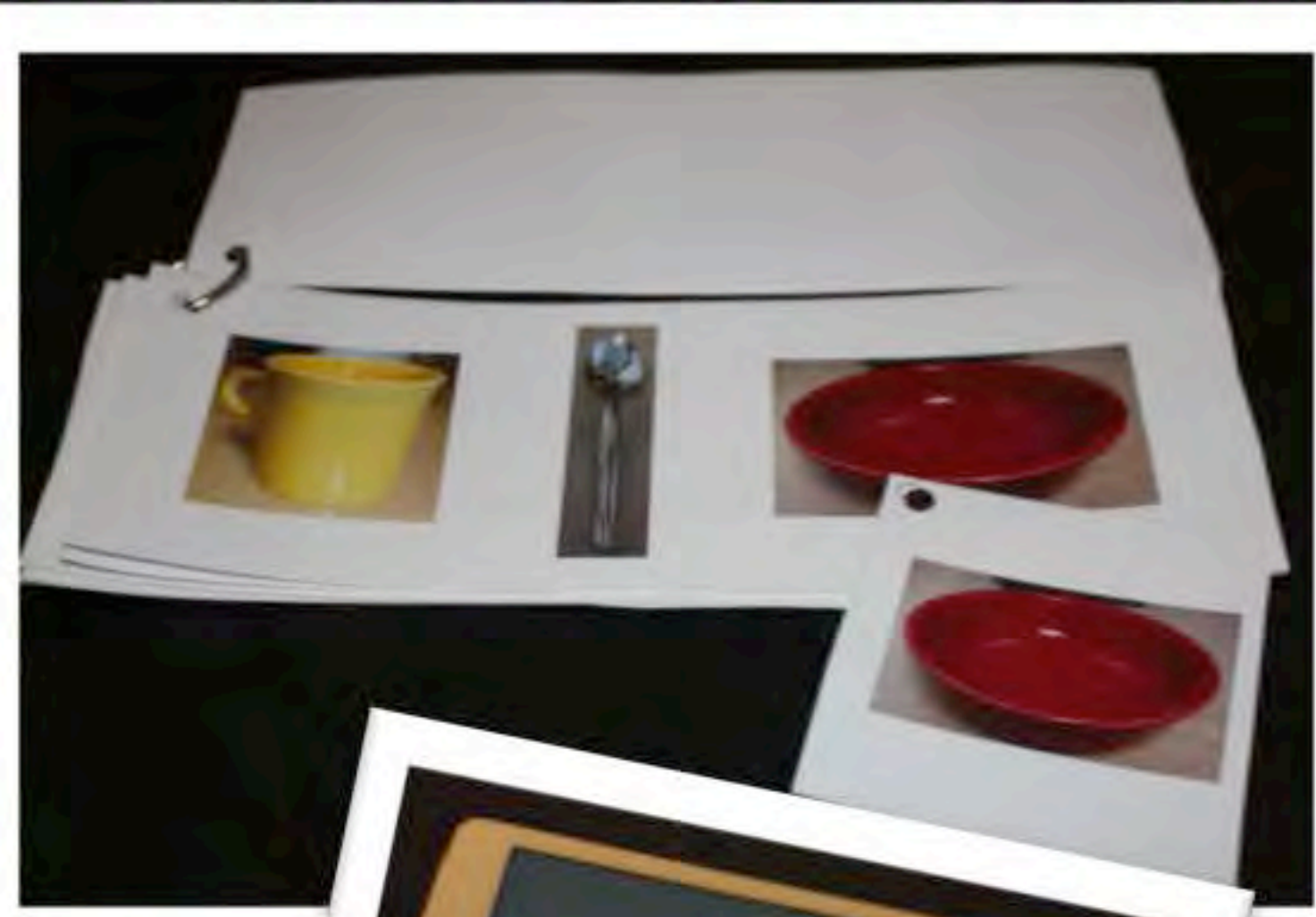


Discrete Trials

Learning Readiness

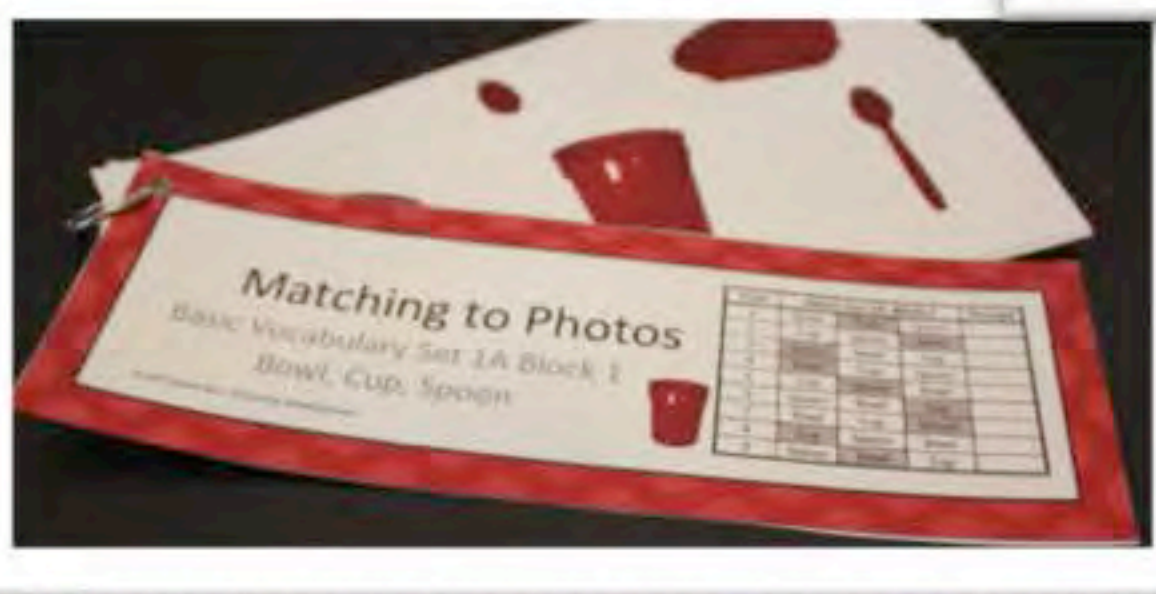
Kit

By: Autism Classroom News - Christine Reeve



Student: JAMES LEB Date: 6/14/11
Circle student's answer and write in prompt

Trial	Ob-Ob Match Set 2, Block 1	Prompt
1	Shoe <u>Block</u> Car	
2	<u>Block</u> Car <u>Shoe</u>	
3	<u>Car</u> Shoe Block	6
4	<u>Shoe</u> Block Car	6
5	Block <u>Car</u> Shoe	
6	Car <u>Shoe</u> <u>Block</u>	
7	Shoe <u>Block</u> Car	
8	<u>Block</u> <u>Car</u> Shoe	
9	Car <u>Shoe</u> Block	



Discrete Trial Kit: Learning Readiness Skills

This set is designed to include all the materials needed to teach common learning readiness skills using discrete trial training (DTT). Learning Readiness Skills are the earliest skills students need to learn and include following 1-step directions, simple motor imitation with and without objects, and simple matching of objects and pictures. I included receptive and expressive ID of the basic vocabulary as an extension of the simple matching skills. This kit includes the following:

Data Sheets, instructional Programs, Pictures and Probe Material for Teaching :

