

The Effects of Behavioral Skills Training & In Situ Feedback on the Acquisition & Application of Safety Skills for Young Adults with Developmental & Intellectual Disabilities

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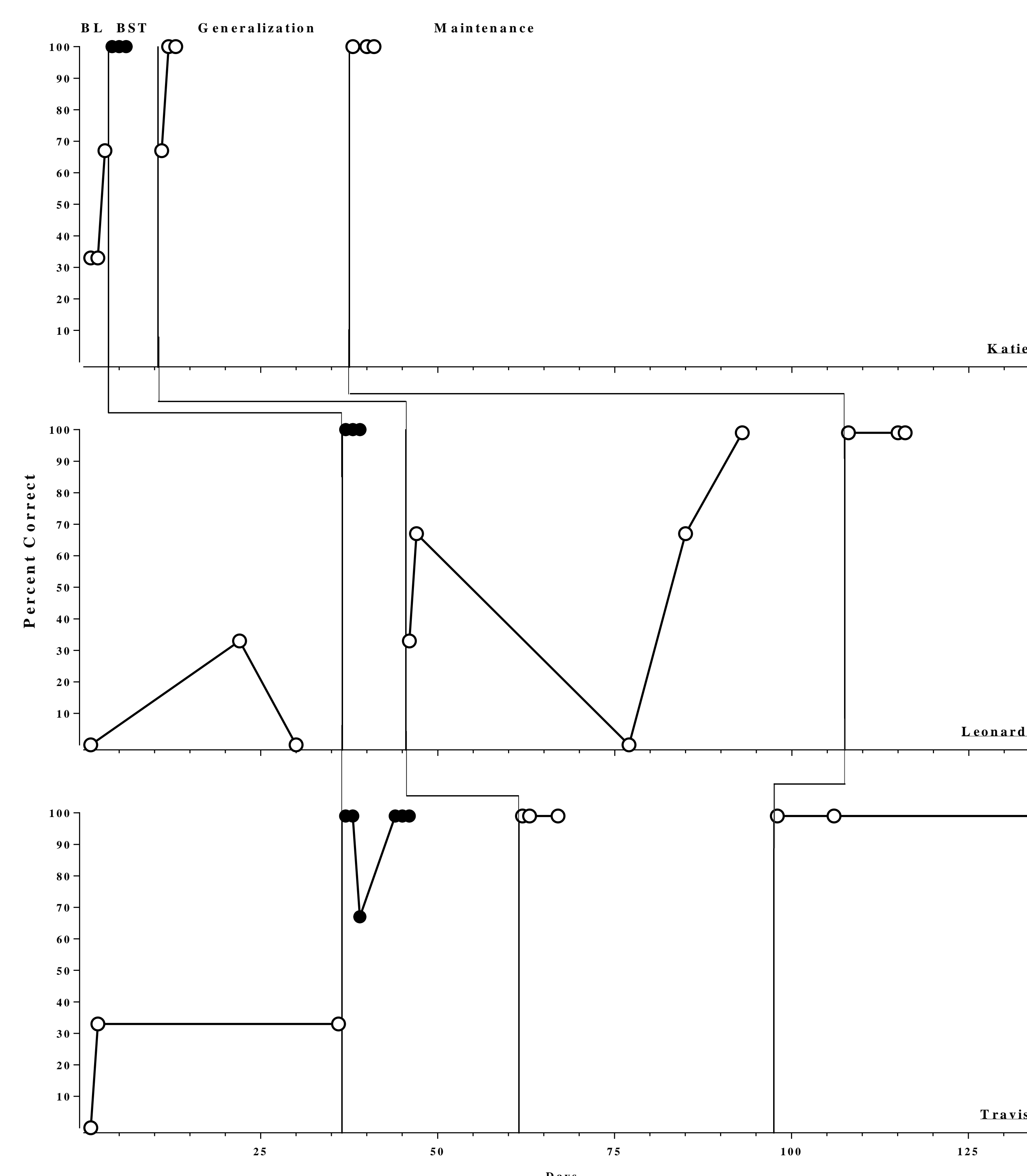
Introduction

- Individuals with intellectual & developmental disabilities have increased risk of abuse and maltreatment compared to typically developing peers
 - Sexual abuse 40% v.s. 18% (Reiter et al., 2007)
 - Maltreatment 31% v.s. 9% (Sullivan & Knutson, 2000)
 - Physical abuse 94.7% v.s. 56.2% (Reiter et al., 2007)
- BST & in situ feedback proven effective in teaching safety skills (Gunby, 2010; Gunby & Rapp, 2014; Winterling et al., 1992)
 - Primary focus = abduction prevention skills to young children with ASD
- Purpose
 - Replicate previous research and extend the participants to adults with intellectual & developmental disabilities and additional targets of abduction, sexual abuse, & physical abuse prevention

Methodology

- Participants
 - Travis: 19 y/o male diagnosed with ASD
 - Leonard: 20 y/o male diagnosed with ASD & ID
 - Katie: 24 y/o female diagnosed with ADHD
- Settings & Materials
 - Participants' homes, neighborhoods, & community locations
 - Laptop for presenting video models, Smartphone for collecting audio recordings, & iPad for collecting video recordings
- Design
 - Nonconcurrent Multiple Probe across Participants
- Dependent Variables
 - Refusal (vocally &/or physically)
 - Move away until Safe (find safe place, safe person, or stranger no longer in sight)
 - Report to a trusted adult
- Procedures
 - Baseline, Generalization, & Maintenance
 - Probes with confederates in the community who delivered vocal statements related to a target dangerous situation
 - BST/In Situ Feedback
 - Instructions on dangerous situations and safety skills, video models, and rehearsals with researcher and parents/caregivers/therapists

Results



Social Validity Questionnaire Questions	Parent/Caregiver Response Results
I believe it is important to teach safety skills related to abduction, sexual abuse, and physical abuse prevention.	Completely Agree - 100%
The treatment package used in this research study was effective at teaching safety skills related to abduction, sexual abuse, and physical abuse prevention.	Completely Agree - 100%
I felt it was important for the participant to practice the safety skills with real "strangers" (i.e., the volunteers in the study – unknown individuals to the participant, but possibly known to you or the researcher).	Completely Agree - 100%
I felt it was important for the participant to practice the safety skills in the community.	Completely Agree - 100%
How would you rate the participant's change in attitude towards strangers after this study? (more scared, more cautious, no change in attitude, less scared, less cautious)	More Cautious – 100%

Discussion

- BST & in situ feedback successful to teach safety skills
 - New population
 - Adult participants with intellectual and/or developmental disabilities
 - Additional safety skills
 - Abduction, sexual, & physical abuse
- Primary Limitation
 - Possibility faulty stimulus control
 - Presence of the recording equipment (i.e., an iPad and Smartphone device), & familiar bystander (i.e., researcher) → possibly cued response sequence
- Future Research
 - Large scale abduction/abuse prevention program with elementary school population
 - Replications
 - Using hidden/wearable technology to prevent faulty stimulus control
 - Similar set of safety skills related to familiar individuals (e.g., sexual touch from direct family members or close family friends).
 - Teaching internet safety skills
 - Teaching bullying identification & prevention
 - Teaching emergency safety (e.g., earthquakes or tornadoes)
 - Teaching self-advocacy skills

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