ASD Evidence Based Practices Matrix
Compiled by Kathy Gould

Intervention	When to use	Description	Age Range	Outcome Areas	Resources
1. **Antecedent-Based Interventions (ABI)**	Reduce interfering, repetitive, self-stimulatory or self-injurious behaviors; increase on task behaviors and engagement	Environmental or task/ activity modifications, change conditions in the setting Highly preferred items or activities to increase interest; change schedule/ routine Common ABI procedures include 1) using highly preferred activities/items to increase interest level, 2) changing the schedule/routine, 3) implementing pre-activity interventions (e.g., providing a warning about the next activity, providing information about schedule changes), 4) offering choices, 5) altering the manner in which instruction is provided (e.g. state the behavior you want to see vs. the behavior you don't want to see), and 6) enriching the environment so that learners with ASD have access to sensory stimuli that serve the same function as the interfering behavior (e.g., clay to play with during class, toys/objects that require motor manipulation).	Toddlers (0-2) to Young Adults (19-22)	Social Communication Behavior Play School-readiness Academic Motor Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/ABI-complete-2010.pdf NPDC 2014 Report p 49 NSP Phase 1 Manual p. 40 NSP Phase 2 p.43 AFIRM Module – afirm.fpg.unc.edu ABI OCALI AIM Modules Autisminternetmodules.org ABI
2. Cognitive Behavioral Intervention (CBI)	CBI can be used effectively to address social, communication, behavior, cognitive, adaptive, school drop-out, and mental health outcomes.	Learners are taught to examine their own thoughts and emotions, recognize when negative thoughts and emotions are escalating in intensity, and then use strategies to change their thinking and behavior. CBIs tend to be used with learners who display problem behavior related to specific emotions or feelings, such as anger or anxiety. Cognitive behavioral interventions are often used in conjunction with other evidence-based practices including social narratives, reinforcement, and parent-implemented intervention.	Elementary (6-11) to High School (15-18)	Social Communication Behavior Cognitive Adaptive Mental Health	NPDC 2014 Report Cognitive Behavior Intervention Fact Sheet p. 52 NSP Phase 1 identified as emerging NSP Phase 2 p.45 AFIRM Module – afirm.fpg.unc.edu CBI

3. Differential Reinforcement (DR)	Reduce challenging or interfering behaviors as well as to increase pro-social or desired behaviors; increase communication/language skills DRH – Higher rates DRL – Lower rates DRO – Other behavior DRA – Alternative DRI – Incompatible http://appliedbehavioralstrategies.com/reinforcement-101.html	Reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. Reinforcement can be provided: (a) when the learner is not engaging in the interfering behavior, (b) when the learner is engaging in a specific desired behavior other than the inappropriate behavior, or (c) when the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior. Differential reinforcement (DR) is a special application of reinforcement designed to reduce the occurrence of interfering behaviors (e.g., tantrums, aggression, self-injury, stereotypic behavior).	Pre-Schoolers (3-5) to Young Adults (19-22)	Social Communication Behavior Joint attention Play School-readiness Academic Motor Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Differential-Reinforcement-complete NPDC 2014 Report Differential Reinforcement Fact Sheet p.53 NSP Phase 1 Manual p.42 NSP 2 p.43 AFIRM Module - afirm.fpg.unc.edu DR OCALI AIM Modules Autisminternetmodules.org Differential Reinforcement
4. Discrete Trial Training **(DTT)**	When a learner needs to learn a skill best taught in small repeated steps.	One-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner. Each trial or teaching opportunity has a definite beginning and end, thus the descriptor discrete trial. The use of antecedents and consequences is carefully planned and implemented. Positive praise and/or tangible rewards are used to reinforce desired skills or behaviors. Data collection is an important part of DTT and supports decision making by providing teachers/practitioners with information about beginning skill level, progress and challenges, skill acquisition and maintenance, and generalization of learned skills or behaviors.	Pre-Schoolers (3-5) to Elementary (6-11)	Social Communication Behavior Joint Attention School-readiness Academic Adaptive Vocational	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Discrete-Trial-complete10-2010.pdf NPDC 2014 Report Discrete Trial Teaching Fact Sheet p.56 NSP Phase 1 Manual p.42 NSP Phase 2 p.43 AFIRM Module - Afirm.fpg.unc.edu DTT OCALI AIM Modules Autisminternetmodules.org Discrete Trial Training

