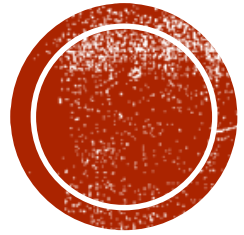


East Side Union High School District Day 2 Filling up our toolbox!

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PIVOTAL RESPONSE INTERVENTION



BASICS

- **Pivotal response training (PRT) is a behavioral treatment intervention based on the principles of applied behavior analysis (ABA).**
- **It is derived from the work of Koegel, Schreibman, Dunlap, Horner, and other researchers. It is a composite of the research on task interspersal, direct reinforcement, and role of choice.**
- **PRT has demonstrated positive changes in these "pivotal behaviors" exhibiting widespread effects on many other behaviors associated with language and social interaction.**
- **Pivotal Response Training (PRT) provides a guideline for teaching skills and has been most successful for language, play and social interaction skills in children with autism.**



ISSUES

- **Motivation**
 - **Children with ASD are difficult to motivate**
 - **Restricted interests are part of the diagnosis**
 - **Research suggests that motivation may be increased leading to a dramatic effect upon the children's learning (Koegel, O'Dell, & Dunlap, in press).**
- **Responsivity to multiple cues**
 - **Attentional issues**
 - **Stimulus overselectivity**
 - **Lack of generalization**



PRINCIPLE 1

- **Instructional opportunity should be clear**
- **Instructional opportunity should be appropriate to task**
- **Instructional opportunity should be uninterrupted**
- **Child must be attending**



PRINCIPLE 1: TIPS

- **Avoid overly complex verbal instructions**
- **Avoid extraneous information**
- **Limit instructing across long distances**
- **Try to give full attention**
- **Ensure attention**
 - **Proximity**
 - **Pause**
 - **Add prosody, affect**



PRINCIPLE 2

- **Intersperse tasks already mastered with tasks that are more challenging**
 - **Increases motivation**
 - **Increases self confidence**
 - **Maintains previous skills**



PRINCIPLE 2: TIPS

- **Start activities with something already mastered**
- **Get child on a roll**
- **Reinforce verbally, prosody, and with affect**
- **Intersperse highly successful activities**



PRINCIPLE 3

- **Provide a role in choice for the child**
 - **Increases motivation**
 - **Shared control promotes turn taking**



PRINCIPLE 3: TIPS

- **Choices are available almost everywhere**
 - **Play or learning activity itself**
 - **Order of activities**
 - **Duration or number of activities**
 - **Choices within activity**
 - **Which song or book**
 - **What color**
 - **Crayon or marker**
 - **Environmental**
 - **Where to sit**
 - **What to sit on**
 - **Light on/off**



PRINCIPLE 4

- **Increase opportunity for child to respond to multiple cues**



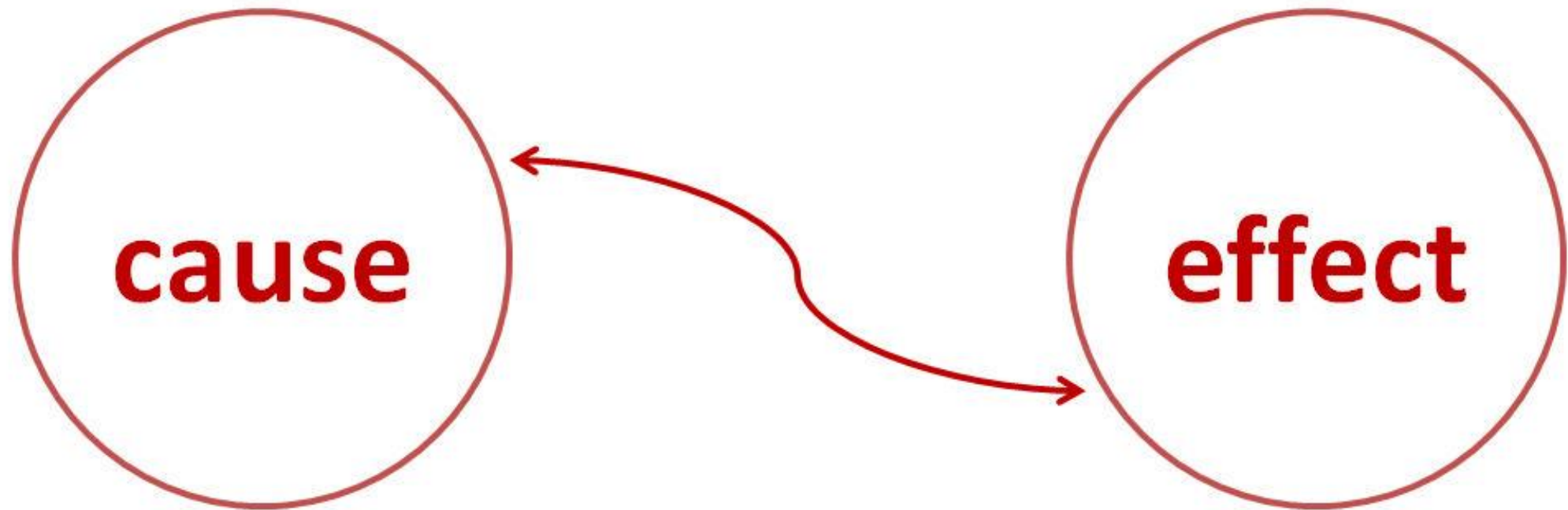
PRINCIPLE 4: TIPS

- **Add descriptors**
- **Increase discrimination responsibilities**
- **Substitute paralinguistic information for verbal information cues/prompts**



PRINCIPLE 5

- **Any response to the child's behavior must be contingent upon the correct behavior or attempt.**



PRINCIPLE 5: TIPS

- **Response must be immediate**
- **Response must be appropriate**
- **Never reinforce incorrect**
- **Make sure to reinforce correct**



PRINCIPLE 6

- **Any goal-directed attempt to respond to questions, instructions, or opportunities should be reinforced.**
 - **Be aware of continuum**
 - **Do not continue at same level of support**



PRINCIPLE 6 HINTS

- **We don't start out perfect**
- **Look for attempts**
- **Successive approximations shapes behavior**



PRINCIPLE 7

- **Use natural reinforcers whenever possible**
 - **Children who don't make natural connections don't gain meaning when reinforcers are disconnected with behavior**



EXAMPLE OF PRT

- **Goal: To ask questions; Initiate conversation; Take verbal turns**
- **Context: Student stations with activity materials (graph paper/lined paper, colored pencils/markers)**
 - **Problem solving-What if it is a big class?**
- **Give students instructions and write them on the white board or powerpoint**
- **Have visuals at each station to prompt/cue target student(s)**



ROLE PLAY

- **Break into groups of three or four**
- **One person acts as teacher using visual prompts (use sticky notes to make them) (Remember to use affect)**
- **One or two people act as models (Remember to use affect)**
- **One person act as target student**
- **Have models and students ask for a pencil or pen**
- **Revolve models varying amount of cues and supports needed**



EVIDENCE BASED PRACTICES WE LEARNED TODAY



TICKET OUT THE DOOR

- Write three things you will use in your classroom that you learned today
- Write down any information that you would like to be provided to you next time.



THANKS FOR ALL YOU DO FOR KIDS!

