



Replication of the Behavior Technician Training Program (BTTP)

Keser Laurent, BA-eService, laurent.keser@BA-eService.com
Lecestre Alexandra, Psychologist - BCBA, BA-eService, alexandra.lecestre@BA-eService.com

Abstract

The behavior technicians who work with persons with autism are the personnel on the front-line during intervention sessions in the Home-Based programs. The behavior technician must have a minimum theoretical knowledge for a well understanding of the program written by the behavior analyst - supervisor, he must have the capacity to record the data correctly with great accuracy for a good analysis of the results, he must have fluency in the necessary skills for the application of the programs and he must give maximum opportunities of learning for the person during his/her sessions. The quality of their training is one of the keys for an efficient application of programs developed by the behavior analyst - supervisor. We repeated the utilization of the Behavior Technician Training Program (BTTP), previously presented in Paris during the poster session of the international conference of ABAI in November 2017, to train our new staff. We used BTTP with two new technicians have not received any prior training. The results show that both technicians meet the criteria before the 150 hours of the program.

Description

The training includes:

⇒ a **coursework of 40 hours** taught in small groups containing all the necessary knowledge for behavior technicians. The training is given by the behavior analyst - supervisor using PowerPoint, a support book developed specially for the BTTP, role-play, Active Student Response.

The goal is to reach 80% at the post-test. The post-test is done one month after the end of the coursework. The post-test contains 40 multiple choice questions in 20 minutes at the end of the direct intervention training.

⇒ **150 hours of direct intervention** training with a behavior technician trainer and/or the behavior analyst - supervisor including:

- a monitoring by **Trial-by-trial-IOA** of data of acquisition programs between the technician in training and the trainer/supervisor. The criterion is 80% agreement during 3 consecutive sessions
- a monitoring by **Total-count-IOA** of frequency of behaviors between the technician in training and the trainer/supervisor. The criterion is 80% agreement during 3 consecutive sessions.
- **200 practical skills** taught using the Behavioral Skills Training. Monitoring is carried out using cold probes and a maintenance test a week after achieving the criterion of acquisition. The criterion is 80% of skills.
- the **pace of intervention** is measured by the number of learning opportunities given by the technician per minute calculated in 15 minute intervals during the session). The criterion is 4 per minute.

In addition to the vocal feedback, the trainer/supervisor shows the graphs of performance to the trainee.

Results

The 2 technicians met all criteria in time:

- The 2 technicians met the criterion of the **theoretical training** at the post test (fig.1 & 2).
- The 2 technicians met the criterion for the **Trial-by-trial-IOA**, in day 20 for new tech 1 and in day 15 for new tech 2 (fig.3 & 4).
- The 2 technicians met the criterion for **Total-count-IOA**, on day 15 for new tech 1 and on day 10 for new tech 2 (fig.5 & 6).
- The 2 technicians met the criterion for the **practical skills** after 140 hours of practical training (fig.7 & 8).
- The 2 technicians met the criterion for **the pace** (fig.9 & 10).

Discussion

⇒ The BTTP was efficient for these 2 new technicians with results close to those previously reported for this replication. But, before a large-scale use of the BTTP:

- It should be assessed with other new technicians.
- The maintenance and generalization of skills should be assessed during the supervision to verify the long-term effects of the BTTP.
- It should be assessed independently with other different training programs for behavior technicians.
- The BTTP takes a lot of time, so a lot of cost. It could be a future focus of work to reduce the time of doubling and have the new technician start working more rapidly.

References

- Dillenburger K., McKerr L., Jordan J.-A., Keenan M. Staff Training in Autism: The One-Eyed Wo/Man... Int J Environ Res Public Health. 2016 Jul; 13(7): 716.
- Miltenberger, R. G. (2008). *Behavior modification: Principles and procedures*. Belmont, CA: Thomson Wadsworth.
- Parsons M.B., Rollyson J.H., Reid D.H. Evidence-based staff training: A guide for practitioners. Behav. Anal. Pract. 2012;5:2-11.
- James K. Luiselli, CarrieAnne St. Amand, Christine MaGee & James M. Sperry. Group Training of Applied Behavior Analysis (ABA) Knowledge Competencies to Community-Based Service Providers for Adults with Developmental Disabilities. International Journal of Behavioral Consultation and Therapy Volume 4, No. 1, 2008 41
- Keser L. & Lecestre A. (2017). Assessment of the Behavior Technician Training Program. Poster presented at the 9th International Conference of ABAI, November 14 - November 15, 2017, Paris - France.

Acknowledgement

We wish to thank all of the BA-eService staff for their participation. We also wish to thank Mr. George Bisset, BCBA, for his advice and his support.

