



# BEST PRACTICES IN STAFF TRAINING

Holly Bihler & Robert Lehardy



# A Little Bit About Us

- Behavior Treatment & Training Center
  - Short-term residential facility for consumers with severe problem behaviors
  - Consumers aged 7-17 with intellectual and developmental disabilities
  - Focus on behavioral treatments
  
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# Objectives

- Overview of best practices in staff training:
  - What are “best practices”
  - Why they are important
  - How specific practices were selected
  
- List and describe some best practices in staff training
  - Competency and performance-based training
  - Descriptive feedback
  
- Discuss staff training at Texana BTTC

# What is a “Best Practice”?

- Methods which are consistently demonstrated to achieve superior results
  
- Best practices in **staff training** can lead to:
  - Higher staff competency
  - More efficient training
  - Time savings
  - Positive work environment

# How to Identify “Best Practices”?

- Not through anecdotes
  
- **Data-backed empirical evidence**
  - Literary search of the Journal of Applied Behavior Analysis (JABA)
    - 2000-Present, focused on staff training methods
    - What has worked best for others

# According to the Research...

- Best staff training outcomes result from:
  1. Initial training consisting of written and/or verbal instruction combined with one or more of the following:
    - Modeling/Demonstration
    - Rehearsal/Role-play
    - Feedback
    - Video modeling
  2. Observing staff performance
  3. Providing post-training feedback
  4. Repeating until proficiency is high
  5. Using performance-based consequences (if needed)
  6. Planning for “training drift”
  
- Let's talk about these methods individually

# Initial Training

- Reid, D. H., & Parsons, M. B. (2002). Working with staff to overcome challenging behavior among people who have severe disabilities: A guide for getting support plans carried out. Morganton, NC: Habilitative Management Consultants.
- Reid, D. H., & Parsons, M. B. (2006). Motivating Human Service Staff. Morganton, NC: Habilitative Management Consultants.
- Eileen M. Roscoe & Wayne W. Fisher. Evaluation of an efficient method for training staff to implement stimulus preference assessments. *Journal of Applied Behavior Analysis*, 2008, 41, 249-254. \*\*\*
- Randi A. Sarokoff & Peter Sturmey (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 37, 535-538. \*\*\*
- Nancy Dib and Peter Sturmey (2007). Reducing student stereotypy by improving teachers' implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 40, 339-343. \*\*\*
- Rocio Rosales, Karen Stone, & Ruth Anne Rehfeldt. (2009) The effects of behavioral skills training on implementation of the picture exchange communication system. *Journal of Applied Behavior Analysis*, 42, 541-549.
- Darlene Nigro-Bruzzi & Peter Sturmey (2010). The effects of behavioral skills training on mand training by staff and unprompted vocal mands by children. *Journal of Applied Behavior Analysis*, 43, 757-761.



# Written Instructions

- Common form of staff training
  - ▣ Manuals and guides
  - ▣ Computer training
  - ▣ Behavior, OT, Speech Programs
  - ▣ Instructions through email
  
- Example: Prompting Sequences

# Written Example: Prompting Sequences

## Prompting Sequence

Be in position first

Don't say "no"

1. Give the instruction (only say it once)



2. Use a gesture (quietly)



3. Light physical prompt (quietly)



4. Hand over Hand Prompt (quietly)



“good job following directions”



# Verbal Instructions

- Verbally explaining what you want staff to do
  - Often paired with written instructions
  - Group presentations
  - One-on-one
  
