Important techniques for teaching new skills: Introduction to Discrete Trial Instruction for the Home

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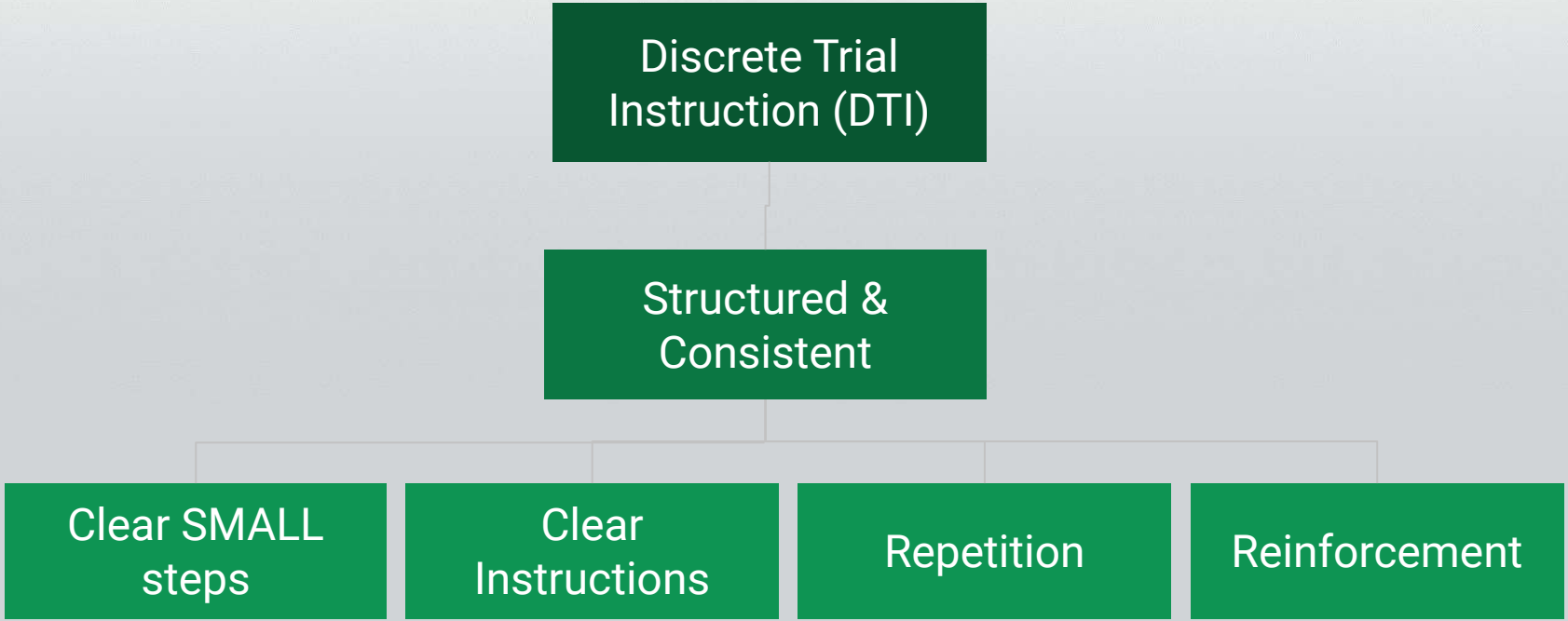
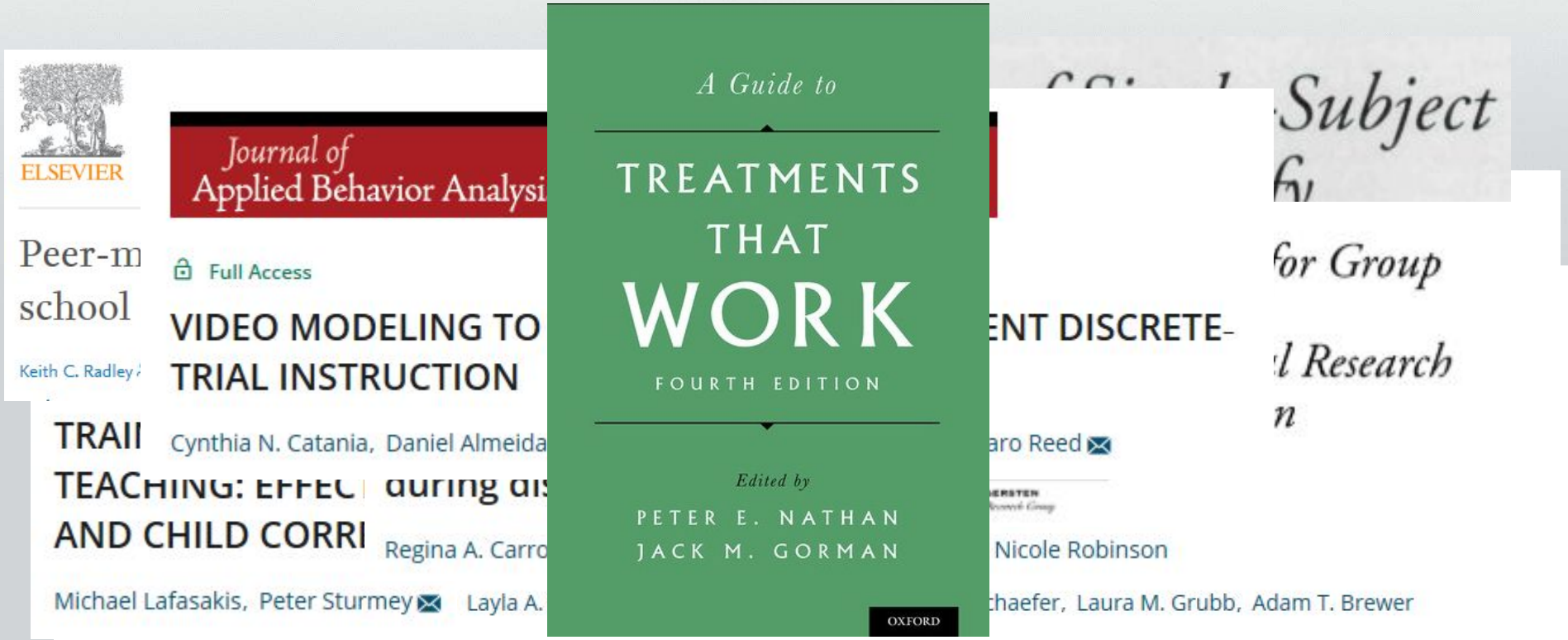
Why are you here?

