

PSYC 587

Discrete Trial Training Competency

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DDT Trial Training Competency

PURPOSE

The purpose of this competency was to use Discrete Trial Training (DTT) to teach my 5 years old client to learn how to respond to command correctly. DTT is a fast-paced and repetitive instruction, which consists of a discriminative stimulus, a response and a consequence. DTT is a commonly used strategy to teach new skills to individuals. The client can only copy what individuals say rather than giving the relative response and has escape behavior (cry for 5 seconds or longer) when the given command prompt more than three times. Instruction responsive skill is one of the most significant abilities to help individuals accept new skills and assist with everyday social interaction with caregivers. Individuals who can not understand instruction might restrain their further skill acquisition and daily communication. The treatment breaks into three stages that the client will 1) understand what is an instruction instead of feeling less measurable scared, 2) can respond to the command, 3) learn more complicated instructions. decreasing challenge behavior

METHOD

Participant and Setting

The client used for this competency is a 5 years old boy who has participated in applied behavior analysis(ABA) services in another therapy center for 3 months. He has a diagnosis of ASD. He

has severe aversive behavior when he was receiving service in another ABA center, so his caregivers decide to try the ABA service of BrainCo. LLC, in Hangzhou, China. His family speaks Mandarin in the home. Both baseline and intervention sessions occurred in BrainCo.LLC clinical training room. He had a previous DDT training of object identification, but he was **pale, crying, escape...**, those objective description anxious about the given instructions, such as “say” or “point” because he did not understand the meaning of those commands. The room contained a wall cabinet(toys inside), a small table and chairs, a whiteboard with a few magnets. Sessions occurred every morning from 9 am to 12 pm within ABA intervention sessions.

Dependent Variable

The target behavior of interest in this competency was an independent listener reaction of a command (“Point to ...”) from three familiar object cards.

Data Collection

Data was collected trial by trial. BrainCo, LLC utilizes a pen and designed table to mark down correct, incorrect and prompt level of each trial. The total percentage of correct responses was calculated for each session. The correct response is defined as using a finger to point to the relative card. At least ten trials will be recorded in each session.

Procedure

Baseline. Baseline data was collected in the first two sessions. The accuracy of that the client response to an instructive command (e.g., “Say (name)” or “Point to (object)”) in daily routines or structured teaching segments is very low (an average of 8% accuracy in responding to “point to (cards)”). During baseline, no prompt, or feedback was provided

to the client; the technician provided verbal positive and neutral feedback(e.g., “Thanks” or “Try again”) based on the child’s response (e.g., correct or incorrect response).

Intervention-focused on individualization of the SD, target, stimuli, and response required

Treatment involved teaching the client how to respond to an instruction “point to (card)” in a field of three in structured, yet motivating teaching segments. The program assessor picked 3 picture cards (i.e., apple, ship) from the card pool that the client was master in the former DTT (100% accuracy in identifying 10 objects); the client’s preference was also considered when choosing the cards (he smiled or tried to grab the favorite cards). The purpose to use these cards that he can independently identify is to let the client understand the meaning of a command (“Point to (object)”) and minimize his stress of identifying unfamiliar cards.

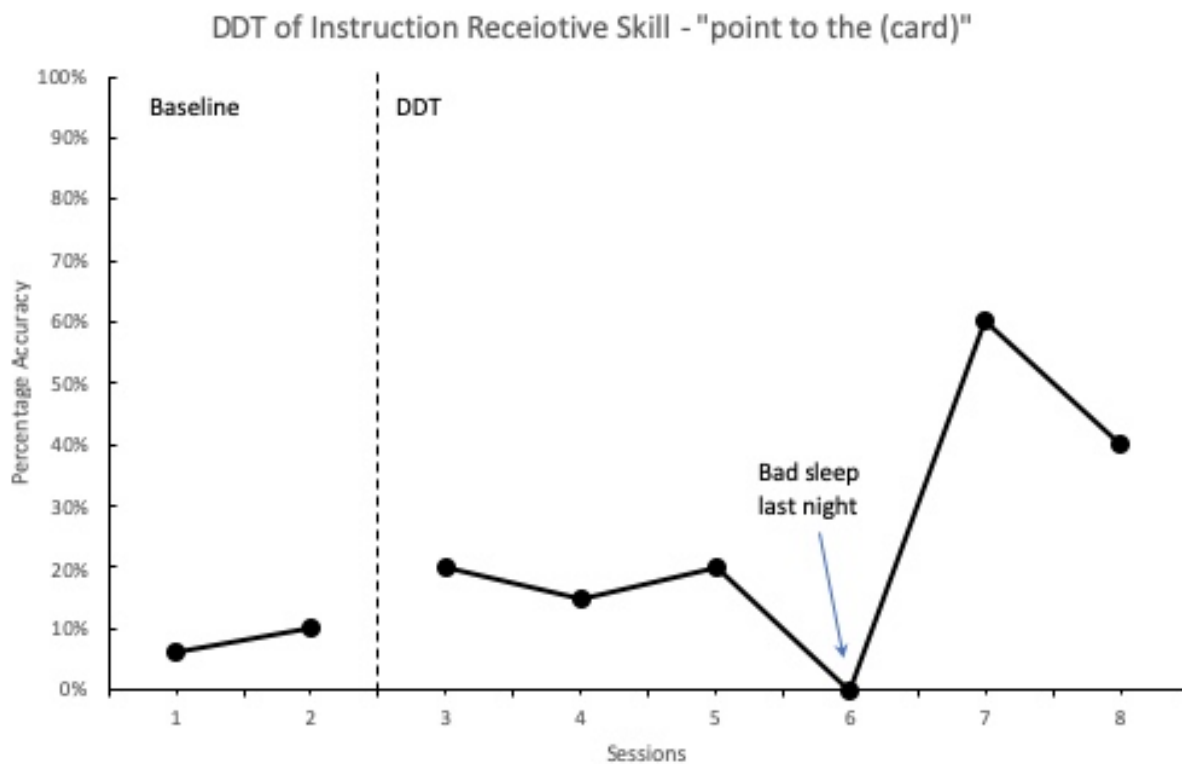
The instructor first presented three cards on the table(i.e., airplane, apple, ship); the cards are shuffled. Then, the instructor gave the command (“Point to the apple.”), and provide a token as reinforcement after he had correct behavior. The order of cards would be rotated after each trial.

RESULT AND DISCUSSION

At the end of the eighth DDT training, the client was able to get 40% correct responses when the instructor gave the command “Point to the (card)”. The accuracy response has a significantly increased tendency (except for the day without a good sleep last night). At the same time, his challenge behavior of “escape” also decreased. We will not increase any difficulty, and remain

what we are working on right on. After he masters on this “point to” training, the client will learn the new command —“say (words)”.

This competency focused on the individualization of the use of Discrete Trial Teaching to teach a foundational concept (instruction responsive skills) to a child with ASD. The skill is socially significant, which will lead to an increase in daily communication with his family members, and attenuate his anxiety.



Reference

Amy Fuller, Brief Sample of PSYC 587