MIPIA - Early Intensive Intervention for Autistic Children: The Italian way

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and the MIPIA clinical group

tescum, Mipia, Italy
Il trattamento dei disturbi dello spettro autistico nei bambini e negli adolescenti
...treatment(?)
National Health System services

• Recent guidelines (2011) of NHS and the Italian Society of Child Psychiatrist (SINPIA):
  • Importance of early intensive interventions
  • Importance of behavioural oriented interventions mainly ABA
National Health System is structured on a “regional basis” in Italy (20 regions)

Each regional government develops its own policies based on the NHS guidelines.

No budget for EIBI within NHS

Few behaviourally trained persons

At the moment children are still provided with “some weekly hours” of a speech & language therapist, physiotherapist, pet therapy and so on within a non-evidence based decision-making process
MAXIMUM EFFORT ON DIAGNOSIS ...
IESCUM
(ABAI and EABA Italian chapter)

• Established in 2003 to translate into specific actions a vision of behavioural science in Italy, taking into account both the applied and the research side.
IESCUM
(ABAI and EABA Italian chapter)

Mission

Promote research and application of behavioral based interventions to the benefit of human suffering
IESCUM IS AN UMBRELLA ORGANIZATION
(AFFILIATED ASSOCIATIONS AND PROGRAMS)

Italian chapter of ABAI and EABA

5 specialization schools in clinical Psychology
IESCUM and MIPIA

• In 2007 IESCUM endorsed (and worked for) the birth of MIPIA, a non profit organization
• The goal is to set high professional and treatment standards
• Professionals that operate within the MIPIA framework are State licensed psychologists or have a Master of Education
MIPIA goals

- To demonstrate that it is possible to work like an Institution-based centre while scattered all over Italy
- To bring EIBI and other ABA-based methodologies out of private practice into the public schools and into the NHS
- In the long term to offer a model of intervention to the NHS
- To foster research in Italy
MIPIA Approach to autism
**Individualized**: intervention is individualized and comprehensive, addressing a range of skills. The selection of intervention goals and short-term objectives is usually guided by understanding of typical developmental sequences.

**Sustainable**: the best point of balance between theoretical and applied efficacy in a specific family, school, community and health context. Informal observations, series of evaluation and meetings with the family.

**Inclusive**: the behavioral intervention is compatible with the public education system (no special education school in Italy).

**Integrated**: evidence based choice of the best available intervention strategy and technique for each specific part of any programme with respect to the child’s skill level and learning history.

**Early**: as early as possible.

**Intensive**: not only hours of intervention but also time devoted to know the child, the family, the environment to apply the treatment.

**Evidence-based**: evidence-based choice of the best available intervention strategy and technique for each specific part of any programme with respect to the child’s skill level and learning history.
FOCUS

CHILD

PARENTS

TUTORS

TEACHERS

CONTEXT
Child Goals:

• Improved functioning in key skill areas which are associated with a diagnosis of ASD.
• Generalization and maintenance of skills outside of the context and people where they were learned.
• Improved involvement and participation in meaningful, functional learning.
• Attainment of skills to support long-term success and good outcomes across developmental stages and into adulthood.
Family Goals:

- Enhanced capacity to support the child’s development.
- Enhanced capacity to manage/cope with the child’s behaviour.
- Reduced family stress as parents/caregivers are better equipped to address the needs of the child.
Stress in Parents of Children with ASD:

Osborne, McHugh, Saunders, & Reed (2006)

- Analysis of parent focus groups, just after diagnosis, revealed very high levels of stress induced by the process.
- Psychometric analyses of parental stress reveal higher stress levels for parents of children with ASD than for parents of children with other difficulties.
Tutor and Teachers goals:

• To Enhance capacity to apply basic behavioral procedure
• To Enhance capacity to promote inclusion
Acquisition of teaching skills through Behavioral Skills Training (BST)
Sturmey, 2010

• Task analyze and define teaching performance
• Brief (2 – 15 minutes max) instructions and rationale
• Modeling (live, role play, video)
• Rehearsal to mastery criterion
• Feedback and Skills Assessment (verbal, graphical, immediate or delayed)
• Training sessions repeated until mastery criteria is reached
Mipia Actions and some data
MIPIA INTERVENTION 0-7

Assessment of Functional Skills: ABLLS, VB MAPP, CAPIRE

Curriculum and goals

Training child, tutors, teachers, parents

Monthly follow up, data analysis and new goals

MIPIA INTERVENTION 7-18

Assessment of Functional Skills with specific test

Curriculum and goals

Training child, tutors, teachers, parents

Follow up, data analysis and new goals
Not only early intervention...Mipia Intervention 7-18

Specific Intervention

- Decrease Problem Behaviors
- Increase Self Help Skills
- Increase Social Skills, Language and Communication
- Advanced Academic Skills
- Learn Job Skills
Mipia intervention diagram

Information meeting parents

Assessment

Sustainability assessment

Intervention

Parenting awareness programme (16h)

Other interventions if needed

Personalised programme

Home

School

Follow up

Child

Parents

mandatory

If needed
Children (September 2012)

- N°72
- 59 boys
- 13 girls

N° of children per region
MIPIA INTERVENTION

- 0-7 years old: 38%
- 7-18 years old: 62%
CHILDREN’S AGE AT START INTERVENTION

- 70% under 5 years old
- 30% over 5 years old
CHILDREN POPULATION

OTHER  AUTISM

12%  88%
Research

- Research on 6 children in a NHS center that adopted the Mipia model “Valutazione sperimentale dell’efficacia di un intervento comportamentale, intensivo e precoce un un centro riabilitativo” (Cristina Copelli e Paolo Moderato, 2011)
- Video modeling
- Social skills
- Training mand: pecs and sign language

In progress:
- Training RFT to teach reading
- Perspective taking
- Social skills
Mipia Clinical Group
Mipia Staff Requirements

• Psychology or Science of Education Degree

• Master in Applied Behavioral Analysis Completed

• Minimun 1500 hours of supervised field work
Mipia Staff on-going Education

• Monthly meeting: case presentations and discussion
• Monthly supervision with BCBAs
• Monthly research meeting

R+ for Mipia Staff is...Learning and Effectiveness
Credentials

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Mipia Structure

- Consultant and Assistant
- Senior Consultant
- Tutors (home), Teachers (school), Parents
Interventi intensivi e precoci per l’autismo

Evidenze scientifiche e sostenibilità

Esperienze internazionali a confronto

Interverranno:

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Carbone Clinic, New York

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Simone Antonioli
Fobap onlus

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Giovambattista Presti
IESCUM e MIPIA
BEHAVIORISM AT 100
FROM WATSON’S MANIFESTO TO THE THEORY OF MIND FROM BT TO ACT

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PARMA | STARHOTEL DU PARC

10 NOVEMBER 2013
TEN YEARS OF ASCCO
Thanks for your attention

www.mipia.org - info@mipia.org