

The background features a gradient from light green at the top to dark blue at the bottom. On the left side, there is a large, semi-circular scale with numerical markings from 140 to 260 in increments of 10. Several circular and semi-circular patterns, some with arrows, are scattered across the image, suggesting a technical or scientific theme.

EVIDENCE BASE PRACTICES (EBPS)

EBPS: RESEARCH BASED METHODS THAT HAVE BEEN TESTED FOR EFFECTIVENESS, ETHICAL, AND MEASURABLE.

Antecedent-Based Intervention (ABI)	Response Interruption/
Functional Communication Training (FCT)	Discrete Trial Training
Prompting (PP)	Time Delay
Differential Reinforcement (DR)	Extinction
Scripting (SC)	Video Modeling (VM)
Self-Management (SM)	Functional Behavior Assessment (FBA)
Naturalistic Intervention (NI)	Technology-Aided Instruction Intervention (TAII)
Social Narratives (SN)	Social Skills Training (SST)
Reinforcement (R+)	Structured Play Group (SPG)
Modeling	Parent-Implemented Interventions (PMII)
Visual Support	Pivotal Response Training (PRT)
Task Analysis (TA)	Exercise (ECE)
Picture Exchange Communication System (PECS)	Cognitive Behavior Intervention (CBI)
Peer-Mediated Instruction and Intervention (PMII)	

MODELING



Imitating a desired behavior.
Easy for learners that already
have imitation skills.



If the learner can imitate this
is an easy technique
to incorporate across various
settings with various people.

VISUAL SUPPORTS

Pictures to teach certain behaviors, teach communication, provide reminders.

Examples: Throughout our day such as calendars on our phones, "men/women" bathroom, most recently "wearing mask" before entering certain locations.

Children can use visual supports

transition between activities in school or home

learn behaviors "sitting, listening, my turn" etc.

teach communication (more modalities to communicate the better)

offer choices and allow for independence.

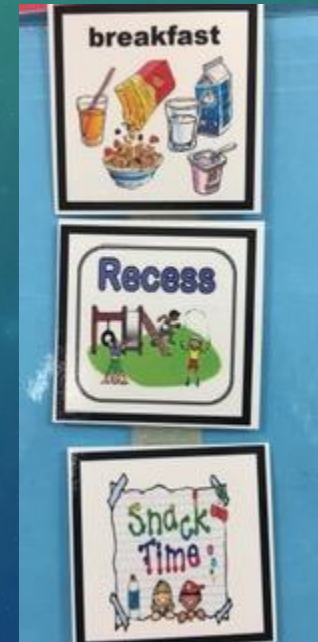
teach emotions and levels of emotions.

VISUAL SUPPORT EXAMPLES

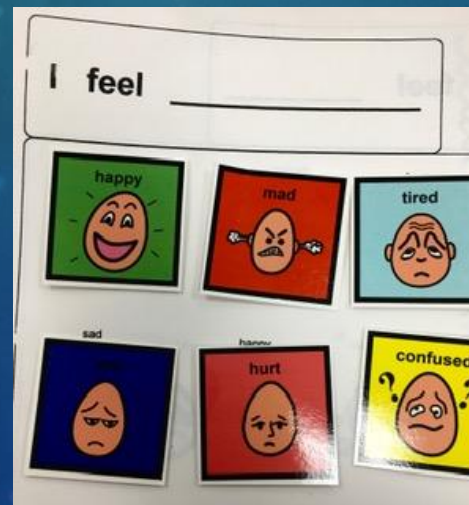
Teach behavior /reminders



Schedules to transition

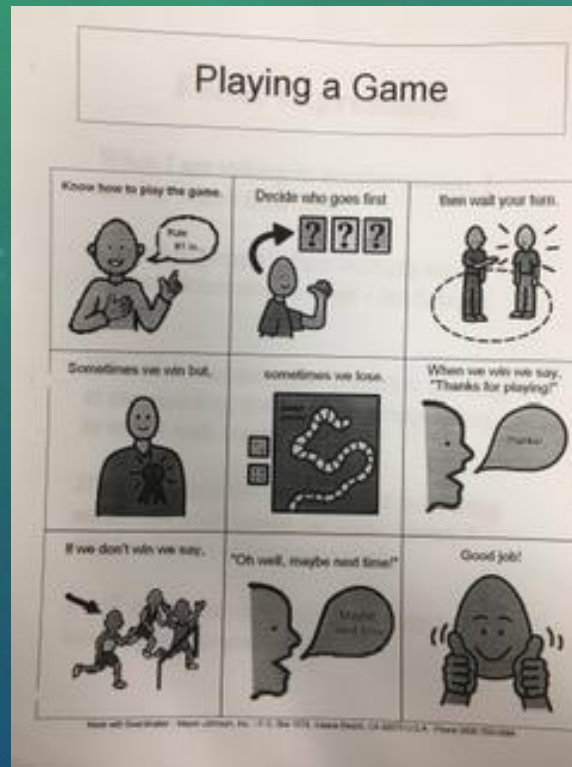


Communicate feelings



Social Narratives

- * Simple short stories that demonstrate social situations and appropriate social behaviors.