- “On the job training”
  - Example: Behavior Programs, Employee Orientation

# Verbal Example: Behavior Programs

TARGET BEHAVIOR	CONSEQUENCE
<p><b><u>Aggression toward self:</u></b> open or closed-handed head banging, hitting any part of his body with any other body part or object, vomiting on purpose, attempts at these, or any other behaviors that may result in self-injury</p> <p><b><u>Aggression toward others:</u></b> hitting, kicking, pushing, grabbing, pulling or spitting on others, attempts at these, or any other behaviors that may result in others being injured</p> <p><b><u>Aggression toward environment:</u></b> destroying or throwing furniture, books or other items or objects, slamming or destroying doors, breaking windows, punching holes in walls, attempts at these, or any other behaviors that may result in property destruction</p>	<p><b>If aggression happens after you ask him to do something:</b></p> <ol style="list-style-type: none"> <li>1. Block all aggression and remove dangerous items. Provide as little attention as possible for the problem behavior.</li> <li>2. Verbally prompt him <b>only once</b> to comply with the instruction at hand.</li> <li>3. If compliance is not gained with verbal prompts, use the prompting sequence to ensure compliance.</li> <li>4. If Client is attempting to hurt others use the prompting sequence to have him move away from them.</li> <li>5. Once aggressive behaviors have stopped, redirect him back to the task at hand.</li> </ol> <p><b>If you have not just asked him to do something (no demands present):</b></p> <ol style="list-style-type: none"> <li>1. Block all aggression and monitor Client. Provide as little attention as possible for the problem behavior.</li> <li>2. If Client is engaged in a fun activity, use the prompting sequence to have him stop that activity. He may continue with the fun activity after his aggressive behaviors have stopped for 10 minutes.</li> <li>3. If necessary, block additional aggression, remove items that could be used to harm others, or prompt him to move away from others.</li> <li>4. Once aggressive behaviors have stopped, redirect him back to the task at hand.</li> </ol> <p><b>If Client has self-aggression involving his head:</b></p> <ol style="list-style-type: none"> <li>1. Physically block attempts to head-bang. Do not comfort him or talk to him while you are blocking attempts to head-bang.</li> <li>2. Prompt Client to move away from desks, walls, or other dangerous objects without giving him verbal or physical attention so that he cannot easily hit his head.</li> <li>3. After head-banging has stopped, tell Client <b>only one time</b> to keep his “hands quiet.” He should respond by placing his hands flat down by his sides or in front of him, in his lap or on another surface.</li> <li>4. While Client’s hands are in the “hands quiet” position you may give him verbal praise related to having his hands quiet.</li> <li>5. From the hands quiet position, immediately prompt him to continue with whatever task he was doing when the head-banging started.</li> </ol>
<p><b><u>Unauthorized departure:</u></b> leaving assigned staff or area without permission</p>	<ol style="list-style-type: none"> <li>1. Catch up with Client but don’t talk to him. Keep a neutral expression.</li> <li>2. When you catch up with him, prompt him to stop and say, “Stop”.</li> <li>3. Have him walk back to where he ran from and have him continue with the task at hand.</li> </ol>

# Verbal Example: Employee Orientation

## The **A, B, Cs** of ABA

- ▶ In order to do ABA, we focus on our A, B, Cs
  - ▶ A stands for **antecedent**, or what is going on just before the behavior
  - ▶ B stands for the **behavior**, or the activity we are looking for
  - ▶ C stands for **consequence**, or what happens directly after the behavior
- ▶ Example: why do people **eat food**?
  - ▶ A?
  - ▶ B?
  - ▶ C?

# Are Verbal and Written Instructions Enough?

- The research suggests that written and/or verbal instructions alone are insufficient
- Across all studies: 15-70% staff performance with only verbal and written instructions
- A combination of written and/or verbal instruction plus
  - Modeling/Demonstration
  - Rehearsal/Role-Play
  - Feedback
  - Video Modeling
- When all of these are used together it is referred to as Behavioral Skills Training (BST)

# Modeling/Demonstration

- A visual demonstration of the skill being performed correctly
  - Teacher can model to learner for training
  - Learner can model to teacher to identify and demonstrate errors in performance
  
- Helpful when the learner is a “visual learner”
  
- Example: Prompting Sequences

# Modeling Example: Prompting Sequences



# Rehearsal/Role-Play

- Rehearsal: Learner performs a skill under observation
  
- Role-play: Learner is given a typical situation to use a skill and practices with another person
  - Many applications
  
- Best to use these methods over multiple trainings
  - With different people
  - In different settings
  - Across different skills

