Evidence-Based Practices for Children, Youth, and Young Adults with Autism
National Clearinghouse on Autism Evidence and Practice Review 2020

	Evidence-Based Practices	DEFINITION
ABI	Antecedent-Based Interventions	Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the challenging/interfering behaviors.
AAC	Augmentative and Alternative Communication	Interventions using and/or teaching the use of a system of communication that is not verbal/vocal which can be aided (e.g., device, communication book) or unaided (e.g., sign language)
ASI	Ayres Sensory Integration	Interventions that target a person's ability to integrate sensory information (visual, auditory, tactile, proprioceptive, and vestibular) from their body and environment in order to respond using organized and adaptive behavior.
BMI	Behavioral Momentum Intervention	The organization of behavior expectations in a sequence in which low probability, or more difficult, responses are embedded in a series of high probability, or less effortful, responses to increase persistence and the occurrence of the low probability responses.
CBIS	Cognitive Behavioral/ Instructional Strategies	Instruction on management or control of cognitive processes that lead to changes in behavioral, social, or academic behavior.
DR	Differential Reinforcement of Alternative, Incompatible, or Other Behavior	A systematic process that increases desirable behavior or the absence of an undesirable behavior by providing positive consequences for demonstration/non-demonstration of such behavior. These consequences may be provided when the learner is: a) engaging in a specific desired behavior other than the undesirable behavior (DRA), b) engaging in a behavior that is physically impossible to do while exhibiting the undesirable behavior (DRI), or c) not engaging in the undesirable behavior (DRO).
DI	Direct Instruction	A systematic approach to teaching using a sequenced instructional package with scripted protocols or lessons. It emphasizes teacher and student dialogue through choral and independent student responses and employs systematic and explicit error corrections to promote mastery and generalization.
DTT	Discrete Trial Training	Instructional approach with massed or repeated trials with each trial consisting of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.
EXM	Exercise and Movement	Interventions that use physical exertion, specific motor skills/techniques, or mindful movement to target a variety of skills and behaviors.
EXT	Extinction	The removal of reinforcing consequences of a challenging behavior in order to reduce the future occurrence of that behavior.
FBA	Functional Behavioral Assessment	A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.
FCT	Functional Communication Training	A set of practices that replace a challenging behavior that has a communication function with more appropriate and effective communication behaviors or skills.

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MD	Modeling	Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.
MMI	Music-Mediated Intervention	Intervention that incorporates songs, melodic intonation, and/or rhythm to support learning or performance of skills/behaviors. It includes music therapy, as well as other interventions that incorporate music to address target skills.
NI	Naturalistic Intervention	A collection of techniques and strategies that are embedded in typical activities and/or routines in which the learner participates to naturally promote, support, and encourage target skills/behaviors.
PII	Parent-Implemented Intervention	Parent delivery of an intervention to their child that promotes their social communication or other skills or decreases their challenging behavior.
PBII	Peer-Based Instruction and intervention	Intervention in which peers directly promote autistic children's social interactions and/or other individual learning goals, or the teacher/other adult organizes the social context (e.g. play groups, social network groups, recess) and when necessary provides support (e.g. Prompts, reinforcement) to the autistic children and their peer to engage in social interactions.
PP	Prompting	Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.
R	Reinforcement	The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.
RIR	Response Interruption and Redirection	The introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction.
SM	Self-Management	Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring and recording their own behaviors, and rewarding themselves for behaving appropriately.
SN	Social Narratives	Interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.
SST	Social Skills Training	Group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions with others.
TA	Task Analysis	A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps.
TAII	Technology-Aided Intervention and Instruction	Instruction or intervention in which technology is the central feature and the technology is specifically designed or employed to support the learning or performance of a behavior or skill for the learner.
TD	Time Delay	A practice used to systematically fade the use of prompts during instructional activities by using a brief delay between the initial instruction and any additional instructions or prompts.
VM	Video Modeling	A video-recorded demonstration of the targeted behavior or skill shown to the learner to assist learning in or engaging in a desired behavior or skill.
VS	Visual Supports	A visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts.