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
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?

Can they do it by themselves?

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

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

“WOW! Awesome job picking nose!”
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

<table>
<thead>
<tr>
<th>Trial</th>
<th>Target</th>
<th>+/-</th>
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<tbody>
<tr>
<td>1</td>
<td>Clap hands</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Wave</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Stomp feet</td>
<td>+</td>
</tr>
<tr>
<td>4</td>
<td>Wave</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>Clap hands</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Stomp feet</td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>Clap hands</td>
<td></td>
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<tr>
<td>8</td>
<td>Stomp feet</td>
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<tr>
<td>9</td>
<td>Wave</td>
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<tr>
<td>10</td>
<td>Stomp feet</td>
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<tr>
<td>11</td>
<td>Wave</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Clap hands</td>
<td></td>
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</tbody>
</table>

Instruction: "Do this" + Modeling the skill

Prompt: _partial physical_
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


Thank you!

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