## *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, teacher being observed, and the learner's initials. 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: _____

Teacher/practitioner: _____ Learner's Initials: _____

| PIVOTAL BEHAVIOR: MOTIVATION | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Observation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| | **Date** | | | | | | | | |
| | **Observer's Initials** | | | | | | | | |
| **Step 1. Establishing Learner Attention** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners establish learners' attention before providing learning opportunities. | | | | | | | | | |
| 2. Once the learner is attending, teachers/practitioners use brief and clear instructions with learners with ASD. | | | | | | | | | |
| **Step 2. Using Shared Control** | | | | | | | | | |
| 1. In a shared control interaction, teachers/practitioners decide which part of the routine they will complete for the learner and which parts learners will finish independently. | | | | | | | | | |
| 2. During teaching episodes, teachers/practitioners 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. Teachers/practitioners observe learners when they have free access to materials to identify their preferences for items, activities, and toys. | | | | | | | | | |
| 2. Teachers/practitioners arrange the environment with learner-preferred, age-appropriate objects and activities. | | | | | | | | | |
| 3. Teachers/practitioners allow learners to select materials, topics, and toys during teaching activities. | | | | | | | | | |
| 4. Teachers/practitioners follow the learner's lead during interactions and learning activities. | | | | | | | | | |
| 5. Teachers/practitioners incorporate choice-making opportunities into naturally occurring routines and activities throughout the day. | | | | | | | | | |
| 6. Teachers/practitioners 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. Teachers/practitioners vary tasks, materials, and activities to maintain learner interest and engagement. | | | | | | | | | |
| 2. Teachers/practitioners vary instructions and environmental conditions to foster learner response to a range of stimuli. | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
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| | Observer's Initials | | | | | | | | |
| **Step 5. Interspersing Acquisition and Maintenance Tasks** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners identify skills that are easy for learners and skills that are more difficult. | | | | | | | | | |
| 2. Teachers/practitioners 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, teachers/ practitioners provide: | | | | | | | | | |
| a. short requests that are <u>easy</u> 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. Teachers/practitioners reinforce all verbal attempts at responding that are clear, unambiguous, and goal-directed. | | | | | | | | | |
| 2. Teachers/practitioners provide reinforcement immediately after a goal-directed attempt. | | | | | | | | | |
| **Step 7. Using Natural and Direct Reinforcers** | | | | | | | | | |
| 1. Teachers/practitioners identify materials and activities that can be used to address a learner's goal during a teaching opportunity. | | | | | | | | | |
| 2. Teachers/practitioners implement a learning task that is functionally and directly related to a learner's goal. | | | | | | | | | |

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Site: _____ State: _____

Teacher/practitioner: _____ Learner's Initials: _____

| PIVOTAL BEHAVIOR: RESPONDING TO MULTIPLE CUES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Observation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| | **Date** | | | | | | | | |
| | **Observer's Initials** | | | | | | | | |
| **Step 1. Varying Stimuli and Increasing Cues** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners identify a variety of cues that are associated with the target skill and that can be used during a teaching activity. | | | | | | | | | |
| 2. Teachers/practitioners 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. Teachers/practitioners 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. | | | | | | | | | |
| **Step 2. Scheduling the Reinforcement** | | | | | | | | | |
| 1. Teachers/practitioners identify numerous reinforcers that can be used to increase learners' motivation to use the target skill. | | | | | | | | | |

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| | Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| | Date | | | | | | | | |
| | Observer's Initials | | | | | | | | |
| **Step 2. Scheduling the Reinforcement (cont.)** | | **Score**** | | | | | | | |
| 2. Teachers/practitioners provide reinforcement for every attempt to use the target skill successfully (continuous schedule). | | | | | | | | | |
| 3. Teachers/practitioners move from a continuous schedule to a variable ratio schedule of reinforcement (e.g., one out of every three responses). | | | | | | | | | |

