

Overview of National Professional Developmental Center ASD 2014 Report on Evidence Based Practices (Tables 7-8)*

Full Report available at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
Antecedent Based Intervention (ABI): Arrangement of events preceding an interfering behavior to prevent or reduce occurrence	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue					Yellow						Yellow	Blue		Yellow			Yellow			Yellow							
Cognitive Behavioral Intervention (CBI): Instruction on cognitive processes leading to changes in behavior		Yellow			Yellow			Yellow	Blue								Yellow															Yellow				
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O): Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors	Green				Yellow		Green	Yellow	Blue		Yellow			Yellow		Green	Yellow			Yellow			Yellow				Blue									
Discrete Trial Teaching (DTT): Instructional process of repeated trials, consisting of instruction, response, and consequence	Green			Green	Yellow			Yellow		Green	Yellow								Green	Yellow					Green	Yellow					Yellow					
Exercise (ECE): Antecedent based physical exertion to reduce interfering behaviors or increase appropriate behaviors							Green	Yellow								Green	Yellow			Yellow			Yellow													
Extinction (EXT): Removal of existing reinforcement in order to reduce an interfering behavior		Yellow		Green	Yellow	Blue		Yellow	Blue		Yellow						Yellow					Green	Yellow													
Functional Behavior Assessment (FBA): Systematic protocol designed to identify contingencies that maintain an interfering behavior					Yellow		Green	Yellow	Blue							Green	Yellow			Yellow																
Functional Communication Training (FCT): Replacement of an interfering behavior with communication that accomplishes the same function	Green	Yellow		Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow		Green	Yellow					Green	Yellow			Blue										
Modeling (MD): Demonstration of a desired behavior that results in skill acquisition through learner imitation	Green	Yellow	Blue	Green	Yellow	Blue				Green				Yellow		Green															Blue					
Naturalistic Intervention (NI): Intervention strategies that occur with the learner's typical settings and routines	Green	Yellow		Green	Yellow		Green			Green			Green	Yellow																						
Parent-Implemented Intervention (PII): Parent delivered intervention learned through a structured parent training program				Green	Yellow		Green	Yellow		Green			Green	Yellow		Green						Green	Yellow													
Peer-Mediated Instruction and Intervention (PMII): Typically developing peers are taught strategies that increase social learning opportunities in natural environments	Green	Yellow	Blue	Green	Yellow					Green	Yellow		Green	Yellow						Yellow	Blue															
Picture Exchange Communication System (PECS): Systematic 6 phase protocol teaching the exchange of pictures between communicative partners	Green	Yellow		Green	Yellow						Yellow																									

* Adapted from: Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
Pivotal Response Training (PRT): Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Yellow		Green	Yellow								Green	Yellow																						
Prompting (PP): Verbal, gestural, or physical assistance that supports skill acquisition								Yellow	Blue	Green	Yellow								Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow	Blue						
Reinforcement (R+): A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue				Yellow			Green	Yellow		Green	Yellow					Green	Yellow	Blue	Yellow	Blue				
Response Interruption/Redirection (RIR): Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior	Green	Yellow		Green	Yellow		Green	Yellow	Blue				Green	Yellow					Green	Yellow								Green	Yellow							
Scripting (SC): A verbal or written model of a skill or situation that is practiced before use in context	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow		Green	Yellow		Green	Yellow													Yellow						
Self Management (SM): Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors		Yellow			Yellow			Yellow	Blue					Yellow					Green	Yellow	Blue	Green	Yellow							Blue						
Social Narratives (SN): Descriptions of social situations with examples of appropriate responding	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow		Green	Yellow								Green	Yellow					Green	Yellow							
Social Skills Training (SST): Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Yellow	Blue	Green	Yellow		Green	Yellow					Green	Yellow	Blue		Yellow																			
Structured Play Group (SPG): Adult lead small group activities that include typically developing peers and use prompting to support performance		Yellow			Yellow			Yellow						Yellow						Yellow			Yellow													
Task Analysis (TA): The process of breaking a skill into small steps that are systematically chained together				Green	Yellow						Yellow												Yellow			Yellow										
Technology-Aided Instruction and Intervention (TAII): Intervention using technology as a critical feature	Green	Yellow	Blue	Green	Yellow	Blue	Yellow	Blue		Yellow	Blue					Green			Green	Yellow	Blue	Green	Yellow	Blue			Blue		Blue		Yellow	Blue				
Time Delay (TD): Delaying a prompt during a practice opportunity in order to fade the use of prompts				Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow					Green	Yellow							
Video Modeling (VM): A video recording of a targeted skill that is viewed to assist in learning	Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow	Blue		Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow	Blue	Yellow	Blue				
Visual Support (VS): Visual display that supports independent skill use.	Green	Yellow	Blue	Green	Yellow		Green	Yellow					Green	Yellow		Green	Yellow		Green	Yellow			Yellow					Green	Yellow							

* Adapted from: Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.