



Domain Matrix

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use the domain matrix (Steinbrenner et al., 2020) to select an appropriate evidence-based practice to use with a learner with autism. Definitions for the EBPs are located on the following pages.

EVIDENCE-BASED PRACTICES FOR HIGH SCHOOL (15-18.9):

	Academic	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Mental Health	Motor	Play	School Readiness	Social	Vocational
Antecedent-Based Interventions (ABI)	Yes	Yes	Yes		Yes		Yes					
Augmentative & Alternative Communication (AAC)					Yes			Yes			Yes	
Behavior Momentum Intervention (BMI)		Yes										
Cognitive Behavioral Instructional Strategies (CBIS)	Yes	Yes	Yes		Yes		Yes			Yes	Yes	
Differential Reinforcement (DR)		Yes	Yes									
Direct Instruction (DI)					Yes							
Discrete Trial Training (DTT)	Yes				Yes						Yes	
Exercise & Movement (EXM; includes ECE)		Yes	Yes	Yes	Yes			Yes		Yes	Yes	
Extinction (EXT)		Yes	Yes		Yes							
Functional Behavior Assessment (FBA)			Yes		Yes							
Functional Communication Training (FCT)		Yes	Yes		Yes							
Modeling (MD)	Yes				Yes						Yes	
Naturalistic Interventions (NI)			Yes					Yes			Yes	
Parent-Implemented Interventions (PII)			Yes		Yes						Yes	
Peer-Based Instruction & Intervention (PBII)	Yes				Yes						Yes	
Prompting (PP; includes prompt-based Scripting)	Yes	Yes	Yes		Yes				Yes		Yes	Yes
Reinforcement (R)	Yes	Yes	Yes		Yes	Yes			Yes	Yes	Yes	Yes
Response Interruption & Redirection (RIR)			Yes									
Self-Management (SM)		Yes	Yes							Yes		
Social Narratives (SN; includes Social Stories)			Yes		Yes						Yes	
Social Skills Training (SST; includes PEERS)		Yes	Yes		Yes		Yes		Yes		Yes	
Task Analysis (TA)												Yes
Technology-Aided Instruction & Intervention (TAII)	Yes			Yes	Yes	Yes				Yes	Yes	
Time Delay (TD)		Yes								Yes		Yes
Video Modeling (VM)	Yes	Yes			Yes				Yes	Yes	Yes	Yes
Visual Supports (VS)	Yes	Yes									Yes	Yes



EVIDENCE-BASED PRACTICES FOR ADULTS (19+):

	Academic	Adaptive	Behavior	Communication	Joint Attention	Motor	Play	School Readiness	Social	Vocational
Antecedent-Based Interventions (ABI)			Yes						Yes	
Cognitive Behavioral Instructional Strategies (CBIS)	Yes	Yes							Yes	
Differential Reinforcement (DR)			Yes							
Discrete Trial Training (DTT)				Yes					Yes	
Functional Behavior Assessment (FBA)			Yes							
Modeling (MD)				Yes					Yes	Yes
Naturalistic Interventions (NI)			Yes				Yes		Yes	
Prompting (PP)	Yes		Yes	Yes				Yes		Yes
Reinforcement (R)		Yes		Yes	Yes		Yes		Yes	Yes
Response Interruption & Redirection (RIR)			Yes							
Self-Management (SM)								Yes		Yes
Social Skills Training (SST)									Yes	
Task Analysis (TA)										Yes
Technology-Aided Instruction & Intervention (TAII)	Yes	Yes		Yes	Yes				Yes	
Time Delay (TD)	Yes	Yes		Yes				Yes		Yes
Video Modeling (VM)	Yes	Yes				Yes			Yes	Yes
Visual Supports (VS)	Yes	Yes					Yes	Yes	Yes	Yes

DEFINITIONS OF EVIDENCE-BASED PRACTICES:

1. Antecedent-Based Interventions (ABI):

Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the challenging/interfering behaviors.

