

# Evaluating the Effects of Individual versus Group Video-Based Behavioral Skills Training on Teaching Supervisors to Pinpoint

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## Introduction

- Only 13% of organizations feel that leadership training has been effective (Lacerenza et al., 2017)
- Employees need efficient leaders
- Need to effectively teach performance management (PM)
  - Start with pinpointing, which involves selecting precise outcomes and precise behaviors (Daniels & Bailey, 2014; DiGennaro Reed et al., 2018)
  - No research has solely evaluated teaching supervisors to pinpoint
- Video-based BST is an evidence-based training method (Clayton & Headley, 2019; Erath et al., 2021; Rosales et al., 2009)
  - No research on individual vs. group video-based BST to teach pinpointing
- Purpose of study
  - Evaluate individual vs. group video-based BST on teaching pinpointing when given fictional scenarios
  - Evaluate generalization to natural work environment
  - Evaluate social acceptability

## Method

- Six non-BCBA supervisors in the U.S. met virtually with the experimenter
- Dependent variables
  - Accuracy of pinpointing
  - Time to complete scenarios
  - Duration of training (each session and total duration)
- Nonconcurrent multiple baseline across participants
- Procedures
  - Baseline using fictional scenarios
  - Intervention using fictional scenarios
  - Maintenance using fictional scenarios
  - Generalization using natural work environment
  - Social validity
- Individual vs. group BST
  - Group training: participants remained in intervention until group average met mastery criteria

