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**Provider Relations  
Virtual Summit**


Supporting People with Intellectual and  
Developmental Disabilities and Complex  
Behavioral Health Needs

# Staff Training in Adult Service Settings


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## Staff Training in Adult Services

Target Audience: Direct support professionals (DSPs), Behavioral Technicians (BTs), and other staff working with adults with IDD and ASD.



Training Focus: Organizational behavior management (OBM) for staff training in adult service settings, emphasizing skill building and addressing trauma.



Training Content: Evidence-based strategies for staff training in high-risk environments, including skill building and wellness practices.

# Interactions

- *Blindert (1975)* directly observed naturally occurring rate of interactions, prompts and reinforcement in an institutional setting for 15 children with developmental disabilities. He observed only two interactions per child in a 10 minute session, of which only about 0.5 interactions per 10 minutes were judged to promote learning.



# Institutional Systems

- Bronfenbrenner (1979) defined the ecology of human development as “. . . the scientific study of the progressive accommodation between an active, growing human being and the changing properties of the immediate setting where the person lives. . . and by the larger contexts in which the settings are embedded.. .”
- Bronfenbrenner defines the *microsystem* as “a pattern of activities, roles, and inter-personal relations. . . in a given setting, . . .”



# Staff Behavior

- Lakin et al. (1983) found that staff without prior specialized training, who selected their job because of special interest in working with this population, and satisfaction with pay and promotion prospects predicted staff who would stay.
- Staff who selected a job for economic or convenience reasons, who were young, who had professional ambitions and who had specialized training were much more likely to leave.



# Positional Authority

- Just take a look at these stats from the Harvard Business Review (2015) that highlight the impact of workplace stress and toxicity.
  - Increased absenteeism
  - Increased Turnover
  - More Errors
- **Life Expectancy Impact:** A toxic work environment raises the likelihood of dying earlier by 70 percent, a sobering statistic that underscores the grave impact of workplace stress on long-term health.



# Good Leaders

- Organizations with good leadership are characterized by:
  - Increased employee engagement and satisfaction
  - Higher productivity and efficiency
  - Better team collaboration and innovation
  - Lower employee turnover and absenteeism rates
  - Improved workplace morale and mental health
  - Greater long-term organizational success and sustainability
  - \$hit runs downhill. This phrase suggests that negative aspects of an organization often stem from the likely processes evidenced by this data.



The Peter Principle (1969) suggests a common paradox in organizational advancement: individuals often rise to their level of incompetence. In other words, people are promoted based on their current performance rather than the aptitude needed for the new position, leading them to a position where they can no longer excel.

# Dunning – Kruger Effect

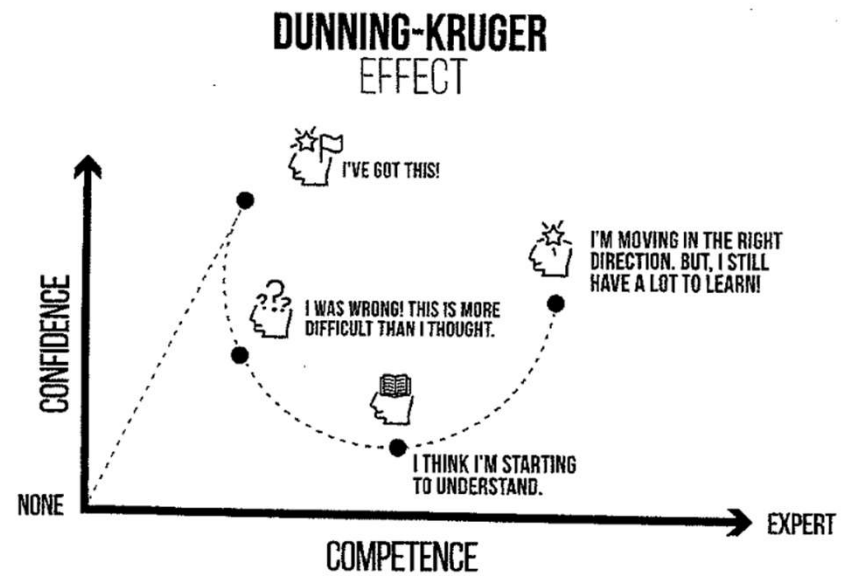


FIGURE I.1: D-K Effect, Danish et al, 2021,  
*The Orthopaedic Journal of Sports Medicine*

# BELL CURVE OF LEADERSHIP



FIGURE I.2: *Bell Curve of Leadership*

# Psychological Safety & Effective Supervisory Practices

# What is It?

I have defined psychological safety as the belief that the work environment is safe for interpersonal risk-taking.

Better teams were apparently making more — not fewer — mistakes than less strong teams.

And then came the eureka moment. What if the better teams had a climate of openness that made it easier to report and discuss error.

That's because psychological safety is very much shaped by local leaders.

# Engagement

Psychological safety, he argued, allows people to focus on achieve shared goals rather than on self-protection.

Later seminal work by Boston University professor William Kahn in 1990 showed how psychological safety fosters employee engagement.

But for jobs where learning or collaboration is required success, fear is not an effective motivator.

Pavlov, who housed dozens of dogs in his laboratory, found their ability to learn behavioral tasks was inhibited after they'd been frightened in the Leningrad flood of 1924.



## Mistakes

- In psychologically safe environments, people believe that if they make a mistake or ask for help, others will not react badly.
- Instead, candor is both allowed and expected.
- Psychological safety exists when people feel their workplace is an environment where they can speak up, offer ideas, and ask questions without fear of being punished or embarrassed.
- Psychological safety is about candor and willingness to engage in productive conflict so as to from different points of view.

# Silence

- The experience of having a question or an idea but not feeling able to share it can be deeply unsatisfying at work. And it is a serious risk factor in any company facing volatility, uncertainty, complexity, and ambiguity, or VUCA .
- In today's organizations, psychological safety is not a “nice-to have.”
- It's not an employee perk, like free lunch or game rooms.
- You might care about so as to make people happy at work.
- In contrast, I'll argue that psychological safety is essential to unleashing talent and creating value.

# Silence

- Or you may have wanted to voice an idea but stayed quiet instead. But the two most frequently mentioned reasons for remaining silent were:
  - fear of being viewed or labeled negatively
  - and fear of damaging work relationships.
- Specifically, employees who did not feel psychologically safe to speak up cited reasons that included fear of damaging a relationship lack of confidence, and self-protection.
- She found that when people felt psychologically safe, they spoke up to their bosses.
- Yet the gravitational pull of silence – even when bosses are well-meaning and don't think of themselves as intimidating – can be overwhelming.



