



# LEARNER OBJECTIVES

## WEBINAR – Pivotal Response Treatment, Part 2

Presented by Lynn Kern Koegel Ph.D.

### Learner Objectives

- The learner will be introduced the use of motivational procedures to teach academic skills.
- The learner will be provided a review of research studies that demonstrate the effectiveness of motivational procedures for teaching academics.
- The learner will be introduced to strategies the include motivational components to teach academic skills for a variety of learners.

# Improving Academics in Children with Autism Using PRT

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## Introduction

**Increasing numbers of children with autism in general classroom settings** (IDEA, 2004; Mesibov & Shea, 1996)

Exposed to grade-level academic tasks

**Problem behaviors during academics** (Macintosh & Dissanayake, 2006; Ochs, Kremer-Sadlik, Solomon, & Sirota, 2001)

**Wide range of negative consequences**



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## Introduction

**Resistant to traditional behavior management techniques** (Grosenick, George, George, & Lewis, 1991; Koegel, R.L. & Egel, 1979)

Functions as a means to escape and avoid

**How to increase motivation and responsivity?**

Provide more opportunities for success

**Motivational Components**

**Modifying Curriculum** (Kern, Childs, Dunlap, Clarke & Falk, 1994; Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991)



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## Motivational Academics

- Purpose

Investigate whether the use of motivational procedures of PRT **improve basic academic skills** in children with autism, specifically **writing and math**.




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## Specific Questions

- Will the use of motivational procedures during writing and math tasks:
  - Result in faster completion?
  - Decrease disruptive behaviors?
  - Increase interest?
- Will gains maintain and generalize?




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## Procedure

Differences Between Baseline and PRT Intervention		
	Baseline	PRT Intervention
Materials & Setting	Chosen by Adult	Chosen by Child
Task	Fixed Difficulty Level	Interspersal of easy and difficult tasks
Reinforcer	Unrelated to the Task	Embedded within the Task

Examples: Writing and Math




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## Results

- **Faster Completion**
- **Decreased Disruptive Behavior**
- **Increased Interest**
- **Maintained and Generalized**



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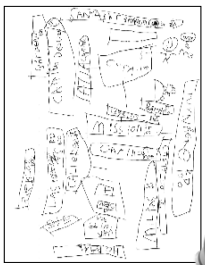
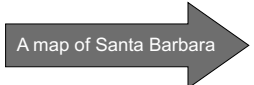
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## Self-Initiated Writing

- Playing Teacher
- Hangman
- Writing Stories
- Drawing Pictures



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## Discussion

- › **Collateral Gains**
- › **Success in the School Setting**
- › **Better Outcomes**
- › **Prevention**



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## Summary – Home/School Coordination

- Reduces Disruptive Behavior
  - Avoidance
  - Escape
- Increases Child Responsiveness
- Increases Child Learning
- Improves Team Work



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## Teaching Initiations to Children with Autism using PRT

Lynn Kern Koegel, Ph.D.  
Robert L. Koegel, Ph.D.



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## Prognosis Study

- Literature Review
  - Children who had the best outcomes had:
    - Presence of Verbal Communication before the age of 5 years
    - High IQ (i.e., measurable IQ over 50)



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## Prognosis – Study 1

- Adolescents and Young Adults Selected that:
  - Had good outcomes
  - Had poor outcomes
  
- Data Selected to Analyze
  - Communication
  - Repetitive behaviors
  - Play
  - Disruptive Behaviors
  - Levels of Engagement




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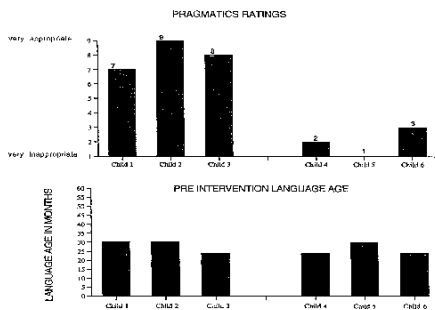
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## Data




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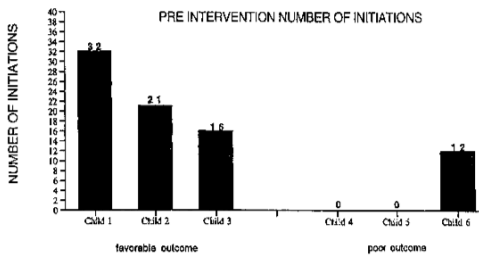
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## Data




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## Intervention Study Study 2 - Initiations

- Would Teaching Initiations result in better long-term outcomes?



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## What's That?

- Favorite items
- Opaque bag
- Prompt Query
- Label item
- Have child repeat label
- Provide Natural Reward
- Fade favorite items



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## Additional Initiations

- Where is it?
- Whose is it?
- What's happening?
- What happened?
- Look!
- Help!



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### Where is it?

- Hide favorite items
- Prompt Child to Query
- Provide location (preposition)
- Child receives natural reinforcer




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### Whose is it?

- Items associated with a member of family
- Prompt query
- Provide item




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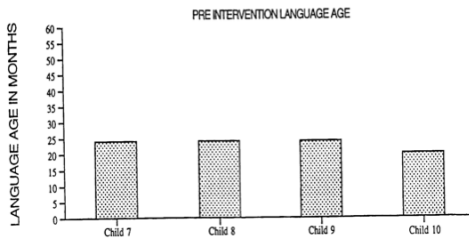
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### Data




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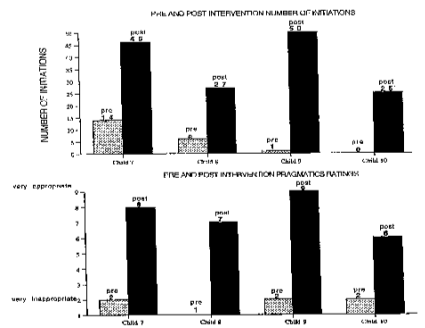
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# Data




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# Verbs

-ing ending  
Past tense

- Use pop-up books of child's interests
- Manipulate tabs
- Prompt question




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# Other Queries

- "Look"
  - Use favorite activities or items
  - Prompt "look"
  - Fade Prompt
- "Help"
  - Set up situations
  - Prompt "help"
  - Fade Prompt




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## Summary

- Generalization to Home and School
- Learned targets as a result of the intervention
- Increased functions of language
- Improved social interactions



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## Interactive Website

[autismPRTheelp.com](http://autismPRTheelp.com)

[lynnk@Stanford.edu](mailto:lynnk@Stanford.edu)

Thank you!



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