although they received much less supervision. This was unexpected, and it may have been due in part to parent-directed parents taking on the senior therapist role, filling cancelled shifts themselves, actively targeting generalization, and pursuing teachers and neighbors to find peers for daily play dates with their children.”

Sallows, Glen O. and Tamlynn D. Graupner. (2005) Intensive Behavioral Treatment for Children With Autism: Four-Year Outcome and Predictors. *American Journal on Mental Retardation*, 110 (6), 417-438.

“Results indicate parents effectively implemented the intervention, successfully teaching joint attentions skills to their preschoolers with autism.... Parents play a vital role in interventions for their children with autism. As these results demonstrate, given effective methodology, parents can successfully intervene on key social-communication skills such as joint attention in their child’s natural environment.”

Jones, Emily A. and Kathleen M. Feeley. (2007) Parent Implemented Joint Attention Intervention for Preschoolers with Autism. *The Journal of Speech-Language Pathology and Applied Behavior Analysis*, 2 (3), 253 – 268.

- Parents participating in ABA treatment have had a positive impact on speed of learning:

“Participants not only acquired joint attention with their parents involving toys and routines in the home and community but did so as or more quickly in Study 2 than in Study 1, suggesting the development of a learning set.” [Study 2 studied parents extending the use of a combination of discrete trial and Pivotal Response Training techniques in the home immediately after Study 1, which tested the same techniques in a school setting.]

Jones, Emily A., Edward G. Carr and Kathleen M. Feeley. (2006) Multiple Effects of Joint Attention Intervention for Children With Autism. *Behavior Modification*, 30, 782-834.

- Parents participating in ABA treatment have had a positive impact on retention and generalization of skills:

“Parent training appears to be superior to clinic treatment to a large extent, because the parent (treatment provider) is present in many different settings.”

Koegel, Robert L., Laura Shreibman, Karen R. Britten, John C. Burke and Robert O’Neill. (1982) A Comparison of Parent Training to Direct Child Treatment. In Robert L. Koegel, Arnold Rincover & Andrew Egel (Eds.) *Educating and Understanding Autistic Children* (pp.260-279). San Diego, CA. College-Hill Press.

“...the children whose parents were trained largely retained their gains or continued to improve. The gains the children made in appropriate play, social non-verbal, and appropriate verbal behaviors were usually retained. ... When the contingencies were instated both in the home and at school, behavior changed in both settings.”

Lovaas, O. Ivar, Robert Koegel, James Q. Simmons and Judith Stevens Long. (1973) Some Generalization and Follow-up Measures on Autistic Children in Behavior Therapy. *Journal of Applied Behavior Analysis*, 6, 131-166.

- These same authors concluded:

“Many therapists ... now argue that *the child’s parents are essential as mediators of treatment.*” [emphasis added]

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Don't doubt that you can make a difference in ABA treatment for your child.

The evidence says YOU CAN!

“These studies demonstrate...that teachers and parents can carry out important and significant studies in natural settings using resources available to them. In doing so, they demonstrated that systematic behavioral analysis procedures can be successfully employed by teachers and parents using resources and contingencies readily available in school and home settings.”

Hall, R. Vance, Connie Cristler, Sharon S. Cranston and Bonnie Tucker. (1970) Teachers and Parents a Researchers Using Multiple Baseline Designs. *Journal of Applied Behavior Analysis*, 3, 247-255.