



# DISCRETE TRIAL AND ERROR CORRECTION PROCEDURES

A GUIDE TO IMPLEMENTING ABA TEACHING PROCEDURES

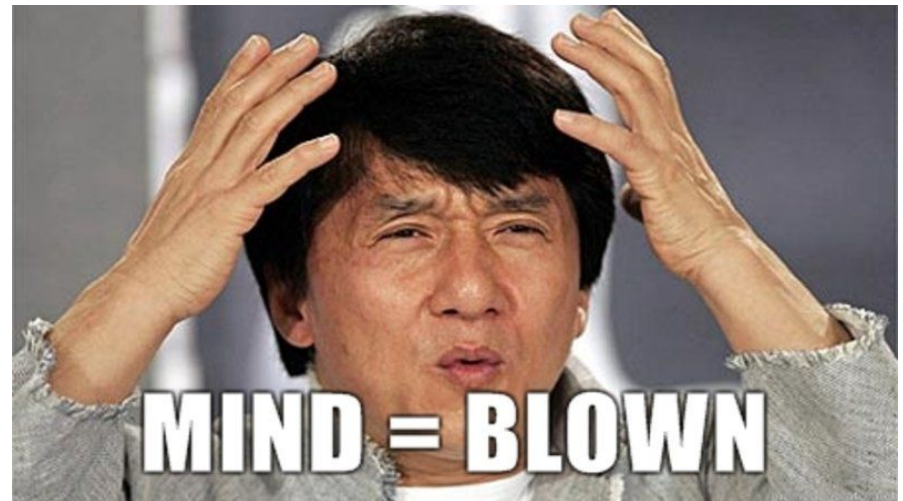


# BASICS OF DTT AND ERROR CORRECTION PROCEDURE

- Review of 3 Components of DTT
- Review of 4 Steps of Error Correction
- Importance of Fading Prompts
- Prompting Hierarchy

# THE SD

- Discriminative Stimulus
- Natural Environment Examples
- Not Always Vocal
- 2 Key aspects of SD Delivery