Data

Theoretical Training

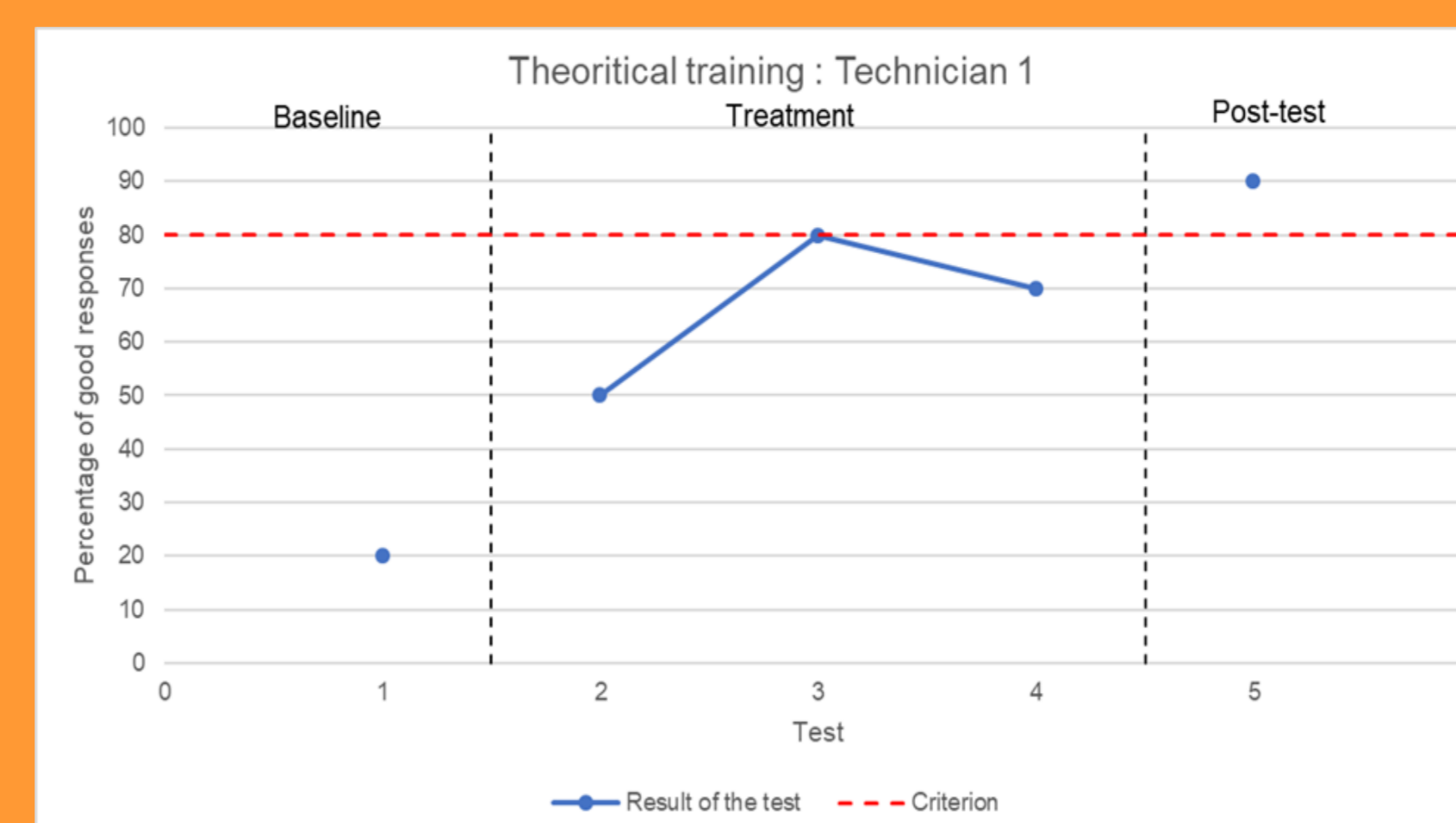


Fig.1

