

# **A Teacher's Use of Video to Train Paraprofessionals in Pivotal Response Techniques**

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Research has shown that students with moderate-severe disabilities need direct and frequent social instruction in order to communicate and play with their peers. At the same time, there is little commensurate support for the paraprofessionals tasked with providing this support. It is imperative, then, that paraprofessionals have effective strategies in their repertoire of practices to facilitate social interaction. This investigation examined one classroom teacher's use of video to train two paraprofessionals in Pivotal Response Treatment (PRT), an evidence based practice for students with autism. Findings suggest that the teacher-provided video training was effective in improving paraprofessionals' PRT implementation, and subsequently, the social interactions of their students with disabilities other than autism, namely cerebral palsy and Down's syndrome. Findings along with future directions for video-based training in the school setting are discussed.

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