Social Validity Assessments of Behavior-Change Procedures used with Young Children: A Review

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TxABA
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Introduction

Social Validity (Kazdin, 1977; Wolf, 1978)

- Significance of the goals
- Appropriateness of the procedures
- Importance of the effects
Introduction

- Social Validity (Kazdin, 1977; Wolf, 1978)
  - Significance of the goals
  - Appropriateness of the procedures
  - Importance of the effects
Introduction

- Protect the rights of young children
- Complement the movement towards evidence-based procedures
- Favorably influence the developmental trajectories of young children
Literature Search

- Searches were conducted using the PsychInfo and ERIC databases

- Social Validity
- Social Acceptability
- Treatment Validity
- Treatment Acceptability
- And Children
Inclusion Criteria

1. Sufficiently Technological
2. Focus on Social Validity
3. Sufficiently Behavioral
4. Focus on Young Children
Review-Based Assertions

1. Assessing the social validity of behavior-change procedures used with young children is quite active.
3 Year Periods

Note: * indicates the time period in which the Kazdin (1977) and Wolf (1978) discussion articles on social validity were published.
** indicates the time period in which JABA released a special issue on the methodology and conceptualization of social validity.
<table>
<thead>
<tr>
<th>Journal</th>
<th># of Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Applied Behavior Analysis</td>
<td>53</td>
</tr>
<tr>
<td>Journal of Autism and Developmental Disorders</td>
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<tr>
<td>Education and Treatment of Children</td>
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<td>Behavior Therapy</td>
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</tr>
<tr>
<td>Journal of Early Intervention</td>
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</tr>
<tr>
<td>Child and Family Behavior Therapy</td>
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<td>School Psychology Review</td>
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<td>Behavioral Disorders</td>
<td>5</td>
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<td>Behavior Modification</td>
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<td>Behavioral Interventions</td>
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<td>Research in Autism Spectrum Disorders</td>
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<tr>
<td>Journal of Behavioral Education</td>
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<tr>
<td>Education and Training in Developmental Disabilities</td>
<td>3</td>
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<tr>
<td>Journal of Pediatric Psychology</td>
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<tr>
<td>Journal of School Psychology</td>
<td>3</td>
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<tr>
<td>Topics in Early Childhood Special Education</td>
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<tr>
<td>Research in Developmental Disabilities</td>
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<tr>
<td>Behaviour Change</td>
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<tr>
<td>Council for Exceptional Children</td>
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<td>Exceptional Children</td>
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<tr>
<td>Journal of Attention Disorders</td>
<td>2</td>
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</tbody>
</table>
Review-Based Assertions

2. Social validations of goals, procedures, and outcomes have been assessed on many behavior-change procedures used with young children
Study Categorization

- Behavior Reduction
  - Procedures implemented primarily to reduce the occurrence of a problem behavior (e.g., classroom disruption, off-task behavior)
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- **Non-social Behavior Acquisition**
  - Procedures to increase an academic response or a non-social play skill (e.g., toy contact, engagement)
Review-Based Assertions

3. Social validity assessments on the outcomes of behavior-change procedures should be redefined to reflect measures of social validity not indirect measures of behavior change.
# Indirect Measures of Behavior Change

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All</td>
<td></td>
<td></td>
<td></td>
<td>Very Frequently</td>
</tr>
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</table>

To what extent did the child engage in aggression

How would you rate the intensity of the aggression
### Measures of Social Validity

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All Satisfied</td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
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</table>

To what extent are you *satisfied* with the frequency of aggression

To what extent are you *satisfied* with the intensity of the aggression
Social Validity Questionnaire

- This intervention was successful in improving the child's functional communication
- This intervention was successful in improving the child’s communication in different locations
- This intervention was successful in improving the child’s overall problem behaviors
- *This intervention was easy to implement*
Social Validity Questionnaire

- Attends to the play
- Attend to the play partner’s play
- Shares materials with the play partner
- Takes turns/waits until the play partner is done
- Uses the game materials in appropriate ways
- Initiates interactions or recruits play partner's attention
- Engages in verbal statements about the game
Number of Studies

- Behavior Reduction
- Social Behavior
- Non-social Behavior

Goals
Procedures
Outcomes
Review-Based Assertions

4. The identification and inclusion of the most relevant social validity consumers should be made to obtain the most useful information regarding the social validity of behavior-change procedures
Consumer Classes
(Schwartz & Baer, 1991)

- Direct Consumers
- Indirect Consumers
- Immediate Community Members
- Extended Community Members
Direct Consumer
- “...the primary recipients of the program intervention”

Indirect Consumer
- “...purchase or hire the program for someone else or are strongly affected by the behavior change targeted in the intervention”
**Schwartz & Baer, 1991**

### Direct Consumer
- “…the primary recipients of the program intervention”

### Indirect Consumer
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**Current Review**

### Direct Consumer
- The recipients *and the implementers* of the behavior-change procedure

### Indirect Consumer
- Potential implementers of the program
<table>
<thead>
<tr>
<th>Immediate Community Member</th>
<th>Current Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>“...those who interact with the direct and indirect consumers on a regular basis”</td>
<td>Those who possess the power to adopt or recommend behavior-change procedures</td>
</tr>
<tr>
<td>Extended Community Member</td>
<td>Extended Community Member</td>
</tr>
<tr>
<td>“...those who probably do not know or interact with the direct and indirect consumers but who live in the same community”</td>
<td>Those who have no direct relation with the adoption of the behavior-change procedures or with the recipients of the procedures</td>
</tr>
</tbody>
</table>
More direct consumers should be involved in social validity assessments
Review-Based Assertions

- More direct consumers should be involved in social validity assessments
- More immediate community members with the power to efficiently disseminate efficacious behavior-change procedures should be identified and included in more social validity assessments
Review-Based Assertions

- More direct consumers should be involved in social validity assessments.
- More immediate community members with the power to efficiently disseminate efficacious behavior-change procedures should be identified and included in more social validity assessments.
- More relevant extended community members should be identified and included in social validity assessments.
5. Future research should include more relative determinations of social validity
6. When assessing the social validity of the behavior-change procedures, more direct methods should be employed.
Methods of Social Validations

- **Indirect assessment**
  - A questionnaire or survey was administered to a consumer
    - Treatment Evaluation Inventory, Intervention Rating Profile, researcher created

- **Direct Assessment**
  - Social comparisons of outcomes or when direct consumers selected the behavior-change procedure either with or without subsequent experience
Review-Based Assertions

7. We need to extend social validity assessments from the descriptive level to the explanatory level
Thank You

• Any questions?

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