


Classroom  
Pivotal Response Teaching

Session 1: Learning your ABCs



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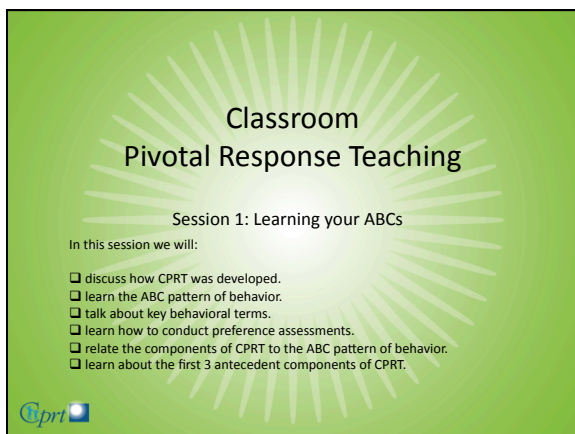
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Classroom  
Pivotal Response Teaching

Session 1: Learning your ABCs

In this session we will:

- ☐ discuss how CPRT was developed.
- ☐ learn the ABC pattern of behavior.
- ☐ talk about key behavioral terms.
- ☐ learn how to conduct preference assessments.
- ☐ relate the components of CPRT to the ABC pattern of behavior.
- ☐ learn about the first 3 antecedent components of CPRT.



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Contacting Your Coach

- Check your email!
- Reply to the email I sent you
- Add me to your address book:  
jchan@casrc.org
- Office phone: 858-966-7703 x3509
- Fax number: 858-966-7704





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## What is CPRT?

- Naturalistic, behavioral intervention
- Developed to educate young children with autism
- Adapted from Pivotal Response Training (PRT)




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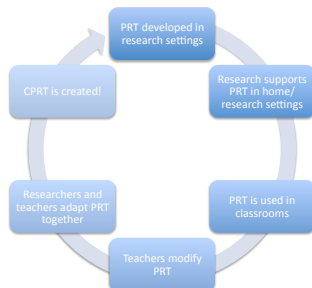
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## What is CPRT?

- PRT has over 20 years of research support
- PRT has been systematically adapted to meet the needs of teachers




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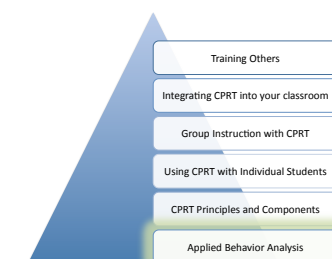
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## CPRT Knowledge Hierarchy




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### Applied Behavior Analysis

A → B ↔ C

Antecedent      Behavior      Consequence

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### Applied Behavior Analysis

Antecedent	• Event that happens before a behavior
Behavior	• What the student does
Consequence	• Follows the behavior

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### Applied Behavior Analysis

Antecedent	• A student wants a box of crayons from a high shelf. You pick up the box and say, "Crayons."
Behavior	• The student imitates you, saying, "Crayons."
Consequence	• You give the student the box of crayons

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### Opportunity to Respond

**Verbal Opportunities**

Verbal Model  
Instruction  
Question  
Comment

**Non-verbal Opportunities**

Gestural/Play action  
Facial Expression  
Situational




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### Opportunity to Respond

Opportunity	Description	Teacher Behavior
Gestural/Play model	Model the action	Feed a doll with a spoon
Verbal model	Model exactly what you want your student you say.	Say, "spoon" when the student is reaching for the spoon.
Instruction	Give an instruction telling the student what to do.	Say, "Feed the boy."
Question	Ask a question.	Say, "Should the boy eat peas or yogurt?"
Facial expression	Wait expectantly with eyes open wide.	Hold up the doll and look expectantly at the student.
Comment	Make a leading comment.	Say, "The boy is hungry."
Situational	Set-up situations to elicit a specific behavior.	Put a doll, spoon and bowl on the table near the student.



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### Opportunity to Respond

What type of opportunity to use?



What skill are you trying to teach?




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## Opportunity to Respond

### Example: Spontaneous requests

Opportunity	Description	Teacher Behavior
Gesture/Play model	Model the action	Feed a doll with a spoon
Verbal model	Model exactly what you want your student you say.	Say, "spoon" when the student is reaching for the spoon.
Instruction	Give an instruction telling the student what to do.	Say, "Feed the boy."
Question	Ask a question.	Say, "Should the boy eat peas or yogurt?"
Facial expression	Wait expectantly with eyes open wide.	Hold up the doll and look expectantly at the student.
Comment	Make a leading comment.	Say, "The boy is hungry."
Situational	Set-up situations to elicit a specific behavior.	Put a doll, spoon and bowl on the table near the student.

