Intro

Special Thanks To..

Tim Nipe, Ph.D., BCBA-D

Kaitlyn Connaughton, M.S., BCBA

Victoria Hurley, M.A., BCBA

Marli Siciliano, M.S., BCBA

Brendan Smith, M.S., BCBA

Lauren Alicea, M.S., BCBA

Matthew Frey, M.S.

Clare Posey, M.A., BCBA

Nikole Mauger, M.A., BCBA

Marie Breden, M.A., BCBA

78 students in our school program

152 participants in our adult program

- **32 group homes**
- **5 day centers**

Approximately 466 direct care staff

Evidence-Based Practice: *What and Why?*

Our Legal & Ethical Obligation to EBPs

Ethics Code for Behavior Analysts (BACB, 2020)

2.01 Providing Effective Treatment

Behavior analysts prioritize *clients' rights* and needs in service delivery. They provide services that are conceptually consistent with behavioral principles, based on scientific evidence, and designed to maximize desired outcomes for and protect all *clients, stakeholders, supervisees, trainees,* and *research participants* from harm. Behavior analysts implement nonbehavioral services with clients only if they have the required education, formal training, and professional credentials to deliver such services.

4.06 Providing Supervision and Training (see 1.02, 1.13 2.01)

Behavior analysts deliver supervision and training in compliance with applicable requirements (e.g., BACB rules, licensure requirements, funder and organization policies). They design and implement supervision and training procedures that are evidence based, focus on positive reinforcement, and are individualized for each supervisee or trainee and their circumstances.

Every Student Succeeds Act (2015)

Individuals with Disabilities Education Act (2004)

"(f) APPLICATIONS.—
"(1) IN GENERAL.—An eligible entity that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.
"(2) STANDARDS.—To the maximum extent feasible, each eligible entity shall demonstrate that the project described in the eligible entity's application is supported by scientifically valid research that has been carried out in accordance with the standards for the conduct and evaluation of all relevant research and development established by the National Center for Education Research.
"(3) PRIORITY.—As appropriate, the Secretary shall give priority to applications that propose to serve teachers and school personnel directly in the school environment.

"SEC. 1003. SCHOOL IMPROVEMENT.
"(a) STATE RESERVATIONS.—To carry out subsection (b) and the State educational agency's statewide system of technical assistance and support for local educational agencies, each State shall reserve the greater of—
"(1) 7 percent of the amount the State receives under subpart 2 of part A; or
"(2) the sum of the amount the State—
"(A) reserved for fiscal year 2016 under this subsection, as in effect on the day before the date of enactment of the Every Student Succeeds Act; and
"(B) received for fiscal year 2016 under subsection (g), as in effect on the day before the date of enactment of the Every Student Succeeds Act.
"(b) USES.—Of the amount reserved under subsection (a) for any fiscal year, the State educational agency—
"(1)(A) shall allocate not less than 95 percent of that amount to make grants to local educational agencies on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); or
"(B) may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams, educational service agencies, or nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement, instruction, and schools; and

DiGennaro Reed and Henley (2015)

"The quality of services provided to consumers is a function of the behavior of staff delivering said services which, in turn, is influenced by the quality and consistency of training and performance management practices adopted by organizations."

Evidence-based service delivery to clients **hinges on** evidence-based training and oversight of service providers.
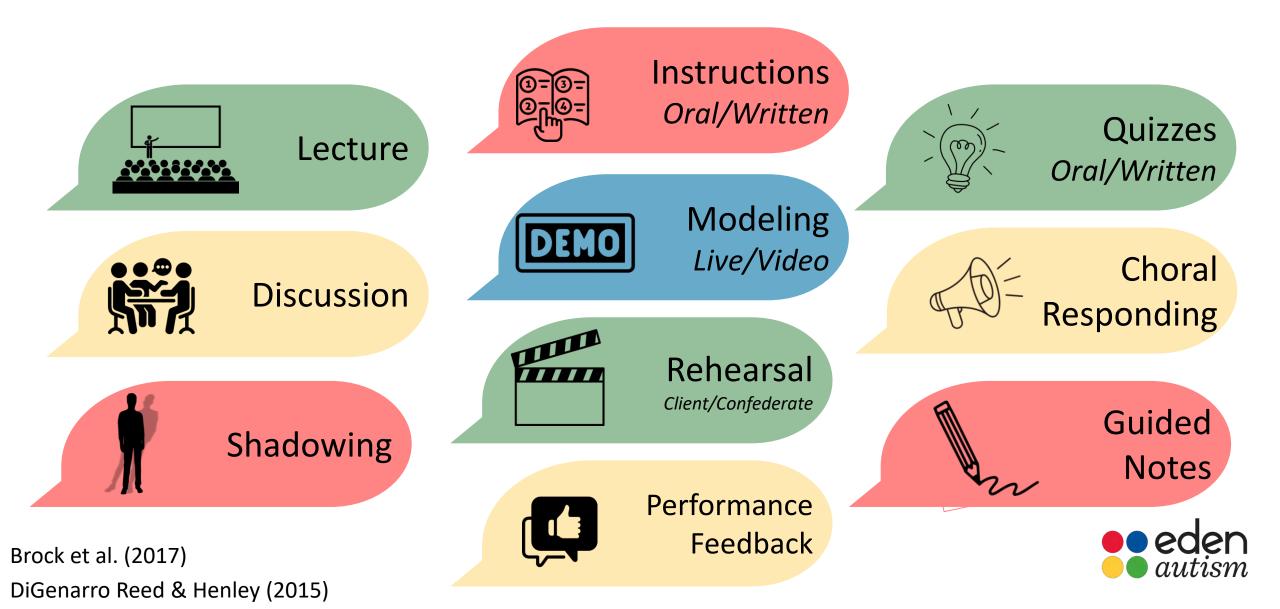
Common Training Model

Pre-Service/Entry Level Training

Ongoing Training & Professional Development

Common Training Methods

Lecture

Instructions
Oral/Written

Quizzes
Oral/Written

Discussion

Modeling
Live/Video

Choral Responding

Shadowing

Rehearsal
Client/Confederate

Guided Notes

Performance Feedback

DEMO

Brock et al. (2017)

DiGenarro Reed & Henley (2015)

eden *autism*

Example From Our Training: Guided Notes

What is ABA?

- A science based on principles of behavior used to improve *socially significant* *behavior*
- ABA relies on research literature to determine *best-practice, evidence-based* procedures

Slide

Guided Notes

Applied Behavior Analysis (ABA)

- What is ABA?
  - A science based on principles of behavior used to improve _____ _____ behavior.*
  - ABA focuses on _____ strategies to *increase* socially significant behavior.
  - ABA relies on _____ to inform clinical judgment and decision making regarding goals and teaching strategies.
- Reinforcement*
  - A consequence that _____ or maintains the likelihood of a behavior occurring again in the future.
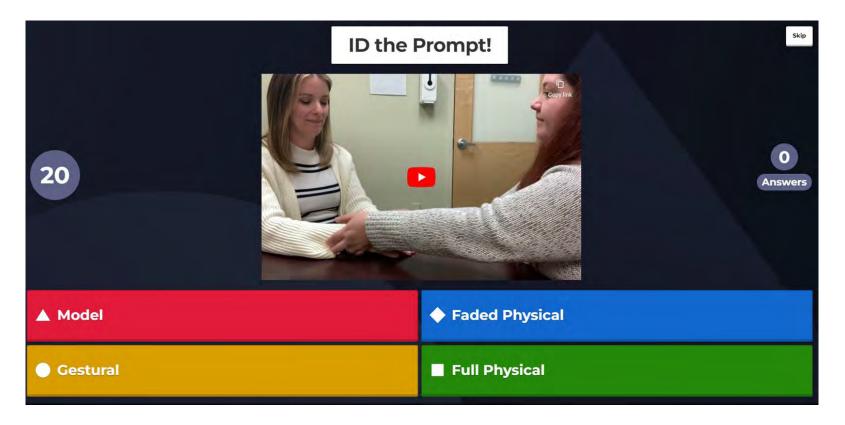
Example from Our Training: Video Modeling

