

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: _____

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								

Pivotal Behavior: Motivation

Step 1. Establishing Learner Attention

1. Teachers/practitioners establish learners' attention before providing learning opportunities.

Observation	1	2	3	4	5	6	7	8
Score								

2. Once the learner is attending, teachers/practitioners use brief and clear instructions with learners with ASD.

Observation	1	2	3	4	5	6	7	8
Score								

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.

Observation	1	2	3	4	5	6	7	8
Score								

2. During teaching episodes, teachers/practitioners maintain a balance between adult- and learner-selected materials, topics, activities, and toys.

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Using Learner Choice

1. Teachers/practitioners observe learners when they have free access to materials to identify their preferences for items, activities, and toys.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners arrange the environment with learner-preferred, age appropriate objects and activities.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners allow learners to select materials, topics, and toys during teaching activities.

Observation	1	2	3	4	5	6	7	8
Score								

4. Teachers/practitioners follow the learner's lead during interactions and learning activities.

Observation	1	2	3	4	5	6	7	8
Score								

5. Teachers/practitioners incorporate choicemaking opportunities into naturally occurring routines and activities throughout the day.

Observation	1	2	3	4	5	6	7	8
Score								

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.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Varying Tasks

1. Teachers/practitioners vary tasks, materials, and activities to maintain learner interest and engagement.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners vary instructions and environmental conditions to foster learner response to a range of stimuli.

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Interspersing Acquisition and Maintenance Tasks

1. Teachers/practitioners identify skills that are easy for learners and skills that are more difficult.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners provide a mixture of easy and more difficult tasks so that learners can be successful at using a variety of skills.

Observation	1	2	3	4	5	6	7	8
Score								

3. To facilitate maintenance of previously learned target skills, teachers/ practitioners provide:

a. short requests that are easy and within the learner's repertoire of skills to complete followed by

Observation	1	2	3	4	5	6	7	8
Score								

b. one or two requests that are more difficult for the learner to complete.

Observation	1	2	3	4	5	6	7	8
Score								

Step 6. Reinforcing Response Attempts

1. Teachers/practitioners reinforce all verbal attempts at responding that are clear, unambiguous, and goal-directed.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners provide reinforcement immediately after a goal-directed attempt.

Observation	1	2	3	4	5	6	7	8
Score								

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.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners implement a learning task that is functionally and directly related to a learner's goal.

Observation	1	2	3	4	5	6	7	8
Score								

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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