Aligning Prevent-Teach-Reinforce (PTR) Intervention Strategies with
Autism EBPs

PTR Prevent Interventions and Definitions	Autism EBPs that Align
Provide Choice: Providing student choices between two or more options (within or between activities).	**Antecedent-Based Intervention (Choice**)
Transition Supports: Transition Supports assist the student to change activities, settings, or routines and can be verbal, visual or auditory	**Antecedent-Based Intervention** (Change Schedules or Routines**); Visual Supports/Schedules/Work Systems; Music-Mediated Intervention**
Environmental Supports: Clear and detailed cues that provide the student with the understanding of his or her environment.	**Visual Supports/Schedules/Work Systems, Video Modeling, Social Narratives**
Change to Task Demand/Curriculum: Changes in instructional task components such as content, method of presentation, or student outcome	**Antecedent-Based Intervention** (Alter how instruction is given, using learner preferences); **Technology-Aided Intervention and Instruction; Naturalistic Intervention vs Direct Instruction**
Noncontingent Attention and Proximity: Strategy designed to build positive relationships and social attention independent of an interfering behavior taking place.	**Differential Reinforcement; Reinforcement**
Whole Class Management Systems: Refers to the procedures, strategies and instructional methods a teacher uses to enhance appropriate student behavior and engagement in learning activities.	**PBIS Tier 1**
Increasing Opportunities to Respond: Using direct instructional delivery that provides a high level of student-adult interaction via the use of teacher questioning, student responding and teacher feedback.	**Behavioral Momentum Intervention; Direct Instruction; Discrete Trial Training**
Setting Event Neutralization/Modification: Responding to fluctuating environmental distal antecedent events that are further away from the time of the interfering behavior by anticipating them and altering the schedule or routine.	**Antecedent-Based Intervention** (Altering the schedule or routine, changing/altering the sensory environment)
Peer Collaboration and Support/Peer Modeling: Intervention is when same aged peers model appropriate responses or prompts/support to peer to engage in the task/activity appropriately .	**Peer-Based Instruction and Intervention**

PTR Teaching Interventions and Definitions	Autism EBPs that Align
Teaching the FERB: Teaching of appropriate alternative communicative behaviors that replace the interfering behavior and result in the student getting the same outcome (or function) as the interfering behavior.	**Functional Communication Training, Differential Reinforcement** (of alternative behaviors); **EBPs for Skills Teaching Including: Prompting, Modeling, Task Analysis, Time Delay, Video Modeling**
Teaching Alternate/Desired Skills: Teaching desired skills that are more socially relevant/accepted than the interfering behavior but may not be functionally equivalent.	**Differential Reinforcement** (of incompatible behavior or other behaviors), **Social Skills Training; Self Management** and **EBPs for Skills Teaching Including: Prompting, Modeling, Task Analysis, Time Delay, Video Modeling**
Teaching Specific Academic Skills: This strategy involves teaching the student basic skills such as reading, writing and math that will allow the student to be actively engaged and complete instructional activities.	**EBPs identified under Academic/Preacademic Domains (see EBP chart):** https://www.captain.ca.gov/documents/MATRIX%20of%20EBPs%202020%20NCAEP.pdf
Problem Solving Strategies: Teaching specific strategies that allow a student to complete academic tasks independently and successfully.	**Cognitive Behavioral/Instructional Strategies; Self-Management Strategies**
General Coping Strategies: Teaching skills that provide the student with tools to use in stressful situations and to resolve conflicts.	**Self-Management; Social Skills Training; Cognitive Behavioral/Instructional Strategies; Social Narratives**
Teaching Social Skills: Teaching specific social skills that will enhance students' social competence in their interactions with peers.	**Social Skills Training**
Self Management/Self Monitoring: Providing a system in which the student self monitors, evaluates and reinforces his own performance of specified behaviors.	**Self-Management**
Independent Responding: Teaching student skills to answer questions and volunteer responses without assistance from others.	**Antecedent-Based Intervention (Priming)**
Increasing Academic Engagement: Teaching the student strategies that will lengthen the amount of time he will attend to and actively interact within academic tasks/environments.	**Self-Management; Cognitive Behavioral/Instructional Strategies**

PTR Reinforce Interventions and Definitions	Autism EBPs that Align
Reinforce Replacement Behavior – Functional: Providing a positive response/consequence contingent upon the student performing the desired behavior.	**Reinforcement**
Discontinue Reinforcement of Challenging Behavior: Using responses following interfering behaviors that no longer provide the student with the functional outcome/previous reinforcement.	**Extinction; Response Interruption and Redirection**

Autism EBPs

https://ncaep.fpg.unc.edu

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Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi-cation			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years
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Link to Definitions: https://www.captain.ca.gov/documents/EBP%20MATRIX%20DEFINITIONS%202020%20REV%20FEB%202022.pdf