Examples

Non-examples

Example from Our Training: Quizzes/Gamified Learning

- Active responding
- Reinforcement
- Performance metrics
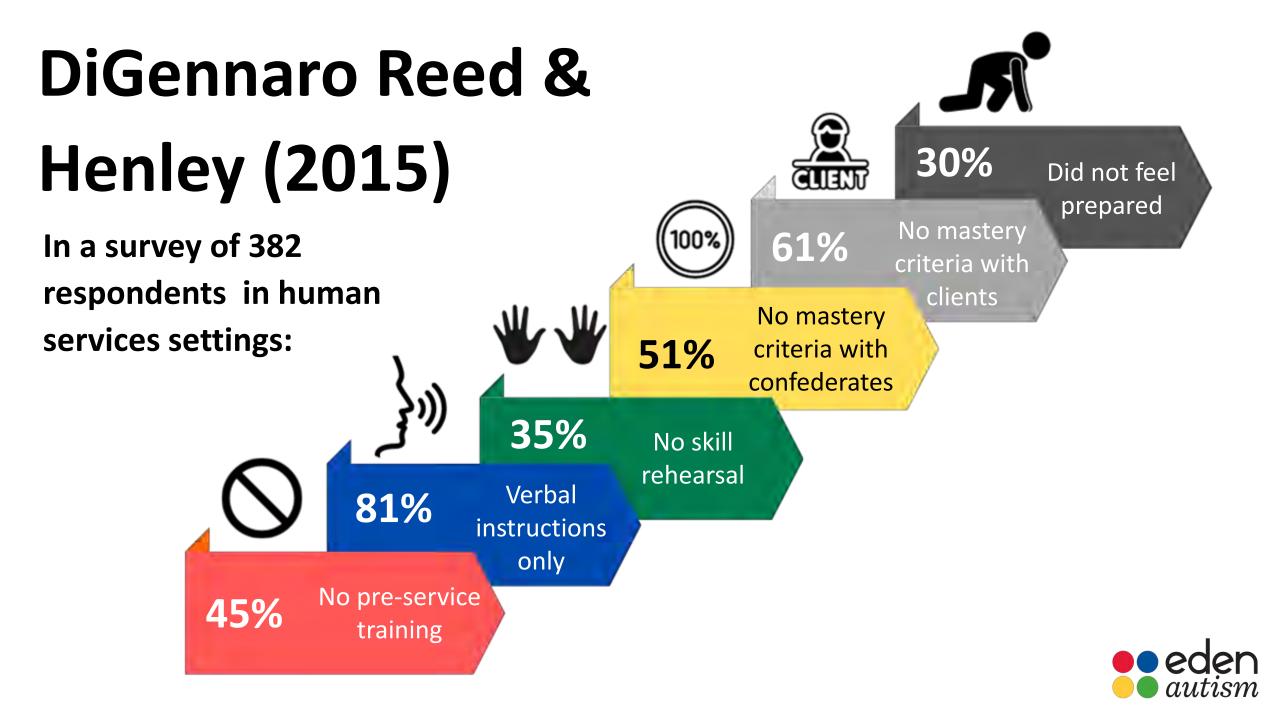
The literature shows us… it *can* work!

LITERATURE REVIEW

WILEY

Using behavioral skills training to teach implementation of behavioral interventions to teachers and other professionals: A systematic review

Mylissa Slane[1] | Rebecca G. Lieberman-Betz[2]

THE EFFECTS OF BEHAVIORAL SKILLS TRAINING ON STAFF IMPLEMENTATION OF DISCRETE-TRIAL TEACHING

RANDI A. SAROKOFF AND PETER STURMEY

THE GRADUATE CENTER AND QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK

LIVE TRAINING VERSUS E-LEARNING TO TEACH IMPLEMENTATION OF LISTENER RESPONSE PROGRAMS

KANEEN B. GEIGER
AUBURN UNIVERSITY

LINDA A. LEBLANC, KATIE HUBIK AND SARAH R. JENKINS
TRUMPET BEHAVIORAL HEALTH

AND

JAMES E. CARR
BEHAVIOR ANALYST CERTIFICATION BOARD

Training behavior analysts to conduct functional analyses using a remote group behavioral skills training package

Lindsay A. Lloveras, Savannah A. Tate and Timothy R. Vollmer
Department of Psychology, University of Florida

Melissa King and Hannah Jones
Florida Autism Center

Kerri P. Peters
Department of Psychology, University of Florida and Department of Psychiatry, University of Florida

THE EFFECTS OF VIDEO MODELING ON STAFF IMPLEMENTATION OF A PROBLEM-SOLVING INTERVENTION WITH ADULTS WITH DEVELOPMENTAL DISABILITIES

SHAWNEE COLLINS, THOMAS S. HIGBEE, AND CHARLES L. SALZBERG
UTAH STATE UNIVERSITY

EVALUATION OF A TELEHEALTH TRAINING PACKAGE TO REMOTELY TRAIN STAFF TO CONDUCT A PREFERENCE ASSESSMENT

WILLIAM J. HIGGINS AND KEVIN C. LUCZYNSKI
UNIVERSITY OF NEBRASKA MEDICAL CENTER'S MUNROE-MEYER INSTITUTE

REGINA A. CARROLL
WEST VIRGINIA UNIVERSITY

WAYNE W. FISHER
UNIVERSITY OF NEBRASKA MEDICAL CENTER'S MUNROE-MEYER INSTITUTE

AND

OLIVER C. MUDFORD
THE UNIVERSITY OF AUCKLAND

EFFECTS OF GUIDED NOTES VERSUS COMPLETED NOTES DURING LECTURES ON COLLEGE STUDENTS' QUIZ PERFORMANCE

NANCY A. NEEF, BRANDON E. MCCORD, AND SUMMER J. FERRERI
THE OHIO STATE UNIVERSITY

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DiGennaro Reed & Henley (2015)

In a survey of 382 respondents in human services settings:

45% No pre-service training

81% Verbal instructions only

35% No skill rehearsal

51% No mastery criteria with confederates

61% No mastery criteria with clients

30% Did not feel prepared

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BARRIERS AT THE ORGANIZATIONAL LEVEL

Time

Cost

Return on investment

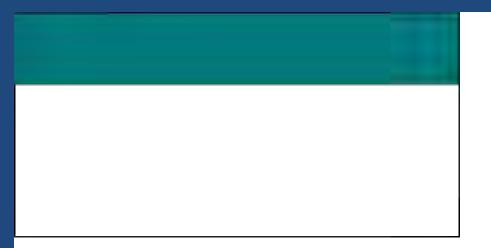High staff turnover

Poor performance management practices

DiGenarro Reed & Henley (2015); Clayton & Headley (2019); Lerman, LeBlanc, & Valentino (2015)

BARRIERS AT THE TRAINER LEVEL

Competing job responsibilities

Lack of expertise

Low trainer-to-trainee ratios

Diverse client population

Lack of research dissemination

Brock et al., (2017); Shapiro & Kazemi, (2017); Blair & Shawler, (2020); Cummings & Saunders (2018); Corona, Christodulu, & Rinaldi (2017); Critchfield (2018)

BARRIERS AT THE
STAFF LEVEL

Diverse staff population

Generalization from training to in-situ contexts

Lack of performance supervision/feedback

Lack of incentives

Brock et al. (2017); Shapiro & Kazemi (2017); Silveira-Zaldivar & Curtis (2019)

THE NEGATIVE IMPACT ON CLIENTS

Client/staff interactions

Opportunities for teaching and engagement

Progress toward goals

Quality of life

Their right to effective treatment

Finn & Sturmey (2009); Schepis et al. (2001); Gresham et al. (1993); Dib & Sturmey (2007)

CYCLE OF INEFFECTIVE TRAINING

Increased burden on supervisory staff

Ineffective training/ supervision

Ineffective staff/ negative client outcomes

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Selecting EBPs to Train Human Services Staff: *Finding the Best Fit*

Finding the Best Fit

	Evidence-Based	- The training method is based on current research and best practices in the field.
	Efficient	- The training method optimizes the use of time to achieve its objectives.
	Effective	- The training method improves targeted skills. Observable changes in performance are evident.
	Economical	- The training method is considerate in terms of cost and allocation of resources.
	Engaging	- The training method sustains attention and enhances active responding through frequent opportunities for interaction.
	Accessible	- The training method is inclusive and adaptable to diverse learning styles and instructional formats.

