

Research-Based Practice: Discrete Trial Training (DTT)

Reference:

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- Cohen, H., Amerine-Dickens, M., & Smith, T. (2006). Early intensive behavioral treatment: Replication of the UCLA model in a community setting. *Journal of Developmental and Behavioral Pediatrics*, 27(2), 145-155.
- Eikeseth, S., Smith, T., Jar, E., & Eldevik, S. (2002). Intensive behavioral treatment at school for 4-7 year-old children with autism. *Behavior Modification*, 26(1), 49-68.
- Taubman, M., Brierley, S., Wishner, J., Baker, D., McEachin, J., & Leaf, R. B. (2001). The effectiveness of a group discrete trial instructional approach for preschoolers with developmental disabilities. *Research in Developmental Disabilities*, 22(3), 205-219.

***original research on DTT**

Description: An instructional method for ensuring successful student responses using the following A-B-C teaching method:

1. Antecedent: Provide a cue for the student to respond (e.g. ask a question, make a comment, give a direction, use a signal or gesture, show a visual)
2. Prompt (if necessary): If the student is unable to respond appropriately use prompting/fading procedures to ensure a correct response (most-to-least or least-to-most prompting)
3. Behavior: The student performs the expected the response. Be sure to include a variety of options for acceptable responses as opposed to a very specific response when appropriate. For example, while there is only one correct response for 5x5, there is more than one appropriate response for the question, “What color is an apple?”
4. Consequence: If the students answers correctly, deliver positive reinforcement. If the student does not respond correctly, use error correction procedures.