- Motor Imitation with Objects
- Motor Imitation (without objects)
- Matching Object to Object for 6 Objects
- Matching Picture to Picture for 6 Pictures
- Matching Object to Pictures for 6 Objects
- Following 1-step Directions (9 Directions)
- Basic Receptive ID of Objects
- Basic Expressive ID of Objects
- Basic Receptive ID of Pictures
- Basic Expressive ID of Pictures

*Picture arrays for all relevant skills are included.
Objects are not included in this packet,*

You will need to have or acquire the following objects:

Matching / Receptive ID:

Bowl, Cup, Spoon, 2-3 Blocks, Toy Car, and a Shoe.

1-Step Directions: / Imitation

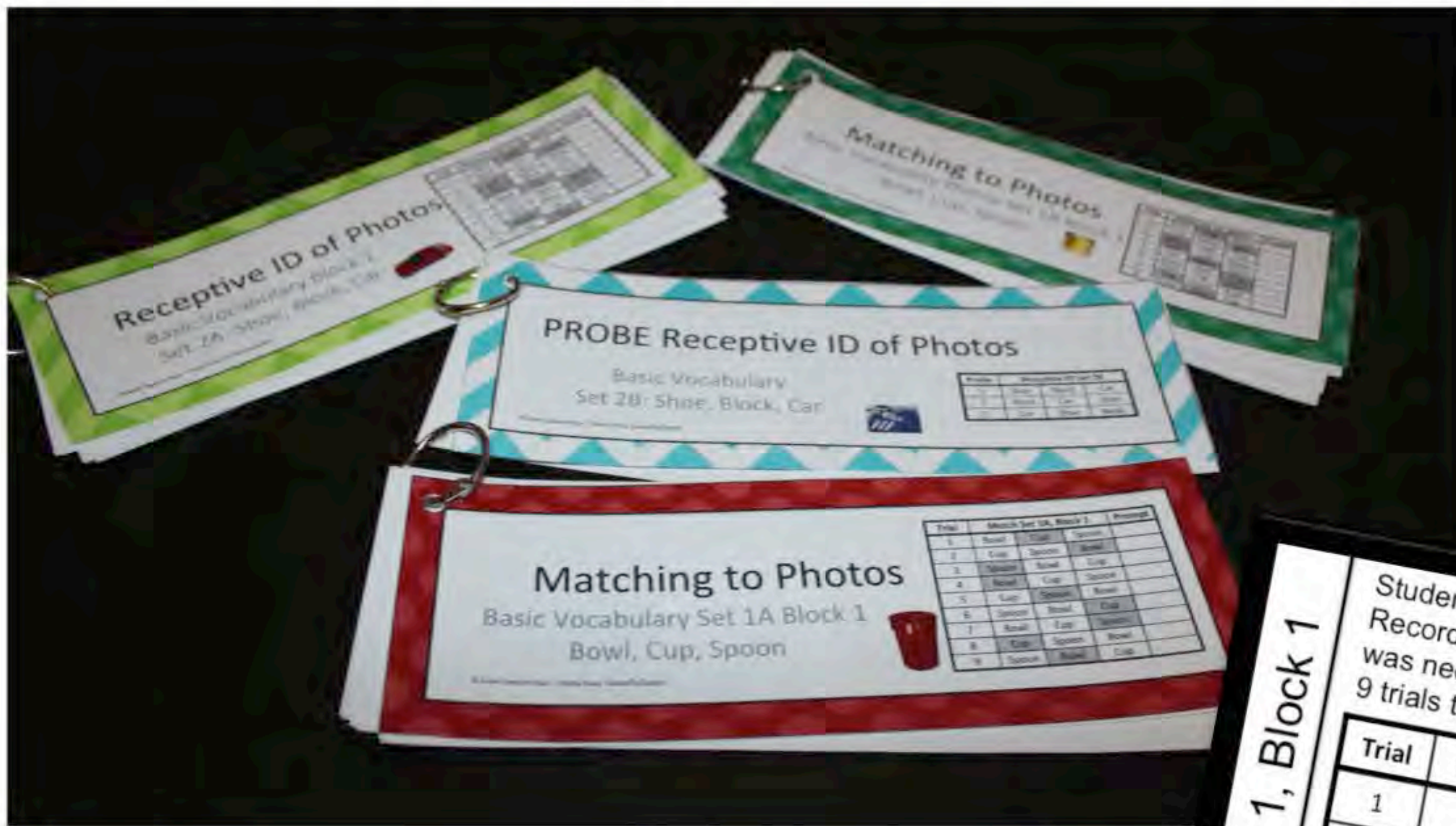
Bell, Small Ball, Maraca Or Shaking Item, Can Or Plastic Container, Comb, Hat, Drum

If you wish to start with objects identical to pictures (or highly similar), I used a red plastic bowl, cup, and spoon that can be purchased at most dollar stores for parties. The toy car is a red car similar to Matchbox cars. The block is a blue wooden cube block used in many testing kits. A blue sneaker or tennis shoe will match the shoe.

