

CONTENTS

DISCRETE TRIAL (DT) SUPPORTS

Consider creating one or two spaces for DT instruction in your classroom. Post the following materials to support consistency of implementation. Complete the Links Lesson Assessment to identify individual lessons to teach.

Sequential Learning Steps

Data Collection Reminder Poster

Matching Reminder Poster

Links Instructional Data Collection Forms

Errorless Learning Procedure Tip Sheet

Links Lesson Prerequisites

Following the Sequential Learning Steps (SLS) enables instructors to teach new concepts and skills to students. Listed below you will see two options: Sequential Learning Steps with and without distractors. Utilize the SLS with a distractor to teach a concept or skill that involves objects and pictures (e.g. Responding to Language and Functional Academics). Utilize the SLS without a distractor to teach a concept or skill that does not involve physical objects (e.g. Communicating with Others). Review the “Introducing New Concepts” section of the Links™ Lessons to determine if the SLS are relevant to a particular lesson. See the Links™ Implementation Guide for additional instructions and an example of the SLS procedures.

*Sequential Learning Steps **with** Distractor: Teach new concepts or skills that use objects or pictures **with** a distractor prior to random presentation with a second object or picture.*

Step	Presentation of New Objects (D=distractor)	Evaluation Criteria
1	Present the “first object” by itself.	3/3 correct responses
2	Present the “first object” with “D” as a distractor (vary the location of the objects).	3/3 correct responses
3	Present the “second object” by itself.	3/3 correct responses
4	Present “second object” with “D” as a distractor (vary the location of second object and D).	3/3 correct responses
5	Randomly present the “first and second” objects. Make both objects available to the student but ask for them one at a time in a random presentation format (vary the location of the first and second object each trial).	3/3 correct responses on the first and second object (when randomly presented) for 2 consecutive days
6	Present the “third object” by itself.	3/3 correct responses
7	Present the “third object” with “D” as a distractor (vary the location of third object and D).	3/3 correct responses
8	Randomly present the three objects. Request the “first and second” object ~ 50% of the time and the “third” object the remaining 50% of the time. Make all three objects available to the student but ask for them one at a time (vary the location of the objects each trial).	3/3 correct responses on the third object and 3/3 correct responses on the set of the first and second objects for 2 consecutive days
9	Continue introducing one new object until criteria has been met for at least 5 objects following steps 6-8. After 5 objects are learned, continue to teach new objects as directed in the Links™ Lesson, rotating new objects with previously learned objects in sets of 5.	Same as Steps 6-8




*Sequential Learning Steps **without** Distractor: Use this procedure when it is not possible to use a distractor to teach new concepts/skills.*

Step	Presentation of New Concepts	Evaluation Criteria
1	Present the “first concept/skill” only.	3/3 correct responses
2	Present the “second concept/skill” only.	3/3 correct responses
3	Randomly present the “first and second” concepts/skills.	3/3 correct responses on both the first and second items for 2 consecutive days
4	Present the “third concept/skill” only.	3/3 correct responses
5	Randomly present the three concepts/skills. Present the “first and second” concept/skill ~ 50% of the time and the “third” concept/skill the remaining 50% of the time.	3/3 correct responses on the third item and 3/3 correct responses on the set of the first and second items for 2 consecutive days
6	Continue introducing one new concept/skill until at least 5 concepts/skills are learned using steps 4 & 5 above. After 5 concepts/skills are learned, continue teaching new concepts/skills as directed in the Links™ Lesson, presenting new concepts/skills with previously learned concepts/skills in groups of 5.	Same as Steps 4 & 5 (see the specific Links™ Lesson)



Data Collection Reminder Poster

Curriculum Supports: DT

	<p>Correct Response</p> <ul style="list-style-type: none">• Provide immediate reinforcement
	<p>Error Correction</p> <ul style="list-style-type: none">• Stop: clear materials and restart the trial• Repeat the cue• Prompt: use just enough assistance to get a correct response• Reinforce with social praise only• Repeat the trial without the prompt (ready to reinforce with tangible or token reward)
	<p>Errorless Learning Procedure</p> <ul style="list-style-type: none">• Stop: clear materials and restart the trial• Repeat the cue• Prompt: determine the appropriate prompt level to ensure a correct response; reinforce prompted responses with a tangible reinforcer or token reward and indicate RLT and prompt levels on the data sheet• After three correct responses, move to a lesser prompt level• Continue changing the prompt level to a lesser prompt until the student is able to perform the skill independently• Return to the Correct Response and Error Correction Procedure
<p>Prompt Levels</p>	<p>Gestural, Visual, and Verbal Prompt (GP)</p> <ul style="list-style-type: none">• Gesture or provide an additional visual or verbal prompt <p>Intermittent Physical Prompt (IPP)</p> <ul style="list-style-type: none">• A physical prompt where the student does some part of the response by themselves <p>Continuous Physical Prompt (CP)</p> <ul style="list-style-type: none">• Full physical prompting throughout the response

