

TIP SHEET FOR PROFESSIONALS

COGNITIVE BEHAVIORAL/INSTRUCTIONAL STRATEGIES ...

- Is a focused evidence-based practice for children and youth on the spectrum from 6-22 years old that can be implemented in multiple settings.
- Is based on principle that thinking controls external behavior.
- Teach learners new skills and new ways of thinking that can lead to changes in their behavior and actions.



WHY USE WITH LEARNERS ON THE SPECTRUM?

- CBIS is found to be effective in improving many cognitive and behavioral skills (social functioning, coping skills, and emotional well-being).
- CBIS can be used to teach new cognitive and/or behavioral skills that were never learned, teach compensatory strategies for cognitive deficits that cannot be changed and/or teach strategies to increase coping and/or decrease mental health symptoms in order to increase emotional well-being.

INSTRUCTIONAL OUTCOMES:

The evidence-base for Cognitive Behavioral/Instructional Strategies supports its use to address the following outcomes, according to age range, in the table below:

TIPS:

- Be sure the learner has the needed prerequisite cognitive, expressive, and receptive skills needed to participate in CBIS.
- Conduct a FBA to gather information regarding the interfering behavior.
- Choose or create a CBIS intervention that incorporates cognitive behavioral strategies specific to the learning characteristics of the learner.

Age	Academic	Adaptive	Behavior	Cognitive	Communication	Mental Health	Self-determination	School Readiness	Social
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
15-18	Yes	Yes	Yes		Yes	Yes		Yes	Yes
19-22	Yes	Yes							Yes

STEPS FOR IMPLEMENTING:

1. PLAN

- Determine if learner has prerequisite skills
- Conduct a functional behavior assessment
- Conduct an assessment of needs and skills
- Choose or create a CBIS intervention
- Obtain training and/or supervision for chosen CBIS intervention
- Develop a session plan
- Prepare materials
- Determine reinforcers

2. USE

- Implement CBIS intervention as planned
- Support generalization of target skills

3. MONITOR

- Collect and analyze data on target behaviors
- Determine next steps based on learner progress



Cognitive Behavioral/Instructional Strategies CBIS

This sheet was designed as a supplemental resource to provide basic information about Cognitive Behavioral/Instructional Strategies for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.