Navigating an Online Training Module

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- Identify 24 evidence-based practices recommended by the National Professional Development Center (NPDC) on Autism Spectrum Disorders (ASD)
- Identify the range of training resources for professionals and family members working with individuals with ASD available through the NPDC on ASD
- Learn how to navigate and complete a section of an online professional development module on PRT
- Develop a follow-up plan for utilizing resources available from the NPDC on ASD.

A multi-university center to promote use of evidence-based practice for children and adolescents with autism spectrum disorders

Goals of the NPDC-ASD
- Promote evidence-based practices (EBP) for individuals with ASD
- Increase highly qualified personnel serving children with ASD
- Increase the professional development capacity of states

Autism Across the Life Span Conference
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NPDC on ASD: What Is It?
http://autismpdc.fpg.unc.edu/

- A multi-university center to promote use of evidence-based practice for children and adolescents with autism spectrum disorders

Content Development
- Identify/define criteria for evidence
- Identify evidence-based practices
- Develop online introductory course on ASD
- Develop briefs/modules on evidence-based practices
- Provide content of summer institute
- Develop assessment and evaluation tools
NPDC on ASD

- Definition of EBP
  - randomized or quasi-experimental design studies
  - single-subject design studies
  - combination of evidence

- 24 Practices Identified to Date
  - Briefs developed for each practice
  - Online modules in development

Additional Support for PRT NAC Report (2009)
http://www.nationalautismcenter.org/

How Competent Do Practitioners Feel in Implementing EBP in ASD?

NPDC on ASD

Develop online introductory course on ASD

*Foundations of Autism Spectrum Disorders*
- 8 sessions
- Pre/post test for each session
- All readings included

NPDC on ASD

Develop assessment and evaluation tools (in process)

- Autism Program Environments Rating Scale (APERS)
- Autism Evidence-Based Practice Rating Scales (AEBPS)
- Fidelity Implementation Checklists
- Goal Attainment Scaling
1. Behaviorally based teaching must be used in an adult-directed, discrete trial training format.
   a. True
   b. False

2. PRT can be implemented in which of the following settings?
   a. Home
   b. Community
   c. School
   d. All of the Above

3. Learners are more likely to respond to adult instruction when the reinforcer relates to the current task or activity and is delivered immediately and after the target behavior occurs.
   a. True
   b. False

4. Research has demonstrated that reinforcing learners’ attempts to respond, even when the attempt is an imprecise version of the target behavior, results in:
   a. Learners learning to make errors
   b. No learning of the target act
   c. Enhanced motivation to continue to practice
   d. Frustration at failure

5. In order to learn to acquire a skill most rapidly, all teaching activities should be chosen by the teaching adult.
   a. True
   b. False

6. Three of the pivotal behaviors targeted in PRT are:
   a. Waiting, clapping, and keeping quiet hands
   b. Responding to multiple cues, self-management, and motivation
   c. Hand writing, matching shapes, and completing puzzles
   d. Pointing out pictures, following directions, and eating a variety of foods
Overview of PRT Module

- What is PRT?
- Why was it created?
- Who can use PRT?
- The focus of PRT intervention
- The pivotal behaviors
- Procedures for implementation
- How can it be used in classroom?
- Data collection to monitor progress
- Case studies
- FAQs
- Evidence Base
- Resources

The Pivotal Behaviors

- Motivation
- Responding to Multiple Cues
- Self–Management
- Self–Initiation

Teaching Key Pivotal Behaviors

Procedures for Implementation

- Motivation Procedures
  - Step 1: Establishing Learner Attention
  - Step 2: Using Shared Control and Turn Taking
  - Step 3: Using Learner Choice
  - Step 4: Varying Tasks and Responses
  - Step 5: Interspersing Acquisition and Maintenance Tasks
  - Step 6: Reinforcing Response Attempts
  - Step 7: Using Natural and Direct Reinforcers

For example, let’s watch the video example for Step 2: Using Shared Control and Turn Taking

Laurie Initiates  Christian Initiates

Key: / = initiation
     X = partner response

Next let’s watch the video for Step 6: Reinforcing Response Attempts

- Tally the number of times Laurie reinforces verbal responses
- What strategies did she use?
Motivation Procedures

Summary

Motivation
› Increases language and social learning
› Decreases problem behavior

Are YOU motivated to complete the module on PRT?

PRT: Support for Training and Implementation

Sample Available Resources

National Professional Development Center on ASD Autism Internet Modules – PRT
Koegel Center koegelprt.com
Graduate study http://education.ucsb.edu/autism/
Onsite/remote training and certification
www.prtcertification.com
Publications and manuals
The SuperNanny series
STAR Program and DVDs

Koegel Center

Graduate Study
› The Gevirtz School of Graduate Study at University of California, Santa Barbara
› http://education.ucsb.edu/autism/

Koegel Center/koegelprt.com

› Certification
› Training/Dissemination/Outreach
› Conferences/Workshops
› Lectures/Presentations
› Books/Manuals
› PRT Kits (coming soon)

The SuperNanny Autism Series

Season 2: Lynn Koegel uses components of PRT to help the Facente family.
› http://www.youtube.com/watch?v=be9DIPjk944

10/7/10
PRT Certification
www.prtcertification.com

- Level I: Awareness
- Level II: Introductory Implementer of PRT
- Level III: Generalization of PRT Procedures
- Level IV: Advanced Implementer in (Selected Category)
- Level V: Board Certified PRT Therapist
- Level VI: Trainer of Trainers
- Level VII: Doctoral Mastery

Koegel Center

- Training Manuals*
  - PRT
  - Play Dates
  - Parent–Professional Priming
  - Toilet Training
  - First Words
  - Socialization
  - Self–Management
  - Problem Behavior

*Available from KITS-ECRC
kskits.org/ecrc/resourcecenter@ku.edu

Books on PRT


Available from KITS-ECRC
kskits.org/ecrc/resourcecenter@ku.edu

STAR Program

Arick, Coos, Falco & Krug (2004) STAR Program: Strategies for Teaching Based on Autism Research*
http://www.starautismprogram.com/star-autism-program

Utilizes three behavioral instructional strategies
1. Discrete trial training
2. Pivotal response training
3. Functional routines

*Available from the KITS-ECRC
kskits.org/ecrc/resourcecenter@ku.edu

Additional Possibilities: PRT CoP

- Form a PRT professional Community of Practice (CoP)
  - Complete online module
  - Peer support for implementation in home and center-based settings
  - Preparation for Level I remote certification

Post Test: How did you do?

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What's Your Next Step?
Self-Directed Plan for Extending Current Knowledge of PRT
1. I'm going to share the information I learned today with

2. I'm going to learn more about implementing PRT by:
- Reading resource materials provided today
- Completing the PRT online module
- With my learn
- Borrowing PRT resource materials from the ECRC
- Contacting the Koegel Center regarding remote training and certification
- Expressing interest in participating in a PRT community of practice (CoP) group by providing my email address
- Other steps:

3. I'm going to share this plan with

Questions or Comments?

PRT References: Articles Cited in NAC Standards Report (2009)

PRT Articles Cited by NPDC on ASD for Preschool Ages

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