<table>
<thead>
<tr>
<th>EBPs for Behavior*</th>
<th>EBPs for ASD*</th>
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| Effectively design the physical environment of the classroom; maximize structure in classroom. | ✓ Antecedent Based Interventions  
✓ Visual Supports |
| Develop and teach predictable classroom routines  
Post, teach, review, monitor, and reinforce a small number of positively stated expectations. | ✓ Visual Supports  
✓ Task Analysis  
✓ Reinforcement |
| Use active supervision and proximity.  
Prompt or remind students of expected behavior | ✓ Antecedent Based Interventions  
✓ Prompting |
| Establish a continuum of strategies to acknowledge appropriate behavior. | ✓ Reinforcement |
| Make the problem behavior irrelevant with anticipation and reminders. | ✓ Antecedent Based Interventions  
✓ Self-Management  
✓ Exercise  
✓ Cognitive Behavior Intervention |
| Establish a continuum of strategies to respond to inappropriate behavior. | ✓ Differential Reinforcement of Alternative, Incompatible or Other Behavior  
✓ Response Interruption/Redirection  
✓ Extinction |
| Help student learn appropriate behaviors | ✓ 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) | ✓ Functional Behavior Assessment  
✓ Functional Communication Training |
| Expectations and behavioral skills are taught and recognized in the natural context | ✓ Naturalistic Instruction  
✓ Pivotal Response Training |
| Provide a range of evidence based practices that promote active engagement in the classroom | ✓ Technology-Aided Instruction and Intervention  
✓ Peer-Mediated Instruction and Intervention  
✓ Antecedent Based Interventions (e.g., Special Interests) |
