Discrete Trial Training (DT)

Contents

LINKS™
CURRICULUM

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.

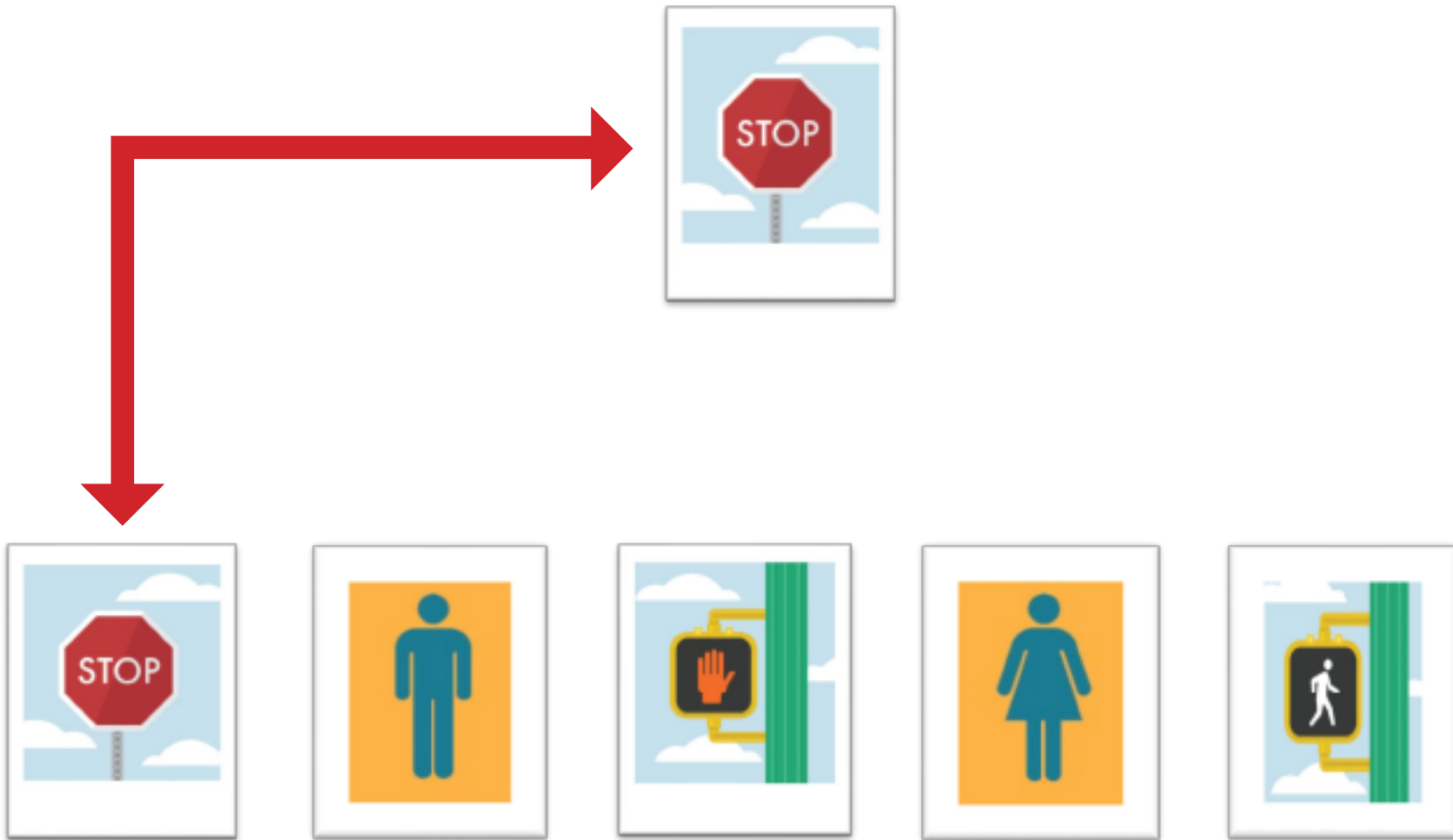| Step	Presentation of New Concepts	Evaluation Criteria
1	Present the "first concept/skill" only.	3/3 correct responses
2	Present the "second concept/skill" only.	3/3 correct responses
3	Randomly present the "first and second" concepts/skills.	3/3 correct responses on both the first and second items 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)

Cue: Match "x"
Student scans and matches to the object at the top

+	**Correct Response** • Provide immediate reinforcement
Ø	**Error Correction** • 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)
Ø Ø Ø	**Reinforced Learning Trials** • 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
Prompt Levels	**Gestural, Visual, and Verbal Prompt (GP)** • Gesture or provide an additional visual or verbal prompt **Intermittent Physical Prompt (IPP)** • A physical prompt where the student does some part of the response by themselves **Continuous Physical Prompt (CP)** • Full physical prompting throughout the response