BEHV 5250: Improving Staff Performance
Summer 2020 Course Syllabus

Course Description

The purpose of this course is to provide advanced students and professionals with information that will be useful when training and supporting staff to increase their effectiveness, thereby better serving the recipients of behavior-analytic services. A majority of the information discussed falls under the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have training and experience in behavior analysis.

The course is divided into fourteen modules addressing topics such as the importance of supervision, measurement, evidence-based training techniques, motivational systems, evaluating treatment effects, and performance systems. Students will answer questions about articles, chapters, and/or videos in each module. Additionally, each module includes at least one activity that provides students an opportunity to apply the information learned in that module.

Course Prerequisites

BEHV 5130 Basic Behavioral Principles
BEHV 5150 Techniques
BEVH 5170 Research Applications

Instructor Information

Kenda Morrison, Ph.D., BCBA-D is the course designer, moderator and instructor. To learn more about your instructor, please see the Home page in your course.

Assistance

If you have a question that is not answered in the syllabus or activity instructions, we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5250s@unt.edu. Include your EUID and the activity title in the subject field of your email when you are asking about a specific activity. Students can expect a response before or during the next business day.

If you experience problems with Canvas, please select "help" to the left side of your screen. If you believe Canvas is experiencing an outage, please go here to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please email behvDLinfo@unt.edu. We will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving email from all "@unt.edu" addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.

Staff Performance Course Objectives and Learning Competencies

Week	Topic	4th edition Task List	Objectives	Component Assessment Activities	Integration and Application Assessments
1	Importance of Behavior-Analytic Supervision	G-5, G-6, K-3, K-6	Describe rationales for using behavior-analytic supervision.	Interactive Assessments	Reflection and Video Introduction
2	Performance Expectations	G-3, G-4, G-5, I-1, I-2, J-1	Describe characteristics of clear performance expectations for both supervisor and supervisee and identify examples of each.	Interactive Assessments	Application Quiz
3	Measurement	A-1, A-2, A-9, H-1,	Describe direct observation techniques for measuring behavior as applied to staff training.	Interactive Assessments	Measure videotaped child and teacher behavior.
4	Behavioral Skills Training	D-4, E-3, E-5, G-4, H-1, K-2, K-3, K-5, K-6, K-7,	Describe the Behavioral Skills Training steps and suggestions for effective use.	Interactive Assessments	Behavioral Skills Training Video Application Questions
4	Coaching	D-4, E-3, K-2, K-3, K-5, K-6, K-7	Describe strategies for the effective use of Coaching.		Roleplay Essay Questions
5	Models and Procedures	D-4, E-3, F-1, F-5, H-1, K-5, K-6, K-7	Describe strategies for the effective use of pyramidal training, modeling, Personalized System of Instruction, and self-management.	Interactive Assessments	Application Reflection Essay
5	Antecedents	D-3, D-4, E-1, F-1,	Describe antecedent strategies to improve staff performance.	Interactive Assessments	Application Checklist Video Assignment
6	Performance Management and Feedback	D-1, D-2, D-3, E-1, I-2, K-2, K-3, K-4, K-5, K-6	Describe effective strategies for ongoing training and feedback of staff.	Interactive Assessments	Roleplay Essay Questions
7	Motivational Systems	C-1, D-1, D-2, F-2, K-2, K-3, K-4, K-6	Describe motivational systems for improving staff performance and identify examples.	Interactive Assessments	Identify Types of Praise
8	Correcting Non-Proficient Performance	D-3, D-5, D-6, D-18, G-4, I-6, J-1, J-7, K-2, K-3, K-4, K-6, K-8	Describe corrections likely to improve staff performance and identify examples.	Interactive Assessments	Application Scenario and Video Questions / Roleplay Essay Questions
9	Solving Common Problems	G-6, K-2, K-3, K-6, K-9,	Describe strategies to solve staff training problems common to behavior-analytic settings.	Interactive Assessments	Application Reflection Essay
10	Evaluating the Effects of Supervision	B-3, G-3, H-1, I-3, I-6, J-8, K-2, K-7, K-9	Describe strategies to evaluate the effectiveness of supervision on staff performance and client outcomes.	Interactive Assessments	Create a Social Validity Survey
11	Maintenance and Generalization	J-6, J-11, , J-12, K-5	Describe strategies to facilitate generalization and maintenance of skills learned by staff.	Interactive Assessments	Final Projects
12	Building Effective and Ethical Performance Systems	E-1, F-1, J-6, K-2, K-3, K-4, K-5 K-6, K-8	Identify components of an assessment of environmental variables leading to non-proficient staff performance and describe strategies for improving staff performance through changes at a systems level.	Interactive Assessments	Performance Diagnostic Checklist Application
13	Leadership		Describe strategies for improving staff performance through changes at a systems level.	Interactive Assessments	Final Integration and Application Project and Simulation

