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

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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.

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
Behavior Analysis

- Concept
- EAB
- ABA
- Practice

- EI
- OBM

- Animal Training
- Education
Behavior is learned
- Basic principles of behavior
- Function-based focus (A→B→C)
- Empirical

ABM
- Workplace settings
- Often at the group level
- Often with adults with typical skill levels
- Environment also includes equipment and systems
- Emphasis is on behavior and results
- Customer-specific jargon

ABA
- Any real world setting
- Usually at the individual level
- Often with children or disabled populations
- Environment = As, Cs, and learning history
- Emphasis is on behavior
  - Technically-precise jargon
OBM Research in Schools

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

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
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***

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
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
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.

BREAKOUT SESSION

• Select one of the behaviors you previously discussed. Turn it into a written pinpoint.
Steps in Performance Management

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

2. Developing Assessment Tools

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

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

Effective Teaching Procedures For Children With Autism

<table>
<thead>
<tr>
<th>TEACHING METHOD</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIX &amp; VARY TASKS (mix across the operants)</td>
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</tbody>
</table>

*adapted from materials by Dr. Vince Carbone, included with permission*
### IF Competency

<table>
<thead>
<tr>
<th>Skill</th>
<th>Notes/Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area One: Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Instruction area is neat and clean</td>
<td></td>
</tr>
<tr>
<td>Begins instructional period on time</td>
<td></td>
</tr>
<tr>
<td>Effectively uses reinforcement time to prepare for next instruction</td>
<td></td>
</tr>
<tr>
<td><strong>New Task: Instructional Delivery</strong></td>
<td></td>
</tr>
<tr>
<td>Establishes instructional routine</td>
<td></td>
</tr>
<tr>
<td>Begins session with opening materials</td>
<td></td>
</tr>
<tr>
<td>Doesn't skip story (moves all story skills)</td>
<td></td>
</tr>
<tr>
<td>Increases number and difficulty of responses to moving story</td>
<td></td>
</tr>
<tr>
<td>Maintains quick pace of instruction (1 - 2 seconds from one response to the next interaction)</td>
<td></td>
</tr>
<tr>
<td><strong>Varies Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>Work problem on Day 1, 2, 3 begins with numbers written</td>
<td></td>
</tr>
<tr>
<td>Conducts task analysis of targeted goals prior to teaching</td>
<td></td>
</tr>
<tr>
<td><strong>Area Two: Reinforcement</strong></td>
<td></td>
</tr>
<tr>
<td>Differs vocal tone, volume, and speed of praise</td>
<td></td>
</tr>
<tr>
<td>Follows appropriate praise and encouragement</td>
<td></td>
</tr>
<tr>
<td><strong>Area Three: Reinforcement</strong></td>
<td></td>
</tr>
<tr>
<td>Differentiates responses and praises</td>
<td></td>
</tr>
</tbody>
</table>

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### WoodNET Competency

<table>
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<tr>
<td><strong>Area Three: Reinforcement</strong></td>
<td></td>
</tr>
<tr>
<td>Differentiates responses and praises</td>
<td></td>
</tr>
<tr>
<td><strong>Area Four: Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>Data collection begins with instruction</td>
<td></td>
</tr>
</tbody>
</table>

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Steps in Performance Management

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

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

BST: Instructions

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

**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
BST: Repeat to Mastery

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

WARNING

- Training alone is NEVER enough
Steps in Performance Management

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

4. Monitoring Performance

- Use the assessment tool you developed
- Types of Monitoring
  - Self
  - Peer
  - Supervisor
- Frequency
  - Weekly to monthly is ideal
Monitor Less Often if...

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

Monitor More Often if...

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

Steps in Performance Management

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

A Function-based Approach to Understanding Employee Behavior

A → B → C

• Individually-specific learning history
  – Contingency-shaped
  – Rule-governed

• The environment
  – Equipment
  – Systems-level Processes
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 behaver!!!***
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).
Common Interventions

- Gravina, et al. (under review)

<table>
<thead>
<tr>
<th>Common Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Antecedent Only</strong></td>
</tr>
<tr>
<td>Task Clarification</td>
</tr>
<tr>
<td>Job Aids</td>
</tr>
<tr>
<td>Reduce Task Effort</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Antecedent &amp; Consequence</strong></td>
</tr>
<tr>
<td>Goal Setting</td>
</tr>
<tr>
<td>Feedback</td>
</tr>
<tr>
<td>Monitoring/Observation by Self/Others</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Consequence Only</strong></td>
</tr>
<tr>
<td>Reinforcement</td>
</tr>
<tr>
<td>Extinction</td>
</tr>
<tr>
<td>Punishment</td>
</tr>
</tbody>
</table>