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## Opportunity to Respond

### Example: Identify and respond to emotions

Opportunity	Description	Teacher Behavior
Gesture/Play model	Model the action	Feed a doll with a spoon
Verbal model	Model exactly what you want your student you say.	Say, "spoon" when the student is reaching for the spoon.
Instruction	Give an instruction telling the student what to do.	Say, "Feed the boy."
Question	Ask a question.	Say, "Should the boy eat peas or yogurt?"
Facial expression	Wait expectantly with eyes open wide.	Hold up the doll and look expectantly at the student.
Comment	Make a leading comment.	Say, "The boy is hungry."
Situational	Set-up situations to elicit a specific behavior.	Put a doll, spoon and bowl on the table near the student.

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## Opportunity to Respond

Antecedent = Opportunity To Respond ➔ Prompt

**Opportunity to Respond** – first presentation of a signal for a student to engage in a behavior, action or reply.

**Prompt** – subsequent support you provide to a student to ensure a successful response to the opportunity.




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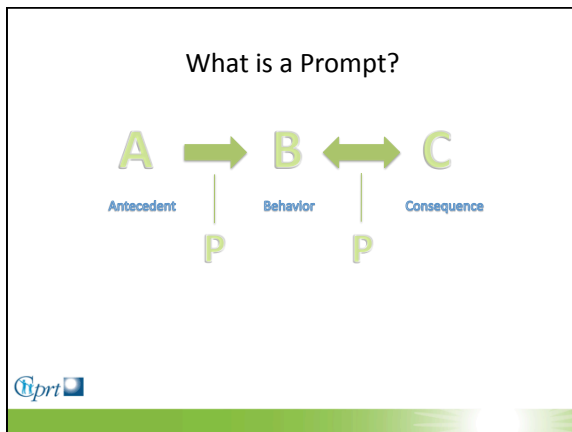
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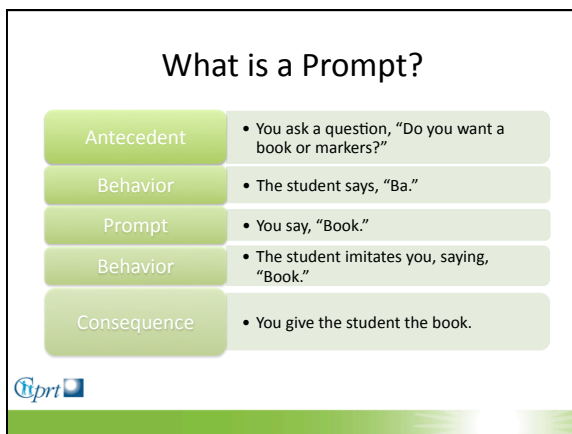
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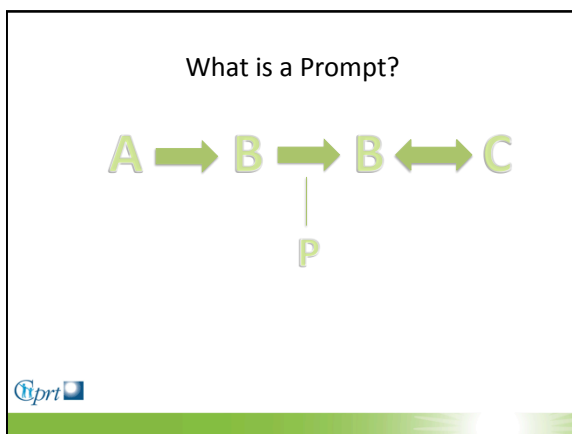
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## What is a Prompt?

### Antecedent

- You ask a question, "Do you want more water?"

### Prompt

- You say, "Yes."

### Behavior

- The student imitates you, saying, "Yes."

### Consequence

- You refill the student's cup with water.




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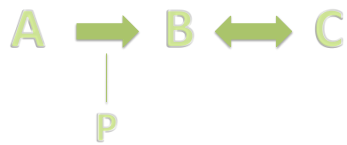
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## What is a Prompt?