Behavioral Skills Training (BST)

Poche et al., 1981; Ward-Horner & Sturmey, 2012

BST: Benefits

Strong empirical support

Objective

Measurable

Capacity for individualization

Recyclability of prepared training materials

BST: Disadvantages
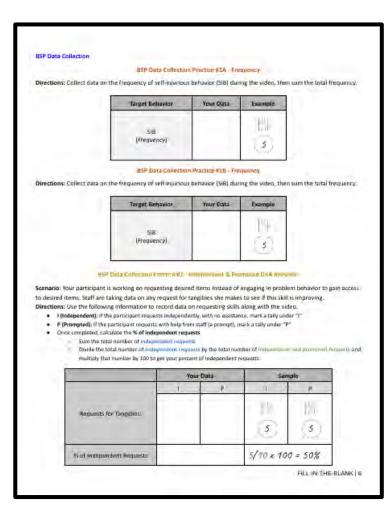
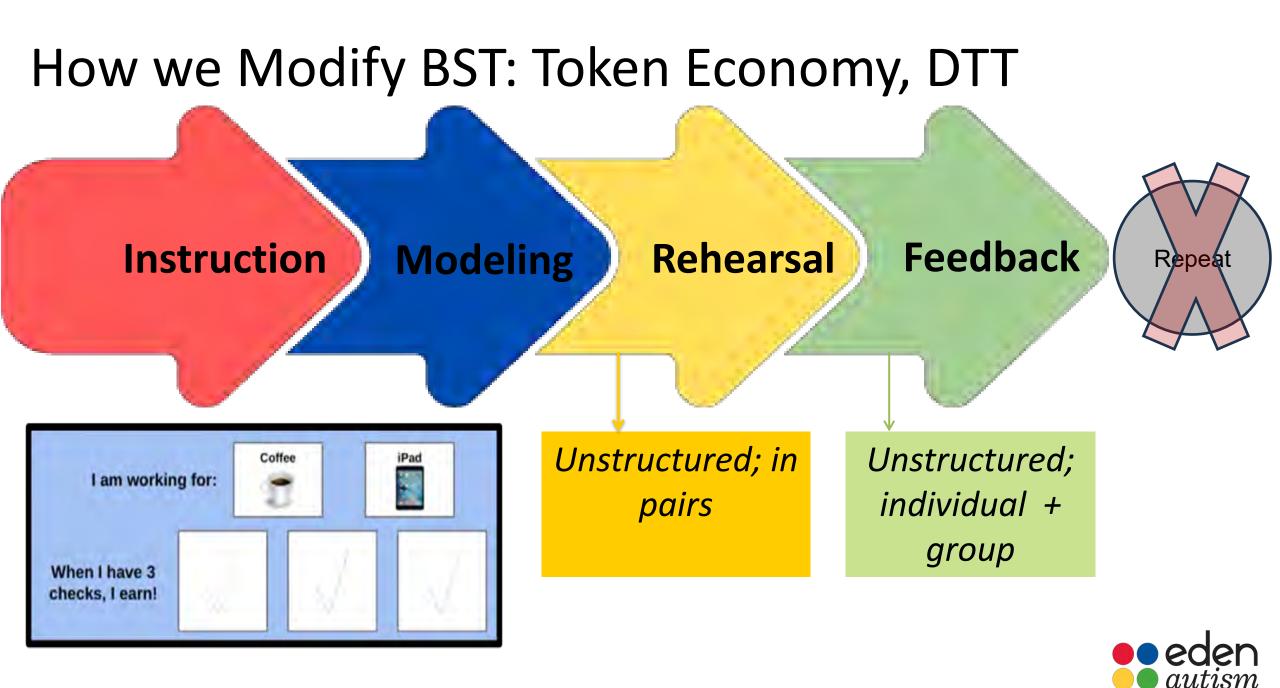| Disadvantages	Potential Solutions
Time/resource intensive	Modify BST
Generalization/maintenance	Match rehearsal to performance setting; in-situ (if possible); same materials
Application to complex skills	Supplement with other training methods; check for pre-requisites

Pre-Service Training: How We Modify BST

Data Collection

- Instruction
- Modeling
- Rehearsal
  - Not checked
- Group feedback/discussion
- No repetition until mastery

How we Modify BST: Token Economy, DTT
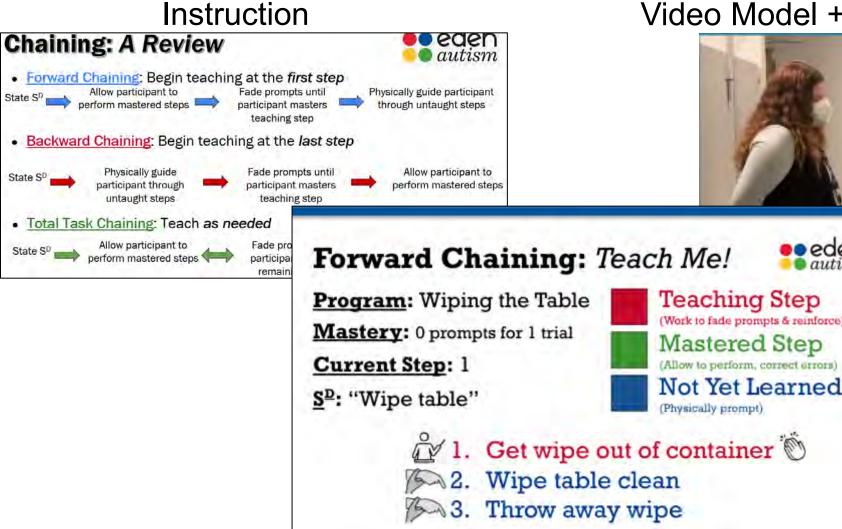

Instruction → **Modeling** → **Rehearsal** → **Feedback** → ~~Repeat~~

Rehearsal: *Unstructured; in pairs*

Feedback: *Unstructured; individual + group*

I am working for:
Coffee | iPad

When I have 3 checks, I earn!

Pre-Service Training: How We Modify BST

Instruction

Video Model + Data Collection Rehearsal

Chaining: A Review

- **Forward Chaining**: Begin teaching at the *first step*

State S^D → Allow participant to perform mastered steps → Fade prompts until participant masters teaching step → Physically guide participant through untaught steps

- **Backward Chaining**: Begin teaching at the *last step*

State S^D → Physically guide participant through untaught steps → Fade prompts until participant masters teaching step → Allow participant to perform mastered steps

- **Total Task Chaining**: Teach *as needed*

State S^D → Allow participant to perform mastered steps ↔ Fade pro... participa... remain...

Forward Chaining: Teach Me!

Program: Wiping the Table

Mastery: 0 prompts for 1 trial

Current Step: 1

S^D: "Wipe table"

Teaching Step (Work to fade prompts & reinforce)

Mastered Step (Allow to perform, correct errors)

Not Yet Learned (Physically prompt)

1. Get wipe out of container
2. Wipe table clean
3. Throw away wipe

FORWARD CHAINING
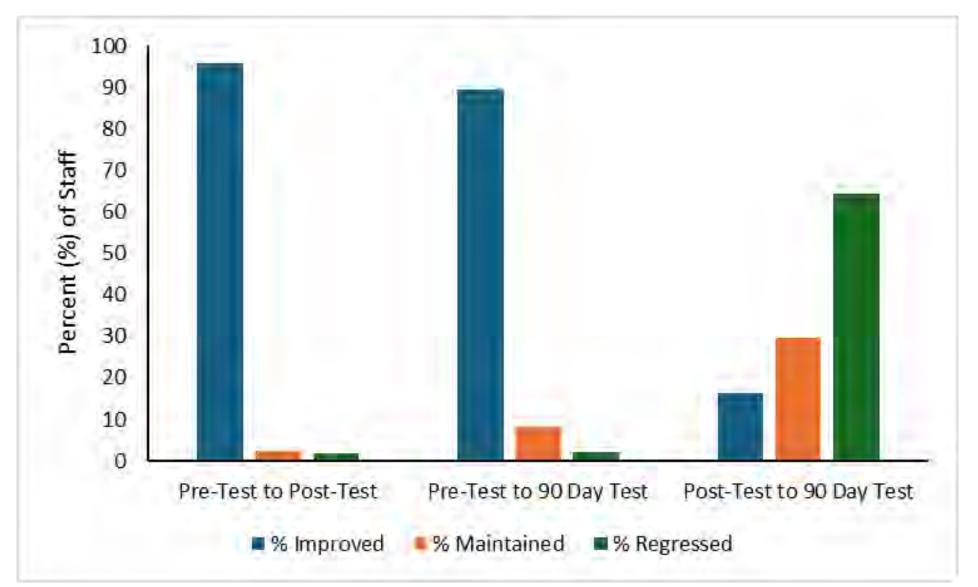STEP 3: RETRIEVE SOAP

Rehearsal + Feedback + Repeat once

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Is preservice training effective long term?