Credits



Discrete Trials Kit: Learning Readiness Skills



Student: _____ Date: _____
Record if correct and what, if any prompt was needed. Record time elapsed for all 9 trials together and the percent correct.

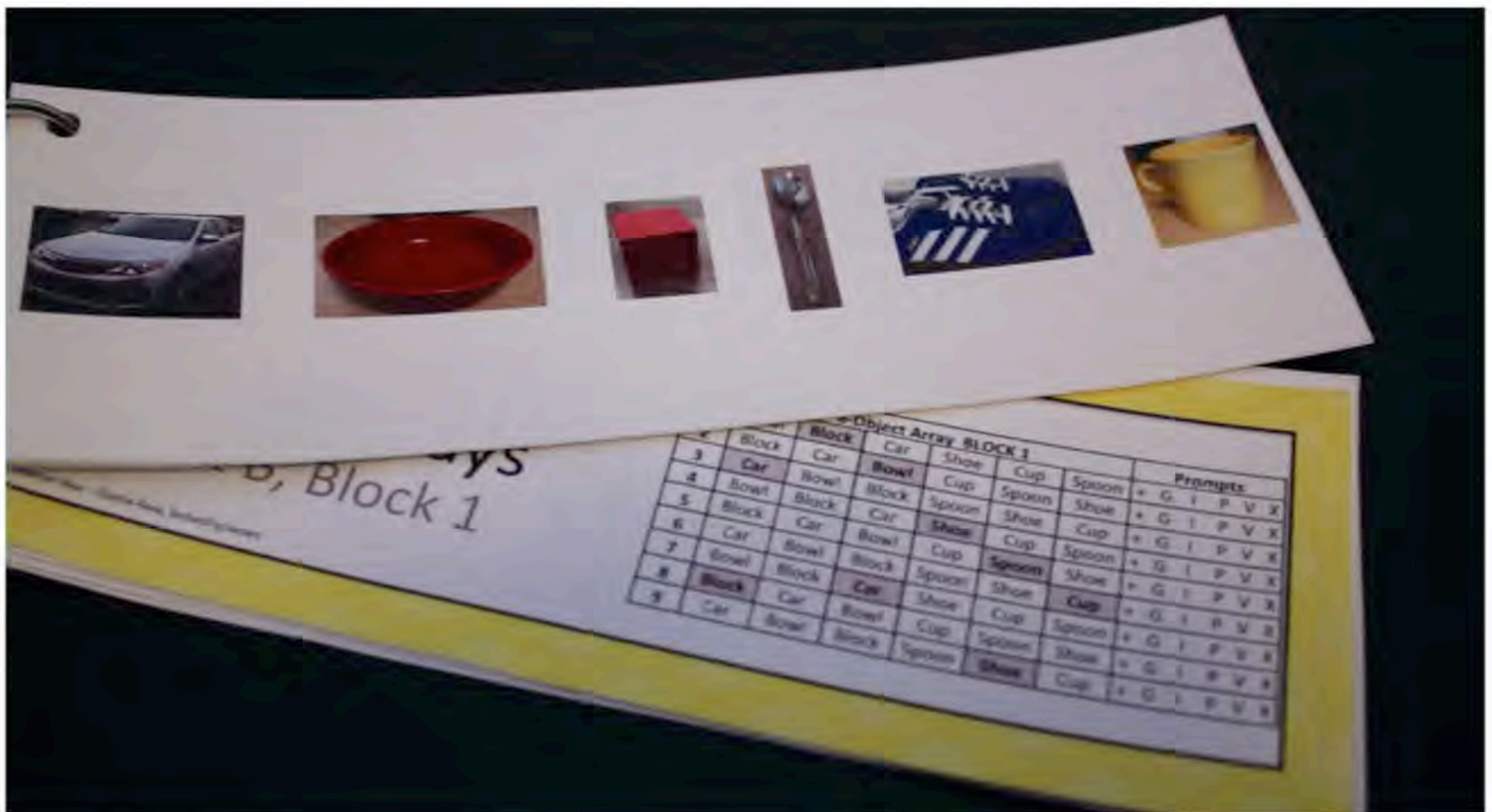
Trial	Set 1 Block 1	RESPONSE
1	Ring Bell	+ G I P V X
2	Stack 2 Blocks	+ G I P V X
3	Shake Maraca	+ G I P V X
4	Stack 2 Blocks	+ G I P V X
5	Ring Bell	+ G I P V X
6	Shake Maraca	+ G I P V X
7	Shake Maraca	+ G I P V X
8	Stack 2 Blocks	+ G I P V X
9	Ring Bell	+ G I P V X