# Project Aristotle

- Another way to think about the voice-silence asymmetry is featured in the phrase “no one was ever fired for silence.”
- The instinct to play it safe is powerful.
- This means that voice is mission critical.
- Psychological safety is intimately tied to freeing people up to pursue excellence.
- Without psychological safety, the researchers explained, members were unwilling to offer their ideas or knowledge because the fear of being rejected or embarrassed.
- Finally, a multi-year study of teams at Google, code-named Project Aristotle, found that psychological safety was the critical factor explaining why some teams outperformed others, as reported in a detailed feature article by Charles Duhigg in the New York Times Magazine in 2016.

# Google

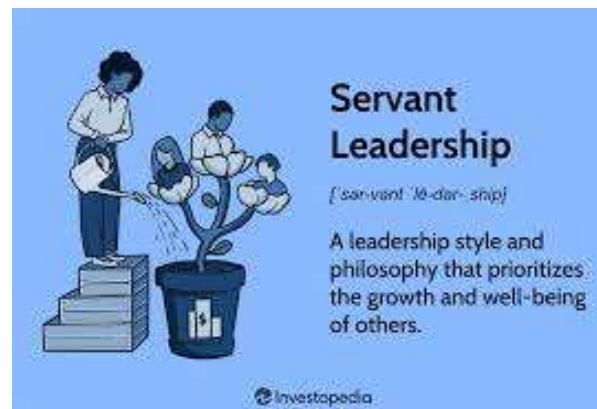
What they had discovered was that even the extremely smart, high-powered employees at Google needed a psychologically safe work environment to contribute the talents they had to offer.

In theory, conflict promotes better decision-making and fosters innovation because it ensures consideration of diverse views and perspectives.

Recent research has found that psychological safety can make the difference between conflict being put use and conflict getting in the way of team performance.

# Servant leadership

- And all sorts of organizations are often made or broken as the result of leadership.
- Servant Leadership Theory: Servant leadership focuses on leaders who prioritize serving the needs of their team members and the greater good.



# Poor leaders

Focusing only on results

Telling too much while listening and asking too little

Reprimanding more than rewarding

Failing to involve stakeholders

Adhering to the philosophy, "When you want the job done right, you have to do it yourself."

Incentivizing "tattling"

Misrepresenting others' accomplishments as their own

Playing the blame game

Demeaning others

Correcting others publicly and justifying it as a lesson for all

They don't do what they say

They regularly use the threat of consequences to drive performance

- The entrepreneur Richard Branson encapsulated this idea: “Clients do not come first. Employees come first. “
- If you take care of your employees, they will take care of the clients.
- Are leaders and top performers born, or are they shaped by their experiences and environment?
- No, they are not born.

# Employee Engagement

# Micromanagement

- A leader who frequently micromanages (an AO example) might unintentionally diminish team's motivation to take the initiative.
- Reducing the team's sense of autonomy and, thereby, their motivation to engage proactively in their work.
- Ensuring they foster an environment that promotes and reinforces positive performance while being cautious not to create conditions that could hinder it.

## The 10 signs of micromanagement



1. Managers can't see the bigger picture
2. Leaders expect to be in all communications
3. There's a sign-off culture
4. There's little delegation
5. Staff are confused by instructions
6. There's little opportunity for team development
7. Feedback is excessive
8. Managers feel constantly exhausted
9. Employees show little sign of autonomy
10. Turnover is high



On the flip side of the coin is positive reinforcement, which stands as the cornerstone of exceptional leadership



It's what inspires people to exceed expectations, even without direct oversight, as opposed to negative reinforcement, where compliance is often just to avoid or escape something, noticeable only when monitored.

<i>Deadline Extension:</i>	Reduces anxiety related to time constraints, likely increasing focus and quality of work as employees feel less rushed.
<i>Flexible Work Hours:</i>	Decreases stress associated with work-life balance, likely resulting in more engaged and productive employees who can work at their most efficient times.
<i>Reducing Micromanagement:</i>	Enhances employees' sense of autonomy, likely leading to increased job satisfaction and motivation and potentially fostering innovation.
<i>Streamlining Processes:</i>	Removes frustration associated with inefficient tasks, likely leading to increased job satisfaction and a more focused approach to core responsibilities.
<i>Easing Performance Metrics:</i>	Lowers the stress of achieving difficult goals, likely improving morale and allowing employees to focus on achieving more realistic objectives with better results.

# Discretionary Effort

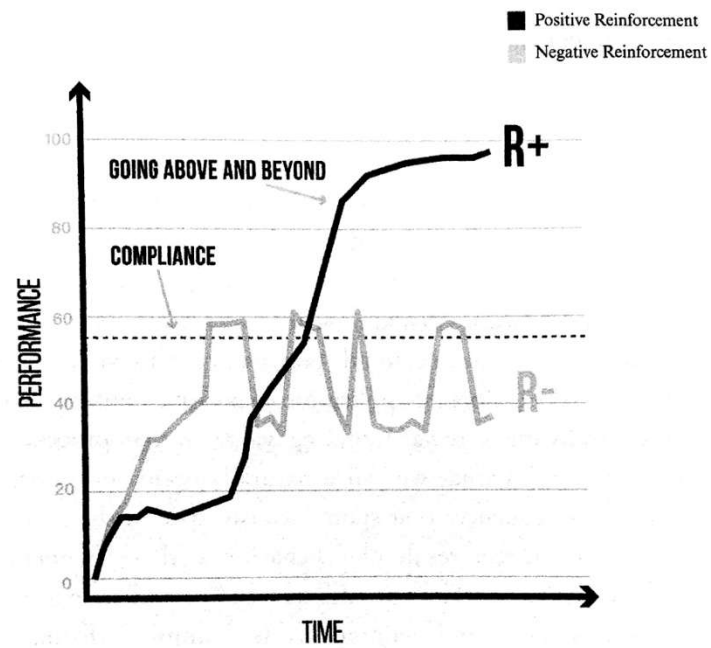


FIGURE 1.2: Positive vs Negative Reinforcement

# Psychological Safety

	<b>Low Standards</b>	<b>High Standards</b>
<b>High Psychological Safety</b>	<i>Comfort Zone</i>	<i>Learning &amp; High Performance Zone</i>
<b>Low Psychological Safety</b>	<i>Apathy Zone</i>	<i>Anxiety Zone</i>

**Figure 1.1 How Psychological Safety Relates to Performance Standards.**<sup>18</sup>

# Fear Based Leading



And because not offering an idea is an invisible act, it's hard to engage in real-time course correction.



I hope to convey a visceral understanding of what is lost in fear-based workplaces.