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Site: _____ State: _____

Teacher/practitioner: _____ Learner's Initials: _____

| **PIVOTAL BEHAVIOR: SELF-MANAGEMENT TO INCREASE POSITIVE BEHAVIORS** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Observation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| | **Date** | | | | | | | | |
| | **Observer's Initials** | | | | | | | | |
| **Step 1. Preparing the Self-Management System** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners clearly define the target behavior in terms that are specific, observable, and measurable and include a specific criterion for receiving reinforcement. | | | | | | | | | |
| 2. Teachers/practitioners collect frequency and duration data before the self-management system is implemented to establish a baseline or current performance of learners' behavior. | | | | | | | | | |
| 3. Teachers/practitioners select items and activities that learners enjoy as rewards. If appropriate, learners should help identify rewards that they would like to earn. | | | | | | | | | |
| 4. Teachers/practitioners determine how often (i.e., interval) learners should record their own behavior. | | | | | | | | | |
| 5. Teachers/practitioners determine what monitoring device or system will be used to record successful behavior. | | | | | | | | | |

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| | Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| | Date | | | | | | | | |
| | Observer's Initials | | | | | | | | |
| **Step 2. Teaching Self-Management** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners teach learners how to discriminate between desirable and undesirable behavior in language that learners understand. | | | | | | | | | |
| 2. Teachers/practitioners teach learners to record whether their behavior was successful or unsuccessful across intervals. | | | | | | | | | |
| 3. Teachers/practitioners provide learners with the specified reinforcer when the criterion has been reached. | | | | | | | | | |
| **Step 3. Creating Independence** | | | | | | | | | |
| 1. Teachers/practitioners gradually increase the amount of time learners self-manage the target behavior by increasing the length of time between intervals. | | | | | | | | | |
| 2. Teachers/practitioners gradually fade intensity and frequency of prompts as learners become more successful at managing their behavior. | | | | | | | | | |
| 3. Teachers/practitioners increase the number of responses necessary for the reinforcer as learners become more successful at managing their behavior. | | | | | | | | | |
| 4. Teachers/practitioners gradually reduce their presence as learners become more successful at managing their behavior and/or administering their own reinforcer. | | | | | | | | | |
| 5. Teachers/practitioners teach learners self-management skills in additional settings and with other practitioners and family members. | | | | | | | | | |

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Site: _____ State: _____

Teacher/practitioner: _____ Learner's Initials: _____

| **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** | | | | | | | | |
| **Step 1. Defining the Behavior** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners 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. Teachers/practitioners 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, | | | | | | | | | |
| c. whether the learner can independently use the behavior, and | | | | | | | | | |
| d. how the behavior will be measured. | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| | Date | | | | | | | | |
| | Observer's Initials | | | | | | | | |
| **Step 2. Preparing the Self-Management System (cont.)** | | **Score**** | | | | | | | |
| 2. Teachers/practitioners select an appropriate replacement behavior to take the place of the interfering behavior. | | | | | | | | | |
| 3. Teachers/practitioners clearly define the replacement behavior in terms that are specific, observable, and measurable. | | | | | | | | | |
| 4. Teachers/practitioners identify a variety of meaningful rewards (some large and some small) for learners' use of replacement behaviors. | | | | | | | | | |
| 5. Teachers/practitioners identify the overall goal and explain it to the learner with ASD in a developmentally- and age-appropriate way. | | | | | | | | | |
| 6. Teachers/practitioners provide the learner with many opportunities to experience success with using the replacement behavior. | | | | | | | | | |
| **Step 3. Teaching Self-Management** | | | | | | | | | |
| 1. Teachers/practitioners teach learners how to discriminate between desirable and undesirable behavior in language that learners understand. | | | | | | | | | |
| 2. Teachers/practitioners teach learners to record whether their behavior was successful or unsuccessful across intervals. | | | | | | | | | |
| 3. Teachers/practitioners provide the learner with the specified reward when the criterion has been reached. | | | | | | | | | |
| **Step 4. Creating Independence** | | | | | | | | | |
| 1. Teachers/practitioners 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. Teachers/practitioners gradually fade intensity and frequency of prompts as learners become more successful at managing their behavior. | | | | | | | | | |
| 3. Teachers/practitioners increase the number of responses necessary to receive the reinforcer as learners become more successful at managing their behavior. | | | | | | | | | |
| 4. Teachers/practitioners 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. Teachers/practitioners teach learners self-management skills in a variety of settings and with other practitioners and family members. | | | | | | | | | |

