



**Organizational Behavior Management  
(OBM) Basics for Teachers:  
Behavior Analysis Isn't Just for Your Students!**

Kristin M Albert, M.Ed., BCBA

21<sup>st</sup> National Autism Conference  
State College, PA  
July 31 – August 3, 2017

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## Are you responsible for...

- overseeing a classroom, department, school, or agency?
- managing classroom or agency staff?
- training teacher assistants, therapists, or parents?

**Then OBM is relevant to you!!!**

## Objectives

By the end of today's presentation you should be able to...

1. Recognize what OBM is.
2. Identify how OBM can be useful with classroom staff.
3. Be familiar with some common OBM assessments.
4. List several techniques that might be useful in improving staff members' behavior.



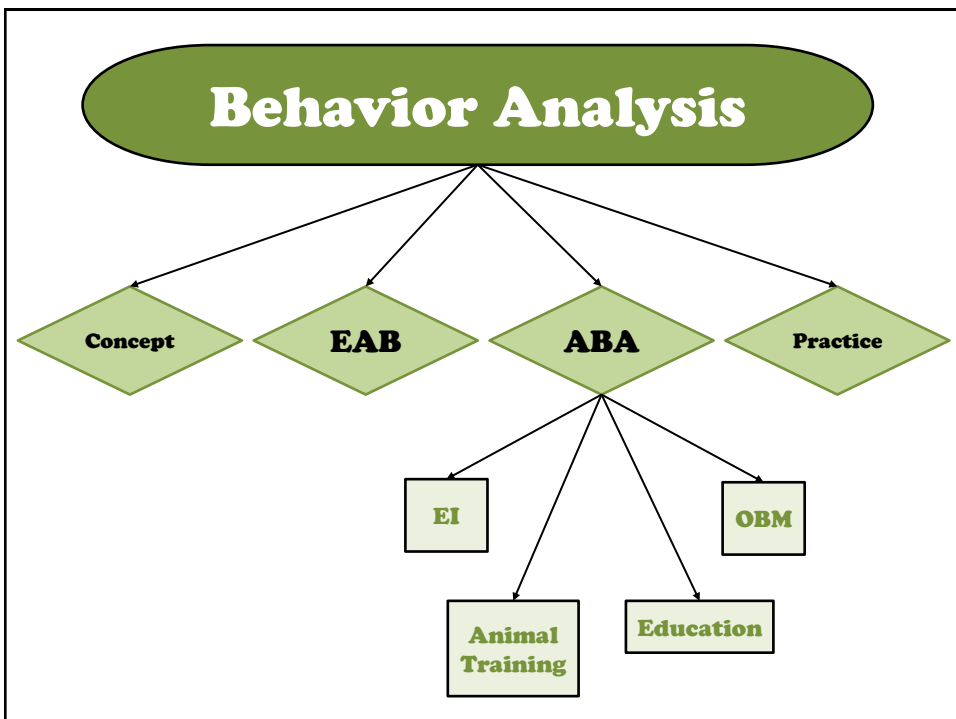
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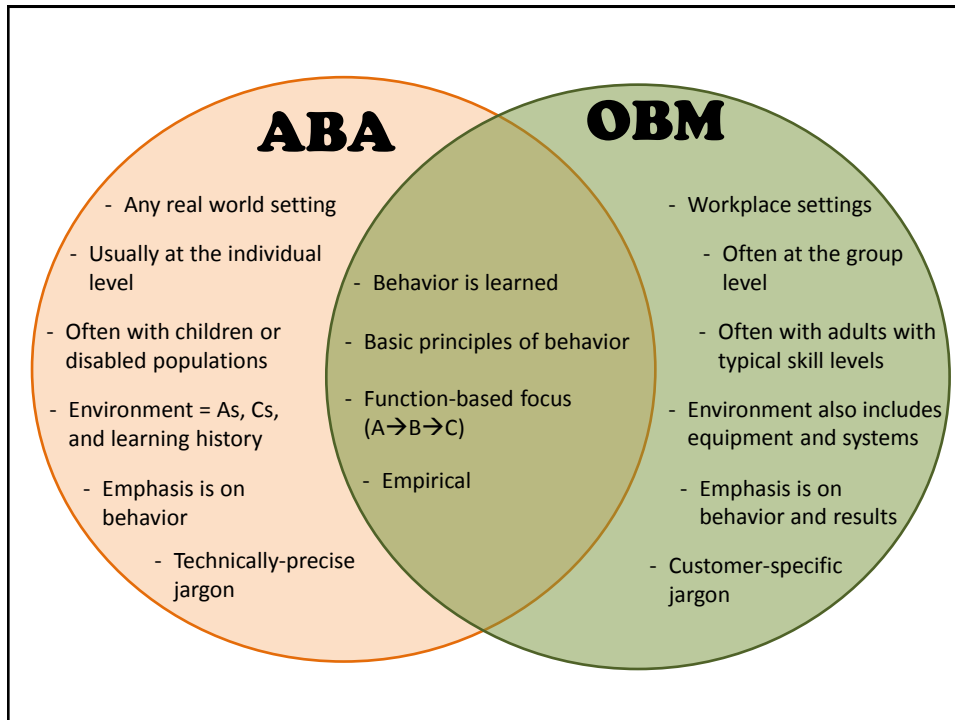
## What is OBM?

- Organizational Behavior Management
- "...a subfield of ABA in which the science of behavior analysis is applied to influencing behavior in the workplace." (Sundberg, 2016)
- Targets employee behavior to improve business outcomes



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# Research Support

JOURNAL OF APPLIED BEHAVIOR ANALYSIS

1991, 24, 107-117

NUMBER 1 (SPRING 1991)

Organizational Behavior Management, 34:165-178, 2014



## A FUNCTIONAL ANALYSIS OF THE COMPREHENSIVE APPLICATION OF BEHAVIOR ANALYSIS TO SCHOOLING

JAMES E. SILINSKI AND R. DOUGLAS GARDER

COLUMBIA UNIVERSITY TRACKER COLLEGE

AND

SERENA LECHE

HENDERSON COUNTY SPECIAL SERVICES

This study tested the effects of a comprehensive application of behavior analysis to schooling on the total task taught, correct end-of-task, and objectives achieved in a small school. The package was implemented in a school for children with multiple disabilities and included a staff training program based on a personalized system of instruction, organizational behavior management procedures for supervision, regular assessment of teacher behaviors, and teacher assessment of all instructional tasks needed by the 30 children in a self-paced curriculum. The design was a multiple baseline across four groups of teachers and included baseline, training, and full treatment phases over a 2-year period. The results showed educationally significant increases in task taught, correct trials, and untrained objectives achieved as a function of the introduction of the package. A 1-year post-treatment follow-up study and an analysis of the turnover of staff showed that the effects of the package were maintained and that the package had social utility.