“You have six weeks to achieve world-class body fits. I have all your names. If we do not have good body fits in six weeks, I will replace all of you. Thank you for your time today.” (Pfech, VW).

# Measuring Psychological Safety

1. If you make a mistake on this team, it is often held against you. (R)
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different. (R)
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help. (R)
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized.

**Figure 1.2 A Survey Measure of Psychological Safety.**<sup>20</sup>

# Bad Leadership

- For now, we want to share nine quick signs you can use to assess if you or somebody you know is engaged in bad leadership behavior.
  - Sign 1: You regularly blame people first rather than look at the environmental contingencies (including Your own behavior) that support their performance.
  - Sign 2: You always feel as if you need to be present to make sure the job gets done right.
  - Sign 3: You feel that you have all the answers and regularly fail to solicit input from your followers.



# Bad leadership

- Sign 4: You focus more on the task and result, and less on the Workers.
- Sign 5: You have a group of followers who regularly report on shortcomings of other members of the group or
- Sign 6: When people make mistakes, they rarely tell You because you'll likely lash out at them
- Sign 7: If you regularly demean people in front of others and you rationalize it as a lesson to them and others, Your leadership Is DEFINITELY \$hitty.



# Org. Chart

- Sign 8: You treat people differently based on their position on the org. chart.
- Sign 9: If you can't motivate people to do something you've requested them to do, you fear doing it yourself, and you fail to roll up your shirt sleeves and just do it.





# Staff Training

- **Course Development Goal:** To create a flexible 40-hour course for behavior technicians in adult service settings, aligning with certification requirements and emphasizing client-centered care.
- **Instructional Design Process:** Multi-step, iterative approach involving content selection, behavior-analytic teaching activities, beta testing, and evaluation.
- **Course Focus:** Prioritizes client quality of life, safety, and well-being, emphasizing the role of behavior technicians in adult service delivery.

# Industrial-Organizational History

IO psychology was shaped by many events in the early 1900's.

Theory began to address two major issues in the work setting

- Personnel selection and placement
- Productivity improvement

WW1 adopted the theory for addressing instrument selections.

By 1920's there were 50 Ph. D IO psychologists

Within the past 60 years, IO psychology has grown tremendously.

- Current membership in the Society for Industrial-Organizational Psychology (SIOP) is over 5,000, and more than 90 universities now offer Ph.D's in I-O psychology.

# Organizational Behavior Management

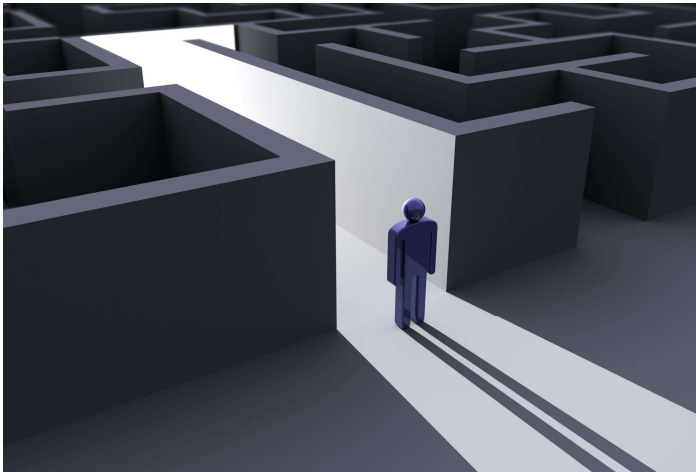
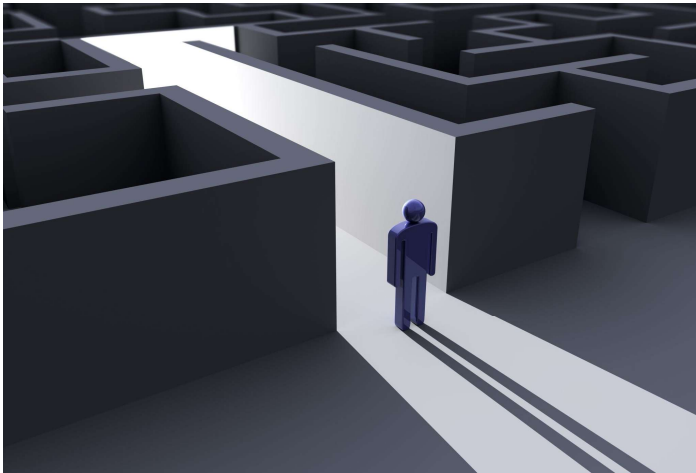
- OBM is considered the application of behavior analysis to organizational settings and retains the philosophical and methodological principles of behavior analysis.
- (Sub-class of learning theory, while others have viewed it as anti-theoretical)
- Fundamental differences between OBM and I-O is the descriptive, empirical influence that behavior analysis has had on OBM, and the hypothetical, theory testing influence that cognitive psychology has had on traditional I-O.





# History of OBM

- The early influences on the field of OBM also influenced the field of IO psychology.
- OBM did not emerge as a separate field until the 1960s
- 1970s OBM became much more widely researched and applied, with a substantial increase in the volume of publications



## Soft Speech

- The Quakers borrowed their “medical” philosophy from the ancient wisdom of Aeschylus: **“Soft speech is to distemper’d wrath, medicinal (PEARLS)”**
- In its first fifteen Years of operation, not a single attendant at the York Retreat was seriously injured by a violent patient.
- Rather, they would simply try to turn their minds to other topics, often engaging them in conversation about subjects their patients were well versed in.
- In essence, the Quakers sought to hold up to their patients a mirror that reflected an image not of a wild beast but of a worthy person capable of self-governance.
- “So much advantage has been found in this institution from treating the patient as much in the manner of a rational being, as the state of his mind will possibly allow.”