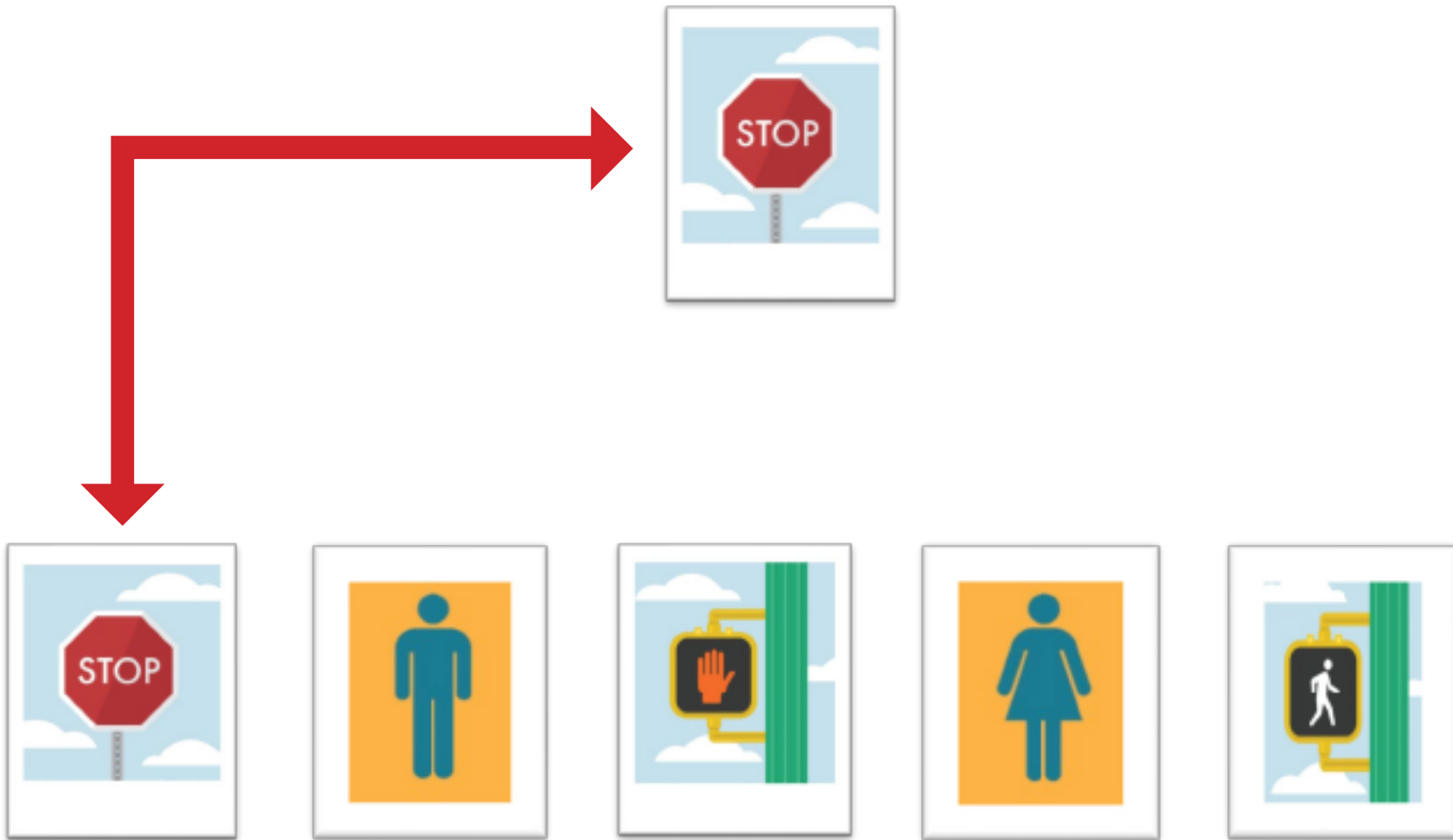


Links Matching Reminder Poster

Curriculum Supports: DT

Cue: Match “x”