Imitation with Obj. Set 1, Block 1

Time Elapsed % Correct



Discrete Trials Kit: Learning Readiness Skills



Discrete Trials Kit: Learning Readiness Skills

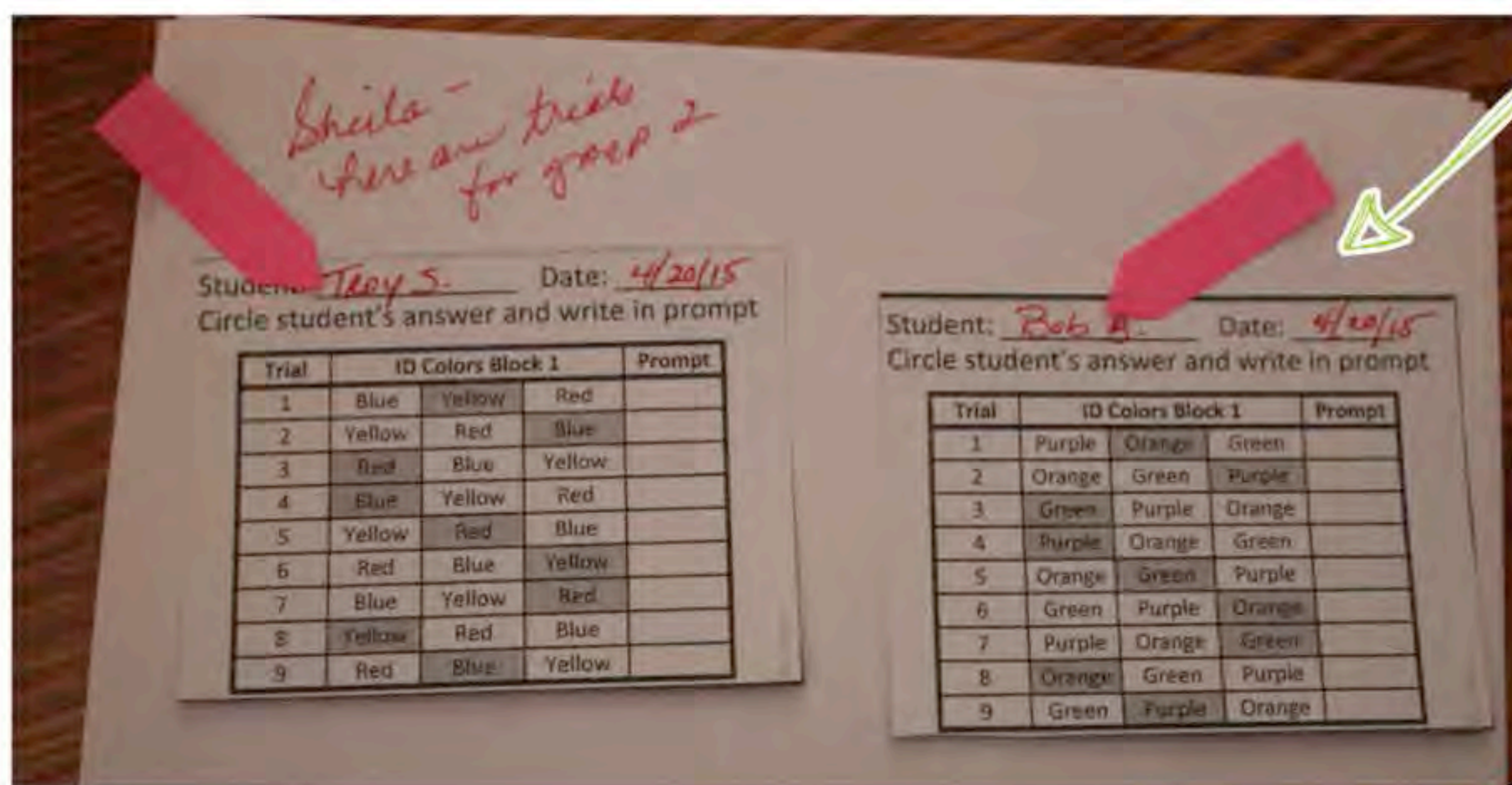
Print on paper



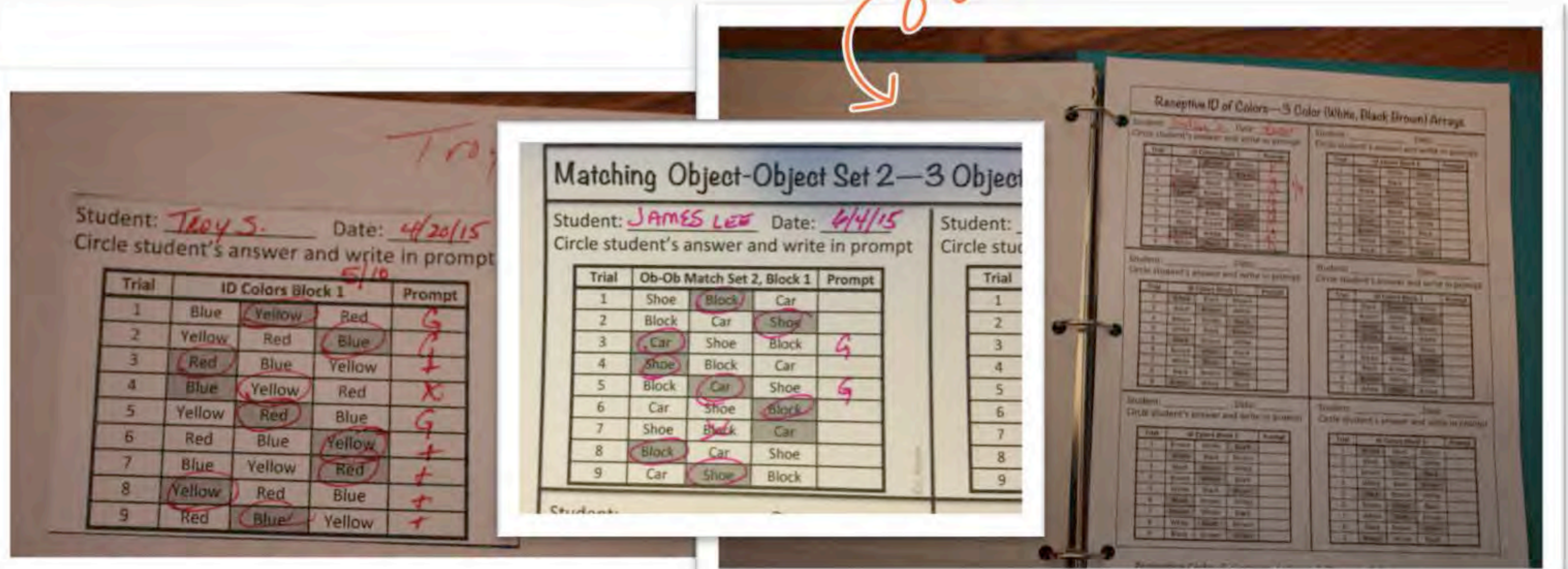
Use on a tablet
or computer



Give the arrays and data blocks (on sticker paper) to a paraprofessional to run trials.



