

Caregiver Packet  
Discrimination Training - Escape  
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 escape from demands 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 escape start?

- A. By removing highly preferred items
- B. By starting the timer, putting the bracelet on, and placing demands every 5 seconds
- C. By removing attention
- 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 no \_\_\_\_\_ placed on them before the trial.
- The therapist started the trial, \_\_\_\_\_, and began placing demands.
- After \_\_\_\_\_ of waiting, the therapist took the bracelet off
- The child \_\_\_\_\_ a break before the prompt delay of 10 seconds

### Correct Example 2:

- When \_\_\_\_\_, the child did not request a break 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 \_\_\_\_\_ before the trial.

Instead, you should:

- Make sure to allow for at least \_\_\_\_\_ with no \_\_\_\_\_ before starting the trial.

### **Fidelity Error 2:**

What was wrong:

- The therapist never presented \_\_\_\_\_ to the child.

Instead, you should:

- Present demands approximately every \_\_\_\_\_ after starting the trial.

### **Fidelity Error 3:**

What was wrong:

- The therapist never put on her \_\_\_\_\_. The child does not know why their requests 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 a break.

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 a break from demands, even though the \_\_\_\_\_.

Instead, you should:

- Continue to place demands \_\_\_\_\_ 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 give a break from demands 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 \_\_\_\_\_.