Discrete Trial Training Instructions

(Letter Identification)

1. Place two stimuli (i.e. letters, letter flashcards) in front of the child.
2. Say **"Point to the letter (insert name of one of the letters here)"**
3. If the child points to the letter correctly provide **verbal praise** (e.g. "good job pointing to the letter [insert letter name here])"
4. If the child does not point to the letter or points to an incorrect letter then model the correct response. That is, point to the letter and say **"point to the letter (insert letter name here) like this, you do it."**
5. If the child still does not point to the letter, then physically guide the child to point to the letter and say "you need to point to the letter (insert letter name here)".
6. Repeat the process until there are 5 consecutive correct responses and then add another letter.

<u>**Helpful hints:**</u>

- **Start with a maximum of 3 letters.**
- **Begin with letters that look very different from one another to maximize the likelihood of discrimination between the letters. For example it is more likely that a child will discriminate between "M" & "O" than they would "N" & "M".**
- **Do not go in order of the alphabet to guard against simple memorization of order.**
- **Do not work for more than 10 minutes two times per day.**
- **Do not present more than 3 new letters per day.**
- **Keep track of how many trials of each letter are presented (at least 5) and Graph the number of correct responses for each letter and show the child their performance.**
- **Be sure to periodically check to make sure the child is retaining the letters learned by asking them to point to some of the already learned letters.**
- **If the child seems to stop making progress: First reduce the number of letters being presented. If the child continues not to make progress consider adding an incentive contingent upon the number of correct responses made independently (i.e. those that do not require modeling or physical guidance).**

<u>**Advance the Learning: Moving from Receptive Discrimination to Expressive Discrimination**</u>

- **Once the student has been able to identify all of the letters by pointing to them, be sure to require them to identify the letters by name. This can be accomplished by repeating the above process with one slight modification. Instead of asking them to "Point to the letter that sounds like" you will say "What letter is this?" while you are pointing to a letter.**