

Children with Autism Spectrum Disorders and Pivotal Response Training

Janice Chan, MA, BCBA

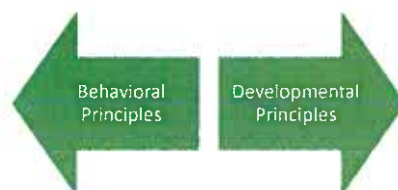
University of Oslo
Annual Conference on Autism and Pedagogy
October 13, 2016

Objectives

- Discuss the formation of naturalistic developmental behavioral interventions.
- Define 'pivotal areas' for teaching children with Autism Spectrum Disorders.
- Apply the components of Pivotal Response Teaching (PRT) to the ABC pattern of behavior.
- Describe how to use PRT to maximize child motivation.

Intro to Naturalistic Developmental Behavioral Interventions

Naturalistic Developmental Behavioral Interventions (NDBI)



Applied Behavior Analysis

- The use of behavioral principles to produce *socially significant* improvements in an individual



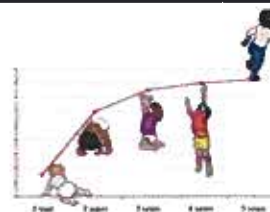
Applied Behavior Analysis

- The use of behavioral principles to produce *socially significant* improvements in an individual
- A way of conducting research
- The design, implementation, and evaluation of behavioral principles

Challenge: What is ABA?



Developmental Science




Language	Helen Tager-Flusberg, 1990
Object play	Ungerer & Sigman, 1981
Pretend play	Lifter, 1993
Imitation	DeMyer, 1972
Cognition	Sigman & Ungerer, 1981
Joint attention	Curcio, 1978; Wetherby & Prutting, 1984

Learning Context



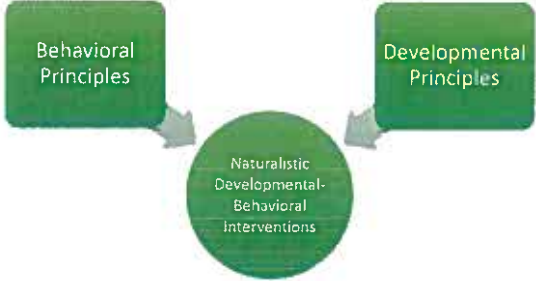
The 'Learning Context' slide features three photographs. The top-left photo shows a child sitting at a table in a classroom-like setting with a teacher. The top-right photo shows a close-up of a child's face as they are being fed with a spoon. The bottom photo shows two children on a playground, one of whom is using a wheelchair.

A Continuum of Interventions for Autism



The 'A Continuum of Interventions for Autism' slide features a large green arrow pointing from left to right. The left end of the arrow is labeled 'Least Structure' and 'Developmental Strategies'. The right end of the arrow is labeled 'Most Structure' and 'Discrete Trial Training'.


Naturalistic Developmental Behavioral Interventions (NDBI)



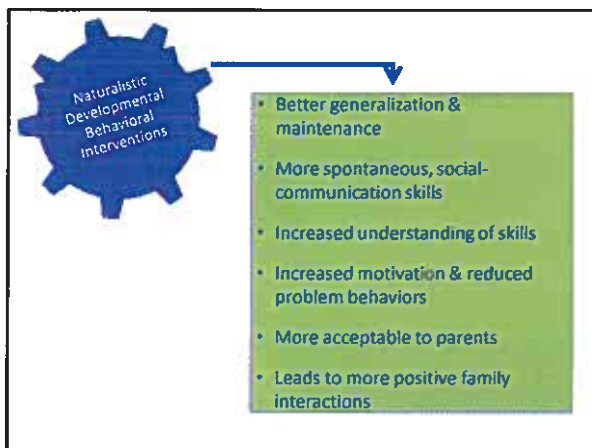
The 'Naturalistic Developmental Behavioral Interventions (NDBI)' slide features a diagram with two green boxes on the left and right. The left box is labeled 'Behavioral Principles' and the right box is labeled 'Developmental Principles'. Arrows from both boxes point towards a central green circle labeled 'Naturalistic Developmental-Behavioral Interventions'. Below the diagram, it says 'See Schreibman et al., 2015'.

