

Research

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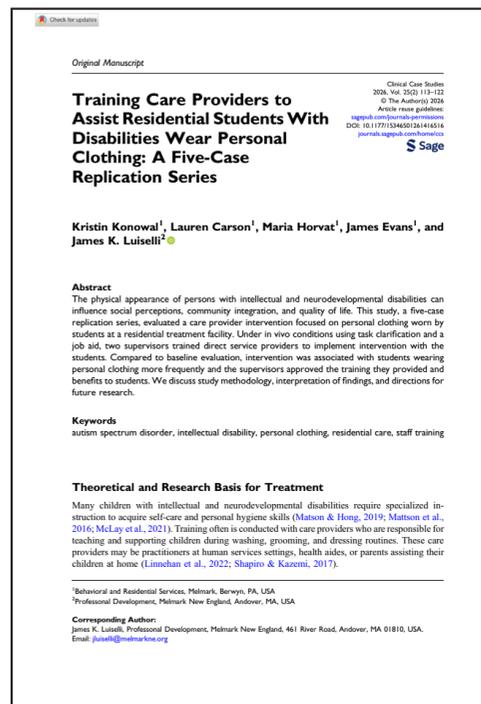
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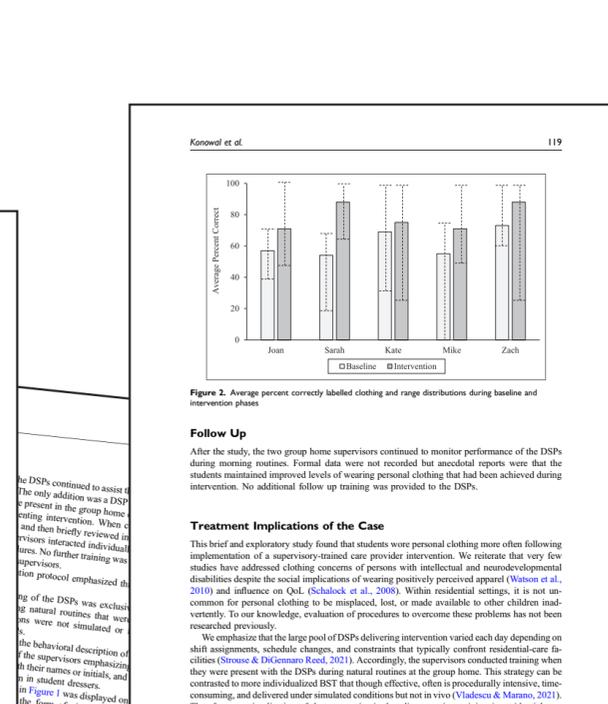
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compliant during morning dressing routines, therefore DSPs rarely had to confront resistant behavior. The case series was completed in an 18-student group home therefore time demands during a busy morning period also was an occasional complication. However, there were no difficulties with DSPs responding affirmatively to training nor reacting negatively to the student intervention they were directed to implement.

Access and Barriers to Care
The students lived and received services at a RTF, access to care was continuous, and there were no barriers to instituting training with the DSPs. The extensive human services experiences of the two training supervisors also contributed to professional accessibility throughout intervention programming with the students.

Assessment
Assessment consisted of the percent of correctly labeled personal clothing the students wore during morning dressing routines. The authors created a coding manual to measure the percent of correctly labeled personal clothing. Items measured included: shirts, blouses, sweaters, sweatshirts, jackets, pullovers, t-shirts, and shorts. Independent of the study, it was customary for parents to affix their own labels to their child's clothes or to write names/initials with a permanent marker. Parents were instructed to write student names/initials on clothes received from parents and to label this too was ongoing and not a study component. Parents supplied clothes before and during the study. Assessment occurred during a morning period after the students arrived at the RTF. One of three behavior analysts (first, second, third author) observed each student in a free area and indicated on the data recording form whether clothing items were (a) the student's correct name or initials, (b) labeled with another student's name or initials, or (c) not labeled.



Follow Up
After the study, the two group home supervisors continued to monitor performance of the DSPs during morning routines. Formal data were not recorded but anecdotal reports were that the students maintained improved levels of wearing personal clothing that had been achieved during intervention. No additional follow up training was provided to the DSPs.

Treatment Implications of the Case
This brief and exploratory study found that students wore personal clothing more often following implementation of a supervisory-trained care provider intervention. We reiterate that very few studies have addressed clothing concerns of persons with intellectual and neurodevelopmental disabilities despite the social implications of wearing positively perceived apparel (Watson et al., 2010) and influence on QoL (Schalock et al., 2008). Within residential settings, it is not uncommon for personal clothing to be misplaced, lost, or made available to other children inadvertently. To our knowledge, evaluation of procedures to overcome these problems has not been researched previously. We emphasize that the large pool of DSPs delivering intervention varied each day depending on shift assignments, schedule changes, and constraints that typically confront residential-care facilities (Strosser & DiGirolamo Reed, 2021). Accordingly, the supervisors conducted training when they were present with the DSPs during natural routines at the group home. This strategy can be contrasted to more individualized DSP training that though effective, often is procedurally intensive, time-consuming, and delivered under simulated conditions but not in vivo (Vlaessens & Marino, 2021). Therefore, one implication of the case series is that direct-service training in residential-care facilities may have to be adapted to unique circumstances that do not permit replication of procedures found to be effective in more controlled research settings.

Complicating Factors
The chief complicating factor was coordinating training among a large number of DSPs and monitoring intervention integrity consistently with the five students. Students were generally responsive to social validity assessment were high approval by the two supervisors for the task of labeling student clothing being an organizational commitment (M rating = 5.0), important to about colleagues working as hard to make sure the task is completed (M rating = 3.5).

The physical appearance of persons with intellectual and neurodevelopmental disabilities can influence social perceptions, community integration, and quality of life. This study, a five-case replication series, evaluated a care provider intervention focused on personal clothing worn by students at a residential treatment facility.

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