# Feedback

- Nancy Dib and Peter Sturmey (2007). Reducing student stereotypy by improving teachers' implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 40, 339-343.
- Dennis B. Mozingo, Tristram Smith, Mary R. Riordan, Maxin L. Reiss, & Jon S. Bailey. (2006) Enhancing frequency recording by developmental disabilities treatment staff. *Journal of Applied Behavior Analysis*, 39, 253-256.
- Marsha B. Parsons, Jeannia H. Rollyson, & Dennis H. Reid (2004). Improving day-treatment services for adults with severe disabilities: a norm-referenced application of outcome management. *Journal of Applied Behavior Analysis*, 37, 365-377.
- Dennis H. Reid, Carolyn W. Green, & Marsha B. Parsons (2003). An outcome management program for extending advances in choice research into choice opportunities for supported workers with severe multiple disabilities. *Journal of Applied Behavior Analysis*, 36, 575-578.
- Eileen M. Roscoe, Wayne W. Fisher, Ashley C. Glover, & Valerie M. Volkert. (2006) Evaluating the relative effects of feedback and contingent money for staff training of stimulus preference assessments. *Journal of Applied Behavior Analysis*, 39, 63-77.
- Eileen M. Roscoe & Wayne W. Fisher. Evaluation of an efficient method for training staff to implement stimulus preference assessments. *Journal of Applied Behavior Analysis*, 2008, 41, 249-254.
- Randi A. Sarokoff & Peter Sturmey (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 37, 535-538.



# Feedback

- Definition: Giving the learner specific information after a skill performance
- Emphasis on specific; non-specific feedback results in no useful information
  - Specific, detailed feedback is a starting point
  - People want and need a rationale
  - Encourage them to ask questions

# Qualities of Feedback

- **Tone** of feedback
  - ▣ The demeanor with which feedback is delivered
  
- **Reasons** to give feedback
  - ▣ To correct low performance
  - ▣ To praise high performance

# Tone of Feedback

- Feedback takes many forms:
  - **Purely negative** (i.e., “You did that terribly. You didn’t use a reinforcer, you went too slow and made too many mistakes. That was awful.”)
  - **Purely positive** (i.e., “You ran that program great! You made sure to find a reinforcer before starting, you ran the trial quickly and didn’t make any mistakes. Awesome work!”)
  - **A mix** (i.e., “I like that you found a reinforcer before starting. You didn’t make any mistakes, but they looked bored halfway through. Maybe you could try upping your pace to get them to engage better. Overall, I really liked what I was seeing today!”)

# Tone of Feedback

- As Behavior Analysts, we can say the following with certainty:
  - Negative feedback emphasizes errors; learner may correct the errors to avoid getting more negative feedback
    - Low potential for independent “growth”
  - Positive feedback emphasizes excellent behaviors; learner will have excellent behaviors more often
    - Higher potential for “growth”
    - Not all feedback can be 100% positive
  - Mix is more realistic, but give more positive feedback than negative feedback
    - The “feedback sandwich”
    - 4:1 ratio of positive to negative feedback (*Daniels, 2000*)
    - If criticism is the meat, make it a 1/4 Pounder, not a Whopper

- What kind of feedback are you giving?



# Video Modeling

- AnjaliBarretto, David P. Wacker, Jay Harding, John Lee, & Wendy K. Berg. (2006) Using telemedicine to conduct behavioral assessments. *Journal of Applied Behavior Analysis*, 39, 333-340.
- Eva Boyer, Raymond G. Miltenberger, Catherine Batsche, & Victoria Fogel. (2009) Video modeling by experts with video feedback to enhance gymnastics skills. *Journal of Applied Behavior Analysis*, 42, 855-860.
- Cynthia N. Catania, Daniel Almeida, Brian Liu—Constant, & Florence D. DiGennaro Reed. (2009). Video modeling to train staff to implement discrete-trial instruction. *Journal of Applied Behavior Analysis*, 42, 387-392.
- Shawnee Collins, Thomas S. Higbee, & Charles L. Salzberg. (2009) The effects of video modeling on staff implementation of a problem-solving intervention with adults with developmental disabilities. *Journal of Applied Behavior Analysis*, 42, 849-854.
- Lavie, T., & Sturme, P. (2002). Training staff to conduct a paired-stimulus preference assessment. *Journal of Applied Behavior Analysis*, 35, 209-211.