Preservice Training: Pre/Post/90 Day Tests

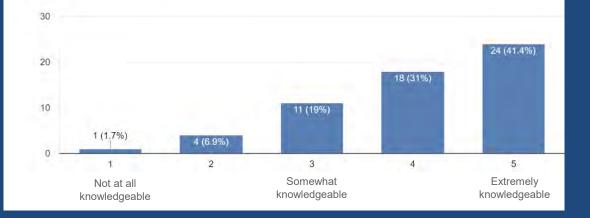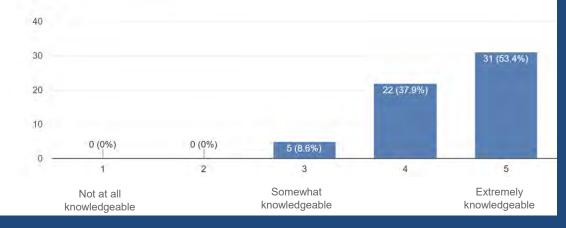# Post-Training Survey (after 30 days on the job)

Rate your general knowledge about autism and applied behavior analysis *before* the training *

1 2 3 4 5

Not at all knowledgeable ○ ○ ○ ○ ○ Extremely knowledgeable

Rate your general knowledge about autism and applied behavior analysis *after* the training *

1 2 3 4 5

Not at all knowledgeable ○ ○ ○ ○ ○ Extremely knowledgeable

Rate your ability to teach skills (e.g. hygiene, domestic skills, job skills, academics) to individuals with autism *before* the training *

1 2 3 4 5

Not at all knowledgeable ○ ○ ○ ○ ○ Extremely knowledgeable

Rate your ability to teach skills (e.g. hygiene, domestic skills, job skills, academics) to individuals with autism *after* the training *

1 2 3 4 5

Not at all knowledgeable ○ ○ ○ ○ ○ Extremely knowledgeable

How comfortable did you feel with managing challenging behavior (e.g. aggression, self-injury, property destruction, disruptive behavior) *before* the training?

1 2 3 4 5

Not at all comfortable ○ ○ ○ ○ ○ Extremely comfortable

How comfortable do you feel with managing challenging behavior (e.g. aggression, self-injury, property destruction, disruptive behavior) *after* the training?

1 2 3 4 5

Not at all comfortable ○ ○ ○ ○ ○ Extremely comfortable

How relevant was the entry level training (week 1 on ABA, behavior, teaching, and crisis management) to your current role?

1 2 3 4 5

Not at all relevant ○ ○ ○ ○ ○ Extremely relevant

What part/s of training were most valuable to your current role? *

☐ Lecture on behavior management strategies
☐ Behavior management role play
☐ Lecture on teaching procedures
☐ Hands-on practice of teaching procedures
☐ PCM lecture
☐ PCM hands-on practice and repetitions

What topics, if any, do you feel you need additional training on? *

☐ Characteristics of Autism
☐ Preventing challenging behavior
☐ Teaching replacement behaviors
☐ Reinforcement strategies
☐ Responding to challenging behavior
☐ De-escalation strategies
☐ Following behavior support plans
☐ Data collection on behavior (e.g. frequency of problem behavior, % reinforcement)
☐ PCM transportation and immobilization procedures
☐ Professionalism
☐ Prompting
☐ Discrete trial training (DTT)
☐ Task analysis & chaining procedures
☐ Data collection on skill acquisition (e.g. correct/incorrect, # and type of prompts)
☐ Other

What, if anything, would you change about the first week of entry level training?

Your answer

What factors might or have been keeping you from using the skills learned in entry level training?

☐ I need additional training
☐ I do not have the resources I need
☐ My supervisor is not using the same strategies I learned
☐ My colleagues are not using the same strategies I learned
☐ The training was not relevant to my current role
☐ Other

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Sample Data from Survey

Rate your ability to teach skills (e.g. hygiene, domestic skills, job skills, academics) to individuals with autism before the training
58 responses

1 (1.7%) — 1 — Not at all knowledgeable
4 (6.9%) — 2
11 (19%) — 3 — Somewhat knowledgeable
18 (31%) — 4
24 (41.4%) — 5 — Extremely knowledgeable

Rate your ability to teach skills (e.g. hygiene, domestic skills, job skills, academics) to individuals with autism after the training
58 responses

0 (0%) — 1 — Not at all knowledgeable
0 (0%) — 2
5 (8.6%) — 3 — Somewhat knowledgeable
22 (37.9%) — 4
31 (53.4%) — 5 — Extremely knowledgeable
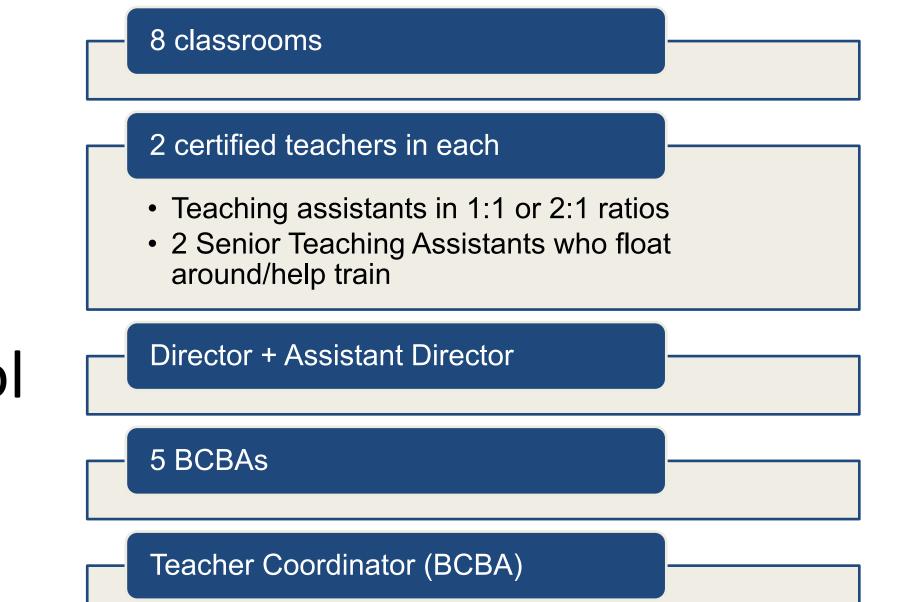
Sample Data from Survey

"What factors might or have been keeping you from using the skills learned in entry level training?"

- o Top 2 answers:
    - ▪ I need additional training
    - ▪ My colleagues are not using the procedures taught

Current Ongoing Training Practices

The Eden School

8 classrooms

2 certified teachers in each

- Teaching assistants in 1:1 or 2:1 ratios
- 2 Senior Teaching Assistants who float around/help train

Director + Assistant Director

5 BCBAs

Teacher Coordinator (BCBA)

The Eden School – Ongoing Training

Extended Entry Level Training (EELT)

3 within 3 months; In-person, before students arrive

Split between teacher coordinator, other teachers, BCBAs, speech, and counselor

Ongoing Training Checklist & Performance Assessment

Collaboration between teachers and BCBAs to complete.