General Features of NDBI

- Teaching systematically in the child's everyday environments
- Giving children some control over learning environment and interactions
- Allowing children to respond in varied ways
- Using reinforcers that are natural and presented with more loosely defined contingencies



The 'General Features of NDBI' slide lists four bullet points. A small photograph in the bottom right corner shows a child sitting at a table, playing with colorful toys.



- ### Well-Established Naturalistic Developmental Behavioral Interventions
- Incidental Teaching
 - Pivotal Response Training
 - Early Start Denver Model
 - Enhanced Milieu Treatment
 - Reciprocal Imitation Treatment
 - SCRTS
 - Project IMPACT
 - JASPER
 - Early Achievements
- 

Pivotal Response Training (PRT)

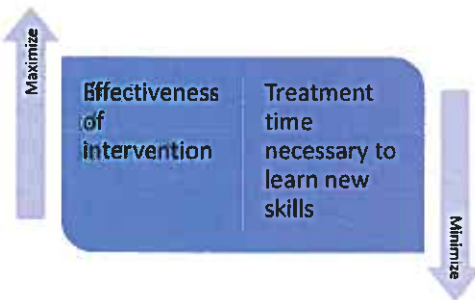
- ### What is PRT?
- Naturalistic, developmental, behavioral intervention
 - Comprised by several evidence-based components
 - Developed to teach young children with autism in motivating ways that increase use of skills in many environments (generalization)

Pivotal Areas

- Motivation
- Broadening of attention and responding
- Social Initiations



Why Target Pivotal Areas?



Skills We Can Teach with PRT

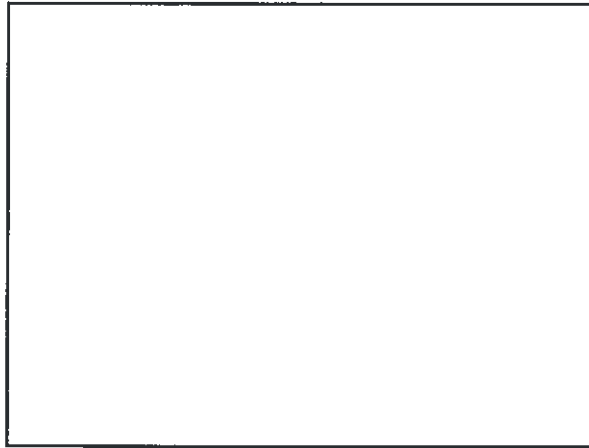
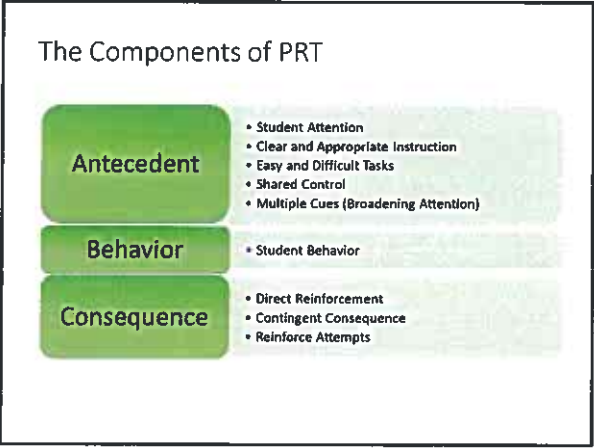
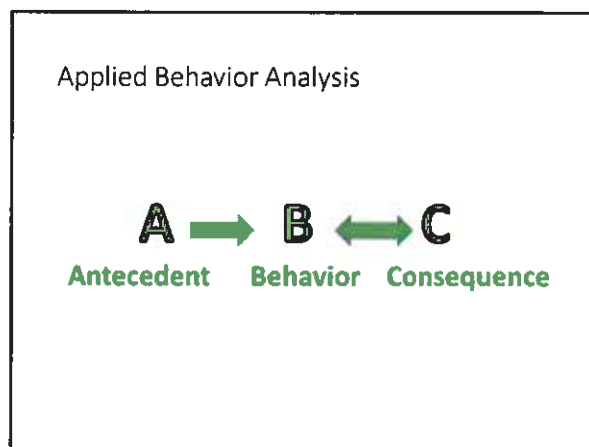
- **Communication Skills** (e.g., Ben-Tall, Camarata, Koegel, Koegel, & Smith, 1998)
- **Social Skills** (e.g., Bruinsma, 2005; Pierce & Schreibman, 1995; Pierce & Schreibman, 1997)
- **Academic Skills** (e.g., Koegel & Schreibman, 1996)
- **Play Skills** (e.g., Stahmer, 1999; Thorp, Stahmer, & Schreibman, 1995)