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## Student Behavior

Response	Description	Example
Appropriate Response	Falls within the range of skills you are targeting	Follows instruction to pick up pieces; says, "One more time, please!"
Reasonable Attempt	Serves the same function as the target skill, without the same accuracy or complexity	Says, "Please!" to indicate he wants to keep playing.
Inappropriate Response	Unrelated to the interaction or disruptive; failure to respond	Yells, "No!" and grabs the shapes.
Incorrect Response	Incorrect	Picks up red pieces after you tell him to pick up blue pieces.

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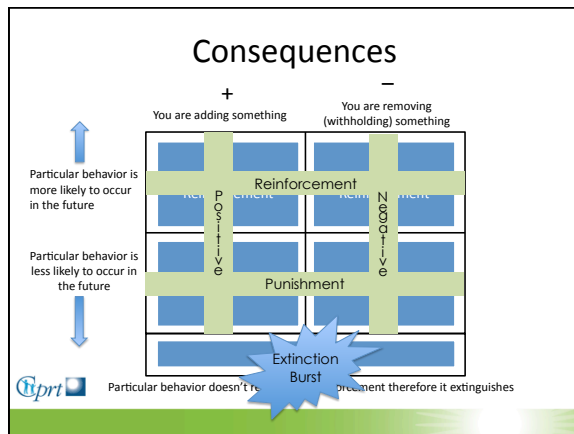
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### Applied Behavior Analysis

Antecedent	<ul style="list-style-type: none"> <li>A student wants to leave his seat. The teacher says he must wait until the activity is over.</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>The student throws his papers and pencil on the floor.</li> </ul>
Consequence	<ul style="list-style-type: none"> <li>The teacher takes the student away from the activity so he can have some "time away" from the group. She finishes the math with the other students.</li> </ul>

**Next time during a math activity, the student throws his materials on the floor immediately.**

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### Applied Behavior Analysis

Antecedent	<ul style="list-style-type: none"> <li>Nancy is thirsty and sees a soda vending machine.</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>Nancy puts \$1.00 in the machine and selects a soda.</li> </ul>
Consequence	<ul style="list-style-type: none"> <li>The machine delivers the soda Nancy selected. She drinks it, and is no longer thirsty.</li> </ul>

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## Applied Behavior Analysis

### Antecedent

- Nancy is thirsty and sees a soda vending machine.

### Behavior

- Nancy puts \$1.00 in the machine and selects a soda.

### Consequence

- Nothing happens. The machine does not give Nancy her soda, even though it has always worked in the past. She is still thirsty.




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## The Components of CPRT

### Antecedent

- Student Attention
- Clear and Appropriate Instruction
- Easy and Difficult Tasks
- Shared Control
- Multiple Cues (Broadening Attention)

### Behavior

- Student Behavior

### Consequence

- Direct Reinforcement
- Contingent Consequence
- Reinforcement of Attempts




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## Motivation

- CPRT focuses on maintaining high student 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?




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
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## Gathering Information

**HANDOUT 3** **Gathering Information** 

Student: \_\_\_\_\_

We need your help! We know that your experience with \_\_\_\_\_ will be very helpful as we welcome him/her into our classroom. Please take a few minutes to tell us what he/she likes. Be specific. We will use this information to keep him/her motivated to learn and interested in classroom activities. Thank you for your help!

Completed by: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

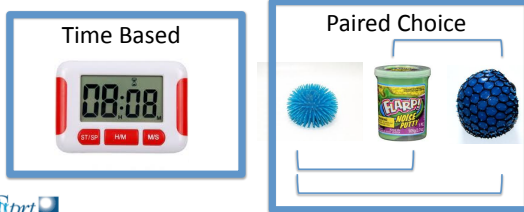
What does he/she enjoy?	How	How much (3 = high)	When
Example: Playing on computer (digital game)	Likes to match capital to lower case letters (does only has (house shrimp)	1 2 3	Good as a transition back to classroom after lunch or morning recess
Example: Graham crackers	Wrote or had crackers; rejects crackers that are broken unevenly	1 2 3	Any time
		1 2 3	
		1 2 3	
		1 2 3	




