

Teaching Observation and Data Collection Skills through Video Training

Diana Perez, Candice Hansard, & Ellie Kazemi
California State University, Northridge

Introduction

- ❖ Teaching observation and data collection skills takes a lot of time from researchers and supervisors
 - ❖ Researchers have proposed methods to decrease supervisors' time (Bass, 1987; Dempsey et. al., 2012).
 - Training provided by people result in common errors in data collection (Wildman et.al., 1975).
 - ❖ No previous researchers have tested for generalization of skills to live situations.
 - ❖ Benefits of video training for data collection (Bass, 1987)
 - Time efficient and minimizes error of a trainer
- Purpose:**
- ❖ Utilizing a training video to teach accurate data collection skills
 - ❖ Generalization of skills to recording data of live performances

Method

Design: Multiple baselines across participants single-subject design

Participants:

- ❖ 4 Undergraduate students
- ❖ No formal data collection training

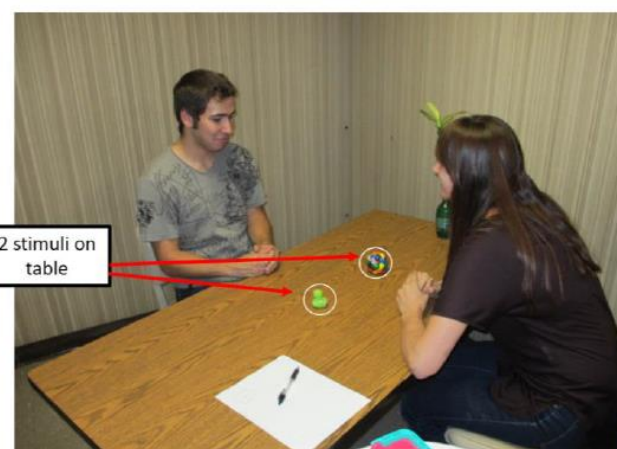
Baseline

- ❖ Operational definitions
- ❖ Data sheet
- ❖ Pencil

Intervention

- ❖ Material used in baseline
- ❖ Video Training Module (45 Min.)
 - Operational definitions
 - Strategies used to identify target behaviors
 - Recorded session and picture examples

Stimulus Presentation



Data Sheet

Session	1	2	3
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total			
Total Accuracy			

Video Training Module (continued)

- Explanation of the data sheet
- Models
- Rehearsal section

Booster Sessions: Re-watch previously scored testing video

Gen Probe: Collect data of a live preference assessment

Dependent Variable: Percentage of correct score of multiple sessions with 10 trials each

- ❖ Percentage of agreement with mastery data file
- ❖ Calculation Accuracy
- ❖ Testing Videos: videotaped session of preference assessments
- ❖ Mastery: 90% Interobserver agreement for 2 consecutive sessions

