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Improving Interview Skills in College Students Using Behavioral Skills and
In Situ Training

by

Laura-Katherine Barker

A Thesis

Submitted to the Graduate School,
the College of Education and Psychology
and the Department/ School of Psychology
at The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

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ABSTRACT

Successful interviewing skills help maximize the probability that a job candidate will make a positive impression upon a prospective employer. An area of continued concern related to potential employee readiness involves performance in interviews. Questions remain regarding the effectiveness of higher educational systems to develop the variety of efficient skills necessary for students to showcase the full array of their qualifications within an interview. Behavioral Skills Training (BST) is a behavior analytic training package that has been shown to increase appropriate interview skills. In situ training (IST), also known as in-the-moment-training, has been offered as a method to improve the effectiveness of BST. The purpose of the present study aimed to extend the results of Stocco, Thompson, Hart, and Soriano (2017) in using BST to improve interview skills of college students by adding in situ training as an additional training component. Across all participant there was an improvement in interview skills. More specifically, BST with IST showed greater acquisition, maintenance, and generalization compared to BST only.

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DEDICATION

This work could not have been completed without my family. Mom, thank you for always listening to me and giving me a fresh perspective on life. Dad, thank you for teaching me your wisdom while pushing me to be my own person. Wesley, thank you for your simplicity and humor to keep me laughing. I am so grateful for a family that is passionate for my field of work as much as I am.

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CHAPTER I – INTRODUCTION

Employers and university staff have recently expressed concerns regarding student preparedness in a post-graduation world (Hora, 2017). Abel and colleagues researched O*NET, a commonly used database at Career Service Centers and found many companies prefer hiring those with a college education; however, most recent college graduates are perceived as lacking key qualification for the jobs in question (Abel, Deitz, and Su, 2014). The Chronicle of Higher Education and Marketplace (2013) noted that 31% of employers report that college graduates are unprepared for jobs in numerous ways. Specifically, 67% of employers endorse substandard interview skills as a major barrier to graduates acquiring a job (Chronicle of Higher Education and Marketplace, 2013). Unfortunately, although effective interview skills are important, they are often a neglected factor in higher education curricula (Hindle, 2000). As a result, some applicants are not prepared to reach their full potential in relaying the skills they possess due to lack of interview training (Hindle, 2000). This also results in a potential mismatch between job requirements and applicant skill sets due to poor information relayed during interviews.

Job interviews are one of the major factors in an employer's decision to hire an applicant (Jackson, Hall, Rowe, and Daniels, 2009). Previous research on effective interview skills suggests that employers start basing their decisions on the candidate as soon as they walk through the door. Employers will spend the first few minutes of an interview forming opinions, so if a candidate presents themselves poorly, this could potentially adversely impact obtaining the desired position (Hollandsworth, Dressel, and Stevens, 1977). Given the influence of first impressions in the employer decision-making

process, applicants must prepare themselves long before the interview begins by focusing on self-presentation, and on the numerous factors that can impede effective communication during an interview such as: answers, eye-contact, and confidence. Proficiency in self-presentation can help establish effective relations with the employer during the initial person-to-person interaction (Barrick, Shaffer, & Degrassi, 2009).

In order to determine proper methods of interview training, it is important to consider some of the skills deemed necessary for an applicant to possess. Obtaining the position depends significantly on the ability of the candidate to relay their possession of the skills and experience that qualify them for the position. Barrick and colleagues (2009) identified additional factors that an applicant should develop to increase successful interview outcomes. These skills include verbal and nonverbal communication, as well as appearance. An applicant is expected to have verbal and nonverbal skills that demonstrate some degree of self-control over the pace, pitch, and tone of one's speech, as well as appropriate posture (Bolles, 2008). Research suggests that appropriate nonverbal behavior and effective self-monitoring skills are associated with higher overall interview rating scores for the applicant (Levine & Feldman, 2002). The current literature has also focused on mistakes made during interviews as barriers to effectively conveying an applicant's potential for a job.

According to Yate (2009), minor mistakes that can be avoided during the interview often limit how well the candidate conveys their fit for the position. These minor errors include overuse of filler words, lack of knowledge about the company, and lack of initiative to ask the employer questions. Prior research yielded other interview skills that applicants demonstrated unsuccessfully. Nelson (2009) suggested that despite

evidence of effective listening skills during an interview, students often communicate the opposite through poor body posture, limited eye contact, and answers given to an interviewer's question. Students exhibited lack of initiative within the speaker/listener context. More specifically, students show minimum interaction with the interviewer by not asking questions and probing conversation. According to Nelson (2009), this gives employers the impression that applicants "lack creativity and teamwork." In addition, the State of St. Louis Workforce annual report of 2013 found 60% of employers endorsed the following reasons for not hiring a recent college graduate: lack of communication skills, interpersonal skills, and lack of critical thinking. These opinions were all formed within interviews with potential candidates.

Job and career development fields have researched ways to improve interview skills similar to techniques used by behavior analysts such as instruction delivery, modeling, and rehearsal through mock interview training (Galassi & Galassi, 1978; Macan, 2009). However, the social significance of career service trainings fail to capture the maintenance, generalization, and reliability of said trainings. Overall, there is a lack of broad research on effective methods to train interview skills. Furthermore, the types of interview behaviors mentioned above would naturally lend themselves to applied behavior analytic teaching methods, most notably, Behavioral Skills Training (BST).

Behavioral Skills Training

Throughout the literature, BST has been used as an effective way to increase performance of individuals across a variety of skills. BST is traditionally implemented as a four-step package that includes instruction, modeling, rehearsal, and feedback (Ward-Horner and Sturmey, 2012). Instruction provides a description of skills and the relevance

of correct performance. This first component can either be written or verbal (Lerman et al., 2015). The second component, modeling, demonstrates performance of the correct target behavior to aid in skill acquisition. Rehearsal gives the learner an opportunity to practice skills described and demonstrated during instruction and modeling. Finally, feedback can be written/vocal positive or negative responses, regarding the quality/quantity of a person's performance (Aljadeff-Abergel, 2017). Although each component of BST is defined singularly, they are often used in a variety of combinations to train specific skills.

Instruction

Within BST, instruction typically involves delivering the necessary informational components of a procedure, either through a written or verbal medium, or some combination of the two. One of the earliest researched applications of instructions was documented by Yeaton and Bailey (1983) through a model they called "Tell-Show-Ask-Let." Instruction, as conceptualized within a BST approach, would be the equivalent of the "Tell" phase of Yeaton and Bailey's training package. Although these procedures were not labeled BST, this training package utilized all components: Tell involved instructions; Show used modeling; and Let allowed the trainees to practice the skills while receiving feedback. Yeaton and Bailey (1983) conducted a brief evaluation of instructions-only, which was found largely ineffective in behavior acquisition. However, few other articles have isolated the effects of instructions-only on the acquisition of correct skills implementation.

The field of Behavioral School Psychology offered some of the first thorough evaluations of instruction-only training on the acquisition of correct implementation,

which has been referred to as didactic training. Sterling-Turner, Watson, and Moore (2002) trained three dyads of teachers to correctly implement behavioral intervention using an approach similar to BST called Direct Behavioral Consultation. Using a multiple baseline across dyads design, teachers were first evaluated on their correct implementation of the treatment protocol following a meeting with a consultant that involved a written copy of the protocol and a verbal description. Mastery performance was never achieved across all three dyads following this didactic instruction, leading to the implementation of a rehearsal and feedback phase. Following the use of rehearsal and feedback, teachers across all three dyads demonstrated mastery performance on the behavioral protocol.

Moore and Fisher (2007) also included an instructions-only phase in their examination of video modeling in the training of three clinical staff members in the acquisition of functional analysis methodology. This phase, which the authors called “Lecture Only”, involved a written copy of each analysis condition protocol, along with a PowerPoint™ presentation in which the first author explained correct implementation of each condition. For all three participants, instructions-only led to low levels of correct protocol implementation. Following training with a video model depicting correct implementation of all potential therapist behaviors, each staff member quickly acquired mastery-level performance.

Modeling

Modeling involves another person demonstrating correct target behaviors that are the focus of training. This modeling can be performed in-person or through video. As mentioned earlier, Yeaton and Bailey (1983) utilized a training package similar to BST.

The step “Show” from their approach would represent the modeling component of the training package. Though there has not been a direct comparison of live versus video modeling offered in the literature, however since Moore and Fisher (2007) documented the effectiveness of using 5-minute training videos on the acquisition of complex behavior protocols, a large body of video modeling research has emerged.

The key finding from Moore and Fisher (2007) involved the use of adequate exemplars of potential therapist behavior. Using a multiple baseline across subject design with embedded multiple element components, they directly compared video models that demonstrated 100% of therapist protocol behaviors to a video that contained only 50%. The complete video model quickly led to mastery acquisition of the training behaviors that maintained over time. The incomplete video model did not produce mastery performance across any of the participants. More recently, DiGennaro-Reed and colleagues (2010) have investigated the use of voice-over instruction during video modeling for staff training. Newly employed teachers were trained across a number of complex behavior analytic protocols to be implemented with children with autism or brain injury (DiGennaro-Reed et al., 2010). Staff received personalized video models in one phase, and then personalized video models that provided voice-over feedback. Although the video model alone led to large increases in correct staff implementation, consistent mastery was only produced once voice-over performance feedback was implemented. Delli Bovi, Vladescu, DeBar, Carroll, and Sarokoff (2016) studied the effectiveness of video modeling with voice-over instruction to train teachers and school staff to correctly implement a multiple stimulus without replacement preference

assessment. These studies show a common combination of BST components in the training of staff.

Rehearsal

Rehearsal involves allowing a participant an opportunity to practice the target training behaviors, typically in a contrived setting under the supervision of the trainer. Though some researchers have evaluated specific components of BST, such as instructions-only, video modeling-only, no research appears to exist on the effects of rehearsal-only training. This is likely due to the fact that, without the delivery of information regarding the target behavior, either through instructions or modeling, a rehearsal-only training would represent the equivalent of shaping or direct contingency management required to train a rat to press a lever in an operant chamber.

Yeaton and Bailey (1983) delivered rehearsal following instructions and modeling. This was accomplished through role play sessions with a researcher playing the role of a client. Sterling-Turner et al. (2002) implemented rehearsal along with modeling and feedback. Interestingly, Moore and Fisher (2007) did not employ rehearsal, technically omitting one of the four basic steps of BST. Subsequent research with video-modeling and voice-over instruction has also not employed rehearsal strategies (e.g., Delli Bovi et al., 2016; DiGennarro-Reed et al., 2010).

Feedback

In general, feedback has been defined as providing consequences, such as praise or tangible reinforcers, for correct training behaviors and some sort of error correction for incorrect implementation. The term “feedback” has seen broad application in the behavior analytic research and has included verbal feedback, public posting, video

feedback, and more recently, in the moment feedback. For example, a package that included a staff meeting with feedback was used to increase positive interactions between direct-care staff and patients in a residential setting (Ivanic, Reid, Iwata, Faw, & Page, 1981). Parsons and Reid (1995) studied eight components of feedback types in training supervisors to deliver more appropriate feedback to employees. These components included positive tone of voice, behavior-specific praise, corrective feedback for mistakes (along with a verbal description of the appropriate alternative behavior), asking staff if clarifying questions are needed, determining if staff understands answers to the questions, and ending the interaction in a positive way.

Feedback can also relate to rehearsal performance, and not specifically implementing the training targets in the natural environment. For example, during the rehearsal phase, Sterling-Turner et al. (2002) gave specific performance feedback while the teachers practiced protocol implementation, but not after their actual classroom implementation. Although all dyads showed significant improvements over didactic training, only two of the four dyads demonstrated at least 80% consistent correct implementation. Participant 3 in Moore and Fisher (2007) required one implementation of post-session feedback to obtain mastery performance in the play condition of a functional analysis following complete video modeling training. Delli Bovi et al. (2016) was one of the first studies that attempted to assess generalization of training skills. The authors suggest that voice-over video instruction is a crucial training component to program for generalization. It should be noted that most studies using voice-over video instruction use it as performance feedback rather than traditional instruction where the voice-over might generically describe the overall procedures.

Summary of Behavioral Skills Training

The efficacy of BST as a training approach has been demonstrated long before the term “Behavioral Skills Training” was applied. One common finding across the literature has been that didactic forms of instruction are not sufficient to help novice users of behavioral protocols acquire correct protocol implementation (e.g., Sterling-Turner et al., 2002). Consistently, components of BST have been combined in training, such as instruction with modeling and modeling with rehearsal. Traditionally, however, feedback occurs separate from other training components and usually following a session in which a trainee engages in the target behavior. This could lead to a delay in consequences for correct and incorrect implementation that might not yield as effective results as more immediate feedback. More recently, in-situ training, or in the moment feedback, has emerged as an effective augment to traditional BST.

In-Situ Training

In-Situ training (IST) is known as teaching skills in the natural environment assisted by providing immediate feedback to participants, also known as “in-the-moment” training (Pan-Skadden et al., 2009). In some approaches to BST, the trainee is unaware if or when feedback will be delivered (Miltenberger et al., 2005). This immediate delivery of feedback is in contrast to the feedback component in traditional BST. Typically with BST, feedback is delivered after all the components have been completed, whereas with IST, feedback is provided as soon as a correct or incorrect performance occurs. Behavior-analytic literature has sought to examine the function of feedback in the three-term contingency. Alvero, Bucklin and Austin (2001) suggest potential behavioral functions of feedback including: establishing operations, a reinforcer

or a punisher, and rule-governed behaviors. Additionally, Miltenberger et al. (2005) asserts that IST can be an effective addition to BST because of increased reinforcement during training as well as the aversiveness of “getting caught” during procedures. IST frequently reduces the delay between both correct performance, reinforcement, incorrect behaviors, and error correction. IST has been widely supported for the effectiveness in improving performance skills. More specifically, research indicates that IST incorporated with BST increases the effectiveness of overall training compared with BST alone (Belisle, Rowsey, & Dixon, 2016; Miltenberger et al., 2005; Pan-Skadden et al., 2009). Although not specific to interview skills, Miltenberger et al. (2005) conducted a study to teach gun safety skills using BST with IST. The results show significance to the current study in that IST improved BST as a tool to train skills.

Participants included ten children between the ages of four and five-years. Target behaviors were recorded during in situ assessments conducted in the classroom or the home environment. Guns were placed in a location unknown to the participant. The instructor (i.e. teacher or parent) asked the child to retrieve a certain item that was in the area of the gun placement. Data were recorded on how the child reacted to the gun in view based on a 0-3 rating scale: 0=touches the gun, 1=doesn't touch the gun, 2=doesn't touch the gun and leaves the area, and 3=doesn't touch the gun, leaves the area, and tells an adult.

Baseline consisted of in situ assessments in the natural environment in which participants received no feedback. After baseline, IST was implemented. The training component began with the implementation of BST sessions. Instructional components included a discussion of the potential dangers of firearms and what steps to take in the

presence of a gun (i.e. do not touch the gun, leave the area, and tell an adult about the gun). Then, the trainer modeled appropriate safety procedures of handling an unarmed gun. A scenario was then given to the child, and he/she rehearsed the appropriate skills. Contingent on correct response, the trainer provided praise. If the child engaged in incorrect responding, corrective feedback was given. The rehearsal component was conducted until appropriate skills were performed. Following BST, the participant was provided with a scenario in their natural environment as described in the in situ assessment (e.g. in the classroom or home setting). If the participant did not engage in appropriate target responses, the trainer immediately entered the room and delivered IST.

BST with IST increased appropriate gun safety procedures, with only one participant needing additional training sessions to acquire generalization to the home setting. The results of this study are consistent with others in supporting that the combination of BST with IST is more effective than using BST alone. Miltenberger et al. (2005) recommended that future studies evaluate the combined use of BST with IST to increase the efficacy of the training tools used together. Additional research was conducted that demonstrates the efficacy of the combination of both training tools.

Pan-Skadden et al. (2009) taught appropriate safety skills to children when separated from their caretakers using BST (i.e. modeling, instructions, rehearsal, and feedback) and IST (i.e. not contrived, feedback immediately). Three participants were selected between the age of four to six-years with no medical disability.

Target behaviors contingent on being separated from caretakers were scored on a 0-3 rating scale: 0= staying in the same location after twenty-seconds of observing that he or she was separated, 1=engaging in any behavior other than approaching a cashier,

2=approached the cashier within 20 seconds of being separated to inform that he or she was lost, and 3=approached the cashier within 20 seconds of being separated to inform that he or she was lost, as well as providing additional information regarding their personal information. For baseline, observers kept at a distance providing no feedback and recorded the participant responses when separated from the caregiver (e.g. the rating scale). BST was implemented following baseline. Instructions were provided on the importance of taking action when separated from a caregiver. After the researcher provided descriptions of three target responses the participant should engage in (i.e. find a cashier, tell them your information, and that you are lost), they modeled the appropriate response with toys. The researcher asked the participant to rehearse what they had covered, and contingent on incorrect responses, the participant was provided with feedback after rehearsal completion. IST was incorporated in a real life scenario at a local store. In the scenario, the caretaker was instructed to leave the participant. Once the participant observed the absence of their caregiver, he or she was to emit the target response taught through BST (e.g. score of 3: find a cashier, tell them your information, and that you are lost). If the participant performed the correct response, he/she would be reunited with their caregiver and provided praise from the experimenter. However, if he/she did not emit the correct trained response, the experimenter immediately entered the store and provided IST. In situ training consisted of prompting the child to approach the cashier and perform the targeted response. After reuniting with the caretaker, the child was required to rehearse skills until they reached 100% accuracy.

For the first participant, her score of 1 during baseline remained the same when placed in the real life scenario after BST. Additional sessions included BST with IST,

increasing her score to a 3. The other two participants required an incentive phase to reach mastery. Since the incentive condition immediately followed BST with IST, the results are unclear to which one increased acquisition of responding. Pan-Skadden et al. (2009) suggested that future researchers create an experimental design that separates the effect of training from other variables (i.e. incentives).

Other areas of skill acquisition aside from training safety skills has been researched using BST with IST. Specifically, Belisle, Rowsey, and Dixon (2016) investigated the use of BST implemented in situ (i.e. while conducting sessions) rather than in a workshop setting to improve staff implementation of the Promoting the Emergence of Advanced Knowledge Relational Training System (PEAK). Three participants were selected that had no prior exposure to PEAK or BST. The setting was conducted at a self-contained school for students with autism.

Baseline, the instructional component, was implemented by having the participants read the PEAK Direct Training module and quizzed at the end of a one-week period. Participants were encouraged to write down any questions they may have after reading the Direct Training module. In situ BST was structured so that participants could request feedback during the training and receive immediate answers from the trainer. Feedback (i.e. how to correctly score) and modeling were provided after each five-trial block in which the trainer implemented the programs while participants observed, serving as the rehearsal component.

Mean PEAK implementation fidelity across participants in baseline was: 52%, 61%, and 78%. All PEAK means increased to 100% correct implementation after in situ BST and remained at 100% for the maintenance phase. Results suggest that in-situ BST

in an effective way to train staff on conducting the PEAK with correct administering skills and treatment fidelity. Various limitations were identified, the main one being that in situ BST was not compared to other training methods for staff implementation of PEAK programs (Belisle, Rowsey, and Dixon, 2016). Other research examined the use of IST alone within a natural context, for example, the use of IST in classroom settings demonstrated by Wimberly (2016).

IST alone was applied in the classroom setting to increase the generalization of Effective Instruction Delivery (EID) used by teachers (Wimberly, 2016). Participants included four Head Start teachers. A bug-in-the-ear device (BITE) and a MotivAider® were used to provide in situ prompts to teachers delivering EID and commands. IST was delivered by an observer through the assistive prompting devices given to the teachers. Correct commands were delivered by the researcher using the BITE device and teachers delivered the prompt verbatim to the student.

In situ training improved the performance of EID across all participants. For example, participant one delivered EID at 32% accuracy of steps implemented during baseline. After IST, accuracy of EID increased to 100%. Wimberly (2016) suggested that IST could be used as a way to maintain the generalization effects for various interventions.

In addition to Wimberly (2016), LaBrot et al. (2015) addressed the delivery of praise from teachers in the classroom setting using IST alone within a multiple-baseline design across participants. Study conditions included baseline, IST, maintenance, and follow-up. Four teachers from the Head Start after-care program participated. None had previous training in behavior management for children. Consultants and participants met

prior to disclose information regarding problem behaviors observed in the classroom. Information indicated that problem behaviors occurred most often in free time; therefore, observation and IST were conducted during that time (LaBrot et al., 2016).

Throughout baseline, researchers provided no feedback and sat in an unobtrusive location to observe behavior specific praise delivered by teachers. During the training component, in situ prompts were delivered through a one-way FM radio using a bug in the ear piece (BITE). Prompts were delivered at a rate of one praise statement per minute including exact instructions of how praise should be delivered. Teacher praise was defined as response-dependent physical praise (i.e. high fives), specific-labeled praise (i.e. Good job writing your name!), or a general praise statement (i.e. “good job”). Data regarding teacher praise were collected by tracking frequency interval recording within a 10-minute observation period. If teachers failed to engage in correct delivery of praise, the consultant would provide in situ feedback and redirect the teacher to deliver praise correctly (LaBrot et al., 2016).

All participants in the study showed an increase in corrected praise delivery through IST. For example, Mr. K delivered praise statements between .3 and 1.1 rates per minute. When IST was implemented, his praise statements per minute increased to a range of 2.5 and 5.9. Three out of four participants maintained behaviors above baseline rates after the implementation of IST. According to LaBrot et al. (2016), IST is an effective way to increase teacher behaviors because of real-time prompting, resulting in the natural contact of reinforcement (i.e. increase appropriate student behaviors).