# Staff Trauma Assessment

# ACES

*The three types of ACEs include*

## ABUSE



Physical



Emotional



Sexual

## NEGLECT



Physical



Emotional

## HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



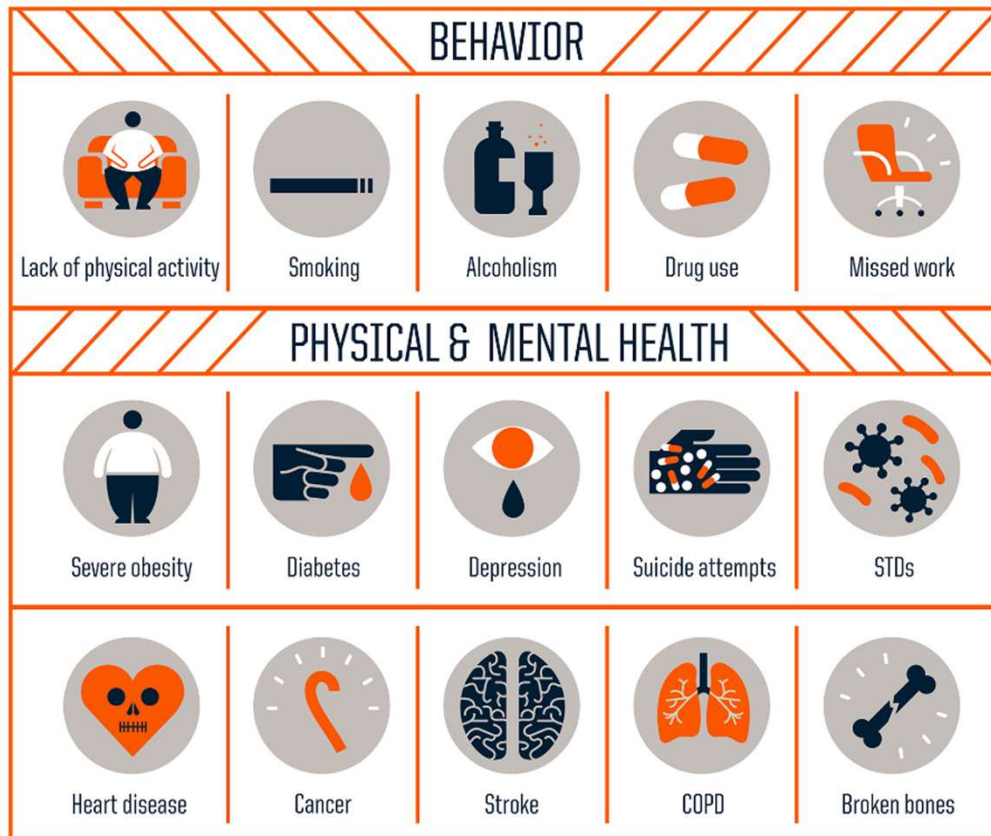
Substance Abuse



Divorce

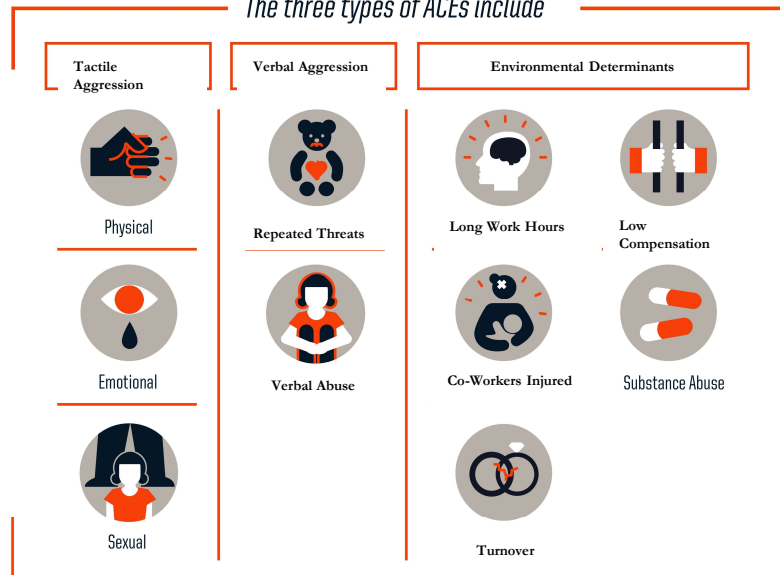
## WHAT IMPACT DO ACEs HAVE?

# Correlates



# Staff ACES

*The three types of ACEs include*



Robert Wood Johnson  
Foundation

WHAT IMPACT DO ACEs HAVE?

# Experiential ACEs

- Why do we just focus on early childhood?
- We need to account for the accumulated stress responses that our staff go through.
- We need to account for the accumulated stress responses that WE go through.
- I call this the SET.
- Staff Experiential Trauma.
- What is your SET point?

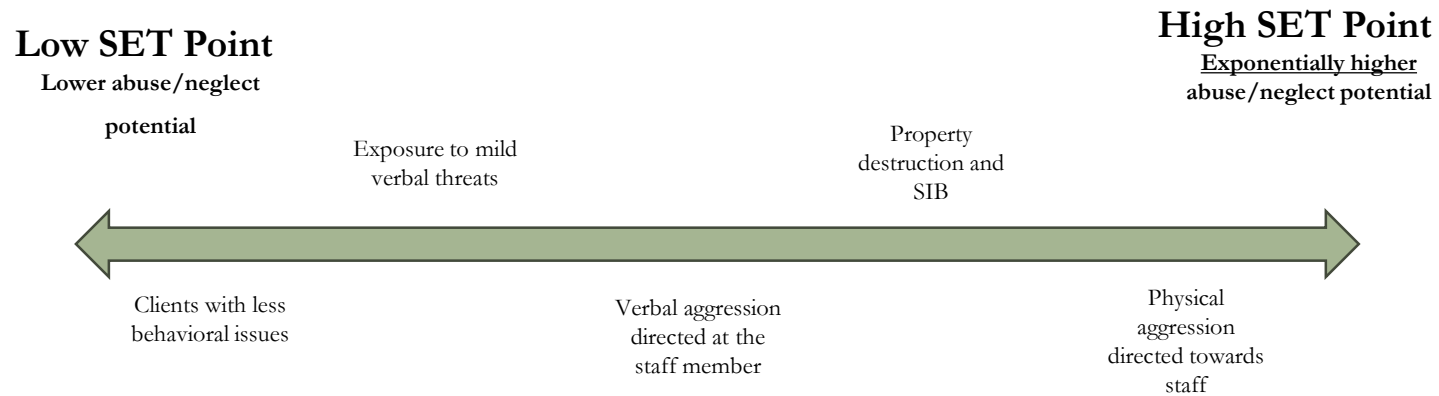
**Low SET**

**High SET**



# Experiential ACES

- These can be conceptualized just like ACES.
- Accumulations of on the job stress build up.
- We call this burnout, I contend it is trauma.



