

# Group Behavioral Skills Training with Peer-to-Peer Role Play and Feedback to Teach Interview Skills to Adults with Developmental Disabilities

Nikkolina Prueitt, M.Ed., BCBA, LBA; Haven Niland, PhD, BCBA-D, LBA; The Nguyen, PhD; Chloe Armes, M.Ed.; Jennifer Hamrick, PhD, BCBA-D, LBA

## INTRODUCTION

- Individuals with developmental disabilities (DD) are often unemployed or underemployed.
- Few studies have evaluated group training or prevocational skills training for individually-tailored employment goals for individuals with DD.
- Purpose: Systematically replicate and extend Roberts et al. (2021) to evaluate group Behavioral Skills Training (BST) with peer-to-peer role play and feedback in teaching interview skills aligned with individual employment goals

## METHOD

### Participants:

- Four adults with DD: Edward (26; Information Technologist), Hanna (21; Librarian), Natalie (22; Babysitter), Raul (21; Undecided)

### Setting:

- Cohort-model, transition support program at a university-based autism center
- Group classroom, conference room, individual office

### Materials:

- Projector with PowerPoint, whiteboard with dry-erase markers, individual worksheets and interview questions, evaluation forms, camcorder on a tripod, digital timer, paper-pencil data sheets

### Independent Variable:

- Group, Peer-to-Peer, and Individual BST

### Measurement and Behavior Definitions:

- Interview skills:**
  - Answering questions
  - Asking questions
  - Body language
- Interobserver Agreement (IOA):** Trial-by-trial IOA for 30% of sessions (Mean: 95%, Range: 78.2 – 100%)
- Procedural Fidelity:** All-or-nothing by component checklist for 30% of individual and group instruction sessions (Mean: 91%, Range: 75% – 100%)
- Social validity evaluation:**
  - Intervention goals: Semi-structured interview and post-intervention survey
  - Intervention methods: Post-intervention survey with participants
  - Intervention outcomes: Post-intervention survey with participants and unfamiliar professionals

### Design:

- Multiple-probe design across target skills

### Pre-Experimental Procedures

- Identification of career goal(s)**
  - Individual interview to review individual strengths, interests, previous work and internship experience
- Interview question development**
  - Used LinkedIn and industry websites relating to participant’s career goal

From practice to paychecks: Group BST with peer-to-peer role play produced socially valid, lasting interview skills, offering a scalable pathway to meaningful employment.



