Module: Naturalistic Intervention

Overview of Naturalistic Intervention


Naturalistic intervention is a collection of practices including environmental arrangement, interaction techniques, and behavioral strategies. These practices are designed to encourage specific target behaviors based on insights into the learner’s interests and to provide responses that build more elaborate learner behaviors that are naturally reinforcing and appropriate to the interaction.

Evidence

Naturalistic intervention meets the evidence-base criteria with eight single-subject and two randomized group design studies, demonstrating its effectiveness for promoting communication and social skills for learners at the preschool, elementary school, and middle/high school levels.

With what ages is naturalistic intervention effective?

Naturalistic intervention can be used effectively with learners with ASD regardless of cognitive level and/or expressive language skills. The evidence base shows that naturalistic intervention is effective for learners at the preschool, elementary school, and middle/high school levels.

What skills or intervention goals can be addressed by naturalistic intervention?

The evidence base demonstrates that naturalistic intervention can be used to facilitate communication and social skills, which may include things like expressive vocabulary, speech intelligibility, use of gesture, shared attention, and turn-taking.

In what settings can naturalistic intervention be effectively used?

By definition, naturalistic intervention relies on materials and an environment that is reflective of the learner’s interests and natural environment. It may be used in school, home, or community settings.

Evidence Base

The studies cited in this section provide the basis upon which this practice was determined to meet the NPDC on ASD’s criteria as an evidence-based practice. This list is not exhaustive and other quality studies may exist but were not found in our search.

Preschool

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Preschool


Elementary


Middle/High
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**Selected Additional References**