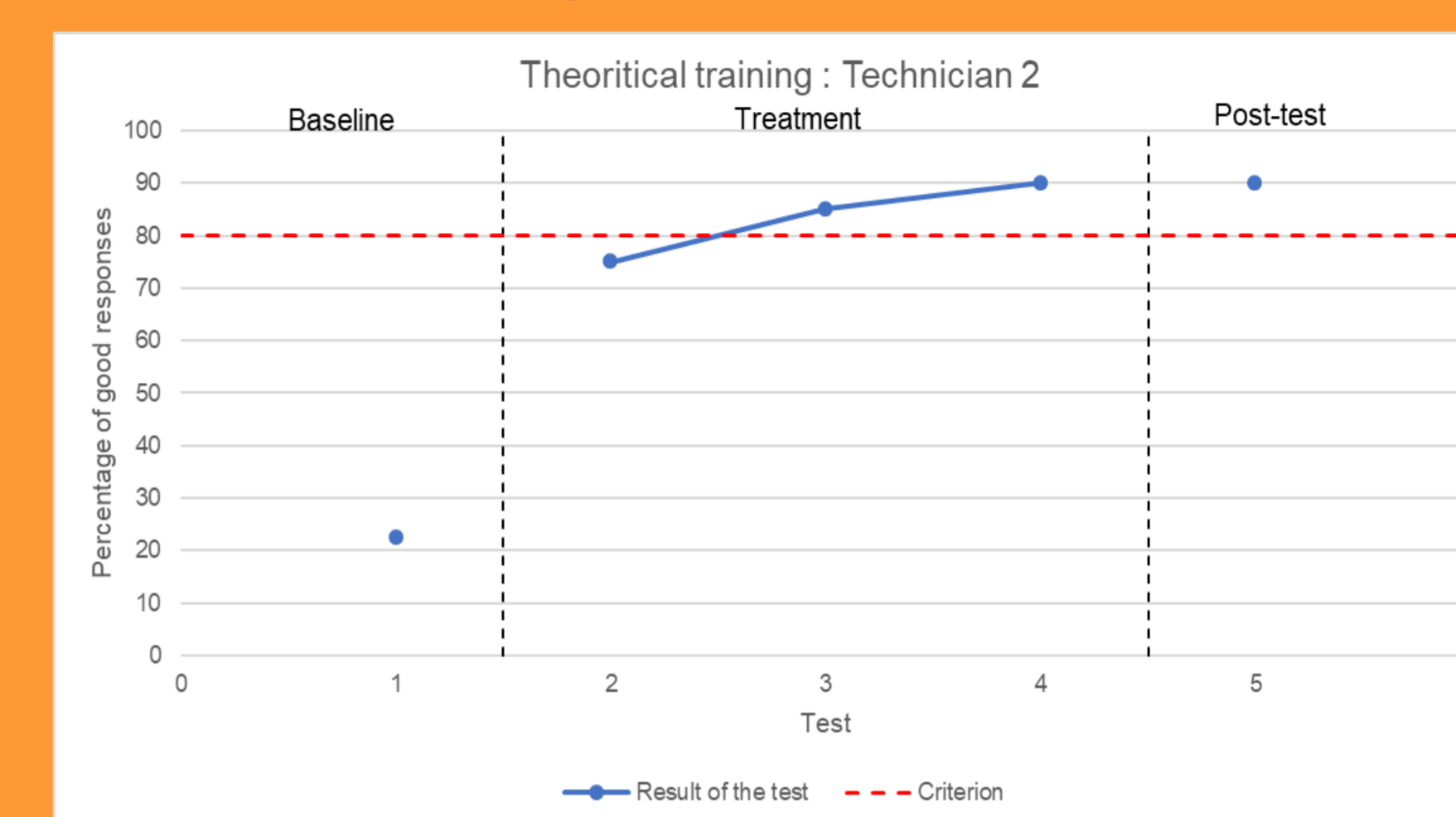


Fig.2

Trial-by-trial-IOA

