Early interventions have been critical for improving the lives of individuals with autism spectrum disorder. Notable achievements include the significantly smaller number of nonverbal children entering school, and the larger number of children accessing the core curricula. Despite these successes, we have much to improve. This talk will address current knowledge of the efficacy of early social-communication interventions with a focus on active ingredients of interventions, decreasing the research to practice gap, and accessing effective interventions in the community.