5. Exercise (ECE)	Student has excessive energy, anxiety, depression, or negative mood. .	Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior while increasing physical fitness and motor skills. Learners engage in a fixed period of programmed physical activity on a regular basis.	Pre-Schoolers (3-5) to Middle (12-14)	Behavior School-readiness Academic Motor skills	NPDC Report 2014 Exercise Fact Sheet p. 58 NSP Phase 2 identified as emerging AFIRM Module – Afirm.fpg.unc.edu ECE
6. Extinction (EXT)	To reduce or eliminate unwanted behavior.	Withdraw or terminate the positive reinforcer that maintains an inappropriate interfering behavior. This withdrawal results in the stopping or extinction of behavior. The interfering behavior is likely to increase in frequency and intensity (extinction burst) before it is extinguished as the learner seeks to elicit the reinforcers previously provided. Extinction is often used with differential reinforcement to increase appropriate behaviors while discouraging the use of inappropriate behaviors. Should only be used after other more positive interventions have been tried and shown not to work. Extinction procedures should only be used by an individual who is familiar with the learner and who can create a plan for dealing with an extinction burst should the behaviors get worse.	Pre-Schoolers (3-5) to High School (15-18)	Communication Behavior School-readiness Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Extinction-Complete-10-2010.pdf NPDC 2014 Report Extinction Fact Sheet p.59 NSP Phase 1 identified as emerging NSP Phase 2 (part of Behavioral Interventions) p.43 AFIRM Module – Afirm.fpg.unc.edu EXT OCALI AIM Modules Autisminternetmodules.org Extinction
7. **Functional Behavior Assessment (FBA)**	Targeted behaviors described as severe, stereotypical, disruptive, escape-motivated, rejecting, and leading. Students are taught replacement skills and more appropriate behaviors and forms of communication.	Determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed. FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the behavior, and testing the hypothesis.	Toddlers (0-2) to Young Adults (19-22)	Communication Behavior School-readiness Academic Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Functional-Behavior-Assessment-Complete10-2010.pdf NPDC 2014 Report Functional Behavioral Assessment Fact Sheet p. 61 NSP Phase 1 Manual (included in Behavioral Package) p. 42 NSP Phase 2 (Behavioral Interventions) p. 43

					AFIRM Module - afirm.fpg.unc.edu FBA Toddler Initiative Learning Modules ASDtoddler.fpg.unc.edu Functional Behavior Assessment OCALI AIM Modules Autisminternetmodules.org Functional Behavior Assessment

8. **Functional Communication Training (FCT)**	Decrease the incidence of interfering behaviors and to replace subtle, less-clear communicative forms (e.g., leading an adult by the hand to a desired item) with clearer communicative forms (e.g., pointing).	Systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills. FCT is always implemented after an FBA has been conducted to identify the function of an interfering behavior. When using FCT, teachers/practitioners analyze the interfering behavior to determine what the learner is trying to communicate.	Pre-Schoolers (3-5) to High School (15-18)	Social Communication Behavior Play School-readiness	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Functional-Communication-Training-Complete10-2010.pdf NPDC 2014 Report Functional Communication Training Fact Sheet p.63 NSP Phase 1 Manual (Behavioral Package) p.42 NSP Phase 2 (Behavioral Interventions) p. 43 AFIRM Module- Afirm.fpg.unc.edu FCT OCALI AIM Modules Autisminternetmodules.org ABI Functional Communication Training

