

●●●●● TABLE 10.3 Representative Research-Based Interventions for Students With Autism Spectrum Disorders

Intervention	Program Description	Demonstrated Efficacy	Website
Developmental, Individual-Difference, Relationship-Based Model (DIR®/Floortime)	Challenging yet child-friendly play experiences that allow clinicians, parents, and educators to learn about the strengths and limitations of the child, therefore gaining the ability to tailor interventions as necessary while strengthening the bond between the parent and the child and fostering social and emotional development of the child. Time requirement: 14–35 hours per week.	Increased levels of: <ul style="list-style-type: none"> <li>• Social functioning</li> <li>• Emotional functioning</li> <li>• Information gathering</li> </ul> For ages: Approximately 2–5 years.	<a href="http://www.icdl.com">www.icdl.com</a>
Discrete Trial Training (DTT)	Intervention that focuses on managing a child's learning opportunities by teaching specific, manageable tasks until mastery in a continued effort to build upon the mastered skills. Time requirement: 20–30 hours per week across settings.	Increased levels of: <ul style="list-style-type: none"> <li>• Cognitive skills</li> <li>• Language skills</li> <li>• Adaptive skills</li> <li>• Compliance skills</li> </ul> For ages: Approximately 2–6 years.	<a href="http://autismpdc.fpg.unc.edu/evidence-based-practices">http://autismpdc.fpg.unc.edu/evidence-based-practices</a>
Lovaas Model of Applied Behavior Analysis	Intervention that focuses on managing a child's learning opportunities by teaching specific, manageable tasks to build upon the mastered skills. Time requirement: 20–40 hours per week.	Increased levels of: <ul style="list-style-type: none"> <li>• Adaptive skills</li> <li>• Cognitive skills</li> <li>• Compliance skills</li> <li>• Language skills</li> <li>• IQ</li> <li>• Social functions</li> </ul> For ages: Approximately 2–12 years.	<a href="http://www.lovaas.com">www.lovaas.com</a>
Picture Exchange Communication System® (PECS®)	Communication system developed to assist students in building fundamental language skills, eventually leading to spontaneous communication. The tiered intervention supports the learner in learning to identify, discriminate between, and then exchange different symbols with a partner as a means to communicate a want.	Increased levels of: <ul style="list-style-type: none"> <li>• Speech and language development</li> <li>• Social- communicative behaviors</li> </ul>	<a href="http://www.PECS.com">www.PECS.com</a>
Social Stories™	Personalized stories that systematically describe a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses, modeling and providing a socially accepted behavior option. Time requirement: Time requirements vary per story; approximately 5–10 minutes prior to difficult situation.	Increased levels of: <ul style="list-style-type: none"> <li>• Prosocial behaviors</li> </ul> For ages: Approximately 2–12 years.	<a href="http://carolgraysocialstories.com">http://carolgraysocialstories.com</a>
TEACCH Model	Intervention that supports task completion by providing explicit instruction and visual supports in a purposefully structured environment, planned to meet the unique task needs of the student. Time requirement: Up to 25 hours per week (during the school day).	Increased levels of: <ul style="list-style-type: none"> <li>• Imitation</li> <li>• Perception</li> <li>• Gross motor skills</li> <li>• Hand–eye coordination</li> <li>• Cognitive performance</li> </ul> For ages: Approximately 6 years–adult.	<a href="http://www.teacch.com">www.teacch.com</a>

SOURCE: Adapted from J. Ryan, E. Hughes, A. Katsiyannis, M. McDaniel, and C. Sprinkle, "Research-Based Educational Practices for Students With Autism Spectrum Disorders," *Teaching Exceptional Children*, 43(3), 2011, p. 59.