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Site: _____ State: _____

Teacher/practitioner: _____ Learner's Initials: _____

| **PIVOTAL BEHAVIOR: PROMOTING SELF-INITIATIONS USING PEER-MEDIATED STRATEGIES** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Observation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| | **Date** | | | | | | | | |
| | **Observer's Initials** | | | | | | | | |
| **Step 1. Implementing Peer-Mediated Strategies** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners select typically developing peers who are compliant and motivated to participate in peer-mediated activities. | | | | | | | | | |
| 2. Teachers/practitioners 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; | | | | | | | | | |
| d. provide frequent and varied models for appropriate play and social skills; | | | | | | | | | |
| e. verbally reinforce learner attempts at social interaction and/or functional, appropriate play; | | | | | | | | | |

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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**** | | | | | | | |
| f. encourage conversation with the learner with ASD by withholding desired objects until an appropriate verbal response is given; | | | | | | | | | |
| g. ask questions or encourage conversation that are relevant to the routine or activity; | | | | | | | | | |
| h. take turns during play and other social interactions; | | | | | | | | | |
| i. describe what they are doing during activities, including comments to share the social experience; and/or | | | | | | | | | |
| j. describe objects as clearly as they can during routines and activities and encourage learners with ASD to do the same. | | | | | | | | | |

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Site: _____ State: _____

Teacher/practitioner: _____ Learner's Initials: _____

| PIVOTAL BEHAVIOR: PROMOTING SELF-INITIATIONS USING LEARNER-INITIATED STRATEGIES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Observation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| | **Date** | | | | | | | | |
| | **Observer's Initials** | | | | | | | | |
| **Step 1. Teaching Social Initiations** | | **Score**** | | | | | | | |
| 1. Teachers/practitioners 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). | | | | | | | | | |
| 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). | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| | Date | | | | | | | | |
| | Observer's Initials | | | | | | | | |
| **Step 1. Teaching Social Initiations (cont.)** | | **Score**** | | | | | | | |
| 2. Teachers/practitioners provide learners with opportunities to practice skills before using them with peers. | | | | | | | | | |
| **Step 2. Teaching Question-Asking: "What's That?"** | | | | | | | | | |
| 1. Teachers/practitioners place highly preferred objects, items, materials in an opaque bag. | | | | | | | | | |
| 2. Teachers/practitioners prompt the learner with ASD to ask, "What's that?" | | | | | | | | | |
| 3. Teachers/practitioners 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. Teachers/practitioners gradually fade prompts as learners with ASD spontaneously ask the question, "What's that?" | | | | | | | | | |
| 5. Teachers/practitioners gradually replace preferred items in the bag with less preferred and unfamiliar items. | | | | | | | | | |
| 6. Teachers/practitioners gradually fade the use of the opaque bag when learners spontaneously ask the question, "What's that?" | | | | | | | | | |
| 7. Teachers/practitioners encourage generalization by placing items in other objects or locations (e.g., boxes, in hands). | | | | | | | | | |
| **Step 3. Teaching Question-Asking: "What Happened?" and "What's Happening?"** | | | | | | | | | |
| 1. Teachers/practitioners select pop-up books that are related to learners' interests. | | | | | | | | | |

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| | Date | | | | | | | | |
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| **Step 3. Teaching Question-Asking: "What Happened?" and "What's Happening?" (cont.)** | | **Score**** | | | | | | | |
| 2. Teachers/practitioners 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, teachers/practitioners 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. Teachers/practitioners imitate learners' actions during interactions, play, and other activities. | | | | | | | | | |
| 2. Teachers/practitioners provide the learner with the appropriate item after it is requested. | | | | | | | | | |
| 3. Teachers/practitioners provide a task demand, then wait for the learner to respond independently before providing a prompt. | | | | | | | | | |
| 4. Teachers/practitioners 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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| | | |