

Crockett, J. L., Fleming, R. K., Doepke, K. J., & Stevens, J. S. (2005). Parent training Acquisition and generalization of discrete trials teaching skills with parents of children with autism. *Research in Developmental Disabilities, 28, 23-36.*

Background: The most common instructional strategy used in early intensive ABA intervention is known as discrete-trials teaching. This involves a teacher presenting an antecedent, waiting for the child to respond, and then providing an immediate consequence. These steps are repeated many times in fairly rapid succession. Research has demonstrated that this type of intensive intervention, (approximately 35 hours per week for a minimum of two years) can lead to improvements in young children with autism. Given the high demand for ABA intervention and the effectiveness of this teaching strategy, studies have sought to examine various methods for training individuals to implement discrete-trials teaching to work with children with autism.

Purpose: The purpose of this study was to evaluate a training package to teach discrete-trials teaching to 2 mothers of children with autism. The goal was to use the package to be able to teach the mothers to perform discrete-trials teaching and for them to be able to generalize these teaching procedures.

Participants and Setting: Participants included 2 mothers of children diagnosed with autism spectrum disorder.

Method: An intensive training package was implemented to teach the mothers to implement discrete-trials teaching. The training procedure consisted of utilization of instruction from the researchers, demonstration of the procedures and tasks, role-playing, and practice which included feedback. Following training, participants were asked to conduct discrete-trials to the best of their ability using the knowledge they had just acquired. The participants were then scored on their accuracy in emitting 4 target responses that had been previously identified by the researchers as essential to discrete-trials teaching.

Conclusions: Results of the study indicated that training procedures were useful in training the parents (mothers) to demonstrate discrete-trials teaching skills. The results demonstrated that the two participants were able to significantly improve performance of DTT, which included four components. It is important to note that one parent did improve her performance to a greater degree than the other. More research was needed to coagulate this information.