# CHecklIST FOR Implementation

# Evidence-based Practice: Pivotal Response Treatment

|  |
| --- |
| Observation |
| Program: |
| Individual(s) Observed: |
| Toddler’s Name: |

For each item identified below, score using the scoring key:

|  |  |  |  |
| --- | --- | --- | --- |
| 2 = implemented | 1 = partially implemented | 0 = did not implement | NA = not applicable |

|  |  |  |
| --- | --- | --- |
| 1PLANNING |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Develop meaningful objectives
 |  |  |  |  |
| 1. Incorporate specific toddler and family factors in goal development
 |  |  |  |  |
| 1. Collect baseline data
 |  |  |  |  |
| 1. Plan when opportunities will occur and prepare materials
 |  |  |  |  |
| 2USING THE PRACTICE |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Select target behaviors
 |  |  |  |  |
| 1. Identify learning activities and stimuli
 |  |  |  |  |
| 1. Establish motivation through shared control and turn-taking
 |  |  |  |  |
| 1. Get the toddler’s attention
 |  |  |  |  |
| 1. Use clear, natural, and varied prompts
 |  |  |  |  |
| 1. Immediately reinforce the toddler’s attempts
 |  |  |  |  |
| 1. Use direct or natural reinforcers and then transition to the next opportunity
 |  |  |  |  |
| 1. Target pivotal area of initiations
 |  |  |  |  |
| 1. Target the toddler’s responses to multiple cues
 |  |  |  |  |
| 1. Target self-regulation
 |  |  |  |  |
| 3MONITORING PROGRESS |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Determine whether PRT has been effective
 |  |  |  |  |
| 1. Ensure fidelity of implementation
 |  |  |  |  |