



**Centre of Excellence
for Behaviour Support**

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Evaluating the effectiveness of training: Lessons learned!

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- Australian employers spent \$3,652.8 million on structured training during the 2001-2002 financial year
- Forty-one percent provided structured training
- Net training expenditure averaged \$458 per employee



- **Costs of training**
 - Payments to trainers
 - Staff salaries
 - Lost work time
 - Incidental costs (e.g., travel, accommodations, venue, catering)



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- **Benefits of training**
 - More skilled employees
 - Better retention rates
 - Increased morale



- How do we know if the benefits outweigh the costs?
 - Has training changed the behaviour of staff enough to justify its costs?
 - Relatively easy to calculate costs
 - More difficult to evaluate benefits



- Kirkpatrick's Four-Level Model of Evaluation
 - Level 1: Reaction
 - Level 2: Learning
 - Level 3: Behaviour
 - Level 4: Results



- Reaction
 - Customer satisfaction – how well trainees like a particular training program
 - Management may make decisions about future training based on key individual's reactions
 - Positive correlation between satisfaction and benefit
 - In measuring, it's important to
 - Determine what you want to find out
 - Use a written comment sheet
 - Design the sheet so it can be tabulated
 - Obtain honest reactions by making feedback anonymous
 - Allow space for comments



- Learning
 - More difficult to measure than reaction
 - Typically use paper-and-pencil measures although standardized measures are sometimes available; role plays may also be used
 - Implementation strategies
 - Use pre- and post-tests
 - Use objective measures
 - If possible, use a control group
 - Analyze results



- Behaviour
 - Knowing principles and using them are two different skill sets
 - More difficult to evaluate than reaction or learning
 - Implementation requires
 - Systematic appraisal of on-the-job performance
 - Before and after training
 - Appraisal done by trainees, supervisors, subordinates and/or peers (the more the better!)
 - Data analysis
 - Conduct a post-training appraisal three or more months later



- Results
 - Evaluation regarding the desired results; may be reduced costs, better quality, increased productivity, and/or lower rates of employee turnover and absenteeism
 - Often difficult to evaluate because of confounding factors



- The Functional Assessment and Positive Behavioural Intervention training program
 - Objective is to train people to conduct functional assessments and then use the findings from the functional assessment to develop positive behavioural interventions
 - Primary goal is to increase quality of life for individuals with an intellectual disability who exhibit challenging behaviour
 - Secondary goal is to reduce the frequency of challenging behaviours



- Evaluation of the training
 - Level 1: Comment sheets modeled after the work of Kirkpatrick (1959)
 - Level 2: Standardized assessment using the Challenging Behaviour Attribution Scale (Hastings, 2009)
 - Level 3: Evaluation of PBI plans submitted by trainees (adapted from Browning-Wright et al., 2003)
 - Level 4: Reductions in challenging behaviours, increased quality of life, changes in staff behaviour



- Level 1 findings: How well did the leaders
 - State their objectives?
 - Excellent 44% Very Good 42% Good 13%
 - Keep the training alive and interesting?
 - Excellent 33% Very Good 40% Good 19%
 - Maintain a friendly and helpful environment?
 - Excellent 56% Very Good 40% Good 4%
 - Illustrate and clarify important points?
 - Excellent 35% Very Good 48% Good 15%



- Level 1 findings

- How well did the leaders summarize at the end of each session?

- Excellent 38% Very Good 50% Good 10%

- What is your overall rating of the leaders?

- Excellent 44% Very Good 46% Good 10%

- Was the subject pertinent to your needs and interests?

- Very much so 87% To some extent 13% No 0%



- Level 2 Data
 - Collection underway as Challenging Behaviour Attribution Scale (CHABA) been administered as a pre-test for several groups.
 - Potential development of instrument to evaluate whether individuals have learned important concepts (e.g., setting events, function of behaviour, competing behaviours)



Challenging Behaviour Attributions Scale

People with an intellectual disability engage in challenging behaviours BECAUSE...