## Results

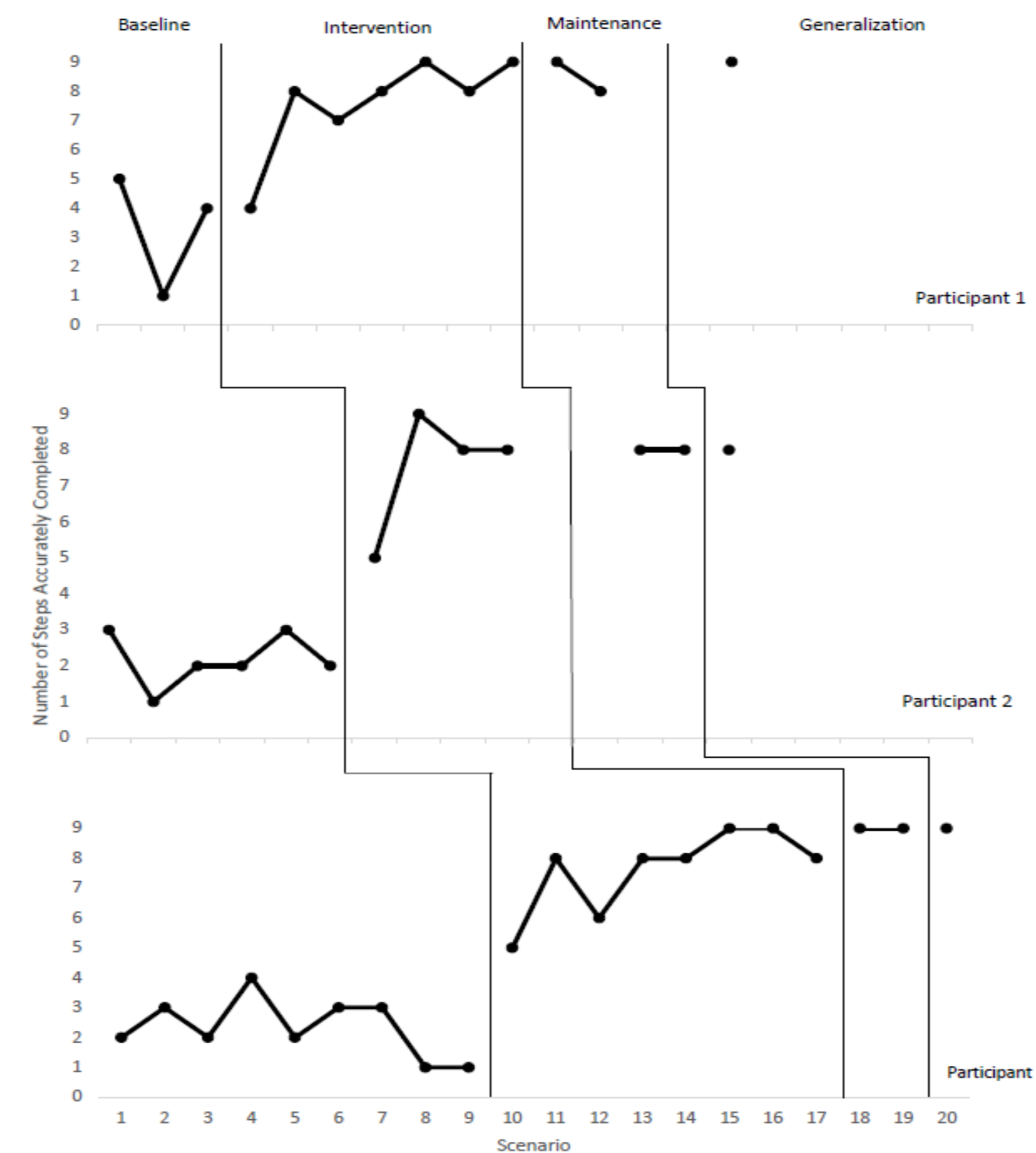


Figure 1. Nonconcurrent multiple baseline design for participants assigned to individual video-based BST

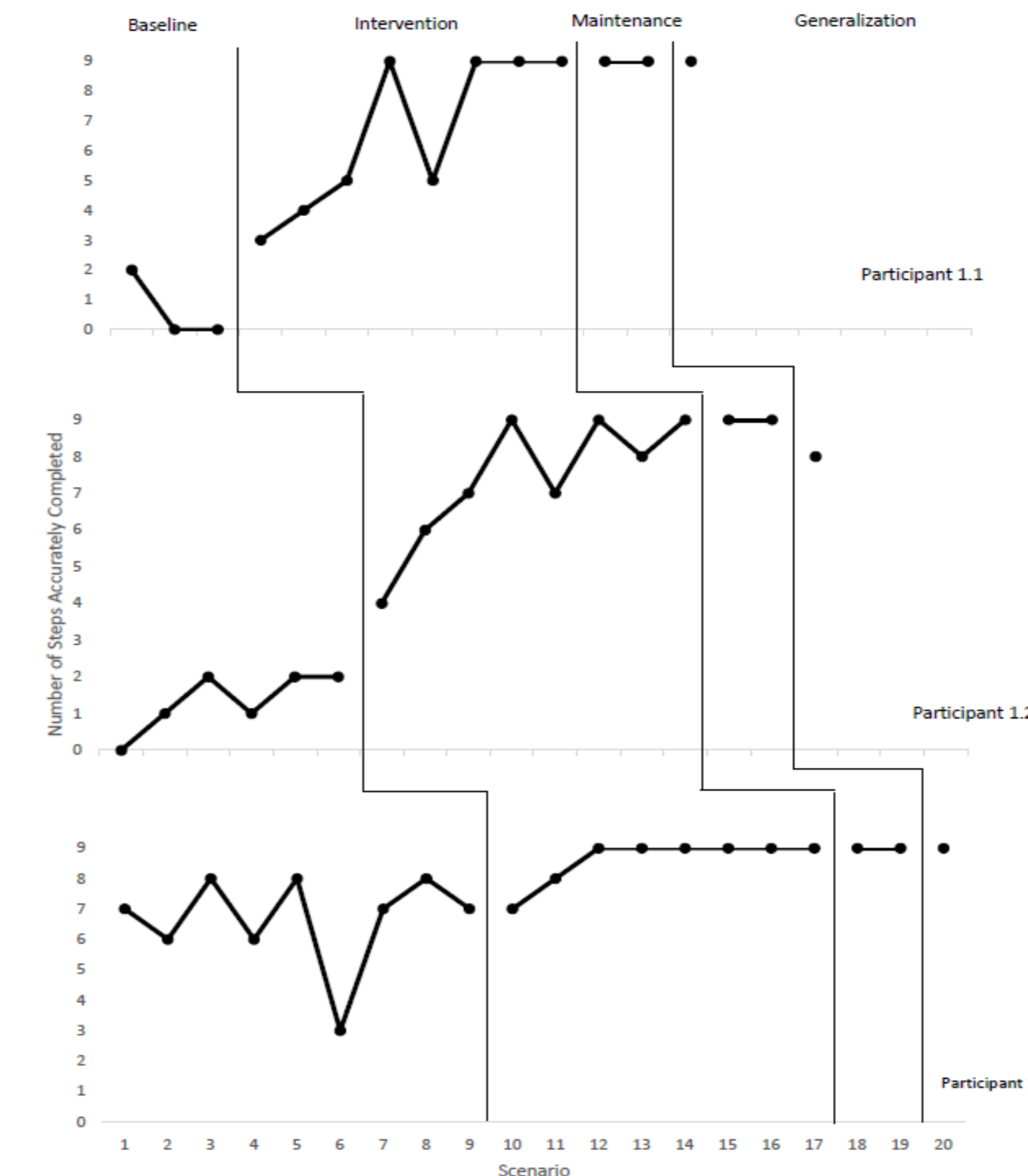


Figure 2. Nonconcurrent multiple baseline design for participants assigned to group video-based BST