Then peel the back off the data block and stick the data in the student's program book,



Matching Object-Object Set 2—3 Object

Student: JAMES LEE Date: 4/4/15
Circle student's answer and write in prompt

Trial	Ob-Ob Match Set 2, Block 1	Prompt
1	Shoe <u>Block</u> Car	
2	Block Car <u>Shoe</u>	
3	<u>Car</u> Shoe Block	G
4	Shoe Block Car	
5	Block <u>Car</u> Shoe	G
6	Car Shoe <u>Block</u>	
7	Shoe <u>Block</u> Car	
8	<u>Block</u> Car Shoe	
9	Car <u>Shoe</u> Block	

Student: Teoy S. Date: 4/20/15
Circle student's answer and write in prompt

Trial	ID Colors Block 1	Prompt
1	Blue <u>Yellow</u> Red	G
2	Yellow Red <u>Blue</u>	G
3	<u>Red</u> Blue Yellow	+
4	Blue <u>Yellow</u> Red	X
5	Yellow <u>Red</u> Blue	G
6	Red Blue <u>Yellow</u>	+
7	Blue Yellow <u>Red</u>	+
8	<u>Yellow</u> Red Blue	+
9	Red <u>Blue</u> Yellow	+

Discrete Trial Kit: Learning Readiness Skills

This kit is based on research-based practice as outlined in Grow & LeBlanc (2013) as well as other research for discrete trial teaching. It includes arrays for presenting targeted skills (e.g., direction, picture) in fields or series of 3 to start. Tasks are then presented in arrays of 6 for matching and receptive/expressive ID. For imitation and one-step direction programs, they are presented in rotations of 5 and 9. This set up is specifically designed to assure that materials are presented in a consistent manner to the student to avoid errors being made because of the order the materials were presented, where the materials were placed or how they were constructed.

To do this, the materials are simple and move from less distracters within them to more distracters (i.e., an isolated picture of a toy car moves to a photo of a car). The arrays are already constructed so to print out and use or use them on a tablet.



NOTE: This package is not designed to replace training from a qualified professional in how to conduct discrete trials.

There are probes included if you use probe data to compare to instructional data. There are instructional and probe data sheets included as well that are easy to use, can be put together for program planning or working with multiple students and then returned to a student-specific program book. There are also overall programs of the steps for all the programs. Each form can easily be used to graph the student's progress.

Finally the arrays can be used on a tablet or computer so that they don't have to be printed. If you are short on color ink this is a paper-efficient method of using it. I would recommend printing out the data sheets to provide a visual prompt to the instructor of the order of the instructions as well as to allow him/her to take data. Instructions for how to use the materials with a tablet or computer are included as are

What's Included

Matching / Receptive ID

3 blocks of 3-Item Arrays. Arrays are counterbalanced with answers shaded on data sheets so that instructors can just present them in order in print or on a tablet as a PDF. Arrays will be used for matching and receptive identification activities.

Trial	Pic-Pic Match Set 1, Block 1			Prompt
1	Bowl	Cup	Spoon	
2	Cup	Spoon	Bowl	
3	Spoon	Bowl	Cup	
4	Bowl	Cup	Spoon	
5	Cup	Spoon	Bowl	
6	Spoon	Bowl	Cup	
7	Bowl	Cup	Spoon	
8	Cup	Spoon	Bowl	
9	Spoon	Bowl	Cup	



Arrays are included in for 2 sets of objects (bowl, cup, spoon & car, block, shoe). Each set has 2 versions—one with a background and one without.

Set 1A



Set 2A

Set 1B



Set 2B

What's Included: Graphing Data Sheets

A Graphing Program Sheet for Each Program Included (10 total)

These data sheets contain the steps to use to teach each program. They also serve as a summary sheet to transfer data from the block data sheets that give information about the program to summarize the student's progress in a graph.

Example from Learning Readiness DTT Kit: Draw a dotted line between where steps change to make it clear

DISCRETE TRIAL TEACHING PROGRAM

Christine Reeve / Autism Classroom News

Skill: Motor Imitation with Objects

Student Name:

Program Steps: Present the following steps until the student gets each step correct for at least 8/9 trials for 3 consecutive blocks and then move to the next step. The instructor demonstrates the action with the S^D "Do this."

1. Imitates Set 1 of actions with objects (Ring Bell, Stack 2 Blocks, Shake Maraca) presented in rotating blocks of 3.
2. Imitates Set 2 of actions with objects (Bang Drum, Put on Hat, Comb Hair) presented in rotating blocks of 3.
3. Imitates Set 3 of actions with objects (Bounce Ball, Push Car, Put Block in Can) presented in rotating blocks of 3.
4. Imitates all 9 actions with objects from Sets 1-3 presented in rotating blocks of 3.

Try to stagger this program with the one-step directions so that you are not working on the same actions at the same time to avoid site ends of the learning program to help with that.