BACB Course Hours

Content is based on the 4th edition BACB Task list. This course specifically covers the following academic requirements for the BCBA/BCaBA certification exam: 5 hours of identification of the problem and assessment, 5 hours behavior change systems, 5 hours implementation, management, and supervision, 30 hours discretionary. For more information on the Verified Course Sequences distribution, consult the VCS grid.

Instructional Allocations

A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and 3-6 hours of additional effort (e.g., reading, writing, researching, studying). This totals 45 hours of instructional time and about 90 hours of additional activities. In this course, contact time includes answering questions, watching lectures and other videos. Additional effort includes readings, written projects, and submitting student- made videos.

Required Textbooks

Daniels, A. C., & Bailey, J. S. (2014). *Performance management: Changing behavior that drives organizational effectiveness* (5th ed.). Atlanta, GA: Aubrey Daniels International.

Reid, D. H., Parsons, M. B., & Green C. W. (2012). *The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff*. Morganton, NC: Habilitative Management Consultants.

Course Activities
Readings, Lectures and Study Guides

Each module contains journal articles, book chapters, and/or lectures selected by the course instructor. There are also "student choice" readings in some modules. All readings, instructor-selected and student choice, can be found in the Course Menu and are also listed at the end of this syllabus. Each reading or lecture has a corresponding set of study guide questions. Each study guide consists mainly of multiple-choice questions. The questions are designed to facilitate and demonstrate comprehension of the content and are not tests. *You can refer to the assigned readings when answer the questions.*

Study Guide questions may have **multiple correct answers.** For each item, Canvas assigns points by dividing a point by the number of correct answers and then assigning partial credit for each correct answer chosen and subtracting partial credit for each incorrect answer. For instance, if a question has five possible answers, but only three are correct, each correct answer chosen is worth .33 points. If a student selects an incorrect answer, .33 points are deducted from the total earned. Using this example, if a student chooses two of the three correct answers and one of the incorrect answers, a total of .33 points would be awarded for this item. This reflects .66 points earned for selecting two of the three correct answers and -.33 for selecting one of the incorrect answers.

Canvas will record the highest score of your three attempts, with the exception of choice readings which allow two attempts.

Study guides will be used for four types of activities:
Instructor-Selected Readings – Each module contains a list of journal articles or book chapters selected by the course instructors. These are required readings.
Student Choice Readings – Some modules contain a "choice" list of journal articles and book chapters.
You will choose one reading from each designated choice list and answer the study guide questions for that reading. You can also choose to read additional readings from each grouping, if you like. If you complete more than one study guide, Canvas will record the highest of your attempts.
Introductory Lectures – Each module begins with a brief lecture by the course instructor. The purpose of these lectures is to introduce and orient students to the content in that module.
Noted-Professionals Lectures – Lectures are given by noted professionals in behavior analysis. These lectures address some portion of the content for the module and compliment the readings.

