Module: Pivotal Response Training (PRT)

Implementation Checklist for PRT

Vismara, L. A. (2009). *Implementation checklist for PRT*. Sacramento, CA: The National Professional Development Center on Autism Spectrum Disorders, M.I.N.D Institute, University of California at Davis Medical School.

***Instructions**:* The Implementation Checklist includes procedures for implementing each pivotal behavior: motivation, responding to multiple cues, self-management, and self initiations. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

PIVOTAL BEHAVIOR: MOTIVATION									
Intervention (Steps 1 – 7)									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 1. Establishing Learner Attention		**Score****							
1. Establish learners' attention before providing learning opportunities.									
2. Once the learner is attending, use brief and clear instructions with learners with ASD.									
Step 2. Using Shared Control									
1. In a shared control interaction, decide which part of the routine they will complete for the learner and which parts learners will finish independently.									
2. During teaching episodes, maintain a balance between adult- and learner-selected materials, topics, activities, and toys.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Using Learner Choice		**Score****							
1. Observe learners when they have free access to materials to identify their preferences for items, activities, and toys.									
2. Arrange the environment with learner-preferred, age-appropriate objects and activities.									
3. Allow learners to select materials, topics, and toys during teaching activities.									
4. Follow the learner's lead during interactions and learning activities.									
5. Incorporate choice-making opportunities into naturally occurring routines and activities throughout the day.									
6. Provide a variety of activities and items for learners to choose from throughout the day to increase their motivation to participate in numerous learning activities.									
Step 4. Varying Tasks									
1. Vary tasks, materials, and activities to maintain learner interest and engagement.									
2. Vary instructions and environmental conditions to foster learner response to a range of stimuli.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 5. Interspersing Acquisition and Maintenance Tasks		**Score****							
1. Identify skills that are easy for learners and skills that are more difficult.									
2. Provide a mixture of easy and more difficult tasks so that learners can be successful at using a variety of skills.									
3. To facilitate maintenance of previously learned target skills, provide:									
a. short requests that are easy and within the learner's repertoire of skills to complete followed by									
b. one or two requests that are more difficult for the learner to complete.									
Step 6. Reinforcing Response Attempts									
1. Reinforce all verbal attempts at responding that are clear, unambiguous, and goal-directed.									
2. Provide reinforcement immediately after a goal-directed attempt.									
Step 7. Using Natural and Direct Reinforcers									
1. Identify materials and activities that can be used to address a learner's goal during a teaching opportunity.									
2. Implement a learning task that is functionally and directly related to a learner's goal.									

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Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

PIVOTAL BEHAVIOR: RESPONDING TO MULTIPLE CUES									
Planning and Intervention (Steps 1 – 2)									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 1. Varying Stimuli and Increasing Cues		**Score****							
1. Identify a variety of cues that are associated with the target skill and that can be used during a teaching activity.									
2. Provide at least two cues (e.g., overemphasizing feature of object, color, size, type of object, location of object) so that learners begin to use the target skill in response to more than one cue.									
3. Gradually increase the number of cues associated with a particular object, material, or toy so that learners are able to respond to a variety of stimuli.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 2. Scheduling the Reinforcement									
1. Identify numerous reinforcers that can be used to increase learners' motivation to use the target skill.									
2. Provide reinforcement for every attempt to use the target skill successfully (continuous schedule).									
3. Move from a continuous schedule to a variable ratio schedule of reinforcement (e.g., one out of every three responses).									

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Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

PIVOTAL BEHAVIOR: SELF-MANAGEMENT TO INCREASE POSITIVE BEHAVIORS									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Step 1)									
Step 1. Preparing the Self-Management System		**Score****							
1. Clearly define the target behavior in terms that are specific, observable, and measurable and include a specific criterion for receiving reinforcement.									
2. Collect frequency and duration data before the self-management system is implemented to establish a baseline or current performance of learners' behavior.									
3. Select items and activities that learners enjoy as rewards. If appropriate, learners should help identify rewards that they would like to earn.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
4. Determine how often (i.e., interval) learners should record their own behavior.									
5. Determine what monitoring device or system will be used to record successful behavior.									
Intervention (Steps 2 – 3)									
Step 2. Teaching Self-Management		**Score****							
1. Teach learners how to discriminate between desirable and undesirable behavior in language that learners understand.									
2. Teach learners to record whether their behavior was successful or unsuccessful across intervals.									
3. Provide learners with the specified reinforcer when the criterion has been reached.									
Step 3. Creating Independence									
1. Gradually increase the amount of time learners self-manage the target behavior by increasing the length of time between intervals.									
2. Gradually fade intensity and frequency of prompts as learners become more successful at managing their behavior.									
3. Increase the number of responses necessary for the reinforcer as learners become more successful at managing their behavior.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
4. Gradually reduce their presence as learners become more successful at managing their behavior and/or administering their own reinforcer.									
5. Teach learners self-management skills in additional settings and with other practitioners and family members.									

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Site: _____ State: _____

Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

PIVOTAL BEHAVIOR: SELF-MANAGEMENT TO REDUCE INTERFERING BEHAVIOR AND TEACH POSITIVE REPLACEMENT BEHAVIORS									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 2)									
Step 1. Defining the Behavior		**Score****							
1. Conduct a functional behavior assessment to identify, describe, and determine the function of interfering behaviors for individual learners with ASD.									
Step 2. Preparing the Self-Management System									
1. Assess potential replacement behaviors by determining:									
a. the behavior the learner will use to attract the teacher's attention,									
b. when he learner needs to use the behavior,									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
c. whether the learner can independently use the behavior, and									
d. how the behavior will be measured.									
2. Select an appropriate replacement behavior to take the place of the interfering behavior.									
3. Clearly define the replacement behavior in terms that are specific, observable, and measurable.									
4. Identify a variety of meaningful rewards (some large and some small) for learners' use of replacement behaviors.									
5. Identify the overall goal and explain it to the learner with ASD in a developmentally- and age-appropriate way.									
6. Provide the learner with many opportunities to experience success with using the replacement behavior.									
Intervention (Steps 3 – 5)									
Step 3. Teaching Self-Management									
1. Teach learners how to discriminate between desirable and undesirable behavior in language that learners understand.									
2. Teach learners to record whether their behavior was successful or unsuccessful across intervals.									
3. Provide the learner with the specified reward when the criterion has been reached.									
Step 4. Creating Independence									
1. Gradually increase the amount of time learners self-manage the target behavior by increasing the length of time between intervals.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 4. Creating Independence (cont.)		**Score****							
2. Gradually fade intensity and frequency of prompts as learners become more successful at managing their behavior.									
3. Increase the number of responses necessary to receive the reinforcer as learners become more successful at managing their behavior.									
4. Gradually reduce their presence as learners become more successful at managing their behavior and/or administering their own reinforcer.									
Step 5. Generalizing to Other Settings									
1. Teach learners self-management skills in a variety of settings and with other practitioners and family members.									

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Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

PIVOTAL BEHAVIOR: PROMOTING SELF-INITIATIONS USING PEER-MEDIATED STRATEGIES									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Intervention (Step 1)									
Step 1. Implementing Peer-Mediated Strategies		**Score****							
1. Select typically developing peers who are compliant and motivated to participate in peer-mediated activities.									
2. Teach typically developing peers how to:									
a. secure the learner's attention before initiating a social exchange;									
b. provide the learner with ASD choices among activities and materials;									
c. vary materials according to the learner's preference;									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 1. Implementing Peer-Mediated Strategies (cont.)		**Score****							
d. secure the learner's attention before initiating a social exchange;									
e. provide the learner with ASD choices among activities and materials;									
f. vary materials according to the learner's preference;									
g. provide frequent and varied models for appropriate play and social skills;									
h. verbally reinforce learner attempts at social interaction and/or functional, appropriate play;									
i. encourage conversation with the learner with ASD by withholding desired objects until an appropriate verbal response is given;									
j. ask questions or encourage conversation that are relevant to the routine or activity;									
k. take turns during play and other social interactions;									
l. describe what they are doing during activities, including comments to share the social experience; and/or									
m. describe objects as clearly as they can during routines and activities and encourage learners with ASD to do the same.									

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Skills below can be implemented by a practitioner, parent, or other team member

PIVOTAL BEHAVIOR: PROMOTING SELF-INITIATIONS USING LEARNER-INITIATED STRATEGIES									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Intervention (Steps 1 – 4)									
Step 1. Teaching Social Initiations		**Score****							
1. Teach the learner with ASD:									
a. ways to initiate social interactions with others by sharing materials (e.g., handing peer a block, and asking "Can I have some blocks?").									
b. how to organize play activities (e.g., "You build the road, I'll build the bridge," handing a peer a baseball glove while keeping the bat).									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 1. Teaching Social Initiations (cont.)		**Score****							
c. how to take turns choosing activities (e.g., choice board with peer, assigning a peer buddy and alternating turns choosing activities and/or materials).									
d. how to be persistent when trying to initiate with others (e.g., using different attention-getting and repair strategies if initial efforts are rejected).									
2. Provide learners with opportunities to practice skills before using them with peers.									
Step 2. Teaching Question-Asking: "What's That?"									
1. Place highly preferred objects, items, materials in an opaque bag.									
2. Prompt the learner with ASD to ask, "What's that?"									
3. Show learners what is inside the bag and give them immediate access to the item (i.e., learner does not have to make an additional request for item.)									
4. Gradually fade prompts as learners with ASD spontaneously ask the question, "What's that?"									
5. Gradually replace preferred items in the bag with less preferred and unfamiliar items.									
6. Gradually fade the use of the opaque bag when learners spontaneously ask the question, "What's that?"									
7. Encourage generalization by placing items in other objects or locations (e.g., boxes, in hands).									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Teaching Question-Asking: "What Happened?" and "What's Happening?"									
1. Select pop-up books that are related to learners' interests.									
2. Prompt learners to either ask, "What's happening?" or "What happened?" after they pull the tab for the pop-up pictures.									
3. Once learners ask a question, model the correct verb ending ("dog is jumping" or "dog jumped") and give learners a turn to pull the tab.									
Step 4. Teaching Language, Communication, and Social Skills Using Naturalistic Techniques									
1. Imitate learners' actions during interactions, play, and other activities.									
2. Provide the learner with the appropriate item after it is requested.									
3. Provide a task demand, then wait for the learner to respond independently before providing a prompt.									
4. Place preferred items out of reach to encourage independent requesting by the learner with ASD.									

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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
Date	**Observer Initials**	**Target Skill/Behavior, Comments, and Plans for Next Steps**
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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
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