## Procedure

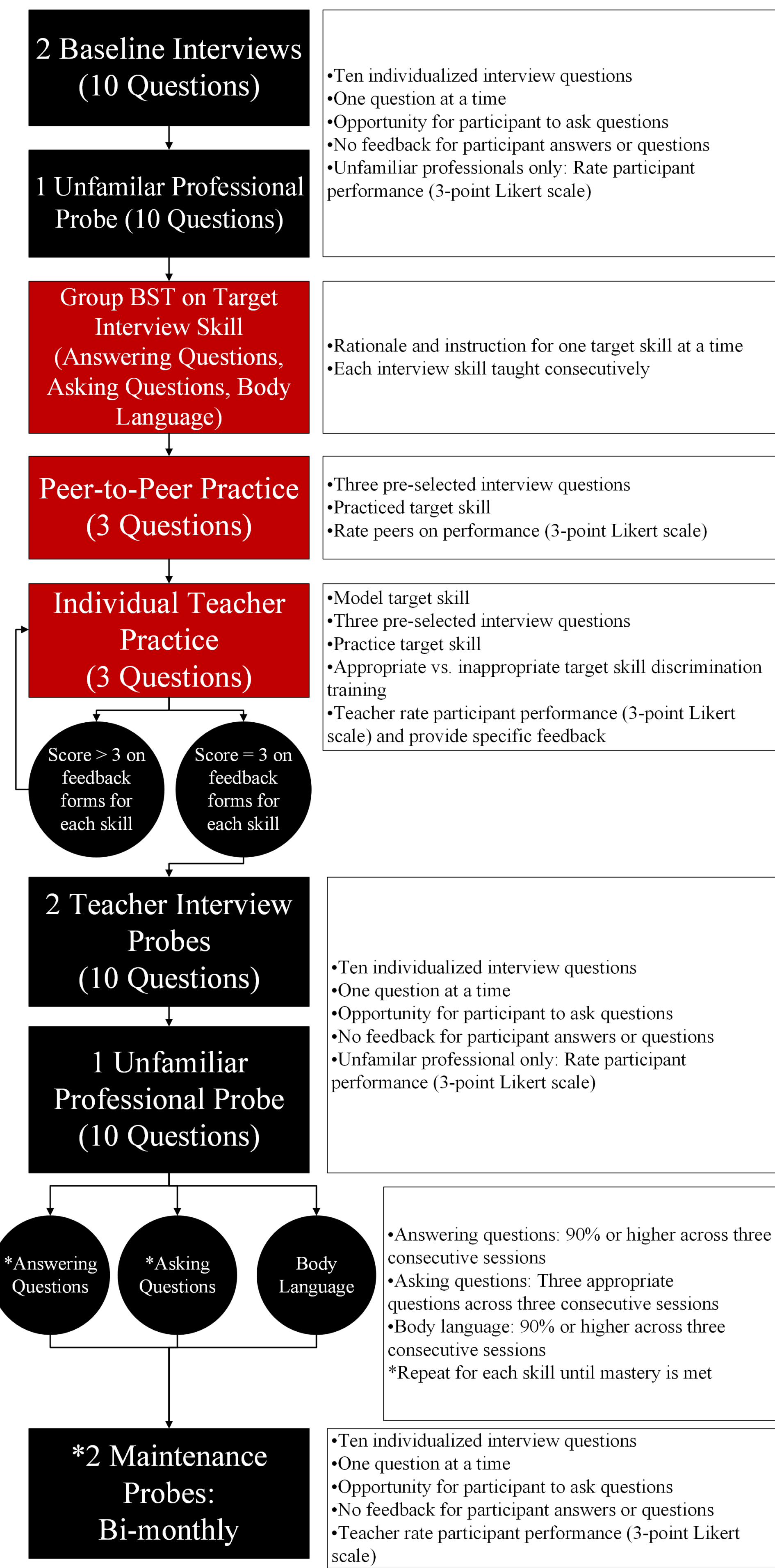


Figure 1. Procedure for teaching interview skills using group and individual instruction and conducting interview, generalization, and maintenance probes across three interview skills. The asterisk indicates when an individual modification was made in the protocol.

