

Table 1. Evidence-Based Practices from the NPDC and NSP and Their Visibility in TeachTown Programs (Adapted from Hume & Odom, 2011)

**Overlap Between Evidence Based Practices Identified by the National Professional Development Center (NPDC) on ASD and the National Standards Project (NSP)**

Evidence-Based Practice Identified by the National Professional Development Center (NPDC) on ASD	Established Treatments Identified by the National Standards Project (NSP)										
	Antecedent Package	Behavioral Package	Story-based Intervention Package	Modeling	Naturalistic Teaching Strategies	Peer Training Package	Pivotal Response Treatment	Schedules	Self-Management	Comprehensive Behavioral Treatment for Young Children	Joint Attention Intervention
Prompting	X									The NPDC on ASD did not review comprehensive treatment models. Comprehensive models overlap with many NPDC-identified practices	The NPDC on ASD considers joint attention to be an outcome rather than an intervention. Components of joint attention interventions overlap with many NPDC identified practices.
Antecedent-Based Intervention	X										
Time delay	X										
Reinforcement		X									
Task Analysis		X									
Discrete Trial Training		X									
Functional Behavior Analysis		X									
Functional Communication Training		X									
Response Interruption/Redirection		X									
Differential Reinforcement		X									
Social Narrative			X								
Modeling				X							
Video Modeling				X							
Naturalistic Interventions					X						
Peer Mediated Intervention						X					
Pivotal Response Training							X				
Visual Supports								X			
Structured Work Systems								X			
Self-Management									X		
Parent Implemented Intervention	The NSP did not consider parent-implemented intervention as a category of evidence-based practice.										
Social Skills Training Groups	Social Skills Training Groups was identified as an emerging practice by the NSP										
Speech Generating Devices	Speech Generating Devices was identified as an emerging practice by the NSP										
Computer-Aided Instruction	Computer Aided Instruction was identified as an emerging practice by the NSP										
Scripting	Scripting was identified as an emerging practice by the NSP										
Picture Exchange Communication	Picture Exchange Communication System was identified as an emerging practice by the NSP										
Cognitive Behavioral Intervention	Cognitive Behavioral Intervention was identified as an emerging practice by the NSP										
Exercise	Exercise was identified as an emerging practice by the NSP										
Extinction	Extinction was identified as an emerging practice by the NSP										
Legend	X	Evidence-based practice identified by both the National Standards Project (NSP) and the National Professional Development Center (NPDC) on ASD.									
	X	Evidence-based practice as described by research articles in the evidence base is visible in <i>TeachTown: Basics</i> and/or <i>TeachTown: Social Skills</i>									
	X	Evidence-based practice as described by the research articles in the evidence base is partially visible in <i>TeachTown: Basics</i> and/or <i>TeachTown: Social Skills</i>									

Hume, K. A., & Odom, S. L. (2011). Best practices, policy, and future directions: Behavioral and psychosocial interventions. In D. Amaral, G. Dawson, & D. Geschwind (Eds.), *Autism spectrum disorders* (pp. 1295-1308). New York, NY: Oxford University Press.