

Introduction

- Preference assessment use in the field of Applied Behavior Analysis (ABA)
- Previous research suggests video model training as an effective method in training staff
- Hansard and Kazemi (2018)- participants met mastery criterion after viewing a training video just once
- Little to no data on the influence of training on staff reports of self-efficacy.
- Self-efficacy: “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1977, as cited in Riopel, 2021).
- Environmental role on self-efficacy such as models, reinforcement, and directions for specific tasks (Biglan, 1987).
 - Correspondence between rule-governed behavior and contingency-based performance

Purpose

- To investigate whether video model training was more effective than written instructions alone, and if staff training has a positive impact on self-reports of self-efficacy in the workplace.

Methods

Participants (n=2)

- Behavior technicians (ABA company in New England)
- No prior experience with a PSPA

Setting

- Natural environment (center based)

Materials

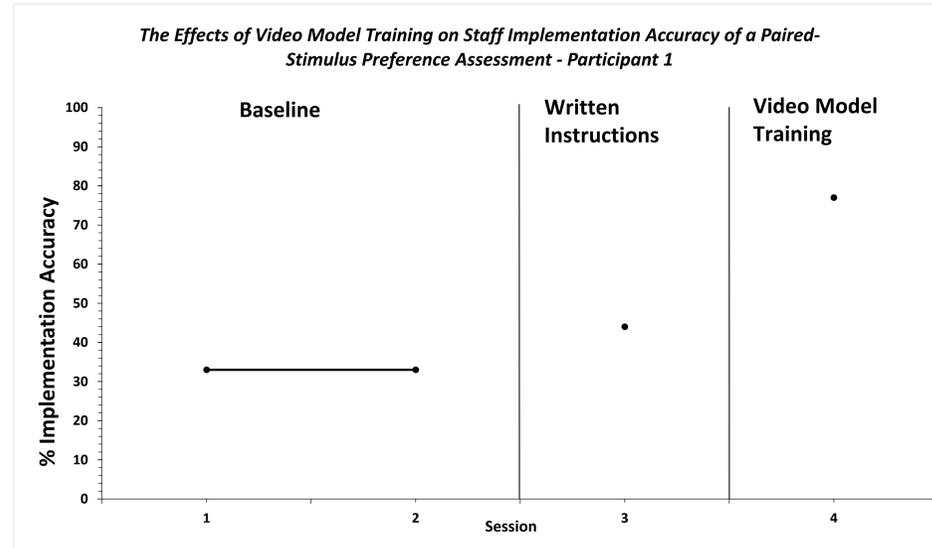
- PSPA data sheet, written instructions, video model, self-efficacy Likert scale, procedural fidelity checklist, 5 different edible stimuli, brief vocab list

Design/Procedure (both sessions less than 45 minutes)

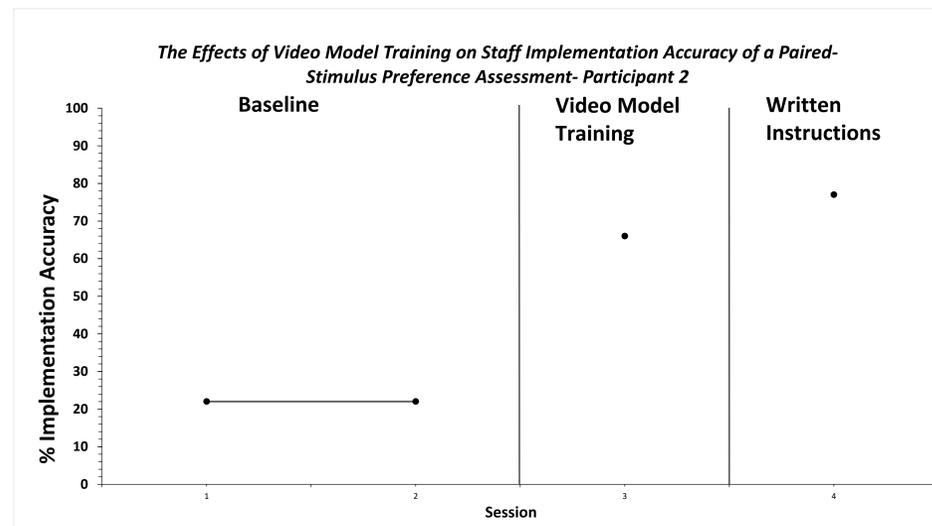
- Counterbalanced quasi-experimental design
- P1: baseline, written instructions, video model
- P2: baseline, video model, written instructions