Student scans and matches to the object at the top



Student: _____ Lesson _____ :

Instructions:

1. Review the Links™ Lesson and identify the targeted skills to be taught to this student.
2. Follow the Instructional Set-up and Teacher Cues outlined on each Links™ Lesson and provide instruction.
3. Use the Data Collection Coding System to record data and refer to the Sequential Learning Steps for instructional decision-making.
4. Follow the Correction Procedure (listed on Links™ Lessons) if the student makes an error during instruction.
5. If the student has difficulty or needs the Correction Procedure 2 or 3 consecutive times, advance to the Errorless Learning Procedure and record the level of prompting needed in the Errorless Learning Code column.

Data Collection Coding System

- + Correct Response
- ∅ Incorrect/No Response and the student made a correct response when provided with the Correction Procedure
- O Incorrect/No Response & NOT Correct even with the Correction Procedure

Date	Skills/Tasks/Steps	Instructional Session Data (+ / ∅ / O only)								Errorless Learning Code* (See below)	Comments
		1	2	3	4	5	6	7	8		

Errorless Learning Procedure

If the student has difficulty or needs the Correction Procedure (listed on each Links™ Lesson) 2 or 3 consecutive times, advance to the Errorless Learning Procedure:

- Provide the level of prompting needed for the student to perform 3/3 correct responses.
- Insert the Errorless Learning Code (shown below) in the Errorless Learning Code column.
- After the student performs 3/3 correct responses, fade the prompt level to a lesser prompt (e.g. continuous physical to intermittent physical) until the student can correctly perform the skill without prompting (Code NP).
- Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g. 100% physical prompt; 90% physical prompt; 80% physical prompt; etc) to successfully learn the task. Adjust the prompt levels according to your student’s needs.
- Continue teaching the student new skills following the Sequential Learning Steps.

Example Errorless Learning Codes

NP = Independent (no prompt) GP = Gesture/Visual/Verbal IP = Intermittent Physical CP = Continuous Physical
Note. Modify these Codes if needed to reflect an alternate prompt type used with the student. Describe the alternate prompt selected in the Comments column.
Refer to the Links™ Implementation Guide for more information about instructional strategies.

Student: _____ Lesson _____ :

Data Collection Coding System

- + Correct Response
- ∅ Incorrect/No Response and the student made a correct response when provided with the Correction Procedure
- O Incorrect/No Response & NOT Correct even with the Correction Procedure

Date	Skills/Tasks/Steps	Instructional Session Data (+/∅/O only)								Errorless Learning Code* (See below)	Comments
		1	2	3	4	5	6	7	8		

Example Errorless Learning Codes

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Refer to the Links™ Implementation Guide for more information about instructional strategies.

Student: _____ Lesson _____ :

Data Collection Coding System

- + Correct Response
- Ø Incorrect/No Response and the student made a correct response when provided with the Correction Procedure
- O Incorrect/No Response & NOT Correct even with the Correction Procedure

Date	Skills/Tasks/Steps	Instructional Session Data (+ / Ø / O only)								Errorless Learning Code* (See below)	Comments
		1	2	3	4	5	6	7	8		

Example Errorless Learning Codes

NP = Independent (no prompt) GP = Gesture/Visual/Verbal IP = Intermittent Physical CP = Continuous Physical

Note. Modify these Codes if needed to reflect an alternate prompt type used with the student. Describe the alternate prompt selected in the Comments column.

Refer to the Links™ Implementation Guide for more information about instructional strategies.

Student: _____ Lesson _____ : _____

Date of Initial Instruction	Date of Mastery	Acquired Skills
		Criteria met as per Links™ Lesson Plan and/or Sequential Learning Steps (e.g. 3/3 correct trials across 2 consecutive days with random presentation).