Expected Results

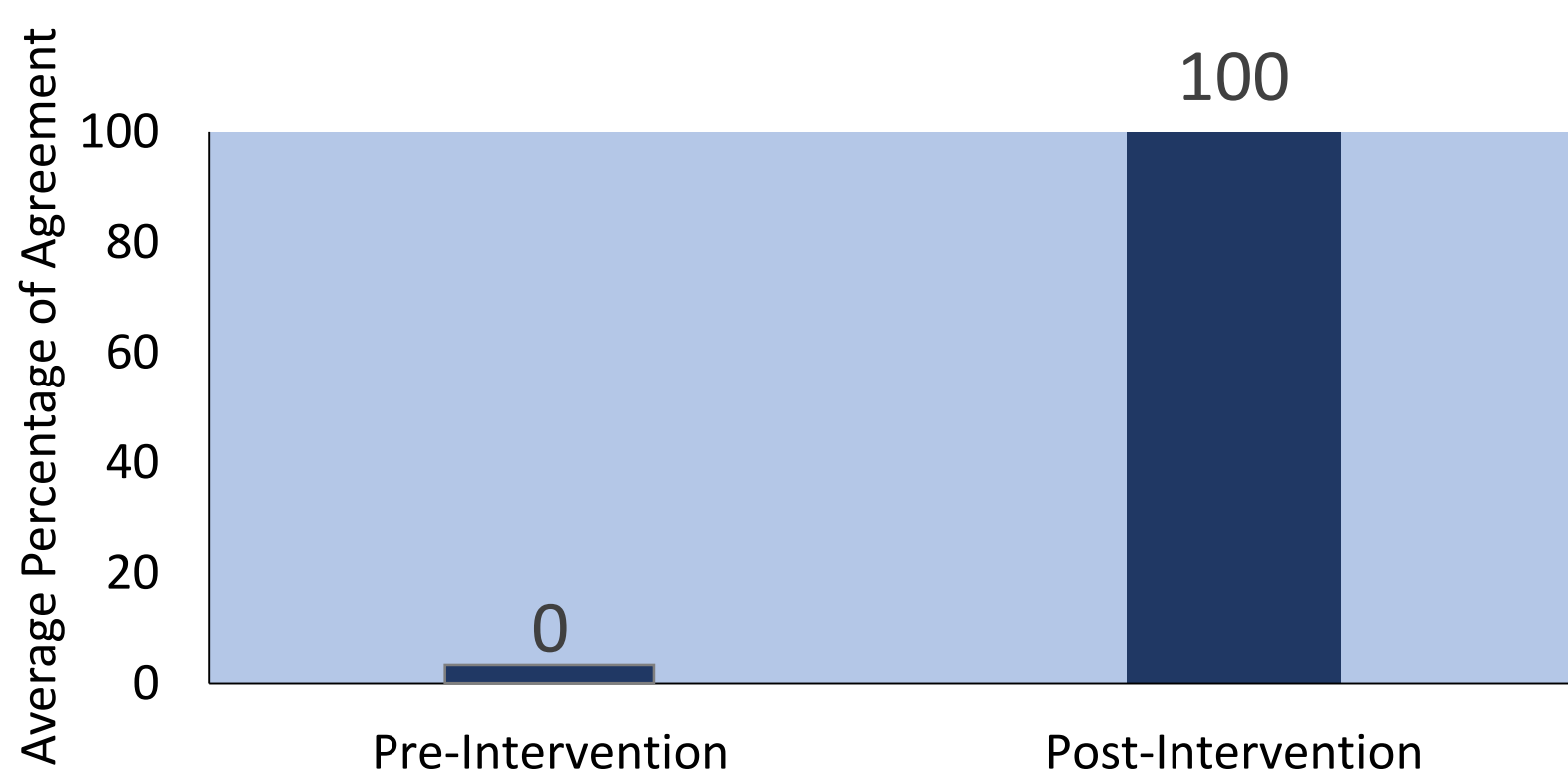


Figure 1. The average percentage of agreement of all participants.

