On paper, write down:

• at least 3 separate staff problems you’ve noticed in your professional life:
  • training problems
  • attitude problems
  • motivational problems
  • performance problems
  • work culture problems
  • etc.

Long History of ABA influencing Staff Training

• before ASD/IDD
• Aubrey Daniels
• Carl Johnson
Focus of Studies

- maintenance tasks in a coffee shop
- safety in a factory
- increase offerings of promotional stamps in a restaurant franchise
- increase credit card promotion in a retail setting
- managing leaning behaviors in a ski shop
- improve customer service in a department store

Application of behavioral principles

- define target behavior
- what antecedents influence it, that set the occasion for a desired behavior to be reinforced?
  - what consequences to use?
    - maintaining consequences for poor performance
  - reinforcing consequences to strengthen appropriate performance

Johnson and Fawcett (1994)

- courteous service important, tied to profits and customer happiness
  - airline ticket agents
  - bank tellers
  - supermarket checkers
  - how about human service agencies?
Method

- United Way
  - antipoverty program
- N=3 receptionists
- Dependent measures:
  - ‘courteous’ - initial greeting, listen actively, eye contact, asking questions, closing appointment, filling out forms
  - direct observation of receptionist and consumers
  - social validity - procedures and effects

Method

Baseline - during work
Training
* developed a training manual
* separate lessons
* behavioral descriptions, study guides, tests, behavioral rehearsal, role playing
* individual trainings
* Post training - lottery
* multiple baseline across employees
Discussion

• Treatment worked
• Lottery maintained performance over an 8-month period
• clear implementation of basic behavioral procedures:
  • thorough training
  • positive contingencies
  • fading out of contingencies

Related to application of behavioral principles

• application of functional assessment
• Not used much at all in OBM — why?

Related to application of behavioral principles

• application of functional assessment
• Not used much at all in OBM — why?
• Austin, Carr, Agnew (1999)
  • OMB practitioners have been successful without using FA
  • Much of OBM is rule governed, difficult to assess directly - self-report better
  • interest is increasing behavior in OBM rather than decreasing
  • how to use in OBM?
Performance Diagnostic Checklist

• show

Any of your noted concerns one of deficits in performance, motivation?

Application of PDC:

Use of the PDC to Select an Intervention Designed to Increase the Offering of Promotional Stamps at Two Sites of a Restaurant Franchise

Rodriguez, et al., 2005 JOBM
The Problem

• employees did not offer promotional stamps to customers

The Method

• Dependent variables:
  • % of opportunities in which a stamp was offered by an employee
    • opportunity - customer entered the store and placed a food order
    • “asking the customer if he or she would like the promotional stamps that comes with the purchase of a sandwich.”
Method

• administration of PDC
  • two employees at each store
  • at different times
• Results:
  • IOA on: antecedent and information  
    equipment and processes  
    consequence

Intervention

• Task clarification - posted memo; specification of what to say;
• Self-monitoring - recording form the cashier filled out
• Equipment modification - repaired machine that gave out stamps; increased supply of stamps and stamp cards
• Goal setting - 80% or more of opportunities; drawn on graphs
• Graphic feedback - public display in employee lunch room;
• multiple baseline design across stores
• social validity -
Discussion

* PDC identified antecedent-consequent variables that were modified and led to result
* no component analysis done
* focused on analyzing a problem behavior, rather than just increasing the correct behavior.

PDC to PDC-HS

- show
- note addition of direct observation
Further application of FA technology

- An Assessment-based Solution to a Human-Service Employee Performance Problem

Carr, Wilder, Majdalany, Mathisen, Strain, 2013 BAP

The Problem
- EIBI center for ASD
- therapy-room cleaning duties
- wanted to assess why inconsistent cleaning
- PDC not totally suited for HS:
  - poor treatment implementation
  - inaccurate data collection
  - inadequate development of materials
  - poor attendance/tardiness
  - poor graph construction

The Method
- 8 treatment rooms that were not cleaned regularly
- N = 15 staff members
- Dependent measures:
  - % of tasks on cleanliness checklist that were completed correctly
Intervention-Independent Variables

• PDC-HS interviews
Intervention-Independent Variables

- Training and Posted graphed feedback
- Task clarification and Prompting (*not indicated as a problem*)
- Resources, Materials, Processes (*not indicated as a problem*)

Discussion

* treatments based on identified problems on PDC-HS improved performance
* treatments based on issues NOT related to problems were NOT successful in improving performance
* other methods may have worked as well *
So - use of behavioral procedures is known to be effective

• But - to what extent do we use best training practices?
• An important question
  • ASD and IDD services... hundreds of billions of dollars annually
  • are we getting biggest bang for the buck?
  • are we most efficiently training service providers to effective teach clients and students?

Ethical Concerns as well

• use behavior analytic practices when designing training and supervision programs
• reliance on scientifically and professional derived knowledge in practice
  • so staff trainers must use most up-to-date best practices in training
• Purpose - to survey BCBAs and others about existing training practices

DiGennaro-Reed and Henley (2015)

• surveyed
Discussion

- slight majority had preservice training
- preservice training consisted of mostly verbal and written instruction
- fewer than 50% received performance feedback during initial training
  - VF and WI do not produce desired outcomes
- only 40% participants indicated their supervisor watches them work
Discussion

- 3/4 of respondents supervise staff
  - but not trained on how to supervise
- Implications for applied settings
  - best practices in training not uniformly adopted
    - best practices = BST
  - use video-based training?
  - pyramidal training?
  - regularly-scheduled observations after working with clients
  - incentives

Parsons, Rollyson, Reid (2012)

- Evidenced-Based Staff Training: A Guide for Practitioners
- Evidenced-based staff training consists of:
  - performance- and competency-based strategies
  - data-based
  - Behavioral Skills Training
Step 1: Describe the Target Skill

- observable behaviors
- rationale for importance of the skill

Step 2: Provide a Succinct Written Description of the Skill

- written
- task analysis
- complete description
- focus on observable behaviors
- succinct -
  - behavior plans longer than succinct?

Step 3: Demonstrate the Target Skill

- i.e., modeling
- role play with another trainer
- well-scripted and rehearsed
  -
Step 4: Require Trainee Practice of the Target Skill

- rehearsal
- an important part not to skip
  - many training programs do skip

Step 5: Provide Performance Feedback During Practice

- positive and corrective feedback
  - corrective = more details about how to do correctly in future

Step 6: Repeat Steps 4 and 5 Until Mastery

- mastery criteria
On-the-job Training

• in-vivo

Implement Performance Feedback System