

Pivotal Response Training (PRT)

Part II: Professional Development Training and Implementation Resources

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Participants will...

- Identify a range of PRT training resources for professionals and family members working with young children with Autism Spectrum Disorders (ASD)
- Learn how to navigate online professional development modules on evidence based practices for professionals and family members working with young children with ASD
- Complete a section of an online professional development module on PRT
- Develop a follow-up plan for PRT training

Review of PRT: Part I

- ▶ What is PRT?
- ▶ Why was it created?
- ▶ Who can use PRT?
- ▶ The focus of PRT intervention
- ▶ The pivotal behaviors
- ▶ What makes it an evidence-based practice?

PRT Part II: Training and Implementation

Range of Available Resources

- Koegel Center
 - Graduate study
 - Onsite training and certification
 - Remote training and certification
 - Publications and manuals
 - The SuperNanny series
- National Professional Development Center on ASD Autism Internet Modules - PRT
- STAR Program and DVDs

Koegel Center

Graduate Study

- ▶ The Gevirtz School of Graduate Study at University of California, Santa Barbara
- ▶ <http://education.ucsb.edu/autism/>



Koegel Center/koegelprt.com

- ▶ Certification
- ▶ Training/Dissemination/Outreach
- ▶ Conferences/Workshops
- ▶ Lectures/Presentations
- ▶ Books/Manuals
- ▶ PRT Kits (*coming soon*)

The SuperNanny Autism Series

Season 2: Lynn Koegel uses components of PRT to help the Facente family.

- ▶ <http://www.youtube.com/watch?v=be9DIPjk944>

PRT Certification www.prtcertainment.com

- ▶ Level I: Awareness
- ▶ Level II: Introductory Implementer of PRT
- ▶ Level III: Generalization of PRT Procedures
- ▶ Level IV: Advanced Implementer in (Selected Category)
- ▶ Level V: Board Certified PRT Therapist
- ▶ Level VI: Trainer of Trainers
- ▶ Level VII: Doctoral Mastery

Koegel Center

- ▶ Training Manuals*
 - PRT
 - Play Dates
 - Parent-Professional Priming
 - Toilet Training
 - First Words
 - Socialization
 - Self-Management
 - Problem Behavior

*Available from KITS-ECRC
kskits.org/ecrc/resourcecenter@ku.edu

NPDC on ASD: What Is It? <http://autismpdc.fpg.unc.edu/>

- ▶ **A multi-university center to promote use of evidence-based practice for children and adolescents with autism spectrum disorders**
- ▶ **Goals of the NPDC-ASD**
 - Promote evidence-based practices (EBP) for individuals with ASD
 - Increase highly qualified personnel serving children with ASD
 - Increase the professional development capacity of states

NPDC on ASD

Content Development

- Identify/define criteria for evidence
- Identify evidence-based practices
- Develop online introductory course on ASD
- Develop briefs/modules on evidence-based practices
- Provide content of summer institute
- Develop assessment and evaluation tools

NPDC on ASD

- ▶ Definition of EBP
 - randomized or quasi-experimental design studies
 - single-subject design studies
 - combination of evidence
- ▶ 24 Practices Identified to Date
 - Briefs developed for each practice
 - Online modules in development

EBP by Domain

National Professional Development Center on Autism Spectrum Disorders
Evidence by Practices and Domains

Evidence-based Practice	Academic	Behavior	Communication	Play	Social	Transition
Behavioral intervention strategies						
1. Prompting						
2. Reinforcement						
3. Error correction						
4. Time delay						
Communication strategies						
5. Communication partner						
6. Discrete trial training (DTT)						
7. Naturalistic interventions						
8. Parent-mediated interventions						
9. Parent-mediated intervention (PMI)						
10. Picture exchange communication system (PECS)						
11. Pivotal response training (PRT)						
Play and leisure strategies						
12. Functional behavior assessment (FBA)						
13. Functional communication alternatives						
14. Response strategies/instruction						
15. Functional communication training (FCT)						
16. Extinction						
17. Differential reinforcement (DRA/DRAI)						
18. Self-management						
19. Social narratives						
20. Social skills training groups						
21. Structured task systems						
22. Video modeling						
23. Visual supports						
24. Self-management						
25. Self-management						

Key: Blue shading indicates that the studies making up the evidence base for that practice included dependent variables in the domain indicated by that column.

