



## Pivotal Response Treatment is...

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Pivotal Response Treatment (PRT) is a naturalistic behavior intervention that focuses on improving children's motivation during learning and socialization, and improves core behaviors, such as social communication. PRT, a child- and family-centered intervention, capitalizes on child interests and initiations in everyday environments and within daily routines. It is particularly helpful for improving communication, language, play, and social behaviors.

### EVIDENCE-BASED PRACTICE (EBP): **Pivotal Response Treatment**

This information guide was designed as a supplemental resource to help answer basic questions about this EBP and provide you tips for implementation.

For more information, visit:  
[www.asdtoddler.fpg.unc.edu](http://www.asdtoddler.fpg.unc.edu).

*Updated 10/2014*

## Why Use Pivotal Response Treatment?

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PRT helps motivate children to interact and learn in a way that is fun, efficient, feasible, and generalizable.

## Where Can You Use Pivotal Response Treatment?

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PRT learning opportunities should be used across all of the toddler's everyday settings and daily routines. Some examples include: eating snack at home, playing at the playground, shopping at the grocery store, getting in and out of the car, and even watching favorite shows on TV.

## Who Can Use Pivotal Response Treatment?

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Any parent, family member, childcare provider, early interventionist, practitioner, or other team member can create motivational PRT opportunities throughout the toddler's day.

# Tips for Implementing Pivotal Response Treatment

## Have you...?

- Developed meaningful and measurable objectives and collected baseline data based on:
  - Identifying the toddler's needs through direct observation, interviews, and assessment?
  - Incorporating toddler's strengths, interests/preferences, as well as family preferences and values?
- Planned when opportunities will occur and then prepared materials and activities accordingly?



Plan

## Did you...?

- Create motivational opportunities during the day using the A-B-C components?
- Antecedents**
  1. Identify array of behaviors you will target
  2. Identify learning stimuli/activity
  3. Establish motivation and provide models through shared control
  4. Establish child attention
  5. Give clear cues/prompts related to targeted response
- Behavior**
  1. Allow the child to respond with an attempt at the target behavior
- Consequences**
  1. Reinforce attempts
  2. Use natural/direct reinforcers
  3. Between opportunities continue to play and interact with the child



Implement

## How's it going? Have you been...

- Selected appropriate data to collect?
- Collected data frequently enough to make decisions?
- Collected data in everyday environments?
- Used data to make decisions?
- Collected data on instructional variation, generalization, and maintenance?
- Avoided drilling the toddler during data collection?
- Collected data on spontaneity and initiation of target behaviors?
- Collected data on your toddler's motivation during instruction and interaction?



Monitor