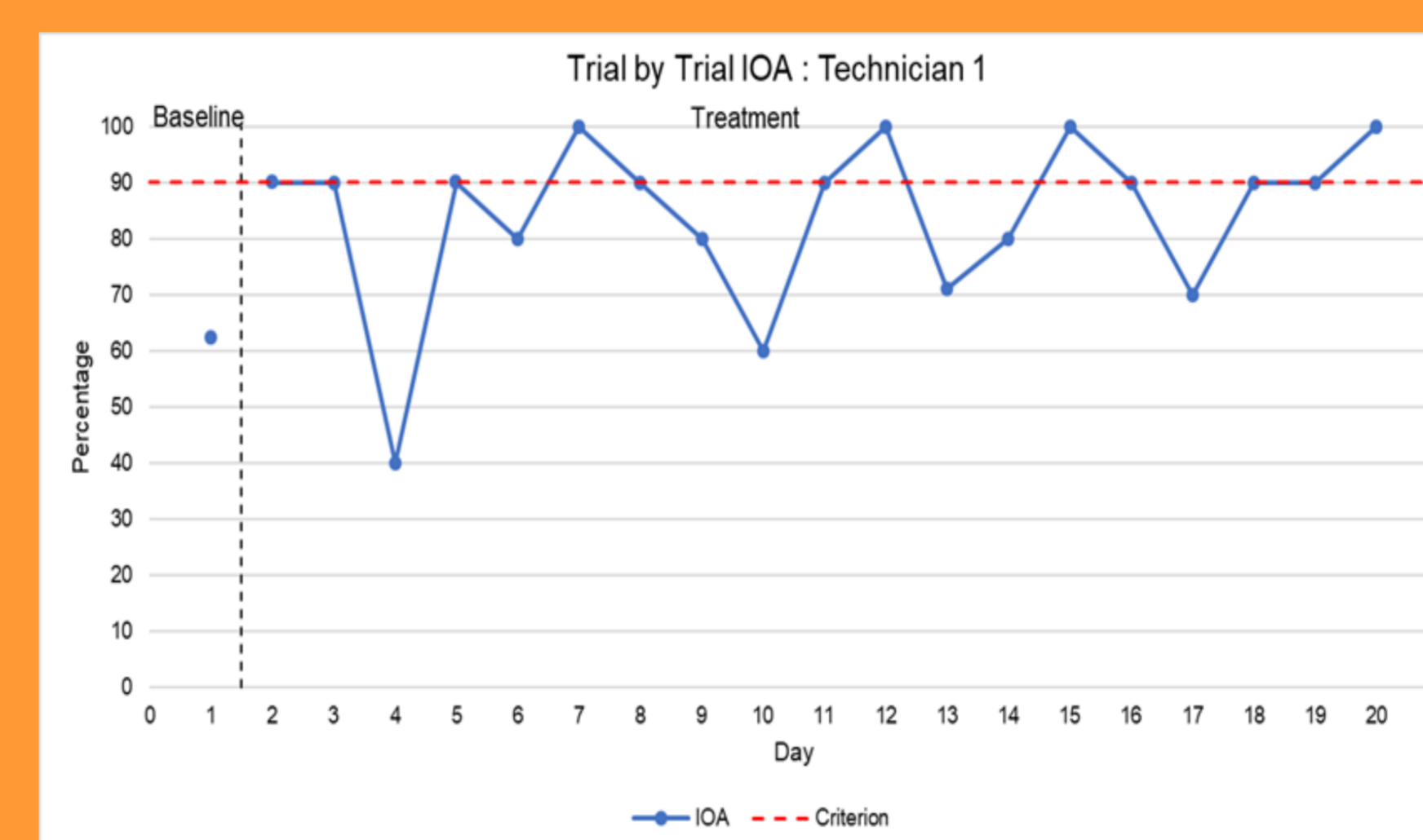


Fig.3

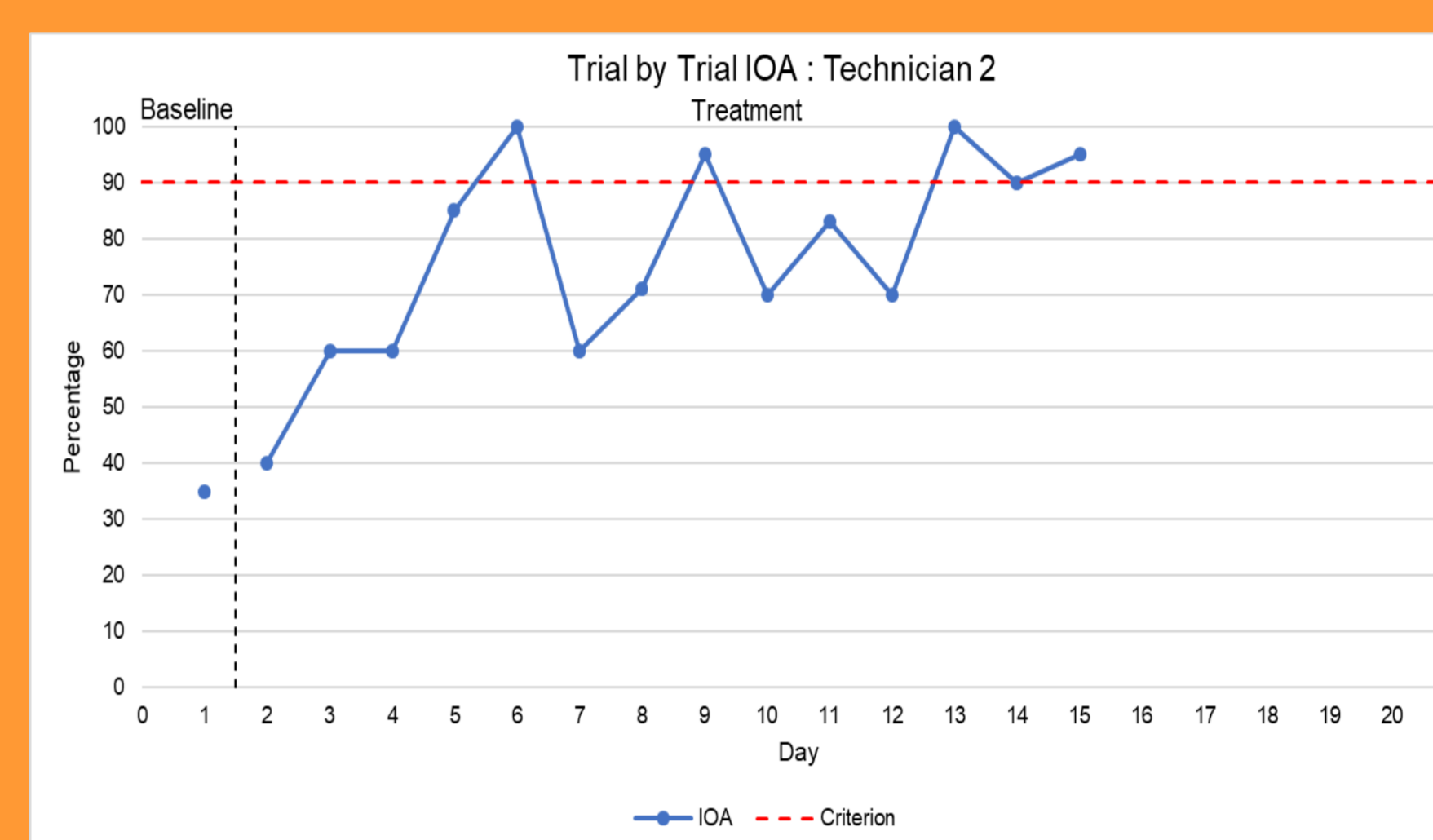


Fig.4