Interactive and Demonstration Movies

Digitized movies are provided as streaming video to demonstrate or simulate behavior -analytic procedures not easily taught through text-based instruction. You will complete various activities related to these movies and be graded on your answers. You may review the movies at any time during the course.

Study Questions and Quizzes

These activities provide the student an opportunity to practice what they have learned in the readings and/or movies within the context of multiple-choice questions. Study questions allow three opportunities to respond correctly to reinforce the information, while quizzes are designed to test knowledge and allow two opportunities.

Applied and Written Assignments

These activities provide an opportunity to apply what you've learned in the course readings to real-word situations. Specific instructions for each written assignment will be under the specific activity in the Course Modules. Using the activity instructions, you will upload written assignments to Turnitin within the corresponding Canvas activity for evaluation and credit.

Please note that written assignments do not have a grace period. These assignments will not be accepted after the specified deadlines, so please notate their due dates in your calendar:

May 18	**Written Survey and Reflection and Upload Introductory Video**
June 1	**Measurement-Application of Hall article**
June 15	**Antecedents Checklist Video Assignment**
July 20	**Evaluate the Training-Create a Social Validity Survey**
July 27	**Final Projects**

Grading will begin on the due date. Grades will be posted to the course page within *two weeks* after the due date. Grading will be based on the degree to which the student follows instructions, the accuracy of responses, supporting citations and references for responses, and the clarity of the answer. Students must work independently and use your own thoughts and words.

Course Etiquette

Collaboration and civility are core values in the practice of behavior analysis.

Completing courses is part of your graduate education. *How* you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite, and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment.
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. Our courses are designed to help you succeed. That is why we exist.
- Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

Academic Integrity

Honesty is a core value in the practice of behavior analysis.

Progress depends on honesty in data collection, reporting and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student's papers and copying content from journal articles, websites or other sources is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

Turnitin will systematically detect any plagiarism. If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an "F" in the course. If you plagiarized in more than one course, you will be dropped from the program.

You are responsible for reading and understanding [Academic Integrity Policy](#) (also found in the Preparatory Module of the course) and the [UNT Student Academic Integrity Policy](#)

Feedback

Feedback will be collected at the end of the semester. At that time, we will ask you to evaluate the content, instruction, and delivery of the course.

Course Calendar and Timelines

The Syllabus link on the Course Menu lists the dates when each assignment in the course is due. The Calendar in the Global Navigation Menu on Canvas will also show you all the assignments due on each day. Please use these resources to make a notation of all deadlines in your personal calendar.

- **Please complete the first module of the course, Preparatory Activities – which includes the Student Attestation and the Syllabus quiz, during the first week of the semester.** You must complete this module in order to unlock the rest of the modules in the course.
- **THIS COURSE HAS WEEKLY DEADLINES**. To help students do well on the written assignments and in the course, students are required to complete activities by weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline, **with the exception of the written assignments which have an asterisk in the above grid**. This means that each activity, except the written assignments, will be available for one week after the deadline on the calendar.
  After the one-week grace period ends, the activity will be deactivated, and students will no longer be able earn any points on these activities. There will be **no exceptions**. Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events.
- Students must submit all written assignments by the deadline. **There are no grace periods for written assignments.**
- *Students must complete the entire course by the course deadline, April 30, 2020. There is no grace period for activities due the last week of class.*

Tutoring

If you have questions about the course materials, please email us anytime. We love hearing from students and we are here to help! If would like to know the answers to specific questions, please let us know the activity title, the item number, and provide some information about why you think certain answers are correct or incorrect. While we cannot provide specific correct answers, your information will help us to provide tutoring over the course content, which will then help you to determine the correct answers.

Course Grades

The grading system and feedback are designed to set you up for success if you complete the activities in order and as instructed. A grade of "B" or better is required in this course.