# Video Modeling

- New, rapidly evolving technology
  - Cheap video recording equipment
  - Simple, straightforward software
  
- Can supplement written, verbal instruction
  
- Can replace written, verbal instruction
  - Potentially massive time savings

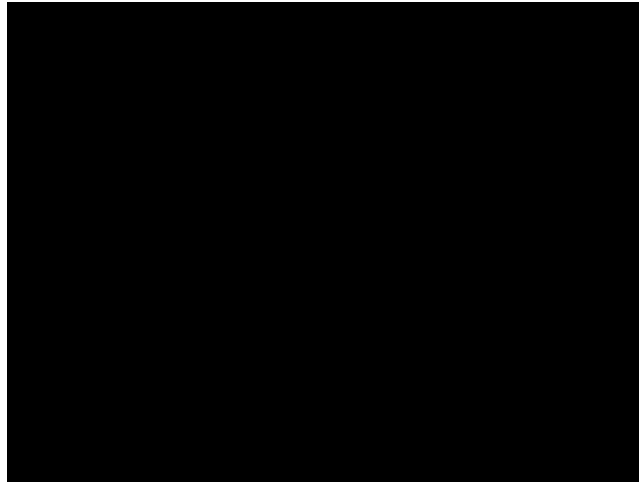
# Video Modeling

- Video-modeled staff in-servicing
  - ▣ Best for teaching basic, concrete skills:
    - Prompting sequences
    - Preference assessments
    - Data collection
    - Use of token/point/other reinforcement systems

# Qualities of Good Video Models

- Good video models have:
  - ▣ Clear video, audio
  - ▣ Auditory commentary
  - ▣ Overlaid written instructions
  - ▣ Demonstrations of multiple examples
  
- Pair video models with rehearsal and role-play
  
- Think of the time savings...
  - ▣ Could even replace pyramidal training methods

# Example: Video Modeling



# Future of Video Modeling

- Not just pre-recorded video for training
  
- To actually provide live, remote training
  - Telemedicine (*Barretto et al., 2006*)
  - Virtual care program at UNMC
  
- Not as good as face-to-face, but very useful when face-to-face is difficult or impossible

# Now What?

- Just because you have trained the skills doesn't mean that people will perform them!
- The next step is monitoring performance and improving implementation in the natural environment

# Now What?

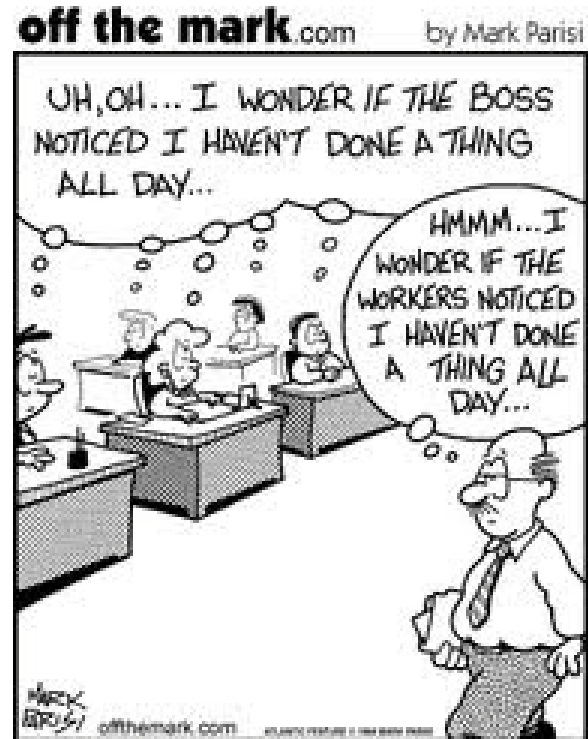
- Best staff training outcomes result from:
  1. ~~Initial training consisting of written and/or verbal instruction combined with one or more of the following:~~
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  6. Planning for “training drift”

