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Background: A widely used technique in early intensive behavioural intervention is known as discrete-trials teaching (DTT), which has been used effectively to teach a variety of academic, vocational, and daily living skills to individuals with developmental disabilities, including autism. An essential behavioural technique implemented in discrete-trials teaching is the presentation of an immediate consequence following a response. Correct responses are often followed by the presentation of rewards (edibles, praise, etc.), while there is a great deal of variation with respect to the consequences provided for incorrect responses.

Purpose: The goal of this study was to train the teaches to be able to perform discrete-trials teaching correctly and to be able to generalize these procedures.

Subjects: They recruited and tested three assistant teachers from a private day care and three students from that same day care whom they hadn't worked with.

Method: The assistant teachers were asked to conduct discrete-trials teaching sessions with the students to the best of their ability during the baseline phase. Following this phase, the instructors (researchers) provided feedback based on a list of 10 DTT skills. The list if skills were predetermined by the researchers as "essential" for performing DTT at a mastery level. The feedback was delivered in the form of verbal reinforcement if a skill was performed correctly 100% of the time. Clarification and redirection were provided for those skills that weren't performed correctly.

Conclusion: Results demonstrated that skill level increased following treatment in the form of verbal feedback and skill level was maintained for up to 11 weeks following training. These results indicate that verbal feedback alone was successful in increasing DTT performance.