

Table 4.3 Overlap between evidence-based practices identified by NCAEP and NSP

| Evidence-Based Practices Identified (NCAEP) | Established Interventions Identified by NSP | | | | | | | | | | | | | |
|--|---|---|----------|----------------------------------|-----------------|-----------------------|-----------------------------|-----------|-----------|-----------------|-----------------------|--------------------------|--|---|
| | Behavioral Interventions | Cognitive Behavioral Intervention Package | Modeling | Naturalistic Teaching Strategies | Parent Training | Peer Training Package | Pivotal Response Treatment® | Schedules | Scripting | Self-management | Social Skills Package | Story-based Intervention | Language Training (Production) | Comprehensive Behavioral Treatment for Young Children |
| Antecedent-Based Intervention (ABI) | ✓ | | | | | | | | | | | | | The NCAEP did not review comprehensive treatment models. Components of the Comprehensive Behavioral Treatment of Young Children may overlap with many NCAEP identified practices, such as discrete trial training, modeling, prompting, time delay, and behavior momentum intervention. |
| Cognitive Behavioral Instructional Strategies (CBIS) | | ✓ | | | | | | | | | | | Language training did not emerge as a focused intervention by the NCAEP. Components of Language Training (Production) overlap with NCAEP identified practices that may support language production, such as modeling, prompting, reinforcement, visual supports, and music-mediated interventions. | |
| Differential Reinforcement (DR) | ✓ | | | | | | | | | | | | | |
| Discrete Trial Training (DTT) | ✓ | | | | | | | | | | | | | |
| Extinction (EXT) | ✓ | | | | | | | | | | | | | |
| Modeling (MD) | ✓ | | ✓ | | | | | | | | | | | |
| Naturalistic Interventions (NI) | | | | ✓ | | | | | | | | | | |
| Parent-Implemented Interventions (PII) | | | | | ✓ | | | | | | | | | |
| Peer-Based Instruction & Intervention (PBII) | | | | | | ✓ | | | | | | | | |
| Prompting (PP) | ✓ | | | | | | | | ✓ | | | | | |
| Reinforcement (R) | ✓ | | | | | | | | | | | | | |
| Response Interruption & Redirection (RIR) | ✓ | | | | | | | | | | | | | |
| Self-Management (SM) | | | | | | | | | ✓ | | | | | |
| Social Narratives (SN) | | | | | | | | | | | | ✓ | | |
| Social Skills Training (SST) | | | | | | | | | | | ✓ | | | |
| Task Analysis (TA) | ✓ | | | | | | | | | | | | | |
| Time Delay (TD) | ✓ | | | | | | | | | | | | | |
| Video Modeling (VM) | ✓ | | | | | | | | | | | ✓ | | |
| Visual Supports (VS) | ✓ | | | | | | | | | | | | ✓ | |
| Augmentative & Alternative Communication (AAC) | | | | | | | | | | | | | | |
| Exercise & Movement (EXM) | | | | | | | | | | | | | | Identified as an emerging intervention by the NSP. |
| Functional Communication Training (FCT) | | | | | | | | | | | | | | Identified as an emerging intervention by the NSP. |
| Music-Mediated Interventions (MMI) | | | | | | | | | | | | | | Identified as an emerging intervention by the NSP. |
| Technology-aided Instruction & Intervention (TAII) | | | | | | | | | | | | | | Identified as an emerging intervention by the NSP. |
| Behavior Momentum Intervention (BMI) | | | | | | | | | | | | | | The NSP did not consider this as a category for intervention. |
| Direct Instruction (DI) | | | | | | | | | | | | | | The NSP did not consider this as a category for intervention. |
| Functional Behavior Assessment (FBA) | | | | | | | | | | | | | | The NSP did not consider this as a category for intervention. |
| Sensory Integration® (SI) | | | | | | | | | | | | | | The NSP did not consider this as a category for intervention. |