# Observing Staff Performance

- Skills trained in one place do not always generalize to the actual work setting
- It doesn't matter what staff can do during training if they can't or won't do it in the work setting

# Observing Staff Performance

- Staff should be able to correctly implement at least 80% of the components to be considered proficient. For some skills, 100% must be required. – The “80% Rule” (Reid & Parsons, 2002)
- To follow the 80% Rule, you must observe performance



# Observing Staff Performance

- Observing staff performance is crucial
  - Poor observation is probably where staff training breaks down
  
- Several methods of observation:
  - Observe permanent products
  - Actual, in-person observation
    - Performance checklists
    - Time sampling procedures
  - Event recording
  - Video observation

# Observing Permanent Products

- A permanent product is an observable outcome of some action
  - ▣ Work attendance records
  - ▣ Documented completion of training sessions
- Permanent products can tell you if something did(n't) happen
- Permanent products can't tell you why it did or didn't happen
- Permanent products (or lack of) can be warning signals
  - ▣ Perhaps the program is not being run
    - Signal to use in-person observation

# In-Person Observation

## □ Crucial

- Allows you to detect errors
  - Give feedback
  - Retrain
- Lets you praise good performance
- Gives insight on program implementation issues
  - Skill deficits or lack of motivation
- Potentially establish issues with program
  - Idiosyncratic issues with consumer or staff

# In-Person Observation

- Performance checklists are a common way to grade staff performance
  - Useful when an activity must be correct from beginning to end
  - Can be used as part of training to detect errors
  
- Time-sample forms can be used throughout the day to see if a staff behavior is happening
  - Most useful for behaviors that happen frequently
  - Can be conducted informally
  - Very time efficient

# Example: Performance Checklist

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

Date: 6/3/11

BCBA/CT/aCT: \_\_\_\_\_

Objectives	Correct	Incorrect	No Opportunity	Notes
Materials well organized and easily accessible before instruction begins	✓			
Session begins with short manding session			✓	
Follows student's reinforcement schedule and makes adjustments based on student's responding; follows student's motivation with choice for reinforcers		✓		Stretched VR quite a bit. <sup>was</sup> responding, however this can be a problem w/ her
Establishes instructional control prior to teaching or teacher is following correct behavior protocol as needed	✓			You have great instructional control!
Tone of voice is natural; distinction between Sd and praise (tone of voice can be individualized); pleasant demeanor across the day with staff, students, and families	✓			
Probes are introduced with correct field size, Sd, operant, and data collection is correct	✓			
Trials are revisited during the session, especially those with errors			✓	
Mixes and varies operants (VP, FM, receptive, tact, IV, imitation)		✓		
Uses correct prompting sequence for different skills including prompt fading, errorless learning, and correct time delay	✓			
Correct error correction procedure including blocking errors and beginning trial over	✓			
Use of differential reinforcement		✓		
Short Inter Trial Interval (ITI); quick pace of instruction less than 1 second unless defined otherwise		✓		Because she gets off task so easily, give small instructions while recording data or gathering materials
Follows student's ratio of acquisition to maintenance (ex. 40%/60%)	✓			
Totals	7/11			

# Example: Time-Sample Form

## EXAMPLE OF A TIME-SAMPLE FORM FOR MONITORING STAFF COMPLIANCE WITH A WORK ACTIVITY SCHEDULE

Date: September 5, 2005      Y = yes; N = no

### Observation

- |                         |                     |                       |
|-------------------------|---------------------|-----------------------|
| 1. Time: <u>8:20am</u>  | Staff: <u>Lenzi</u> | On schedule: <u>Y</u> |
| 2. Time: <u>11:00am</u> | Staff: <u>Alva</u>  | On schedule: <u>Y</u> |
| 3. Time: <u>1:30 pm</u> | Staff: <u>Lenzi</u> | On schedule: <u>N</u> |
| 4. Time: <u>3:20 pm</u> | Staff: <u>Dora</u>  | On schedule: <u>Y</u> |