Teachers & directors provide 30, 60, 90 day + yearly assessment

Mentor Program

Staff in good standing

Review teaching procedures, behavior plans, policies & procedures across approx. 3 months

$100 bonus to mentors when complete

Eden's Adult Services

32 residences, 5 day centers

Managers & Supervisors (no certified teachers)
- Direct Support Professionals in 1:1, 2:1, 3:1, or 4:1 ratios

Director + Assistant Director

5 BCBAs

Eden's Adult Services – Ongoing Training

Extended Entry Level Training (EELT)

3 within 3 months
Computer-based
Run by Training Department
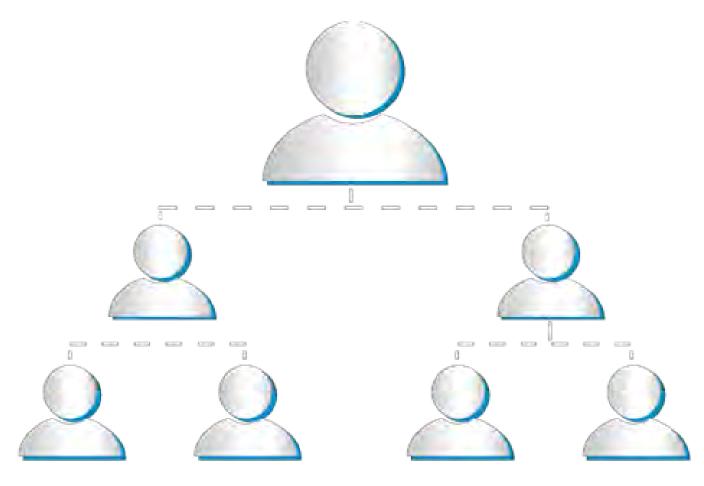
Ongoing Training & Performance Assessment

Collaboration between supervisors, managers, directors, and BCBAs.

30, 60, 90 day + yearly assessments

Pyramidal BST

Train-the-Trainer Approach

Pyramidal BST: Benefits

Improved efficiency

More trainers available

Decreased competition of job responsibilities for staff trainers

Pyramidal BST: Disadvantages

Disadvantages	Potential Solutions
Staff concerns with time/effort	Incentives
Impact of staff turnover on peer training	Train trainers who are in a variety of job roles
Trainers without advanced knowledge	Scope of competence; Address in initial training of trainers

Pence, St Peter, & Tetreault (2012)
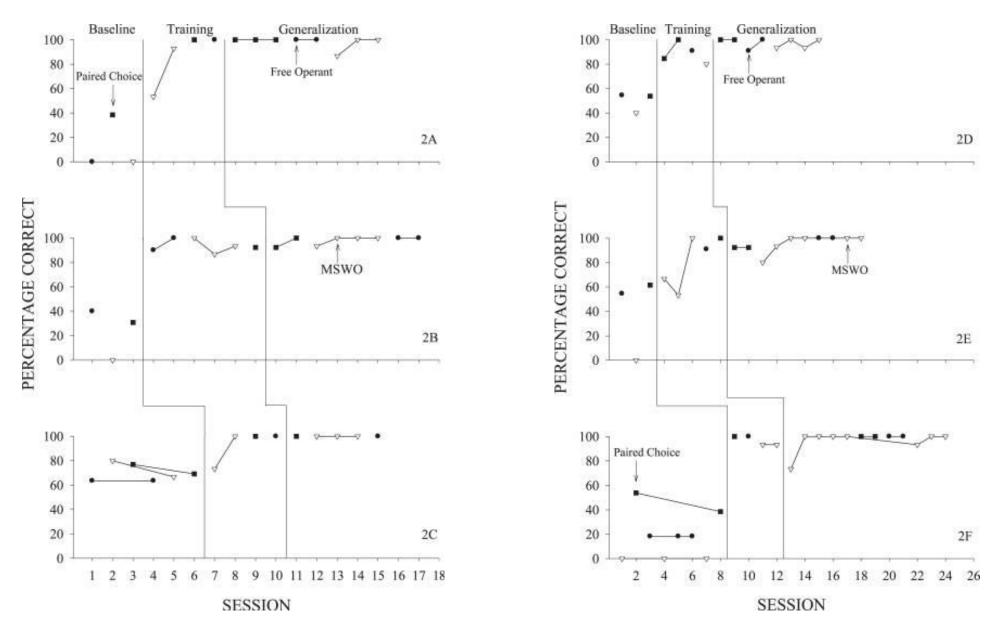
Pyramidal BST to train special ed. teachers to conduct preference assessments

- **Experiment 1**
  - **First tier:** 3 previously trained teachers
  - **Second tier:** 6 trainees (5 teachers + clinician)
    - Enrolled in behavioral analytic program

Training protocol
- Measured fidelity of feedback
  - Above 90% correct

Pence, St Peter, & Tetreault (2012)

Pence, St Peter, & Tetreault (2012)
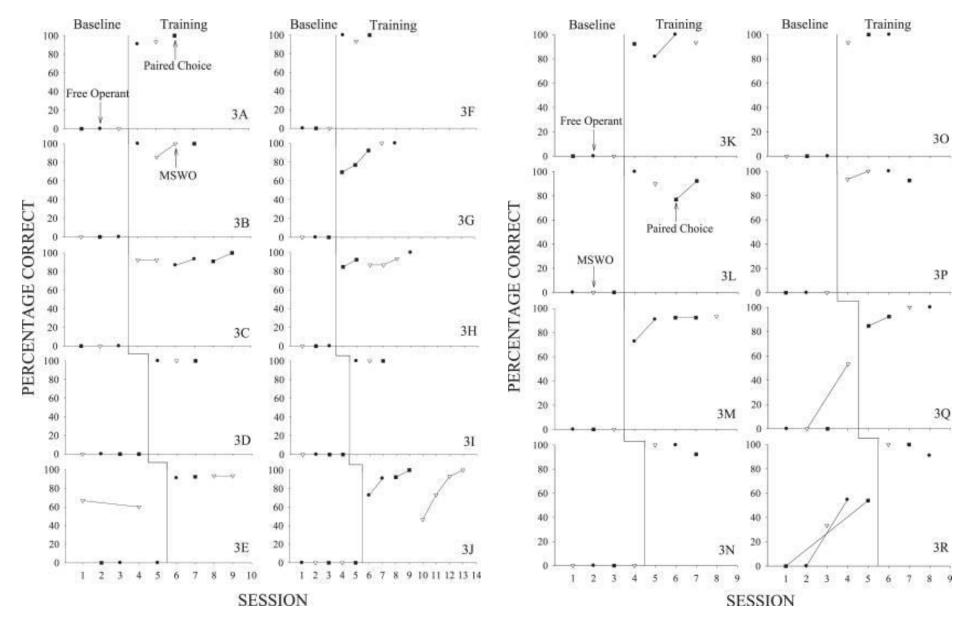
- **Experiment 2**
  - **Second tier:** Trainees now the trainers
  - **Third tier:** 18 preschool teachers
    - Not enrolled in a behavioral analytic program
- **Training Protocol**
  - Measured fidelity of feedback
    - Mean of 83% correct
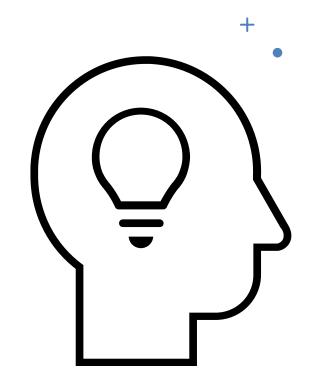
Pence, St Peter, & Tetreault (2012)

Pence, St Peter, & Tetreault (2012)