### Staff Experiential Trauma Survey (SET)

#### Finding Your SET Score:

On your current job as a human services professional:

1. Were you the target of verbal aggression or abuse in the residence in which you work in the last 6 months? Did the clients swear at you, insult you, put you down, or humiliate you? Yes No  
If yes enter 1 \_\_\_\_\_
2. Did client in the residence where you work. . . Push, grab, slap, or throw something at you? or Act in a way that made you afraid that you might be physically hurt? Or ever hit you so hard that you had marks or were injured? Yes No If yes enter 1 \_\_\_\_\_
3. Did any of your clients ever... Touch or fondle you or touch your body in a sexual way? or expose their vagina or penis in front of you? Yes No If yes enter 1 \_\_\_\_\_
4. Did you often or very often feel that ... No one in your residence listened to you or thought you were important or special? or your fellow staff and supervisors didn't look out for each other, feel close to each other, or support each other? Yes No If yes enter 1 \_\_\_\_\_
5. Did you often or very often feel that ... You didn't have enough time to get your daily duties done either at work or at home? Or you feel as though you are not getting enough rest and rejuvenation from your work? Yes No If yes enter 1 \_\_\_\_\_
6. Has there been a lot of staff turnover where you work over the last year (>40-50%)? Yes No  
If yes enter 1 \_\_\_\_\_ Please Turn Over – Additional Items on Back of Page
7. Do you struggle to pay your bills or to make ends meet? Yes No If yes enter 1 \_\_\_\_\_
8. Have you observed any of your co-workers get attacked or injured in the last 6 months? Yes No  
If yes enter 1 \_\_\_\_\_
9. Are you or your co-workers using substances to deal with work stress (alcohol is included as well)? Yes No If yes enter 1 \_\_\_\_\_
10. Have you experienced a client that has become seriously ill or passed away in the last 6 months? Yes No If yes enter 1 \_\_\_\_\_

Now add up your "Yes" answers: \_\_\_\_\_

This is your SET Score.

### Staff Experiential Trauma (SET) Survey

#### Finding Your SET Score:

On your current job as a human services professional:

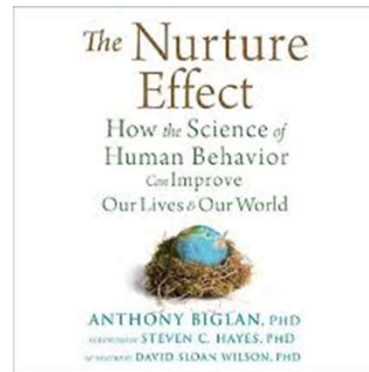
1. Were you the target of verbal aggression or abuse in the residence in which you work in the last 6 months? Did the clients swear at you, insult you, put you down, or humiliate you? **Yes No**  
If yes, enter 1 \_\_\_\_\_
2. Did the client in the residence where you work: push, grab, slap, or throw something at you? Act in a way that made you afraid that you might be physically hurt? Or ever hit you so hard that you had marks or were injured? **Yes No** If yes, enter 1 \_\_\_\_\_
3. Did any of your clients ever touch or fondle you or touch your body in a sexual way? Or expose their vagina or penis in front of you? **Yes No** If yes, enter 1 \_\_\_\_\_
4. Did you often or very often feel that no one in your residence listened to you or thought you were important or special? Or your fellow staff and supervisors didn't look out for each other, feel close to each other, or support each other?  
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**Yes No** If yes, enter 1 \_\_\_\_\_
9. Are you or your co-workers using substances to deal with work stress (alcohol is included)?  
**Yes No** If yes, enter 1 \_\_\_\_\_
10. Have you experienced a client that has become seriously ill or passed away in the last 6 months?  
**Yes No** If yes, enter 1 \_\_\_\_\_

Now add up your "Yes" answers: \_\_\_\_\_

This is your SET Score.

# THE NURTURE EFFECT

<https://www.youtube.com/watch?v=8GQLnHKYHhg>



# Staff Training Protocols

**Table 2.1: Staffing Supports Domain**

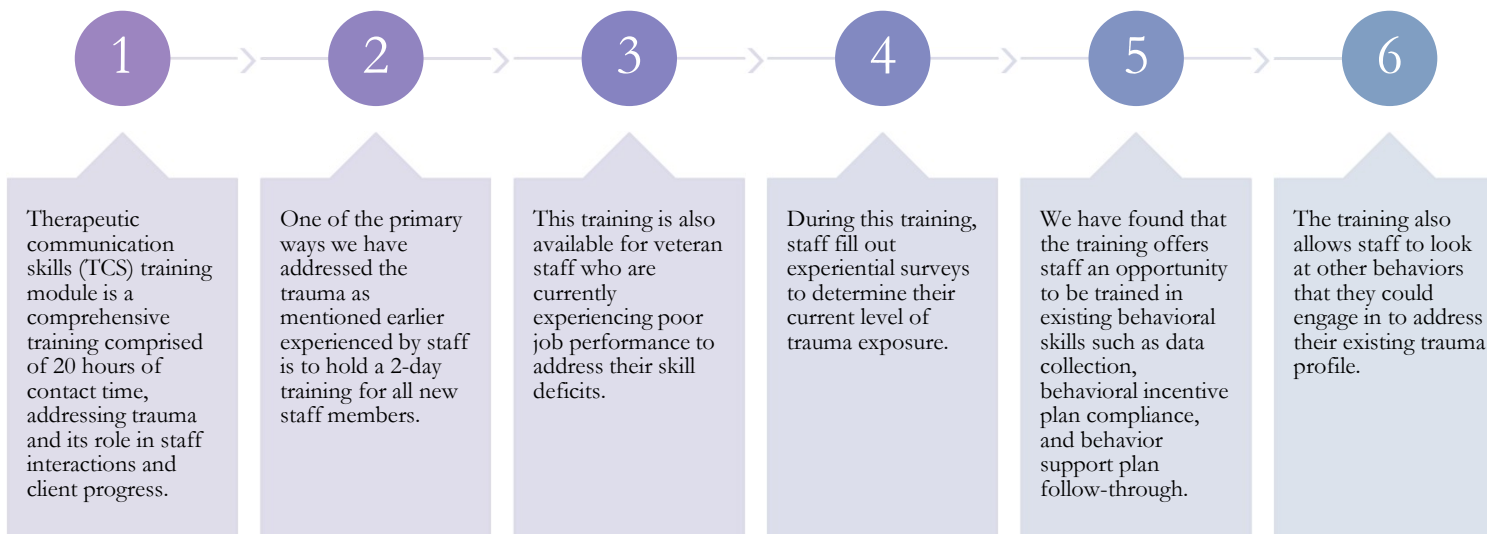
Score	Staffing Supports	Considerations
1	Minimal interaction attempts made by staff. PEARLS scores <30%	<ul style="list-style-type: none"> <li>• Conduct 1-2 PEARLS observation sessions.</li> <li>• Schedule competency-based training on nurturing interaction styles for staff.</li> </ul>
2	Punitive interactions present with authoritarian interaction style being noted. PEARLS scores < 40%	<ul style="list-style-type: none"> <li>• Provide feedback on PEARLS scores.</li> <li>• Praise positive aspects of what is observed.</li> <li>• Incorporate corrective teaching instructions for areas that do not meet criteria.</li> </ul>
3	Some praise delivered by staff. Tension noted during interactions and frustration with problem behavior is observed. PEARLS scores <60%	<ul style="list-style-type: none"> <li>• Consider training in trauma and staff wellness for all staff that score a 1, 2, or 3 on this assessment.</li> <li>• Conduct meetings with staff and participants to determine source of tension.</li> <li>• Incorporate staff incentives for improving interaction style.</li> </ul>
4	Several positive teaching interactions are observed when working with clients. Staff members are helpful when requests are made. PEARLS scores >70%	<ul style="list-style-type: none"> <li>• Praise staff for appropriate teaching styles.</li> <li>• Model PEARLS behaviors at all times.</li> <li>• Solicit participant praise for appropriate interactions.</li> </ul>
5	Therapeutic interactions are taking place in the context of a nurturing teaching environment. PEARLS scores >90%	<ul style="list-style-type: none"> <li>• Provide dense level of reinforcement for these staff.</li> <li>• Solicit feedback from staff related to what they are seeing in the home.</li> <li>• Incorporate staff feedback into programming.</li> </ul>

