

AUTISM INTERVENTIONS

Many interventions exist for autism spectrum disorder (ASD). Yet, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). One reason for using EBPs is because, by law, teaching practices must be based on evidence of effectiveness.

The National Professional Development Center on ASD used a rigorous criteria to classify 27 focused interventions as EBPs. The 27 identified EBPs have been shown through scientific research to be effective when implemented correctly with students with ASD. They include:

- Antecedent-based Intervention
- Cognitive Behavioral Intervention
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Parent Implemented Interventions
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System (PECS)
- Pivotal Response Training (PRT)
- Prompting
- Reinforcement
- Response Interruption and Redirection
- Scripting
- Self-Management
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Technology-aided Instruction and Intervention
- Time Delay
- Video Modeling
- Visual Supports

Most of the interventions identified above come from the behavioral literature (including applied behavior analysis, behavioral psychology, and positive behavior supports). Increasingly, a broad range of fields (e.g., developmental psychology, special education, speech-language pathology) are making contributions to the autism literature, so this trend may change over time. Go to the NPDC website to access training modules and downloadable resources for each of these interventions <https://autismpdc.fpg.unc.edu/evidence-based-practices>