- Takeaways

  – Enabled efficient allocation of resources

  – Effective way to train staff on skills that
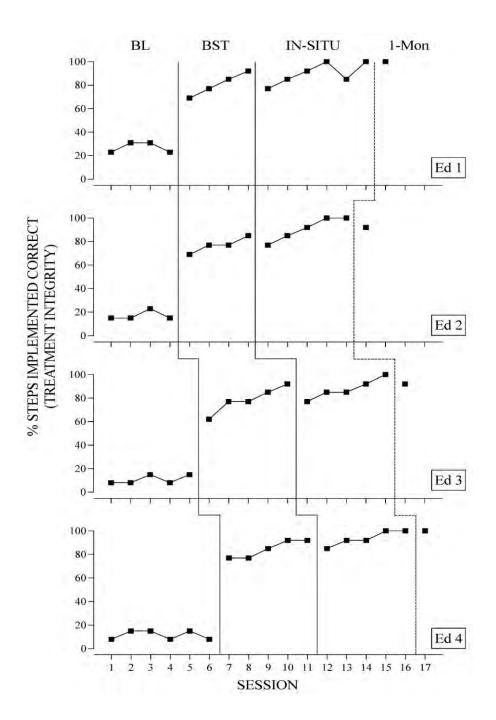
  can be broken down in small steps
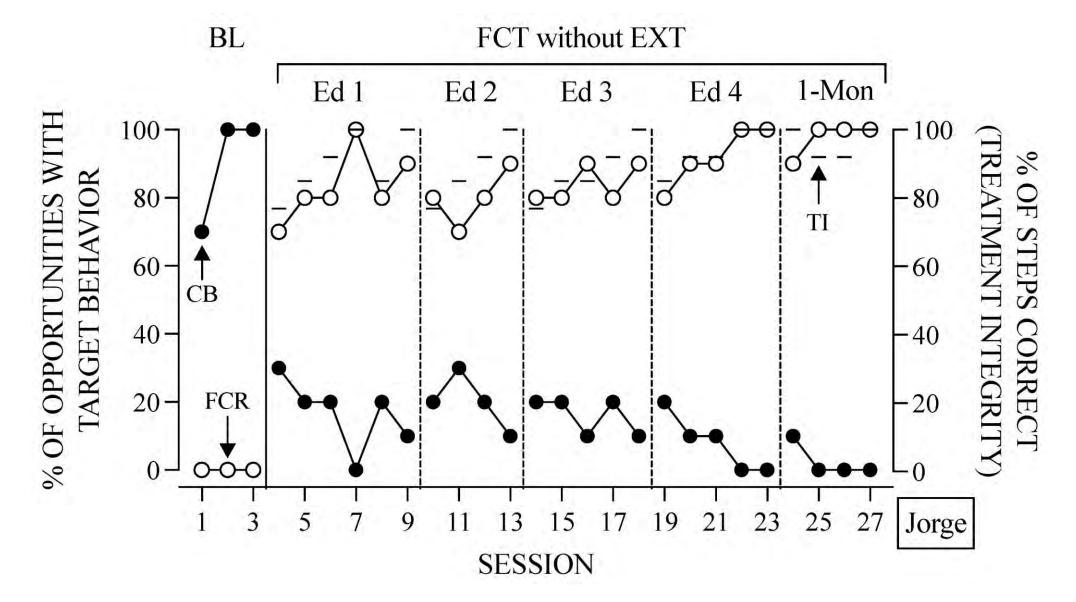
  – Perfect feedback may not be necessary

  – May increase teacher acceptance

Thompson & MacNaul (2023)

- Pyramidal BST to train 4 educators functional communication training (FCT) without extinction

    - **Tiers:** Researcher→Educator 1→Educator 2→Educator 3→Educator 4

- Early childhood setting

- Various educational backgrounds

Thompson & MacNaul (2023)

- **Graph:** Steps of FCT procedure implemented correctly

- **Coaching fidelity (BST steps done correctly)**
  - Given a task analysis of 14 step BST procedure to help train
  - Averaged 89%

Thompson & MacNaul (2023)

Thompson & MacNaul (2023)

- Takeaways
  - Enabled efficient allocation of resources
  - Pyramidal BST can be an effective way to train reinforcement-based procedures to multiple staff
  - Effective training = positive outcome for student

Parsons, Rollyson, & Reid (2013)

- Evaluated the effects of two, 60-minute training sessions on BST implementation by human services staff (adult services)
  - Training Sessions:
    - 3-4 participants with 2 trainers
      - 3 groups, 10 participants total
    - Used BST to train BST

Parsons, Rollyson, & Reid (2013)
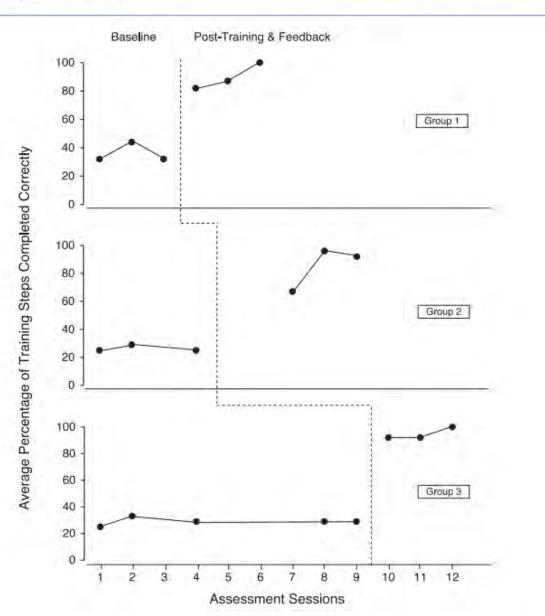
Figure 1. Average (mean) percentage of BST steps completed correctly for each group of participants for each assessment during each experimental condition.

Parsons, Rollyson, & Reid (2013)

- **On-the-Job Training**
    - **9 of the 10 participants**
    - **Trained a staff at their workplace during routine job situation**
    - **Chose their own skill**

Parsons, Rollyson, & Reid (2013)

Table 2 Average Percentage (and Range) of BST Skills Performed Correctly by Individual Participants During Baseline, Post-Training, and the On-The-Job Assessment
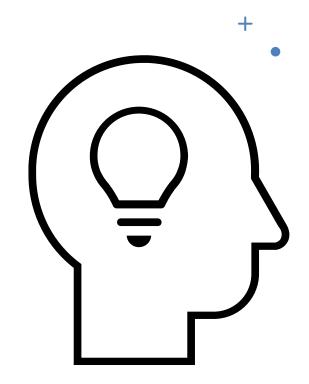
Participant	Baseline	Post-training	On-the-Job
Carol	28 (25–38)	92 (75–100)	100
Sue	35 (13–38)	92 (75–100)	100
Mary	25 (13–38)	92 (75–100)	88
Roger	38 (25–50)	92 (75–100)	100
Keri	17 (13–25)	71 (50–88)	100
Marcia	46 (38–50)	92 (75–100)	88
Pam	38 (–)	96 (88–100)	100
Karla	42 (–)	86 (71–100)	100
Ben	42 (38–50)	83 (75–100)	100
Rick	25 (–)	100 (–)	

Parsons, Rollyson, & Reid (2013)

Table 3. Percentage of Steps of Target Skills Trained by Participants That Staff Trainees Performed Correctly During Pre- and Post-BST On-The-Job Assessments

Participant	Staff trainee	Target Skill	Pre-BST	Post-BST
Carol	Carl	most-to-least prompting	0	100
Sue	Alice	backward chaining	40	100
Mary	Lois	most-to-least prompting	50	100
Roger	Cyndi	producing manual signs	0	100
Keri	Doris	graduated physical guidance	17	100
Marcia	Miriam	giving feedback	25	88
Pam	Lisa	least-to-most prompting	20	100
Karla	Alice	making jewelr	0	100
Ben	Teri	producing manual signs	20	100

Parsons, Rollyson, & Reid (2013)

- Takeaways
  - BST as a means to train BST & measure ability to use BST
  - Pyramidal BST can be a practical way to train a large number of staff
  - Could be concerns with time and effort from second-tier trainers

Erath et al. (2020)

- Evaluated the effects of 50-minute workshop on BST implementation by 25 human services staff
  - Workshop:
    - Vocal & written instructions
    - Live modeling
    - Unstructured practice
    - Peer feedback

ath, DiGennaro Reed, Sundermeyer, Brand, Novak, & Harbison (2020)

Erath et al. (2020)