# Video Observation

- Possible in some environments
  
- Some caveats:
  - Inform staff that performance is monitored
  - Inform staff of purpose of monitoring
  
- Can be useful to demonstrate errors to staff
  - Record error, review video with staff, and model or role-play correct performance

# Who Should Observe?

- Plan authors, supervisors, other people that know the procedure
  - ▣ Authors should observe most
  
- Plan observation times to see specific programs
  
- If you can't observe at a specific time, ask the staff member to “show you”
  - ▣ Use rehearsal and role-play

# What Do I Do with the Information Obtained During Observation?

- Best staff training outcomes result from:
  1. ~~Initial training consisting of written and/or verbal instruction combined with one or more of the following:~~
    - ~~Modeling/Demonstration~~
    - ~~Rehearsal/Role-play~~
    - ~~Feedback~~
    - ~~Video modeling~~
  2. ~~Observing staff performance~~
  3. Providing post-training feedback
  4. Repeating until proficiency is high
  5. Using performance-based consequences (if needed)
  6. Planning for “training drift”

# Post-Training Feedback

- Give post-training feedback in a **timely** fashion; delays reduce impact and effect
  - Provide feedback often after skills demonstrations
  
- Corrective feedback
  - Specific, timely, with praise for good performance
  
- Plain old praise
  - To reinforce high performance
  - Specific, timely, varied praise
  - Use praise to not be bad news bearer

# Am I Done Yet?

- Best staff training outcomes result from:
  1. ~~Initial training consisting of written and/or verbal instruction combined with one or more of the following:~~
    - ~~Modeling/Demonstration~~
    - ~~Rehearsal/Role-play~~
    - ~~Feedback~~
    - ~~Video modeling~~
  2. Observing staff performance
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# Help! They're Still Not Demonstrating the Skills!

- You have options!
  
- Is it a skill deficit?
  - Retrain by using steps 1-3 until proficiency is high
  
- Is it a lack of motivation?
  - i.e., They are able to perform the skill but are not doing so

# What is Motivation?

- “Working hard and enjoying work”
  
- Why is motivation often at low levels in human service agencies?
  - The nature of the human service jobs
  - The nature of the human service work force

# Low Motivation and the Bottom Line

- No clear, objective bottom line index of how well a human service agency provides its services
  
- The bottom line of staff training is to change client's behavior, health, skills, etc.
  - This should be in line with the company's mission
  - Give staff something to work for
  - Let them know what the clients' goals are and share progress toward the goal
  - Show people that what they do everyday has a positive (or negative) effect

# Low Motivation and Unclear Duties

- There is confusion over what staff should and shouldn't be doing on a daily basis
  
- Specify job duties and responsibilities
  - A “model of good behavior” must exist
  - Be prepared to overcome disagreement and confusion over what duties have top priority
  - Everything should be objective and spelled out
  
- Job performance expectations should be specific, observable, measurable
  - Performance Checklists / Task Analyses
  - Activity Schedules
    - Designate times of activities and persons responsible
  - Goal Setting

# Low Motivation and Demographics

- Who selects human service jobs?
  - ▣ Most do not have a history in human service profession
  - ▣ May select the job out of economic necessity
  - ▣ May be new to work force and may not yet have developed diligent work habits
- ▣ Increasing motivation is our responsibility
  - ▣ “When staff are not motivated to perform their jobs the lack of motivation is due to staff working in an un-motivating job environment”
  - ▣ We must find positive ways to make the environment supportive of diligent work habits
  - ▣ We must find ways to help people enjoy their work

# Addressing Low Motivation

- How can we fix low motivation?
  - Objective expectations, feedback when these aren't met, feedback when they are
  - Reinforce working hard
  - Ask for their feedback and value it
  - A patient and caring concern for people in need does not ensure that staff will stay motivated

# If It's a Motivational Issue...

- Best staff training outcomes result from:
  1. ~~Initial training consisting of written and/or verbal instruction combined with one or more of the following:~~
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  5. Using performance-based consequences (if needed)
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# Motivation and Consequences