The above studies provide strong evidence that IST is not only an effective tool to improve skills when used alone, but also used to increase the efficacy when combined

with BST. Specific to improving interview skills, behavior-analytic literature is limited. The following two studies provide examples of BST in improving interview skills and identify future research relevant to the current study.

Summary of Behavioral Skills Training to Teach Interview Skills

Hollandsworth, Glazeski, and Dressel (1978) conducted a study using BST focusing on the improvement of interview skills for a 30-year-old male. The participant had recently graduated college and had experienced no success in finding a job, despite reporting 60 job interviews. Throughout baseline, simulated interviews were conducted to identify target behaviors, including focused responses, overt coping statements, and subject generated questions. Data were also collected on eye contact, fluency in speech, personal appearance, and appropriate content. During six baseline sessions, researchers also observed rambling responses that were disorganized and hard-to-follow. The rationale behind the targeted behaviors arose from a rating scale completed by judges after viewing video recordings of baseline interviews. Training sessions lasted between 20 to 40 minutes and included all standard components of BST. For the targeted behaviors (i.e. focused responses, overt coping statements, and subject generated questions), instructions were provided including operational definitions and reasoning for its use (e.g. rationale behind a pause-think-speak model for focused responses is used to increase natural training effects). Participants viewed a video modeling segment that demonstrated each target behavior. Participants were also allowed to rehearse any of the modeled behaviors, but only in the first four training sessions. The experimenter provided praise contingent on appropriate responses and more video modeling, along with performance feedback for inappropriate responses.

The results demonstrated that BST was an effective approach in increasing interview skills in applicants. Rate of speech disturbances in baseline occurred at an average of 16 per minute. After training was implemented, rates per minute decreased to around an average of 3.5. Baseline average rates for focused responses were around 1.9. Once training was implemented, rates increased to an estimated average of 2.7. Frequency of coping statements was recorded during baseline at an average of .2 occurrences, and after training, increased to an average of .8. Subject generated questions occurred at an average frequency of .8 and after training increased to 3.5. Hollandsworth et al. (1978) noted a limitation to the study that occurred during the video segment model. The researchers set a limit on the amount of time the participant spent watching the video model due to his attempted memorization of the modeling behaviors resulting in scripted responses. Researchers decreased his time to ensure the generalization of training to novel settings and questions. Generalization is important to have in behavior-analytic literature to show the significance of treatment after the intervention has been removed (Baer, Wolf, & Risley, 1968).

In more recent years, Stocco and colleagues (2017) investigated the efficacy of BST on improving interview skills for five undergraduate students from visiting universities. Dependent measures for the study were determined based on an open-ended indirect assessment that inquired information about the student's career interest and skills needed for improvement. Baseline observations were also done with each participant. Two dependent variables included vocal responses (i.e. appropriate answers to questions and appropriate questions asked to the employer) and nonvocal responses (i.e. appropriate smiling and posture). All measurement criteria for each variable were held

constant for each participant. In order to evaluate the training package, Stocco et al. (2017) employed a multiple-baseline-across-skills design. Specific experimental phases included baseline, training, and post-training, in which all sessions were recorded.

In addition to the open-ended indirect assessment, baseline was conducted to identify each individual target behaviors needed for improvement. The questions asked during baseline were generated from potential job openings that the participants offered to the author. When an answer to a question was provided by the participant, the author only responded with neutral statements (i.e. “okay”). Once all interview questions had been asked, the participant had the opportunity to ask questions for the “employer” to answer.

During training, experimenters used BST to teach and improve the skills of each participant. The rationale for the dependent measure for the individual participant was explained and provided with instructional direction and modeling for each correct response as well as incorrect responses. After instruction and modeling were delivered, the participant would rehearse targeted skills followed by feedback on correct performance. Appropriate answer and questions were trained in a similar fashion using BST. BST for smiling consisted of multiple levels for when a participant should appropriately smile. Appropriate posture was instructed and modeled for the participant. At the end of each training session, a brief simulated interview was conducted. After each simulated interview, the participant wrote down in a personal notebook self-reflection statements on how they felt the training was improving their targeted skills. The self-reflection notes were used for feedback during post-training.

Post-training was structured the same way as baseline, however no feedback was given. Instead, the participant was told to refer to their self-written notes if they needed additional feedback. A booster session was needed for three of the five participants due to the lack of “immediate and consistent performance” (Stocco et al., 2017). After the booster session, one participant required additional training of self-management to produce desired results with smiling which included: goal setting, self-monitoring, and self-evaluation. Follow-up simulated interviews occurred 9-weeks after training ended. Any skills that were not maintained were re-trained.

A rating scale was given to all participants and selected staff for the social validity component. Likert scale responses showed for the most part an increase in interview skills, yet staff stated that the performance of two participants showed no improvement. Future research suggest to include staff at the local career center on targeting skills that are vital for interview success. Perhaps a rating scale could be introduced after baseline and after training tailored to the skills identified by the career center staff. The rationale behind this component of future research is to increase the social validity process to help “pinpoint critical skills for an individual and improve training outcomes”. Time expenditures was another limitation of the study, resulting in an average of 11 hours for each participant. The results of Stocco et al. (2017) offered effective outcomes using BST on most of the targeted behaviors, however smiling for each participant did not experience significant increase after training was implemented, some even requiring booster sessions to increase the maintaining effects of smiling. An additional nonvocal behavior that career staff suggested a need for improvement in students was the lack of active listening to the hypothetical answers given by the “interviewer” to the participant’s

question. Stocco et al. (2017) suggest that future research should compare other skill training methods to improve nonvocal components and the overall effectiveness of interview skills.

Summary

According to research, BST alone is less effective for some participants in acquiring certain skills (Pan-Skadden et al., 2009). The reviewed studies above indicate that results of BST are significantly improved with the addition of IST. Many studies that address generalization and maintaining effects using BST suggest additional training if there were no effects produced through BST alone (Buck, 2014). It should be pointed out that within traditional BST, training components have often been combined and presented in tandem, such as instruction with modeling. As such, IST appears to be a promising combination of naturalistic rehearsal and feedback.

Delays in feedback may not facilitate acquisition of some target training behaviors. In furthering their research of abduction prevention techniques, Beck and Miltenberger (2009) suggest that even though children acquired appropriate skills through BST, when placed in real life abduction scenarios, skills did not generalize. As a result, IST was added to increase the probability of generalization (Beck and Miltenberger, 2009). As seen in Stocco et al. (2017), additional training components were needed to increase maintaining effects of nonvocal responses in two participants after BST was concluded, but none of them involved IST.

Overall, more research is needed in the area of training interview skills and general human services processes. Stocco et al. (2017) proposed that researchers compare other training techniques for nonverbal interview skills (i.e. appropriate smiling, posture)

and vocal responses. Adding IST to BST for those skills could potentially eliminate the need for additional training sessions. Miltenberger et al. (2005) provided results supporting that BST with IST can increase immediate skill acquisition. In addition, BST with IST was implemented to train appropriate responding to protect children with autism from abduction lures. The results for post-training suggest BST alone did not increase correct responding, however with the addition of IST, their responses met performance criterion (Gunby and Rapp, 2014).

Purpose

Regarding the increase in effectiveness of BST by adding IST, the present study assessed the addition of IST to the procedures described by Stocco et al. (2017) to increase effective interview skills in college students. A direct comparison was made between skills taught with BST only compared to those taught with a combination of BST with IST. The current study evaluated the following three research questions:

Research Questions

1. Does BST with IST produce more effective results in the acquisition of appropriate interview skills compared to a BST-only method, in both overall acquisition of targeted skills, and in the overall training time required to produce mastery?
2. Does BST with IST increase the maintenance and generalization of interview skills to a higher degree than results found by Stocco et al., (2017)? Specifically, will results of vocal responses generalize to novel interview questions?

3. Does BST with IST increase perception of adequate performance as measured by a rating scale implemented by local career staff compared to baseline and BST-only?

CHAPTER II - METHODS

Participants and Setting

Undergraduate students were recruited from The University of Southern Mississippi through enrollment in a Careers in Psychology course (PSY 251). The experimenter contacted the Careers in Psychology professor and informed her of the study prior to recruiting from the classroom. Six students participated from the class based on their expressed interest in improving general interview skills such as: smiling, posture, eye contact, appropriate questions to ask an interviewer, and appropriate answers to provide during the interview. Ashton, Amy, Ronna, Hannah, Devan, and Addy were between the ages of 19-21 and were all psychology majors.

The trainings conducted for this study were done in various rooms associated with the School Psychology Clinic in the psychology building. Rooms included the following: Testing room, Family Room, and The Smart Lab. The Testing Room had a 10x8 dimension with one table and three chairs for the participant and two researchers. The Family Room had a 15x9 dimension with two couches, however the researcher pulled in a table and two chairs to utilize during training. The Smart Lab had a 15x9 dimensions with one table and three chairs placed for the participant and two researchers.

Materials

All participants brought a notebook and a pencil to each session to record performance feedback. Additional materials included descriptions of appropriate answers and questions given to each participant during training sessions.

Dependent Variables, Measurement, and Interobserver Agreement

All sessions were recorded. Data were collected on laptop computers programmed to allow for frequency, duration, and latency recording. The selection of dependent variables was based on specific problematic interviewing skills (e.g. vocal responses, eye contact, posture, smiling) derived from the literature and Stocco et al. (2017). After selecting and defining all possible problematic skills, targets were further refined by career staff on campus. The selected career staff read through the defined interview skills and assessed if any additional components or changes of definitions were needed. No further revisions were offered. An open-ended indirect assessment (i.e. component of baseline), was conducted for researchers to determine the targeted skills needed for improvement based on the participants concerns. Given the commonality of little to no experience with interviews across participants, skills that were the target of training were similar. For the present study, the main dependent variables across participants were appropriate answers, appropriate questions, and posture. In addition, there was not a fixed time for simulated interviews due to the variation on duration of responses for each participant. Determination to move on from training sessions occurred after three data points higher than baseline with no apparent downward trend. However, skills were considered to have reached mastery after one training session at 100% for appropriate answers given, 90% or higher for non-vocal responses, and at least a frequency of 4 for questions asked. Total minutes to mastery was also a dependent variable to assess the difference between BST-only and BST with IST on skill acquisition.

Vocal response measurement.

