Can Recording Procedural Integrity of a Behavioral Procedure Result in Gaining Implementation Skills?

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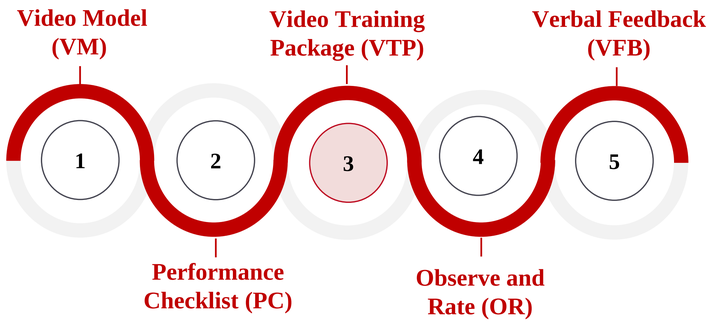
Introduction

- Researchers have found that efficient and effective training may increase the retention rate of Registered Behavior Technicians (Kazemi, Shapiro, & Kavner, 2015).
- There is a need to transition to efficient evidence-based training although it may be costly.
- Combining observer effects with video training may decrease total training time (Field, Frieder, Mcgee, Peterson, & Duinkerken, 2015; Dempsey, Carrie, Iwata, & Fritz, 2012).
- **Purpose:** To assess if a video training that has been efficacious in teaching procedural integrity (PI) recording of Paired Stimulus Preference Assessments would have ancillary effects on participants' implementation skills.

Method

Independent Variables:



Participants:

- 9 undergraduate students
- No prior experience as behavior technicians
- No previous training on preference assessments

Settings:

- Observation room with a one-way mirror

Materials:

- Laptop, video models, video training package, data collection instruction sheet, blank data sheet, performance checklist, and simulated client
- Preference assessment stimuli: Plastic food toys (e.g., orange, corn, potato, and banana)

Reliability:

- Trial-by-trial interobserver agreement
  - 30% of sessions, M = 86% (range, 75% to 93%)

Discussion & Future Research

Summary Findings

- 2 participants met mastery after VTP
  - 1 required additional OR sessions
  - 2 did not master rating and 7 mastered it in an M = 4 of sessions (range, 2 to 9)
  - Significant difference in baseline scores compared to scores in the VTP condition, $t(8) = -56.30$, $p = .000$ and the OR condition, $t(5) = -46.58$, $p = .007$.

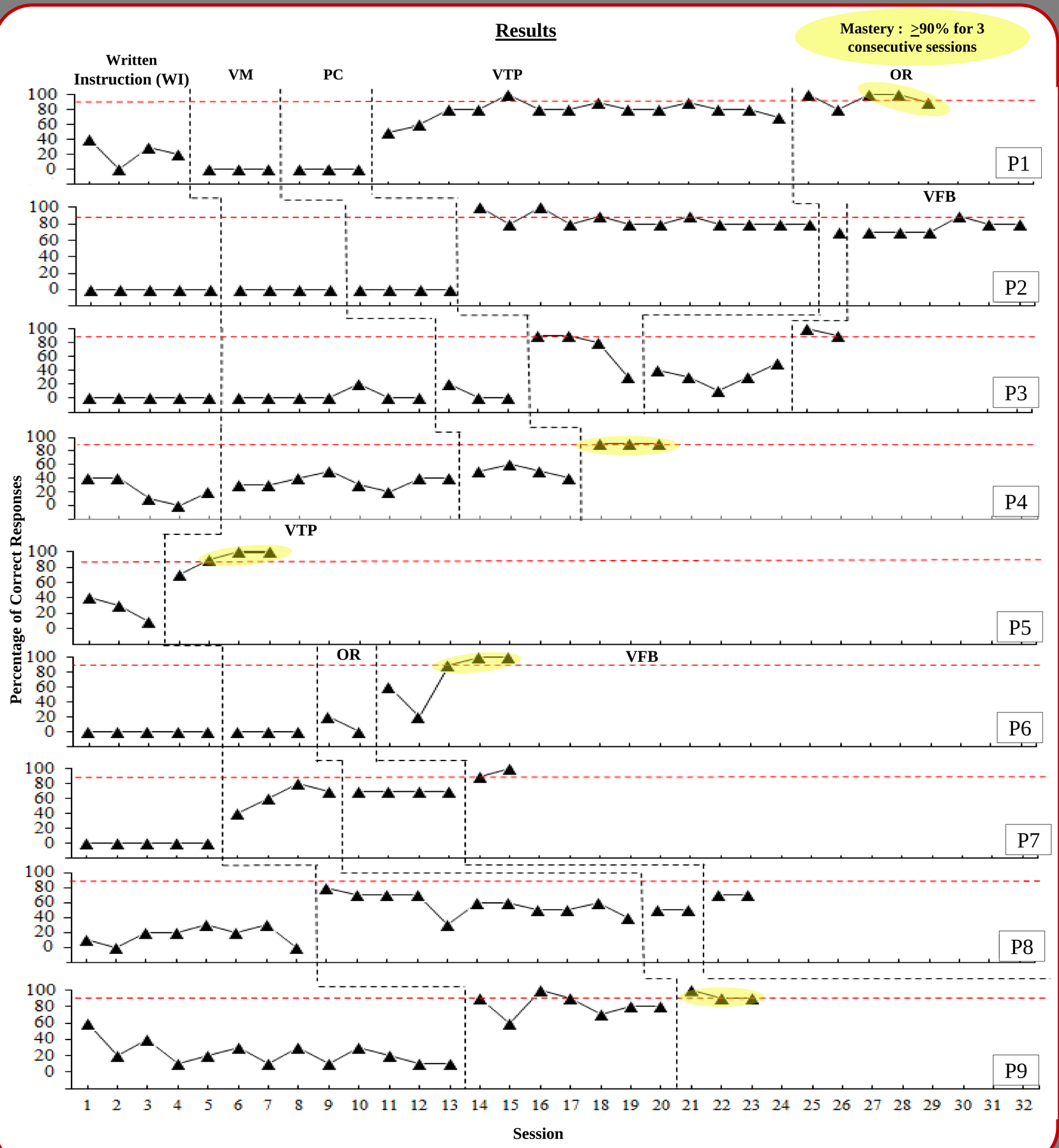
Limitations

- Reactivity
- Amount of time participants spent in each condition

Future Research

- Increase rating practice and feedback
- Group design

Results



References

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