

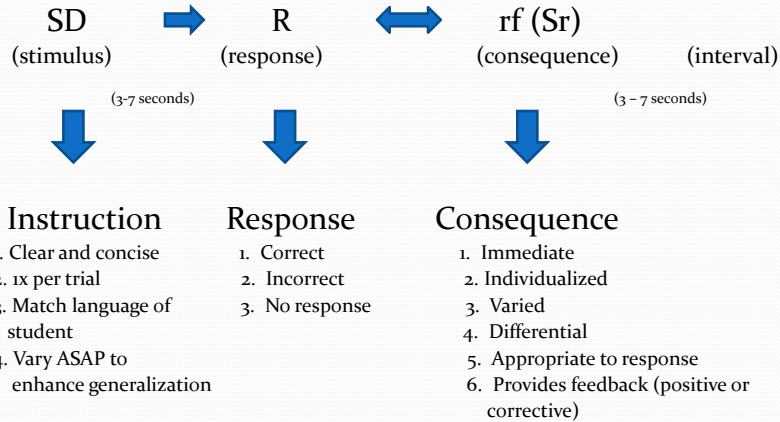
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Anatomy of DTT

- A discrete trial consists of 4 components:



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Instruction (SD discriminative stimulus)

- Event that occurs (verbal, visual, auditory stimulus) at the start of a trial
- Clear and concise to avoid confusion and highlight relevant stimulus
- Appropriate to task
- Give 3-7 seconds for student to respond (time to process)
- Pay attention to good attending behavior

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Response

- Define what type of response and the quality expected beforehand
 - Promotes staff consistency
 - Increases likelihood of correct responding
 - Increases objectivity of teacher
- Be cognoscente of undesired behavior
- Reinforce spontaneous appropriate behaviors
- If there is no response within 'processing time' consider this to be a failed trial
- Shape behavior using differential consequences
- Do not allow student to anticipate the response (may be guessing, not paying attention, or you are too predictable)
- Self correct – be sure this is a true self correct

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Types of Responses and Consequences

- Correct with appropriate behavior = highest level of reinforcement (A)
- Correct with prompting or lower quality of behavior = moderate level of reinforcement (B or C).
- Incorrect, but appropriate behavior = mild corrective feedback (i.e., "Good try. Lets do that again")
- Inappropriate behavior receives strong feedback addressing the behavior

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Consequence

- The consequence/feedback should immediately follow the student's response
- It should be unambiguous
- Plan in advance
- Reinforcement based on individual student preference
- Use differential consequences (A, B, C levels/corrective)- shapes behavior
- Use feedback that is informational (i.e., "you need to look")

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When teaching using DTT...

- Transition student to teaching area
- Obtain attention and access reinforcers
- Provide instruction
- Provide feedback
- Provide massed trials-present the same trial several times in a row to shape behavior, these can be prompted, do not want student to make a mistake, fade prompts asap
- Review mastered steps frequently (maintenance)

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- Use discrimination training – this allows student to discriminate one stimulus from other similar stimuli
- Level 1
 - Step 1: New Target 1 (alone)
 - Step 2: New Target 1 vs. Distractor
 - Step 3: New Target 2 (alone)
 - Step 4: New Target 2 vs. Distractor
 - Step 5: New Target 1 vs. New Target 2 used as distractor
 - Step 6: New Target 2 vs. New Target 1 used as distractor
 - Step 7: New Target 1 vs. New Target 2 in random rotation

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- Level 2: used when student has 2 or more mastered items
 - Step 1: New Target (alone)
 - Step 2: New Target vs. Distractor
 - Step 3: New Target vs. Mastered Target as Distractor
 - Step 4: Mastered Target vs. New Target as Distractor
 - Step 5: New Target vs. Mastered Target in random rotation

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Establishing Attention

- Reinforce good attention when it occurs (i.e., “That was excellent looking.” “You are really paying attention.”)
- For many students starting the teaching trial even if the student is not attending followed by the natural consequences of not attending (i.e., corrective feedback) may teach appropriate attending
- Cues requiring close visual attention may assist the student in learning how to attend to natural cues
- Use learning materials that are somewhat reinforcing in nature and reinforce attending as soon as it occurs
- Waiting too long to establish attending could result in the opportunity for student to engage in inappropriate behavior
- If you have tried all of these and the inattention is interfering you may need to provide a direct prompt (i.e., “look”, “(saying student’s name)”) but this must be faded ASAP – you do not want student to rely on an external cue to develop internal control

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Using Task Analysis

- Task analysis breaks complex skills or behaviors into smaller more discrete steps
- Student learns each individual step and then chains these to perform the more complex skill
- Chained skills or behaviors are those with multiple steps
 - Forward chaining: first step in chain is taught and reinforced until mastered while guiding student through remaining steps, once first step is mastered move on to next step
 - Backward chaining: last step in chain is taught and reinforced until mastered while guiding student through previous steps, once last step is mastered then previous step is taught
 - Total task presentation: each step is taught, reinforced, with most reinforcement provided upon completion of entire task

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- Check to make sure student has prerequisite skills, if he does not incorporate into the steps of the task analysis or teach beforehand
- Identify the components/steps of the task by: watching someone and writing them down, performing task yourself and writing them down, asking another person to write them down
- Use EBPs (evidence based practices) for teaching the steps (i.e, visual supports, video modeling, social narratives, etc)

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Example

- **Target objective:**
- When asked to sort by shapes (square, circle and triangle), Jayden will sort the three shapes (3 of each shape) with no verbal or visual prompts during 80% of opportunities across three consecutive days.
- **Lesson Progression:**
- Match circles.
- Match squares.
- Match triangles.
- Sort 2 shapes (circles and squares).
- Sort 2 shapes (circles and triangles).
- Sort 2 shapes (squares and triangles).
- Sort 3 shapes (circles, squares, and triangles).

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What is the best setting to perform DTT?

- Quiet enough
- Sufficient space for instruction and breaks
- Appropriate lighting and seating
- Access to peers for generalization
- Easily accommodate various instructional materials
- Easily accommodate various activities for breaks
- Easily accommodate various levels of reinforcement

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Guidelines

- Match number of trials to individual student (i.e., age, developmental level)
- Do not exceed expectations for duration of attention span
- Do not repeat trials over and over so much that student becomes bored or frustrated
- Arrange task order – easy, easy, difficult, easy
- End on success
- Create behavioral momentum
- Be flexible
- Do not confuse respondent behavior (frustration) with operant (manipulation)
- Adjust teaching based upon the student's behaviors and performance
- Always keep long term goals in mind – why am I teaching this to this student? What is the goal?
- Make teaching as natural and fun as possible
- Model natural language as appropriate
- Use observational learning, group instructions, modeling whenever possible, fade 1:1 ASAP this is in and of itself a prompt
- Do not prompt/hover/ sit next to student unnecessarily
- Use probes

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