

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. 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: Responding to Multiple Cues

Step 1. Varying Stimuli and Increasing Cues

- Teachers/practitioners identify a variety of cues that are associated with the target skill and that can be used during a teaching activity.

Observation	1	2	3	4	5	6	7	8
Score								

- 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.

Observation	1	2	3	4	5	6	7	8
Score								

- 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.

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Scheduling the Reinforcement

1. Teachers/practitioners identify numerous reinforcers that can be used to increase learners' motivation to use the target skill.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners provide reinforcement for every attempt to use the target skill successfully (continuous schedule).

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners move from a continuous schedule to a variable ratio schedule of reinforcement (e.g., one out of every three responses).

Observation	1	2	3	4	5	6	7	8
Score								

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

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

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

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

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

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

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

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

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

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