9. Modeling (MD)	When an individual needs to learn appropriate, observable behaviors or skills. MD is often combined with other strategies such as prompting and reinforcement	Modeling is a mode of teaching where the teacher demonstrates the targeted behavior or skill, sometimes several times. The learner imitates the target behavior or skill that was modeled and then (sometimes) provided reinforcement for the successful demonstration. The learner may be prompted to imitate the behavior with the teacher fading the prompt as the learner is able to demonstrate it. Modeling may involve breaking the behavior skill into steps and demonstrating each step with incorporated pauses during which the learner may attempt the step before continuing to subsequent steps.	Toddlers (0-2) to Young Adults (19-22)	Social Communication Joint Attention Play School-readiness Academic Vocational	NPDC 2014 Report Modeling Fact Sheet p.65 NSP Phase 1 Manual p.50 NSP Phase 2 p.51 AFIRM Module – Afirm.fpg.unc.edu MD
10. **Naturalistic Intervention (NI)**	Facilitates appropriate behavior, communication and social skills in the typical setting in which the learner participates.	Environmental arrangement (seating arrangement, bulletin board over-stimulating, quiet room for testing, proximity to teacher), interaction techniques (give warning, give wait time, visual strategies, child initiates communication with script, think-pair-share, buddy system, avoid use of word "no"), emphasize student interest (give choices, competition, explain relevance, tiered assignments, learning centers, independent study projects, interest inventories).	Toddlers (0-2) to Elementary (6-11)	Social Communication Behavior Joint Attention Play Academic	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Naturalistic-Intervention-Complete10-2010.pdf NPDC 2014 Report Naturalistic Intervention Fact Sheet p.66 NSP Phase 1 Manual p.52 NSP Phase 2 p. 53 AFIRM Modules – Afirm.fpg.unc.edu NI Toddler Initiative Learning Modules ASDtoddler.fpg.unc.edu Naturalistic Intervention OCALI AIM Modules Autisminternetmodules.org Naturalistic Intervention

11. **Parent-Implemented Intervention (PII)**	When skills or behaviors in the home need to be addressed, parents may be trained to teach their child new skills such as communication, play or self-help and/or to decrease challenging behaviors. Following training, parents implement all or part of the intervention with their child in their home.	For parent-implemented interventions, a partnership is developed between practitioners and parents. Family-centered planning is part of all components of the process, including needs identification, goal development, intervention plan development, parent training, and intervention delivery. Practitioners help identify the needs of the family through interviews and observations. Meaningful goals are selected and prioritized by the parent. Then a process is developed to measure the progress toward achieving the goals. An intervention plan is then created with specific steps that parents can easily implement. Parents are then taught how to implement the intervention through a structured but individualized parent training program. Parents then implement the intervention in as natural a setting as possible. Progress toward the goal is monitored and the plan is modified as needed.	Toddlers (0-2) to Elementary (6-11)	Social Communication Behavior Joint Attention Play Cognitive School-readiness Academic adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Parent-Implemented-Intervention-Complete10-2010.pdf NPDC 2014 Report Parent Implemented Intervention Fact Sheet p. 68 NSP Phase 1 Manual - not reviewed as separate strategy NSP Phase 2 p.55 AFIRM Module – Afirm.fpg.unc.edu PII OCALI AIM Modules Autisminternetmodules.org Parent Implemented Intervention
12. **Peer-Mediated Instruction and Intervention (PMII)**	Language/communication skills, social skills: responding to others, reciprocity, understanding others, and interacting with others or in groups.	Teach peers ways to interact with and help students acquire new social skills by increasing social opportunities within natural environments. Peers are systematically taught ways of engaging students in social interactions in both teacher-directed and learner-initiated activities (e.g. buddy system, behavior buddy).	Pre-Schoolers (3-5) to High School (15-18)	Social Communication Joint Attention Play School-readiness Academic	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Peer-Mediated-Complete10-2010.pdf NPDC 2014 Report Peer Mediated Instruction and Intervention Fact Sheet p.70 NSP Phase 1 Manua (Peer Training Package) p. 55 NSP Phase 2 p. 57 AFIRM Module – Afirm.fpg.unc.edu PMII OCALI AIM Modules Autisminternetmodules.org Peer Mediated Instruction and Intervention

