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Evidence Base for Reinforcement

The National Professional Development Center on ASD has adopted the following definition of evidence-based practices.

To be considered an evidence-based practice for individuals with ASD, efficacy must be established through peer-reviewed research in scientific journals using:

- **randomized or quasi-experimental design studies.** Two high quality experimental or quasi-experimental group design studies,
- **single-subject design studies.** Three different investigators or research groups must have conducted five high quality single subject design studies, or
- **combination of evidence.** One high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies).

High quality randomized or quasi experimental design studies do not have critical design flaws that create confounds to the studies, and design features allow readers/consumers to rule out competing hypotheses for study findings. High quality in single subject design studies is reflected by a) the absence of critical design flaws that create confounds and b) the demonstration of experimental control at least three times in each study.

This definition and criteria are based on the following sources:


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Using these criteria, the empirical studies referenced below provide documentation for supporting Differential Reinforcement as an evidence-based practice. The studies cited in this section document that this practice meets the NPDC on ASD’s criteria for an evidence-based practice. This list is not exhaustive; other quality studies may exist that were not included.

Preschool


Elementary


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Middle/High School


