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Teaching behavior analysts and other human services practitioners how to prepare for and present at interdisciplinary meetings may positively affect shared decision making and problem solving, thereby potentially improving consumer educational and treatment outcomes.

Page 1

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**RESEARCH ARTICLE**

**Teaching clinicians and nurses to prepare for and present at interdisciplinary meetings through behavioral skills training**

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**Abstract**  
Behavior analysts frequently collaborate with interdisciplinary colleagues to share information and make decisions about client services. This study evaluated the effects of behavioral skills training on preparation for and presentation during interdisciplinary review team meetings by clinicians (n = 4) and nurses (n = 4) at a residential school for students with intellectual and neurodevelopmental disabilities. The primary dependent measure was the percentage of preparation and presentation steps from task-analyzed behavior checklists that the participants implemented correctly. As evaluated by multiple-baseline designs, the participants improved their preparation and presentation skills to nearly 100% following behavioral skills training, maintained performance 1 month after the study, and rated training positively. We discuss elements of the training program, practice implications, and research directions.

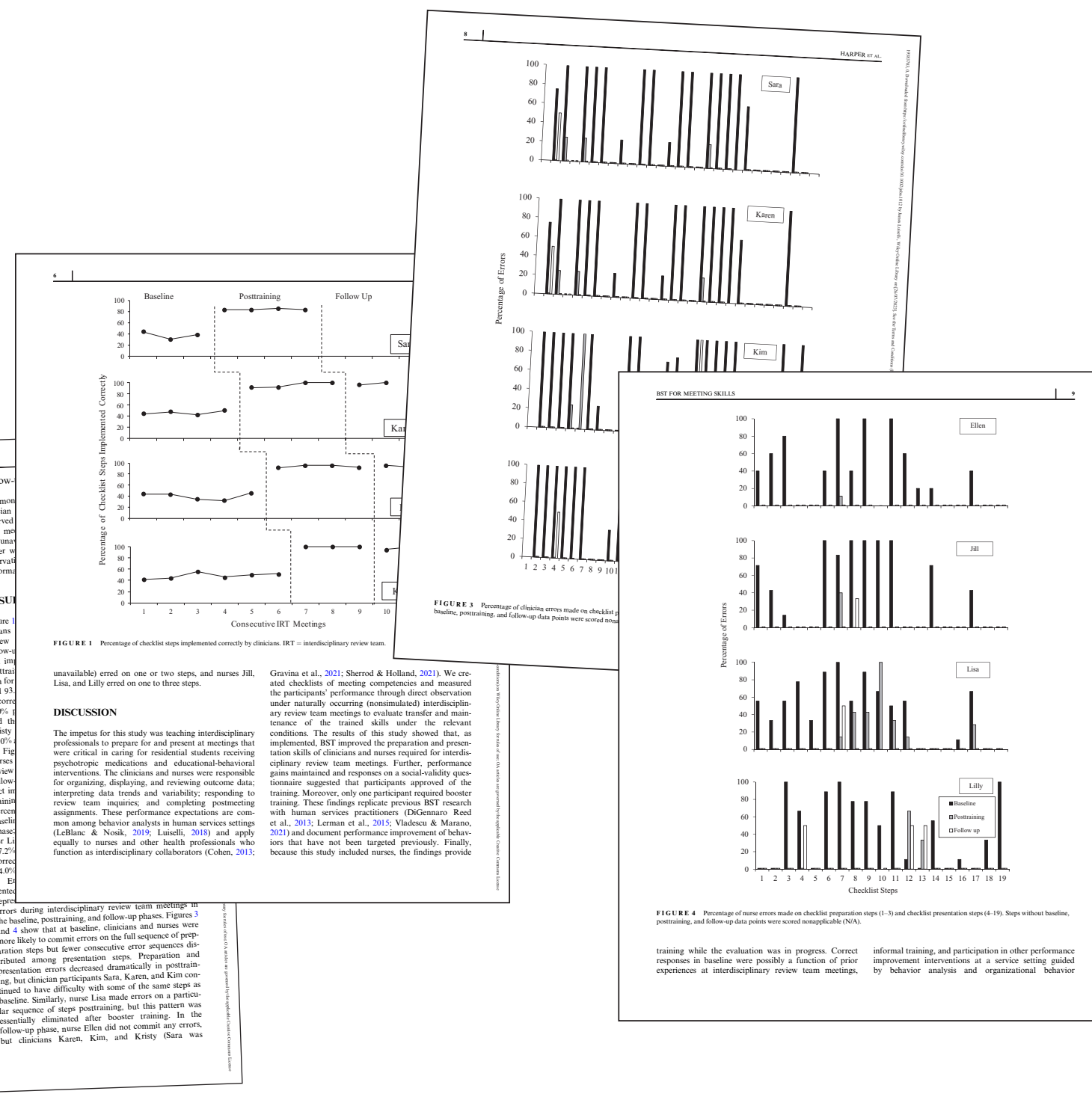
**KEYWORDS**  
behavioral skills training, human services, interdisciplinary meetings, oral presentation skills