Selected vocal responses based on the open-ended indirect assessment done with each participant were appropriate answers and appropriate questions. Measurements for appropriate answers were recorded as percentage of correct responses. Answers were scored as correct if the participant met the set criteria for each of the seven types of interview questions. For example, type one may ask the question “What aspect of this job/program attracts you the most?” For the participant’s response to be scored as correct, they must have met the following criteria: The participant (1) complemented the business or school, (2) mentioned his/her personal goals, and the answer focused on (3) how the position/program helped the participant achieve, or work toward, their personal goals. All participants were held to the same criteria for each type of question, but the organization of the answer was free to vary. Appropriate questions were measured by frequency of correct questions asked. Criteria for appropriate questions included: if the question (1) was an extension from the content located on the job/programs website, (2) sought to clarify information about experiences the participant would gain if they attended/worked there, (3) asked about whether the job/program would be a good match for the participant, and (4) clarified if the job/program will help achieve long-term goals of the participant. For example, “I saw on your website that students are required to meet at least 750 hours of practicum. Could you tell me a little bit about the various practicum options at which students are placed?” would meet correct criteria if the information was not directly listed on the programs website.

Nonvocal response measurement.

Selected nonvocal responses based on the open-ended indirect assessment done with each participant included posture. Correct posture was defined as sitting with their back to the chair and refraining from fidgeting (e.g. touching hair, face, or shirt) or manipulating objects (e.g. moving materials on the desk around, clicking a pen). An observer was present for every session and recorded data on the computer, thus, measurement for appropriate posture was continuous recording, and represents total duration of correct posture. This was converted into a percentage by dividing correct posture by the total session duration, and then multiplying by 100%.

Minutes to mastery.

The total minutes of training until the demonstration of mastery (i.e. after one training session of correct levels of target behaviors) were collected throughout. The total time began with the first training session per condition (i.e., BST-only, BST-IST), until the first session that met mastery criteria¹, granted that the subsequent two data points also demonstrated mastery performance.

Interobserver agreement

Interobserver agreement (IOA) was calculated for 42% of the sessions across participants. An observer was present during every session where they collected data on a laptop computer program. A second observer was trained to evaluate performance during sessions using the same data collection procedure for IOA. Observer agreement on appropriate answers was calculated by dividing the number of agreements by the total number of opportunities. Because the number of questions asked by the participant could

¹ No current mastery standards exist with regard to appropriate interviewing skills.

vary, IOA for appropriate questions was collected by assessing the agreement between a secondary and primary data collector (i.e. the smaller number of appropriate questions asked divided by the larger X 100). Total duration was used to calculate posture (i.e. the shorter duration divided by the longer duration). For Ashton, IOA was collected for 40% of sessions. IOA for appropriate answers averaged 100% and 92% (range=82.4-96.7%) for posture. For Amy, IOA was collected for 37.5% of sessions. IOA for appropriate answers averaged 98.4% (range= 85.6-100%) and 100% for appropriate questions. For Ronna, IOA was collected for 53.5% of session. IOA for appropriate answers averaged 96.8% (range= 85.7-100%) and 98.6% (range= 85.7-100%) for appropriate questions. For Hannah, IOA was collected for 42.8% of sessions. IOA for appropriate answers averaged 100% and 100% for appropriate questions. For Devan, IOA was collected for 40% of sessions. IOA for appropriate answers averaged 100% and 100% for appropriate questions. For Addy, IOA was collected for 38% of sessions. IOA for appropriate answers averaged 96.4% (range= 71.4-100%) and 100% for appropriate questions.

Experimental Design

A multiple baseline panel across participants with an embedded adapted alternating treatment design was used to evaluate the effects of BST-only and BST with IST (Sindelar, Rosenberg, and Wilson, 1985). From an experimental perspective, phase changes were determined based on three consecutive points above baseline, granted that no training point overlapped baseline and no apparent downward trend in the training data series.

Baseline

Baseline included an open-ended indirect assessment and a minimum of 3 simulated interviews. Simulated interviews consisted of the researcher asking 7 questions (Appendix D) and then giving the participant an opportunity to ask the researcher questions regarding the “job” or “program”. During the open-ended indirect assessment, participants identified their major, career interests, experience with interviews, and skills they wish to improve. After the open-ended indirect assessment was completed, the participants were instructed to email three to five jobs or graduate listings to the researcher before the next meeting. Prior to the baseline simulated interviews, the research contacted each participant to confirm the “job” or “program” they wished to focus on throughout training. Questions asked during the interview were derived from the job/program provided as a way to increase a “real life” interview experience. The researcher conducted a minimum of three simulated interviews that included one of each of the seven types of interview questions (Appendix A). The researcher responded in a neutral tone to answers given by participants (i.e. sure, uh-huh). At the end of the interview, the participants were given an opportunity to ask the “employer” questions regarding the job or graduate program in which the researcher gave a hypothetical answer. If feedback was requested from the participants during baseline, the researcher stated that once training starts they would receive behavior specific feedback.

Individual Training Components

Ashton expressed interest during the open-ended indirect assessment about improving her answers for the Brain and Behavior Program at a local university as well as her posture. Ashton has had extensive experience in the field of psychology as an

undergraduate but felt she was not prepared for a master's level interview, thus skills targeted throughout training were: appropriate answers and posture.

Amy wanted to focus on improving her interview skills for a teaching position at an elementary school in South Mississippi. Amy has had experience with interviews, but felt her skills could use improvement for a more professional job interview. Skills relayed as most important during the open-ended indirect assessment and were targeted throughout training were: appropriate answers and appropriate questions.

Ronna was interested in improving interview skills for the counseling psychology program at a local university. Ronna had little to no experience with interviewing prior to training. Skills identified through the open-ended indirect assessment and targeted for training were: appropriate answers and appropriate questions.

Hannah was interested in improving interview skills for the Clinical Psychology Program at a local university. Hannah relayed that she had never been through a formal interview prior to training and was unaware of how an interview was structured. Skills targeted for Hannah throughout training were: appropriate answers and appropriate questions.

Devan was interested in improving interview skills for a nursing program. Devan had experience interviewing for part-time jobs while in school, but none were professionally formal, rather just phone interviews and/or online forum interviews. To prepare her for nursing school interviews, skills targeted throughout training were: appropriate answers and appropriate questions.

Addy was interested in improving interview skills for the marriage and family counseling program at a local university. Addy was employed at the time of training, but

only had one experience with an official interview. Based on her experiences, she asked to target appropriate answers and appropriate questions.

Training

Skills that were identified during the open-ended indirect assessment were then randomly assigned to either BST-only or BST with IST. For Ashton, appropriate answers were assigned to BST-only and posture was assigned to BST with IST. For Amy, appropriate answers were assigned to BST with IST and appropriate questions were assigned to BST. BST was assigned to appropriate answers and BST with IST was assigned to appropriate questions for Ronna. BST was assigned to appropriate questions and BST with IST was assigned to appropriate answers for Hannah. For Devan, BST was assigned to appropriate questions and BST with IST was assigned to appropriate answers. For Addy, appropriate questions were assigned to BST and appropriate answers to BST with IST. Criteria to move on from training was three consecutive data points that were above baseline level with no apparent downward trend. Skills were considered mastered after one data point at the set mastery level (i.e. 100% for appropriate answers given, 90% or higher for non-vocal responses, and at least a frequency of 4 for questions asked).

BST

Behavioral Skills Training (i.e. instruction, modeling, rehearsal, and feedback) was implemented during one-hour sessions where participants practiced target skills and received feedback on correct performance. Prior to each session, the researcher instructed the participant to bring a notebook to session as an additional factor to the feedback portion of BST. The researcher began each session by reviewing performance criteria for the skill. For example, if it was for appropriate answers, the researcher would go through

each of the seven types of interview questions and review the rationale for appropriate answers. If it was for posture, the researcher would review the rationale for appropriate posture during an interview. For appropriate questions, the researcher would describe general types of questions that people ask employers during an interview, and gave 4 as a target for an appropriate number of questions. This was considered the instructional component. The researcher then modeled appropriate examples and non-examples of the skill. If it was for appropriate questions, the researcher asked an inappropriate question and ask the participant if they felt that it was acceptable or not. The researcher would then ask an appropriate answer to show the difference between the two. For appropriate answers, the researcher went through each of the seven types of interview questions and gave example answers based on the criteria. For posture, the researcher modeled how to appropriately sit in the chair. After the modeling component, the researcher instructed the participant to rehearse their targeted skill. For appropriate answers, the participant wrote out their answers for each of the seven types of questions (Appendix A) and read them out-loud. During BST-only, feedback was provided *after* the participant had read all of their answers. Feedback for appropriate answers consisted of teaching each type of answer based on how well the answer met the criteria. For appropriate questions, the researcher asked three interview questions and gave the participant an opportunity to ask the researcher questions as they would during an interview. After, the researcher would give question specific feedback. Each training session ended with a simulated interview that focused on skills targeted during training. After the interview, participants were asked to write down in their notebooks “reflection statements” (e.g. “remember to compliment the business”) on their performance and concerns they may have. Stocco et

al (2017) referred to self-reflecting statements as an additional way to maintain training effects and applied in other settings in the future. Notes recorded also served as personal feedback during post-training, as there was no feedback given by the researcher.

BST with IST

Skills were assigned to BST with IST as a direct comparison to the BST-only component. Training sessions were identical to BST-only, except for the immediate delivery of feedback. Contingent on incorrect vocal or nonvocal responses, the researcher paused the rehearsal component and provided immediate corrective feedback. For posture, the researcher asked the participant 3 interview questions and allowed the participant to practice correct posture. Contingent on incorrect performance during rehearsal, the researcher would stop the participant and tell them to remember to sit back in their chair. For appropriate answers, when the participant was reading their answers aloud, contingent on missed criteria, the researcher would stop them and provide corrective feedback. For appropriate questions, when the participant was allowed to ask the researcher questions, contingent on inappropriate questions, the researcher would stop them and provide alternative questions to ask.

Post-Training

These sessions are structured the same way as baseline, excluding the open-ended assessment. If the participant sought feedback during post-training, the researcher directed them to refer to their self-reflected notes recorded during training.

Maintenance

To assess maintenance of performance, a simulated interview was conducted that consisted of the same researcher asking 5 interview questions that were targeted during training and 2 novel questions.

Generalization

To assess for generalization of performance, a simulated interview was conducted by a novel interviewer. During the interview, 5 questions that were targeted during training and 2 novel questions were asked.

Social Validity

In the final meeting participants were provided with a 7-point Likert rating scale reflecting acceptability of training and assessment procedures, and their satisfaction in interview skills. The rating scale also included inquiries of confidence and anxiety during interviews on a 10-point Likert scale. In addition, career staff completed performance rating scales based on baseline simulated interviews and then again based on post-training interview. The performance rating scales evaluated improvement in interview skills, how confident or anxious the participant appeared, and the probability of hiring the participant. The same staff member reviewed both baseline and post-training videos.