- | | | | | | |
|--|-----|----|---|---|----|
| 1. They are given things to do that are too difficult for them | VUL | UL | E | L | VL |
| 2. They are physically ill | VUL | UL | E | L | VL |
| 3. They do not like bright lights | VUL | UL | E | L | VL |
| 4. They are tired | VUL | UL | E | L | VL |
| 5. They cannot cope with high levels of stress | VUL | UL | E | L | VL |
| 6. Their house/classroom is too crowded with people | VUL | UL | E | L | VL |
| 7. They are bored | VUL | UL | E | L | VL |
| 8. Of the medication that they are given | VUL | UL | E | L | VL |

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Challenging Behaviour Attributions Scale

People with an intellectual disability engage in challenging behaviours BECAUSE...

9. They are unhappy	VUL	UL	E	L	VL
10.They have not got something that they wanted	VUL	UL	E	L	VL
11.They live in unpleasant surroundings	VUL	UL	E	L	VL
12.They enjoy it	VUL	UL	E	L	VL
13.They are in a bad mood	VUL	UL	E	L	VL
14.High humidity makes them uncomfortable	VUL	UL	E	L	VL
15.They are worried about something	VUL	UL	E	L	VL
16.Of some biological process in their body	VUL	UL	E	L	VL
17.Their surroundings are too warm/cold	VUL	UL	E	L	VL

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Challenging Behaviour Attributions Scale

People with an intellectual disability engage in challenging behaviours BECAUSE...

18.They want something	VUL	UL	E	L	VL
19.They are angry	VUL	UL	E	L	VL
20.There is nothing else for them to do	VUL	UL	E	L	VL
21.They live in a noisy place	VUL	UL	E	L	VL
22.They feel let down by somebody	VUL	UL	E	L	VL
23.They are physically disabled	VUL	UL	E	L	VL
24.There is not very much space in their house/classroom to move around in	VUL	UL	E	L	VL
25.They get left on their own	VUL	UL	E	L	VL
26.They are hungry or thirsty	VUL	UL	E	L	VL

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Challenging Behaviour Attributions Scale

People with an intellectual disability engage in challenging behaviours BECAUSE...

27.They are frightened	VUL UL E L VL
28.Somebody they dislike is nearby	VUL UL E L VL
29.People do not talk to them very much	VUL UL E L VL
30.They want to avoid uninteresting tasks	VUL UL E L VL
31.They do not go outdoors very much	VUL UL E L VL
32.They are rarely given activities to do	VUL UL E L VL
33.They want attention from other people	VUL UL E L VL

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- Level 3 data
 - 80% defined challenging behaviour in observable and measurable terms
 - 80% identified setting events and/or antecedents for each challenging behaviour
 - 67% provided a clear rationale regarding why the antecedent prompts the behaviour
 - 87% identified function of behaviour in terms of either what the person gets or avoids



- 80% specified a functionally equivalent replacement behaviour (FERB)
- 73% outlined teaching strategies for FERBs
- 73% outlined strategies for changing consequences to make the FERB more likely
- 53% provided strategies for safely managing challenging behaviours
- 0% provided detailed strategies for teaching FERB and desired behaviours



- Proposed strategies for collecting Level 4 data
 - Direct observation of client interactions and activity engagement
 - Scatter plots completed by staff (measure challenging behaviours)
 - ABC data sheets completed by either staff or observers
 - Quality of Life measures



- **Challenges for evaluation**
 - Fidelity of training
 - Attendance
 - Completion of assigned projects
 - Organizational support
 - Trainer adherence to protocols



- Measurement of behaviour change
 - Consent (gatekeepers, house managers, staff, clients, and/or guardians)
 - Implementation of the plan
 - Implementation fidelity
 - Consistency
 - Necessary resources for observation
 - Challenges of direct observation in natural setting



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- Questions or comments?
- If anyone would like an electronic copy of our presentations, please leave your email address with us.
- Thank You!