Total-count-IOA

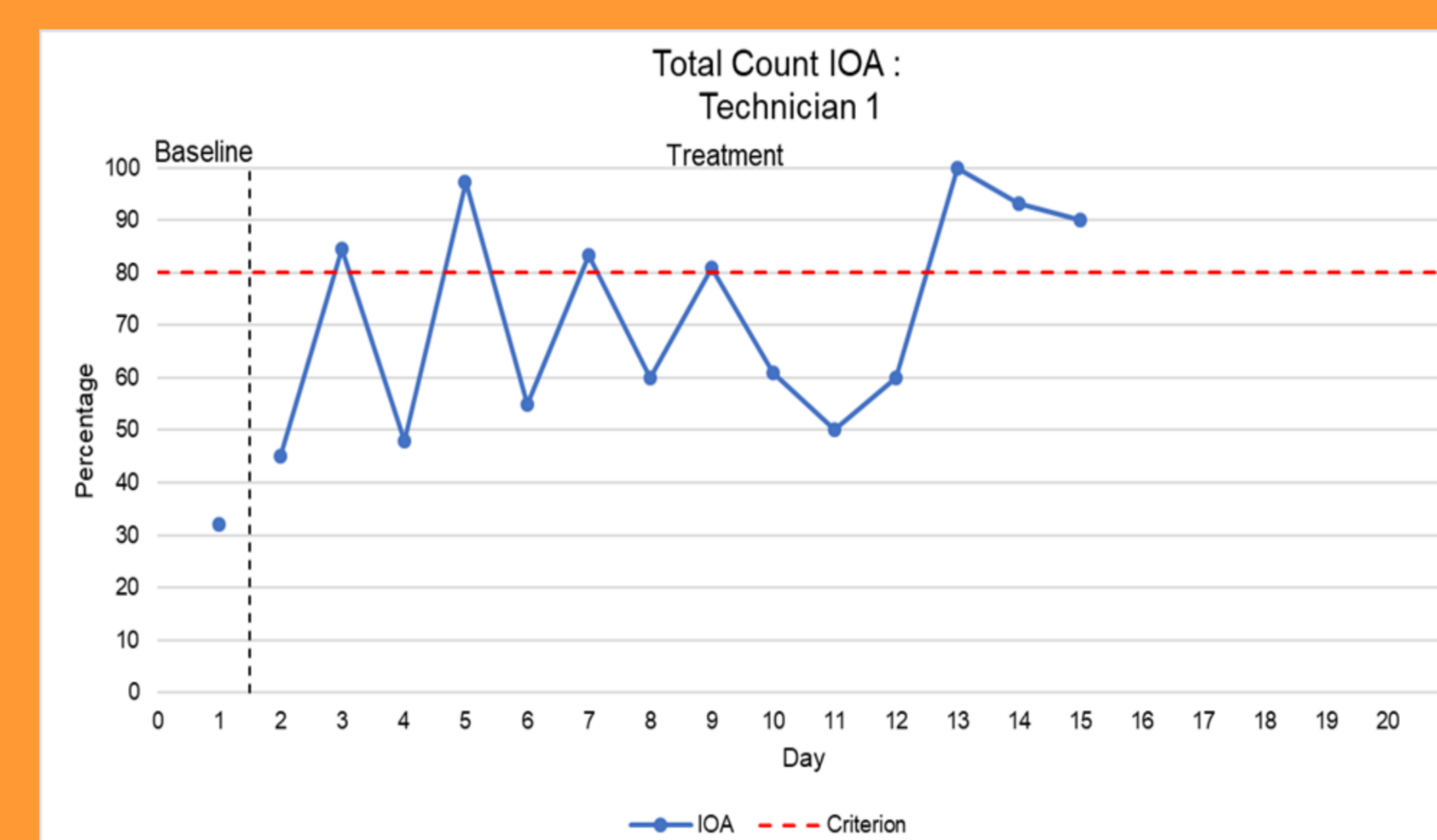


Fig.5

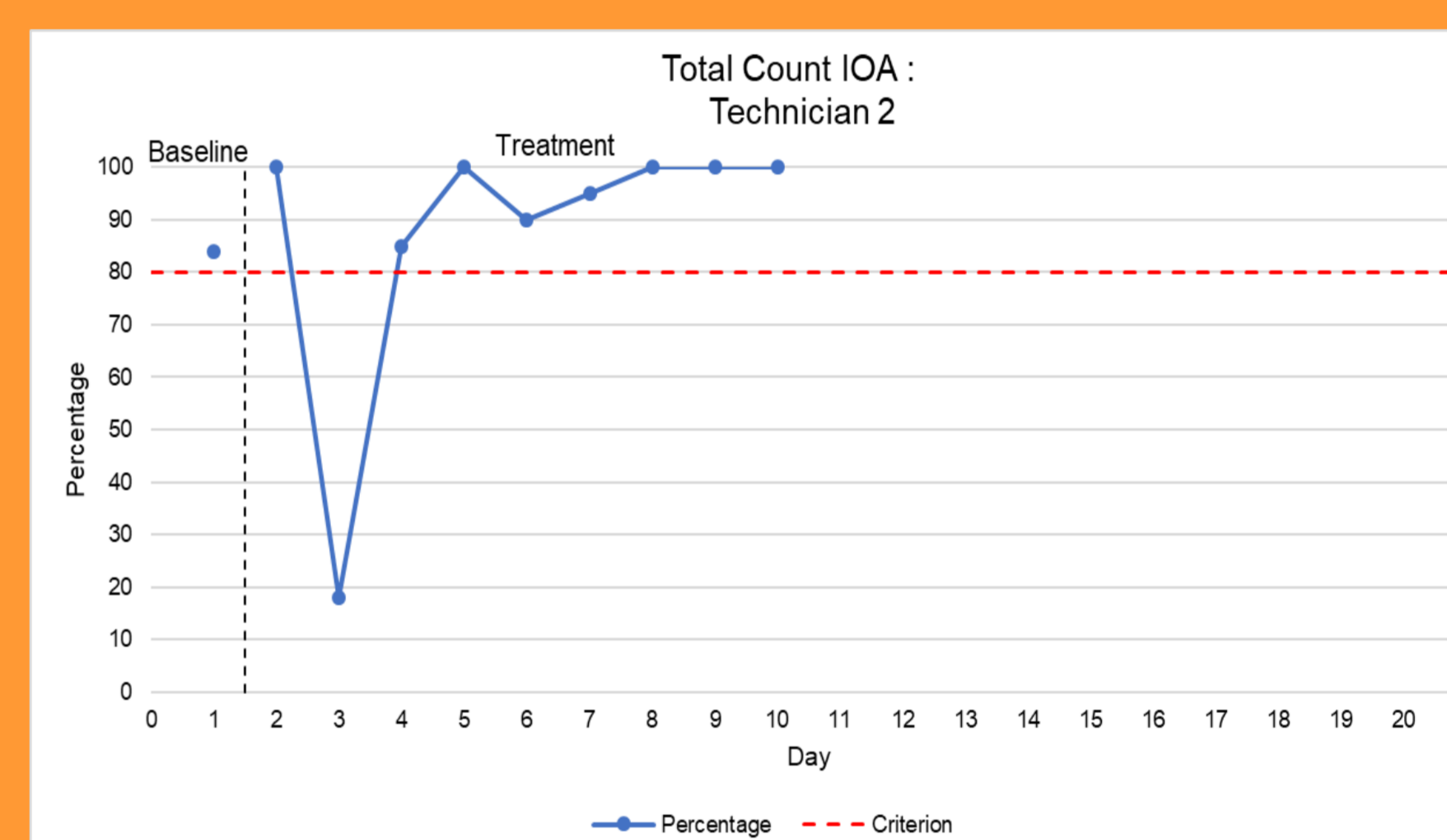


