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

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


- 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)

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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.
- 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

- 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
Creating a Motivating Work Environment


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
- Informal recognition
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.behaviordevelopmentsolutions.com
Motivation
*Working Hard (Proficiently) & Enjoying Work*

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

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