## *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 Unpublished document.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 | |
| | | | | | |
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| | | | | | |

**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 | |
| | | | | | |
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**Most frequently observed code (mode) across the four intervals is the summary score.*
*** Highlighted row represents current teaching step.*

## *Module:* Pivotal Response Training

# 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 Unpublished document.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 | + | + | + | + | + |
| **Verbal/gestural prompt 1-2 times | + | - | + | + | + |
| 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 | - | + | + | + | + |
| **Verbally responds ("star") when asked, "Is the sun a planet or a star?" | + | - | + | + | + |
| Verbally responds ("star") when given the phrase, "The sun is a ……" | | | | | |
| Verbally responds ("star") when asked, "What is the sun?" | | | | | |

## *Module:* Pivotal Response Training

**Most frequently observed code (mode) across the four intervals is the summary score.*
*** Highlighted row represents current teaching step.*

# 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: _____

| Activity/setting | Frequency count |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| **Daily total** | |

Date: _____ Target behavior: _____

| Activity/setting | Frequency count |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| **Daily total** | |

Date: _____ Target behavior: _____

| Activity/setting | Frequency count |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| **Daily total** | |

## *Module:* Pivotal Response Training

# Example: PRT Frequency Data Sheet

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 Unpublished document.

Learner's name: _____ Person collecting data: _____

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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 |
| **Daily total** | 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 | √√√√√√ |
| **Daily total** | 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 |
| **Daily total** | 6 instances of out of seat behavior |

## *Module:* Pivotal Response Training

# PRT Duration Data Sheet

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 Unpublished document.

Learner's name: _____ Date: _____

Person collecting data: _____

Setting # 1:

| Interfering behavior | # of minutes/seconds |
|---|---|
| | |
| | |
| | |
| | |
| **Total duration of interfering behavior** | |

Setting # 2:

| Interfering behavior | # of minutes/seconds |
|---|---|
| | |
| | |
| | |
| | |
| **Total duration of interfering behavior** | |

Setting # 3:

| Interfering behavior | # of minutes/seconds |
|---|---|
| | |
| | |
| | |
| | |
| **Total duration of interfering behavior** | |

## *Module:* Pivotal Response Training

# 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

| **Interfering behavior** | **# of minutes/seconds** |
|---|---|
| Yelling | 30 seconds |
| Pushing | 1 minute, 30 seconds |
| Pushing | 1 minute |
| Kicking | 2 minutes |
| **Total duration of interfering behavior** | 5 minutes |

Setting # 2: Free writing

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

Setting # 3: Afternoon Break

| Interfering behavior | # of minutes/seconds |
|---|---|
| Pushing | 1 minute |
| Banging chair | 30 seconds |
| | |
| | |
| **Total duration of interfering behaviors** | |