

Supplemental material for “Pivotal Response Treatment: A study into the relationship between therapist characteristics and fidelity of implementation”

Table 1 Pearson correlations between components of pivotal response treatment and therapist/child characteristics

Variable	Following the child’s lead	Creating an opportunity	Interspersing maintenance and acquisition tasks
1. Openness to experiences	.22	.12	.00
2. Conscientiousness	-.04	-.12	-.03
3. Therapist-child relationship (total)	.25	.14	-.04
4. Attitude toward EBPs (total)	.28	.13	.16
5. Attitude toward EBPs (appeal)	.08	-.05	.26
6. Attitude toward EBPs (openness)	.15	.40**	.42**
7. Experience with ASD	.02	.15	.21
8. Experience with PRT	.12	.39*	.48**
9. Child age	-.13	-.36*	-.21
10. ASD symptom severity	-.08	-.18	-.21

Note. EBPs = evidence-based practices; ASD = autism spectrum disorder; PRT = Pivotal Response Treatment

* $p < 0.05$

** $p < 0.01$

Data sheet to record fidelity of PRT implementation

Name: _____

Videotape: _____

Date: _____

Interval	Following the child's lead	Implementing three-term contingency learning trials																	Interspersing maintenance and acquisition tasks	Total fidelity
		TTC	Presenting a clear opportunity								Prompting			Initiation		Reinforcement		CTTC		
			SC	IS	OS	W	IR	CF	S	Description of clear opportunity	M	OQ	TD	I/A	XR	CR (I/A)	CR (XR)			
1	+	1																		
		2																		
		3																		
		4																		
		5																		
2	+	1																		
		2																		
		3																		
		4																		
		5																		
3		1																		
		2																		
		3																		
		4																		
		5																		
4		1																		
		2																		
		3																		
		4																		
		5																		
5		1																		
		2																		
		3																		
		4																		
		5																		

Note. TTC = three-term contingency; SC = shared control; IS = in sight, out of reach; OS = out sight, out of reach; W = waiting; IR = interrupting a routine; CF = carrier phrase; S = statement; M = model prompt; OQ = open-ended question prompt; TD = time-delay prompt; I/A = child initiation or attempt; XR = incorrect response; CR (I/A) = natural and contingent reinforcement upon child initiation or attempt; CR (XR) = withholding reinforcement because of incorrect response; CTTC = correct three-term contingency.

Data sheet to record fidelity of PRT implementation (continued)

Interval	Following the child's lead	Implementing three-term contingency learning trials																Interspersing maintenance and acquisition tasks	Total fidelity	
		TTC	Presenting a clear opportunity							Prompting			Initiation		Reinforcement		CTTC			
			SC	IS	OS	W	IR	CF	S	Description of clear opportunity	M	OQ	TD	I/A	XR	CR (I/A)				CR (XR)
6		1																		
		2																		
		3																		
		4																		
		5																		
7		1																		
		2																		
		3																		
		4																		
		5																		
8		1																		
		2																		
		3																		
		4																		
		5																		
9		1																		
		2																		
		3																		
		4																		
		5																		
10		1																		
		2																		
		3																		
		4																		
		5																		
Total (%)																				

Note. TTC = three-term contingency; SC = shared control; IS = in sight, out of reach; OS = out sight, out of reach; W = waiting; IR = interrupting a routine; CF = carrier phrase; S = statement; M = model prompt; OQ = open-ended question prompt; TD = time-delay prompt; I/A = child initiation or attempt; XR = incorrect response; CR (I/A) = natural and contingent reinforcement upon child initiation or attempt; CR (XR) = withholding reinforcement because of incorrect response; CTTC = correct three-term contingency.