What ARE Evidence-Based Practices
National Professional Development Center (NPDC)

1. **Randomized / Quasi-Experimental Design Studies:** 2 high quality OR

2. **Single Subject Design: 3 from different investigators / research groups / 5 high quality OR**

3. **Combination: 1 from #1 and 3 from #2 by at least 3 different investigators / research groups**

High Quality:
- Lack design flaws that create confounds
- Experimental Control / Rule out competing explanations

Evidence-Based Practice	Academic	Behavior	Communication	Play	Social	Transitions
1. Behavioral intervention strategies						
a. Prompting	✓					
b. Time delay	✓		✓	✓	✓	
c. Reinforcement	✓	✓	✓	✓		
d. Task analysis and chaining	✓		✓		✓	✓
e. Shaping						
2. Computer- assisted instruction	✓		✓		✓	
3. Differential reinforcement		✓				
4. Discrete trial teaching (DTT)		✓				
5. Extinction		✓				
6. Functional behavior assessment (FBA)		✓				
7. Functional communication training (FCT)		✓				
8. Independent work systems	✓					✓
9. Naturalistic interventions			✓		✓	
10. Parent training						
11. Peer-mediated instruction/intervention (PMII)		✓	✓		✓	✓
12. Picture exchange communication system (PECS)		✓	✓		✓	
13. Pivotal response training (PRT)		✓	✓	✓		
14. Positive behavioral support						
15. Response interruption/redirection	✓	✓				
16. Self-management	✓	✓			✓	✓
17. Social skills training			✓	✓	✓	
18. Social stories		✓	✓		✓	
19. Stimulus control/Environmental modification	✓	✓		✓		
20. Video modeling		✓	✓	✓	✓	
21. Visual supports	✓		✓		✓	✓
22. VOCA/ Speech Generating Devices (SGD)			✓		✓	

Key: Blue shading indicates that the studies making up the evidence base for that practice included dependent variables in the domain indicated by that column. *Note: The practices with boxes shaded gray have not yet been determined to have an evidence-base.*

Evidence by Practices and Domains

NPDC-ASD

Evidence-based Practice	Early Childhood (2-5 yrs.)	Elementary (6-12 yrs.)	Middle School (13-15 yrs.)	High School (16-21 yrs.)
1. Computer-aided instruction	■	■	■	■
2. Differential reinforcement (DRA/I/O/L)	■	■	■	■
3. Discrete trial training (DTT)	■	■		
4. Extinction	■	■	■	
5. Functional behavior assessment (FBA)	■	■	■	
6. Functional communication training (FCT)	■	■		
7. Naturalistic interventions	■	■	■	■
8. Parent-implemented interventions	■	■		
9. Peer-mediated instruction/intervention (PMII)	■	■		
10. Picture exchange communication system (PECS)	■	■		
11. Pivotal response training (PRT)	■	■		
12. Prompting	■	■	■	■
13. Reinforcement	■	■	■	■
14. Response interruption/redirection	■	■	■	■
15. Self-management	■	■	■	■
16. Social narratives	■	■	■	
17. Social skills training groups	■	■	■	■
18. Speech generating devices (SGD)/VOCA	■	■		
19. Stimulus control	■	■	■	■
20. Structured work systems	■	■	■	■
21. Task analysis and chaining	■	■	■	■
22. Time delay		■		
23. Video modeling	■	■	■	
24. Visual supports	■	■	■	■

Shading indicates that the studies making up the evidence base for the practice included children and youth from these age groupings.

Disclaimer: The review completed by the NPDC on ASD was not exhaustive. It is possible that yet unidentified evidence exists for practices and ages not indicated above.

Resources for EBPs in ASD

- **NPDC: http://www.fpg.unc.edu/~autismpdC/**

- **OCALI: http://www.ocali.org/**
  - **Autism Internet Modules**

- **National Standards Project: http://www.nationalautismcenter.org**

- **Georgia State: EIC – ASD (Enhancing Instructional Contexts for Students with ASD)**
  - **http://education.gsu.edu/autism/index.htm**

- **Association for Science in ASD Treatment http://www.asatonline.org**
  - **Scroll Down and Click:**
    - **"How do I know if a specific treatment will work?**

START Definition of Effective Practices

Effective Practices consist of documented practices and findings from evidence-based studies that can lead to greater student success. The use of effective practices involves matching a practice with student need and documenting the student response to the practice. Therefore effective practices involve <u>knowledge of proven practices</u>, <u>professional judgment</u>, and <u>data collection</u>.

STArt
STAtewide Autism Resources & Training
www.gvsu.edu/autismcenter