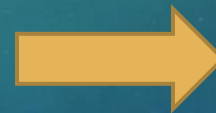
POSITIVE REINFORCEMENT (R+)

A behavior is followed immediately by adding something to increase the future of the behavior.

Behavior:
Monday,
sitting
doing
homework.



Immediately add
something: Thumbs up,
"good job", snack, ipad.




Increase future
behavior on Tue.



"If I do my
home-work
I will get
Ipad."

NATURALISTIC INTERVENTION (NI)

- Opportunities to learn with-in natural environment. (Home, park, grocery store, school, home and school routines.)
 - more practice...
 - Maintenance
 - Generalization
 - Independence
 - Success
- 
- Learning to request items when given choices at dinner, during snack, during table work task, during play across home and school.
 - Opportunities to learn imitation, model, label, answering questions, making choices all within natural routine.

Home

School

Dinner

Lunch

Bath-
time

Hand
washing

Play
time at
park

Playtime in
class

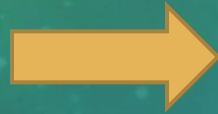
DIFFERENTIAL REINFORCEMENT (DR)

- Teaches new skills and increases wanted behavior by positive consequences for behaviors or their absence.
- Inappropriate or unwanted behaviors are ignored
- Reinforcement is provided when:
 - (DRA) the learner is engaging in specific desired behavior other than the inappropriate behavior
 - (DRI) the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior
 - (DRO) the learner is not engaging in the interfering behavior

DIFFERENTIAL REINFORCEMENT (DR)- EXAMPLES

- **DRA**

Child is mouthing items in the home



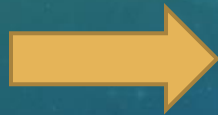
Child uses a chewy toy instead of mouthing items



Reinforce

- **DRI-**

Child is hitting other children when walking in the halls



Hands in pockets when walking in the halls



Reinforce

- **DRO-**

child is out of seat during class



5-minute timer is set

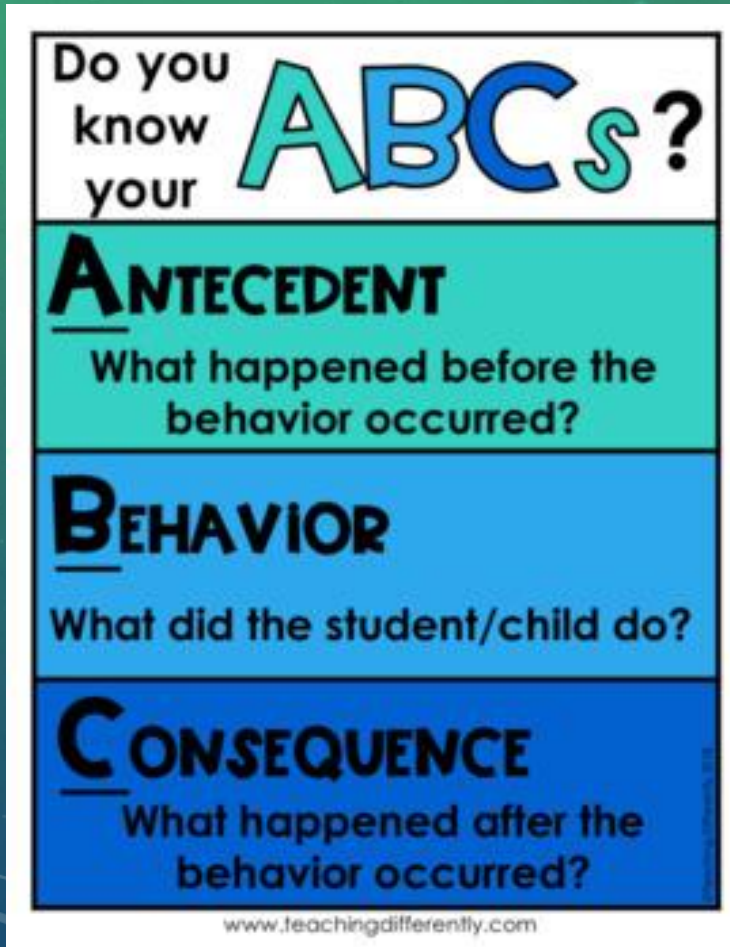


See child In- seat / Reinforce

PROMPTING (PP)

- Prompting procedures include help given to a learner that assists them in completing or using a specific skill
- Paired with time delay and reinforcement
- Types of prompting include:
 - Verbal
 - Gestural
 - Physical
 - Modeling (Physical or Video)
- Importance of using prompt fading procedures (remember the goal is always independence)