Motivation

- PRT focuses on maintaining high child motivation
- What indicates a student is motivated to work with you?
- How can you increase the likelihood your students are motivated to work with you?



Applied Behavior Analysis



The Components of PRT

Antecedent	<ul style="list-style-type: none"> • Student Attention • Clear and Appropriate Instruction • Easy and Difficult Tasks • Shared Control • Multiple Cues (Broadening Attention)
Behavior	<ul style="list-style-type: none"> • Student Behavior
Consequence	<ul style="list-style-type: none"> • Direct Reinforcement • Contingent Consequence • Reinforce Attempts


Shared Control

Share control by providing choices of activities and materials, incorporating the child's favorite materials, and taking turns with the child.




Shared Control: Child Choice

Give choices between and within activities.

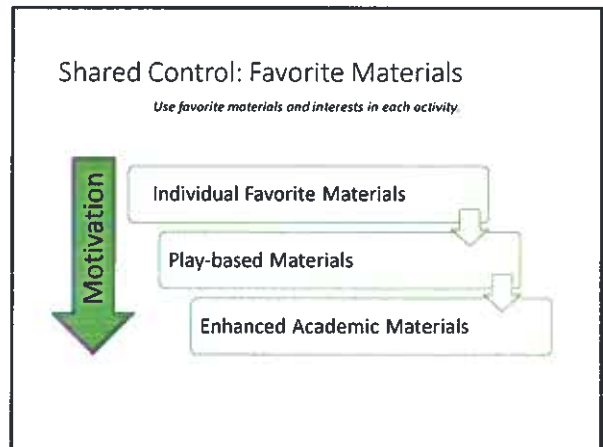
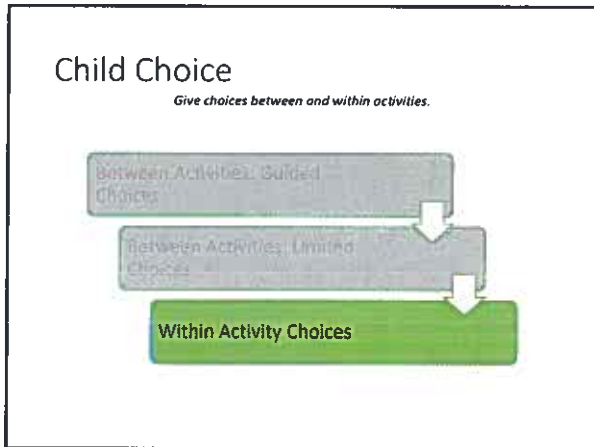
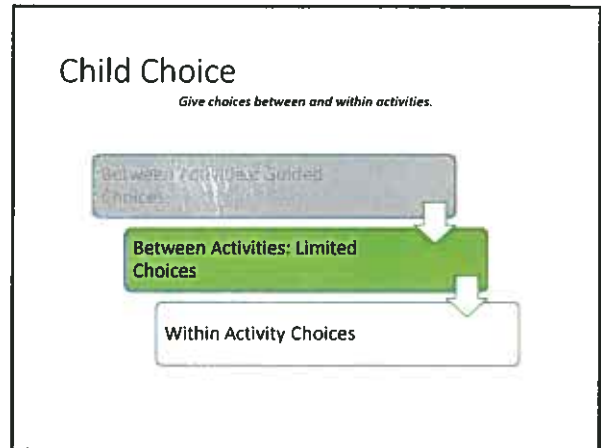
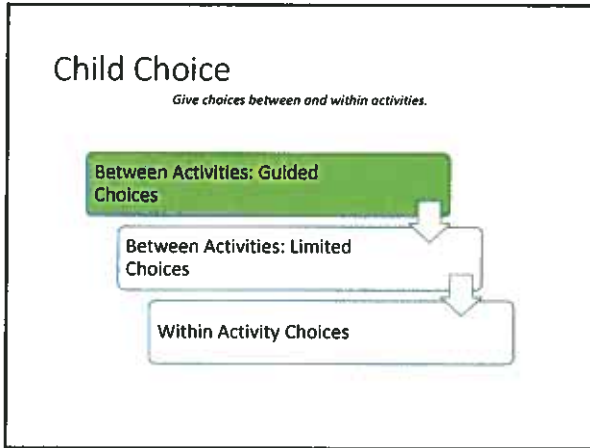