## RESULTS

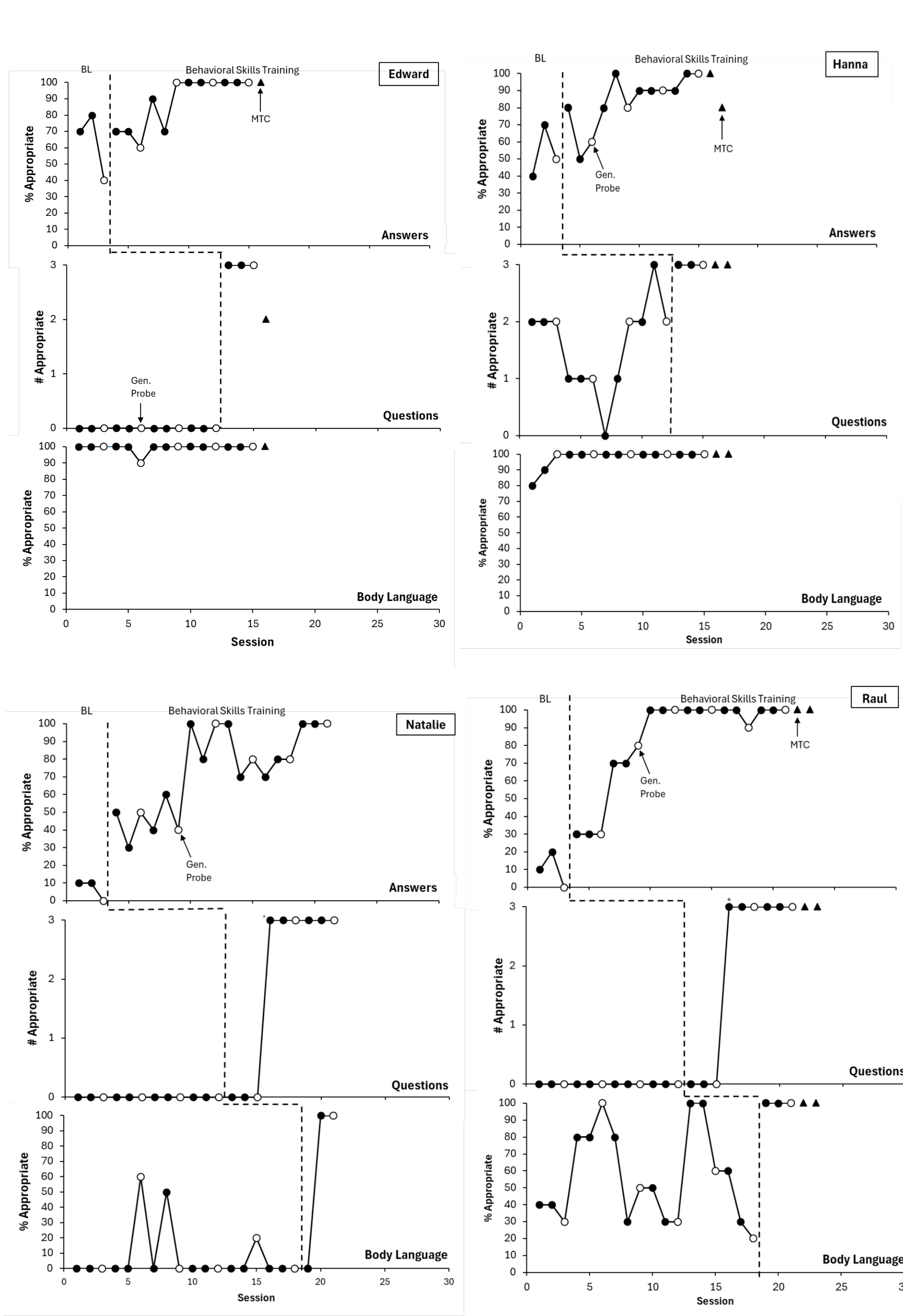


Figure 2. Percentage of questions answered appropriately (top panel), total count of appropriate questions (middle panel), and percentage of questions answered with appropriate body language (bottom panel) for Edward, Hanna, Natalie, and Raul during sessions in baseline, intervention, and maintenance. Interview probe sessions are shown with closed circles, generalization probes (Gen. Probe) with open circles, and maintenance (MTC) sessions with closed triangles. The asterisk indicates when an individual modification was made.

