**TRANSFERRING KNOWLEDGE TO PRACTICE: STAFF MEMBERS’ IMPLEMENTATION OF NATURAL TEACHING PROCEDURES**

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**Objectives:**

The following study examined staff behaviour through Organizational Behaviour Management (OBM) in the context of providing ABA services to adults with intellectual disabilities and developmental disabilities (IDD) in a day program. Specifically, the research evaluated the Performance Diagnostic Checklist-Human Services (PDC-HS) as a tool for identifying barriers to specific job tasks as well as examined changes in staff behaviour and the impact on client outcomes.

This research aimed to evaluate two goals:

1. The effectiveness of a customized training procedure to assist the program staff in an ABA based day program for adults with IDD to implement two objectives, decreasing transition time and increasing peer-to-peer interactions, through training to address barriers that are identified in a questionnaire (PDC-HS).
2. The collateral outcome data on the participant’s corresponding skill level changes (significant decrease in transition times and increase in peer-to-peer interactions) as a result of teaching the two skills to staff.

**Method:**

A multiple probe design was implemented across staff and participants. Five instructor therapists participated as staff and 3 adults with mild to moderate IDD who range in age between 20 and 40 years old and required high levels of support. Assessment of staff behaviour was completed using the Performance Diagnostic Checklist-Human Services (PDC-HS). Primary measures included latency of transitions for all participants and number of social interactions as well as frequency of staff prompting through peers. At the end of the study, staff completed a social validity questionnaire to assess overall acceptability of the PDC-HS and processes involved. Results of the PDC-HS informed individualized staff training plans implemented using behavioural skills training.

**Results:**

The study is in the final phases of completion. Initial results demonstrate low levels of promotion of peer-to-peer interactions and increased staff-led interactions and high latency to transition to activities. Once letting staff know the skills for target in intervention, staff identified areas for specific training and barriers to implementation.

**Discussion/Conclusions:**

Research on teaching staff interventions to increase peer-to-peer interactions in the adult population is limited however there is considerable evidence to support the claim that social interactions and opportunities are extremely valuable to adults with intellectual disabilities and those are often lacking in the current service model. Additionally, the literature indicates that transitions can be precursors to incidences of problem behaviour for many individuals with intellectual disabilities so a second component of this research is to identify strategies for staff to implement to make transitions smoother and more efficient. All of this will be done primarily through the use of the PDC-HS, which is emerging as an effective tool for identifying barriers to job performance. This study will contribute to that research base and extend it to an adult day program setting, informing the future practice of supervisors and staff in programs that support individuals with intellectual disabilities.

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