## Comparison of Two Data Analysis Training Methods for Paraprofessionals in an Educational Setting

KATHERINE MATTHEWS

USA



UK, USA



Journal

## Effectiveness of Job Aids and Post Performance Review on Staff Implementation of Discrete Trial Instruction

Ashley M. Parnell, Elizabeth R. Lorah, Alison Karnes, and Peggy Schaefer-Whitby

College of Education and Health Professions, Department of Curriculum and Instruction, University of Arkansas, Fayetteville, Arkansas, USA

ISSN 0021-8862 (Print); ISSN 1744-5019 (Online) Journal homepage: <http://jap.sagepub.com/journal.nav>Image: <http://www.sagepub.com/journal.nav>

## History and Contribution of Organizational Behavior Management to Services for Persons with Developmental Disabilities

Peter Sturmey PhD

## Impacts of Organizational Behavior Management on Schools and Day

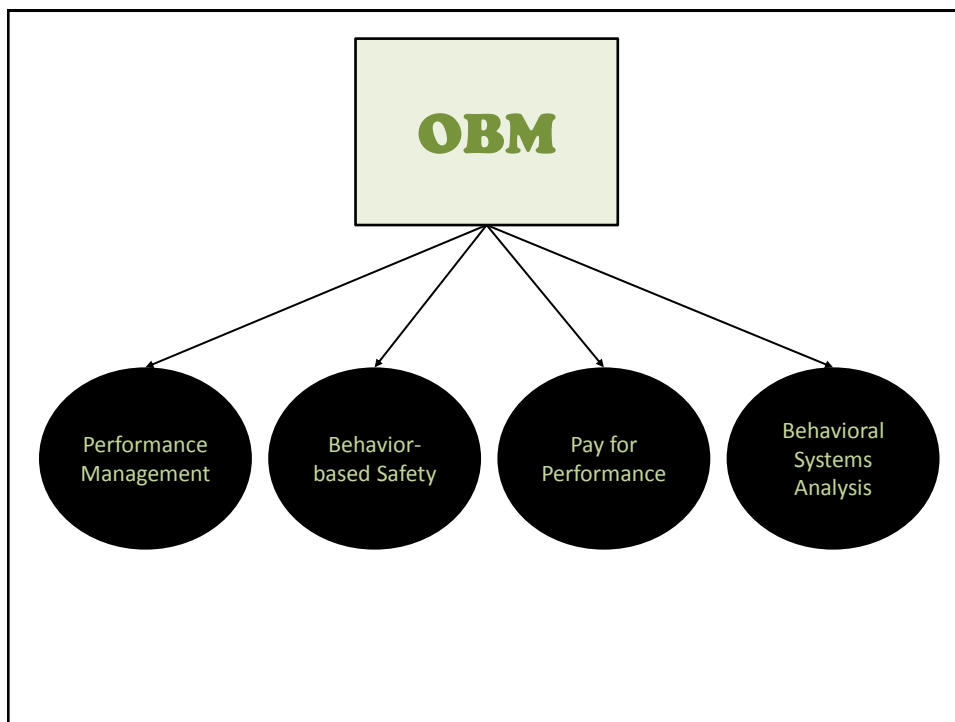
# OBM Research in Schools

- Gravina, Villacorta, Albert, Clark, Curry, & Wilder (under review)

Table 1

Setting of Client Services, Client Population, and Staff for Articles Reviewed

	JAABA (44)		JOBIM (22)		BAP (7)	
	Percent	Num.	Percent	Num.	Percent	Num.
<b>Client Population</b>						
Intellectual Disability	79.6%	35	86.4%	19	100%	7
Brain Injury	9.1%	4	9.1%	2	0.0%	0
Elders & Dementia	2.3%	1	9.1%	2	14.3%	1
Mental Illness	4.5%	2	4.5%	1	0.0%	0
Other	15.9%	7	4.5%	1	0.0%	0
<b>Setting of Client Services</b>						
School	47.7%	21	13.0%	3	28.6%	2
Day Treatment Center	18.2%	8	18.2%	4	71.4%	5
Group Home	18.2%	8	43.5%	10	0%	0
Residential Facility	18.2%	8	47%	11	0%	0
Health Care Setting	4.5%	2	4.5%	1	0%	0
Nursing Home	0%	0	4.5%	1	0%	0
Other	4.5%	2	4.5%	1	0%	0
Unclear	2.3%	1	0%	0	0%	0
<b>Employee Population</b>						
Direct Care Staff	40.9%	18	63.6%	14	57.1%	4
Supervisors	15.6%	6	30.4%	7	14.3%	1
Managers	0.0%	0	18.2%	4	0.0%	0
Students	4.5%	2	9.1%	2	28.6%	2
Non-ABA Professionals	2.3%	1	18.2%	4	0.0%	0
Teachers	45.5%	20	9.1%	2	28.6%	2
Nurses	4.5%	2	9.1%	2	0.0%	0
Other	4.5%	2	4.5%	1	14.3%	1



## Performance Management

- From Daniels & Bailey (2014, p.1)
  - “PM is a workplace technology derived from the science of behavior analysis.”
  - Goal: “...brings out the best in people while generating the highest value for the organization.”

## Behavior Analysis Basics: ANTECEDENTS

- Discriminative Stimuli
  - Signals availability/unavailability of reinforcement/punishment
- Motivational Stimuli
  - Increases/decreases value of reinforcement/punishment
- Rules or Instructions
  - States a contingency or list of behaviors



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## Behavior Analysis Basics: CONSEQUENCES

- Positive/Negative Reinforcement
  - Adding/removing stimuli that increase behavior in the future
- Positive/Negative Punishment
  - Adding/removing stimuli that decrease behavior in the future
- Extinction
  - Withholding reinforcers to decrease behavior in the future



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## BREAKOUT SESSION

- What are some common antecedents for employee behaviors in your workplace?
- What are some common consequences for employee behaviors in your workplace?

\*\*\*Consider desirable and undesirable behaviors\*\*\*



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## Behavior vs. Performance vs. Results

- Behavior
  - Anything a living organism does
  - “Dead man’s test”
- Performance
  - Series of behaviors that combine to produce an accomplishment (Daniels & Bailey, 2014)
- Results
  - Products created by a performance
  - Business outcomes



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## The Danger of Focusing Only on Results



## BREAKOUT SESSION

- What are the results that are important in your workplace?
- What are some common, problematic behaviors (that may negatively impact results) exhibited by employees in your workplace?
- What are some employee behaviors that are not occurring, but could help achieve desired results?

## Steps in Performance Management

1. Pinpointing
2. Developing an Assessment Tool
3. Training
4. Monitoring
5. Intervening
6. Evaluating & Revising



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# 1. Pinpointing

(Daniels & Bailey, 2014)

- Specifying target behavior and/or results to improve
- Characteristics of Pinpoints
  - Observable
  - Reliably measurable (i.e., clear and specific)
  - Under the performer's control
  - Active, not inactive
  - Include behavior that impacts results (whenever possible)

## **Non-Example:**

- All classroom staff will ensure instructional sessions have started by 8:35. (assume arrival ends at 8:30, but some parents are usually late)

# Writing Pinpoints

- Include the
  - **Actor**: who will perform the behavior
  - **Action**: what specific behavior will be performed
  - **Object**: what will the action act upon
- Also consider including the
  - **Condition**: when should the action be performed
  - **Criterion**: how well, how often, or to what degree must the action be performed

**\*\*\*Involve the actors in selecting pinpoints!!!\*\*\***

## Example Pinpoints

- During each 15-minute, 1:1 teaching session with a student, Janelle will complete 5 teaching trials per target for 5 different targets.
- Before leaving at the end of the day, Wendy will stock each student's clipboard with blank data sheets for manding and problem behavior, and return the clipboards to the students' cubbies.
- Larry will score 80% or above on the manding/natural environment teaching checklist for 2 consecutive weeks.



