

# Training teachers to implement Classroom Pivotal Response Teaching with students with autism: effectiveness on teacher's and children's skills.

No registrations found.

<b>Ethical review</b>	Positive opinion
<b>Status</b>	Recruitment stopped
<b>Health condition type</b>	-
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON25543

### Source

NTR

### Brief title

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### Health condition

Autism, Autism Spectrum Disorders (ASDs), Classroom Pivotal Response Teaching (CPRT), staff training

## Sponsors and support

**Primary sponsor:** Dr. Leo Kannerhuis, Radboud University

**Source(s) of monetary or material Support:** Dr. Leo Kannerhuis

## Intervention

## Outcome measures

### Primary outcome

1. Number of teacher-created opportunities (based on observational data (event recording) from videotapes)
2. Number of occurrences of targeted communication skills (based on observational data (event recording) from videotapes)

### **Secondary outcome**

1. Maladaptive child behaviours (based on observational data (interval recording) from videotapes and teachers' ratings (adaptation of planned activity check))

## **Study description**

### **Background summary**

Until now, only a few studies investigated the implementation of Pivotal Response Treatment (i.e., Classroom Pivotal Response Teaching) in a school setting (Robinson, 2011; Stahmer et al., 2015; Suhrheinrich, 2007; Suhrheinrich, 2011; Suhrheinrich, 2015) and evidence for improved child outcomes is limited (Koegel, Singh & Koegel, 2010; Robinson, 2010).

Therefore, purpose of the present study is (1) to investigate the effectiveness of teacher training in Classroom Pivotal Response Teaching (CPRT) on teacher-created opportunities, (2) to investigate the effectiveness of CPRT on children's communication skills and maladaptive behaviours, and (3) to investigate the maintenance of these skills over a three-month period. A concurrent multiple baseline design is used to investigate the effectiveness of a CPRT-training for teachers. Participants are 6 teachers and 6 children with ASD. Teachers participate in training in CPRT, consisting of 3 2-hour duo training sessions and 2-6 30-minute individual coaching sessions. Coaching sessions continue until teachers demonstrated fidelity of implementation in two consecutive sessions with a maximum of 6 sessions. Training components include instruction, video modelling, practice (e.g. worksheets, role-plays and CPRT-sessions in the classroom) and video-feedback. Data are collected using video-recordings (learning opportunities, communication skills and maladaptive behaviours) and teacher ratings (maladaptive behaviours). Data-analysis includes visual analysis and statistical analyses (e.g., Taunovlap or Tau-U).

### **Study objective**

The purpose of this study is:

1. To investigate the effectiveness of teacher training in Classroom Pivotal Response Teaching (CPRT) on teacher-created opportunities
2. To investigate the effectiveness of CPRT on children's communication skills and maladaptive behaviours.

3. To investigate the maintenance of these skills over a three-month period.

## **Study design**

After examination of the inclusion criteria (using SRS, standardised IQ tests, and pre-baseline observations of communication skills and maladaptive behaviours), the outcome measures are administered at the following time points:

### **1. Baseline (3-6 weeks):**

- 6/9/12 10-minute baseline sessions, during which the teacher gives instruction in reading, spelling or mathematics to a small group of students ( $N \leq 5$ ), including the student that participates in the study. These sessions are videotaped.
- 6/9/12 teacher ratings of maladaptive child behaviour

### **2. Intervention (8-12 weeks):**

- 10-minute sessions, during which the teacher gives instruction in reading, spelling or mathematics to a small group of students ( $N \leq 5$ ), including the student that participates in the study, and during which the teacher practices the CPRT-components. One or two sessions per week are videotaped
- 2 teacher ratings of maladaptive child behaviour per week

### **3. Post-intervention (3 weeks)**

- 6 10-minute post-intervention sessions, during which the teacher gives instruction in reading, spelling or mathematics to a small group of students ( $N \leq 5$ ), including the student that participates in the study, and during which the teacher implements the CPRT-components. These sessions are videotaped.
- 6 teacher ratings of maladaptive child behaviour

### **4. Follow-up (2 weeks, 3 months after post-intervention)**

- 4 10-minute follow-up sessions, during which the teacher gives instruction in reading, spelling or mathematics to a small group of students ( $N \leq 5$ ), including the student that participates in the study, and during which the teacher implements the CPRT-components. These sessions are videotaped.

- 4 teacher ratings of maladaptive child behaviour

## **Intervention**

CPRT-training for teachers: 3 2-hour duo training sessions and 2-6 30-minute individual coaching sessions. Coaching sessions continue until a teacher has demonstrated fidelity of implementation in two consecutive sessions with a maximum of 6 sessions. Training components include instruction, video modelling, practice (e.g. worksheets, role-plays and CPRT-sessions in the classroom) and video-feedback.

## **Contacts**

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## **Eligibility criteria**

### **Inclusion criteria**

Teachers need to meet the following inclusion criteria:

1. working at a school for special (primary) education around Arnhem
2. at least 3 years teaching experience
3. teaching at least one child that meets the inclusion criteria for children

Children have to meet the following inclusion criteria:

1. a diagnosis of ASD, confirmed by the SRS
2. a verbal or performance IQ above 80 on a standardized IQ test
3. aged between 6;0 and 12;11 at the start of the study
4. an individual education plan goal focused on communication
5. demonstrating maladaptive behaviour in the classroom
6. having a teacher who participates in this study

## Exclusion criteria

Teachers are excluded if they had experience with (C)PRT prior to this study. Children are excluded if they (1) have a diagnosis of language disorder, (2) received PRT-training or participated in PRT-research prior to this study, or (3) start speech therapy or social skills training during data collection.

## Study design

### Design

Study type:	Interventional
Intervention model:	Other
Allocation:	Non controlled trial
Masking:	Open (masking not used)
Control:	N/A , unknown

### Recruitment

NL	
Recruitment status:	Recruitment stopped
Start date (anticipated):	01-09-2016
Enrollment:	6
Type:	Actual

## Ethics review

Positive opinion

Date: 14-10-2016

Application type: First submission

## Study registrations

### Followed up by the following (possibly more current) registration

No registrations found.

### Other (possibly less up-to-date) registrations in this register

No registrations found.

### In other registers

#### Register ID

NTR-new NL5886

NTR-old NTR6112

Other Ethiek Commissie Sociale Wetenschappen van de Radboud Universiteit. :  
EC2013-1304-100a

## Study results

### Summary results

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