CHAPTER III - RESULTS

Individual Training Outcomes

Panel 1

Figure 1 shows the percentage and frequency of correct performance during baseline, training, post-training, maintenance, and generalization for panel 1. For Ashton (top panel), appropriate answers given was assigned to BST-only and appropriate posture was assigned to BST with IST. During baseline, Ashton engaged in zero appropriate posture and correctly answered only one question (14.2%) per three baseline data points. Following BST with IST training, Ashton engaged in correct posture at an average of 99% of the time during sessions. She reached mastery² criteria for correct posture in session 4, for training time of 15 total minutes to mastery. During Post-Training, absent of feedback, correct posture occurred an average of 98.3% of the time across all sessions (range = 95-100%). During maintenance, appropriate posture maintained an average of 99% of the time across all sessions (97-100%). During generalization, appropriate posture generalized to novel interviewers at an average of 82.3% of the time across all sessions (range = 71.5-94.5%). BST-only was employed to train appropriate answers given. During baseline, Ashton answered an average of 14.2% of questions asked, which constitutes answering one of the seven questions correctly. Following BST only, Ashton averaged correct answers across 89.3% of questions asked to her (range = 71.4-100%). She reached mastery criteria in session 7, for training time of 157 total minutes to mastery. During Post-Training, absent of feedback, appropriate answers occurred an

² Currently, no researched standards exist that define mastery for any dependent variable within the study. As such, Career Services personnel provided standards that were employed in order to evaluate minutes to mastery.

average of 100% of questions across all sessions. During maintenance, appropriate answers maintained an average of 100% of questions across all sessions. During generalization, appropriate answers had an average of 95.2% across all sessions (range = 85.7-100%). For both maintenance and generalization, Ashton correctly answered both novel questions asked during each simulated interview. For simulated interview 1 of generalization, Ashton failed to meet criteria for trained question number 2: “What is the greatest contribution you can make to this firm/program?” (Figure 1, top panel).

For Amy (bottom panel), appropriate answers were assigned to BST with IST and appropriate questions was assigned to BST only. During baseline Amy correctly answered an average of 18.9% of the questions across all sessions (range = 14.2-28.5%). Her appropriate answers increased to an average of 92.1% of questions across all sessions (range = 71.4-100%). She reached mastery criteria for appropriate answers after session 8, for a training time of 80 total minutes to mastery. During post-training, Amy answered 100% of questions appropriate across all sessions. Appropriate answers maintained an average of 95.2% across all sessions (range = 85.7-100%). During generalization, Amy appropriately answered 90.5% of the questions asked across all sessions (range = 85.7-100%). For maintenance and generalization, Amy correctly answered both novel questions asked during each simulated interview. For simulated interview 2 during maintenance, Amy failed to meet criteria for trained question number 2: “Tell me about your experiences in [insert area]”. For simulated interview 1 during generalization, she failed to meet criteria for trained question number 7: “What steps do you take to establish rapport with others” and for simulated interview 3, she failed to meet criteria for trained question number 1: “what do you know about our company/program?” During baseline,

Amy asked only one appropriate question across all sessions (range = 0-1). Her appropriate questions rose to an average of 3.1 per session during BST only training (range = 2-4). She reached mastery criteria (i.e., 4 or more appropriate questions across at least three consecutive sessions) after session 12, for a training time of 145 total minutes to mastery. Appropriate questions asked had an average frequency of 3 during post-training, and maintained at an average of 3.3 questions per session in maintenance (range = 3-4). During Generalization, Amy asked 3 questions in every session in the presence of novel interviewer questions (Figure 1, bottom panel).

Panel 2

Figure 2 shows the percentage and frequency of correct performance during baseline, training, post-training, maintenance, and generalization for panel 2. Ronna's main dependent variable assigned to BST only was appropriate answers given and BST with IST was appropriate questions asked during interview. Ronna (top panel) displayed low levels of appropriate answers and questions during baseline: an average of 14.2% for appropriate answers and zero appropriate questions asked. After BST was implemented, post-training captured performance in which Ronna performed appropriate answers at an average of 99% across sessions (range = 85.7-100%). She reached mastery criteria for appropriate answers in session 8, for training time of 116 total minutes to mastery. When assessing maintenance and generalization, Ronna maintained appropriate answers at an average of 95% for maintenance (range = 85.7%-100%) and average of 95% for generalization (range = 85.7%-100%). For maintenance, Ronna correctly answered both novel questions asked during each simulated interview, however she failed to meet criteria for one novel question during generalization. For simulated interview 1 during

maintenance, Ronna failed to meet criteria for trained question number 2: “Tell me about your experiences in [insert area].” For simulated interview 1 during generalization, Ronna failed to meet criteria for untrained question number 1: “Why are you applying to work here/to this program?” Following BST with IST, appropriate questions increased to an average frequency of 4.6 (range = 3-7). She reached mastery criteria for appropriate questions in session 5, for training time of 64 total minutes to mastery. When assessing maintenance and generalization, Ronna maintained appropriate questions at an average frequency of 6.3 for maintenance (range = 5-8) and an average frequency of 6.3 for generalization (range = 5-7) (Figure 2, top panel).

Hannah’s main dependent variable assigned to BST-only was appropriate questions and BST with IST was appropriate answers. Hannah (bottom panel) appropriately answered only 14.2% for each baseline session and asked zero appropriate questions during baseline. Post-training data displayed that Hannah’s appropriate answers performance improved to an average of 95% (range = 85.7-100%). She reached mastery criteria for appropriate answers in session 10, for training time of 157 total minutes to mastery. For Maintenance and Generalization, Hannah maintained 100% appropriate answers. Post-training data showed an improvement in appropriate questions asked to an average frequency of 2.6 (range = 2-4), however, Hannah never reached mastery during trainings (e.g. 4 questions asked). Appropriate questions during maintenance were consistent with the performance seen in post-training (i.e. average of 2.6), but regressed during generalization to an average frequency of 1. Due to the school semester, additional training was not conducted (Figure 2, bottom panel).

Panel 3

Figure 3 shows the percentage and frequency of correct performance during baseline, training, post-training, maintenance, and generalization for panel 3. Devan's main dependent variable assigned to BST only was appropriate questions and BST with IST was appropriate answers. Performance during baseline showed that Devan (top panel) had minimal experience with interviewing. She had an average of 4% appropriate answers (range = 0-14.2%) and asked zero appropriate questions. During post-training, Devan showed performance at an average 95% appropriate answers given (range = 85.7-100%). She reached mastery criteria for appropriate answers in session 8, for training time of 50 total minutes to mastery. Appropriate answers stayed at an average of 95% during maintenance (range = 85.7-100%) and 85.7% in generalization for every session. For simulated interview 1 during maintenance, Devan failed to meet criteria for untrained question number 1: "What are you looking for in a job?" During generalization for simulated interview 1, Devan failed to meet criteria for untrained question number 1: "Why are you applying to this program?" For simulated interview 2, she failed to meet criteria for trained question number 3: "Tell me about a situation when you were given job instructions and you were unable to comprehend the instructions", and for simulated interview 3, she failed to meet criteria for untrained question number 6: "What do you expect to get paid?". Post-training data showed an improvement of appropriate questions asked to an average frequency of 1.6 (range = 1-2), however Devan never reached mastery criteria during training. She maintained a frequency of 2 appropriate questions asked for every session during both maintenance and generalization. (Figure 3, top panel).

Addy's (bottom panel) main dependent variable for BST only was appropriate questions and BST with IST was appropriate answers. Baseline performance was low at an average of 2% appropriate answers (range = 0%-14.2%) and zero questions asked. After training was concluded, performance improved to an average of 100% for appropriate answers. She reached mastery criteria for appropriate answers in session 10, for training time of 140 total minutes to mastery. Appropriate answers maintained at 100% for maintenance and 90% for generalization (range = 85.7%-100%). During generalization for simulated interview 1, Addy failed to meet criteria for untrained question number 1: "Why are you applying to this program?" and for simulated interview 2, she failed to meet criteria for trained question number 4: "Tell me about a situation when you were given job instructions and you were unable to comprehend the instructions." For post-training, she asked three appropriate questions for each session, however Addy never reached mastery criteria during training. During maintenance appropriate questions occurred at an average frequency of 2.3 (range = 2-3) and asked a frequency of 2 for every session during generalization.

Total Training Minutes to Mastery

For each session, the primary researcher recorded total training in minutes to determine the difference in total minutes in training between BST-only and BST with IST. Table 1 shows the total training minutes to mastery per component.

Social Validity Assessment

Table 2 shows the staff rating of participant's performance. All participants rated the training as acceptable for improving targeted interview skills. The mean rating for acceptability of the training was 6.8 (range, 6-7). Participants rated a mean of 7 for the

overall satisfaction with improvement in their interview skills. Based on the 10-point Likert scale to assess confidence and anxiety during an interview, participant's confidence ratings increased from baseline to post-training ($M=3.4$ for baseline, $M=8.8$ for post-training). Anxiety ratings also improved from baseline to post-training ($M=4.3$ for baseline, $M=7$ for post-training). Table 2 represents the staff mean ratings after baseline and post-training simulated interviews. Staff gave high ratings for every participant after post-training. Additional comments were also provided by the staff. Comments on performance after baseline varied. For example, a comment left for Ronna said, "Participant needs to do further research about the company at interest to improve the quality of her answers" and for Hannah, "There were several questions throughout that she did not answer and said that she does not know, which is not good." After post-training comments for Ronna said, "Participant seemed very knowledgeable on the company" and for Hannah, "She improved greatly on her answers and appeared as though she did extensive research on the program at interest".

CHAPTER IV – DISCUSSION

Previous literature in behavior analytic journals suggest that BST with IST produce more significant results on training than BST-only (i.e., Pan-Skadden et al., 2009). The present study demonstrates the same efficacy findings as seen in Stocco et al. (2017) in that BST is a useful training tool to improve interview skills in college students. The use of IST was added as an additional training tool utilized with BST to assess the evaluation of three research questions:

1. Does BST with IST produce more effective results of appropriate interview skills compared to a BST-only method, in both overall acquisition of targeted skills, but also in the overall training time required to produce mastery?

Across all participants, both procedures led to significant increases in all target behaviors. With the exception of one participant (Ashton), BST with IST showed greater acquisition, maintenance, and generalization compared to BST only. For all participants, BST with IST lead to behavior acquisition in fewer total training minutes than BST only. This study supports past literature on the use of BST to improve interviewing skills, and extends previous research by the inclusion of IST (Hollandsworth, Glazeski, and Dressel, 1978; Stocco et al., 2017). The use of feedback during sessions, rather than post-session may lead to a much more efficient application of BST that could help improve how college students are trained for job interviews. This study adds to the literature suggesting that IST, when combined with BST leads to superior outcomes than BST only (e.g., Miltenberger et al., 2005). This study also extends the literature by demonstrating a training approach that produced more effective acquisition than previous research in training interview skills (Stocco et al., 2017). Based on the superior efficiency of BST

with IST, as evidenced by an overall faster acquisition of mastery performance, the methods described in the BST with IST phase of this study may offer individuals who train college students in interviewing skills an effective and efficient method to help teach such skills.

