



OBM in Practice: Improving Staff Performance in Human Service Settings

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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
 - Parsons, M.B., & Reid, D.H. (2011). *Behavior Analysis in Practice*, 4, 53-60.



Common Example of How Not to Train



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

- Parson, M.B., Rollyson, J.H., & Reid, D.H. (2012). Evidence-based staff training: A guide for practitioners. *Behavior Analysis in Practice, 5*, 2-11.
- 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

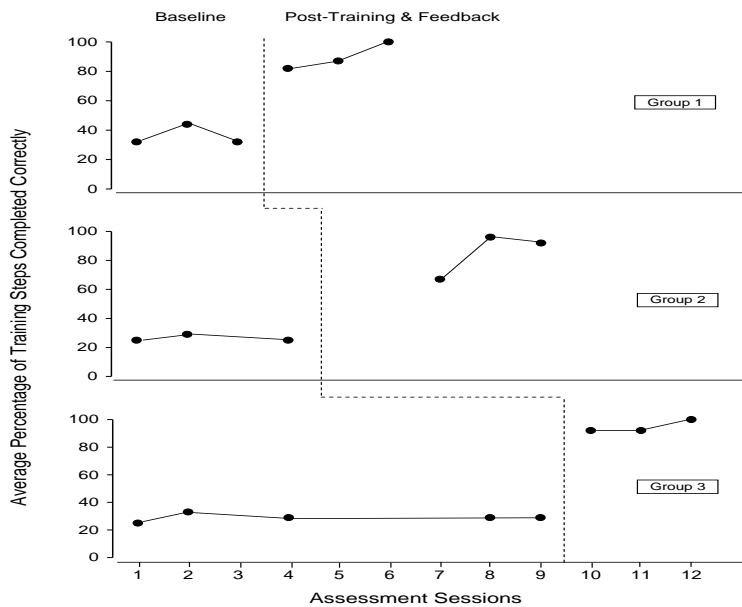


Pyramidal Training

- Parsons, M.B., Rollyson, J.H., & Reid, D.H. (2013). Teaching practitioners to conduct behavioral skills training: A pyramidal approach for training multiple human service staff. *Behavior Analysis in Practice*, 6, 4-16.

Pyramidal Training (Training Clinicians to Train Staff)

- Background (participants)
- Method
 - Simulated assessments
 - Brief group training
 - On-the-job assessments





A Curriculum for Training Supervisors

- Reid, D.H., Parsons, M.B., & Green, C.W. (2011). *The Supervisor Training Curriculum: Evidence-Based Ways to Promote Work Quality and Enjoyment Among Support Staff*. American Association on Intellectual and Developmental Disabilities
- www.aidd.org
- <http://bookstore.aidd.org>



Behavioral Outcome Management

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Making Monitoring Acceptable

- Reid & Parsons (1995). Comparing choice and questionnaire measures of the acceptability of a staff training procedure. *Journal of Applied Behavior Analysis, 28*, 95-96.



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
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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.
- vs. *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



Behavioral Outcome Management

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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



Creating a Motivating Work Environment

- Parsons, Reid, & Crow (2003). The best and worst ways to motivate staff in community agencies: A brief survey of supervisors. *Mental Retardation*, 41, 96-102.



Best Ways to Motivate

- “Evidence-based” sources
- Positive feedback and interactions
- Helping out
- Participative management
- Providing structure



Worst Ways to Motivate

- Negative feedback and interactions
- Supervisory inaction
- Authoritative management
- Inattention to job structure
- Miscellaneous
- Supervisor inaccessibility



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
- Reid, D.H., Parsons, M.B., & Green, C.W. (2012). *The Supervisor’s Guidebook: Evidence-Based Strategies for Promoting Work Quality and Enjoyment among Human Service Staff.*
- www.behaviordevelopmentsolutions.com



Motivation

Working Hard (Proficiently) & Enjoying Work

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



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