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## BREAKOUT SESSION

- Select one of the behaviors you previously discussed. Turn it into a written pinpoint.



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## 2. Developing Assessment Tools

- How you will measure progress on the pinpoint
- What to measure
  - Quality
  - Quantity
  - Timeliness
  - Cost
- Ways to measure
  - Count
  - Judgment



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## Methods for Assessment

- Checklists
- Point Systems
  - Rankings
  - Ratings
  - Behaviorally Anchored Rating Scale (BARS)
- Performance Matrices or Scorecards



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## Effective Teaching Procedures For Children With Autism

<u>TEACHING METHOD</u>	<u>YES</u>	<u>NO</u>
PAIR		
MIX & VARY TASKS (mix across the operants)		
REDUCE LEARNER ERRORS (errorless teaching, prompting)		
INTERSPERSE EASY AND HARD TASKS (80% easy, 20% diff)		
FADE IN # OF DEMANDS		
FADE IN EFFORT AND DIFFICULTY OF RESPONSES		
EXTINCTION (for problem behavior)		
IMMEDIATELY DELIVER Sr+		
PACE INSTRUCTION PROPERLY (16 – 25 trials per minute)		

*\*adapted from materials by Dr. Vince Carbone, included with permission*

**IT Competency**

Name: \_\_\_\_\_ Competency Conducted by: \_\_\_\_\_

Date: \_\_\_\_\_

Skill	+ / -	Notes/Targets
<b>Area One: Organization</b>		
Instructional area is neat and clear		
Begins promptly/ends wasted time		
Effectively uses "reinforcement time" to prepare for next run through		
<b>Area Two: Instructional Delivery</b>		
Establishes instructional context		
Begins session with preteaching		
Doesn't skip easy skills (presents all easy skills)		
Increases number and difficulty of responses to rising axes and difficulty as appropriate for individual student		
Maintains quick pace of instruction (1 - 2 seconds from one response to the next instruction)		
Varies instructions		
Runs probes on Day 1, 2, 3, 5, 6 and records cards accordingly before starting current targets		
Conducts solid probes of current targets prior to teaching		
After solid probes, immediately teaches current targets		
Prompts are effective and faded appropriately		
Implements learner specific teaching procedures and/or program changes accurately		
Runs error correction for all errored responses and makes one missed easy Day 1 tag		
<b>Area Three: Reinforcement</b>		
Delivers reinforcement immediately		
Follows appropriate PR schedule		
Differentially reinforces responses		
Uses appropriate variety of reinforcers based on student motivation		
<b>Area Four: Data Collection</b>		
Data collection doesn't interfere with instruction		
Data collection is accurate		

\*adapted from materials by Dr. Vince Carbone, included with permission

**WendNET Competency**

Name: \_\_\_\_\_ Competency Conducted by: \_\_\_\_\_

Date: \_\_\_\_\_

Skill	+ / -	Notes/Targets
<b>Area One: Organization</b>		
Instructional area is neat and clear		
Begins promptly/ends wasted time		
All needed materials are available		
<b>Area Two: Mand</b>		
Shapes and reinforces motivation before teaching mand		
Conducts solid probes for target mands before teaching		
Prompts are effective and faded appropriately		
Uses variety of items to teach the same mand (e.g., power, pictures, books, cards, etc.)		
Teaches mands for several items in discrimination (doesn't miss that)		
Vocal shaping procedures are accurately implemented based on student-specific procedures		
Differentially reinforces responses		
Accurately runs scrolling procedure		
<b>Area Three: NET</b>		
Uses appropriate variety of activities, both seated and active, and stays with each for appropriate amount of time (Make the activity fun (incite the student's motivation to engage in the activity)		
Mixes and varies across the operators, requiring responses of an appropriate level of difficulty		
Runs error correction for all errored responses		
Prompts are effective and faded appropriately		
Differentially reinforces responses		
Uses appropriate variety of reinforcers based on student motivation		
Makes the student help clean up		
<b>Area Four: Data Collection</b>		
Data collection doesn't interfere with instruction		
Data collection is accurate		

\*adapted from materials by Dr. Vince Carbone, included with permission

### Practical Implications of Data Reliability and Treatment Integrity Monitoring

Timothy R. Wilmer, Ph.D., BCBA and Kimberly N. Skarvan, Ph.D., BCBA, University of Florida  
Clare St. Peter-Pike, Ph.D., BCBA, West Virginia University

*Behavior Analysis in Practice, 1(2), 4-11.*

Date & Location: \_\_\_\_\_

Client Name: \_\_\_\_\_

Classroom Name: \_\_\_\_\_

Observer: \_\_\_\_\_

Seconds	Hand raising	Attention within 10s	Screaming	No attention w/in 30s	Notes
0-60					
60-120					
120-180					
180-240					
240-300					
300-360					
360-420					
420-480					
480-540					
540-600					

Average Integrity: \_\_\_\_\_

Figure 2. Sample blank data sheet for monitoring treatment integrity; the intervention involves delivering attention within 10 s of hand raising and not attending (i.e., ignoring) within 30 s of shouting.

Date & Location: \_\_\_\_\_ Jan 1, 2008, Mrs. Smith's classroom

Client Name: \_\_\_\_\_ Rachel Jones

Classroom Name: \_\_\_\_\_ Mrs. Smith's classroom & Mrs. Appleby's (generalization)

Observer: \_\_\_\_\_ J. Carroll (teacher's observer)

Seconds	Hand raising	Attention within 10s	Screaming	No attention w/in 30s	Notes
0-60	III	I 50%	None	N/A	Working on independent seat work
60-120	II	II 100%	None	N/A	Apply weekly throughout session
120-180	III	None 0%	None	N/A	Apply attending to another part
180-240	I	None 0%	III	III 60%	
240-300	None	N/A	III III III II	II 17%	Experimenting the hand
300-360	None	N/A	III III III III	III 80%	Experimenting at first, followed by ignore
360-420	I	I 100%	III	None 0%	Hand raise occurred after first shout
420-480	II	II 100%	None	N/A	
480-540	II	I 50%	I	None 0%	
540-600	I	I 100%	None	N/A	

Average Integrity: \_\_\_\_\_ 60% 20%

Figure 3. Sample data sheet for monitoring treatment integrity that shows hypothetical data; treatment integrity is calculated by dividing the number of correct teacher responses (delivering and withholding attention following hand raising and screaming, respectively) by the number of student responses, and multiplying by 100; overall integrity is obtained by averaging the integrity across the 1-min intervals.

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### 3. Training

- ANTECEDENT component
- Behavioral Skills Training (BST)
  - Parsons, Rollyson, & Reid, 2012; Sarakoff & Sturmey, 2004
  - Steps
    - Instructions
    - Modeling
    - Rehearsal
    - Feedback
    - Repeat to Mastery



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### BST: Instructions

- Method
  - Verbal
  - Written
- What to Include
  - Rationale for learning the skill
  - Steps to perform the skill
  - When to perform the skill



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## BST: Modeling

- Demonstration by a competent performer
- What to Model
  - All components of skill
  - Variations of skill by learner type or situation
- Types of Models
  - In vivo
  - Role play



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## BST: Rehearsal & Feedback

- Create in vivo and/or role play practice opportunities
- Have a skilled trainer observe
- Use the assessment tool you developed
- Give positive and corrective feedback
  - In the moment
  - As a summary after the practice



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## BST: Repeat to Mastery

- Repeat modeling, rehearsal, and feedback until desired performance is achieved
- Usually incorporates competency-based determinations of mastery



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## WARNING

- Training alone is NEVER enough



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## 4. Monitoring Performance

- Use the assessment tool you developed
- Types of Monitoring
  - Self
  - Peer
  - Supervisor
- Frequency
  - Weekly to monthly is ideal



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## Monitor Less Often if...

