Training & Supervising Human Service Staff: A Focus on Effectiveness, Practicality, and Acceptability

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Importance of Using Evidence-Based Procedures for Working with Staff

- Logical extension of using evidence-based interventions for people with autism
- “Cop out view” vs. accountability
Essence of Supervising Staff

- Bottom line 1: change and/or maintain performance (maximizing work effort and proficiency)
- Bottom line 2: creating and maintaining a desirable work environment (maximizing work enjoyment)
IMPORTANCE OF PROMOTING STAFF WORK ENJOYMENT
(Motivation: Working Hard and Enjoying Work)

1. Lack of enjoyment hinders work productivity
2. Staff work enjoyment impacts client enjoyment
3. Enjoyment with work reduces absenteeism and turnover
4. Enjoyment and happiness are highly valued
Agenda

- Performance- and evidence-based approach to supervising staff
- Performance- and competency-based staff training
- Acceptable monitoring practices
- Supporting (reinforcing) staff performance
- Correcting staff performance
- Creating an enjoyable work environment
Development of Behavioral Outcome Management

- Staff training
- Staff training and supervision
- Organizational Behavior Management (OBM)
- Behavioral Outcome Management
Behavioral Outcome Management

- Select consumer outcome
- Specify staff performance
- Train
- Monitor
- Support
- Correct
- Evaluate
Basic Training Protocol

- Performance- and competency-based
  - Behavioral Skills Training (BST)
- Focuses primarily on performance skills and secondarily on verbal skills
Reading Groups: A Practical Means of Enhancing Professional Knowledge among Human Service Practitioners

Basic Training Protocol

1. Vocally describe target skills
2. Provide written summary
3. Demonstrate skills
4. Trainee practice of skills with feedback
5. Repeat steps 1, 3, & 4 until observed competence
Behavioral Skills Training

Reference


- Summary
Efficiency of Behavioral Skills Training (BST)

- Often less efficient than traditional, verbal-based training
  - But verbal-based training not very effective with performance skills
- Need to increase efficiency of BST
  - Importance of competent practice
  - Use of visual media
Pyramidal Training

Pyramidal Training (Training Clinicians to Train Staff)

- Background (participants)
- Method
  - Simulated assessments
  - Brief group training
  - On-the-job assessments
A Curriculum for Training Supervisors


- [www.aaidd.org](http://www.aaidd.org)
- [http://bookstore.aaidd.org](http://bookstore.aaidd.org)
Behavioral Outcome Management

- Select consumer outcome
- Specify staff performance
- Train
- Monitor
- Support
- Correct
- Evaluate
Making Monitoring Acceptable

Making Monitoring Acceptable

- Greet staff upon entering work site
- Briefly explain reason for monitoring
- Use common sense re proceeding
- Provide feedback quickly
- Acknowledge staff upon departing
Behavioral Outcome Management

- Select consumer outcome
- Specify staff performance
- Train
- Monitor
- Support
- Correct
- Evaluate
Supportive Management

- Set the occasion for proficient staff performance
- Positively support/reinforce proficient performance
The Power of Systematic and Frequent (Positive) Feedback

- Most evidence-based, readily available means of improving staff performance.
- *supplemental* role of special recognition, performance lotteries, contingent gifts, etc.
Feedback Protocol

- Parsons & Reid (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. *Journal of Applied Behavior Analysis, 28, 317-322.*
Feedback Protocol

1. Begin with positive or empathetic statement
2. Identify skills performed correctly
3. Identify skills performed incorrectly
4. Specify how to change/improve incorrect performance
5. Solicit questions
6. Describe next actions
7. End with positive or empathetic statement
Power of Feedback: Long-Term Case Example

Power of Feedback: Long-Term Case Example

- Background: Focus on changing center-based tasks for adults with severe disabilities (early 1980s – and current)
- Initial investigation on how to change to more functional tasks
- Second investigation to disseminate
- Two long-term follow ups and norms
YR 1
1985 Target Demonstration (3 sites)

1986 Norm (45 sites)

Yr 3
1987 Target School-Wide (5 sites)

2001 Norm (100 sites)

Yr 20
2004 Target Follow-up (4 sites)

2015 Norm (78 sites)

Yr 31
2015 Target Follow-up (10 sites)
Behavioral Outcome Management

- Select consumer outcome
- Specify staff performance
- Train
- Monitor
- Support
- Correct
- Evaluate
Corrective Management

- Identify correct performance
- Identify incorrect performance
- Specify how to change/improve incorrect performance
- Contingent use of disciplinary action
Effective Use of Disciplinary Action

- Disregard myths
- Consider long- vs. short-term effects
- Incorporate within overall supportive management approach
- Adhere to personnel policies
- Obtain management support prior to initiating
- Persist
Acceptability

- Review
  - with training
    - practice with feedback
  - with feedback
    - key parts of the protocol
    - MBWA (sort of)
- Other strategies
Changing Less-Preferred Duties to More-Preferred:
A Potential Strategy for Improving Supervisor Work Enjoyment

Making Less Preferred Duties More Preferred

- Identify staffs’ most disliked duty
- Query staff about why the duty is so disliked
- Query staff (and others about how performing the duty can be changed to make less unpleasant to perform)
- Make the changes identified above
Staff Motivation

- Working hard (proficiently)
- Enjoying work
Enhancing Motivation

- Increase the “goods”
  - Formal recognition
Enhancing Motivation

- Increase the “goods”
  - Formal recognition
  - Informal recognition
Enhancing Motivation

- Increase the “goods”
  - Formal recognition
  - Informal recognition
    - Impromptu praise
Enhancing Motivation

- Increase the “goods”
  - Formal recognition
  - Informal recognition
    - Impromptu praise
    - Special recognition meetings
Enhancing Motivation

- Increase the “goods”
  - Formal recognition
  - Informal recognition
    - Impromptu praise
    - Special meeting recognition
    - Take home the goods
Reference for Evidence-Based Supervision

- VOLUME 4 OF THE BEHAVIOR ANALYSIS APPLICATIONS IN DEVELOPMENTAL DISABILITIES SERIES


- www.behaviordevelopmentssolutions.com
Motivation

Working Hard (Proficiently) & Enjoying Work

- Evidence based
- Active
- When successful:
  - EVERYBODY WINS
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