- ***No credit is given for late assignments.***
- You will have *immediate* feedback on all on-line activities, with the exception of written assignments.
- Grading for written assignments will begin on the due date. Students will receive feedback within two weeks.
- Each activity indicates the number of points that can be earned within the activity.
- The Grades link on the left side of your Course Menu will provide you with information about your score for each activity and your grade in the class. Select "Calculate based only on graded assignments" if you would like to see how well you have performed on assignments which have been completed and graded. Or, deselect this option to see your current overall grade in the class.
    - We recommend using the first option (selecting "Calculate based only on graded assignments") for the majority of the course as this will give you a fairly accurate picture of how you are currently doing in the class. However, as it gets close to the end of the semester, **we recommend that you deselect that option and look at your overall grade in the course** as this will help you to determine how well you need to do on the remaining assignments in order to earn the grade you would like in the course.
    - Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a 0 in the grade book. If the assignment is then completed during the grace period, your grade will be updated to reflect what you scored on the assignment.
- Grades for the course are based on the percentage of possible points that a student earns:
    - **92-100%=A**
    - **85-91.9%=B**
    - 77-84.9%=C
    - below 77%=F
    - Total points are what ultimately determine your grade.

Course Credit

Successful completion of this course earns the student 3 semester hours of graduate credit or 45 Continuing Education credits. A grade of "B" or better is required before proceeding to the next course and to fulfill the requirements for the UNT Certificate in Applied Behavior Analysis, the Graduate School, and BEHV Continuing Education requirements. At the end of the final week of the course, points will be tallied and each student will receive a course grade that is consistent with the number of points earned at that time.

Course Design

Kenda Morrison, Ph.D., BCBA-D and Shahla Ala'i, Ph.D., BCBA-D, designed this course. Additionally, Janet Ellis, Ph.D., BCBA-D and Leslie Burkett, Ph.D. designed several activities and Nicole Bank, M.A., BCBA and Katrina Hille, M.S., BCBA assisted with the development of assessment questions. Our outstanding staff conducts testing and reliability on our course activities.

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All activities in the course are copyrighted by UNT Behavior Analysis Online, and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. All activities in the course are copyrighted by UNT Behavior Analysis Online and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. Students are expressly prohibited from copying course questions and/or uploading them to websites. This is both a violation of copyright and a violation of the Academic Integrity Policy.

Accommodations

The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility.

If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, *ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.*

Since this is an online program, you may email accommodations letters and requests to the course instructor. Instructors have the authority to ask students to discuss accommodation letters with students during an arranged appointment time to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students Enrolled in a UNT Degree Program

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov/. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on- campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:
1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

 Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

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Course Textbooks and Instructional Content

BEHV 5250 Staff Performance

Abernathy, W. B. (2014). Beyond the Skinner box: The design and management of organization-wide performance systems. *Journal of Organizational Behavior Management, 34*, 235-254. https://doi.org/10.1080/01608061.2014.973631

Aljadeff-Abergel, E., Peterson, S. M., Wiskirchen, R. R., Hagen, K. K., & Cole, M. L. (2017). Evaluating the temporal location of feedback: Providing feedback following performance vs. prior to performance. *Journal of Organizational Behavior Management, 37*, 171-195. https://doi.org/10.1080/01608061.2017.1309332

Artman-Meeker, K., Rosenberg, N., Badgett, N., Yang, X., & Penney, A. (2017). The effects of bug-in-ear coaching on pre-service behavior analysts' use of functional communication training. *Behavior Analysis in Practice, 10*, 228-241. https://doi.org/10.1007/s40617-016-0166-4

Bacon, D. L., Fulton, B. J., & Malott, R. W. (1983). Improving staff performance through the use of task checklists. *Journal of Organizational Behavior Management, 4(3/4)*, 17-25. https://doi.org/10.1300/J075v04n03_03

Barkaia, A., Stokes, T. F., & Mikiashvili, T. (2017). Intercontinental telehealth coaching of therapists to improve verbalizations by children with autism. *Journal of Applied Behavior Analysis, 50*, 582-589. https://doi.org/10.1002/jaba.391