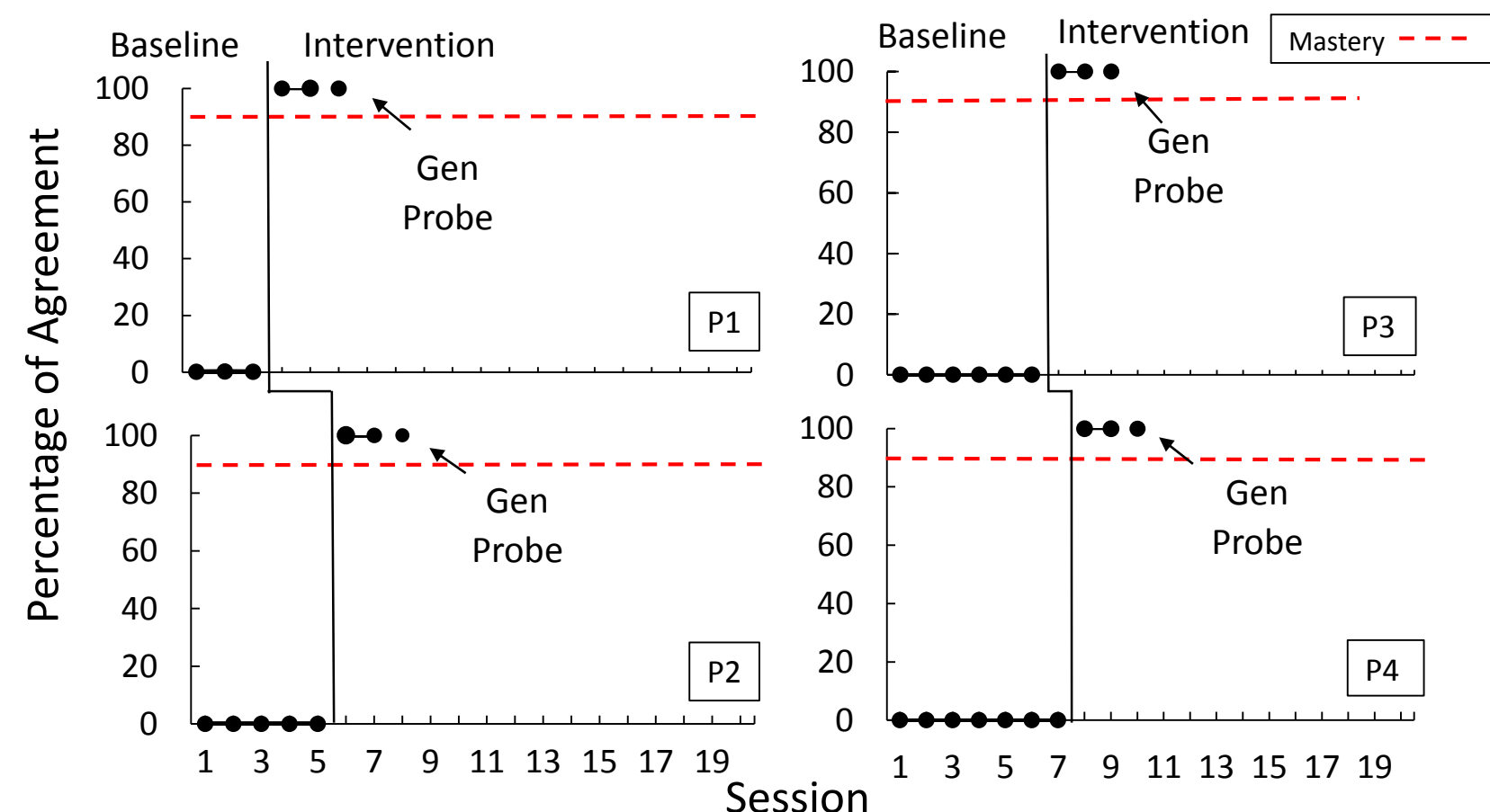


Figure 2. The percentage of agreement between participants' and experts' scores.

Discussion

Implications

- ❖ Train research assistant in less time and with little to no supervision
- ❖ Less error due to systematic training
- ❖ If skills generalize to recording data live, the module could be used to train in-vivo data collectors.

Selected References

- Bass, R. (1987). Computer-assisted Observer Training. *Journal of Applied Behavior Analysis*, 20(1), 83-88. doi: 10.1007/s00330-012-2412-7.
- Dempsey, C., Iwata, B., Fritz, J., & Rolider, N. (2012). Observer Training Revisited: A Comparison of In Vivo and Video Instruction. *Journal of Applied Behavior Analysis*, 45(4), 827-832. doi: 10.1901/jaba.2012.45-827.
- Wildman, Beth G., Marilyn T. Erickson, and Ronald N. Kent. "The Effect of Two Training Procedures on Observer Agreement and Variability of Behavior Ratings." *Child Development* 46.2 (1975): 520-24. doi: 10.1111/j.1467-8624.1975.tb03342.x