

Slide 2

There are three aspects to DTT:

1. An initial instruction/demand/discriminative stimulus (SD) is placed
2. A response occurs
3. Reinforcement is provided to increase the likelihood of the correct response occurring in the future. When a learner provides the desired response, he or she should be provided with some degree of reinforcement (either in the form of access to a desired tangible reinforcer, attention/social reinforcement, a token for a token economy board, etc.).

Slide 3

The SD:

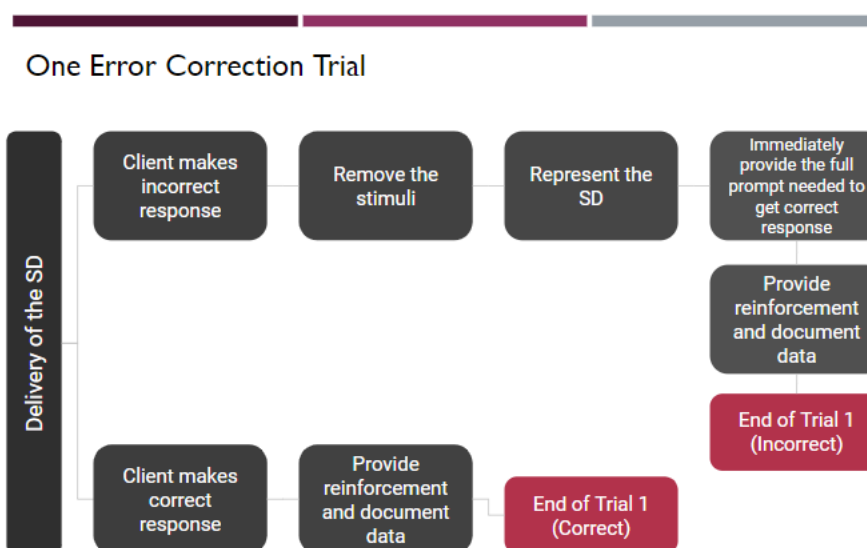
The SD (short for discriminative stimulus) is, in lay terms, the “instruction.” More accurately, an SD is a signal prompting an individual to engage in a behavior.

When an SD is present, engaging in a behavior leads to reinforcement; when an SD is not present, we do not engage in the same behavior, because there is no (perceived) immediate reason to engage in the behavior.

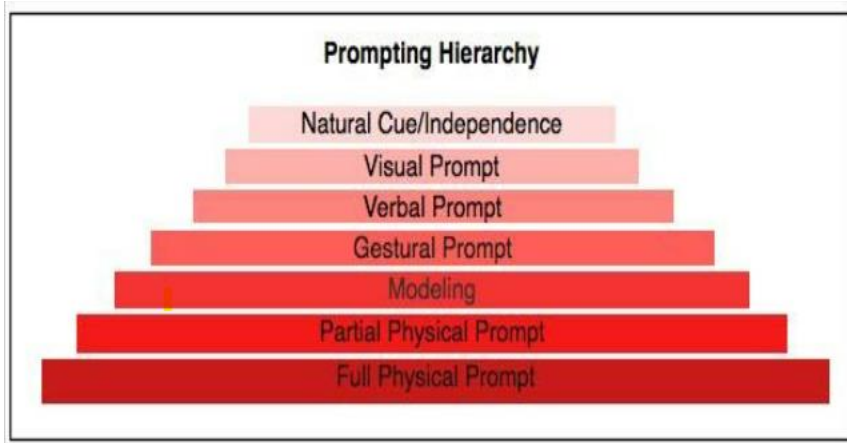
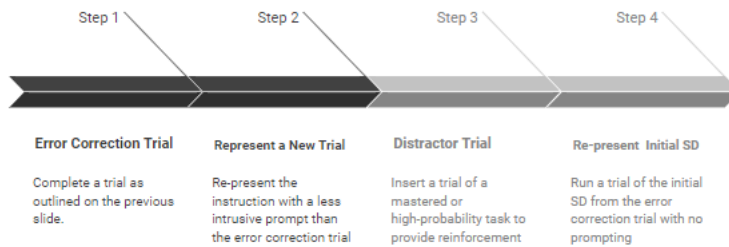
There are key aspects of delivering the SD we must note:

1. Delivery of the SD MUST be followed by a target behavior in order to reinforce the behavior.
2. We want to make sure to deliver the SD in an appropriate and clear manner. **This includes delivering the SD one time**

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Error Correction Procedure



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Prompting serves two key functions:

1. It helps teach the desired response to a given SD. Prompting helps the client learn the desired response to a given SD in a quick, efficient, concise manner.
2. It helps prevent potential escape/avoidant behaviors from occurring. Prompting can help that learner stay on task by achieving a greater level of success with instructions (as opposed to simply hearing “no,” or “try again” or any other number of instructions without receiving prompts that help the learner know what response he/she should engage in).

Effective prompting is a key component of teaching our clients. However, our goal is to ultimately fade prompts in order to promote independence.

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Inadvertent prompting, as the name suggests, refers to an instance where an instructor provides a prompt without intending

The SD itself should evoke the behavior. This means we want to avoid inadvertent prompting such as clapping our hands when saying “clap your hands” to a learner (unless implementing errorless training).

We want to make sure we avoid repeating the SD multiple times in succession (i.e., saying “clap your hands, clap your hands, clap your hands”).

We want to deliver the SD one time (as designed) so the client learns to

- a) comply with the desired instruction
- b) comply with the instruction as it is intended to be delivered.

We can also take proactive measures to avoid inadvertent prompting. When providing an SD, we should always be asking ourselves “What” skill the program is intended to teach.