Module: **Pivotal Response Training**

PRT Interval Coding Data Collection Sheet

Vismara, L. (2009). *PRT interval coding data collection sheet*. Unpublished document.

Learner: _____   Date: _____   Person collecting data: _____

Codes for Acquisition of Skills:
+ = consistent, correct performance
- = incorrect/inconsistent performance

Domain: _____

Target skill: _____

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	

Most frequently observed code (mode) across the four intervals is the summary score.
** Highlighted row represents current teaching step.*

Domain: _____

Target skill:_____

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	

Most frequently observed code (mode) across the four intervals is the summary score.
** Highlighted row represents current teaching step.*

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Example: PRT Interval Coding Data Collection Sheet

Vismara, L. (2009). *Example: PRT interval coding data collection sheet*. Unpublished document.

Learner: <u>Michael</u>   Date:<u>2/15/09</u>   Person collecting data: <u>Teacher</u>

Codes for Acquisition of Skills:
+ = consistent, correct performance
- = incorrect/inconsistent performance

Domain: <u>Expressive language</u> (Middle School)

Target skill: <u>Raises hand independently to attain teacher's attention 5 or more times</u>

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	
Hand-over-hand (HOH) prompt to raise hand 1-2 times	+	-	+	+	+
Partial physical prompt 1-2 times	+	+	+	+	+
**Verbal/gestural prompt 1-2 times	+	-	+	+	+
Independently 1-2 times					
Partial physical prompt 3-5 times					
Verbal/gestural prompt 3-5 times					
Independently 3-5 times					
Independently 5+ times					

Most frequently observed code (mode) across the four intervals is the summary score.
** Highlighted row represents current teaching step.*

Domain: <u>Comprehension</u> (High school)

Target skill: <u>Answers a variety of common questions about scientific subject matter</u>

Teaching Steps	Intervals (15 minutes)				*Summary Score
	1	2	3	4	
Listens to paragraph describing the sun and points to the pictures of a star (with no distracter) when asked, "Is the sun a planet or a star?"	+	+	+	-	+
Points to a picture of the star in a field of three other space related pictures (planet, comet)	+	+	+	+	+
Verbally responds ("star") with a verbal prompt	+	+	+	+	+
Verbally responds ("star") with a partial verbal prompt	-	+	+	+	+
**Verbally responds ("star") when asked, "Is the sun a planet or a star?"	+	-	+	+	+
Verbally responds ("star") when given the phrase, "The sun is a ……"					
Verbally responds ("star") when asked, "What is the sun?"					

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Most frequently observed code (mode) across the four intervals is the summary score.
** Highlighted row represents current teaching step.*

PRT Frequency Data Sheet

Bogin, J. (2009). *PRT frequency data sheet*. Unpublished document.

Learner's name: _____ Person collecting data: _____

Date:_____ Target behavior: _____

Activity/setting	Frequency count
Daily total	

Date: _____ Target behavior: _____

Activity/setting	Frequency count
Daily total	

Date: _____ Target behavior: _____

Activity/setting	Frequency count

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Daily total	

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Example: PRT Frequency Data Sheet

Bogin, J. (2009). *Example: PRT frequency data sheet*. Unpublished document.

Learner's name: _____   Person collecting data: _____

Date: <u>January 15, 2009</u>   Target behavior: <u>Calling out</u>

Activity/setting	Frequency count
Bus to school	√√√√√
AM recess	N/A
Math	√√
Reading	√√
Gym	N/A
Music	√√√
PM recess	N/A
Daily total	14 instances of calling out

Date: <u>January 17, 2009</u>   Target behavior: <u>Hitting</u>

Activity/setting	Frequency count
Bus to school	√√√
AM recess	√
Math	√√
Reading	√√√√√
Gym	√√
Music	√√√√
PM recess	√√√√√
Daily total	24 instances of hitting

Date: <u>January 18, 2009</u>   Target behavior: <u>Out of seat</u>

Activity/setting	Frequency count
Bus to school	√
AM recess	N/A
Math	√√
Reading	√
Gym	N/A
Music	√√
PM recess	N/A
Daily total	6 instances of out of seat behavior

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PRT Duration Data Sheet

Bogin, J. (2009). *PRT duration data sheet*. Unpublished document.

Learner's name: _____   Date: _____

Person collecting data: _____

Setting # 1:

Interfering behavior	# of minutes/seconds
Total duration of interfering behavior	

Setting # 2:

Interfering behavior	# of minutes/seconds
Total duration of interfering behavior	

Setting # 3:

Interfering behavior	# of minutes/seconds
Total duration of interfering behavior	

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Example: PRT Duration Data Sheet

Bogin, J. (2009). *Example: PRT duration data sheet*. Unpublished document.

Learner's name: _____   Date: <u>September 18, 2008</u>

Person collecting data: _____

Setting # 1: Morning recess

Interfering behavior	# of minutes/seconds
Yelling	30 seconds
Pushing	1 minute, 30 seconds
Pushing	1 minute
Kicking	2 minutes
Total duration of interfering behavior	5 minutes

Setting # 2: Free writing

Interfering behavior	# of minutes/seconds
Calling out	30 seconds
Hitting	10 seconds
Slapping table	20 seconds
Tipping back chair	1 minute, 30 seconds
Total duration of interfering behavior	2 minutes, 30 seconds

Setting # 3: Afternoon Break

Interfering behavior	# of minutes/seconds
Pushing	1 minute
Banging chair	30 seconds
Total duration of interfering behaviors	