Domain Score:

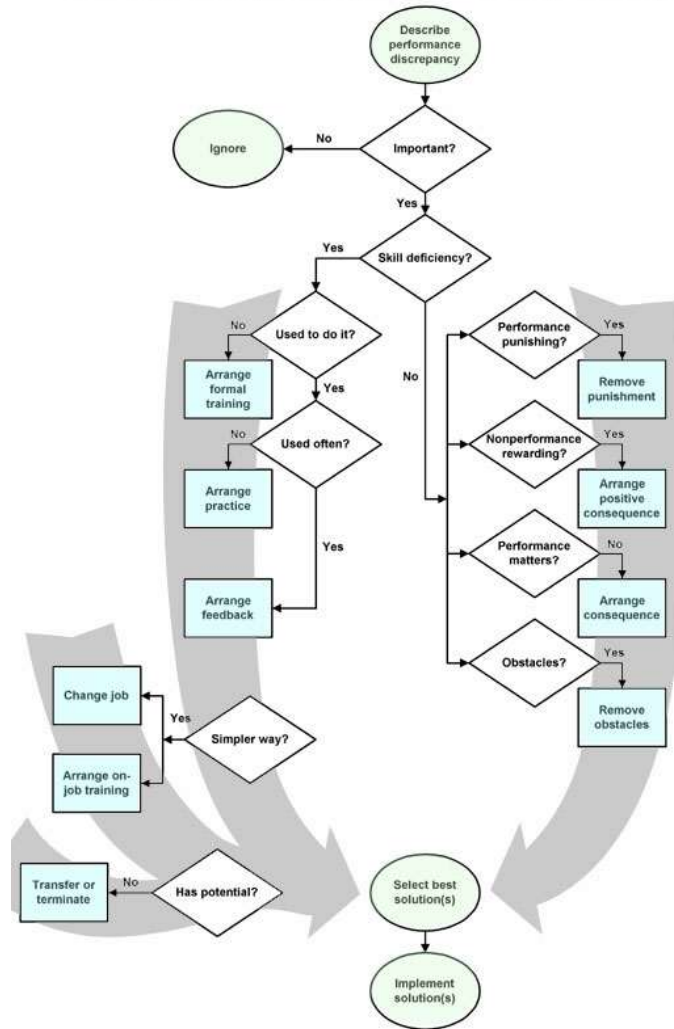
Ehrlich et al., 2020

Point Value	Operational Definition
	<b>Preparation</b>
1	Employee brings a notepad to the meeting and uses it if needed.
½	Employee brings a notepad but does not use it, or does not bring a notepad but asks for one if needed.
0	Employee does not bring a notepad or asks for one.
	<b>Eye Contact</b>
1	Employee maintains eye contact when listening to feedback.
½	Employee maintains eye contact only for one of the two portions of corrective feedback.
0	Employee does not maintain eye contact when listening to feedback.
	<b>Follow-Up Questions</b>
1	Employee asks specific question for more information when given evaluative-only or objective-only feedback.
½	Employee asks an unclear or unrelated follow-up question. Example: "You've been doing better in some areas with email." "Cool! What about phone calls?"
0	Employee does not ask for clarification after getting vague feedback. Example: "Your emails could use a little improvement." "Okay, I'll try my best" or no response.
	<b>Acknowledges Mistakes</b>
1	Nods or makes affirmative statement. Example: "I see," or "oh, okay."
½	Employee is unresponsive or neutral.
0	Employee denies or tries to explain the mistake. Example: "I think this was just a database error," or "You never told me I needed to do that."
	<b>Active Listening</b>
1	Employee is able to repeat back information they have just received (summarize the appropriate future behavior).
½	Summarizes, but is inaccurate in some way.
0	Employee says "Yes, I understand" but does not summarize the appropriate behavior or does not provide any active listening statement.
	<b>Commits to Behavior Change</b>
1	Employee indicates they've accepted the feedback and expresses a willingness to use it.
0	Employee only gives minimal or no indication they will use the feedback. Example: just says "okay," or expresses lack of faith in solution.
	<b>Appreciative Statements</b>
1	Employee expresses specific appreciation of the feedback. Example: "Gosh, this was really helpful." Apologizes where appropriate.
½	Employee says a simple "Thanks!"
0	Employee does not indicate appreciation for the feedback.
	<b>Overall Demeanor</b>
1	Employee speaks in a friendly tone, smiles or expresses interest, and maintains upright, respectful posture.
0	Employee speaks in a neutral tone, maintains a neutral facial expression, and maintains upright, respectful posture.
-1	Employee speaks in a resentful tone, frowns or scowls, crosses arms or slouches.