- **BST Mastery**
  - **Workshop alone 40% (*N* = 10)**
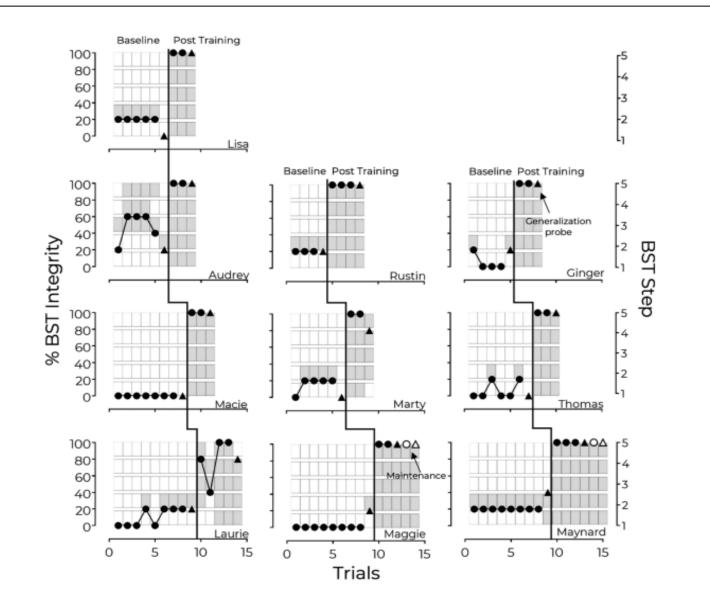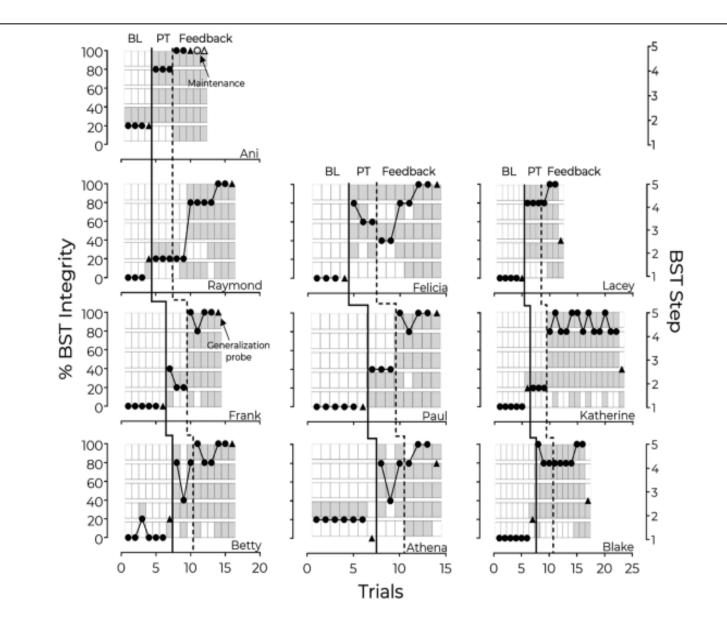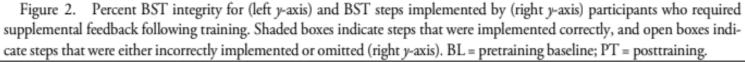
Figure 1. Percent BST integrity for (left *y*-axis) and BST steps implemented by (right *y*-axis) participants who achieved mastery after training. Shaded boxes indicate steps that were implemented correctly, and open boxes indicate steps that were either incorrectly implemented or omitted (right *y*-axis).

Erath et al. (2020)

- **BST Mastery**
  - **Workshop + Brief Performance Feedback 40% (*N* = 10)**

Figure 2. Percent BST integrity for (left *y*-axis) and BST steps implemented by (right *y*-axis) participants who required supplemental feedback following training. Shaded boxes indicate steps that were implemented correctly, and open boxes indicate steps that were either incorrectly implemented or omitted (right *y*-axis). BL = pretraining baseline; PT = posttraining.

Erath et al. (2020)

- **Did not meet mastery criterion**
  - **20% (*N* = 5)**
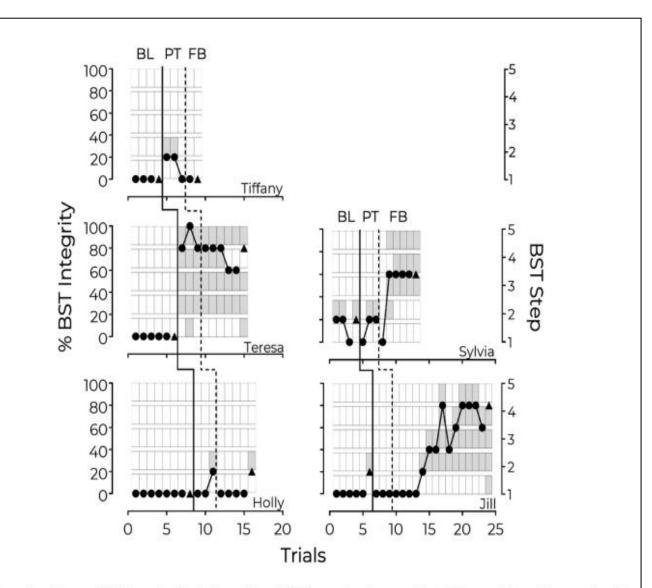
Figure 3. Percent BST integrity for (left *y*-axis) and BST steps implemented by (right *y*-axis) participants who did not meet mastery criterion. Shaded boxes indicate steps that were implemented correctly, and open boxes indicate steps that were either incorrectly implemented or omitted (right *y*-axis). BL = pretraining baseline; PT = posttraining; FB = performance feedback.
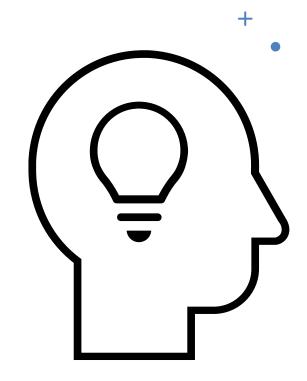
Erath et al., 2020

- Takeaways

  - Short/group formats work

  - Can train staff with variety of

    backgrounds/positions to be staff trainers

  - EBP ≠ timely skill mastery for all

  - Desire to train ≠ skills to train
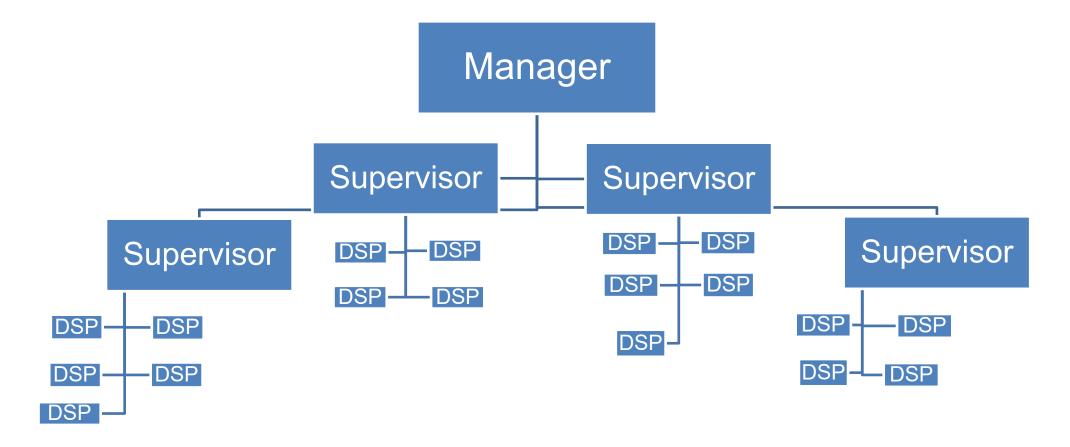
Pyramidal BST in Eden's Adult Program

- Collaborated with directors to create a feasible schedule for ongoing training
  – Supervisors/managers only
  – Quarterly (4/year)
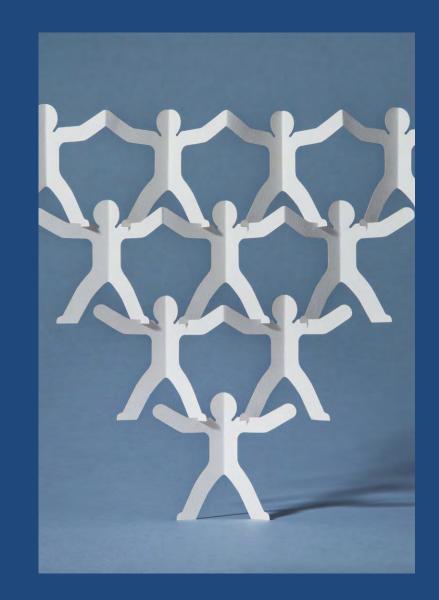
Adult Residential Program- Organizational chart

Our Replication

- Based on Parsons (2013) and Erath (2019) studies
- Pyramidal BST
  - Group training on BST using BST
  - Will supervisory staff use BST to train their staff essential skills?