Before starting Errorless Learning Procedure, consider:

1. Are all prerequisites met?
2. Is the correct response implemented effectively?
 - a. Do you have highly motivating items (reinforcers)?
 - b. Are you reinforcing often enough for the difficult skill?
 - c. Do you have the student's attention before giving the cue?
 - d. Are you giving the student enough time to respond to the cue (1-2 sec)?
 - e. Are you pairing the motivator with the correct response immediately?
3. Is the correction procedure implemented effectively?
 - a. Is there a clear difference in reinforcement between the correct response and the correction procedure?
 - b. Removing the items after an error (Essential Level) or covering items (Intermediate or Advanced Level) and restarting the trial?
 - c. Correction procedure needs to make it clear to the student that they did not make the correct choice (mild social praise, if needed).

During Errorless Learning Procedure, consider:

1. Are you doing number 2 above? The strategies for a correct response need to be in place for Errorless Learning Procedure also.
2. Are you doing "quick tests" after at least 5 trials to see if you can move to a lesser prompt?
3. Have you been in the same prompting level for more than 2 weeks?
 - a. Try gradually reducing the prompt level, for example from 100% to 90% (CP 100% to IP 90% to GP 80%).
 - b. It is possible to have different prompt levels in random rotation. The student may need a lesser prompt (or no prompt) for known items but a full prompt for the newest item or several items. Notate prompt levels on the data sheet for each item when prompt levels might be different.
 - c. Is it a scanning problem (change the field to 3 or 4)?
 - d. Did you start with a gesture prompt? Some students benefit from starting with Intermittent Physical (IP) behind or under the elbow to learn a new skill., then fading to a Gesture Prompt (GP).
4. Has the student mastered the skill independently before moving on to the next step?
 - a. Example: In matching, the student must master random rotation of 4 objects or pictures independently (no prompts) before adding a 5th.
5. Do you need to generalize the skill during DT (people ID-give me "John" and then go find John)
 - a. Try teaching the skill during a routine (morning meeting, snack, classroom jobs, etc.) to see if the student can learn the skill in context

If suggestions above have not been successful in lessening/or removing the prompt, consider:

1. Are there alternative strategies listed in the lesson (bridging lessons), try these strategies.
2. Alternative prompting strategies such as visual prompts or positional prompts. Make sure to notate these in the Errorless Learning Code column.

Essential Lessons

Lesson #	Curriculum Area	Links Lesson Name	Suggested Prerequisite Lessons by Number (Listed in priority order)
1	Embedded Lessons	Using a Reinforcement System	No Prerequisite
2	Embedded Lessons	Basic Social Skills	No Prerequisite
3	Embedded Lessons	Social Behavior Skills	No Prerequisite
4	Responding to Language	Modeling Object Use	No Prerequisite
5	Responding to Language	Modeling Motor Actions	No Prerequisite
6	Responding to Language	Imitating Routine Steps	4
7	Responding to Language	Matching Similar Objects	No Prerequisite
8	Responding to Language	Matching Similar Pictures	7
9	Responding to Language	Matching Objects to Similar Pictures	8
10	Responding to Language	Identifying Functional Objects	9
11	Responding to Language	Identifying Functional Pictures	10
12	Responding to Language	Following One-Step Directions	4, 10
13	Responding to Language	Understanding a Picture Schedule	8
14	Communicating with Others	Verbal Imitation of Functional Words	9
15	Communicating with Others	Using Sounds or Words to Make Requests	14
16	Communicating with Others	Using Augmentative Communication	9
17	Communicating with Others	Requesting Needs Using Augmentative Communication	16
18	Functional Academics-Reading	Identifying Survival Signs and Other Symbols	8
19	Functional Academics-Math	Identifying Colors and Shapes	No Prerequisite
20	Functional Academics-Math	Matching Numbers	19
21	Functional Academics-Writing	Picking up a Pen and Learning to Mark	4
22	Engaging in Diverse Activities	Responding to Basic Safety Instructions	No Prerequisite
23	Engaging in Diverse Activities	Finding Locations with Pictures	9
24	Engaging in Diverse Activities	Using Pictures to Obtain Objects	9, 23
25	Engaging in Diverse Activities	Using a Task Sequence Strip	24
26	Engaging in Diverse Activities	Using Independent Work Systems	19, 18, 21
27	Engaging in Diverse Activities	Using a Computer Mouse and Keyboard	4
28	Engaging in Diverse Activities	Using a Picture Schedule for Transitioning	13, 23