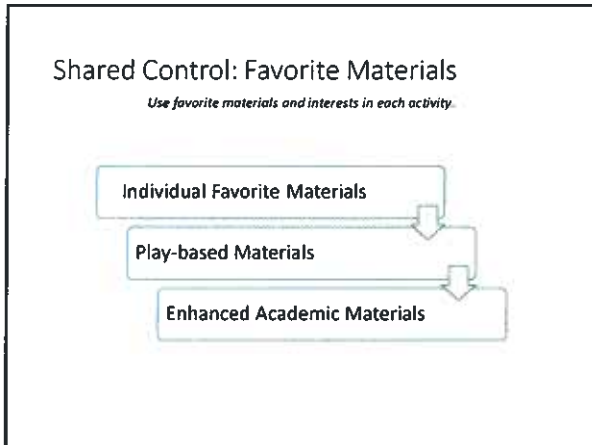
Shared Control: Child Choice

Give choices between and within activities.



Between Activities: Guided Choices
Between Activities: Limited Choices
Within Activity Choices





Shared Control: Favorite Materials

Use favorite materials and interests in each activity.

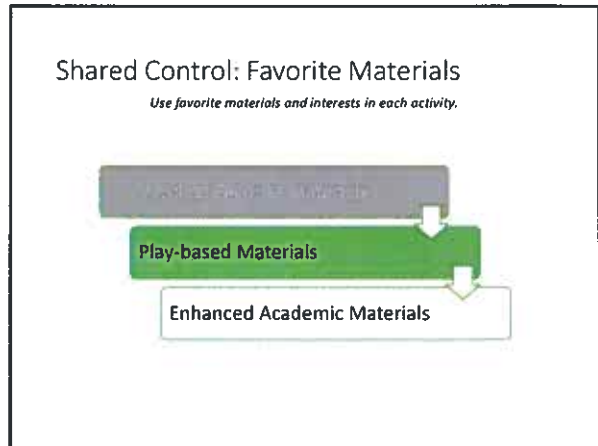
Lisa will independently use 2-3 word phrases to request objects or describe what she sees using an adjective(s) + noun (the blue car), with 80% accuracy on 4 of 5 opportunities.

Flowers Painting Coloring

Favorite Materials: Individual Favorite Materials

Use favorite materials and interests in each activity.

Lisa will independently use 2-3 word phrases to request objects or describe what she sees using an adjective(s) + noun (the blue car), with 80% accuracy on 4 of 5 opportunities.



Favorite Materials: Play-based Materials

Use favorite materials and interests in each activity.

Lisa will initiate interaction with other children when presented with appropriate stimuli or social situations and will maintain an interaction for 2 exchanges in 3 of 4 opportunities at least once per day.



Shared Control: Favorite Materials

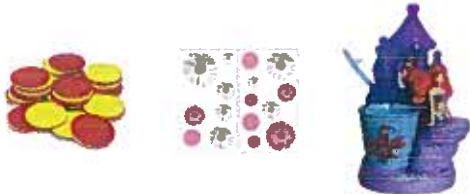
Use favorite materials and interests in each activity.



Favorite Materials: Enhanced Academic Materials

Use favorite materials and interests in each activity.

Lisa will count objects with 1:1 correspondence when given a set of no more than 10 objects with 80% accuracy over 4 of 5 days.



Shared Control: Favorite Materials

Use favorite materials and interests in each activity.

Summary

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Questions?



Thank you!



Email me at jdc012@ucsd.edu