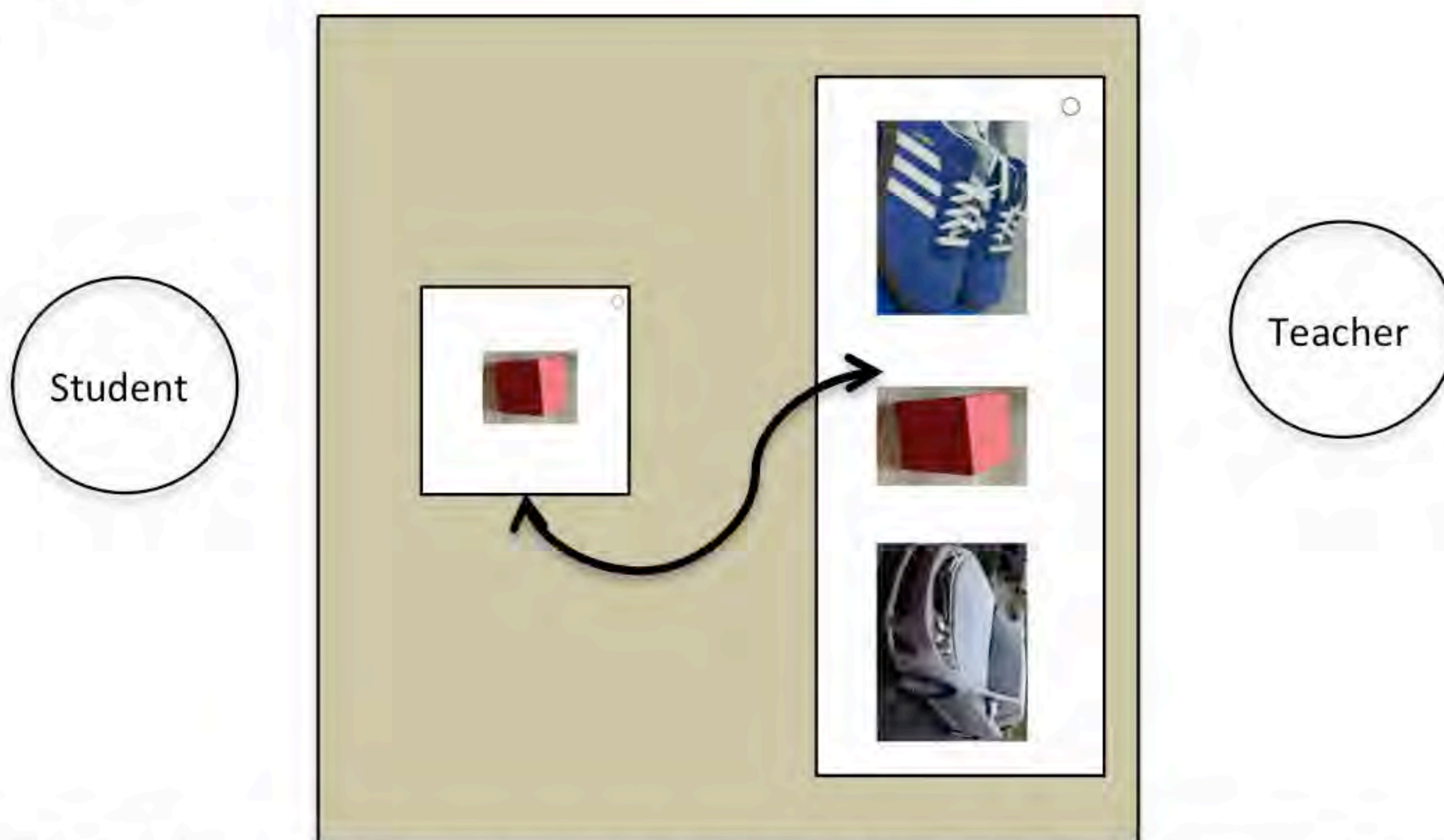
Date	2/15	2/16	2/17	2/18	2/19	2/20	2/22	2/23	2/24	2/25	2/26	2/27	2/28	3/1	3/2	3/3	3/4	3/5	3/6	3/6	3/7	
Step / Block	1/1	1/2	1/3	2/1	2/2	2/3	3/1	3/2	3/3	4/1	4/2	4/3	5/1	5/2	5/3	6/1	6/2	6/3	7/1	7/2	7/3	
Circle the number of trials that were correct and independent. Connect the circles to make a graph.	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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NOTE: This package is not designed to replace training from a qualified professional in how to conduct discrete trials.

What's Included

Individual Pictures of Items for Matching to Arrays. Arrays are counterbalanced with answers shaded on data sheets so that instructors can just present them in order in print or on a tablet as a PDF. Arrays are included in 2 versions of the items to promote generalization. Arrays will be used for matching and receptive identification activities.



Individual Pictures for Expressive Identification: These are already organized in an order that prevents errors for the students in 3 ordered blocks.

Expressive ID of Objects Set 1 A&B, Block 1

Student: _____ Date: _____
Record if correct and what, if any prompt was needed. Record time elapsed for all 9 trials together and the percent correct.

Trial	What's This?	RESPONSE
1	Cup	+ G I P V X
2	Bowl	+ G I P V X
3	Spoon	+ G I P V X
4	Bowl	+ G I P V X
5	Spoon	+ G I P V X
6	Cup	+ G I P V X
7	Spoon	+ G I P V X
8	Cup	+ G I P V X
9	Bowl	+ G I P V X

Time Elapsed % Correct

Expressive ID of 6 Objects, PROBE

Student: _____ Date: _____
Record if correct and what, if any prompt was needed. Record time elapsed for all 9 trials together and the percent correct.

Trial	What's This?	RESPONSE
1	Spoon	+ G I P V X
2	Cup	+ G I P V X
3	Block	+ G I P V X
4	Bowl	+ G I P V X
5	Spoon	+ G I P V X
6	Shoe	+ G I P V X
7	Car	+ G I P V X
8	Cup	+ G I P V X
9	Bowl	+ G I P V X