Variables

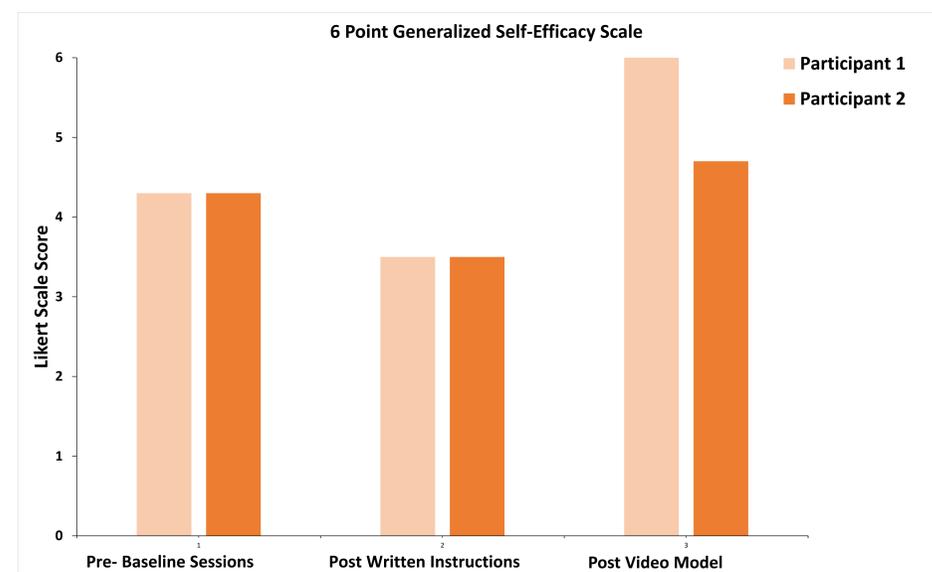
- IV: Written instructions and video model training
- DV: Implementation accuracy and self-efficacy



Note. The percentage of accuracy in paired-stimulus preference assessment trials during baseline, after Intervention A, and after Intervention B.



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Note. Participant’s self-scores on the adapted self-efficacy scale for behavior technicians after baseline, intervention A, and intervention B phases.

Results

Mean Implementation Accuracy (Figure 1 and Figure 2)

- Baseline: 27.5%
- Post written instructions: 55%
- Post video model training: 71.5%

Self-efficacy Scale (Figure 3)

- Baseline: both participants scored 4.3/6
- Post written instructions: both participants scored 3.5/6
- Post video model training: participant one scored 6/6, participant two scored 4.7/6

Discussion

- Highest accuracy scores following both training
- May suggest that carryover effects
- A treatment package is suggested for use in future research
- Video model training did not demonstrate mastery criterion
- P1 had higher self-efficacy before training, decreased following the first training, and increased following both trainings
- P2 had higher self-efficacy after the video model

Limitations

- No maintenance data
- No performance feedback was given.
- Sobek and colleagues (2020), examined the effects of performance feedback on the performance of paraeducators in a special education setting and found it to be significantly more effective than didactic instructions alone.

Conclusion

- Results are encouraging for use in future research and other behavior analytic assessment trainings
- Time effective / Cost effective
- Extended training and providing performance feedback
- This research should create a space for the effects and importance of staff self-reports of self-efficacy.

References

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- Hansard, C., & Kazemi, E. (2018). Evaluation of video self-instruction for implementing paired-stimulus preference assessments. *Journal of Applied Behavior Analysis*, 51(3), 675-680
- Riopel, L., (2021). *Measuring self-efficacy with scales and questionnaires*. Positive Psychology. <https://positivepsychology.com/self-efficacy-scales/>
- Sobek, E. E., Robertson, R., & Smith, J. (2020). The effects of didactic instruction and performance feedback on paraeducator implementation of behavior support strategies in inclusive settings. *Journal of Special Education*, 53(4), 245-255.