There were a number of limitations to consider when evaluating this research question. First, the interview skills employed showed great topographical differences, such as correct posture versus appropriate questions. This led to outcomes that were difficult to analyze, particularly when considering how the different topographies were measured. For example, the comparison between correct posture and appropriate questions involved percentage of session time versus total questions asked. Future studies may want to match topographies by measurement method to control for these differences. Namely, it is not known if a mastery criteria of 90% of the session is equivalent to asking 4 appropriate questions within the session. A second limitation related to question 1 involves assumptions made about each participant. When BST is employed for behavior acquisition purposes, there is a fundamental assumption made that the lack of adequate levels of behavior are due to skill, rather than motivational deficits (Alvero, Bucklin and Austin, 2001). That very assumption was made in the present study, and functional variables, such as avoidance of uncomfortable situations, or other private events that may have contributed to poor performance were not considered.

Future research should attempt indirect and direct methods to determine the possibility that some other source of control, for example, a history of aversive stimulation related to interviewing, might influence performance in interviews. A unique feature of this study was the inclusion of minutes to mastery, rather than the more widely

used trials to mastery data (e.g., Grow, Carr, Kodak, Jostad, & Kisamore, 2011).

Additional research in this area should include cost-benefit analyses to determine if the BST with IST approach yields significant financial savings over other training methods.

2. Does BST with IST increase the maintenance and generalization of interview skills to a higher degree than results found by Stocco et al., (2017)? Specifically, will results of vocal responses generalize to novel interview questions?

All participants showed maintenance and generalization of skills from post-training performance. Stocco et al. (2017) employed additional training sessions (e.g. booster and self-management sessions) for skills that failed to maintain after 9-weeks. In the current study, it is unknown if the use of BST with IST reduced the need for those additional sessions, however results indicate that skills were performed at a higher level during maintenance and generalization phases than those reported by Stocco et al. (2017) during their follow-up sessions. As such, this study extends the literature in training interview skills by documenting a method that produced high levels of maintenance and generalization.

The present study separated maintenance and generalization phases to better control for performance when novel questions were introduced versus performance with novel questions and a novel interviewer. As such, a limitation of this research question is that even though skills maintained and generalized to novel interviewers, they may not have always generalized to the specific novel questions asked. Future research should control for a more adequate representation of skills and what they generalize to. A third limitation of research question 2 is that sessions (i.e. baseline, training, post-training, maintenance and generalization) were started and completed within one school semester

(approximately 13 weeks, with training once a week per participant). Because time was limited, any skill that showed a decrease in performance during maintenance and generalization phases were not put through additional training.

3. Does BST with IST increase perception of adequate performance as measured by a rating scale implemented by local career staff compared to baseline, and BST-only?

Stocco et al. (2017) noted that two participants failed to perceive an improvement in interview skills as evidenced by the expert rating scales completed by career staff. In the present study, all participants had a positive change score in interview skills between baseline and post-training. A limitation of this research question is even though participants inquired about specific skills to target during training, other factors that may have influenced their performance were not measured for example; volume of vocalizations, rate of speech, and length of answers given. Though all performance scores improved, comments left by staff on skills implied that such factors could affect overall performance. Bolles (2008) and Hollandsworth, Glazeski, and Dressel (1978) described the importance of such skills to improve the quality of interview performance in a way that demonstrates a degree of self-control during the interview. Future research could benefit from consulting the literature and local career centers on how to measure and improve vocal skills more so than just “what is said”. Likewise, future research could also have career staff or other experts review baseline videos and offer other behaviors that should be targeted during training.

Overall, the current study extends the literature on using behavior analytic methods to train adults to perform behaviors not currently within their repertoire (Belisle,

Rowsey, & Dixon, 2016; Hollandsworth et al., 1978; Ivanic et al., 1981; Moore & Fisher, 2007). One positive feature of this study was the selection of a target audience not thoroughly exposed to behavior analysis. This constitutes the third study using behavior analytic method related to training job interview skill. Given the growth of Organizational Behavior Management, future research should consider the proliferation of ABA methods to workforce development, as well as organizational behavior. A study published in 2010 on the development of healthcare fields showed the benefit of incorporating Applied Behavior Analysis and Organizational Behavior Management to improve such development in the work force (Stegman, 2010).

In summary, the inclusion of IST as part of the BST process appears to offer great improvements over the standard post-session feedback typically seen with BST with regard to training interviewing skills. This study adds to the wealth of evidence regarding the effectiveness of Applied Behavior Analysis across a large spectrum of target behaviors and consumer populations. Stocco et al. (2017) addressed the significance for universities to consider adopting behavior-analytic approaches in not only training interview skills, but preparing college students for a world post-graduation. In this vein, the current study meets the challenge issued by Poling (2010) for behavior analysis to branch out into other applications beyond treatment of autism.

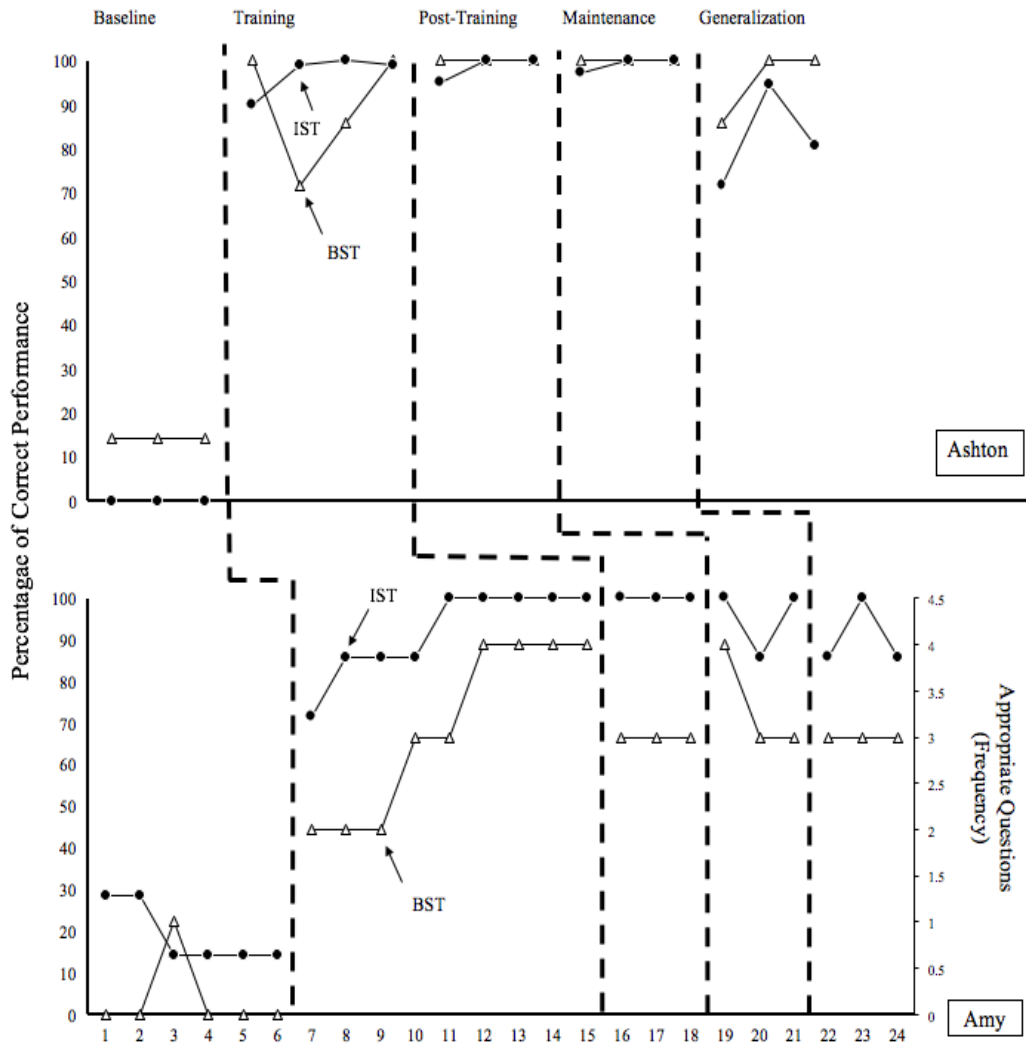


Figure 1. Baseline, Training, Post-training, Maintenance, and Generalization data for Ashton and Amy.

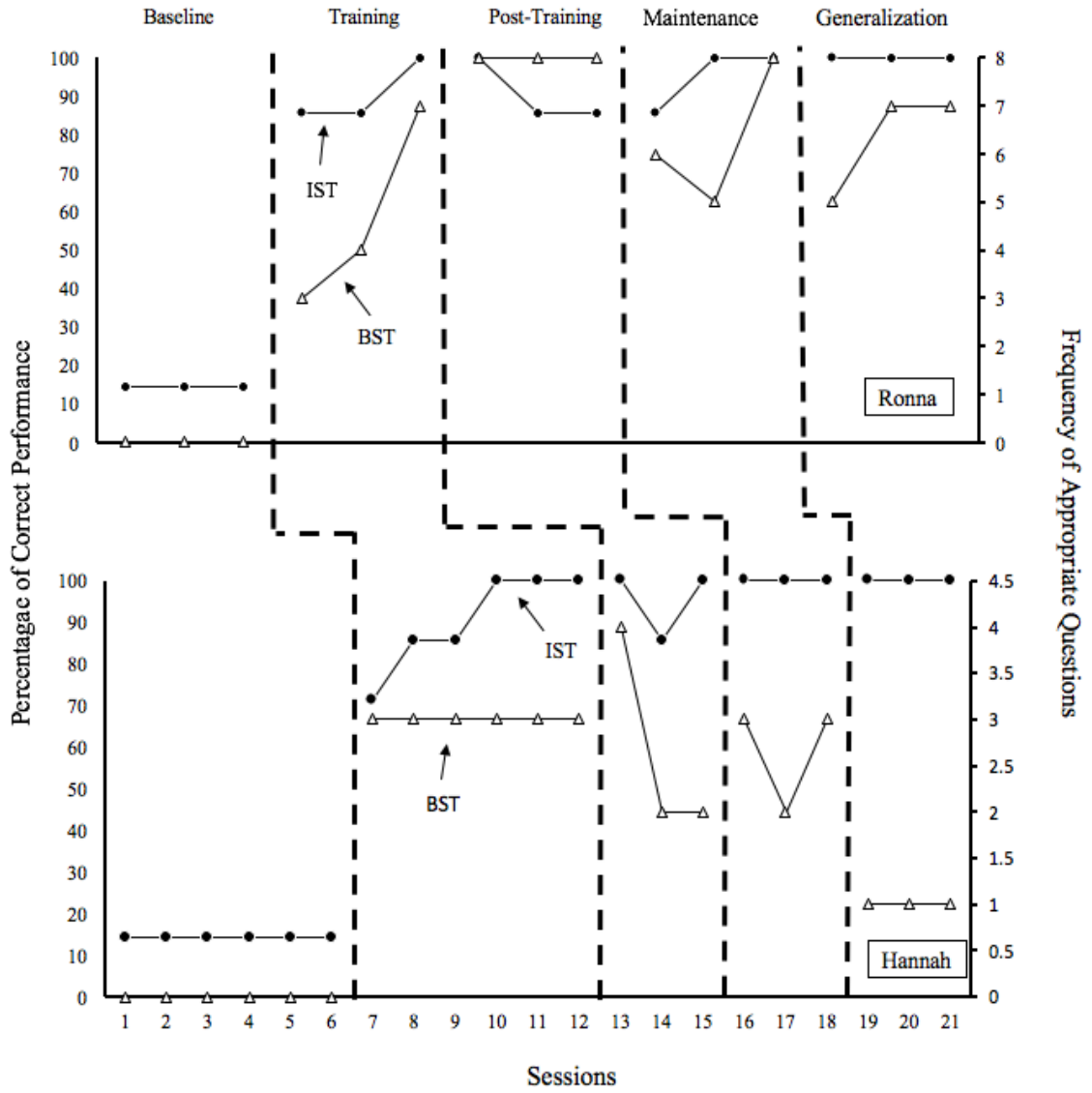


Figure 2. Baseline, Training, Post-training, Maintenance, and Generalization data for Ronna and Hannah.