- Observed consistent, competent performance by employee
- Observed consistent progress by client



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## Monitor More Often if...

- New employee
- New/changed program
- Severe behavior with risk for injury
- Observed employee performance deteriorating
- Observed client progress stalling



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## Tips for Monitoring

- Don't do it in secret
- Make sure staff know what you're monitoring and why
- Don't use it only for punishment
- Beware of reactivity



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## 5. Intervening

- Use interventions beyond training when...
  - Employee performance is below desired level
  - Employee performance was acceptable but is now deteriorating
  - Employee performance is negatively impacting client outcomes
- Take a function-based approach to select interventions



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## A Function-based Approach to Understanding Employee Behavior



- Individually-specific learning history
  - Contingency-shaped
  - Rule-governed
- The environment
  - Equipment
  - Systems-level Processes



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## PIC/NIC Analysis®

(Daniels & Bailey, 2014)

- Immediate vs. Future Consequences
- Certain vs. Uncertain Consequences
- Immediate/Certain consequences have greater control than Future/Uncertain consequences



## BREAKOUT SESSION

- Select one of the behaviors you previously discussed.
  - What are some potential immediate/certain consequences maintaining the behavior?
  - What are some potential delayed/uncertain consequences failing to control the behavior?

**\*\*\*Put yourself in the shoes of the behavior!!!\*\*\***



# PDC-HS

(Carr, Wilder, Majdalany, Mathisen, & Strain, 2013)

- Performance Diagnostic Checklist – Human Services
- Function-based assessment tool
  - Informant and descriptive
  - Compare to Functional Analysis
- “...designed to be used by practitioners to help identify environmental determinants that might contribute to employee performance problems” (Carr et al., 2013, p. 18).



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## PDC-HS

### Performance Diagnostic Checklist – Human Services

Employee's Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Describe Performance Concern: \_\_\_\_\_

**Instructions:** Answer the questions below about the employee's specific performance problem (not the employee in general). The problem should be operationalized as either a behavioral excess or deficit. Items with an asterisk (\*) should be answered only after the information is verified through direct observation.

#### TRAINING

1	<input type="radio"/> Yes <input type="radio"/> No	Has the employee received formal training on this task? If yes, check all applicable training methods: <input type="radio"/> Instructions <input type="radio"/> Demonstration <input type="radio"/> Rehearsal
2*	<input type="radio"/> Yes <input type="radio"/> No	Can the employee accurately describe the target task and when it should be performed?*
3	<input type="radio"/> Yes <input type="radio"/> No	Is there evidence that the employee has accurately completed the task in the past?
4*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	If the task needs to be completed quickly, can the employee perform it at the appropriate speed?*

#### INTERVENTION PLANNING

**Instructions:** Each item scored as NO on the PDC-HS should be considered as an opportunity for intervention with priority given to areas in which multiple items are endorsed. Interventions may be implemented concurrently or consecutively, with the latter option being preferred for settings in which staff resources are limited. Sample interventions and illustrative literature citations for each area are provided below.

Area	Item #	Sample Intervention(s)	Literature Citations
Training	1, 2, 3, 4	Behavioral skills training (i.e., instructions, modeling, rehearsal, feedback)  Improved personnel selection	*Barnes, Dunning, & Rothfeldt (2011) *Nabejima & Sturmer (2010)  *Gateswood, Field, & Barrick (2009)

Carr, Wilder,  
Majdalany,  
Mathisen, &  
Strain (2013)

TASK CLARIFICATION & PROMPTING		
1	<input type="radio"/> Yes <input type="radio"/> No	Has the employee been informed that he/she is expected to perform the task?
2*	<input type="radio"/> Yes <input type="radio"/> No	Can the employee state the purpose of the task?
3*	<input type="radio"/> Yes <input type="radio"/> No	Is a job aid (e.g., a checklist, data sheet) for completing the task visibly located in the task area?
4	<input type="radio"/> Yes <input type="radio"/> No	Is the employee ever verbally, textually, or electronically reminded to complete the task?
5	<input type="radio"/> Yes <input type="radio"/> No	Is the task being performed in an environment well-suited for task completion (e.g., not noisy or crowded)?

INTERVENTION PLANNING			
<p><b>Instructions:</b> Each item scored as NO on the PDC-HS should be considered as an opportunity for intervention with priority given to areas in which multiple items are endorsed. Interventions may be implemented concurrently or consecutively, with the latter option being preferred for settings in which staff resources are limited. Sample interventions and illustrative literature citations for each area are provided below.</p>			
Task Clarification & Prompting	1, 2	Task clarification & checklists	<ul style="list-style-type: none"> <li>Cunningham &amp; Austin (2007)</li> <li>Gravina, VanWagner, &amp; Austin (2008)</li> <li>Bacon, Fullum, &amp; Malott (1982)</li> </ul>
	3, 4	Prompts	<ul style="list-style-type: none"> <li>May, Austin, &amp; Dymond (2011)</li> <li>Petscher &amp; Bailey (2006)</li> </ul>
	5	Change/alter task location	<ul style="list-style-type: none"> <li>Green, Reid, Passante, &amp; Campe (2006)</li> </ul>

Carr, Wilder, Majdalany, Mathisen, & Strain (2013)

RESOURCES, MATERIALS, & PROCESSES		
1	<input type="radio"/> Yes <input type="radio"/> No	Are there sufficient numbers of trained staff available in the program?
2*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>If materials (e.g., teaching stimuli, preferred items) are required for task completion, are they readily available (e.g., easy to find, ready)? If no materials are required, proceed to question 5.</p> <p>List materials below and indicate their availability.</p> <p>Item 1: _____ Item 2: _____ Item 3: _____ Item 4: _____</p>
3*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Are the materials necessary to complete the task well designed for their intended purpose?
4*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Are the materials necessary to complete the task well organized for their intended purpose?
5	<input type="radio"/> Yes <input type="radio"/> No	<p>Is performance suffering from other tasks not being completed first? If so, indicate those tasks below.</p> <p>Task 1: _____ Task 2: _____ Task 3: _____ Task 4: _____</p>
6	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>If you answered YES for Question 5, are other employees responsible for completing any of the earlier tasks in the process? If so, indicate the employee(s) below.</p> <p>Task 1: _____ Task 2: _____ Task 3: _____ Task 4: _____</p>

INTERVENTION PLANNING			
<p><b>Instructions:</b> Each item scored as NO on the PDC-HS should be considered as an opportunity for intervention with priority given to areas in which multiple items are endorsed. Interventions may be implemented concurrently or consecutively, with the latter option being preferred for settings in which staff resources are limited. Sample interventions and illustrative literature citations for each area are provided below.</p>			
Resources, Materials, & Processes	1	Adjust staffing	<ul style="list-style-type: none"> <li>Shorens, Carroll-Hernandez, Mattson, &amp; Sheldon (2003)</li> </ul>
	3, 5, 4	Improve access to (2), redesign (3), or reorganize (4) task materials	<ul style="list-style-type: none"> <li>Caella, Wilder, Swidort, Rey, Compton &amp; Chong (2010)</li> </ul>
	5, 6	Reassign task persons and personnel	<ul style="list-style-type: none"> <li>Flener, McGee, &amp; Miguel (2009)</li> <li>McGee &amp; Flener (2010)</li> </ul>