Time Elapsed % Correct

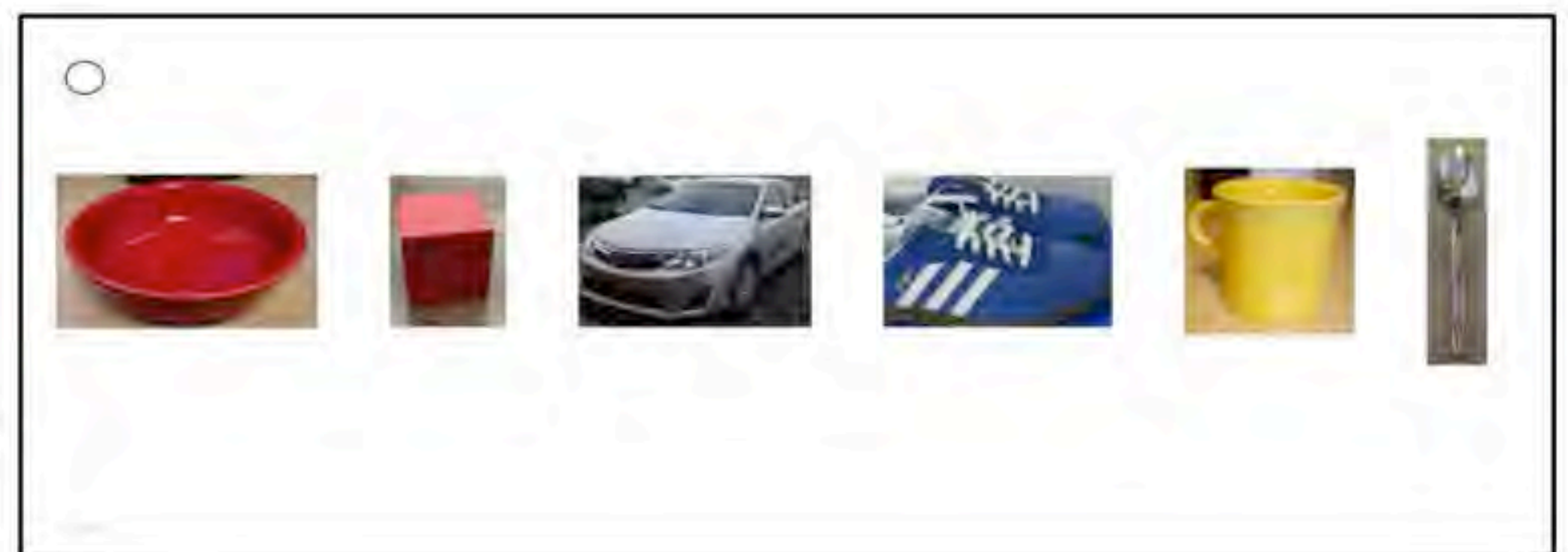


The same pictures are then also included in 2 blocks of all 6 objects (one without background and one with background) for Expressive Language.

What's Included

2 Blocks of Arrays of all 6 items (1 in Set A (no background) and 1 in Set B (background))

These arrays are designed to provide the next step once all items are mastered in 3-item arrays. There are 9 trials in each block so each item is represented with 3 repeating and the arrays are presented in a line.



Student: _____ Date: _____ Circle student's answer and write in prompt

Trial	6-Picture Array BLOCK 1						Prompts
1	Bowl	Block	Car	Shoe	Cup	Spoon	+ G I P V X
2	Block	Car	Bowl	Cup	Spoon	Shoe	+ G I P V X
3	Car	Bowl	Block	Spoon	Shoe	Cup	+ G I P V X
4	Bowl	Block	Car	Shoe	Cup	Spoon	+ G I P V X
5	Block	Car	Bowl	Cup	Spoon	Shoe	+ G I P V X
6	Car	Bowl	Block	Spoon	Shoe	Cup	+ G I P V X
7	Bowl	Block	Car	Shoe	Cup	Spoon	+ G I P V X
8	Block	Car	Bowl	Cup	Spoon	Shoe	+ G I P V X
9	Car	Bowl	Block	Spoon	Shoe	Cup	+ G I P V X

©C.Reeve

Block 1

All arrays can be printed or used as a PDF on the iPad for a no-prep alternative. They are designed so that the data sheet can be put with the lesson plan and an instructor, parent, or aide who has been trained to present DTT can easily present arrays in a consistent manner avoiding many of the common errors of presenting materials.

What's Included: Data

Data Sheets Designed to Match the Arrays and Analyze the Data

There is a data sheet for each skill and type of array provided (3-item, 6-item) that correspond to each block (Imitation with Objects, Imitation, One-Step Directions, Matching Object-to-Object, Matching Object-to-Pictures, Matching Pictures-to-Pictures, Receptive ID of Objects, Receptive ID of Pictures, Expressive ID of Objects, Expressive ID of Pictures, and Matching Objects to Pictures.. All the matching and receptive language use the same data sheets but I've titled them individually to avoid confusion. Expressive ID block data sheets are set up in the order the items are presented for each block. The data sheets can be printed on sticker paper and cut apart to present as a lesson plan of multiple blocks to be taught during a session. After that they can be stuck to a page with all the data for that particular skill.

For receptive ID and matching, data sheets match the arrays and the instructor just needs to circle the learner's answer and write in the type of prompt. The data from that block can then be stuck to a page with all the data from that skill. This procedure is designed to make program planning for teachers and supervisors easy, instruction easy to implement quickly, and data analysis is easy to see common errors (always giving the item on the right). These data blocks will be able to be mixed and matched with other units (e.g., motor imitation, one-step directions) included in this kit or in others from my store. This increases the pace of instruction to keep the student engaged and facilitate correct responding. I also included the data sheet for each block on the cover sheet of the block so that you could use a dry erase marker on a laminated cover as a temporary data sheet.

Student: _____ Date: _____
Record if correct and what, if any prompt was needed. Record time elapsed for all 9 trials together and the percent correct.