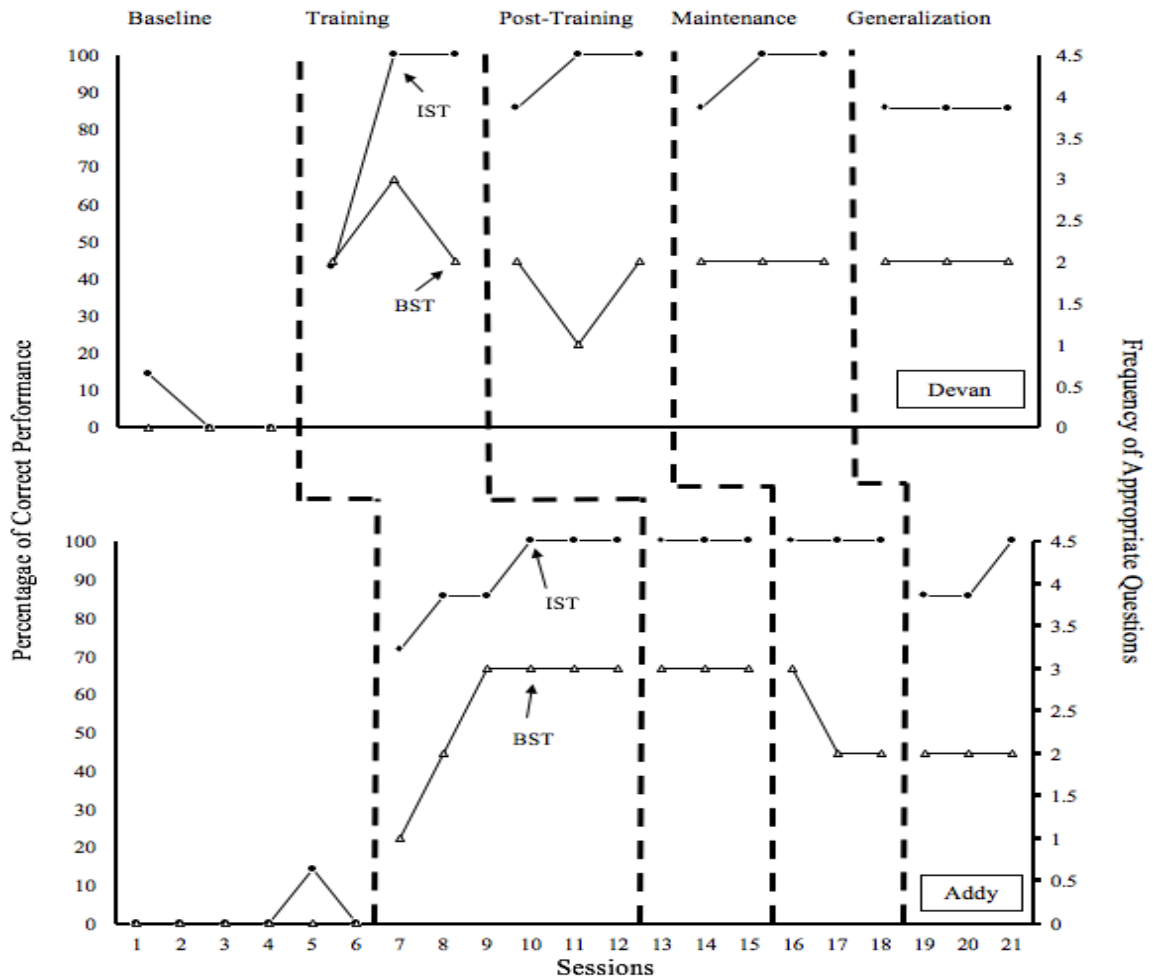


Figure 3. Baseline, Training, Post-training, Maintenance, and Generalization data for Devan and Addy.

Table 1

Total Minutes to Mastery

Components of Training	Participants					
	Ashton	Amy	Ronna	Hannah	Devan	Addy
BST-only	157	145	116	322*	298*	324*
BST with IST	15	80	64	157	50	140

^a indicates that mastery criteria were never met during training

Table 2. University Staff Mean Rating of Participant Performance During Baseline and Post-Training Simulated Interviews

Questionnaire Items by Participant	Baseline	Post-Training	Change Score
Ashton			
Quality of answers to questions	5	7	+2
Quality of questions asked	-	-	-
Appropriateness of body language	2	6	+4
Confidence	3	7	+4
Anxious or nervous	1	7	+6
Likelihood of hiring this individual	4	7	+3
Mean	<u>1.9</u>	<u>6.8</u>	<u>+3.8</u>
Amy			
Quality of answers to questions	3	7	+4
Quality of questions asked	1	6	+5
Appropriateness of body language	-	-	-
Confidence	3	6	+3
Anxious or nervous	5	2	+3
Likelihood of hiring this individual	3	7	+4
Mean	<u>5</u>	<u>5.6</u>	<u>+3.8</u>
Ronna			
Quality of answers to questions	5	7	+2
Quality of questions asked	2	7	+5
Appropriateness of body language	-	-	-
Confidence	3	7	+4
Anxious or nervous	5	7	+2
Likelihood of hiring this individual	4	7	+3
Mean	<u>3.8</u>	<u>7</u>	<u>+3.2</u>
Hannah			
Quality of answers to questions	3	6	+3
Quality of questions asked	1	6	+5
Appropriateness of body language	-	-	-
Confidence	2	7	+5
Anxious or nervous	1	7	+5
Likelihood of hiring this individual	2	7	+5
Mean	<u>1.8</u>	<u>6.6</u>	<u>+5.2</u>
Devan			
Quality of answers to questions	1	5	+4
Quality of questions asked	1	6	+5
Appropriateness of body language	-	-	-
Confidence	1	7	+6
Anxious or nervous	4	7	+3
Likelihood of hiring this individual	1	5	+4
Mean	<u>1.6</u>	<u>6</u>	<u>+4.4</u>
Addy			
Quality of answers to questions	2	7	+5
Quality of questions asked	1	7	+6
Appropriateness of body language	-	-	-
Confidence	2	7	+5
Anxious or nervous	2	6	+4
Likelihood of hiring this individual	2	6	+4
Mean	<u>1.8</u>	<u>6.6</u>	<u>+4.8</u>

APPENDIX A – IRB Approval Letter



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

INSTITUTIONAL REVIEW BOARD

118 College Drive #5147 | Hattiesburg, MS 39406-0001

Phone: 601.266.5997 | Fax: 601.266.4377 | www.usm.edu/research/institutional.review.board

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 12345678

PROJECT TITLE: How to Achieve IRB Approval at USM

PROJECT TYPE: New Project

RESEARCHER(S): Jonas Doe

COLLEGE/DIVISION: College of Education and Psychology

DEPARTMENT: Psychology

FUNDING AGENCY/SPONSOR: N/A

IRB COMMITTEE ACTION: Expedited Review Approval

PERIOD OF APPROVAL: 01/02/2015 to 01/01/2016

Lawrence A. Hosman, Ph.D.

Institutional Review Board

APPENDIX B Consent form



INSTITUTIONAL REVIEW BOARD
STANDARD (SIGNED) INFORMED CONSENT

STANDARD (SIGNED) INFORMED CONSENT PROCEDURES	
<p>This completed document must be signed by each consenting research participant.</p> <ul style="list-style-type: none"> • The Project Information and Research Description sections of this form should be completed by the Principal Investigator before submitting this form for IRB approval. • Signed copies of the consent form should be provided to all participants. <p style="text-align: right;"><small>Last Edited July 20th, 2017</small></p>	



Today's date:		
PROJECT INFORMATION		
Project Title: Improving Interview Skills in College Students Using Behavioral Skills and In Situ Training		
Principal Investigator: Laura-Katherine Barker	Phone: 704-640-4169	Email: laura.barker@usm.edu
College: The University of Southern Mississippi	Department: Psychology	
RESEARCH DESCRIPTION		
<p>1. Purpose:</p> <p>The purpose of this study is to improve interview skills in college students using behavioral skills and in situ training. This study is an extension and replication of Stocco et al. (2017).</p>		
<p>2. Description of Study:</p> <p>The procedures in this study will include baseline, training, post-training, and two follow ups. During baseline, the participant will complete an open-ended indirect assessment describing their career interest, major, experience with interviews, and skills they wish to improve. The participant will be asked to undergo two simulated interviews to assess their current skill performance. After baseline has been completed, the participant will begin skill trainings. Behavioral skills training (i.e. instruction, modeling, rehearsal, and feedback) will be implemented for selected skills followed by a brief interview to cover the training, and the other skills will be targeted using in situ training (i.e. in the interview feedback). The maximum length of trainings and interviews will be less than an hour. After training, the participant will complete a post-training interview that will be structured the same as baseline interviews to assess skill acquisition. A week after post-training, the participant will be asked to complete two follow-up interviews to assess generalization and maintenance of skills. There is not a maximum number of participants, however the minimum number is three participants. Trainings will be conducted at a time that does not interfere will regular classroom and student activities. The primary investigator will contact the participant to schedule times to conduct trainings that are convenient for them and the primary investigator. All sessions will be recorded.</p>		
<p>3. Benefits:</p> <p>Participants that are involved in this study could potentially increase their chances of getting hired or accepted to a job or graduate program by the improvement of interview skills. Participants will also receive the chance to win a gift card by placing their names into a drawing, and will receive five bonus points for class.</p>		
<p>4. Risks:</p> <p>Participants may experience social discomfort during interview training if skills are uncomfortable to</p>		

acquire.

5. Confidentiality:

All graphs, data, and recordings will be password protected and will obtain no identifying information. All records, including consent forms will be kept in a lock file and for seven years and then destroyed.

Because extra class credit is being awarded to those who participate, the identity of those students will be known to the professor.