Intensive Intervention

- Our learners are CAPABLE
- What do we know?
- Involves everyone

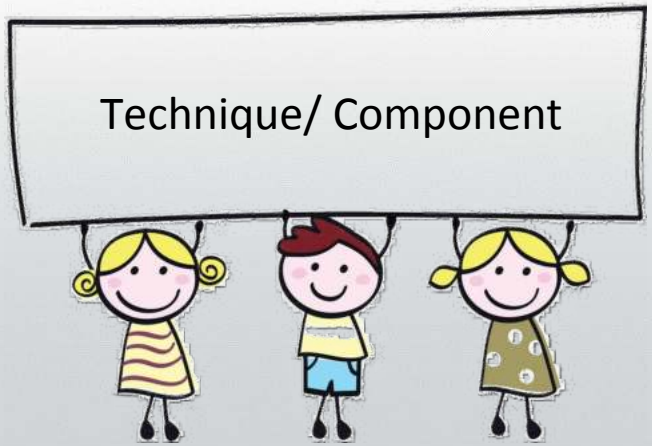

Discrete Trial Instruction (DTI)
Structured & Consistent
Clear SMALL steps
Clear Instructions
Repetition
Reinforcement

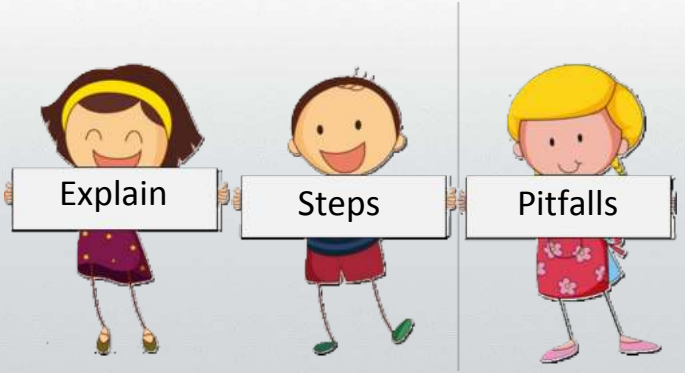
Does DTI Work?

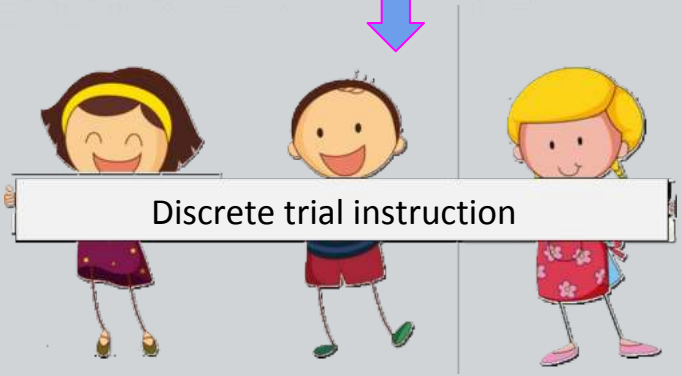


Discrete Trial Instruction

- What do I teach them?
- What can I do to make sure they learn it correctly?
- What do I do after they respond?
- What does it look like when I sit down and practice with them?

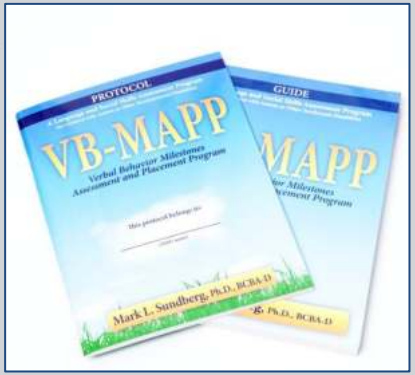

Technique/ Component


Explain
Steps
Pitfalls


Discrete trial instruction

Skill Deficit

- Collaboration
  - BCBA, Teacher, Speech Therapist
    - What are the specific targets?
    - What instruction are they using?
- Do not have a team (yet)



Identify Skills

- Important First Step for DTI
- Pick specific skills for DTI
  - Clear beginning and end
  - Small Steps

Meet our Learner

- What is an important goal?
- What skills does he have?

➔ Select next skill to teach.

➔ Select targets.

Selecting Skills- Pitfalls

- Do not continue to work on the same skill without progress
- Do they have skills they need?
  - *Walk before you can run*
- Is this skill important to help me with my goal?

Picking the Skill

- What *do* they know?
- What do they *need* to know?
- Is this a good skill to use for DTI?

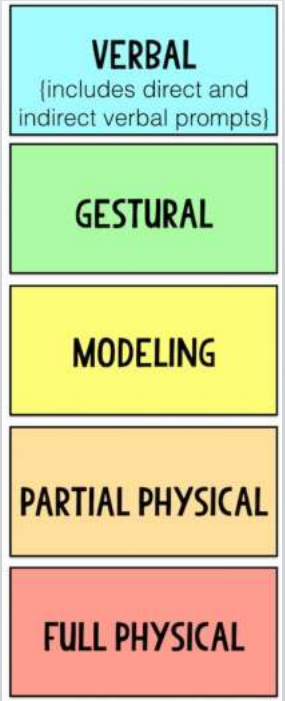
Test it out!