# Therapeutic Communication Skills



Robert Mager & Peter Pipe, *Analyzing Performance Problems* (3rd ed, 1997)



**Table 6.1: Overview and Summary of the PEARLS Interactional Process**

<b>PEARLS Element</b>	<b>Definition</b>	<b>How to Observe It</b>	<b>Function</b>
<b>Positive</b>	Being upbeat and letting those around you see that you have an interest in them.	Count the number of positive statements that are made as you observe yourself or others interact with different people.	Diffuses negativity and increases the likelihood that you get a reciprocal positive response from those that you are interacting with.
<b>Early</b>	Being proactive if you notice any signs or precursors to problem behavior or changes in mood.	Look for early signs of agitation and respond to those earlier links in the behavioral chain as opposed to waiting until the situation escalated further.	Keeps yourself and those around you safer as you work to address potentially problematic situations before they worsen.
<b>All</b>	Being attentive to all that are around you in an inclusive fashion. Not solely focusing on one person and leaving others out.	Is the staff member interacting with as many clients as possible? Count the number of participants interacted with as well as the number of participants within a 7-ft radius.  $\frac{\text{\# of clients interacting with}}{\text{\# of clients in 7-ft radius}} \times 100 = \text{scored percentage}$	Fosters inclusion in the setting and avoids people being left out of the interaction.
<b>Reinforce</b>	Using praise specific to the behavior that you are acknowledging. Recognizing appropriate behavior.	Observe the number of times that the person delivers social praise that is behavior specific.	Maintains appropriate responding.
<b>Look</b>	Being alert and using daily experiences to teach new skills.	Look for how often the person uses a situation to teach adaptive skills.	The interaction is more functional through the use of active teaching.
<b>Speak Softly</b>	Keeping your voice at conversational level and no louder.	Determine if the volume exceeds what the recipient of the interaction can reasonably hear.	Maintains soothing environments and avoids disruptive or startling elements in the environment.

**Table 8.2: Characteristics of the Type Y Approach to Management**

Type Y Leadership Tenets	Leadership Behavior	Outcomes
Work behavior is a natural and welcomed part of the job.	<ul style="list-style-type: none"> <li>• Focus on staff as being able to be shaped</li> <li>• Relies on constructive feedback</li> <li>• Motivates employees</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated staff</li> <li>• Increased morale</li> <li>• Low rates of being tardy or absenteeism</li> </ul>
Employees will exert discretionary effort when committed to the objectives at work.	<ul style="list-style-type: none"> <li>• Uses motivational efforts such as contingent reward behavior</li> <li>• Praises staff when accomplishments are made</li> <li>• Frequent communication with supervisees</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent discretionary effort</li> <li>• Frequent staff praise</li> <li>• Feeling appreciated</li> <li>• Taking ownership of the mission and values</li> </ul>
Commitment - the mission and objectives of an organization is a function of the rewards associated with work behavior.	<ul style="list-style-type: none"> <li>• Asks questions</li> <li>• Facilitates psychological safety for all in the work environment</li> <li>• Makes informed decisions with input from others</li> </ul>	<ul style="list-style-type: none"> <li>• Can do attitude at work</li> <li>• High levels of commitment related to the mission</li> <li>• Increased communication between and within teams</li> </ul>
The average employee can be taught to seek responsibility.	<ul style="list-style-type: none"> <li>• Provides frequent rewards for appropriate behavior</li> <li>• Feedback is a staple of their supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Pride and discretionary effort abound</li> <li>• Focus on positive attributes</li> </ul>
Discretionary effort can be obtained from staff at all skill levels.	<ul style="list-style-type: none"> <li>• Strong motivation</li> <li>• Leads by example</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment with the mission</li> <li>• Excellent teamwork</li> </ul>
Most of the discretionary effort that staff have is not being observed in organizational settings currently.	<ul style="list-style-type: none"> <li>• Conducts culture surveys</li> <li>• Acts on feedback from surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings that what employees have to say matters</li> <li>• Employees reach full potential</li> </ul>

**Figure 3.2: Fairness Feedback Score Sheet.** Score sheet for rating staff feedback skills when interacting with clients.



# Leadership Phases

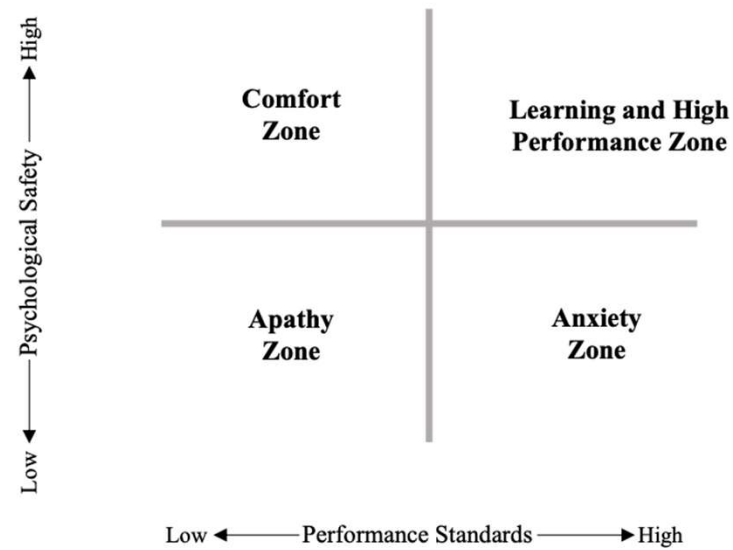
- **Leading Hat (Motivating Operations):** Enhancing motivation and the perceived value of outcomes. Leading often involves providing stakeholders with input and choice—both considered powerful reinforcers (Ciulla & Ciulla, 2020). These behaviors create a sense of purpose and alignment by helping individuals see how their actions contribute to larger organizational goals.
- **Training Hat (Antecedent Control):** Establishing and shaping new skills by arranging effective antecedents and modeling behaviors under the conditions in which they are expected to occur.
- **Coaching Hat (Stimulus Control and Generalization):** Facilitating consistent skill application across environments and ensuring that individuals behave well enough and long enough to contact naturally occurring reinforcement in the natural environment.
- **Managing Hat (Maintenance):** Systematically reinforcing behavior to maintain performance over time, emphasizing behavioral maintenance.

# Managerial Style

**Table 8.1: Characteristics of the Type X Approach to Management**

Type X Leadership Tenets	Leadership Behavior	Outcomes
The average employee has an inherent dislike of work and will avoid it if he can.	<ul style="list-style-type: none"> <li>• Focus on staff as lazy</li> <li>• Relies on coercive measures to produce results</li> </ul>	<ul style="list-style-type: none"> <li>• Staff apathy</li> <li>• Decreased morale</li> <li>• Avoidance in the form of being tardy or absenteeism</li> </ul>
Because of this low preference to work, most employees need to be coerced, controlled, directed, and threatened with punishment to produce results.	<ul style="list-style-type: none"> <li>• Uses punitive measures such as write ups and other disciplinary measures</li> <li>• May belittle or use harsh threats to control staff behavior</li> <li>• Little to no communication with supervisees</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no discretionary effort</li> <li>• Complaints to peers</li> <li>• Feeling underappreciated</li> <li>• Fear based environment</li> <li>• Lack of respect radiates through the organization</li> </ul>
The average employee prefers to be directed, wishes to avoid responsibility, and has little motivation.	<ul style="list-style-type: none"> <li>• Does not solicit feedback from employees</li> <li>• Makes unilateral decision with little to no input from others</li> </ul>	<ul style="list-style-type: none"> <li>• Lackadaisical attitude at work</li> <li>• Low levels of commitment to the mission</li> <li>• Apathy and disconnect between teams on the job</li> </ul>

# Psychological Safety



**Figure 8.1:** The relationship between psychological safety and performance standards in the work environment.

# Managerial Training Program

Successful staff training incorporates behavioral principles and OBM strategies to foster the most efficient and effective behavior.

