

Instructional Strategies: Discrete Trial

1. Complete the Student Learning Profile (SLP) assessment to determine the skills to teach across all curriculum areas. The assessment will identify lessons to teach using the three strategies of discrete trial, pivotal response training and functional routines. Remember that it is not necessary to explicitly “test” each assessment item. You may also complete the assessment based on observations around the school and classroom. The point of the assessment, initially, is to guide the selection of appropriate lessons. Use the Program Guide to track lessons. The following is an example of the SLP assessment for three receptive language skills at Level 1 that are taught using the discrete trial teaching strategy.

Assessment

★ Level 1

Receptive Language [DT]

Criteria is 4/5 times without a prompt.

Lesson	Cue	Correct Response	Student Response (Date: 5/22/15)	Student Response (Date: / /)	Student Response (Date: / /)	Notes
1. Come Here	"Name, come here."	Areas in class, student comes to teacher from ___ feet away.	0-2 3-6 7-10	0-2 3-6 7-10	0-2 3-6 7-10	
		In hallway, student comes to teacher from ___ feet away.	0-2 3-6 7-10	0-2 3-6 7-10	0-2 3-6 7-10	
		Outside, student comes to teacher from ___ feet away.	0-2 3-6 7-10	0-2 3-6 7-10	0-2 3-6 7-10	
2. Attending*	"Sit down."	Student sits down.	No Yes G	No Yes G	No Yes G	
	"Hands down."	Student puts hands down.	No Yes G	No Yes G	No Yes G	
	"Look at me."	Student looks at teacher.	No Yes G	No Yes G	No Yes G	
	"Stand up."	Student stands up.	No Yes G	No Yes G	No Yes G	
3. Receptive Actions on a Walk	"Walk with me."	Student walks beside teacher (without holding hands).	No Yes G	No Yes G	No Yes G	
	"Stop."	Student stops.	No Yes G	No Yes G	No Yes G	
	"Wait."	Student waits (while standing).	No Yes G	No Yes G	No Yes G	
	"Sit down."	Student sits down.	No Yes G	No Yes G	No Yes G	
	"Stand up."	Student stands up from sitting.	No Yes G	No Yes G	No Yes G	
	"Jump."	Student jumps.	No Yes G	No Yes G	No Yes G	

2. Based upon the results of that assessment, identify appropriate lessons for instruction. The number of discrete trial lessons you select for each student depends on the level – suggested numbers of lessons can be found in the front of the Student Learning Profile.

Lesson 6: Nonverbal Imitation—Object

Objective: Student will imitate 5 object actions when given the verbal cue “Do this,” with 3/3 correct responses on the newest action learned and 3/3 correct responses on the set of previously learned object actions when randomly presented for 2 consecutive days.

Prerequisite: None.

RECOMMENDED ITEMS TO TEACH

Object actions to imitate: 1. Ring bell; 2. Push car; 3. Stack blocks (2); 4. Shake; 5. Bounce ball

Cue	Correct Response	Consequence/Pause	Criteria
<ol style="list-style-type: none"> 1 Teach the first nonverbal object imitation. Start at Step 1 of DT Introduction Procedure A. Teacher models an action with an object or toy, says, “Do this,” and labels the action. For example: A bell is in front of the student on a table. Teacher says, “Do this.” 	<p>Student imitates appropriate object imitation action.</p>	<p>For a correct response:</p> <ul style="list-style-type: none"> One-for-one tangible, highly preferred reinforcer <p>and</p> <ul style="list-style-type: none"> one-for-one social reinforcement. <p>Pause: Student enjoys</p>	<p>3/3 correct responses.</p> <p>Repeat this step until criteria are met.</p>

3. Gather and organize necessary materials. There are a few different ways to do this, including binders, bins, drawers, etc. Regardless of the organization system, it should include the following components:
 - a. Lesson plans
 - b. Data sheets for each lesson (helpful tip: place directly inside the lesson plan folder)
 - c. Lesson materials (either cards, physical objects, or worksheets, depending on the lesson)
 - d. Reinforcers (and a token system if appropriate)



4. Follow the STAR DT procedures:
 - a. Correct response procedure
 - b. Introduction procedures (either procedure A or procedure B, depending on lesson)
 - c. Error correction procedure
 - d. Reinforced Learning Trials procedure
5. Collect data.

Date	Steps or Items	Responses							
5/14/15	Ball	+	+	+					
	Ball w/D	+	Ø	+	+				
5/15/15	Ball w/D	+	Ø	+	+	+			
	Cup	+	+	+					
5/18/15	Cup	+	+	+					

6. Teach each selected DT lesson every day if possible. It is recommended that students have two 20-minute DT instructional sessions every day.

7. Generalize skills across the natural environment in Functional Routines, Pivotal Response Training, and all day long!