Carr, Wilder, Majdalany, Mathisen, & Strain (2013)

PERFORMANCE CONSEQUENCES, EFFORT, & COMPETITION		
1	<input type="radio"/> Yes <input type="radio"/> No	Is the employee ever directly monitored by a supervisor? If so, indicate the frequency of monitoring. <input type="radio"/> hourly <input type="radio"/> daily <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> Other: _____
2	<input type="radio"/> Yes <input type="radio"/> No	Does the employee ever receive feedback about the performance? If yes, indicate below. By whom? _____ How often? _____ Delay from task? _____ Check all that apply: Feedback Focus: <input type="radio"/> Positive <input type="radio"/> Corrective Feedback Type: <input type="radio"/> Written <input type="radio"/> Verbal <input type="radio"/> Graphed <input type="radio"/> Other: _____
3	<input type="radio"/> Yes <input type="radio"/> No	Does the employee ever see the effects of accurate task completion? If yes, how? _____
4	<input type="radio"/> Yes <input type="radio"/> No	Is the task particularly effortful or difficult? _____
5	<input type="radio"/> Yes <input type="radio"/> No	Do other tasks appear to take precedence over the target task? If yes, indicate these tasks below. Task 1: _____ Task 2: _____ Task 3: _____ Task 4: _____

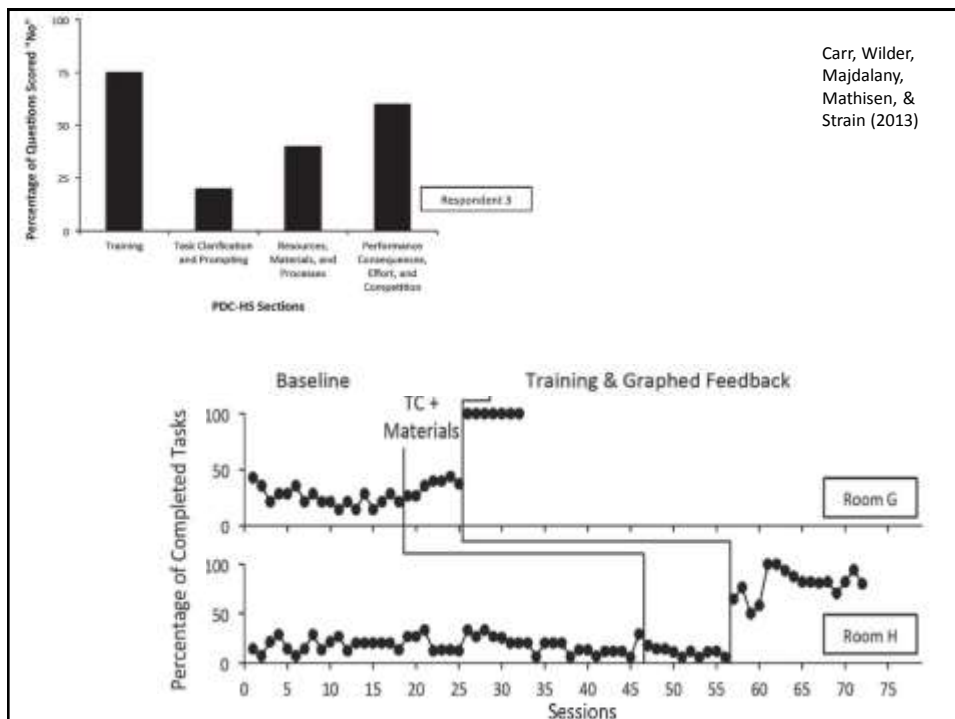
  

INTERVENTION PLANNING		
<p><b>Instructions:</b> Each item scored as NO on the PDC-HS should be considered as an opportunity for intervention with priority given to areas in which multiple items are endorsed. Interventions may be implemented concurrently or consecutively, with the latter option being preferred for settings in which staff resources are limited. Sample interventions and illustrative literature citations for each area are provided below.</p>		
Performance Consequences, Effort, & Competition	1	Increased supervisor presence
	2	Performance feedback
	3	Regularly highlight task successes
	4	Reduce task effort
	5	Reduce previous task properties

• Carr, Wilder, Majdalany, Mathisen, & Strain (2013)
• Carr, Wilder, Majdalany, Mathisen, & Strain (2013)
• Carr, Wilder, Majdalany, Mathisen, & Strain (2013)
• Carr, Wilder, Majdalany, Mathisen, & Strain (2013)
• Carr, Wilder, Majdalany, Mathisen, & Strain (2013)

Carr, Wilder,  
Majdalany,  
Mathisen, &  
Strain (2013)



Carr, Wilder,  
Majdalany,  
Mathisen, &  
Strain (2013)

# Common Interventions

- Gravina, et al. (under review)

Table 2

*Dependent Variables and Independent Variables for Articles Reviewed*

	JAABA (44)		JDBM (22)		BAP (7)	
	Percent	Nam.	Percent	Nam.	Percent	Nam.
DN's						
Treatment Integrity	79.6%	35	36.4%	8	42.9%	3
Safety	15.9%	7	4.6%	1	14.3%	1
Engagement	11.4%	5	22.7%	5	28.6%	2
Administrative and Staff Management	6.8%	3	36.4%	8	0.0%	0
Preparation	4.5%	2	13.6%	3	14.3%	1
Other	0.0%	0	0.0%	0	14.3%	1
Attendance/Turnover	0.0%	0	9.1%	2	0.0%	0
IV's						
Training and/or Antecedents	97.7%	43	63.6%	14	100%	7
Feedback and/or Praise	75%	33	81.8%	18	85.7%	6
Monitoring or Observations by Self/Others	27.3%	12	36.4%	8	14.3%	1
Goal-Setting	15.9%	7	45.5%	10	0.0%	0
Monetary Rewards	2.3%	1	13.6%	3	0.0%	0
Non-Monetary Rewards	0.0%	0	13.6%	3	0.0%	0
Systems re-design	2.3%	1	22.7%	5	0.0%	0
Punishment or Negative Reinforcement	6.8%	3	0.0%	0	0.0%	0
Other	2.3%	1	0.0%	0	0.0%	0

# Common Interventions

- Antecedent Only
  - Task Clarification
  - Job Aids
  - Reduce Task Effort
- Antecedent & Consequence
  - Goal Setting
  - Feedback
  - Monitoring/Observation by Self/Others
- Consequence Only
  - Reinforcement
  - Extinction
  - Punishment

## Task Clarification

- Antecedent intervention
- Providing additional information about what the employee is expected to do
- Often a checklist of steps or written description



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<b><u>TEACHING METHOD</u></b>
<b>PAIR</b>
<b>MIX &amp; VARY TASKS</b> (mix across the operants)
<b>REDUCE LEARNER ERRORS</b> (errorless teaching, prompting)
<b>INTERSPERSE EASY AND HARD TASKS</b> (80% easy, 20% diff)
<b>FADE IN # OF DEMANDS</b>
<b>FADE IN EFFORT AND DIFFICULTY OF RESPONSES</b>
<b>EXTINCTION</b> (for problem behavior)
<b>IMMEDIATELY DELIVER Sr+</b>
<b>PACE INSTRUCTION PROPERLY</b> (16 – 25 trials per minute)

