

Training Caregivers: Conclusions and Implications

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Conclusions

- Caregivers need effective, efficient, acceptable training in basic ABA skills to address important common skills
- BST meets these criteria
 - Caregiver teaching acquisition is **very** robust
 - Generalization to similar programs, novel children is also robust
 - Effects on child behavior is variable
- Future Research: When is this true?
 - All skills?
 - All staff?
 - Procedural variations in components may control behavior

Implications

- Caregiver training could be made more efficient
 - Low cost antecedent interventions such as video-models are sometimes sufficient
 - Could be done in group format
 - Feedback can be added, if needed
- Other antecedent interventions have potential
 - Observer effect
 - Enhances instructions
- We need parametric studies
 - How many of what kind of models are needed?
 - How much of what kind of feedback delivered when is effective?

LIMITATIONS: Its Not Just *How To Teach* individual skills!

- Also **what** to teach
 - Selecting and using a curriculum effectively
 - Knowing and understanding the ABA curriculum:
 - Selecting and sequencing child goals
- Program evaluation
 - Taking and graphing reliable data
 - Evaluating child progress and taking corrective action
- Training supervisors / lead teachers to train
- Developing even more efficient methods
 - Group training
 - Video modeling where shown to be effective
 - Observer effect
 - Enhancing instruction (Gaff & Karsten, 2012)

FUTURE DIRECTIONS

1. Future studies
 1. Conduct further component analysis of BST
 2. IV integrity
 3. Social validity
 4. Maintenance
 5. Teach more complex skills
2. DTT-specific issues
 - (a) Teach staff to program generalization
 - (b) Pyramidal training
 - (c) problems solving, evaluation, revision of programs (Maffei et al., in progress)
3. Examine the limits of generalization of teaching skills and how to program generalization
4. Antecedent interventions other than BST
 1. Observer effect (Marroquin & Sturmey, in preparation)
 2. Modeling alone?
 3. Enhanced instructions?

Future Directions

- Develop models of caregiver training that permit real world dissemination that meaningfully impact child skills acquisition
 - More efficient training methods
 - Address caregiver skill maintenance
- Developing comprehensive, efficient caregiver training curricula
 - Level 1: Preference assessments
 - Level 2: Basic teaching skills
 - Mand training incidental teaching,
 - DTT
 - Level 3: Advanced teaching skills
 - NLP, routines, chaining, shaping, task interspersal, program evaluation and revision
 - Level 4:
 - Training other caregivers
 - Understanding the ABA teaching curriculum

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