The National Professional Development Center on Autism Spectrum Disorders
Lara Cox-Kingberg, Ph.D.
1/14/2010

NPDC on ASD

To develop online introductory course on ASD:

Foundations of Autism Spectrum Disorders

- 8 sessions
- Pre/post test for each session
- All readings included

NPDC on ASD

To develop assessment and evaluation tools (in process):

- Autism Program Environments Rating Scale (APERS)
- Autism Evidence-Based Practice Rating Scales (AEBPS)
- Fidelity Implementation Checklists
- Goal Attainment Scaling

NPDC on ASD & OCALI Partnership

AUTISM INTERNET MODULES

SIGN UP

ABOUT AIM

MODULE LIST

FORGOT PASSWORD?

HELP


LOGIN

EMAIL:

PASSWORD:

Login

[\[Forgot password? \]](#)




WELCOME TO AIM

HIGHLIGHTED MODULES

SOCIAL SUPPORTS, THE NEXT CHAPTER BOOK CLUB, COMMUNITY CONNECTIONS, FRIENDSHIP CONNECTIONS, SERVICE LEARNING, AND ASPIRATIONS

This module will explore social program models designed to address the specific needs of transition-aged individuals with ASD and their families. It will highlight some examples available in Ohio.

AIM Modules Categories



PRT Module

Teaching Key Pivotal Behaviors

► Procedures for Implementation

- Motivation Procedures
 - Step 1: Establishing Learner Attention
 - Step 2: Using Shared Control and Turn Taking
 - Step 3: Using Learner Choice
 - Step 4: Varying Tasks and Responses
 - Step 5: Interspersing Acquisition and Maintenance Tasks
 - Step 6: Reinforcing Response Attempts
 - Step 7: Using Natural and Direct Reinforcers

Discussion Questions

- 1. How do the PRT procedures you have learned about fit with your current practices for teaching children with characteristics of ASD?
- 2. Are there any PRT procedures that would be in conflict with your current teaching practices for young children with ASD?
- 3. Are there any PRT procedures that could not be embedded within your current teaching practices *in general*?

Additional Support for PRT NAC Report (2009)

<http://www.nationalautismcenter.org/>

Pivotal Response Treatment (14 studies)										Evidence Level		Established
<small>This treatment is also referred to as PRT, Pivotal Response Teaching, and Pivotal Response Training. PRT focuses on targeting "pivotal" behavioral areas—such as motivation to engage in social communication, self-orientation, self-management, and responsiveness to multiple cues, with the development of these areas having the goal of very widespread and fluently integrated collateral improvements. Key aspects of PRT intervention delivery also focus on parent involvement in the intervention delivery, and on intervention in the natural environment such as homes and schools with the goal of producing naturalized behavioral improvements. This treatment is an expansion of Natural Language Paradigm which is also included in this category.</small>												
Skills Increased												
Academic	Communication	Higher Cognitive Functions	Interpersonal	Learning Readiness	Motor	Personal Responsibility	Placement	Play	Self-Regulation			
	X		X								X	
Behaviors Decreased												
Problem Behaviors										RRN	SER	General Symptoms
Ages												
0-2	3-5	6-9	10-14	15-18	19-21							
	X	X										
Diagnostic Classification												
Autistic Disorder										Asperger's Syndrome		PDD-NOS
X												

Additional Support for PRT Humphries, 2003

<http://www.researchtopractice.info/productBridges.php>

Child Outcomes Associated with PRT in 13 Studies:

- Improved speech intelligibility
- Increased persistence in targeted activity
- Decreased disruptive behavior*
- Decreased repetitive play
- Increased word use*
- Increased interactive play skills
- Increased initiation of conversations
- Improved maintaining social interactions
- Increased child social competence

*Most commonly reported across studies

Additional Resources

Arick, Coos, Falco & Krug (2004) *STAR Program: Strategies for Teaching Based on Autism Research**

<http://www.starautismprogram.com/star-autism-program>

Utilizes three behavioral instructional strategies

1. Discrete trial training
2. Pivotal response training
3. Functional routines

*Available from the KITS-ECRC
kskits.org/ecrc/resourcecenter@ku.edu

Additional Possibilities: PRT CoP?

- ▶ PRT professional Community of Practice (CoP)
 - Preparation for Level I remote certification
 - Peer support for implementation in home and center-based settings
- ▶ Please let us know if you are interested!

What's Your Next Step?

Self-Directed Plan for Extending Current Knowledge of PRT

1. I'm going to share the information I learned today with _____.
2. I'm going to learn more about implementing PRT by:
 - Reading resource materials provided today
 - Completing the PRT online module
 - Myself
 - With my team
 - Borrowing PRT resource materials from the ECRG
 - Contacting the Koegel Center regarding remote training and certification
 - Expressing interest in participating in a PRT community of practice (CoP) group by providing my email address: _____
 - Other steps: _____
3. I'm going to share this plan with _____.

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