

Caregiver Packet
Discrimination Training - Tangible
Presentation Packet

Vocabulary in this training:

1. **Discrimination Training:** Is the process by which we teach your child how to wait and tolerate limited access to their reinforcers.
2. **Reinforcement/Reinforcer:** Reinforcement and reinforcers are the things that motivate your child to learn. In this intervention, we will consider access to high preferred tangible items as the reinforcer for your child.
3. **Prompt/Manual Guidance:** Prompts or manual guidance are how we guide your child to respond correctly. There are a variety of ways that we may prompt your child. Primarily, they are how we will teach your child to use their picture card.

For the purposes of this training, the actor playing the child will have certain target and non-target problem behaviors. They will also have highly preferred and moderately preferred items. Use what is listed here for this training.

TARGET Problem Behavior: Self biting

NON-TARGET Problem Behavior: Property destruction
(Ripping paper, throwing things, hitting the table)

HIGHLY PREFERRED Item: Phone

MODERATELY PREFERRED Item: Book

Questions

Let's Review: What does discrimination training teach?

- A. Communication skills
- B. That problem behavior doesn't get us what we want
- C. Waiting and tolerating limited access to reinforcers
- D. Compliance with demands

Let's Review: How does a discrimination training trial for tangibles start?

- A. By placing demands
- B. By starting the timer, putting the bracelet on, and removing highly preferred items
- C. By taking items and waiting for problem behavior to give them back
- D. By telling your child to wait their turn

Let's Review: For your first trials, will you circle 30 or 60 seconds under *Bracelet Time*?

- A. 30 seconds
- B. 60 seconds

Let's Review: Which button do you hit to start the trial?

- A.
- B.
- C.

Let's Review: Which button do you hit for the first instance of target problem behavior?

- A.
- B.
- C.

Let's Review: Which button do you hit to stop the trial?

- A.
- B.
- C.

Correct Examples

Correct Example 1:

- The child had access to their _____
- The therapist started the trial, _____, and removed toys.
- After _____ of waiting, the therapist took the bracelet off
- The child _____ their toys before the prompt delay of 10 seconds

Correct Example 2:

- When _____, the child did not requires their toys before the prompt delay of 10 seconds. The therapist guided them to use the _____.

Correct Example 3:

- The child used their _____ while the bracelet was on. The therapist pointed to their bracelet and said “_____”
- Once 30 seconds had passed, the therapist took their bracelet _____. The child used their picture card again and got what they wanted.

Correct Example 4:

- The child had _____ while the bracelet was on.
- The therapist ignored the behavior but hit _____ on their timer.

Correct Example 5:

- The child had target problem behavior when the bracelet was _____.
- The therapist _____ the behavior but hit _____ on their timer.

Fidelity Errors

Fidelity Error 1:

What was wrong:

- The child never had access to a _____. They did not want the book enough to ask for it.

Instead, you should:

- Make sure _____ are used in tangible discrimination training trials.

Fidelity Error 2:

What was wrong:

- The therapist never removed _____

Instead, you should:

- Remove _____ after putting on your _____

Fidelity Error 3:

What was wrong:

- The therapist never put on her _____. The child does not know why their request are being denied.

Instead, you should:

- Put your _____ on when running discrimination training trials.

Fidelity Error 4:

What was wrong:

- The therapist forgot to place the _____ out for the child to use. The child was not able to ask for their items.

Instead, you should:

- Make sure the _____ is always _____ and _____ to the child during discrimination training trials.

Fidelity Error 5:

What was wrong:

- The therapist gave the child's items back when they _____, even though the bracelet was still on.

Instead, you should:

- Restrict access to _____ until the child requests after the _____.

Fidelity Error 6:

What was wrong:

- The therapist gave the child's items back when they had _____, even though the bracelet was still on.

Instead, you should:

- Not react to _____. Only return high preferred tangibles after the _____ has been removed and they have requested.

Fidelity Error 7:

What was wrong:

- The therapist prompted the child _____ after taking the bracelet off, instead of giving them a chance to ask independently.

Instead, you should:

- Prompt the child at your prescribed _____ following removing the bracelet.

Fidelity Error 8:

What was wrong:

- The therapist had the bracelet on for _____.

Instead, you should:

- During the first trials of discrimination training, take the bracelet off after _____.