Barton, E. E., Kinder, K., Case, A. M., & Artman, K. M. (2011). Finding your feedback fit: Strategies for designing and delivering performance feedback systems. *Young Exceptional Children, 14,* 29-46. https://doi.org/10.1177/1096250610395459

Berkovits, S. M., Sturmey, P., & Alvero, A. M. (2012). Effects of individual and group contingency interventions on attendance in adolescent part-time employees. *Journal of Organizational Behavior Management, 32,* 152-161. https://doi.org/10.1080/01608061.2012.676495

Bethune, K. S. (2017). Effects of coaching on teachers' implementation of Tier I school-wide positive behavioral interventions and support strategies. *Journal of Positive Behavior Interventions, 19*(3), 131-142. https://doi.org/10.1177/1098300716680095

Bethune, K. S., & Wood, C. L. (2013). Effects of coaching on teachers' use of function-based interventions for students with severe disabilities. *Teacher Education and Special Education, 36*(2), 97-114. https://doi.org/10.1177/0888406413478637

Biagi, S., & Rodriguez, M. (2017) The Performance Diagnostic Checklist Infographic. Retrieved from: http://www.operantleadership.com/pdc-infographic-blog/

Bolton, J., & Mayer, M.D. (2008). Promoting the generalization of paraprofessional discrete trial teaching skills. *Focus on Autism and Other Developmental Disabilities, 23*, 103-111. https://doi.org/10.1177/1088357608316269

Brethower, D. M. (2004). Understanding behavior of organizations to improve behavior in organizations. *The Behavior Analyst Today, 5* 170-181. https://doi.org/10.1037/h0100028

Brothers, K. J., Krantz, P. J., & McClannahan, L. E. (1994). Office paper recycling: A function of container proximity. *Journal of Applied Behavior Analysis, 27*, 153-160. https://doi.org/10.1901/jaba.1994.27-153

Carr, J. E., Wilder, D. A., Majdalany, L., Mathisen, D., & Strain, L. A. (2013). An assessment-based solution to a human-service employee performance problem. *Behavior Analysis in Practice, 6*, 16-32. https://doi.org/10.1007/BF03391789

Casey, K. (2011). Modeling Lessons. *Educational Leadership, 69(2)*, 24-29. Retrieved from
    http://www.ascd.org/publications/educational-leadership.aspx

Catania, C. N., Almeida, D., Liu-Constant, B., & DiGennaro Reed F. D. (2009). Video modeling to train staff to
    implement discrete-trial instruction. *Journal of Applied Behavior Analysis, 42*, 387–392.
    http://doi.org/10.1901/jaba.2009.42-387

Coles, E., & Blunden, R. (1981). Maintaining new procedures using feedback to staff, a hierarchical reporting
    system, and a multidisciplinary management group. *Journal of Organizational Behavior Management, 3*(2),
    19-33. https://doi.org/10.1300/J075v03n02_03

Collins, S., Higbee, T. S., & Salzberg, C. L. (2009). The effects of video modeling on staff implementation of a
    problem-solving intervention with adults with developmental disabilities. *Journal of Applied Behavior
    Analysis, 42,* 849–854. http://doi.org/10.1901/jaba.2009.42-849

Conard, A. L., Johnson, D. A., Morrison, J. D., & Ditzian, K. (2016). Tactics to ensure durability of behavior change
    following the removal of an intervention specialist: A review of temporal generality within organizational
    behavior management. *Journal of Organizational Behavior Management, 36*, 210-253.
    http://doi.org/10.1080/01608061.2016.1201036

Conrin, J. (1983). A comparison of two types of antecedent control over supervisory behavior. *Journal of
    Organizational Behavior Management, 4(3/4)*, 37-47. https://doi.org/10.1300/J075v04n03_05