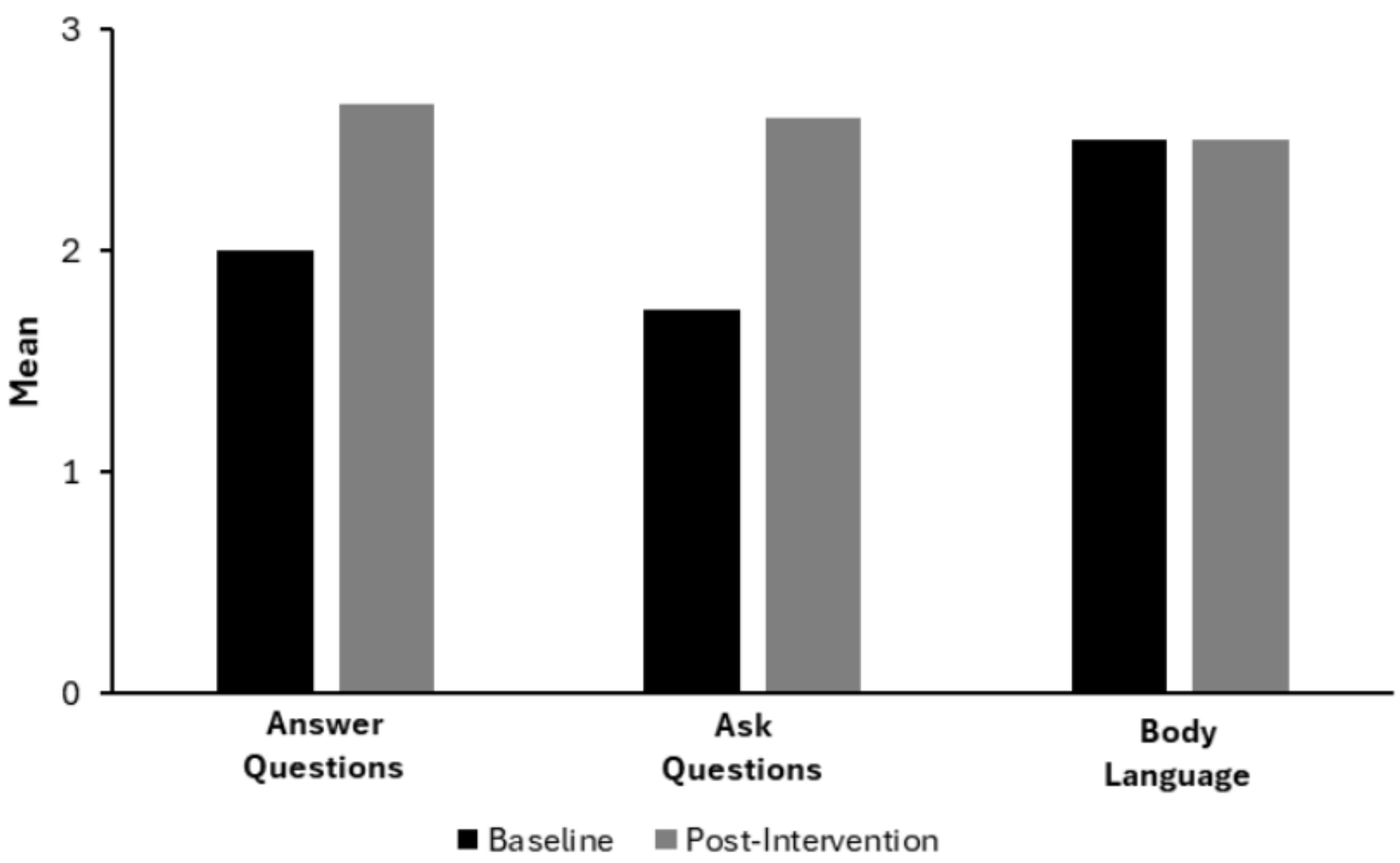


Figure 3. Group mean performance rating across target skills by unfamiliar professionals during baseline and post-intervention generalization probes. 1= Unacceptable, 2= Needs Improvement, 3 = Outstanding.

Question	Mean score
I liked learning how to do job interviews.	4.75
The lessons helped me understand what to say and do in a job interview.	4.75
I feel more confident about doing a real job interview now.	4.5
The way the lessons were taught was helpful.	4.5
I liked practicing interview questions with a peer (another intern).	4.25
Practicing with another person helped me learn better.	4.5
The feedback I got from my peer was helpful.	4.5
I felt comfortable practicing with a peer.	4.75
I believe my interview skills improved because of these lessons.	4.75
I feel more ready to do a real job interview now than I did before.	4.75
I think I could help someone else now who is learning interview skills.	4.75

Figure 4. Participants rated post-social validity ratings on a 5-point Likert scale. 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree

## DISCUSSION

- All participants acquired target skills and maintained them on generalization and at bi-monthly maintenance probes. Two participants required procedural modifications to meet mastery criterion, and two participants did not require intervention on body language.
- Results of the social validity questionnaire indicate participants rated the goals, methods, and outcomes of the intervention as acceptable, and unfamiliar professionals indicated improvements in participants' ability to answer and ask questions.
- Two participants are actively employed following this training, and one participant has volunteered to help future cohorts learn interview skills.
- Limitations: We did not include interviews with novel professionals. We did not collect fidelity data on peer practice sessions. Some participant responding was variable during baseline. Using a 3-point Likert scale may have masked improvements in participant performance.
- Future research: Researchers should replicate these procedures to identify effective and socially valid methods to teach pre-vocational skills, apply them to different career goals, and include long-term employment outcomes for participants.