6. Alternative Procedures:

There will be no other alternative procedure, however if at any time the participant feels discomfort, they are allowed to forfeit trainings.

7. Participant's Assurance:

This project has been reviewed by the Institutional Review Board, which ensures that research projects involving human subjects follow federal regulations.

Any questions or concerns about rights as a research participant should be directed to the Chair of the IRB at 601-266-5997. Participation in this project is completely voluntary, and participants may withdraw from this study at any time without penalty, prejudice, or loss of benefits.

Any questions about the research should be directed to the Principal Investigator using the contact information provided in Project Information Section above.

CONSENT TO PARTICIPATE IN RESEARCH

Participant's Name: _____

Consent is hereby given to participate in this research project. All procedures and/or investigations to be followed and their purpose, including any experimental procedures, were explained to me. Information was given about all benefits, risks, inconveniences, or discomforts that might be expected.

The opportunity to ask questions regarding the research and procedures was given. Participation in the project is completely voluntary, and participants may withdraw at any time without penalty, prejudice, or loss of benefits. All personal information is strictly confidential, and no names will be disclosed. Any new information that develops during the project will be provided if that information may affect the willingness to continue participation in the project.

Questions concerning the research, at any time during or after the project, should be directed to the Principal Investigator with the contact information provided above. This project and this consent form have been reviewed by the Institutional Review Board, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research participant should be directed to the Chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5116, Hattiesburg, MS 39406-0001, 601-266-5997.

Research Participant

Person Explaining the Study

APPENDIX C Permission to Recruit



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

PSYCHOLOGY

118 College Drive #5025 | Hattiesburg, MS 39406-0001

Phone: [REDACTED] | Fax: [REDACTED] | [REDACTED]@usm.edu | www.usm.edu

July 27, 2017

To the USM Institutional Review Board:

Laura Barker has my permission to recruit students enrolled in my Fall 2017 section of PSY251 for participation in her thesis project.

Sincerely,

Joye C. Anestis, Ph.D.

Nina Bell Suggs Professor of Psychology

Department of Psychology

University of Southern Mississippi

APPENDIX D Criteria for Appropriate Answers

Trained and untrained questions asked during simulated interviews and the criteria for appropriate answers.

Trained Qs	Untrained Qs	Criteria for Appropriate Answers
Type 1		
What aspect of this job/program attracts you the most?	Why do you think this particular position would be a good fit for you?	The participant (1) complimented the business (e.g., company's services, type of people they work for, etc.) or school (e.g., the school's presence at conferences or professional journals, success of previous graduates) and (2) mentioned his/her personal goals. The answer focused on (3) how the position/program helps the participant achieve, or work toward, the stated personal goals.
Why do you want this position/program?	Why do you think this particular position would be a good fit for you?	
Why are you interested in this job/program?	What are you looking for in a job?	
What do you know about our company/program?	Why are you applying to work here?	
Type 2		
What is the greatest contribution you can make to this firm/program?	If you were hired/admitted, what would you contribute to our company/program?	The answer focused on (1) experience related to the job or field (e.g., if applying for graduate school, focus on research or clinical experience) and (2) how those experiences helped develop skills that match those required for the applied position or prepared them for graduate school (e.g., social skills, if the position requires interacting with people).
Tell me about your experiences in [insert area].	What is your greatest strength?	
What kind of experience do you have in the field?	What can you offer us that someone else can not?	

Trained Qs	Untrained Qs	Criteria for Appropriate Answers
Type 3		
Have you ever been in a real dilemma at work? What did you do?	Tell me how you handled a difficult situation at work/school.	If participants had little experience with these types of problems, then they could describe (1) a proactive approach, (2) specific preventative skills (e.g., clear expectations of group members), and (3) how these skills prevent problem scenarios.
How do you deal with problems that arise from working in a group (e.g., someone's not pulling their weight, difficulty communicating between groups members, etc.)?	What problems have you encountered at work?	If participants had experience with these scenarios, then they could describe (1) a reactive approach, (2) specific reactive skills (e.g., met with a group member and provided feedback on their performance), and (3) how these skills rectified the problem or what they learned from that experience.
Tell me about a situation when you were given job instructions and you were unable to comprehend the instructions (e.g., a team project). How did you go about completing the task?	What are your weaknesses?	
How do you manage to work with people whom you are not comfortable with? What do you do in such situations?		

Trained Qs	Untrained Qs	Criteria for Appropriate Answers
Type 6		
What kind of salary would you require to accept this position?	What is your future dream job?	The answer focused on (1) achieving personal goals and (2) progressing beyond the individual's current position within the organization or, if the position was temporary (e.g., internship or graduate school), then the participant described progressing within the field (e.g., starting my own business).
What kind of salary do you think you are worth?	How much do you expect to get paid?	
Where do you see yourself in five years?	What are your career goals?	
Type 7		
Do you prefer to work with people or alone?	Describe your work style when working with others or alone.	The answer highlighted (1) the benefits of working in groups, alone, or establishing rapport with others. Participants described (2) specific skills related to working in groups or alone, or establishing rapport with coworkers. The skills mentioned (3) matched the requirements of the position.
What steps do you take to establish rapport with others?	Is there a type of work environment that you prefer? What are your co-worker pet peeves?	

APPENDIX E Criteria for Appropriate Questions

Appropriate Questions	Inappropriate Questions
<p>Questions that extend from the company's or graduate program's website (e.g., I read on the website that this company offers on the job training, would you tell me more about what that entails? According to your website, most students start practicum in their second year, what are some of the practicum experiences that are currently available?)</p>	<p>Questions that are directly answered on the company's or university's website (e.g., What does this company do? What classes are offered through this program?)</p>
<p>Questions that provide you with more information about working there or attending that program (e.g., Can you describe a typical work day? Are advisors assigned to students or do students get to select who advises them? What financial resources are available to students?)</p>	<p>Questions that indicate interest in the job or program for reasons other than the qualities of the company or program (e.g., How much does this job pay? How much vacation do we get? I really want to be close to a big city, how close is [nearest big city]?)</p>
<p>Questions that tell you if it's a good match for you (e.g., Are there opportunities for further training? What are the ideal qualities of someone that would succeed in the company or at this position?)</p>	
<p>Questions that tell you if the position or program will help you achieve your long-term professional goals (e.g., Are there opportunities for professional advancement from this position within the company? What do most students do after graduating from this program?)</p>	

APPENDIX F Social Validity Rating Scale for Participant

Participant name: _____ Date of completion: _____

1. Rate the acceptability of our initial meeting and mock interviews.

1 2 3 4 5 6 7
Not Acceptable Highly Acceptable

Please comment:

2. Rate the acceptability of the interview skills training procedures that included instructions, models of interview skills, and feedback from the main researcher.

1 2 3 4 5 6 7
Not Acceptable Highly Acceptable

Please comment:

3. Rate your satisfaction with your improvement in your interview skills.

1 2 3 4 5 6 7
Not Satisfied Highly Satisfied

Please comment:

4. How confident are you in your interviewing skills?

1 2 3 4 5 6 7 8 9 10
Not confident at all Very confident

Please comment:

5. Do you feel anxious or nervous during interviews?

1 2 3 4 5 6 7 8 9 10
Very Anxious Not at all
anxious

Please comment:

6. Did we address all of your concerns about interview performance? If so, please elaborate. If not, please describe other concerns you have about your interview performance.

7. Please provide any additional comments you may have.

APPENDIX G Expert Rate Scale

Participant name: _____ Date of completion: _____

1) Please rate the quality of the participant's _____.

1 2 3 4 5 6 7
Poor Excellent

Please comment:

2) Please rate the quality of the participant's _____.

1 2 3 4 5 6 7
Poor Excellent

Please comment:

3) Please rate the quality of the participant's _____.

1 2 3 4 5 6 7
Poor Excellent

Please comment:

4) Does the participant appear confident?

1 2 3 4 5 6 7
Not confident at all Highly confident

Please comment:

5) Does the participant appear anxious or nervous?

1 2 3 4 5 6 7
Very anxious Not anxious at all

Please comment:

6) Please rate the likelihood of hiring the participant.

1 2 3 4 5 6 7
Not at all Highly

Please comment:

7) Please provide any additional comments you may have.

APPENDIX H Open-ended Indirect Assessment

Date of Interview: _____ Interviewer: _____

Participant: _____ Year/Level: _____

RELEVANT BACKGROUND INFORMATION

1. His/her date of birth and current age: ____ - ____ - ____ yrs ____ mos
Male/Female
2. Do you have a diagnosis?

QUESTIONS TO INFORM THE SPECIFICS OF TRAINING

To inform the details of targeted correct answers and questions to be asked:

3. What's your major?
4. What are your career interests (i.e., what do you want to do with your degree)?

To inform the questions to be included in mock interview:

5. What types of interviews are you preparing for (e.g., Grad school, internships, etc.)?

To identify any individualized target behavior:

6. Are there any specific skills you would like to work on (i.e., any behavior you want to do less of or do more of during an interview; e.g., saying "um" repeatedly)? What do they look like?

To address anything not covered in the questions above:

7. Is there anything about yourself that you'd like to talk about that we haven't discussed?

To assess the participant's current confidence and level of anxiety about interviews:

8. How confident are you in your interviewing skills?
1 = Very unconfident; 10 = Very confident; 5 = A little of both; 0 = I don't know, never been on an interview.
9. Do you feel anxious or nervous during interviews?
1 = Very anxious; 10 = Not at all anxious; 5 = Average; 0 = I don't know, never been on an interview.

APPENDIX I Treatment Integrity Data Sheet

Interview Skills Treatment Integrity	
Implementer(s): _____ Primary: _____ IOA: _____ Date: _____	
Mark "1" for each step each time the implementer(s) completed the step correctly. Mark "X" for each time an implementer missed or incorrectly completed a step. Mark "N/A" if the step was unnecessary for a trial.	
Integrity = Yes/(Yes+No) * 100	
Integrity Step:	
1. The researcher will give the participant a copy of trained appropriate answers and corresponding questions or if training appropriate questions asked, the researcher will give a copy of trained questions	
2. Researcher will begin session by providing rationale and importance of the target behavior	
3. The researcher will <i>instruct</i> how to answer the 7 types of questions during an interview	
3a. The researcher will <i>instruct</i> how to ask appropriate questions during an interview	
3b. The researcher will <i>instruct</i> what appropriate eye contact looks like during an interview	
3c. The researcher will <i>instruct</i> when appropriate smiling should occur during an interview	
3d. The researcher will <i>instruct</i> what appropriate posture should be during an interview	
3e. The researcher will <i>instruct</i> how to decrease fidgeting during an interview	
4. The researcher will <i>model</i> appropriate target behavior	
5. The researcher will tell the participant to write down their target response and read the response aloud (<i>rehearsal for appropriate answer and question</i>)	
5a. The researcher will <i>rehearse</i> with the participant by asking them three of the seven types of interview questions and taking data on eye contact/smiling/posture/fidgeting	

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