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## Preference Assessments

- Determines individual likes and dislikes
- Formal and systematic



## CPRT Time-Based Preference Assessment

**HANDOUT 4** **CPRT Time-Based Preference Assessment** 

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Items	Number of times chosen	Rank	Ranked Items	Preference Level
1) spaghetti ball	9	2	Gummy bears	High
2) Blue's clues pop up	2	6	Spaghetti ball	High
3) gummy bears	3+++	1	Light spinner	High
4) elephant figurine	2	7	Matchbox cars	Medium
5) matchbox cars	3	4	Water wheel	Medium
6) water wheel	3	5	Blue's clues pop-up	Medium
7) crayons and paper	0	10	Elephant figurine	Low
8) magnetic fish and pole	2	8	Fish and pole	Low
9) insect circus animal puzzle	1	9	Circus puzzle	Low
10) light spinner	5	3	crayons	Low

Gather all the items, and make them all easily accessible to the student. Prior to the assessment, allow the student to try each of the items. Set a timer to sound every 10 seconds. When the timer goes off, indicate which item(s) the student is playing with or consuming by circling the number that corresponds with the item listed above. Replenish any food items during the assessment if necessary.

Interval	Item engaged with (circle)
1	1 2 3 4 5 6 7 8 9 10
2	1 2 3 4 5 6 7 8 9 10
3	1 2 3 4 5 6 7 8 9 10

Interval	Item engaged with (circle)
16	1 2 3 4 5 6 7 8 9 10
17	1 2 3 4 5 6 7 8 9 10
18	1 2 3 4 5 6 7 8 9 10



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## CPRT Paired-Choice Preference Assessment

HANDOUT 5 CPRT Paired-Choice Preference Assessment 

Stimulus	Percent Chosen	Preference Level
1) spaghetti ball	8 /10= 80 %	High Medium Low
2) Blue's class pop up	1 /10= 10 %	High Medium Low
3) gummi bears	9 /10= 90 %	High Medium Low
4) elephant figurine	4 /10= 40 %	High Medium Low
5) matchbox cars	4 /10= 40 %	High Medium Low
6) water wheel	4 /10= 40 %	High Medium Low

On each trial, select the two items associated with the item numbers listed below. Place both items in front of the student. Record each item the student selects from the pair and allow the student to interact briefly with the item. If the student does not select either item, pause the assessment and present each item one at a time, prompting the student to interact with it if necessary. Then re-present the trial. If the student does not select either item on the second presentation of the pair, move on. Block any attempts to access both items by removing the items and re-presenting the pair later in the assessment.

Trial	Left	Right	Item selected
1	1	2	spaghetti ball
2	3	4	gummi bears
3	5	6	water wheel

Trial	Left	Right	Item selected
16	4	1	spaghetti ball
17	6	3	gummi bears
18	5	2	matchbox cars



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## Paired-Choice Preference Assessment

### EXAMPLE

HANDOUT 5 CPRT Paired-Choice Preference Assessment 

Stimulus	Percent chosen	Preference level
1.	/10 = %	High Medium Low
2.	/10 = %	High Medium Low
3.	/10 = %	High Medium Low
4.	/10 = %	High Medium Low
5.	/10 = %	High Medium Low
6.	/10 = %	High Medium Low

Trial	Left	Right	Item selected
1	1	2	
2	3	4	
3	5	6	
4	2	3	
5	4	5	

Trial	Left	Right	Item selected
16	4	1	
17	6	3	
18	5	2	
19	1	6	
20	5	1	



## Application: Preference Assessment

- Pick 1 target student you will conduct a preference assessment with
- Choose one type of preference assessment
- Choose a day and time you will conduct the preference assessment



## The Components of CPRT

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

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## Component 1: Student Attention

*Be sure your student is paying attention before you ask him to do or say something.*

- Choose motivating activities
- Be close
- Be fun and engaging
- Keep it natural
- Build student's tolerance to the teaching activity

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## Component 1: Student Attention

### EXAMPLE

- How can you embed motivating activities to increase this student's attention?
- How can you increase student engagement and be fun for this particular student?
- Does anyone have ideas that could help activities be kept natural?
- How can the student's tolerance to the teaching activity be increased?

Take a moment to write down on your Homework Handout with whom, when and during which activity you will practice this component.