*\*adapted from materials by Dr. Vince Carbone, included with permission*

1. **Prompt:** Present the instructional demand ( $S^D$ ) and immediately (0-second time delay) prompt the learner to respond.
2. **Transfer/Fade:** Re-present the instructional demand and fade some dimension of the prompt (e.g., fade from a physical to a gestural prompt, use a phonemic prompt instead of a full word, decrease physical guidance) or implement a 2-second time delay and allow the learner to respond.
3. **Distracters:** Require 1-5 easy, mastered responses.
4. **Probe:** Re-present the instructional demand and further fade the prompt or probe by waiting 3 seconds for the response to be emitted.
5. **Reinforce or Error Correct:**
  - If the learner's response is correct, deliver a reinforcer. Differentially reinforce as appropriate.
  - If the learner's response is incorrect, run the error correction procedure.

MODIFY THESE PROCEDURES AS NEEDED BASED UPON INDIVIDUAL LEARNER PERFORMANCE.

*\*adapted from materials by Dr. Vince Carbone, included with permission*

## Task Clarification: Research Example

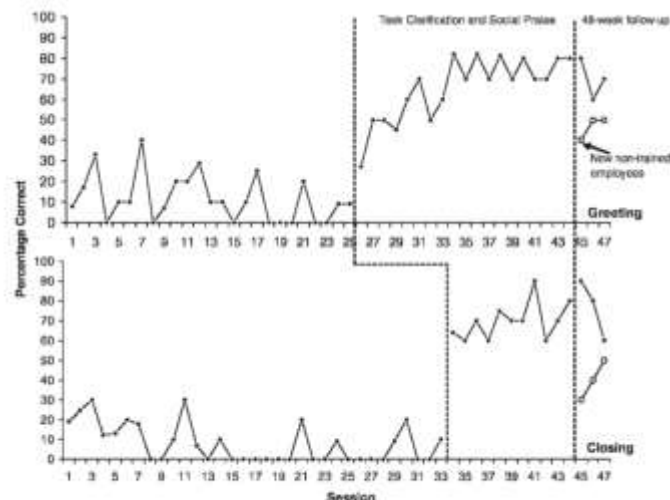


Figure 1. The percentages of correct greeting (top) and closing (bottom) behaviors.

*from Rice,  
Austin, &  
Gravina,  
2009*

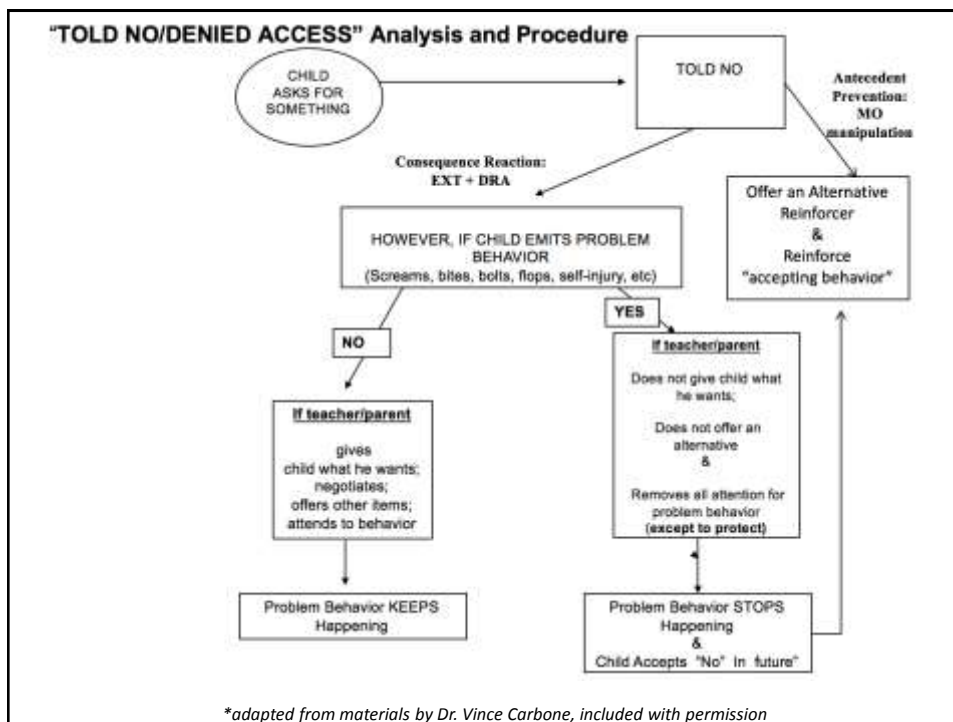
## Job Aids

- Antecedent intervention
- Rules or instructions (reminders) posted in the work environment to help prevent mistakes
- Often signs, diagrams, checklists, etc.
- Usually a part of task clarification or a training package



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### Effective Teaching Procedures For Children With Autism Self Assessment

TEACHING METHODS	YES	NO	ANSWER THE QUESTIONS AND DESCRIBE HOW YOU WILL CHANGE YOUR TEACHING PROCEDURES IN ANY AREA THAT YOU CHECKED "NO"
PAIR			What positive reinforcers will compete with the reinforcers currently maintaining the interfering behaviors? Which reinforcers are more valuable than others?
MIX & VARY TASKS			Which operants? What skills within each operant? What system will we use to ensure we mix across all operants?
REDUCE LEARNER ERRORS			What errorless teaching procedures will we use? What prompting methods will we use?
INTERSPERSE EASY AND HARD TASKS			Which responses are likely to be easy? Which are likely to be hard? What ratio of easy to hard will we use?
FADE IN # OF DEMANDS			What VR schedule will we set initially? Within each session, how will we plan to fade in demands (i.e., build up to that VR schedule)?
FADE IN EFFORT AND DIFFICULTY OF RESPONSES			What easy responses will we use at first? Which responses will be more or less effortful?
EXTINCTION			How will we apply extinction when necessary?
IMMEDIATELY DELIVER S+			How will we structure the instructional environment so we can immediately deliver reinforcers?
PACE INSTRUCTION PROPERLY			What will the duration of the inter-trial interval (ITI) initially be?

*\*adapted from materials by Dr. Vince Carbone, included with permission*





## BREAKOUT SESSION

- Select one of the behaviors you previously discussed, for which you think the type of problem suggests a task clarification or job aid intervention.
  - Why do you think this?
  - Describe what this intervention might look like.