- Rochelle Castell, Jennifer M. Silber & Gordon A. DeFalco. (In Progress) The Effects of Positive and Negative Reinforcement on Staff Members' Implementation of Students' Picture Exchange Communication System Program
- Daniels, A. C. (2000) Bringing Out the Best In People: How to Apply the Astonishing Power of Positive Reinforcement. New York: McGraw-Hill.
- Lawrence L. Lockwood & Jennifer M. Silber. (In Progress) Knowledge Versus Motivation—Finding the Best Road Towards More Durable Compliance to an Administrative Procedure
- Reid, D. H & Parsons, M. B. (1995). Motivating Human Service Staff: Supervisory Strategies for Maximizing Work Effort and Work Enjoyment. Morgantown, NC: Habilitative Management Consultants.
- Reid, D. H., & Parsons, M. B. (2006). Motivating Human Service Staff. Morgantown, NC: Habilitative Management Consultants.
- Eileen M. Roscoe, Wayne W. Fisher, Ashley C. Glover, & Valerie M. Volkert. (2006) Evaluating the relative effects of feedback and contingent money for staff training of stimulus preference assessments. *Journal of Applied Behavior Analysis*, 39, 63-77.



**“Routine use of positive reinforcement is the core of successful staff motivation.”**

*Reid & Parsons, 1995*

# Performance-Based Consequences

- Research in this area is inconsistent
  - Performance-based consequences effective for **motivational problems**, not skills deficits
  
- Potential solutions for motivational problems:
  - Praise, attention, recognition from supervisors
  - Awards
  - Prizes (Items or Money)
  - Aversive consequences

# How Incentives Can Fail

- Effects of incentives are inconsistent because:
  - Different people want different incentives
    - Hard to tell who wants what
      - Arbitrary “bonuses” may not matter to some or all
        - Performance will not increase in all
- “Employee of the \_\_\_\_\_” programs may alienate low performers
  - Don’t provide a path to improvement
  - May cultivate bitter attitudes toward management or other high-performing staff

# To Increase Performance...

- Offer descriptive praise, attention, recognition **often**, when employees are performing well
  - ▣ Tried and true method of increasing performance
  - ▣ Works for motivational problems and skill deficits
  
- With increased staff performance, use prize incentives for other things:
  - ▣ Prevent absenteeism
  - ▣ Reward on-time workers
  - ▣ For worker longevity

# Be Careful with Aversive Consequences

- Punitive measures
  - Informal and formal reprimands
    - The chew out (criticism, negative feedback)
    - The write up
    - Demotion, suspension, probation, termination
  
- Mostly ineffective:
  - Performance only increases enough to avoid punitives
  - Supervisors **MUST** follow through with threats of demotion, suspension, probation, termination
    - To maintain organizational hierarchy
    - Results in workforce erosion



"Does anyone else have any complaints?"

# Combining Positive and Aversive Consequences

- A levels system:

  - 1<sup>st</sup> Warning: descriptive of errors with corrective feedback

  - 2<sup>nd</sup> Warning: Repeat above, inform that next warning will result in extensive retraining with supervisor

  - 3<sup>rd</sup> Warning: Extensive retraining with supervisor

- Positive: corrective procedures are built-in

- Aversive: People motivated to avoid retraining

# Making “The Write-Up” Positive

- Biggest mistake: only documenting staff errors
  - Documenting in front of staff becomes aversive
  
- What about documenting good performance?
  - Document good performance more often than bad performance; 4:1 ratio (*Daniels, 2000*)
  - Goal: make documentation a positive experience

# Example: Observation Record

Program Observation Record			
Observer Name:	Time Observation Started:		
Staff Observed:	Time Observation Ended:		
Client(s) Observed:	Location:		
Date:			
Observation Notes: (Continue on back if needed)			
<b>General</b>	<b>Circle Yes, No, or N/A</b>		
BAP being implemented correctly? If no, explain in observation notes (above).	Yes	No	N/A
Praise/attention given following appropriate behaviors?	Yes	No	N/A
<del>Reinforcer</del> Program being implemented (tokens, point sheet, etc.)?	Yes	No	N/A
Using prompting sequence when necessary?	Yes	No	N/A
Using timers or other materials as needed?	Yes	No	N/A
Toileting Schedule being implemented correctly?	Yes	No	N/A
Did the client engage in target behaviors during the observation? If yes, what was staff's response? Explain in observation note (above).	Yes	No	N/A
Feedback Given/Recommendations:			
Response to feedback/recommendations			