Fig.6

Practical skills

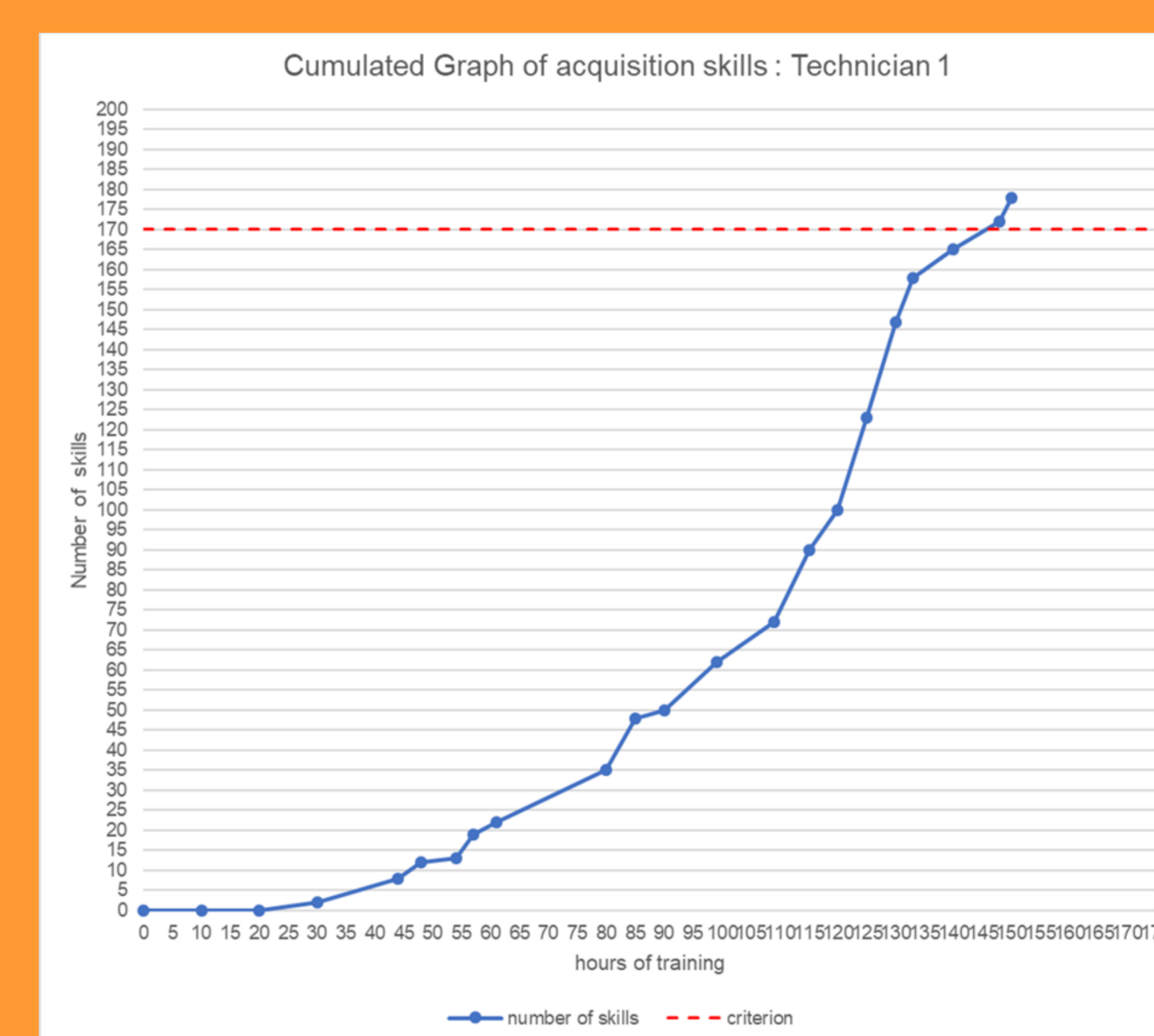


