



Interventions & Procedures Commonly Used to Support ASD and IDD

Intervention	Description
Antecedent Interventions	Setting up situations or events that precede an activity or request in order to increase the occurrence of a behavior or lead to the reduction of the challenging/interfering behaviors.
Augmentative and Alternative Communication (AAC)	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).
Behavioral Momentum	Establish a sequence where more difficult responses are embedded in a series of responses requiring less effortful, to increase the likelihood of correct responding to the more difficult response request.
Cognitive Behavior Therapy	Instruction on management or control of cognitive processes that lead to changes in behavioral, social, or academic behavior.
Direct Instruction	Teaching in a systematic way using a sequenced instructional package with scripted protocols or lessons. It emphasizes teacher and student dialogue through choral and independent student responses and allows for explicit error corrections to promote mastery of skills and generalization.
Discrete Trial Teaching (DTT)	Instructional approach with massed or repeated trials with each trial consisting of the instructor's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.
(Functional Behavior Assessment (FBA)	A systematic approach to determine the underlying function or purpose of a behavior so that an effective intervention plan can be developed.
Functional Communication Training (FCT)	Using a set of procedures which teaches a replacement for a challenging behavior that has a communication function with more appropriate and effective communication behaviors or skills.
Modeling (Live and Video)	Live demonstration of an inappropriate or appropriate skill or behavior which results in the individual's appropriate use of the behavior or skill and leads to person gaining the target behavior. A video-recorded demonstration is a video model of the target behavior or skill which is shown to the individual to aid in learning and gaining the desired behavior or skill.
Parent Mediated Intervention	Parent delivery of an intervention to their child that promotes their social communication or other skills or decreases an unwanted behavior.
Peer Supports	Natural setting where peers engage with an individual with a disability and provides support in academic and social settings, and instructors or teachers provide guidance and prompting as needed.
Priming	An antecedent strategy to prepare individuals for a situation or task by providing them related information prior to the activity.
Prompting	Assistance given to an individual to support a correct response in gaining a behavior or skill. Examples are visual, verbal, gestural, or physical assistance.
Reinforcement	Consequence following an individual's response which increases the likelihood that the individual will use repeat the behavior or skill in the future.



Self-Management	Instruction teaching individuals to discriminate between appropriate and inappropriate behaviors.
Self-Monitoring	Accurately monitoring and recording their own behaviors and rewarding themselves for behaving appropriately.
Sensory Support	Interventions targeting an individual's ability to integrate and manage sensory information (visual, auditory, tactile, proprioceptive, and vestibular) from their body and environment in order to respond using organized and adaptive behavior.
Social Narratives/Scripts	Written short story or script describing a social situation in order to demonstrate a skill and provides examples of appropriate responding
Social Skills Training	Instruction for individuals or groups for teaching individual's ways to interact with others appropriately and successfully.
Task Analysis	A process where a skill or behavior is divided into smaller, simpler, discrete, observable steps in order to teach the target skill. Shaping, fading, reinforcement, modeling, prompting, time delay to meet the overall target behavior are included in this intervention.
Technology Aided Instruction	Use of technology as a primary intervention which is specifically designed or used to support the learning or performance of a behavior or skill for the individual.
Time Delay (Prompting)	A procedure 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.
Visual Supports	A common antecedent intervention and is a visual object which supports the individual engaging in a desired behavior or skills independent of additional prompts.

A. Many practices notes are from behavioral science and a multi-strategy approach. They are noted as EBP based on one or both meta-analysis research initiatives conducted by the following:

1. [National Standards Project](#)
2. [National Clearinghouse on Autism Evidence Based Practice](#)
3. [Center on Secondary Education for Students with Autism Spectrum Disorder \(CSESA\)](#)

B. [NC Complex MH/IDD Resources-Evidence Based Practice](#)

C. Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review. *Journal of autism and developmental disorders*, 51(11), 4013–4032. <https://doi.org/10.1007/s10803-020-04844-2>