## Reduce Task Effort

- Antecedent intervention
- Manipulating the environment to make the job easier
- Often includes
  - Moving materials closer to where they're used
  - Rearranging the physical layout of the room
  - Eliminating unnecessary steps



## Reduce Task Effort: Research Example

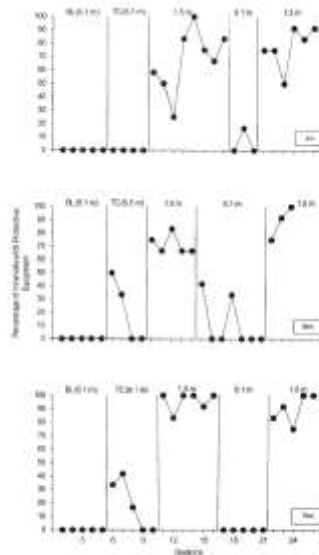


Figure 1. Percentage of intervals in which postural posture was more across baseline (BL), individualized (TFC), 1.5-in., and 8.1-in. conditions for John, Sam, and Paul.

from  
Abellon &  
Wilder,  
2014

## Reduce Task Effort: Research Example

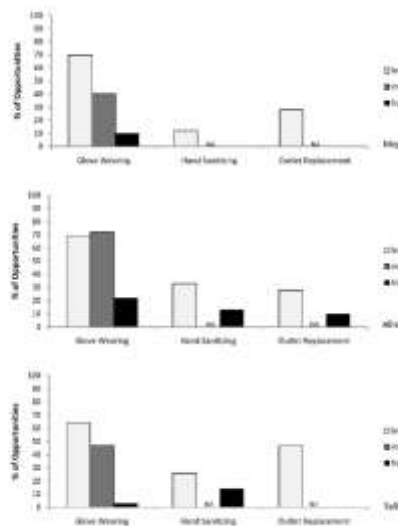


Figure 2. Percentage of opportunities with safe behavior for glove wearing, hand sanitizing, and outlet replacement across effort conditions for Meg, Alie, and Sally.

from  
Casella,  
Wilder,  
Neidert, Rey,  
Compton, &  
Chong, 2010



## BREAKOUT SESSION

- Select one of the behaviors you previously discussed, for which you think the type of problem suggests a reduction in response effort intervention.
  - Why do you think this?
  - Describe what this intervention might look like.

## Goal Setting

- Antecedent/consequence intervention
- Specifying target levels of performance for staff to demonstrate
- Sometimes just setting the goal changes performance
  - Consider Game Theory
  - Can be enhanced by publicly posting group performance

## Goal Setting: Research Example

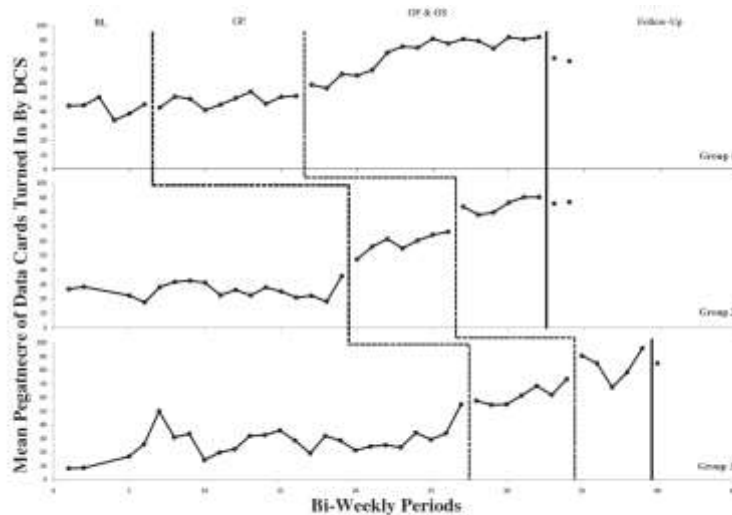


Figure 4. Aggregated data across all residential homes. DCS = direct care staff; BL = baseline; GF = graphic feedback; GS = goal setting.

from Gil  
& Carter,  
2016

## Feedback

- Antecedent/consequence intervention
- “Information about performance that allows an individual to adjust his or her performance” (Daniels, 2000).
- Connects:  
Past Performance → Current Performance → Goal

## Feedback (cont'd)

- Types
  - Positive
  - Corrective
- Methods
  - Verbal
  - Visual/graphic



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## Characteristics of Effective Feedback (Daniels, 1989, 2000)

- Specific
- Related to Performance under the Behavior's Control
- Immediate & Frequent
- Easy to Understand
- Individual
- Delivered in Person & in Private
- Graphic
- **Antecedent for Reinforcement**



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## Feedback Tips & Examples

- Feedback should be descriptive about specific behaviors
  - Non-example
    - You did a better job with circle today.
  - Example
    - You did a great job providing at least three individual instructions per child. The instructions were appropriate for each child's skill level and interspersed evenly throughout circle.



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- Feedback should focus on the performance, NOT the individual
  - Non-example
    - You got really frustrated with your client when he kept giving the wrong answer.
  - Example
    - When he kept getting the answer wrong, I saw and heard a change in your interactions with him. Your instructions became sharper and shorter, suggesting some frustration. I know it can be really difficult, but try to keep a neutral tone of voice. But, if you really just can't, it's ok to ask someone to jump in so you can "walk it off."



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- Feedback should involve “I statements”
  - Non-example
    - You to need have the reinforcers more accessible so you can deliver them immediately.
  - Example
    - This time, I want you to hold the edible in your hand before you present the demand. That way, it can be immediately delivered within a split second of him giving the correct response.



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## Feedback: Research Example

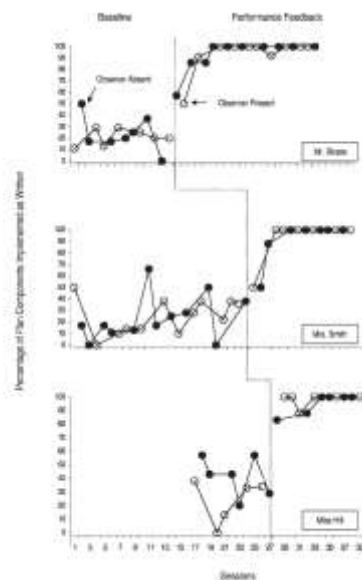


Figure 1. Percentage of correct responses plus composite improvement as noted across sessions.

from  
Coddling,  
Livanis,  
Pace, &  
Vaca, 2008



## Providing Feedback

(Daniels 1989, 2000)

- Avoid the use of “but” and the sandwich method.
- Try to provide corrective feedback separately from positive feedback.
- 4:1 Positive to Corrective Ratio
- Draw attention to naturally occurring reinforcers



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## Providing Feedback

(Reid, Parsons, & Green, 2010)

1. Begin with a positive or empathetic statement.
2. Specify what staff performed correctly.
3. Specify what staff performed incorrectly (if applicable).
4. **Specify what staff need to do to correct anything from Step 3.**
5. Solicit questions from staff about this information.
6. Inform staff about next training or supervisory steps.
7. End with positive or empathetic statement.



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## So what's the right way?

