Evidence Based Practice EBP	Exemplars of EBP in Peer PALS Program
Peer Mediated Instruction Intervention (PMII)	Foundation in behaviorism and social learning theory (i.e., learn by imitation and observing) using a systematic training of non-autistic peers to interact with autistic students in positive social interactions. Peer Pals (PP) uses 7 training modules along with practice sessions to train peers and supporting staff. The program provides a Peer Pals Survival Guide with notes, strategies and instruction for all modules. A review and final score of 80% on posttest is recommended.
Naturalistic Interventions (NI)	Integrates principles of applied behavior analysis (ABA) into the natural routines, activities and environment making skills easier to generalize. Peer Pals is implemented in school settings, (i.e., classrooms, special classes, cafeteria, playground, assemblies, after care and home using break areas and sensory modifications to accommodate autistic traits). We advocate for autism/sensory friendly environments to provide a comfortable learning environment for those with diverse learning needs
Parent- implemented Intervention (PII)	Parents gain skills/techniques to use in daily routines and activities. Parents are involved with a home challenge folder. Parents collect data on the same 6 skills they work on at school. Through home challenge cards that describe the skill, home coaches provide 20 opportunities to practice each skill. Parents are given instructions on how to use the tools with their child and requested to return all completed cards (or pic) for additional skill data. Including parents is an important component, we invite them to come watch their children shine at a celebration.
Modeling	Modeling before an expected behavior primes a student to perform the behavior, and as an extra support after giving a direction while student attempts behavior. Imitation is an important skill; peer modeling is used in peer pal practice sessions and time with students. Module 4 teaches this skill.
Prompting	Prompting includes any help given to assist a student in using a skill or target behavior. Prompting reduces incorrect responding as students work on new skills. The Peer Pals Program provides "Prompting Strips", visual prompting icons for peers and adults to carry, making prompting easy, concrete and consistent.
Reinforcement	Reinforcement is the relationship between student behavior and the consequence that follows. A consequence is only reinforcing if it increases the likelihood of the skill or behavior being performed. Although we intend for the activities, social presence and interaction with peers to be intrinsically motivating, additional reinforcement may be needed to motivate so the program offers a fun themed bead token economy.
Self-Management	Self-Management organizes self-regulation strategies so students can learn the rules. Peer Pals uses Rules posters with expectations," Survival Kit "or tools to use before getting frustrated, fidget/ stress ball, ask for a break card, and recommends a designated break space providing a place to self-calm. Structured routine sessions in a supportive comfortable environment provides predictability and relieves anxiety.
Technology aided Instruction (TAI)	Instruction/Intervention using technology as main feature in skill acquisition used to increase, maintain or improve skills. Peer Pals utilizes a technology and web-based delivery model using animated training videos and student companion lessons online.
Video Modeling	Visual model of a targeted behavior/skill. PP uses videos of targeted behaviors and skills in training and lessons
Visual Supports	Concrete cues paired with or in place of verbal cues provides information about expectations activities, and skill demonstration. PP Program uses posters, pictures, schedules, maps, prompting strips, challenge cards and 4 step activities to name a few. Definitions and Reference for table: Disseminating Information on Evidence-Based Practices for Children and Youth with Autism Spectrum Disorder: AFIRM