Intermediate Lessons

Lesson #	Curriculum Area	Links Lesson Name	Suggested Prerequisite Lessons by Number (Listed in priority order)
34	Embedded Lessons	Using a Dime Board	1, 3
35	Responding to Language	Following One-Step Directions (Expanded)	12
36	Responding to Language	Following Two-Step Directions	35
37	Responding to Language	Identifying Functional Nouns	11
38	Responding to Language	Recognizing Familiar People	11
39	Responding to Language	Identifying Functional Verbs	37
40	Responding to Language	Identifying Functional Items in a Book or Manual	37
41	Responding to Language	Grouping Items by Name	37
42	Responding to Language	Identifying Emotions	37, 39
43	Responding to Language	Understanding Functional Picture Sequencing	37, 39
44	Responding to Language	Understanding an Icon-Based Daily Schedule	37
45	Responding to Language	Identifying the Title and Function of Community Members	37, 38
46	Communicating with Others	Labeling Nouns	11
47	Communicating with Others	Describing Sequenced Activities	46, 43
48	Communicating with Others	Describing the Title and Function of Community Members	45, 46
49	Communicating with Others	Naming People	11, 38, 46
50	Communicating with Others	Labeling Verbs	49, 11, 39
51	Communicating with Others	Describing Functional Items in a Book or Manual	46, 40
52	Communicating with Others	Requesting Using Phrases	17
53	Communicating with Others	Answering Questions About Objects, People, and Activities	37, 38, 39
54	Communicating with Others	Answering Personal Questions	46, 49, 51
55	Communicating with Others	Answering Simple Questions About Future Events	54
56	Communicating with Others	Asking Simple Questions	53
57	Functional Academics-Reading	Recognizing Student's First Name	18, 11
58	Functional Academics-Reading	Matching Words to Pictures	37, 57
59	Functional Academics-Math	Counting Functional Objects	10, 14
60	Functional Academics-Math	Differentiating Between Numbers	20
61	Functional Academics-Math	Understanding Sets of Objects	59
62	Functional Academics-Math	Matching Objects to Numbers	60, 61
63	Functional Academics-Math	Identifying Money	37
64	Functional Academics-Writing	Tracing and Copying Name	21, 57
65	Functional Academics-Writing	Tracing and Copying Words	64
66	Engaging in Diverse Activities	Initiating and Responding to Social Interactions with Others	2, 3
67	Engaging in Diverse Activities	Typing Words	27, 57
68	Engaging in Diverse Activities	Identifying Activity Options	37, 39
69	Engaging in Diverse Activities	Responding to Teacher's Questions Regarding Class Activities	36, 37, 55, 68
70	Engaging in Diverse Activities	Completing a Simple Project	6, 25
71	Engaging in Diverse Activities	Reading a Simple Set of Instructions	58
72	Engaging in Diverse Activities	Assisting an Adult or Peer with a Task	37, 66
73	Engaging in Diverse Activities	Using an Icon-Based Daily Schedule for Transitioning	28, 44