Many professionals within human services settings participate in interdisciplinary meetings (Bredt et al., 2022; Bowman et al., 2021; LeBlanc & Noak, 2019; Newhouse-Osten et al., 2017). Skills that may facilitate productive interdisciplinary meetings include establishing clear expectations (e.g., completing preparation tasks, ordering content reviews, leaving time for discussion; Kuntz & Machalick, 2021; Sim & Riosse-Yell, 2021), presenting evidence for behavioral interventions (Brothard, 2013), and speaking coherently (Kelly & Timani, 2013). Teaching behavior analysts and other human services practitioners how to prepare for and present at interdisciplinary meetings may positively affect shared decision making and problem solving, thereby potentially improving consumer educational and treatment outcomes.

Discussions outside of behavior analysis emphasize meeting protocol and acquisition of expository skills by those who participate. For example, nurses have stressed the importance of planning an agenda, organizing materials, sharing information, and promoting interdisciplinary dialogue during in-person and online meetings in health care settings (Cohen, 2013; Sherrod & Holland, 2021). A descriptive study by Moreira et al. (2019) reported that nurses, nursing technicians, and other medical professionals valued meetings that featured open discussion, performance assessment, and feedback. They concluded that "effective communication to ensure quality care is primarily achieved with direct eye-contact, well-informed listening, the capacity to understand the message, developed leadership, the union of team members, and the exchange of information" (p. 10).

One clinician observed team prep was more than 90% correct in 10 consecutive IRT meetings. Figure 1 shows the percentage of checklist steps implemented correctly by clinicians (IRT = interdisciplinary review team).

**DISCUSSION**  
The impact for this study was teaching interdisciplinary professionals to prepare for and present at meetings that were critical in caring for residential students receiving psychotropic medications and educational/behavioral interventions. The clinicians and nurses were responsible for organizing, displaying, and reviewing outcome data; interpreting data trends and variability; responding to review team inquiries; and completing postmeeting assignments. These performance expectations are common among behavior analysts in human services settings (LeBlanc & Noak, 2019; Luiselli, 2018) and apply equally to nurses and other health professionals who function as interdisciplinary collaborators (Cohen, 2013; Gravina et al., 2021; Sherrod & Holland, 2021). We created checklists of meeting competencies and measured the participants' performance through direct observation under naturally occurring (nonstimulated) interdisciplinary review team meetings to evaluate transfer and maintenance of the trained skills under the relevant conditions. The results of this study showed that, as implemented, BST improved the preparation and presentation skills of clinicians and nurses required for interdisciplinary review team meetings. Further, performance gains maintained and responses on a social-validity questionnaire suggested that participants approved of the training. Moreover, only one participant required booster training. These findings replicate previous BST research with human services practitioners (O'Grady, Reed et al., 2013; Lerman et al., 2015; Vladescu & Marzano, 2021) and document performance improvement of behaviors that have not been targeted previously. Finally, because this study included nurses, the findings provide



The present study found that BST improved the preparation and presentation skills of interdisciplinary human services practitioners at team meetings to enhance communication, achieve the objectives of following a standardized review process, and demonstrate a model for individuals trained outside of behavior analysis.

Page 10

Research