

EBPs for Behavior*

EBPs for Autism*

Effectively design the physical environment of the classroom; maximize structure in classroom.	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Visual Supports
Develop and teach predictable classroom routines Post, teach, review, monitor, and reinforce a small number of positively stated expectations.	<ul style="list-style-type: none"> ✓ Visual Supports ✓ Task Analysis ✓ Reinforcement
Use active supervision and proximity. Prompt or remind students of expected behavior	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Prompting
Establish a continuum of strategies to acknowledge appropriate behavior.	<ul style="list-style-type: none"> ✓ Reinforcement
Make the problem behavior irrelevant with anticipation and reminders.	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Self-Management ✓ Exercise ✓ Cognitive Behavior Intervention
Establish a continuum of strategies to respond to inappropriate behavior.	<ul style="list-style-type: none"> ✓ Differential Reinforcement of Alternative, Incompatible or Other Behavior ✓ Response Interruption/Redirection ✓ Extinction
Help student learn appropriate behaviors	<ul style="list-style-type: none"> ✓ Social Skills Training ✓ Structured Play Group ✓ Functional Communication Training ✓ Discrete Trial Training ✓ Modeling ✓ PECS ✓ Pivotal Response Training ✓ Scripting ✓ Social Narratives ✓ Video Modeling ✓ Parent-Implemented Intervention
Determine the function of the behavior to select a FERB (Functional Equivalent Replacement Behavior)	<ul style="list-style-type: none"> ✓ Functional Behavior Assessment ✓ Functional Communication Training
Expectations and behavioral skills are taught and recognized in the natural context	<ul style="list-style-type: none"> ✓ Naturalistic Instruction ✓ Pivotal Response Training
Provide a range of evidence based practices that promote active engagement in the classroom	<ul style="list-style-type: none"> ✓ Technology-Aided Instruction and Intervention ✓ Peer-Based Instruction and Intervention ✓ Antecedent Based Interventions (e.g., Special Interests)

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*Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*, 351–380.

* Wong, C., Odom, S. L., Hume, K. A., Cox, C. W., Fettig, A., Kurcharczyk, S., et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*.