# Discrete Trial Training (DTT) Implementation Checklist

This checklist can be used to document the fidelity of implementation of discrete trial training during observation. It includes each step of the process of DTT which can be marked to indicate to what extent the step was implemented.

Date:      Practitioner Observed:

Location:      Observer’s Initials:

Place a check mark in the corresponding scoring box for each step.  
Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable

| **Step** | **Score of 2** | **Score of 1** | **Score of 0** | **NA** |
| --- | --- | --- | --- | --- |
| **Step 1 Deciding What to Teach:** Decide which of the learner’s goals or objectives will be taught using a DTT approach. |  |  |  |  |
| Step 1b: Discuss the planned objectives and use of DTT with other team members, including family members. |  |  |  |  |
| Step 1c:Revise or update the objective if needed. |  |  |  |  |
| **Step 2 Breaking the Skill Down into Teachable Steps**:Complete a task analysis of the target skills. |  |  |  |  |
| Step 2b:List the all the steps sequentially and clearly in such a way that any team member can complete the trials if necessary. |  |  |  |  |
| **Step 3 Setting up the Data Collection System:** Select data sheets specific to the target skills being taught. |  |  |  |  |
| **Step 4 Designating Location(s):** Select locations suitable and available for DTT. |  |  |  |  |
| **Step 5 Gathering Materials:** Locate and gather materials to be used during DTT. |  |  |  |  |
| **Step 6 Delivering the Trials:** Transition with the learner to the selected location. |  |  |  |  |
| Step 6b: Obtain the learner’s attention and, together, select the reinforcers. |  |  |  |  |
| Step 6c: Provide the stimulus, cue or instruction and wait for a response. |  |  |  |  |
| Step 6d: If the learner responds correctly, provide reinforcement, and mark the trial as correct. |  |  |  |  |
| Step 6e: If the learner does not respond or responds incorrectly, do one of the following:   1. provide corrective feedback and begin the trial again with presenting the cue 2. prompt the learner to respond correctly, reinforce, and record the result of the prompted trial 3. provide another trial, with reduced or no prompting, reinforce and record result |  |  |  |  |
| Step 6f: Immediately repeat the same instruction in the same way as previous trial for a predetermined number of trials; reinforcing, correcting, prompting, and recording responses for each trial. |  |  |  |  |
| Step 6g: When a new skill is introduced through DTT, reinforce every appropriate response with both social and tangible reinforcement. |  |  |  |  |
| **Step 7 Massed Trial Teaching:** Begin the teaching session with a maintenance trial (demonstration of a skill already mastered) and record the result. |  |  |  |  |
| Step 7b: Present the teaching trial if the learner is successful with the maintenance trial. |  |  |  |  |
| Step 7c: If the learner responds correctly on the first teaching trial, repeat the teaching step several more times and record the results. |  |  |  |  |
| Step 7d: Present a more difficult level if the learner reaches mastery criterion for the step (e.g., 90% success for three consecutive teaching sessions). |  |  |  |  |
| Step 7e: If the learner is successful, repeat steps 7c and 7d until mastery is accomplished. |  |  |  |  |
| Step 7f: If the learner is unsuccessful, repeat the trial adding an increased level of assistance to assure the learner successfully performs the skill and is reinforced. |  |  |  |  |
| Step 7g: Repeat the step, continuing to add the necessary prompts, 3-5 more times. |  |  |  |  |
| Step 7h: If the learner is consistently successful, repeat the trial several more times without a prompt. |  |  |  |  |
| Step 7i: If the learner continues to be unsuccessful with unprompted trials, add the prompt again for several more successful trials before ending teaching sessions for the day. |  |  |  |  |
| Step 7j: Review mastered steps (maintenance trials) 1-2 times during each session and teach new steps following the massed trials format until all steps of the skill have been mastered. |  |  |  |  |
| **Step 8 Conducting Discrimination Training:** Present the new stimulus to the learner, provide the cue or instruction, prompt the target behavior, and reinforce. |  |  |  |  |
| Step 8b: Systematically fade prompts until the learner independently and consistently performs the skill with the one stimulus object. |  |  |  |  |
| Step 8c: Present the target stimulus as usual, but also present a distractor (another stimulus); give the cue or instruction; elicit the behavior; reinforce. |  |  |  |  |
| Step 8d: Repeat 8c with a different distractor. Once the learner performs correctly, use all three stimuli for the trials. |  |  |  |  |
| Step 8e: Generalize the skill or concept by teaching discrimination of multiple stimuli. |  |  |  |  |
| Step 8f: Generalize the skill or concept by teaching the skill applied to multiple situations. |  |  |  |  |
| **Step 9 Review and Modify:** Continuously review the learner’s progress and modify the program to reflect the progress the learner has made by changing steps (either to higher or lower levels) as needed. |  |  |  |  |
| Step 9b: Review mastered programs/skills and continue to teach them as maintenance trials. |  |  |  |  |
| Step 9c: Explicitly target maintenance trials for generalization by practicing trials in other settings. |  |  |  |  |
| Step 9d: Explicitly target maintenance trials for generalization by practicing trials with other adults. |  |  |  |  |
| Step 9e: Explicitly target maintenance trials for generalization by practicing trials with different reinforcers. |  |  |  |  |
| Step 9f: Explicitly target maintenance trials for generalization by practicing trials with different cues or stimuli. |  |  |  |  |
| Step 9g: Team meets regularly to report on the learner’s progress and to identify potential changes to the learner’s program. |  |  |  |  |