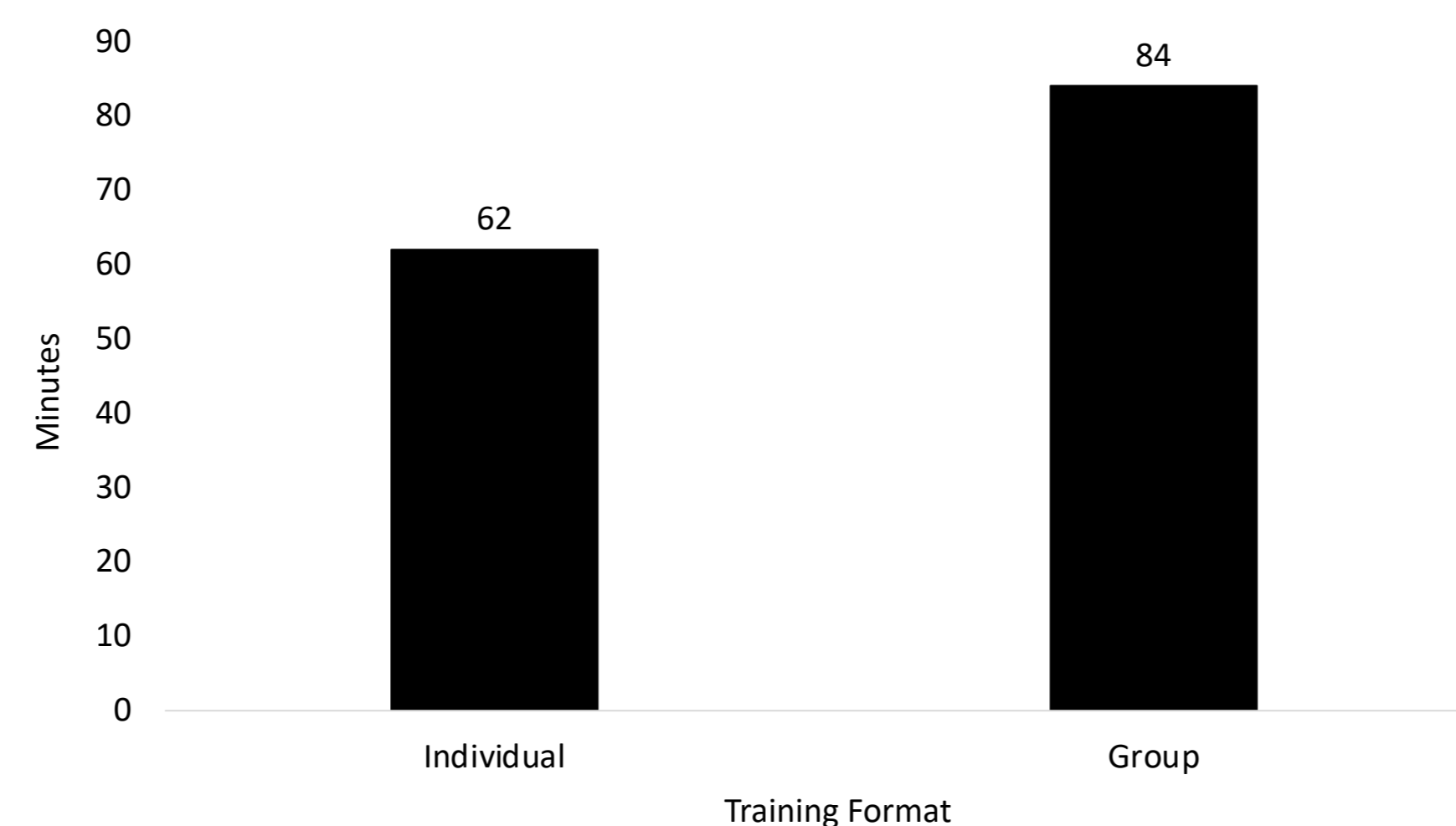


Figure 3. Mean duration of training session

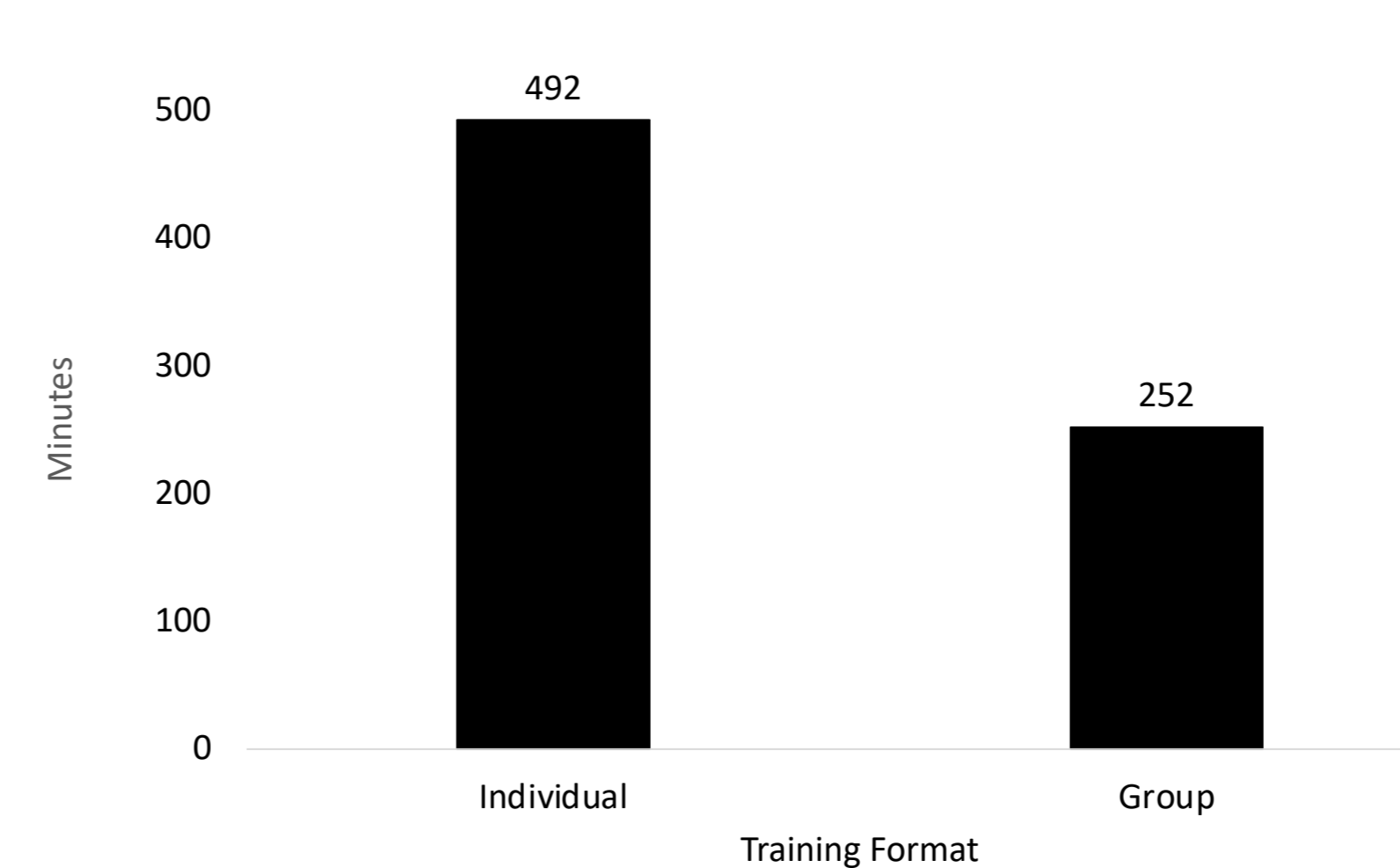


Figure 4. Sum of total training time

## Discussion

- Both training modalities improve accuracy of pinpointing and promoted generalization
  - Larger effect size for individual
- Group sessions ran longer than individual, but took almost half the total time
- Participants met mastery after three sessions
  - One participant in individual met mastery within two
- Both groups agree or strongly agree with most social validity statements
  - In individual training, some participants indicated learning to pinpoint was slightly difficult
- Recommendations
  - Meet with participants across all conditions to control for time it takes to complete scenario
  - Use more objective measure for participant responses
    - Multiple choice or automatic short answer grading
  - Expose all participants to same scenarios
  - Use multiple methods of feedback
  - Baseline probe for pinpointing using performance problem in work environment
  - Eliminate use of fictional scenarios

## References

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