Additional Observation Notes:
Positive Feedback / Praise Provided:
Corrective Action Taken:

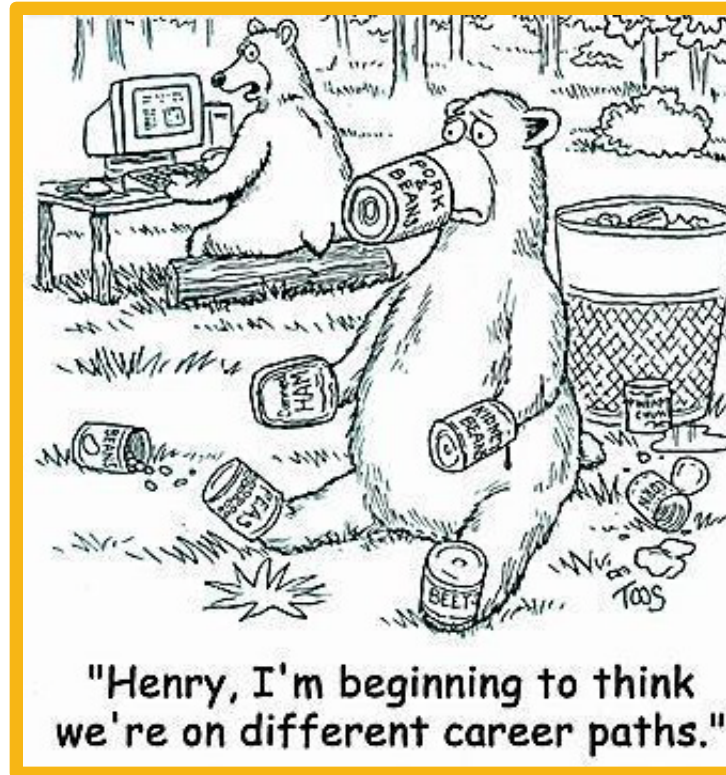
Observer Signature

Date

# The Work is Never Done...

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  - ~~2. Observing staff performance~~
  - ~~3. Providing post-training feedback~~
  - ~~4. Repeating until proficiency is high~~
  - ~~5. Using performance-based consequences (if needed)~~
  6. Planning for “training drift”

# Training Drift



# What is Training Drift?

- Tendency over time for people to “drift” away from correct performance of procedures
  
- If people don’t retrain, over time they forget
  
- Can occur very easily; 2 examples
  - Long passage of time between less functional consumers
  - If staff are not rotated through consumers

# Plan for Training Drift

- Retrain people when you observe errors
  - Do it quickly
    - Any practiced habit soon becomes routine
  - Use methods previously outlined
  
- Rotate staff schedule so staff work with many (if not all) different consumers
  - Keeps staff trained on many different programs
  - Added benefit: consumer interventions will generalize more easily

# A Few Other Things To Consider

- Establishing rapport with staff
  - We are more likely to listen to people we trust
  - Do you listen to people you dislike or don't trust?
  
- Make work a place that people want to be!

# A Few Other Things To Consider

- Remember what it is like to be the trainee
  - It is easy to forget what it feels like to have to learn new skills, be monitored, take feedback, etc.
  
- Remember that we are training humans. Our best staff members will make mistakes.

# A Few Other Things To Consider

- Give credit where credit is due!
- As clinical staff we sometimes take credit for the work of the direct care staff
- When their performance of trained skills results in positive outcomes in the clients, acknowledge this to the staff and others

# A Few Other Things To Consider

- The culture of the organization
  - ▣ Will impact staff behavior more than you think
  
- Fostering a professional environment

# Thank You!

- Questions?
  
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