Fig.7

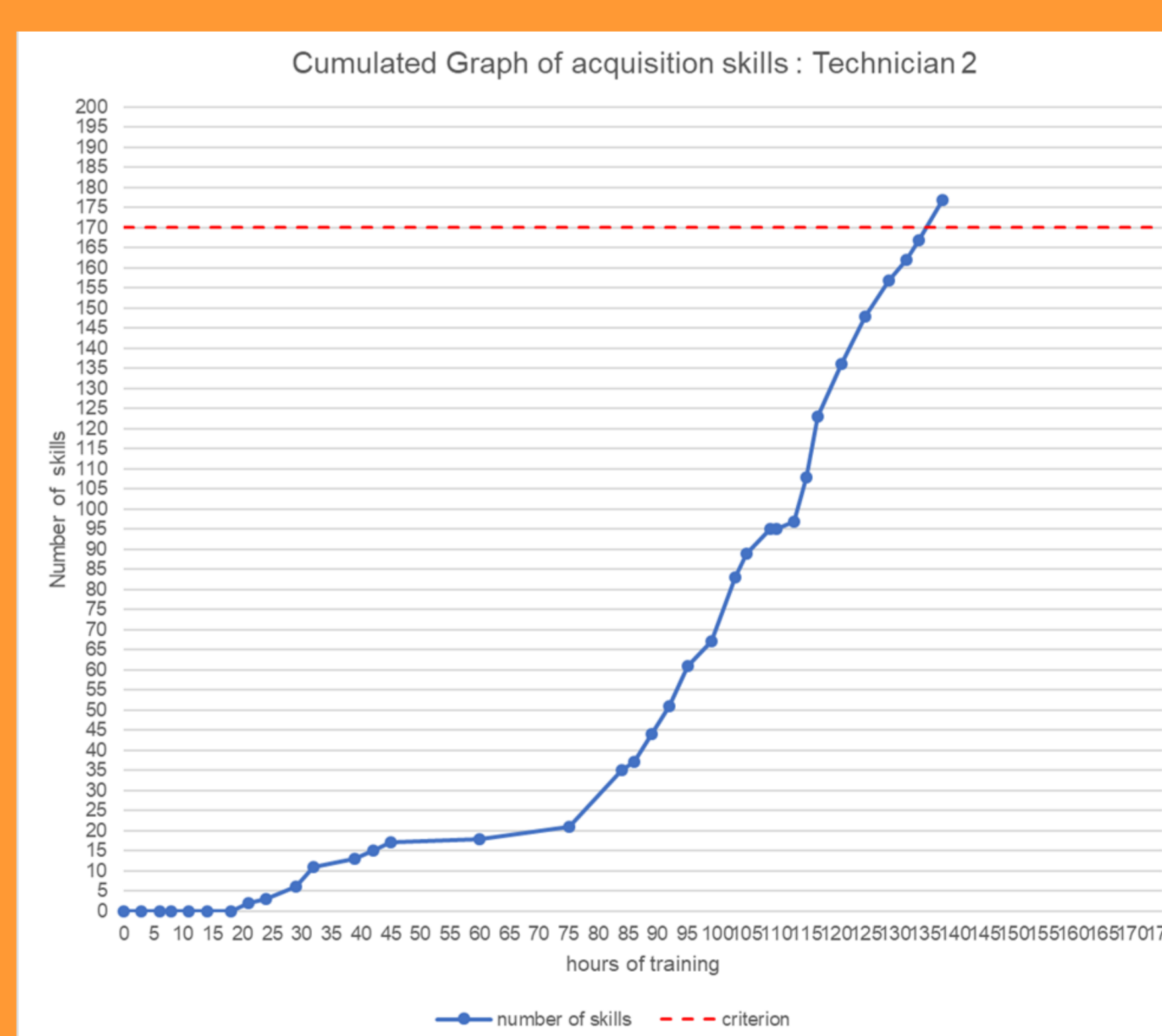


Fig.8

Pace

