Slide 1

Supervision of Human Services Staff

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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 and other disabilities
- "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. **Staff enjoyment enhances supervisor enjoyment**

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

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

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- 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.*

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
  - Pyramidal training
  - 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.

Advantages of
Pyramidal Staff Training

- Reduces amount of *lead* trainer time
- Once key staff are trained in BST, they can assist in future staff training once they have acquired the training content
- Especially helpful when training large numbers of staff or staff in different locations
- Helps maintain content skills of staff trainers

Concerns with Pyramidal Staff Training

- Some staff do not want to function as staff trainers, and especially peer trainers
  - Van den Pol, Reid et al. (1983) *JABA*
- Requires staff trainers have available time to conduct staff training

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Making BST More Efficient:

- Pyramidal (for the lead trainer)
- Visual media
  - Qualification
  - General advantage and disadvantage

Behavioral Outcome Management

- Select consumer outcome
- Specify staff performance
- Train
- Monitor
- Support
- Correct
- Evaluate

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
- 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

Power of Feedback: Long-Term Case Example

- Reid, D.H., Parsons, M.B., & Jensen, J.M. (2017). Maintaining staff performance following a training intervention: Suggestions from a 30-year case example. *Behavior Analysis in Practice, 10,* 10-21.

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

Acceptability

- Review
  - with training
    - practice with feedback
  - with feedback
    - key parts of the protocol
    - MBWA (sort of)
- Other strategies

Changing Less-Preferred Duties
to More-Preferred:
A Potential Strategy for Improving Supervisor
Work Enjoyment

Green, C. W., Reid, D. H., Passante, S., & Canipe, V. (2008), *Journal of Organizational Behavior Management, 28,* **90-109.**

Making Less Preferred Duties More Preferred

- Identify staffs' most disliked duty
- Query staff about why the duty is so disliked
- Query staff (and others about how performing the duty can be changed to make less unpleasant to perform)
- Make the changes identified above

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

Resource Information
Supervisor Training Curricula

- Reid, Parsons, & Green (2011). *The Supervisor Training Curriculum* www.aaidd.org
- Courtney, Hartley, LaMarca, Rosswurm, & Reid (2017). *The training curriculum for supervisors of ABA technicians in autism programs.* Sloan Publishing

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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

Successful Supervision
Staff Working Hard (Proficiently) & Enjoying Their Work

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

Contact Information

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