Coogle, C. G., Rahn, N. L., & Ottley, J. R. (2015). Pre-service teacher use of communication strategies upon
    receiving immediate feedback. *Early Childhood Research Quarterly, 32*(3), 105-115.
    https://doi.org/10.1016/j.ecresq.2015.03.003

Daniels, A. C. (2009). *Do we need tough bosses?* [Video]. Available from
    https://www.youtube.com/watch?v=jtHTm9CJCtc

Daniels, A. C. (2009). *Management traps: "You did a good job, but…" and other demotivators* [Video]. Available
    from https://www.youtube.com/watch?v=pLq-skUOflY

Daniels, A. C. (2010). *Pitfalls of performance appraisal* [Video]. Available from
    https://www.youtube.com/watch?v=7J6kjh8QOFc

Daniels, A. C. (2014). *Aubrey Daniels discusses measurement* [Video]. Available from
    https://www.youtube.com/watch?v=tSbDGJk6IYk&t=0s

Daniels, A. C., & Bailey, J. S. (2014). *Performance management: Changing behavior that drives organizational
    effectiveness* (5th ed.). Atlanta, GA: Aubrey Daniels International, Inc.

Dib, N., & Sturmey, P. (2007). Reducing student stereotypy by improving teachers' implementation of discrete-trial
    teaching. *Journal of Applied Behavior Analysis, 40*, 339-343. https://doi.org/10.1901/jaba.2007.52-06

DiGennaro-Reed, F. D., Codding, R., Catania, C. N., & Maguire, H. (2010). Effects of video modeling on
    treatment integrity of behavioral interventions. *Journal of Applied Behavior Analysis, 43*, 291-295.
    https://doi.org/10.1901/jaba.2010.43-291

DiGennaro Reed, F. D., & Henley, A. J. (2015). A survey of staff training and performance management practices:
    The good, the bad, and the ugly. *Behavior Analysis in Practice*, *8*(1), 16-26.
    https://doi.org/10.1007/s40617-015-0044-5

DiGennaro Reed, F. D., Henley, A. J., Rueb, S., Crabbs, B., & Giacalone, L. (2016). Discussion of behavioral principles
    in Journal of Organizational Behavior Management: An update. *Journal of Organizational Behavior
    Management*, *36*, 202-209. https://doi.org/10.1080/01608061.2016.1200938

Doucette, S., DiGennaro Reed, F. D., Reed, D., Maguire, H., & Marquardt, H. (2012) Implementation of a posted schedule to increase class-wide interobserver agreement assessment. *Journal of Organizational Behavior Management, 32*, 263-269. https://doi.org/10.1080/01608061.2012.698187

Downs, A., Downs, R. C., & Rau, K. (2008). Effects of training and feedback on discrete trial teaching skills and student performance. *Research in Developmental Disabilities, 29*, 235-246. https://doi.org/10.1016/j.ridd.2007.05.001

Ducharme, J. M., Williams, L., Cummings, A., Murray, P., & Spencer, T. (2001). General case quasi-pyramidal staff training to promote generalization of teaching skills in supervisory and direct-care staff. *Behavior Modification, 25*, 233-254. https://doi.org/10.1177/0145445501252004

Eikeseth, S., Hayward, D., Gale, C., Gitleson, J., & Eldevik, S. (2009). Intensity of supervision and outcome for preschool aged children receiving early and intensive behavioral interventions: A preliminary study. *Research in Autism Spectrum Disorders*, *3*, 67-73. https://doi.org/10.1016/j.rasd.2008.04.003

Fabrizio, M. (2006). *Staff training in performance management* [Video]. Available from https://bao.unt.edu/jpvideo/player.cfm?xid=SP-F

Feldman, E., & Matos, R. (2012). Training paraprofessionals to facilitate social interactions between children with autism and their typically developing peers. *Journal of Positive Behavior Interventions*, *15*, 169-179. https://doi.org/10.1177/1098300712457421

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