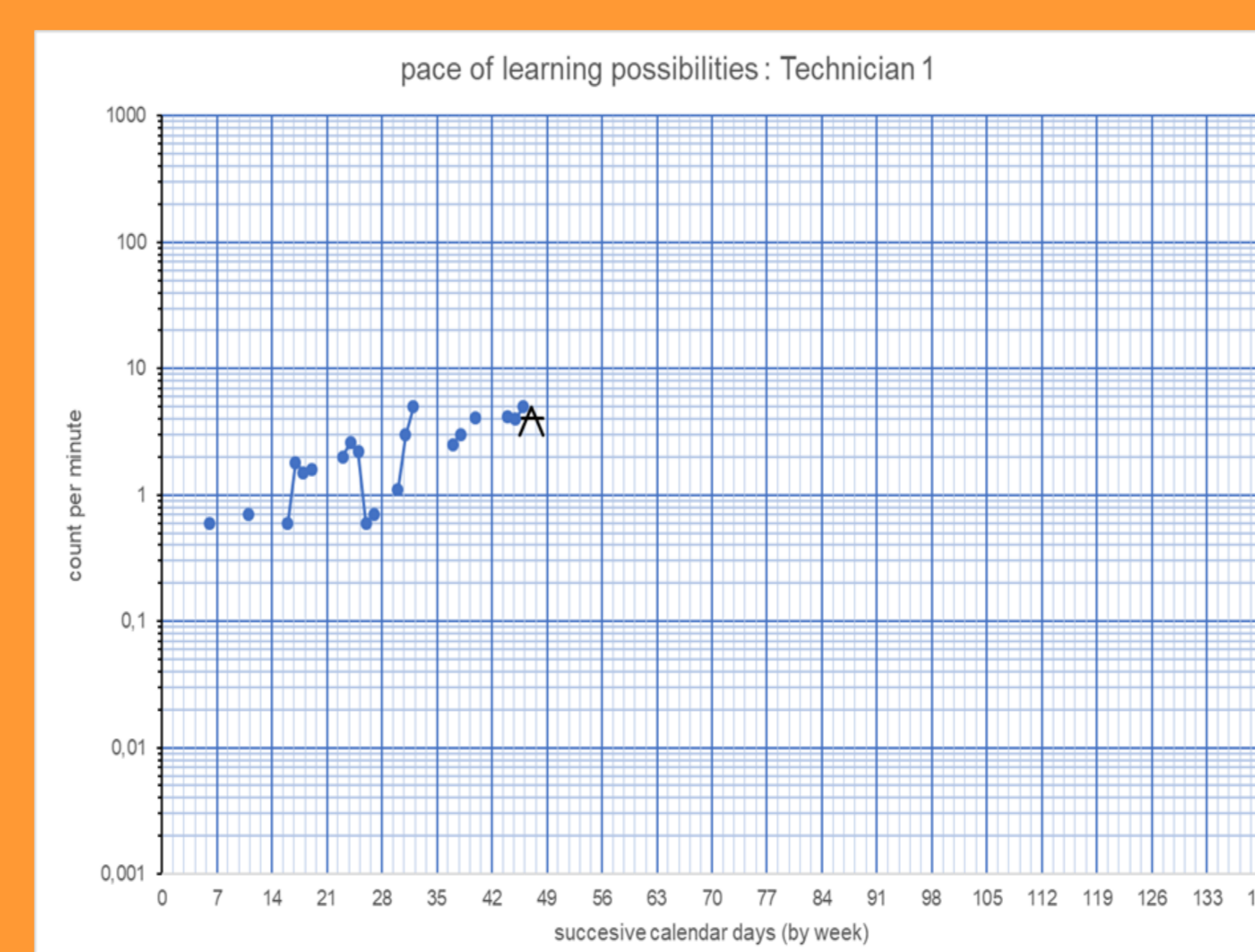


Fig.9

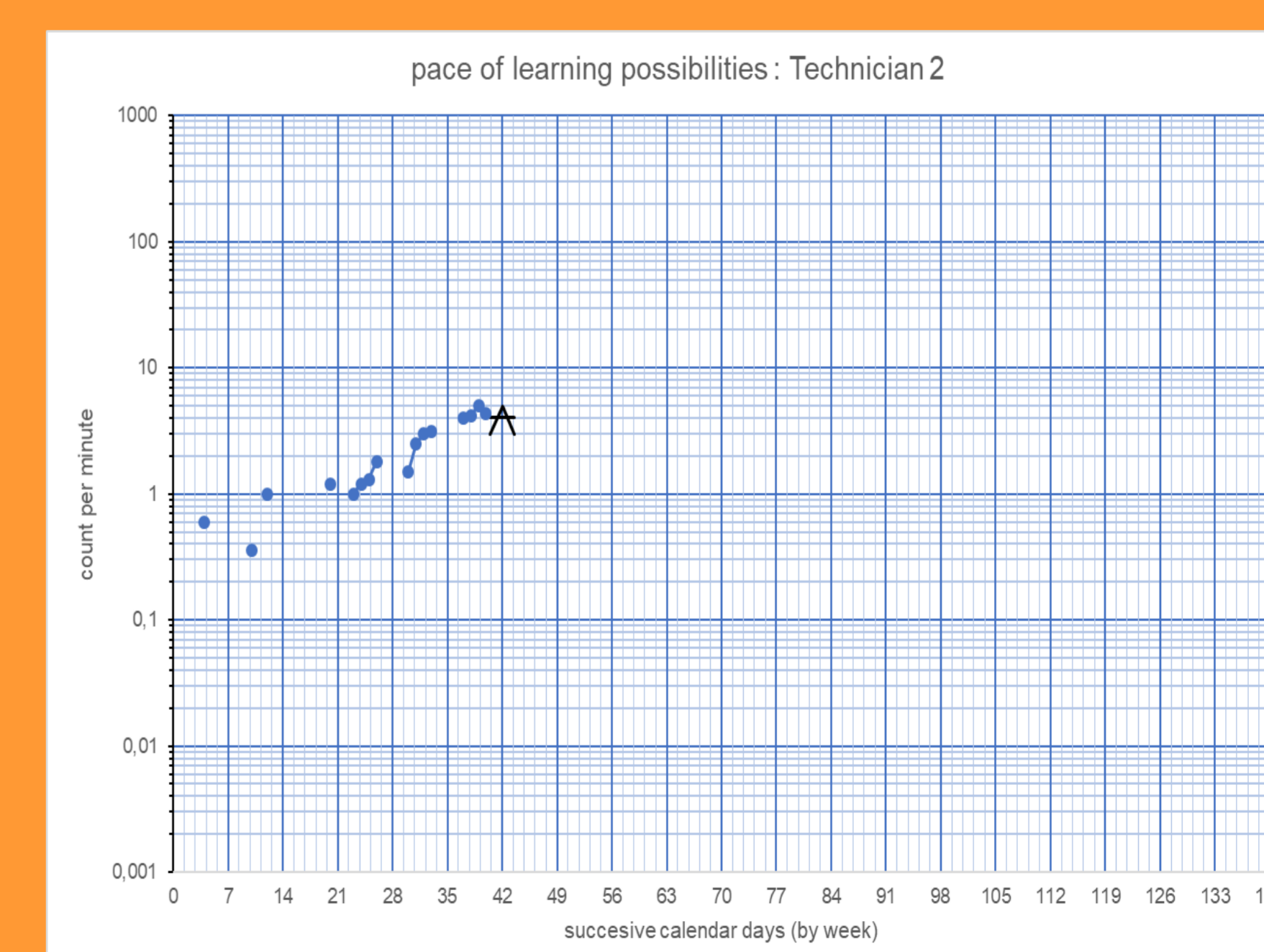


Fig.10