A Comparison of the Effectiveness, Efficiency, and Post-Training Outcomes of Traditional Behavioral Skills Training and Asynchronous Remote Training

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Abstract
While applied behavior analysis (ABA) is the most commonly recommended therapy for individuals with Autism spectrum disorders (New York State Department of Health, 1999; Surgeon General, 1999), there is a significant lack of board certified behavior analysts (BCBAs; Bethune & Kiser, 2017; Maglione, Kadiyala, Kress, Hastings, & O’Hanlon, 2016). Telehealth may help to increase the availability of training in behavior analytic procedures, however, BCBAs have been slow to adopt remote training measures (Tomlinson, Gore, & McGill, 2018). This may be due to the in-vivo training requirements of common behavior analytic training procedures. This research compares traditional, face-to-face behavioral skills training (BST) to remote training in order to determine if the success attributed to BST was replicable through remote education. This research also investigates how the post-training outcomes of traditional BST compare to online training with video modeling and feedback. In order to evaluate this, the researcher trained two groups on multiple stimulus without replacement preference assessment procedures. The first group received traditional behavioral skills training in person with immediate feedback while the second group received all training through pre-recorded video with self-monitoring and delayed performance feedback. Results indicated that both methods were similarly effective with in-person training being slightly more efficient for trainees while remote training was significantly more efficient for the trainer. The research not only evaluated the post-training outcomes of both methodologies but also examined the social validity of both training models. Both procedures had high social validity indicating that these methods could be used in the future. These results not only add to the body of literature on remote training in behavior analytic interventions, but also look at areas of improvement in order to make future training of behavior analysts more effective. More broadly, this research could help to disseminate ABA and remote education so people in more remote locations have equitable access to services.