

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

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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...

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| <b>Ethische beoordeling</b> | Positief advies       |
| <b>Status</b>               | Werving gestopt       |
| <b>Type aandoening</b>      | -                     |
| <b>Onderzoekstype</b>       | Interventie onderzoek |

## Samenvatting

### ID

NL-OMON25543

### Bron

NTR

### Verkorte titel

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### Aandoening

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

### Ondersteuning

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

**Overige ondersteuning:** Dr. Leo Kannerhuis

### Onderzoeksproduct en/of interventie

# Uitkomstmaten

## Primaire uitkomstmaten

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

## Toelichting onderzoek

### Achtergrond van het onderzoek

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).

### Doel van het onderzoek

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.

## Onderzoeksopzet

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

## Onderzoeksproduct en/of interventie

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.

## Contactpersonen

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## Deelname eisen

### Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

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

### **Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)**

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.

## **Onderzoeksopzet**

### **Opzet**

|                  |                         |
|------------------|-------------------------|
| Type:            | Interventie onderzoek   |
| Onderzoeksmodel: | Anders                  |
| Toewijzing:      | N.v.t. / één studie arm |
| Blinding:        | Open / niet geblindeerd |
| Controle:        | N.v.t. / onbekend       |

### **Deelname**

|                         |                 |
|-------------------------|-----------------|
| Nederland               |                 |
| Status:                 | Werving gestopt |
| (Verwachte) startdatum: | 01-09-2016      |

Aantal proefpersonen: 6  
Type: Werkelijke startdatum

## Ethische beoordeling

Positief advies  
Datum: 14-10-2016  
Soort: Eerste indiening

## Registraties

### Opgevolgd door onderstaande (mogelijk meer actuele) registratie

Geen registraties gevonden.

### Andere (mogelijk minder actuele) registraties in dit register

Geen registraties gevonden.

### In overige registers

| Register       | ID  |
|----------------|---|
| NTR-new        | NL5886  |
| NTR-old        | NTR6112   |
| Ander register | Ethiek Commissie Sociale Wetenschappen van de Radboud Universiteit. :<br>EC2013-1304-100a |

## Resultaten

### Samenvatting resultaten

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