



# Pivotal Response Treatment



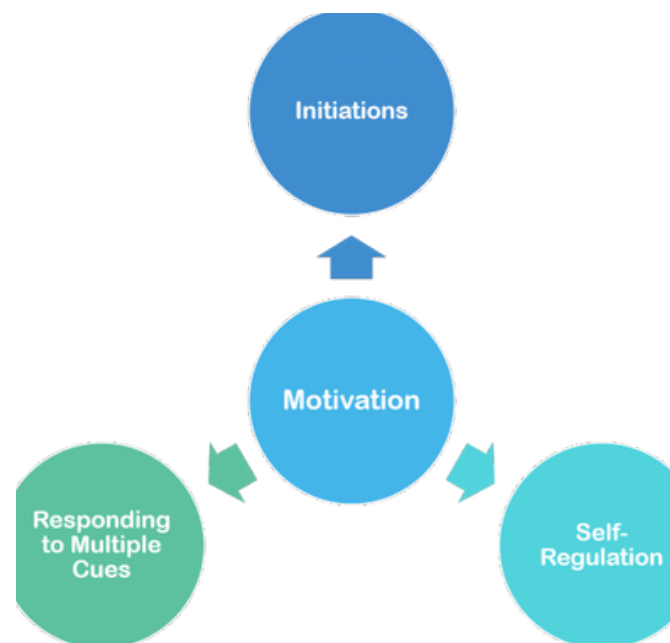
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## WHAT IS IT?

Pivotal Response Treatment®, <http://www.autismprthelp.com/>, is a copy-righted, research-based intervention for individuals with (Autistic Disorder) Autism Spectrum Disorders. Drs. Robert and Lynn Koegel departed from ‘Classic DTT’ methodology (developed by Dr. O. Ivar Lovaas) which targets individual behaviors one at a time, and adapted the focus on teaching easily generalizable and impactful, “pivotal” skills that are known to improve the child’s lifetime outcomes more broadly. PRT® methodology is from the Koegel Autism Center at the University of California, Santa Barbara, <http://education.ucsb.edu/autism>. A naturalistic intervention model, PRT® requires family involvement as essential to treatment. Four designated pivotal skills that affect the child’s overall development are treated and tracked; motivation for social communication, self-initiation, self-management, and responsiveness to multiple cues. The website reports, PRT® is one of the few interventions for autism that is both comprehensive (as listed by the National Research Council of the National Academy of Sciences) and empirically supported. It is recognized as effective practice by the National Professional Development Center on Autism Spectrum Disorders and the National Standards Project.

## WHEN SHOULD IT BE USED?

PRT® is used to teach children to initiate or seek out and respond to naturally occurring teachable moments, based on self-directed motivators and naturally occurring consequences to reinforce or discourage continuation of behaviors. It has been found effective for improving skills in Communication and Behavior as well as areas of Play and Social interaction. PRT® has not been researched or concluded effective for Academic skills or Transitions. In addition, the age range supported by evidence for effective use of PRT® is from birth to 22 years.



PRT follows the same 5 Steps of DTT (see FACT sheet) without a highly structured setting

1. Antecedent= what happens BEFORE the target behavior, child-directed in context
2. Prompt= adult supports to ensure a correct/successful response
3. Response = child's behavior (hopefully the skill being taught, with good prompts)
4. Consequence= what happens AFTER the behavior, natural consequence to reinforce
5. Inter-trial interval= brief period of time delay to further designate separate discrete trials

\* Underlying feature= training should involve intensive engagement in natural settings throughout the day in both the home and school environments targeting the 4 key pivotal behaviors through intrinsic and meaningful reinforcement relevant to the context.

Additional Resources:



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