Tip Sheet for Professionals

DISCRETE TRIAL TRAINING …

- Is a focused evidence-based practice for children and youth on the spectrum from 0-22 years old that can be implemented in multiple settings.
- Consists of an adult breaking behavior down into separate (discrete) steps that have a clear beginning, middle, and end.



WHY USE WITH LEARNERS ON THE SPECTRUM?

- DTT breaks skills into clear steps that can be carefully taught through repeated trials.
- The consistent and predictable delivery of DTT creates a structured learning environment.

TIPS:

- Break skills down into teachable steps, using a task analysis. Complete the task yourself or have someone else complete and write down each step.
- Select reinforcers that are appropriate for the individual learner and the target skill. Reinforcers increase the likelihood that the learner will use the skill again in the future.
- Design a system for collecting data before using DTT.

INSTRUCTIONAL OUTCOMES:

The evidence-base for Discrete Trial Training supports its use to address the following outcomes, according to age range, in the table below:

Age	Academic	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Play	School Readiness	Social	Vocational
0-2						Yes			Yes	
3-5	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes
12-14					Yes				Yes	
15-18	Yes				Yes				Yes	
19-22					Yes				Yes	

STEPS FOR IMPLEMENTING:

1. **PLAN**
   - Refine target objective to state the desired antecedent, behavior, and criterion for mastery.
   - Complete a task analysis to break the skill into teachable steps
   - Design data collection system
   - Select reinforcers
   - Prepare DTT lesson

2. **USE**
   - Deliver trials
   - Conduct massed trial teaching
   - Conduct discrimination training

3. **MONITOR**
   - Collect and analyze data on target behaviors
   - Determine next steps
   - Review mastered programs.



Discrete Trial Training
DTT

This sheet was designed as a supplemental resource to provide basic information about Discrete Trial Training for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.