Training Staff to Promote Positive Behavior Support: Evidence-Based Practices

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Agenda

- Importance of evidence-based training practices
- Evidence-based training protocol
- Making training acceptable
- Making training efficient

Importance of Best (Evidence-Based) Practices

- Enhances likelihood of effectiveness
- Reduces likelihood of wasted or detrimental time
- For attaining desired individual/client outcomes and working with staff (e.g., training staff in positive behavior support -- PBS)
Two Types of Training

- Training for knowledge (verbal skills)
  - Example: values of PBS (e.g., person-centered, treating others with dignity)
  - Training *how to do* (performance skills)

Basic Training Protocol

- Performance- and competency-based
  - Behavioral Skills Training (BST)
  - Focuses primarily on performance skills and secondarily on verbal skills

Training Curriculum for PBS (performance- & competency-based)

  - www.bookstore.aaidd.org
Steps of BST

- 1. Explain rationale
- 2. Describe skills
- 3. Provide written summary
- 4. Demonstrate skills
- 5. Trainee practice with feedback
- 6. Repeat #s 4 & 5 until competency

MUST HAVE ON-THE-JOB COMPONENT

Formal Training

- With a group of trainees in a formal training session
  - Example: training how to carry out an individual’s behavior support plan (BSP)

Training Step 1

- Vocally describe target skills
  - Include rationale
  - Professional vs. practical terminology
**Training Step 2**
- Provide written summary
  - For each trainee
    - Example: behavior support plans
  - Focus heavily on what to do

**Training Step 3**
- Demonstrate target skills
  - Assumes trainer competency
  - Role play vs. in vivo
    - Competent role playing often leads to competent on-the-job performance

**Training Step 4**
- Trainee practice with feedback
  - Necessary even with skilled trainees
    - Often reveals idiosyncratic refinements needed
**Training Step 5**
- Continue steps 1, 3, & 4 until competence
- If role played, must continue later on the job
- TRAINING NOT CONSIDERED COMPLETE UNTIL TRAINEE IS OBSERVED TO PERFORM SKILLS COMPETENTLY

**Behavioral Skills Training Reference**
- Summary

**Evidence-Based Characteristics of BST**
- Effective
- Acceptable
  - Due to effectiveness
  - Due to trainee participation
- Efficiency: a concern
Making BST Efficient: Pyramidal Training


Pyramidal Staff Training

- Process: use BST to train how to train using BST
- When practical and not practical
- Advantages:
  - Reduces clinician training time
  - Helps implementation supervision
- Disadvantages: not for everybody

Making BST Efficient: Using Video Media

Visual Media: Pros and Cons

- **Pros:**
  - Can reduce overall training time

- **Cons:**
  - Difficult to include performance-based training aspects
  - Inconsistent effectiveness in research

Visual Media: Recommendations

- 1. When training large numbers of staff or staff on different work shifts
- 2. Ensure resource access
- 3. Must include on-the-job component (performance practice aspect)

Resource Information

Reid & Parsons (2012). *The supervisor’s guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff.*

www.behaviordevelopmentssolutions.com
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