2. Augmentative and Alternative Communication (AAC):

Any form of idea or information sharing that is not verbal/vocal including aided and unaided communication systems and methods of teaching learners to use these systems.

3. Ayres Sensory Integration® (ASI):

An intervention, originated by A. Jean Ayres, which targets a person's ability to integrate sensory information (visual, auditory, tactile, proprioceptive, and vestibular) from their body and environment in order to respond using organized and adaptive behavior. ASI is implemented by trained occupational therapists (OTs).

4. Behavioral Momentum Intervention (BMI):

The organization of behavior expectations in a sequence in which low probability, or more difficult, responses are embedded in a series of high probability, or less effortful, responses to increase persistence and the occurrence of the low probability responses.

5. Cognitive Behavioral/Instructional Strategies (CBIS):

Instruction on management or control of cognitive processes that lead to changes in behavioral, social, or academic behavior.

6. Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DR): Systematic differential reinforcement of a desirable over an undesirable behavior that reduces the occurrence of the undesirable behavior. Reinforcement provided: a) when the learner is engaging in a specific desired behavior other than the inappropriate behavior (DRA), b) when the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior (DRI), or c) when the learner is not engaging in the interfering behavior (DRO).

7. Direct Instruction (DI):

An instructional package that utilizes scripted protocols or lessons that are designed to move Learners to mastery through systematic and explicit error corrections and scaffolding of choral and independent Learner responses.

8. Discrete Trial Training (DTT):

Instructional approach with massed or repeated trials with each trial consisting of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.

9. Exercise and Movement (EXM):

Interventions that use physical exertion, specific motor skills/techniques, or mindful movement to target a variety of skills and behaviors.

10. Extinction (EXT):



A strategy based on applied behavior analysis that is used to reduce or eliminate a challenging behavior.

11. Functional Behavioral Assessment (FBA):

A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.

12. Functional Communication Training (FCT):

A systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills.

13. Modeling (MD):

Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.

14. Music-Mediated Intervention (MMI):

Intervention that incorporates songs, melodic intonation, and/or rhythm to support learning or performance of skills/behaviors. It includes interventions delivered by a trained music therapist, as well as other strategies that incorporate music to address target skills.

15. Naturalistic Intervention (NI):

A collection of techniques and strategies that are embedded in typical activities and/or routines in which the learner participates to naturally promote, support, and encourage target skills/behaviors. The practices emerge from behavioral and/or developmental approaches to learning, including naturalistic developmental behavioral interventions (NDBIs).

16. Parent-Implemented Intervention (PII):

Parent delivery of an intervention to their child that promotes their social communication or other skills or decreases their challenging behavior.

17. Peer-Based Instruction and Intervention (PBII):

In PBII, peers directly promote autistic children's social interactions and/or other individual learning goals, or the teacher/other adult organizes the social context (e.g., play groups, social network groups, recess) and when necessary, provides support (e.g., prompts, reinforcement) to the autistic children and their peers to engage in social interactions.

18. Prompting (PP):

Any verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.

19. Reinforcement (R):

The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.

20. Response Interruption/Redirection (RIR):

The introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction.

21. Self-Management (SM):

Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring, and recording their own behaviors, and rewarding themselves for behaving appropriately.

22. Social Narratives (SN):

Interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.

23. Social Skills Training (SST):

Social Skills Training (SST) is group or individual instruction designed to teach learners ways to participate in their interactions appropriately and successfully with others.

24. Task Analysis (TA):

A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps.

25. Technology-Aided Instruction and Intervention (TAII):

Instruction or interventions in which technology is the central feature and the technology is specifically designed or employed to support the learning or performance of a behavior or skill for the learner.

26. Time Delay (TD):

A practice used 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.

27. Video Modeling (VM):

A video-recorded model of the targeted behavior or skill shown to the learner to assist learning in or engaging in a desired behavior or skill.

28. Visual Supports (VS):

Any visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts.