

**Module: Pivotal Response Training**

**PRT Interval Coding Data Collection Sheet**

Vismara, L. (2009). *PRT interval coding data collection sheet*. Unpublished document.

Learner: \_\_\_\_\_ Date: \_\_\_\_\_ Person collecting data: \_\_\_\_\_

*Codes for Acquisition of Skills:*  
 + = consistent, correct performance  
 - = incorrect/inconsistent performance

Domain: \_\_\_\_\_

Target skill: \_\_\_\_\_

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	

*\*Most frequently observed code (mode) across the four intervals is the summary score.*

*\*\* Highlighted row represents current teaching step.*

Domain: \_\_\_\_\_

Target skill: \_\_\_\_\_

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	

*\*Most frequently observed code (mode) across the four intervals is the summary score.*

*\*\* Highlighted row represents current teaching step.*

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**Example: PRT Interval Coding Data Collection Sheet**

Vismara, L. (2009). *Example: PRT interval coding data collection sheet*. Unpublished document.

Learner: Michael

Date: 2/15/09

Person collecting data: Teacher

*Codes for Acquisition of Skills:*  
+ = consistent, correct performance  
- = incorrect/inconsistent performance

Domain: Expressive language (Middle School)

Target skill: Raises hand independently to attain teacher's attention 5 or more times

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	
Hand-over-hand (HOH) prompt to raise hand 1-2 times	+	-	+	+	+
Partial physical prompt 1-2 times	+	+	+	+	+
<b>**Verbal/gestural prompt 1-2 times</b>	+	-	+	+	+
Independently 1-2 times					
Partial physical prompt 3-5 times					
Verbal/gestural prompt 3-5 times					
Independently 3-5 times					
Independently 5+ times					

*\*Most frequently observed code (mode) across the four intervals is the summary score.*

*\*\* Highlighted row represents current teaching step.*

Domain: Comprehension (High school)

Target skill: Answers a variety of common questions about scientific subject matter

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	
Listens to paragraph describing the sun and points to the pictures of a star (with no distracter) when asked, "Is the sun a planet or a star?"	+	+	+	-	+
Points to a picture of the star in a field of three other space related pictures (planet, comet)	+	+	+	+	+
Verbally responds ("star") with a verbal prompt	+	+	+	+	+
Verbally responds ("star") with a partial verbal prompt	-	+	+	+	+
<b>**Verbally responds ("star") when asked, "Is the sun a planet or a star?"</b>	+	-	+	+	+
Verbally responds ("star") when given the phrase, "The sun is a ....."					
Verbally responds ("star") when asked, "What is the sun?"					

*\*Most frequently observed code (mode) across the four intervals is the summary score.*

*\*\* Highlighted row represents current teaching step.*

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**PRT Frequency Data Sheet**

Bogin, J. (2009). *PRT frequency data sheet*. Unpublished document.

Learner's name: \_\_\_\_\_ Person collecting data: \_\_\_\_\_

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Date: \_\_\_\_\_ Target behavior: \_\_\_\_\_

<b>Activity/setting</b>	<b>Frequency count</b>
<b>Daily total</b>	

Date: \_\_\_\_\_ Target behavior: \_\_\_\_\_

<b>Activity/setting</b>	<b>Frequency count</b>
<b>Daily total</b>	

Date: \_\_\_\_\_ Target behavior: \_\_\_\_\_

<b>Activity/setting</b>	<b>Frequency count</b>
<b>Daily total</b>	

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**Example: PRT Frequency Data Sheet**

Bogin, J. (2009). *Example: PRT frequency data sheet*. Unpublished document.

Learner's name: \_\_\_\_\_ Person collecting data: \_\_\_\_\_

Date: January 15, 2009

Target behavior: Calling out

Activity/setting	Frequency count
Bus to school	√√√√√√
AM recess	N/A
Math	√√
Reading	√√
Gym	N/A
Music	√√√√
PM recess	N/A
<b>Daily total</b>	14 instances of calling out

Date: January 17, 2009

Target behavior: Hitting

Activity/setting	Frequency count
Bus to school	√√√
AM recess	√
Math	√√
Reading	√√√√√√
Gym	√√
Music	√√√√
PM recess	√√√√√√
<b>Daily total</b>	24 instances of hitting

Date: January 18, 2009

Target behavior: Out of seat

Activity/setting	Frequency count
Bus to school	√
AM recess	N/A
Math	√√
Reading	√
Gym	N/A
Music	√√
PM recess	N/A
<b>Daily total</b>	6 instances of out of seat behavior

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### PRT Duration Data Sheet

Bogin, J. (2009). *PRT duration data sheet*. Unpublished document.

Learner's name: \_\_\_\_\_

Date: \_\_\_\_\_

Person collecting data: \_\_\_\_\_

Setting # 1:

<b>Interfering behavior</b>	<b># of minutes/seconds</b>
<b>Total duration of interfering behavior</b>	

Setting # 2:

<b>Interfering behavior</b>	<b># of minutes/seconds</b>
<b>Total duration of interfering behavior</b>	

Setting # 3:

<b>Interfering behavior</b>	<b># of minutes/seconds</b>
<b>Total duration of interfering behavior</b>	

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**Example: PRT Duration Data Sheet**

Bogin, J. (2009). *Example: PRT duration data sheet*. Unpublished document.

Learner's name: \_\_\_\_\_

Date: September 18, 2008

Person collecting data: \_\_\_\_\_

Setting # 1: Morning recess

<b>Interfering behavior</b>	<b># of minutes/seconds</b>
Yelling	30 seconds
Pushing	1 minute, 30 seconds
Pushing	1 minute
Kicking	2 minutes
<b>Total duration of interfering behavior</b>	5 minutes

Setting # 2: Free writing

<b>Interfering behavior</b>	<b># of minutes/seconds</b>
Calling out	30 seconds
Hitting	10 seconds
Slapping table	20 seconds
Tipping back chair	1 minute, 30 seconds
<b>Total duration of interfering behavior</b>	2 minutes, 30 seconds

Setting # 3: Afternoon Break

<b>Interfering behavior</b>	<b># of minutes/seconds</b>
Pushing	1 minute
Banging chair	30 seconds
<b>Total duration of interfering behaviors</b>	