Teaching Skills

- **Errorless Learning**
  - New skills
  - Prompt at the same time as or just after the instruction
  - Decrease or eliminate errors
  - Fade prompts as quickly as possible

Teaching Skills

- **Prompting-** cues given to increase likelihood of a correct response occurring

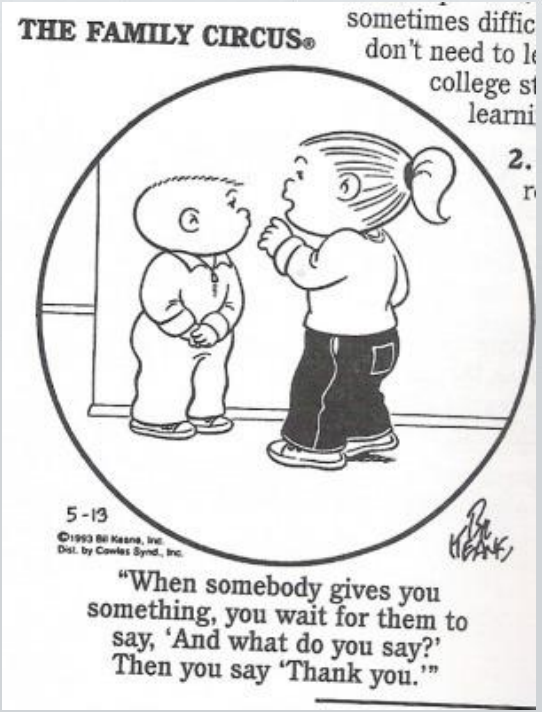


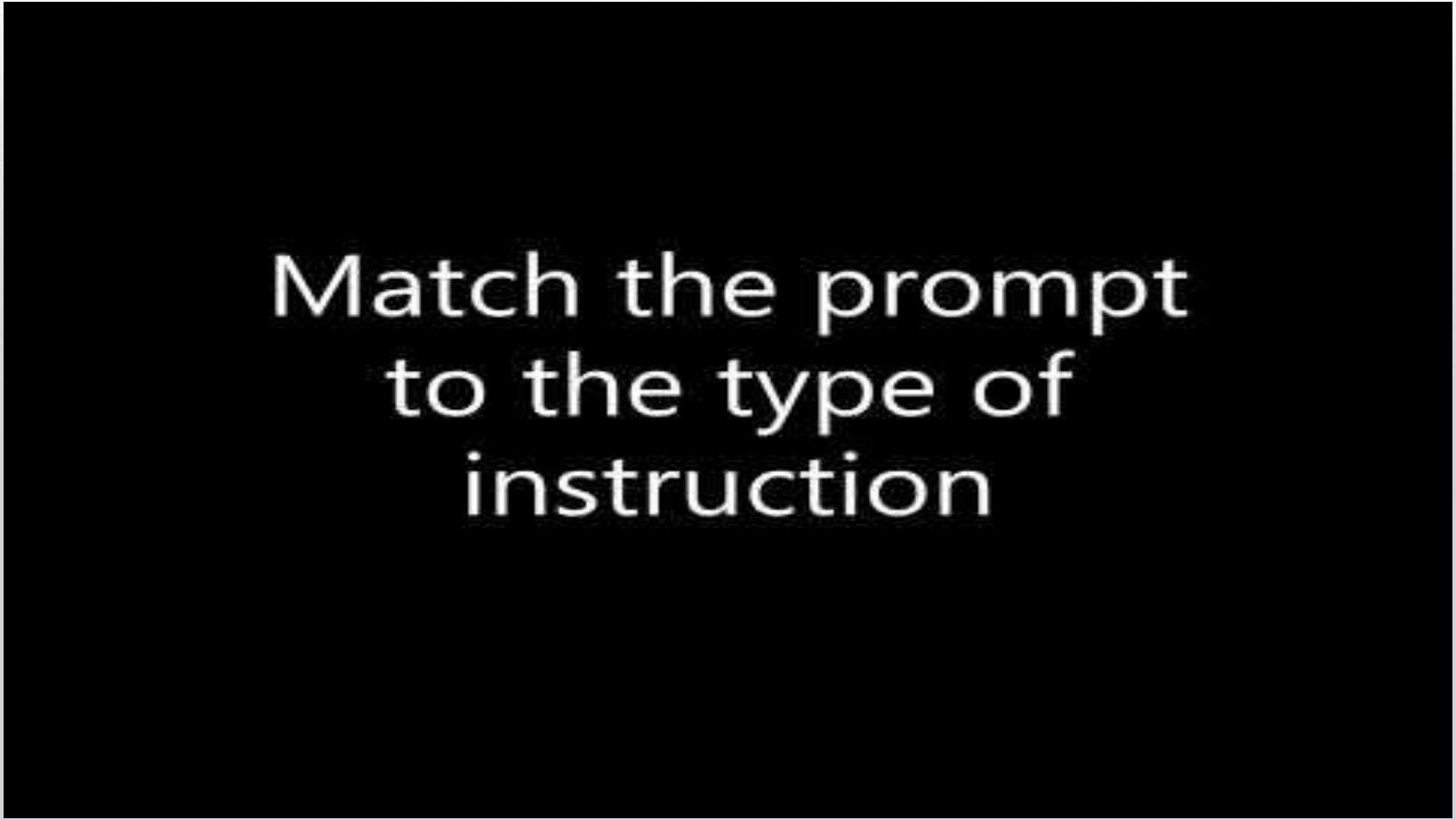
Teaching Skills- Pitfalls

Prompt dependency

Inadvertent prompting

Prompting still produces errors




Match the prompt
to the type of
instruction

Reinforce Skills

- A **positive reinforcer** is a stimulus that, when presented immediately following a behavior, causes the behavior to be strengthened (more likely to reoccur).
  - Edible, sensory, tangible, activity, & social

- Why is this important?

- Is there a way to reinforce correctly?

Reinforcing Correctly

"WOW! Awesome job picking nose!"

- Must be motivated
- Must be immediate
- Pair with social attention
- Remove before starting the next trial

Reinforce Skills-Pitfalls

- Do not assume something is a reinforcer
  - Is the response increasing?
  - May change frequently
- Did you deliver the reinforcer immediately?
  - What was the response you reinforced?
- How much/how long?
  - Use a variety of reinforcers

Give them choices

Practice Skills

- Frequent and repeated learning opportunities
- Multiple trials provides more opportunities to contact the teaching procedures and reinforcement that results in learning

Practice Skills

- Location
- Prepare materials
- Know the instruction, targets, and prompt to use
- Attending
- Trial: Instruction, prompting, & reinforcement
- Collect data

Instruction:
"Do this" + Modeling the skill

Prompt: *partial physical*

Trial	Target	+ / -
1	Clap hands	-
2	Wave	-
3	Stomp feet	+
4	Wave	+
5	Clap hands	-
6	Stomp feet	+
7	Clap hands	
8	Stomp feet	
9	Wave	
10	Stomp feet	
11	Wave	
12	Clap hands	

Practice Skills- Pitfalls

- Common Errors with DTI
  - Unclear instructions
  - Wrong instruction
  - Teaching one target at a time

Practice

Instructions:

- Pair up and pick roles: (1 learner & 1 teacher)
- Select a skill: Pick motor imitation skill
- Provide prompt when incorrect
- Reinforce appropriate responses

Ask questions as we walk around

References

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Thank you!

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