Pivotal Response Training (PRT)
Part II: Professional Development Training and Implementation Resources

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/koegepqrt.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.prtcertification.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

NPDC on ASD: What Is It?
http://autismnpdc.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
2/22/10

**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**

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<thead>
<tr>
<th>Domain</th>
<th>Title</th>
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<tbody>
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<td>Autism Practice</td>
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<td>Fidelity Implementation Checklists</td>
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<td>Goal Attainment Scaling</td>
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**24 Practices Identified to Date**

- Briefs developed for each practice
- Online modules in development

**To develop online introductory course on ASD:**

*Foundations of Autism Spectrum Disorders*
- 8 sessions
- Pre/post test for each session
- All readings included

**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**

**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?

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 Support for PRT

Humphries, 2003
http://www.researchtopractice.info/productBridges.php

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 Support for PRT NAC Report (2009)
http://www.nationalautismcenter.org/

Additional Resources

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

Utilizes three behavioral instructional strategies
1. Discrete trial training
2. Pivotal response training
3. Functional routines
**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!

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**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
   - With my team
   - Borrowing PRT resource materials from the ECRC
   - Contacting the Koegel Center regarding remote training and certification
   - Expanding 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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**PRT References: Articles Cited in NAC Standards Report (2009)**


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**PRT Articles Cited by NPDC on ASD for Preschool Ages**


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**KITS**

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