13. **Picture Exchange Communication System (PECS)**	Increase communication, social and behavioral skills.	Learners are taught to give a picture of a desired item to a communicative partner in exchange for the item. There are six phases of PECS instruction, with each phase building on the last. The phases are: (1) Teaching the physically assisted exchange, (2) Expanding spontaneity, (3) Simultaneous discrimination of pictures, (4) Building sentence structure, (5) Responding to, "What do you want?" and (6) Commenting in response to a question.	Pre-Schoolers (3-5) to Middle (12-14)	Social Communication Joint Attention	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf NPDC 2014 PECS Fact Sheet p. 72 NSP 1 and NSP Phase 2 identified as emerging AFIRM Module – Afirm.fpg.unc.edu PECS OCALI AIM Modules Autisminternetmodules.org PECS

14. **Pivotal Response Training (PRT)**	To develop communication, language, play, and social behaviors; enhances four pivotal learning variables: motivation, responding to multiple cues, self-management, and self-initiations.	MOTIVATION: Establish Learner Attention, Use Shared Control, Use Learner Choice, Vary Tasks and Responses, Intersperse Acquisition and Maintenance Tasks, Reinforce Response Attempts, Use Natural and Direct Reinforcers; RESPONDING TO MULTIPLE CUES: Vary Stimuli and Increase Cues, Schedule the Reinforcement; SELF-MANAGEMENT: Develop and teach self-management systems to increase positive behaviors, reduce interfering behaviors, and teach positive replacement behaviors; SELF-INITIATIONS: Use Peer-Mediated Strategies, Use Learner-Initiated Strategies	Toddlers (0-2) to Middle (12-14)	Social Communication Joint Attention Play	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PRT-Complete-10-2010.pdf NPDC 2014 Report Pivotal Response Training Fact Sheet p. 74 NSP Phase 1 Manual p. 58 NSP Phase 2 p. 59 AFIRM Module – Afirm.fpg.unc.edu PRT Toddler Initiative Learning Modules ASDtoddler.fpg.unc.edu Pivotal Response Treatment OCALI AIM Modules Autisminternetmodules.org Pivotal Response Training

15. **Prompting (PP)**	Help given to learners that assist them in using a specific skill (often used in conjunction with other evidence-based practices including time delay and reinforcement).	PROCEDURES: Least-to-most prompts, simultaneous prompting, graduated guidance. TYPES OF PROMPTS: Verbal (direct and indirect), gestural, model, physical (full physical assist and partial physical assist), visual.	Toddlers (0-2) to Young Adults (19-22)	Social Communication Behavior Joint Attention Play School-readiness Academic Motor Adaptive Vocational	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Prompting-Complete-10-2010.pdf NPDC 2014 Report Prompting Fact Sheet p.76 NSP Phase 1 Manual (part of Antecedent Package) p. 40 NSP Phase 2 (part of Behavioral Interventions) p. 43 AFIRM Module – Afirm.fpg.unc.edu PP Toddler Initiative Learning Modules ASDtoddler.fpg.unc.edu Prompting OCALI AIM Modules Autisminternetmodules.org Prompting

16. **Reinforcement (R+)**	To increase the likelihood that a desired behavior will occur again (used with other evidence-based practices such as prompting, time delay, functional communication training, and differential reinforcement of other	*Positive reinforcement* - used when trying to teach new skills (e.g., teaching a replacement behavior for an interfering behavior) or to increase appropriate behaviors. Positive reinforcers can be either primary (e.g., food, liquids, comfort) or secondary (e.g., verbal praise, highly preferred activities, stickers, toys, edibles). Primary reinforcers are often naturally reinforcing to learners; however, the value of secondary reinforcers must be learned by pairing primary reinforcers with other types of reinforcement (e.g., pairing "Good job" with getting a sticker). *Token economy* - when learners acquire a certain number of tokens, they can be	Toddlers (0-2) to Young Adults	Social Communication Behavior Joint Attention Play Cognitive School-readiness Academic Motor Adaptive Vocational	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Reinforcement-Complete10-2010.pdf NPDC 2014 Report Reinforcement Fact Sheet p. 79 NSP Phase 1 Manual (part of Behavioral Package) p. 42 NSP Phase 2 (part of Behavioral Intervention) p. 43

