Pivotal Response Treatment 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.

Why Use Pivotal Response Treatment?
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?
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?
Any parent, family member, childcare provider, early interventionist, practitioner, or other team member can create motivational PRT opportunities throughout the toddler’s day.
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?

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

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?