Table 2: Dependent Variables and Independent Variables for Articles Reviewed

<table>
<thead>
<tr>
<th>DV's</th>
<th>JABA (44)</th>
<th>JHSM (22)</th>
<th>BAP (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Integrity</td>
<td>79.6%</td>
<td>53.6%</td>
<td>82.0%</td>
</tr>
<tr>
<td>Safety</td>
<td>15.3%</td>
<td>4.4%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Engagement</td>
<td>11.4%</td>
<td>22.7%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Administrative and Staff</td>
<td>6.9%</td>
<td>36.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Management Preparation</td>
<td>4.5%</td>
<td>13.6%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Attendance/Turnover</td>
<td>0.0%</td>
<td>9.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>DV's</td>
<td>97.7%</td>
<td>63.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Training/Training</td>
<td>75.5%</td>
<td>18.1%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Antecedent</td>
<td>27.3%</td>
<td>12.0%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Feedback/Feedback</td>
<td>15.9%</td>
<td>45.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Praise</td>
<td>0.0%</td>
<td>10.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Monitoring/Observation by Self/Others</td>
<td>2.3%</td>
<td>22.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Goal-Setting</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Monetary Rewards</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Non-Monetary Rewards</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Systems Evaluation</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Positive</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Negative</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
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Task Clarification

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

**TEACHING METHOD**

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<th>Description</th>
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<td>PACE INSTRUCTION PROPERLY</td>
<td>(16 – 25 trials per minute)</td>
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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.**

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**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
Effective Teaching Procedures For Children With Autism Self Assessment

<table>
<thead>
<tr>
<th>TEACHING METHODS</th>
<th>YES</th>
<th>NO</th>
<th>ANSWER THE QUESTIONS AND DESCRIBE HOW YOU WILL CHANGE YOUR TEACHING PROCEDURES IN ANY AREA THAT YOU CHECKED “NO”</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIR</td>
<td></td>
<td></td>
<td>What positive reinforcers will compete with the reinforcers currently maintaining the interfering behaviors? Which reinforcers are more valuable than others?</td>
</tr>
<tr>
<td>MIX &amp; VARY TASKS</td>
<td></td>
<td></td>
<td>Which operants? What skills within each operant? What system will we use to ensure we mix across all operants?</td>
</tr>
<tr>
<td>REDUCE LEARNER ERRORS</td>
<td></td>
<td></td>
<td>What errorless teaching procedures will we use? What prompting methods will we use?</td>
</tr>
<tr>
<td>INTERSPERSE EASY AND HARD TASKS</td>
<td></td>
<td></td>
<td>Which responses are likely to be easy? Which are likely to be hard? What ratio of easy to hard will we use?</td>
</tr>
<tr>
<td>FADE IN # OF DEMANDS</td>
<td></td>
<td></td>
<td>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)?</td>
</tr>
<tr>
<td>FADE IN EFFORT AND DIFFICULTY OF RESPONSES</td>
<td></td>
<td></td>
<td>What easy responses will we use at first? Which responses will be more or less effortful?</td>
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<tr>
<td>EXTINCTION</td>
<td></td>
<td></td>
<td>How will we apply extinction when necessary?</td>
</tr>
<tr>
<td>IMMEDIATELY DELIVER Sr+</td>
<td></td>
<td></td>
<td>How will we structure the instructional environment so we can immediately deliver reinforcers?</td>
</tr>
<tr>
<td>PACE INSTRUCTION PROPERLY</td>
<td></td>
<td></td>
<td>What will the duration of the inter-trial interval (ITI) initially be?</td>
</tr>
</tbody>
</table>

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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

from Abellon & Wilder, 2014

Reduce Task Effort: Research Example

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

Feedback

- Antecedent/consequence intervention

- “Information about performance that allows an individual to adjust his or her performance” (Daniels, 2000).

- Connects:
  Past Performance $\rightarrow$ Current Performance $\rightarrow$ Goal
Feedback (cont’d)

• Types
  – Positive
  – Corrective

• Methods
  – Verbal
  – Visual/graphic

Characteristics of Effective Feedback
(Daniels, 1989, 2000)

• Specific
• Related to Performance under the Behaver’s Control
• Immediate & Frequent
• Easy to Understand
• Individual
• Delivered in Person & in Private
• Graphic
• **Antecedent for Reinforcement**
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.

• 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.”
• 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.

Feedback: Research Example

*from Codding, 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

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.
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

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

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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
Monitoring/Observation by Self/Others

- Using self-checklists
- Peer observations/monitoring

Self-Monitoring: Research Example

from Petscher & Bailey, 2006
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.

Reinforcement, Extinction, or Punishment

• Overused in Businesses
  – Negative reinforcement
  – Tangibles as positive reinforcers
  – Punishment

• Underused in Businesses
  – Sincere, genuine positive reinforcement
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

Steps in Performance Management

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

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.
How can you learn more?

- Read JOBM: [http://www.tandfonline.com/loi/worg20](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

FIT & ABA Technologies, Inc.


References


