

Is My Training Working? A Review of Measurement Methods Used in the Training and Supervision Literature

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How Do We Measure the Effects of Training and Monitor Staff Performance?

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Outcomes of Training

- Total of 62 articles
 - Staff Performance
 - Social Validity

Post-Training Performance

- 92% of articles (57/62)
- Modes:
 - Task analysis (24/57)
 - Event recording (24/57) } 86%
 - Written tests (4/57)
 - Self-report of performance (3/57) } 14%
 - Permanent product (1/57)

Task Analysis

- Used for multiple functions:
 - Train staff
 - Monitor staff performance
- 42% of post-training articles (24/57)
- Lavie & Sturmey (2002):
 - N = 3 assistant teachers
 - Conduct paired-stimulus preference assessment
 - Mastery criterion: 85% of steps correct across two consecutive sessions

Paired Stimulus Preference Assessment Task Analysis

Trainee: _____

Date: _____

Supervisor: _____

Correct: +

Incorrect: -

Step	Correct/Incorrect
A: Put two stimuli on table and wait 5s	+
B: Remove other stimulus contingent upon child touching one stimulus	-
C: Let child interact with stimulus for 5s If stimulus is sampled moved to step I	+
D: Block attempts to approach both stimuli	+
E: If child doesn't approach stimuli, prompt to sample each stimulus for 5s	+
F: After sampling, present both stimuli again	+
G: Repeat steps B-D	+
H: If child does not approach stimuli, remove stimuli	+
I: Record data for each trial	+

8 / 9 x 100 = 89%
Steps correct/total steps

Event Recording

- 44% of post-training articles (25/57)
- 24% used frequency (6/25)
- Parsons & Reid (1997):
 - N = 7 direct staff
 - Providing opportunities for clients to choose leisure items
 - No mastery criteria—increase only

Opportunity-Based

- 76% used opportunity-based (19/25)
- Defined both target behaviors and opportunities
- Petscher & Bailey (2006):
 - N = 3 instructional assistants
 - Implement token economy
 - Identified three target behaviors:
 - Managing disruptions
 - Delivering bonus points
 - Prompting appropriate behavior
 - Mastery criterion: 100% correct across three consecutive sessions

Token Economy Implementation Data Sheet

Trainee: _____

Date: _____

Supervisor: _____

Opportunity: X Correct: + Incorrect: -

Managing Disruptions	Opportunity	Anytime a student was disrupting someone in the class	X	X	X	X
	Behavior	Telling the student to remove a point	+	-	+	+
Delivering Bonus Points	Opportunity	The passage of 9 minutes without delivering a bonus point	X	X	X	X
	Behavior	Praising a student and marking or telling the student to mark a point	+	+	-	+
Prompting Appropriate Behavior	Opportunity	A student is not engaging in the expected activity for at least 5 seconds	X	X	X	X
	Behavior	Stand within 1m of the student and tell the student specifically what behavior he or she should perform	-	+	+	-