Trial	What's This?	RESPONSE
1	Block	+ G I P V X
2	Bowl	+ G I P V X
3	Car	+ G I P V X
4	Shoe	+ G I P V X
5	Spoon	+ G I P V X
6	Cup	+ G I P V X

Student: JAMES LEE Date: 4/4/15
Circle student's answer and write in prompt

Trial	Ob-Ob Match Set 2, Block 1			Prompt
1	Shoe	Block	Car	
2	Block	Car	Shoe	
3	Car	Shoe	Block	G
4	Shoe	Block	Car	
5	Block	Car	Shoe	G
6	Car	Shoe	Block	
7	Shoe	Block	Car	
8	Block	Car	Shoe	
9	Car	Shoe	Block	

Student: _____ Date: _____ Circle student's answer and write in prompt

Trial	6-Picture Array BLOCK 1						Prompts
1	Bowl	Block	Car	Shoe	Cup	Spoon	+ G I P V X
2	Block	Car	Bowl	Cup	Spoon	Shoe	+ G I P V X
3	Car	Bowl	Block	Spoon	Shoe	Cup	+ G I P V X
4	Bowl	Block	Car	Shoe	Cup	Spoon	+ G I P V X
5	Block	Car	Bowl	Cup	Spoon	Shoe	+ G I P V X
6	Car	Bowl	Block	Spoon	Shoe	Cup	+ G I P V X
7	Bowl	Block	Car	Shoe	Cup	Spoon	+ G I P V X
8	Block	Car	Bowl	Cup	Spoon	Shoe	+ G I P V X
9	Car	Bowl	Block	Spoon	Shoe	Cup	+ G I P V X

Block 1

What's Included: Probes

Probe Data Sheets and Materials

- 3 probe data sheets for each 3-item rotation set of Imitation with Objects, Imitation, One-step Directions, Object-Object Matching, Receptive ID of Objects, Expressive ID of Objects
- 1 probe for each 9-item rotation set of Imitation with Objects, Imitation, & One-step Directions
- 3 probe data sheets and Pictures for each 3-item array or rotation for Picture-Object Matching, Picture-Picture Matching, Receptive ID of Pictures, and Expressive ID of Pictures
- 1 Probe for each 6-item array for Picture-Object Matching, Picture-Picture Matching, Receptive ID of Pictures, and Expressive ID of Pictures

Probes can be used to test the learner's level of mastery. They can also be used to let the instructor know what type of prompt to use for a set of trials if you are using errorless teaching. In errorless teaching, you are prompting before the student makes an error. Sometimes this makes it difficult to determine if the student can be independent in skill or would make errors. Probes allow you to test the student's learning. Taking instructional data as well as probe data allows you to assess if there are patterns of learning that are impeding the student's progress with the instructional data (e.g., always answering with the choice on the right).

Probes can be completed periodically or at the start of each set of trials. These data sheets can also be printed on labels and pasted onto the data instruction sheet to be summarized. They include Time Elapsed to complete the set to assess fluency of the skill as well as percent correct to make summarizing easy.



Set 1 PROBE 1

Student: James Lee Date: 6/5/15
Circle student's answer and write in prompt needed. Record time elapsed for all 3 probes together and the percent correct.

Probe	Matching Probe 1	Prompt
1	Bowl <u>Cup</u> Spoon	
2	Cup <u>Spoon</u> Bowl	
3	Spoon <u>Bowl</u> Cup	

Time Elapsed:	<u>10 sec</u>
% Correct	<u>0.33%</u>

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Discrete Trial Kit: Learning Readiness Curriculum Cross-Reference Page 1 of 2

Skills	STAR	ABLIS-R	VB-MAPP	PEAK
Motor Imitation with Objects	Level I Receptive Language Lesson 6	D1 Motor Imitation using objects; D2 Motor imitation using objects in a discrimination	Motor Imitation- Level I 2-a Imitates 2 actions with an object	4B One-step Motor Imitation
Motor Imitation (no objects)	Level I Receptive Language Lesson 5	D7 Varied imitation instructions	Motor Imitation - Level I 2-M Imitates 4 gross motor movements when prompted with "do this"	4B One-step Motor Imitation
Matching Object to Object	Level I Receptive Language Lesson 7	B3 Match identical item to sample (Partial)	Visual Perceptual Skills and Matching to Sample - Level I 5-M Matches any 10 identical items	6J Match Objects (30)
Matching Picture to Picture	Level I Receptive Language Lesson 8	B5 Match identical pictures to sample (Partial)	Visual Perceptual Skills and Matching to Sample - Level I 5-M Matches any 10 identical items	7A Match Pictures
Follow 1-Step Directions	Level I Receptive Language Lessons 1, 2, 3, 14	C1 Responds to own name; C9 Follow instructions to do a simple motor task	Listener Responding—Level I 2-M Responds to hearing his own name 5 times 5-b Demonstrates 6 different motor actions on command	5-H Follow One-Step Directions 6A Follow Basic Instructions
Matching Object to Picture	Level I Receptive Language Lesson 9	B4 Match objects to pictures	N/A	7E Matches Items to Pictures

This cross-reference is provided for convenience in locating the skills that are relevant to this set of DTT programs. It is not associated with any of these curricula nor is it a guarantee that mastery of these programs will master the curricula.

Discrete Trial Kit: Learning Readiness Curriculum Cross-Reference Page 2 of 2

Skills	STAR	ABLIS-R	VB-MAPP	PEAK
Receptive ID of Basic Objects	Level 1 Receptive Language Lesson 11	C16 Select one of six or more objects on a table (partial - would be a 1)	Listener Responding - Level 1 Partial for 4e: Select the correct item from an array of 3 for 10 items	8B Receptively Label Common Items
Expressive ID of Basic Objects	Level 2 Expressive Language Lesson 1	G2 Labels common objects (Partial-1)	Level 1 Tacts 2M, 3-b Generalizes tacts across 2 examples	8K Tact Common Items
Receptive ID of Basic Pictures	Level 1 Receptive Language Lesson 12	C17 Select one of six or more pictures on a table (partial - would be a 1)	N/A	8B Receptively Label Common Items
Expressive ID of Basic Pictures	Level 2 Expressive Language Lesson 1	G4 Labels pictures of common items (Partial - 1)	Level 1: Tacts 3M-Tacts 6 non-reinforcing items (5-a Tacts 5 pictures)	8K Tact Common Items

This cross-reference is provided for convenience in locating the skills that are relevant to this set of DTT programs. It is not associated with any of these curricula nor is it a guarantee that mastery of these programs will master the curricula.

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