

Operational Definitions of Evidence-Based Practices

Evidence-Based Practices	Operational Definition	Used to Teach
Backward Chaining	All behaviors identified in the task analysis are initially completed by the trainer, except for the final behavior in the chain. When the learner performs the final behavior in the sequence at the predetermined criterion level, reinforcement is delivered and the next-to-last behavior is introduced (Cooper, Heron, & Heward, 2007).	• Functional life skills
Community-Based Instruction	Instruction of functional skills that takes place in the community where target skills would naturally occur (Brown et al., 1983)	• Banking • Grocery shopping • Community integration • Purchasing • Safety skills • Communication • Employment skills
Computer-Assisted instruction	The use of a computer and other associated technology with the intention of improving students' skills, knowledge, or academic performance (Okolo, Bahr, & Rieth, 1993, p. 1)	• Food preparation • Grocery shopping • Job specific skills • Student participation in the IEP meeting
Constant Time Delay	First presents several trials using a 0-second delay (the stimulus presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper, Heron, & Heward, 2007).	• Banking • Functional life skills • Leisure skills • Job specific skills • Food preparation
Forward Chaining	Behaviors identified in a task analysis are taught in their naturally occurring order. Reinforcement is delivered when the predetermined criterion for the first behavior in the sequence is achieved then the next step in the task analysis is taught (Cooper, Heron, & Heward, 2007).	• Functional life skills
Least to Most Prompts	Method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does	• Food preparation • Communication • Functional life

	not respond to the natural stimulus or make an incorrect response. <i>Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response</i> (Cooper, Heron, & Heward, 2007).	skills • Grocery shopping • Purchasing • Safety skills • Specific job skills
Mnemonic Strategy	A strategy using a word, sentence, or picture device or technique for improving or strengthening memory of a process or content (Lombardi & Butera, 1998)	• Academic skills (reading, science, & social studies) • Job application completion
Most to Least Prompts	Method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or make an incorrect response. <i>Most-to-least starts with physically guiding participant through the performance sequence, then gradually reducing the amount of physical assistance provided as training progresses from session to session</i> (Cooper, Heron, & Heward, 2007).	• Functional life skills
One-More-Than Strategy	Teaching individuals to pay one more dollar than requested (e.g., cost is \$3.29 individual gives \$4.00; Denny & Test, 1995).	• Counting money • Purchasing
Peer-Assisted instruction	Peer instruction is when students are given specific roles to assist other students in completing an activity or teaching of a lesson (Hughes, Carter, Hughes, Bradford, & Copeland, 2002).	• Academic skills (math, reading, science, and social studies)
Progressive Time Delay	Starts with 0-second delay between the presentation of the natural stimulus and the response prompt and then gradually and systematically extend the time delay, often in 1 second intervals (e.g., 0 sec to 2 sec to 3 sec)	• Functional life skills • Purchasing • Safety skills
Response Prompting	A stimuli that later functions as extra cues and reminders for desired behavior. Can be visual, auditory, textual, or symbolic; Cooper, Heron, & Heward,	• Food preparation • Grocery shopping • Home maintenance

	2007)	• Laundry tasks • Leisure skills • Purchasing • Social skills • Employment skills
Self-Management/ Self-Monitoring	A person acting in some way in order to change subsequent behavior (Cooper, Heron, & Heward, 2007) A procedure whereby a person observes his behavior systematically and records the occurrence or nonoccurrence of a target behavior (Cooper, Heron, & Heward, 2007).	• Academic skills (math, reading) • Functional life skills • Social skills • Job specific skills
Simulation	Use of simulations in the classroom that approximate the natural stimulus conditions and response topographies associated with the performance of functional skills (Bates et al., 2001).	• Banking • Purchasing • Social skills
Simultaneous Prompting	A response prompting procedure (see above) which involves “presentation of a task direction followed immediately by the presentation of a controlling prompt (i.e., a prompt that ensures a correct response)” (Wolery et al., 1992).	• Functional life skills
Technology-Based Interventions (see also: Computer Assisted Instruction)	An intervention in which the defining characteristics of delivery are technology based, including computer, video, multimedia, and audio recordings (Dugan, Cobb, & Alwell, 2007)	• Academic skills (math, reading, science, and social studies)
Total Task Chaining	A variation of forward chaining in which the learner receives training on each step in the task analysis during each session (Cooper, Heron, & Heward, 2007).	• Functional life skills
Video Modeling	Video modeling is a form of response prompting using video recording and playback technology (e.g., Mechling, Gast, & Gustafson, 2009)	• Food preparation • Home maintenance
Visual Displays	Tools used to represent the complexity of a concept (Hyerle, 1996; Wolgemuth, Trujillo, Cobb, & Alwell, 2007)	• Academic skills (reading, science, and social studies)

Additionally, specific intervention packages or curricula (e.g., *Check and Connect*, *Self-Directed Learning Model of Instruction*, *Whose Future Is It?*) were used to teach (a) student involvement



in the IEP and (b) self-determination skills. See www.nsttac.org and Evidence-Based Practices for practice descriptions and lesson plans regarding each of these practices.