

## EVIDENCE BASED PRACTICES FOR ADOLESCENTS

Evidence-Based Practice	Definition of the Evidence-Based Practice
1. Antecedent-Based Interventions	<i>Involves the identification of factors that are reinforcing an interfering behavior and modification of the environment or activity so that the factor no longer elicits an interfering behavior (Other terms: changing environment to prevent behavior from happening).</i>
2. Cognitive behavioral intervention	<i>Instruction on management or control of cognitive processes that lead to changes in overt behavior (Other terms: cognitive behavior therapy).</i>
3. Differential reinforcement of other/alternative behavior	<i>Reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored.</i>
4. Discrete trial training (DTT)	<i>A one-on-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 and the use of antecedents and consequences is carefully planned and implemented.</i>
5. Exercise	<i>Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior.</i>
6. Extinction	<i>Involves the withdrawing or terminating the positive reinforcer that maintains an inappropriate interfering behavior (Other term: ignoring).</i>
7. Functional behavior assessment (FBA)	<i>A systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed. An 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.</i>
8. Functional communication training (FCT)	<i>A systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills.</i>
9. Modeling	<i>Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior (Other terms: role play, imitation).</i>
10. Naturalistic intervention	<i>A collection of practices including environmental arrangement, interaction techniques, and behavioral strategies designed to encourage specific target behaviors based on insights into the learner's interests (Other terms: intervention that takes place in a typical setting).</i>
11. Peer-mediated instruction/ intervention	<i>Involves systematically teaching typically developing peers ways to interact with and help learners with ASD (Other terms: Peer Buddies, Lunch Bunch).</i>



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12. Picture Exchange Communication System (PECS)	<i>Involves teaching learners to give a picture of a desired item to a communication partner in exchange for the item. There are six phases of PECS instruction, with each stage building from the last.</i>
13. Pivotal response training (PRT)	<i>Involves systematically applying the principles of applied behavior analysis (ABA) to build on learner initiatives and interests. Four pivotal variables include: motivation, responding to multiple clues, self- management, and self- initiations</i>
14. Prompting	<i>Includes any help given to learners that assists them in using a specific skill. Different types of prompts include: verbal, gestural, model, physical and visual (other terms: helping, pointing, showing, demonstrating).</i>
15. Reinforcement	<i>Involves the presentation of a consequence following a target skill behavior that increases the likelihood that the behavior will occur in the future, or at least be maintained (Other terms: positive reinforcement, praise, rewards).</i>
16. Response interruption/ redirection	<i>When teachers/practitioners interrupt learners from engaging in interfering behaviors and redirect them to more appropriate, alternative behaviors.</i>
17. Scripting	<i>Providing a verbal and/or written description about a specific skill or situation that serves as a model for the learner.</i>
18. Self-management	<i>When learners are taught to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reward themselves for behaving appropriately.</i>
19. Social narratives	<i>Describe social situations, highlighting relevant cues and offering examples of appropriate responding, which are individualized according to learner needs (Other term: social stories).</i>
20. Social skills training	<i>Includes instruction, role-playing or practice, and feedback to help learners with ASD acquire and practice skills to promote positive social interactions (Other term: social skills groups).</i>
21. Task analysis	<i>A process of breaking a skill into smaller, more manageable steps in order to teach the skill (Other term: detailed "To Do" lists)</i>
22. Technology-aided instruction and intervention	<i>Instruction or interventions where technology is the central feature supporting the acquisition of a goal for the learner. Includes use of any electronic item/ equipment/application/or virtual network that is used intentionally to improve skills (Other terms: assistive technology, speech generating device, computer assisted instruction)</i>

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23. Time delay	<i>A procedure that involves the fading of prompts during instructional activities by providing a brief delay between the initial instruction and any additional instructions or prompts.</i>
24. Video modeling	<i>Utilizing video recording and display equipment to provide a visual model of the targeted behavior or skill.</i>
25. Visual supports	<i>Any tools presented visually that supports an individual as he or she moves through the day, including: written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, time lines, and work systems.</i>

*Note: Parent-mediated interventions and structured play groups are not included on this list as those will not be applicable to adolescents in the school setting.*