The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014). Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

---OVERVIEW---

Functional communication training addresses interfering behaviors by systematically identifying the function of the behavior and providing a replacement behavior in the form of appropriate communication. Functional communication training meets the evidence-based practice criteria with 12 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how functional communication training can be used effectively to address: social, communication, school readiness, play, adaptive, and behavior outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies</td>
<td>Social</td>
<td>Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
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<tr>
<td>Behavior</td>
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<td>Behavior</td>
<td></td>
</tr>
<tr>
<td>School-Readiness</td>
<td>School-Readiness</td>
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<tr>
<td>Play</td>
<td>Play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive</td>
<td>Adaptive</td>
<td></td>
<td></td>
<td>Adaptive</td>
</tr>
</tbody>
</table>
Early intervention (0-2 years)

No studies

Preschool (3-5 years)


Elementary (6-11 years)


**Elementary (6-11 years continued)**


**Middle (12-14 years)**


**High (15-22 years)**


* Research which included participants in multiple age ranges.