$$\frac{8}{12} \times 100 = 67\%$$

total correct / total opportunities

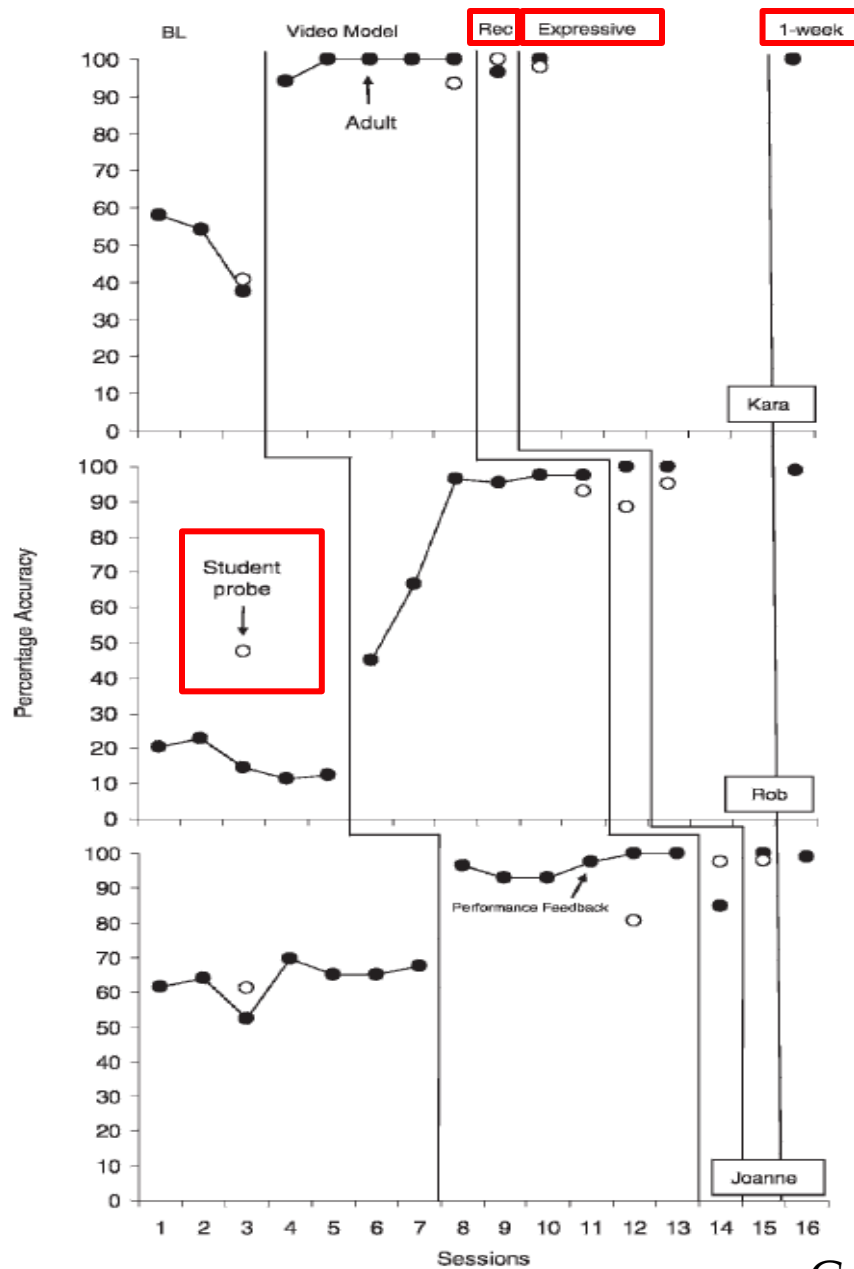
What to Do After Training?

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Generalization & Maintenance

- 48% of articles (30/62)
 - Clients (13/30)
 - Behaviors (5/30)
 - Settings (3/30)
 - Time (maintenance) (21/30)

VIDEO MODELING



Are There Other Measures of Effectiveness?

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Client Performance as a Result of Training

- 31% of articles (19/62)
- Nabeyama & Sturmey (2010):
 - N = 3 students; 3 teaching aides
 - Client: distance of ambulation
 - Teaching aides: correct posture and responses
 - Mastery criterion: 100% correct responses across two consecutive trials

Are There Other Outcomes to Measure?

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Social Validity

- 35% of articles (22/62)
 - All used self-report
- Variety of items:
 - Acceptability (Salem et al., 2009)
 - Satisfaction (Neef et al., 1991)
 - Effectiveness (Arnal et al., 2007)
- Social validity measures not representative of actual performance (Seiverling et al., 2009)

Social Validity Example

- Kissel et al. (1983):
 - N = 4 direct care staff
 - Behavior management skills
 - Questionnaire:
 - Efficacy, helpfulness, likability, and ease of applicability of training
 - 5-point Likert-type scale
 - Example: “I liked the methods used to teach me the behavior management skills”

1 2 3 4 5

Disliked very much

Liked very much

Considerations

- Outcomes not used independently
 - Post-training + generalization/maintenance (28/62)
 - + Social validity (12/62)
 - + Client performance (6/62)

Summary

- Staff Performance
 - Post-training
 - Generalization and maintenance
 - Client performance
- Social validity

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