- What works best for you
  - You can be comfortable
  - Sincere
  - Fluent
- Adjust based on the trainee
  - Positive only in moment; corrective immediately before next practice opportunity
  - Ask for trainee's preference

# Feedback: Research Example

*Journal of Organizational Behavior Management*, 35:321–335, 2015  
Copyright © Taylor & Francis Group, LLC  
ISSN: 0160-8061 print/1540-8604 online  
DOI: 10.1080/01608061.2015.1093057



## Should You Order the Feedback Sandwich? Efficacy of Feedback Sequence and Timing

AMY J. HENLEY and FLORENCE D. DiGENNARO REED  
*University of Kansas, Lawrence, Kansas, USA*

*This study sought to investigate the efficacy of feedback sequence—namely, the feedback sandwich—and timing on performance. Undergraduate participants performed simulated office tasks, each associated with a feedback sequence (positive–corrective–positive, positive–positive–corrective, corrective–positive–positive, and no feedback), presented in a counterbalanced fashion. Half of the participants received individual verbal feedback delivered privately by the researcher immediately after each session, and the remaining participants received the same type of feedback immediately before each session. The aggregate data suggested no feedback was the most efficacious for participants who experienced feedback prior to performance, and the corrective–positive–positive sequence was the most efficacious for participants who received feedback following performance. Differences in feedback timing were not significant except for the no feedback condition. These results document that the feedback sandwich was not the most efficacious sequence, despite claims to the contrary.*

## Publicly Posting Feedback

- Suggested for group data, not individual
- If post individual data, use a code
- Preference and effect has yet to be determined through research



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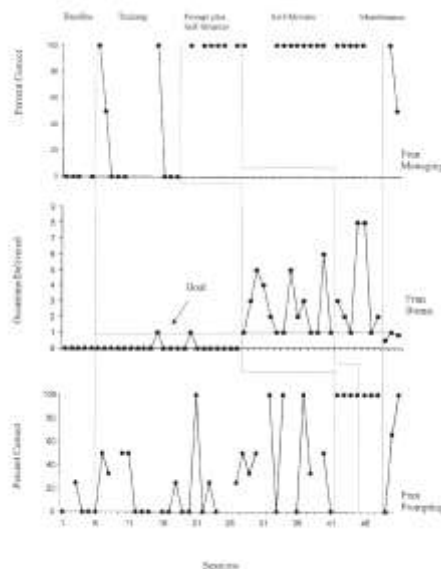
## Monitoring/Observation by Self/Others

- Using self-checklists
- Peer observations/monitoring



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## Self-Monitoring: Research Example



from  
Petscher &  
Bailey,  
2006

Figure 2. Levels of monitoring disruptive student behavior, delivery of bonus points, and prompting appropriate student behavior during baseline and treatment phase for Tim.



## BREAKOUT SESSION

- Select one of the behaviors you previously discussed, for which you think the type of problem suggests a goal setting, feedback, and/or self-monitoring intervention.
  - Why do you think this?
  - Describe what this intervention might look like.



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## Reinforcement, Extinction, or Punishment

- Overused in Businesses
  - Negative reinforcement
  - Tangibles as positive reinforcers
  - Punishment
- Underused in Businesses
  - Sincere, genuine positive reinforcement



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## Selecting Reinforcers

- Use verbal-based preference assessments (e.g., surveys, rankings)
- Do NOT assume the supervisor knows best (Wilder, Rost, & McMahon, 2007)



## BREAKOUT SESSION

- Think of an overused consequence in your workplace (i.e., negative reinforcement or punishment). How could you rework this into a positive reinforcement contingency?

## What about re-training as an intervention?

- It's often not necessary
  - Job is unclear: task clarification
  - Task only occurs with reminders: job aids
  - “Won’t do” (performance problems): consequence interventions
- But re-training IS appropriate
  - For skill deficits or “can’t do” problems
  - If the skill was never learned
  - Or if performance deteriorated over time



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## Steps in Performance Management

1. Pinpointing
2. Developing an Assessment Tool
3. Training
4. Monitoring
5. Intervening
6. Evaluating & Revising



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## 6. Evaluating & Revising

- Continue to monitor performance
- Graph data
- Use data-based decision guidelines to determine if interventions are working or need to be changed
- Change interventions as often as needed to achieve desired performance
- Changes still function-based



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## Objectives Review

By the end of today's presentation you should be able to...

1. Recognize what OBM is.
2. Identify how OBM can be useful with classroom staff.
3. Be familiar with some common OBM assessments.
4. List several techniques that might be useful in improving staff member's behavior.



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## How can you learn more?

- Join OBM Network: <http://obmnetwork.com/>
- Read JOBM: <http://www.tandfonline.com/loi/worg20>
- Follow the work of prominent OBM researchers and consultants
  - John Austin
  - Barbara Bucklin
  - Aubrey Daniels
  - Alyce Dickinson
  - Brett DiNovi
  - Nicole Gravina
  - Heather McGee
  - Ryan Olson
  - David Wilder



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<http://web2.fit.edu/bst/programs/aba/ceu.php>

### OBM/PM Systems Analysis/BBS

Course Name	Course ID	CE's	Registration Page
OOPS! 13 Management Practices That Waste Time and Money	BEHP1110	1.5	<a href="#">Learn More</a>
Behavior Analysis and Traffic Safety	BEHP1113	3.5	<a href="#">Learn More</a>
Essentials of Organizational Behavior Management (OBM)	BEHP1114	11.0	<a href="#">Learn More</a>
Behavioral Systems Analysis	BEHP1115	13.0	<a href="#">Learn More</a>
Behavior Based Safety	BEHP1116	12	<a href="#">Learn More</a>
Training in OBM	BEHP1118	3	<a href="#">Learn More</a>
Performance Based Pay	BEHP1121	6	<a href="#">Learn More</a>
Behavior Analysis Basics for OBM	BEHP1138	0	<a href="#">Learn More</a>
Understanding the Observer Effect and How To Leverage its Benefits	BEHP1152	1.5	<a href="#">Learn More</a>
Help Your Staff Be The Best They Can Be: Behavioral Skills Training	BEHP1153	2	<a href="#">Learn More</a>
Learning in the Workplace	BEHP1158	4.5	<a href="#">Learn More</a>
How to Train, Evaluate, and Manage Staff	BEHP1162	3	<a href="#">Learn More</a>
Ethics from an OBM Perspective	BEHP1180	2.5	<a href="#">Learn More</a>
The 21st Century BCBA Supervisor Course Series	BEHP1191	10	<a href="#">Learn More</a>
BEHP1182 Behavioral Skills Training for Supervisors	BEHP1182	1	<a href="#">Learn More</a>
Feedback Fundamentals for Supervisors	BEHP1193	1	<a href="#">Learn More</a>
Evaluating the Effects of Supervision	BEHP1194	1.5	<a href="#">Learn More</a>
The Warden Factor	BEHP1197	1.5	<a href="#">Learn More</a>
Leadership Ethics: Supervision Mistakes	BEHP1208	1	<a href="#">Learn More</a>

## New and Improved OBM Certificate Program

The Organizational Behavior Management (OBM) certificate program has been improved based on the demand for a more hands-on learning experience. Participants in our new and improved OBM certificate program will learn the essentials of OBM and what learning in the workplace is all about and will develop the skills necessary to design, implement and evaluate an OBM project. Participants will implement a project identified by their sponsoring organization (where they work), resulting in a customized, targeted project to support their organizational needs.

The new and improved OBM certificate program includes three continuing education courses:

BEHP1114:

### Essentials of Organizational Behavior Management (OBM)

An introduction to the field of organizational behavior management (OBM)

Register

BEHP1159:

### Learning in the Workplace

A comprehensive overview of learning in the context of the workplace, including needs assessment, evaluation and more

Register

BEHP1180:

### OBM Applied

An instructor-led project-based course. Participants can work in a group, implementing one project together, or as an individual, working on their own project.

Register

Please call (321) 674-8382, option 2 to inquire about purchasing the OBM certificate program as a bundle. Information on bundle pricing can be found under the OBM FAQ tab.

<http://web2.fit.edu/bst/obm-certificate.php>

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