Discrete Trial Training (DT)

Contents

Portions of the information in this handout were taken from the STAR Program Manual, published by Pro-Ed, Austin, TX (Arick, Loos, Falco, and Krug, 2004, 2015) and should not be copied without the authors' permission. This handout is to be accompanied with a live training from STAR Autism Support. It is not intended to be a stand-alone document.

Procedure A: To introduce items that can be displayed simultaneously, such as objects or pictures.

Step	Item(s)	Presentation	Criteria
1	1st item	Alone	3/3 correct responses
2	1st item with D	Vary the positions	3/3
3	2nd item	Alone	3/3
4	2nd item with D	Vary the positions	3/3
5	1st and 2nd items	Randomly request items; vary the positions	3/3 on both 1st and 2nd items for 2 consecutive days
6	3rd item	Alone	3/3
7	3rd item with D	Vary the positions	3/3
8	1st, 2nd, and 3rd items	Randomly request items; vary the positions	3/3 on newest item (3rd item) and 3/3 on previously learned set of items (1st and 2nd items) for 2 consecutive days
9	Introduce new items sequentially, following the procedures shown in Steps 6, 7, and 8.	See Steps 6, 7, and 8; up to a field of 5 items	See Steps 6, 7, and 8

D = Distractor: Cannot be the correct response or an item currently being taught and should be of low interest to the student. The distractor should be an object if the lesson uses objects and a photo if the lesson uses photos.

Procedure B: To introduce items that cannot be displayed simultaneously, such as gross motor imitation or rote counting.

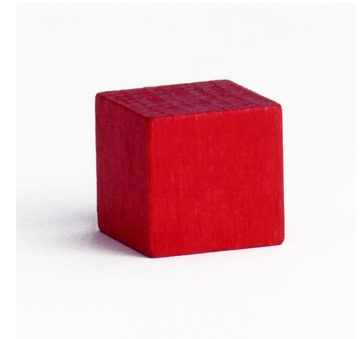| Step	Item(s)	Presentation	Criteria
1	1st item	Alone	3/3 correct responses
2	2nd item	Alone	3/3
3	1st and 2nd item	Randomly presented	3/3 on both 1st and 2nd item for 2 consecutive days
4	3rd item	Alone	3/3
5	1st, 2nd, and 3rd item	Randomly presented	3/3 on newest item (3rd item) and 3/3 on previously learned set of items (1st and 2nd items) for 2 consecutive days
6	Introduce new items sequentially, following the procedures shown in Steps 4 and 5	See Steps 4 and 5; up to a field of 5 items	See Steps 4 and 5

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

+	**Correct Response** ★ Provide immediate reinforcement ★ Following a correct response, move items.
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 appropriate prompt level to ensure a correct response and reinforce prompted response with tangible or token (indicate RLT and prompt levels on data sheet) ★ After 3 correct responses, move to a lesser prompt level ★ Continue changing prompt level to a lesser prompt until student is able to perform skill independently ★ Return to general correct response/error correction procedure
Prompt Levels	**Touch Prompt (TP)** ★ Touching lightly to initiate or change the direction of response **Partial Physical Prompt (PP)** ★ More than a touch, but not a full physical prompt; the student does some part of the response by themselves **Full Physical Prompt (FP)** ★ Full physical prompting throughout the response