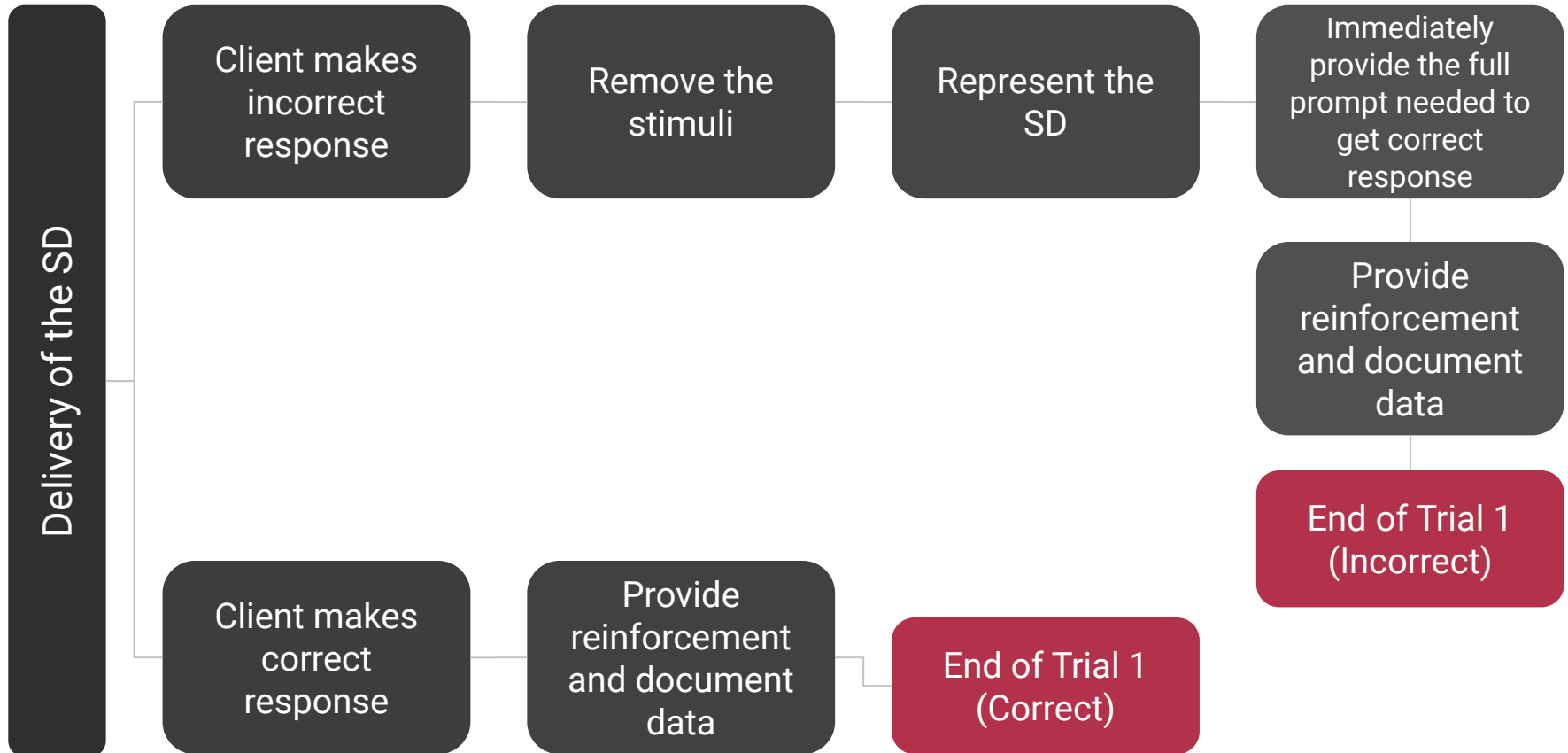
# Error Correction Procedures

## What is it?

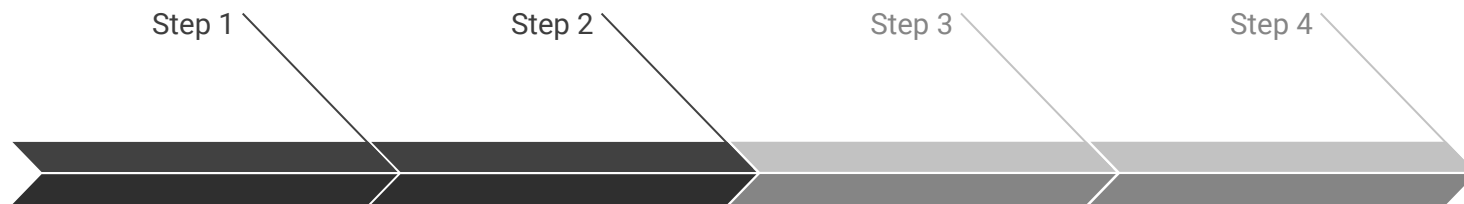
- Error correction procedures simply put are a written procedure for us RBTs on how to correct an error or mistake a child makes while running programs



# One Error Correction Trial



# Error Correction Procedure



## **Error Correction Trial**

Complete a trial as outlined on the previous slide.

## **Represent a New Trial**

Re-present the instruction with a less intrusive prompt than the error correction trial

## **Distractor Trial**

Insert a trial of a mastered or high-probability task to provide reinforcement

## **Re-present Initial SD**

Run a trial of the initial SD from the error correction trial with no prompting

# Transfer Trial



- This is run after a trial is completed! It helps our clients learn how to respond correctly.

Example:

RBT: what is your name

Client: no response

RBT: Your name is Chase, so what is your name?

Client: Chase

RBT: YES! (provides reinforcement)

# Prompting Hierarchy

- In our practice we often reference the prompting hierarchy when we think of correcting errors a client makes.
- Often, we will attempt to correct a mistake with least to most prompting, however sometimes it may be more appropriate to do most to least. Can you think of why that may be?







## Prompting Hierarchy

Natural Cue/Independence

Visual Prompt

Verbal Prompt

Gestural Prompt

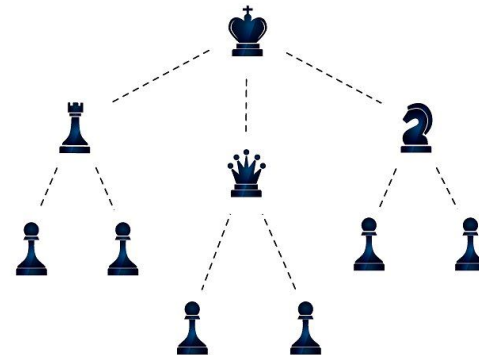
Modeling

Partial Physical Prompt

Full Physical Prompt

# PROMPTING AND PROMPT HIERARCHY

- Purpose of Prompting
- Importance of Fading Prompts
  - Promotes independence
  - Prevents prompt dependence
- Prompting Hierarchy
  - Dependent on program, client
  - Reach out to BCBA with questions



# INADVERTENT PROMPTING

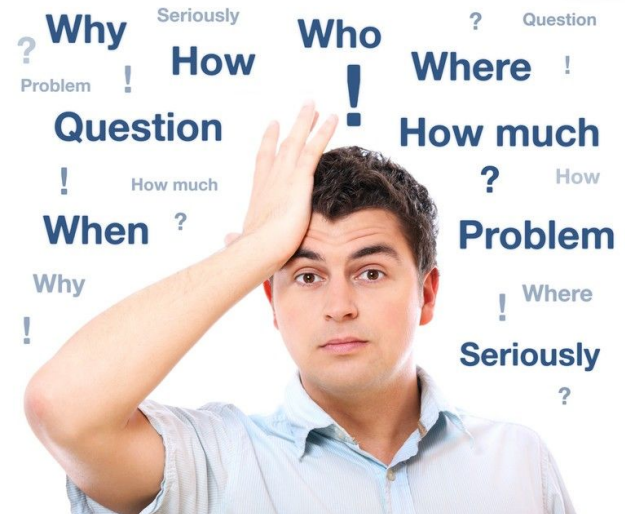
- What is it?
- Why is it a problem?
- How do we avoid it?

# ERROR CORRECTION VS. ERRORLESS TEACHING

- Recap of Error Correction and Errorless Teaching
- When NOT to use ECP/ET
  - Baseline (true baseline)
  - Concerns over Schedule of Reinforcement
- When to use ECP
- When to use ET

# QUESTIONS?

- Discrete Trial Steps?
  - What are the steps of DTT?
- Error Correction Procedure Technique?
  - 4 steps of ECP?
- The Role of the SD?
  - What is an SD?
  - Why is the SD important?
- Prompting?
  - Why do we prompt?
  - How do we prompt effectively?
- When to Use/Not Use ECP and ET?



# REFERENCES

- This presentation was created for training purposed by Ryan Jones, M.A.ABA, BCBA and Megan Kuehler, M.Ed., BCBA