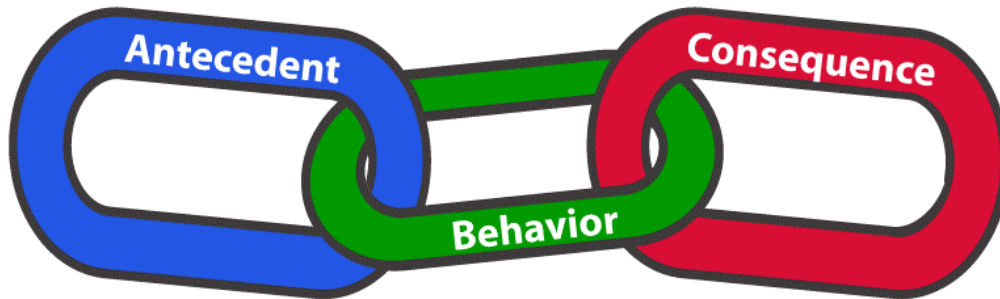


Complete Learning Trials

Complete learning trials are used to embed intentional teaching into naturally occurring activities and routines (Barton, Bishop & Snyder, 2014). A basic complete learning trial occurs when there is a “complete” [or linked] A-B-C sequence.



One way a complete learning trial can occur is when a logically occurring or planned antecedent results in a behavior that leads to a logically occurring or planned consequence.

By logically occurring we mean something that occurs logically in the child’s environment.

By planned, we mean something that the teacher or other adult has done to encourage a behavior that would not otherwise have occurred.

By **A**ntecedent, we mean something that sets the occasion for a child’s behavior.

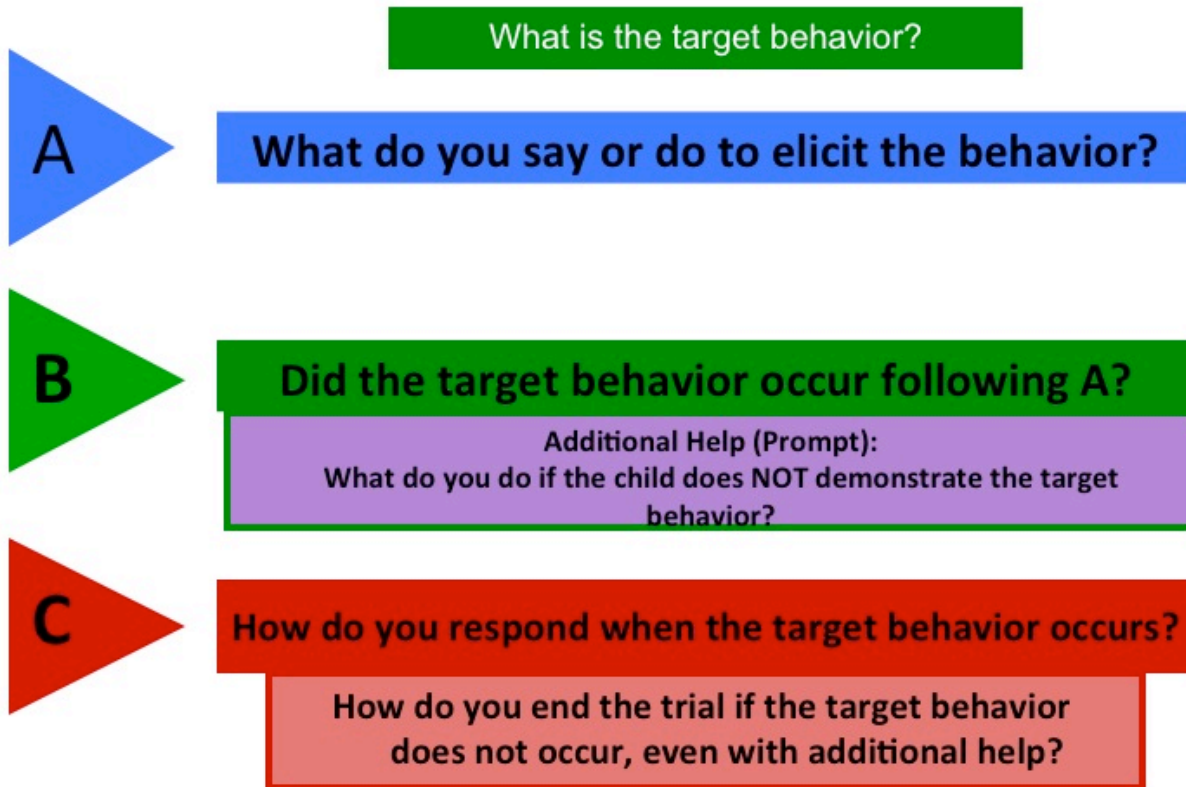
By **B**ehavior, we mean something the child does following the antecedent.

By **C**onsequence, we mean something that happens in the child’s environment immediately following his/her behavior.

We can use complete learning trials to provide targeted, intentional, and systematic instruction on a child’s priority learning targets in the on-going activities, routines, and transitions of preschool classrooms.

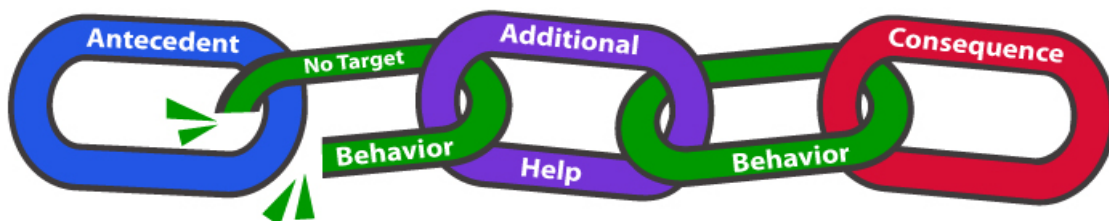
A teacher might provide assistance (prompts) or provide additional help (correction procedures) to make sure that each trial is a complete learning trial.

Components of a Complete Learning Trial



1

Complete Learning Trial with Additional Help



On the following pages we will look closer at the parts of complete learning trials:

- Antecedents
- Prompts
- Correction Procedures
- Consequences
- Feedback