Advanced Lessons

Lesson #	Curriculum Area	Links Lesson Name	Suggested Prerequisite Lessons by Number (Listed in priority order)
79	Embedded Lessons	Using a Quarter Token Board	34
80	Embedded Lessons	Responding to the Nonverbal Behavior of Adults and Others	5, 39
81	Responding to Language	Following Two-Step Directions (Expanded)	36, 39
82	Responding to Language	Building Vocabulary	37
83	Responding to Language	Understanding 4-Part Functional Picture Sequencing	43
84	Responding to Language	Understanding Prepositions in Context	82
85	Responding to Language	Identifying the Order of Items	83
86	Responding to Language	Identifying the Function of Objects	82
87	Responding to Language	Following Multiple-Step Directions	81
88	Responding to Language	Identifying Multiple Functional Items in a Book or Manual	40
89	Responding to Language	Sorting Multiple Items	41
90	Responding to Language	Understanding Gender	38
91	Responding to Language	Understanding Adjectives in Context	82
92	Responding to Language	Using Possessives in Context	38, 82
93	Responding to Language	Identifying Functional Verbs (Expanded)	39
94	Responding to Language	Understanding Sight Words on a Daily Schedule	58
95	Responding to Language	Understanding Verbs in Context	87, 93
96	Communicating with Others	Describing Multiple Functional Items in a Book or Manual	88, 51
97	Communicating with Others	Naming Emotions	42, 50
98	Communicating with Others	Describing the Function of Objects	86
99	Communicating with Others	Naming Gender	90
100	Communicating with Others	Using Adjectives to Describe Size, Shape, and Differences	91, 46
101	Communicating with Others	Using Prepositions to Describe Locations	46, 84
102	Communicating with Others	Describing When Actions Occurred	85
103	Communicating with Others	Describing Prior Activities	102
104	Communicating with Others	Using Various Words and Phrases to Make Requests	46, 52
105	Communicating with Others	Answering Yes/No Questions	46, 49, 53
106	Communicating with Others	Answering Personal Questions (Expanded)	54
107	Communicating with Others	Asking Questions	38, 46, 53, 84
108	Communicating with Others	Describing 4-Part Sequenced Activities Using Pictures	83
109	Communicating with Others	Commenting About Items	46, 52
110	Communicating with Others	Commenting About Actions	103, 49
111	Functional Academics-Reading	Recognizing First and Last Name	57
112	Functional Academics-Reading	Matching Words to Pictures (Expanded)	58
113	Functional Academics-Reading	Reading a Simple Set of Instructions (Expanded)	71, 112
114	Functional Academics-Math	Counting Various Groups of Functional Objects	59
115	Functional Academics-Math	Naming Various Styles of Numbers	60
116	Functional Academics-Math	Counting Various Groups of Functional Objects and Matching to Numbers	62, 114, 115
117	Functional Academics-Math	Understanding the Value of Money	61, 63, 52, 46, 116
118	Functional Academics-Math	Telling Time	61, 46, 60
119	Functional Academics-Writing	Writing from Dictation	58, 65
120	Functional Academics-Writing	Writing a Note	37, 39, 119
121	Engaging in Diverse Activities	Initiating and Responding to Social Interactions with Others (Expanded)	66, 106, 107
122	Engaging in Diverse Activities	Simulating Steps of Community Routines	4, 5, 12
123	Engaging in Diverse Activities	Riding on a Public Bus	35
124	Engaging in Diverse Activities	Following a Simple Map	23
125	Engaging in Diverse Activities	Completing a Multiple-Step Project	4, 5, 25
126	Engaging in Diverse Activities	Understanding Social Rules	82, 97
127	Engaging in Diverse Activities	Demonstrating Appropriate Social Behaviors	82, 126
128	Engaging in Diverse Activities	Following Multiple-Step Directions (Expanded)	87
129	Engaging in Diverse Activities	Using a Sight Word Daily Schedule	73, 94
130	Engaging in Diverse Activities	Creating a Student-Developed Schedule	129, 119, 85
131	Engaging in Diverse Activities	Video Modeling	12, 25
132	Engaging in Diverse Activities	Social Scripts	12, 25

Traditional Lessons

Lesson #	Curriculum Area	Links Lesson Name	Suggested Prerequisite Lessons by Number (Listed in priority order)
136	Embedded Lessons	Using a Social Reinforcement System to Acquire Skills	79, 127
137	Responding to Language	Identifying the Functions of Objects (Expanded)	82, 86
138	Responding to Language	Understanding the Sequence of Events	83
139	Responding to Language	Understanding Environmental Cues in an Instructional Setting	137, 138
140	Responding to Language	Understanding Environmental Cues in Context	139
141	Responding to Language	Understanding Unexpected Events In Context	140
142	Responding to Language	Understanding a Traditional Written Weekly Schedule	94, 129
143	Responding to Language	Following Complex Directions	46, 87
144	Communicating with Others	Using Various Words and Phrases to Make Requests (Expanded)	82, 104
145	Communicating with Others	Communicating in Response to Environmental Cues in an Instructional Setting	139, 144
146	Communicating with Others	Communicating in Response to an Environmental Cue in Context	145
147	Engaging in Diverse Activities	Simulating Steps of Community Routines (Expanded)	122
148	Engaging in Diverse Activities	Demonstrating Appropriate Social Behaviors (Expanded)	127
149	Engaging in Diverse Activities	Interacting with Others in a Variety of Contexts	121, 106, 107
150	Engaging in Diverse Activities	Participating in a Simulated IEP Meeting	148, 146, 144
151	Engaging in Diverse Activities	Solving Problems	141
152	Engaging in Diverse Activities	Demonstrating Positive Behavior During Unexpected Events	126, 39
153	Engaging in Diverse Activities	Using a Traditional Written Weekly Schedule	129, 142
154	Engaging in Diverse Activities	Creating a Student-Developed Traditional Written Weekly Schedule	130, 142, 153, 120