Participants & Setting

- **Participants:**
  - 8 adult services staff in supervisory roles
    - Managers & supervisors (day program and residential)
  - 7 had no background in behavior analysis besides the training they have already had at Eden; various levels of education & experience.
- **Setting:**
  - Baseline/Training/Post Training: training room, private areas (varied)
  - Follow-up: Participant's work location (day center, residential)

Experimental Design & Procedure

- Nonconcurrent Multiple Baseline Across Participants

- Participants attended a workshop
  - All phases besides follow-up

Response Measurement: BST Integrity

BST Step	Score (+, -)
1. **Instruction (Rationale):** Provided brief rationale	
2. **Instruction (Description):** Provided a description of each step	
3. **Model:** Demonstrated the skill from start to finish	
4. **Rehearsal:** Instructed the trainee to perform the skill	
5. **Feedback:** Provided positive feedback for steps performed correctly, corrective feedback for steps performed incorrectly (if applicable)	
6. **Repeat until Mastery:** Instructed trainee to repeat until 1 time at 100%; did not instruct to repeat if already at 100%	
% Correct	

Pretraining Baseline

Participant was asked to train confederate on least-to-most prompting
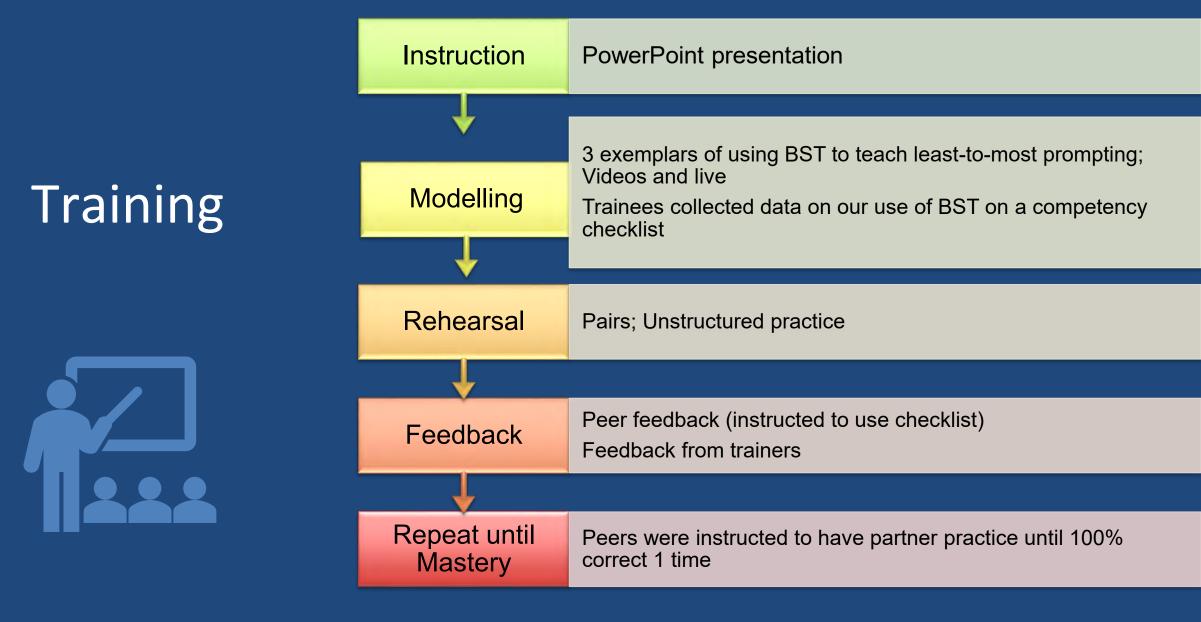
3 different scenarios/tasks used

Training

Attended one group training

- 3 sessions
  - Average of 10 trainees in each (range, 8-12)
- 1.75 hours each

2 Expert Trainers

Training

Instruction	PowerPoint presentation
Modelling	3 exemplars of using BST to teach least-to-most prompting; Videos and live Trainees collected data on our use of BST on a competency checklist
Rehearsal	Pairs; Unstructured practice
Feedback	Peer feedback (instructed to use checklist) Feedback from trainers
Repeat until Mastery	Peers were instructed to have partner practice until 100% correct 1 time

Provided Training Binder with Resources

- Steps of BST
  - Other visuals/handouts
- Variety of competency checklists
- Training request forms

Results

Follow-Up

1-3 months later; Normal working location

Asked to train one of their own staff

Same skill (l-t-m prompting) but used actual skill they would have to train on

Feedback was provided

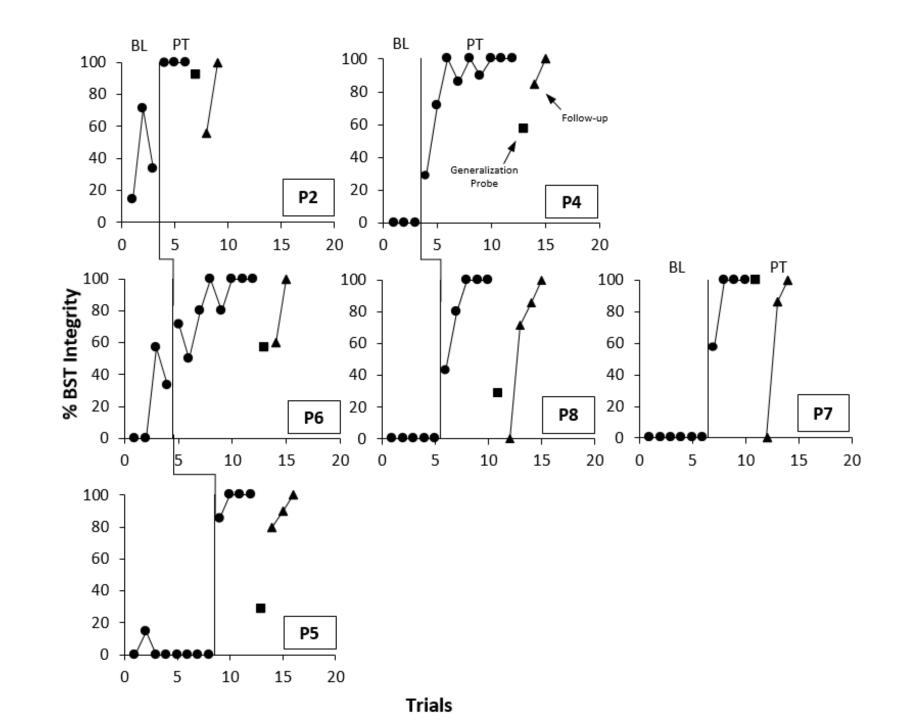Mastery criteria: 1 session at 100%

Results

Social Validity

- Modified version of the Intervention Rating Profile-15 (IRP-15; Martens, Witt, Elliot, & Darveaux, 1985) put on Microsoft Forms.
- 13 questions on a Likert-type scale ranging from **1 (strongly disagree) to 7 (strongly agree)** plus the ability to write in comments after each question.

Question Examples	Mean Rating
I found the training to be an acceptable way to teach managers/supervisors/senior DSPs to use behavioral skills training (BST) to train staff.	**6.71**
I am confident that behavioral skills training (BST) will be effective for training staff in a variety of essential job skills.	**6.29**
I will use behavioral skills training (BST) to train staff.	**6.71**
I found the time requirements to receive this training reasonable.	**6.29**

Social Validity

"Typically, we use shadowing as a means of training. This form shows a new perspective that is easy to receive"

"The training was very helpful. I received clear instructions. I now have the knowledge to effectively lead my team/new hire"

"The model is very good for any organization like this to put it into use to train the staff"

Takeaways

Pyramidal BST can be an efficient and effective way to train staff to train behavioral analytic skills

Various levels of education/experience

Group formats can be effective and efficient

Need follow-up training/feedback

Limitations & Future Directions

- Did not measure skill performance of those being trained by the participant
  - Would they still have learned the skill when some parts of BST were missing?
- Post-training data
  - Feedback more structured
  - More stringent mastery criteria (vs. one time at 100%)
- Generalization probes
  - Train multiple skills to aid in generalization
  - Additional skills with staff
- Measure client outcomes

Rationale For Choosing this Approach at Eden Autism

Importance of staff in direct care roles having behavior analytic skills	Cost-effective	Efficiency
• Effect on clients	• Two expert trainers (master's level/BCBAs)	• Need to reach ~470 staff • 340 Within adult program

Takeaways for you

- Is pyramidal BST appropriate for you/your organization?

- How will you incorporate this into your staff training?

- Ideas for enhancing performance management practices to sustain evidence-based staff training?

THANK YOU!

Q&A

Contact info: Mary Beth Nixon, M.A., BCBA

marybeth.nixon2@edenautism.org

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