

# Discrete Trial Teaching

## Goals

- Learn the definition of discrete trial teaching (DTT)
- Learn the important aspects of and steps of DTT
- Learn about errorless teaching and error correction
- Learn general guidelines for DTT

## Discrete Trial Teaching

DTT is a structured teaching technique based on the principles of ABA.

Skills are broken down into small, teachable component parts with each part taught independently.

## How Does Discrete Trial Training Work?

Identify a skill to be taught:

- Addition = the teaching of number skills, such as identifying and labeling numbers and counting skills.
- Reading = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

DTT is a \_\_\_\_\_ directed technique, initiated and controlled by the teacher.

A single teaching sequence is called a \_\_\_\_\_.

The "trial" begins with the teacher providing an \_\_\_\_\_ or \_\_\_\_\_, called a "Discriminative stimulus."

Sd stands for: \_\_\_\_\_

When teaching using DTT, identify the Sd for each example:

Writing a letter: \_\_\_\_\_

Blowing your nose: \_\_\_\_\_

Getting dressed: \_\_\_\_\_

DTT initially occurs in a structured environment to reduce distractions such as: \_\_\_\_\_ or a \_\_\_\_\_.

Over time, teaching will move to a more natural setting \_\_\_\_\_.

Sit near or across from the learner and have materials close and ready for use.

Provide multiple opportunities or trials in a row to practice a skill.

Usually repeat trials one after another for a set number of trials.

Provide positive reinforcement (R+) to increase the likelihood of the behavior being repeated in the future.

If the child is able to make choices allow him/her to choose what they are working for, such as \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

If child is not yet able to make choices, the teacher will choose a likely reinforcer. Always pair the reinforcer with \_\_\_\_\_.

# Discrete Trial Teaching (continued)

## Steps of DTT

### DTT and the 3 Term Contingency

**A** antecedent (before)      **B** child's response      **C** consequence (after)

A = the structured environment with the teacher sitting near with materials ready. The teacher delivers the Sd or instructions

B = child's response (correct or incorrect)

C = positive reinforcement (R+) if the response is correct or error correction if the response is not correct.

### Steps:

1. Gain the child's attention
2. Provide the Sd (i.e. "come here")
3. Child responds
4. Provide praise and R+ or error correction
5. Short break in instruction (known as an inter-trial interval) for 3-5 seconds
  - collect data
  - reset materials for the next trial
6. Repeat steps 1-5

Anyone learning a new skill will potentially make mistakes when learning something new. Errorless teaching is a teaching technique in which a child is provided with a prompt (anything you do to assist with the correct response) immediately after the Sd is delivered.

You might provide a \_\_\_\_\_, a \_\_\_\_\_, or a \_\_\_\_\_ prompt.

### Errorless Teaching

When skills are new, we can decrease the likelihood of child making mistakes by providing a prompt immediately after the Sd. This \_\_\_\_\_ prevents any mistakes.

1. Gain \_\_\_\_\_
2. Provide the \_\_\_\_\_
3. Provide a prompt for the correct response
4. Child responds
5. Provide praise and R+
6. Break/ Inter-trial interval (brief 3-5 seconds)
  - collect \_\_\_\_\_
  - reset materials for next trial
7. Repeat steps 1-5

After several errorless trials prompts can be faded.

Staff provide reinforcement for the trials with less assistance/prompts and eventually only for the independent trials. This is called \_\_\_\_\_.

# Discrete Trial Teaching (continued)

## Error Correction

What happens if the child STILL makes an error? How do I correct the error?

1. Gain the learner's attention
2. Deliver the Sd
3. Provide prompt for correct response
4. Learner responds with an error (incorrect response)
5. Demonstrate or assist/prompt the learner to engage in the correct response
6. Deliver the Sd again
7. Learner responds correctly
8. Provide praise and R+

Why do we repeat the same trials? To allow for repetition and practice in a short time frame, sometimes called mass \_\_\_\_\_.

Once a child has responded correctly 3 times in a row staff can intersperse the Sd or \_\_\_\_\_ for other responses the child already knows.

After a few of these trials staff will repeat the original Sd. This is called \_\_\_\_\_.

## Guidelines

1. State/deliver the Sd only once (i.e. "Stand up"). Be clear, direct, and consistent.
2. Provide R+ to strengthen the behavior. Pair praise with tangible reinforcers (i.e. \_\_\_\_\_).
3. Use behavior specific praise (i.e. "good standing up!") and R+.