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Computer-Aided Instruction	Includes the use of computers to teach academic skills and to promote communication and language development. It includes modeling appropriate skills and providing competent tutors.
Differential Reinforcement of Other Behaviors	Involves praising or rewarding desired behaviors while ignoring inappropriate ones. Reinforcement is provided when the learner is not engaging in the undesired behavior or is exhibiting a preferred behavior.
Discrete Trial Training (DTT)	A one-to-one instructional approach using repeated steps to teach behaviors and communication skills. Includes use of antecedents, consequences, and data collection to track progress.
Extinction	Used to eliminate unwanted behavior by removing the positive reinforcer that maintains it. Often results in a temporary increase in behavior (extinction burst) before it declines.
Functional Behavioral Assessment (FBA)	A method to identify the purpose of a behavior and develop effective intervention plans based on triggers and consequences.
Functional Communication Training	Replaces inappropriate behaviors with effective communication skills by analyzing the behavior and teaching alternatives.
Naturalistic Intervention	Uses environmental arrangement and behavioral strategies to encourage appropriate communication and social behaviors in natural settings.
Parent-Implemented Intervention	Teaches parents to provide individualized interventions at home and in the community through structured training.
Peer-Mediated Instruction and Intervention (PMII)	Trains peers to support social and communication skills in children with ASD by engaging in natural interactions.
Picture Exchange Communication System (PECS)	Teaches children to use pictures to communicate desires. Includes six progressive phases to build communication skills.

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Pivotal Response Training (PRT)	Focuses on motivation, self-management, and initiative to improve communication and social behaviors.
Prompting	Support strategies such as verbal, gestural, and physical prompts to help learners use specific skills effectively.
Reinforcement	Involves the use of consequences to increase the probability of a behavior recurring, either by adding (positive) or removing (negative) stimuli.
Response Interruption/Redirection (RIR)	Used to decrease repetitive or self-injurious behaviors by redirecting learners to more appropriate behaviors.
Self-Management	Teaches learners to monitor and regulate their own behaviors through self-recording and reinforcement.
Social Narratives	Describes social situations to teach specific social skills and help learners adapt to changes or new settings.
Social Skills Training Groups	Group sessions that teach appropriate social behaviors through instruction, role-play, and feedback.
Stimulus Control	Modifies the environment to reduce triggers for interfering behaviors and promote desired ones.
Structured Work Systems and Activity Organization	Uses visual supports to help learners complete tasks independently by showing what to do, how much, and when finished.
Task Analysis	Breaks down complex tasks into smaller steps to teach skills incrementally.
Time Delay	A fading strategy that delays prompts to encourage independent responses.
Video Modeling	Uses video demonstrations of target behaviors to support learning. Variants include self-modeling and point-of-view modeling.

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Visual Supports	Tools such as pictures, labels, or visual schedules to support comprehension and behavior across settings.
Speech Generating Devices (SGD)	Portable electronic tools that produce speech to support communication across a variety of skill domains.