	behaviors).	exchanged for objects or activities that are reinforcing to individual learners. *Negative reinforcement* - the removal of an object or activity the learner finds aversive such as washing tables or staying seated.			AFIRM Module – Afirm.fpg.unc.edu R+ Toddler Initiative Learning Modules ASDtoddler.fpg.unc.edu Reinforcement OCALI AIM Modules Autisminternetmodules.org Reinforcement
17. **Response Interruption/Redirection** (RIR)	Used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious.	During the Response Interruption component of the intervention, teachers/practitioners stop the learner from engaging in the interfering behavior. This is usually accomplished by physically and/or verbally blocking a learner's attempts to engage in a stereotypical or repetitive behavior. Redirection, the second component of the intervention, focuses on prompting the learner to engage in a more appropriate, alternative behavior.	Pre-Schoolers (3-5) to Young Adults (19-22)	Social Communication Behavior Play School-readiness Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Response-Interruption-Complete-10-2010.pdf NPDC 2014 Report Response Interruption/Redirection Fact Sheet p. 83 NSP Phase 1 Manual (part of Behavioral Package) p. 42 NSP Phase 2 (part of Behavioral Interventions) p. 43 AFIRM Module – Afirm.fpg.unc.edu RIR OCALI AIM Modules Autisminternetmodules.org Response Interruption/Redirection

18. **Self-Management (SM)**	Students independently regulate their own behaviors, act appropriately in a variety of home, school, and community-based situations.	Teach to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reward themselves for behaving appropriately. (TMPR)	Pre-Schoolers (3-5) to Young Adults (19-22)	Social Communication Behavior Play, School-readiness Academic Vocational	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Self-management-Complete-10-2010.pdf NPDC 2014 Report Self-Management Fact Sheet p. 87 NSP Phase 1 Manual p. 63 NSP Phase 2 p.65 *How Does Your Engine Run, Zones of Regulation, Social Thinking* AFIRM Module – Afirm.fpg.unc.edu SM OCALI AIM Modules Autisminternetmodules.org Self-Management
19. Scripting (SC)	These help learners adjust to changes in routine and adapt their behaviors based on the social and physical cues of a situation, or teach specific social skills or behaviors.	Give students specific language to use in specific situations. Present learners with a verbal and/or written description about a specific skill or situation that serves as a model for the learner. Allows learners to anticipate what may occur during a given activity and improve their ability to appropriately participate in the activity. Scripts are practiced repeatedly before the skill is used.	Pre-Schoolers (3-5) to High School (15-18)	Social Communication Joint Attention Play Cognitive School-readiness Vocational	NPDC 2014 Report Scripting Fact Sheet p. 85 NSP Phase 1 identified as emerging NSP Phase 2 p.63 AFIRM Module – Afirm.fpg.unc.edu SC

20. **Social Narratives (SN)**	These help learners adjust to changes in routine and adapt their behaviors based on the social and physical cues of a situation, or teach specific social skills or behaviors.	Use words appropriate for the learner's age and comprehension. Incorporate visuals that are appropriate for the individual learner. Use the social narrative as a regular part of the learner's daily schedule, as well as using it as a prompt before a specific situation.	Pre-Schoolers (3-5) to High School (15-18)	Social Communication Behavior Joint Attention Play School-readiness Academic Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Social-Narratives-Complete-10-2010.pdf NPDC 2014 Report Social Narratives Fact Sheet p. 89 NSP Phase 1 Manual (Story-based Intervention Package) p. 66 NSP Phase 2 (Story-based Interventions) p. 69 AFIRM Module – Afirm.fpg.unc.edu SN OCALI AIM Modules Autisminternetmodules.org Social Narratives
21. Social Skills Training (SST)	This is used to teach individuals ways to appropriately interact with peers and adults	Social skills training can occur either individually or in groups. Social skills groups typically involve small groups of two to eight individuals and an adult. They include instruction, role-playing or practice, and feedback to help learners acquire and practice skills to promote positive social interactions with peers. They target the following: perspective-taking, conversation skills, friendship skills, problem-solving, social competence, emotion recognition, theory of mind, and problem-solving. Specific interaction skills to address include initiation, responding, maintaining, greeting, giving/accepting compliments, turn taking, sharing, asking for help, offering help.	Toddlers (0-2) to Young Adults (19-22)	Social Communication Behavior Play Cognitive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Social-Skills-Groups-Complete-10-2010.pdf (was Social Skills Groups) NPDC 2014 Report Social Skills Training Fact Sheet p. 91 NSP Phase 1 identified as emerging NSP Phase 2 (Social Skills Package) p. 67 AFIRM Module – Afirm.fpg.unc.edu SST OCALI AIM Modules Autisminternetmodules.org Social Skills Groups Social Supports for Transition-aged Individuals

22. **Structured Work Systems * (SWS)**	To increase and maximize independent functioning and reduce the frequent need for teacher correction and reprimand.	Learners independently practice skills that have been previously mastered under the direct supervision of an adult. A work system visually communicates at least four pieces of information to the learner: 1)The tasks the learner is supposed to do, 2) How much work there is to be completed, 3) How the learner knows he/she is finished (progress towards goal), 4) What to do when he/she is finished. Structured work systems target adaptive behavior skills including on-task behavior, task completion, transitions between tasks, increasing response chain length, and independent performance across curriculum areas (e.g. play skills, self-help skills, academic skills). Structured work systems are a component of TEACCH (Treatment and Education of Autistic and related Communication handicapped CHildren).	Pre-schoolers (3-5) to Young Adults (19-22)	Academic Behavior Play Adaptive Vocational	NPDC – 2014 Report identified as emerging NSP Phase 1 and 2 identified as emerging OCALI AIM Modules Autisminternetmodules.org Structured Teaching, Structured Work Systems Tasks Galore Books (by Laurie Eckenrode, Pat Fennell, Kathy Hearsey)
23. Structured Play Groups (SPG)	This is used for children who are having difficulty participating in cooperative play experiences	Structured Play Groups is an intervention using small groups in a defined area and activity. Typically developing peers are selected to be in the group with clear themes and led by adults to support the student's performance related to identified goals.	Elementary (6-11)	Social Communication Behavior Play School-readiness Academic	NPDC 2014 Report Structured Play Groups Fact Sheet p. 93. NSP Phase 1 identified Social Skills Package as emerging NSP Phase 2 (included in Social Skills Package) *Wolfberg, P.J. (2011-2012) Integrated Play Groups (IPG) model. New York, NY: Skyhorse Publishing* AFIRM Module – Afirm.fpg.unc.edu SPG

24. **Task Analysis (TA)**	This can be used to address issues in the academic, behavior, communication, and social domains.	Task analysis breaks a skill into smaller, more manageable steps in order to teach the skill (e.g. tie a shoe, brushing teeth, morning routine). Other practices, such as reinforcement, video modeling, or time delay, facilitate learning of the smaller steps.	Pre-Schoolers (3-5) to Middle (12-14)	Social Communication Joint attention Academic Motor Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Task-analysis-Complete-10-2010.pdf NPDC 2014 Report Task Analysis Fact Sheet p. 94 NSP Phase 1 Manual (part of Behavioral Package) p. 42 NSP Phase 2 (part of Behavioral Intervention) p.43 AFIRM Module – Afirm.fpg.unc.edu TA OCALI AIM Modules Autisminternetmodules.org Task Analysis
25. Technology-Aided Instruction and Intervention (TAII)	Increase motivation, interest, or engagement. Making interventions and assistance age appropriate. This includes the use of any electronic device or instructional method or format for learning and supporting learning.	Electronic items, equipment, or apps used intentionally to increase or maintain and/or improve daily living, work/productivity, and recreational/leisure capabilities.	Pre-Schoolers (3-5) to Young Adults (19-22)	Social Communication Behavior Joint Attention Cognitive School-readiness Academic Motor Adaptive Vocational	previously Computer aided Instruction and Speech Generating Devices NPDC 2014 Report Technology-Aided Instruction and Intervention Fact Sheet p.96. NSP Phase 1 and 2 - identified as emerging AFIRM Module – Afirm.fpg.unc.edu TAII OCALI AIM Modules Autisminternetmodules.org Computer-Aided Instruction Speech Generating Devices

26. Time Delay (TD)	This strategy is used to gradually fade prompts and increase independent completion of tasks.	This refers to the time between the prompt and the response. This practice is always used in conjunction with prompting procedures such as least-to-most prompting, simultaneous prompting, and graduated guidance. With this procedure, a brief delay is provided between the initial instruction and any additional instructions or prompts. There is no delay between the instruction and prompt when a learner is first learning a skill. As the learner becomes more proficient at using the new skill, a fixed amount of time is utilized and gradually increased.	Pre-Schoolers (3-5) to Young Adults (19-22)	Social Communication Behavior Joint Attention Play Cognitive School-readiness Academic Motor Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/TimeDelay_Complete.pdf NPDC 2014 Report Time Delay Fact Sheet p. 99 NSP Phase 1 Manual (part of Behavioral Package) p. 42 NSP Phase 2 (part of Behavioral Intervention) p. 43 AFIRM Module – Afirm.fpg.unc.edu TD
27. **Video Modeling (VM)**	Used to teach skills related to communication, social, academic/cognition, and play.	Uses video recording and display equipment to provide a visual model of the targeted behavior or skill. Types of video modeling include: Basic video modeling - recording someone besides the learner engaging in the target behavior or skill (i.e., models), with the video viewed by the learner at a later time; Video self-modeling - records the learner displaying the target skill or behavior and is reviewed later; Point-of-view video modeling - records target behavior or skill from the perspective of the learner; Video prompting -breaks the behavior skill into steps, records each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting is done with either the learner or other person as a model.	Toddlers (0-2) to Young Adults (19-22)	Social Communication Behavior Joint Attention Play Cognitive School-readiness Academic Motor Adaptive Vocational	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf NPDC 2014 Report Video Modeling Fact Sheet p 101 NSP Phase 1 Manual (included in Modeling) p. 50 NSP Phase 2 p. 51 AFIRM Module – Afirm.fpg.unc.edu VM Toddler Initiative Learning Modules ASDtoddler.fpg.unc.edu Video Modeling OCALI AIM Modules Autisminternetmodules.org Video-Modeling

28. **Visual Supports (VS)**	Visual supports target a number of adaptive behavior skills, including task engagement, independent performance, transitions across activities, and increasing response chain length. Visual supports have also proven effective in increasing skills across curriculum areas, including the demonstration of play skills, social interaction skills, and social initiation. In addition, visual supports have been beneficial in reducing self-injurious behavior.	Visual supports are any tool presented visually that supports an individual as he or she moves through the day (directions, prompts, reminders, cues). Visual supports might include, but are not limited to, pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts. They establish expectations and provide predictability. They provide a permanent message (non-transient) vs. signed or spoken words which are transient.	Toddlers (0-2) to Young Adults	Social Communication Behavior Play Cognitive School-readiness Academic Motor Adaptive	http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VisualSupports_Complete.pdf NPDC 2014 Report Visual Supports Fact Sheet p. 104 NSP Phase 1 Manual – included in many established treatments including Schedules, Self-Management NSP Phase 2 included in Cognitive Behavioral Intervention, Schedules, Scripting AFIRM Module – Afirm.fpg.unc.edu VS OCALI AIM Modules Autisminternetmodules.org Visual Supports

* Structured Work Systems was identified as an EBP in the 2008 National Professional Development Center for ASD Report and has multiple studies that document its efficacy. However, the more rigorous standards of the current review eliminated some of the studies previously included so this intervention now has less than the required number of studies to be an EBP in this review. Structured Work Systems is included here as a Focused Intervention with Some Support.

Adapted from:
National Professional Development Center on Autism Spectrum Disorders http://autismpdc.fpg.unc.edu
Evidence-Based Practices for Children, Youth and Young Adults with Autism Spectrum Disorder 2014 - Full report at
http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Reports.pdf

National Autism Center Evidence-Based Practice and Autism in the Schools and findings and Conclusions: National Standards Project Phase 2 – Full reports at www.nationaautismcenter.org

8.18