ANTECEDENT BASED INTERVENTIONS (ABI)



- Typically after we understand the possible function of a behavior (ABC data collection/ observation)
- Think about what we can change in the environment or materials in order to shape the learner's behavior
- Types of antecedent interventions include:
 - Priming : preparing the learner for upcoming activities
 - Visual schedules
 - Varying the format or level of difficulty of instructions
 - Offering choices
 - Prompting
 - First/Then Board

ANTECEDENT BASED INTERVENTIONS (ABI) – EXAMPLES

Antecedent (What happens before the behavior)	Behavior (Observable and Measurable)	Consequence (What happens immediately after the behavior occurs)
Bell rings for the next activity	Child has a tantrum	Child is moved to the next activity station
Teacher moves on to math worksheet	Child rips up the worksheet	Teacher removes the worksheet and gives a coloring sheet instead

FUNCTIONAL COMMUNICATION TRAINING (FCT)

- Systemation approach of teaching a functional way for the learner to communicate in order to replace inappropriate behaviors.
- Begins after identifying the possible function of the behavior (ABC data/observation)
- Remember differential reinforcement ?
- ONLY reinforcing for the use of a recognizable form of communication :
 - PECS
 - Sign
 - Vocalization

FUNCTIONAL COMMUNICATION TRAINING (FCT) - EXAMPLES

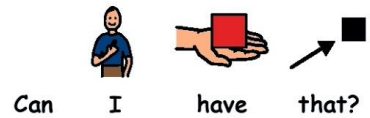
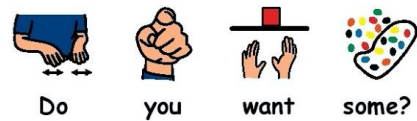
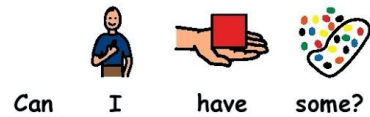
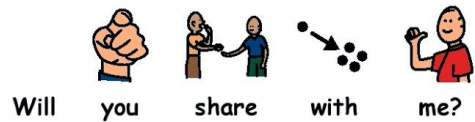
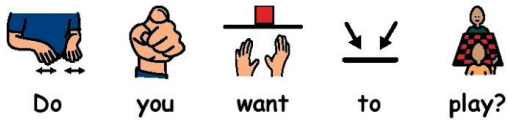
Antecedent (What happens before the behavior?)	Behavior (Measurable and Observable?)	Consequence (What happens immediately after the behavior?)	Possible Function (Why is the behavior happening?)
Loud and distracting classroom	Child has a tantrum	Child is removed from the class	Escape
Parents are talking to each at home	Child begins to scream and throw toys	Parents say, "what's wrong?" "what do you need?"	Attention

SCRIPTING (SC)

- Verbal or written descriptions identifying a specific skill or situation
- Serves as a model for the learner
- Helps the learner anticipate what may happen and can help improve their ability to appropriately respond or participate
- Can be practiced often and across environments
- Social scripts (social stories) are a great example
 - Short narratives
 - Can be used for many scenarios : making new friends, sharing, waiting in line


SCRIPTING (SC) EXAMPLES

Scripts for Initiating & Engaging in Play

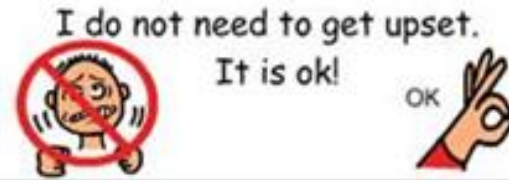


Created by Orlanda De Los Santos, MS, CCC/SLP

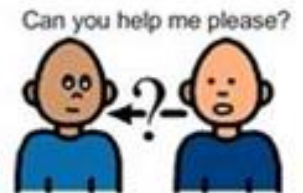
Mistakes

When I am trying something new or when I am doing my work, it's ok to make mistakes. 

When I make a mistake, I will stay calm and try again.



If I need help with something, I will ask a friend or my teacher.



Everyone makes mistakes.

When something isn't right I can always try again.
That is how I learn.



Try it again




SELF- MANAGEMENT (SM)

- Teaches learners how to regulate their own behavior
- Teaching the difference between appropriate and inappropriate behaviors
- Includes
 - Monitoring a specific behavior
 - Recording their own behavior
 - Reinforcing themselves for exhibiting the desired behavior

SELF-MANAGEMENT (SC) EXAMPLES

Date: _____

My Progress Today

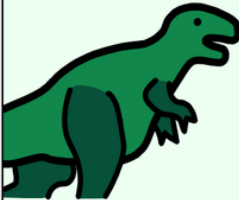






Scheduled Tasks	Remained in my Assigned Area	Used Body Safety	Used Inside Voice	Ended Task & Began Task On-Time	Comments
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Parent Signature: _____

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Carpet Task

Remain in my Assigned Area	Use Inside Voice	Eyes on Task
		
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