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### Component 2: Clear and Appropriate Instruction

*A clear and appropriate instruction is easy for the student to understand and is at, or just above the student's developmental level.*

- Understandable
- Developmentally appropriate




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### Developmentally Appropriate: Expressive Communication

Developmental Level	Sample Instructions at Developmental Level	Sample Instructions above Developmental Level
Preverbal	Hold up ball and model pointing to it	Hold up ball and model, "Ball."
Single Words	Hold up ball and wait expectantly.	Hold up ball and model, "Throw the ball."
Phrase Speech	Hold up ball and model, "Roll the ball."	Hold up ball and say, "What do you want?" or "I have a ball."
Reciprocal Communication	Hold up the ball and say, "This red ball rolls fast!"	Hold up a ball and prompt, "I'm tossing the ball in the bucket."



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### Component 2: Clear and Appropriate Instruction

*A clear and appropriate instruction is easy for the student to understand and is at, or just above the student's developmental level.*

- Understandable
- Developmentally appropriate
  - Selecting expectations
  - Increasing expectations




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### Opportunity to Respond

Opportunity	Description	Teacher Behavior
Gesture/Play model	Model the action	Feed a doll with a spoon
Verbal model	Model exactly what you want your student you say.	Say, "spoon" when the student is reaching for the spoon.
Instruction	Give an instruction telling the student what to do.	Say, "Feed the boy."
Question	Ask a question.	Say, "Should the boy eat peas or yogurt?"
Facial expression	Wait expectantly with eyes open wide.	Hold up the doll and look expectantly at the student.
Comment	Make a leading comment.	Say, "The boy is hungry."
Situational	Set-up situations to elicit a specific behavior.	Put a doll, spoon and bowl on the table near the student.



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### Component 2: Clear and Appropriate Instruction

*A clear and appropriate instruction is easy for the student to understand and is at, or just above the student's developmental level.*

- Understandable
- Developmentally appropriate
  - Selecting expectations
  - Increasing expectations
- Uninterrupted




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### Component 3: Easy and Difficult Tasks

*Provide a mixture of easy and difficult tasks to increase motivation.*

Maintenance – tasks the student has mastered and can complete consistently and easily  
Acquisition – tasks that are new, or continue to be difficult




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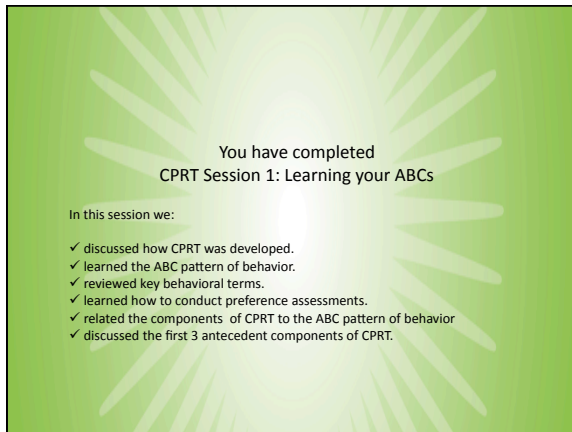
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You have completed  
CPRT Session 1: Learning your ABCs

In this session we:

- ✓ discussed how CPRT was developed.
- ✓ learned the ABC pattern of behavior.
- ✓ reviewed key behavioral terms.
- ✓ learned how to conduct preference assessments.
- ✓ related the components of CPRT to the ABC pattern of behavior
- ✓ discussed the first 3 antecedent components of CPRT.

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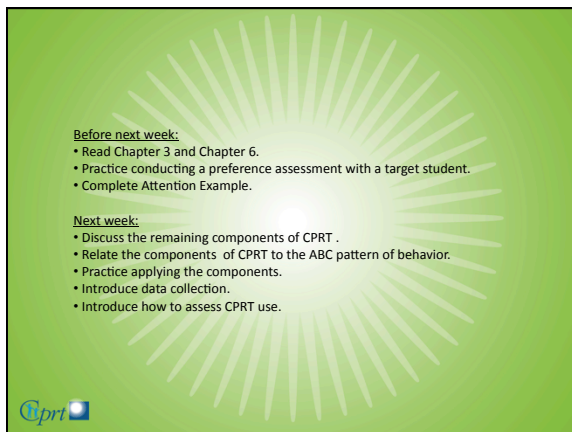
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Before next week:

- Read Chapter 3 and Chapter 6.
- Practice conducting a preference assessment with a target student.
- Complete Attention Example.

Next week:

- Discuss the remaining components of CPRT .
- Relate the components of CPRT to the ABC pattern of behavior.
- Practice applying the components.
- Introduce data collection.
- Introduce how to assess CPRT use.




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