The adult service environment is so much different than that encountered by behavioral analysts who work in early intervention settings with children.

We have used all the information from our decades of research to create a managerial training program for supervisory staff that takes all of these differences into account.

# Managerial Training Program

- This program incorporates the interaction style, therapeutic environment, and other skill sets that we have found useful and places them in a more cohesive training program.
- This training program follows a behavioral skills training (BST) format to foster the same mission-driven behavior and expectations of our clinical teams, guiding how managers in our residential homes train their staff.
- The idea is that these concepts are much more likely to be utilized and incorporated if they are endorsed throughout the residential portion of the organization as well as the clinical side of the organization.
- Cohesive teamwork serves to eliminate the silos that can arise in organizations where there is a conflict between the clinical and the residential side that may hinder the services that are vital to our clients.



# Clinical/Program Relationships



Harvard  
Negotiation  
Project



1. Separate the  
people from the  
problem.



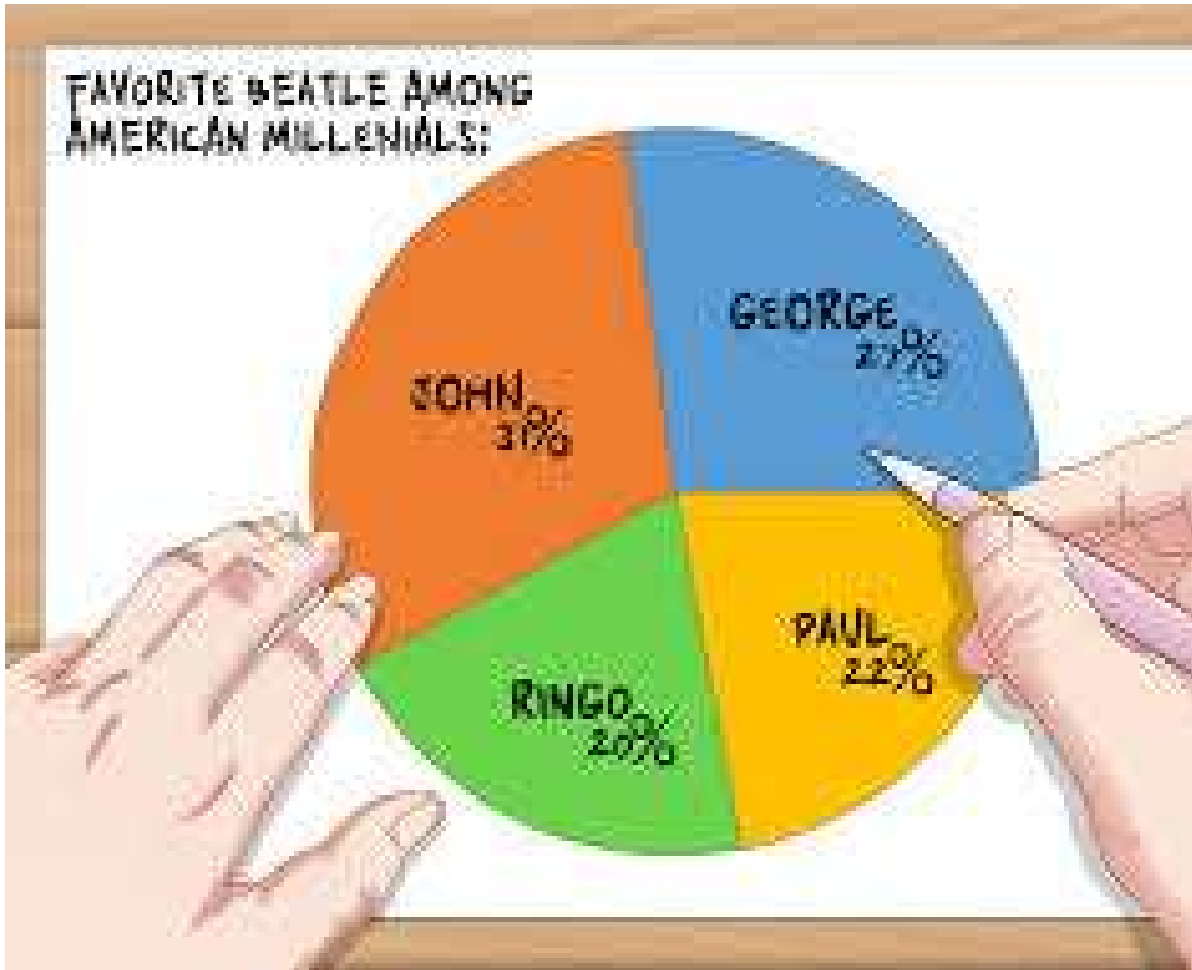
2. Focus on  
interests not  
positions.



3. Invent multiple  
options or  
multiple gains.



4. Use an objective  
standard.



## Negotiating

- If you describe a mild stomachache to the Dr, but have a raging ulcer, you will not get what you need.
- Don't focus on the past, but rather what you need to happen in the future.
- Questions do not criticize, they educate.
- The fixed pie. More can be had.
- Both sides can always be worse off.

# Differences in Approaches

## Early Intervention

- Discrete Trial
- Developmental Progress
- Participation
- Compliance
- Minimal risk
- Academic Skill Acquisition
- 20-40 hours per week

## Adult Services

- Behavior Therapy
- Quality of Life
- Choice
- Self-Determination
- Risk Mitigation
- Functional Skill Acquisition
- Dependent upon Need

# Staffing Qualifications

## Early Intervention



<https://www.bacb.com/rbt/>

## Adult Behavioral Services

- Data collection with respect to the oversight and observation, re-teaching, and recognition of staff fidelity of implementation of plans.
- The team will with their administration and management develop a data system to provide information regarding effectiveness of the universal strategies.
- The team and administration and management will utilize the data to identify problem areas such as situations that frequently are correlated with problem behaviors of one or more individuals or staff frequently involved in incidents with individuals.
- Strategies of system improvement and implementation planning will be developed based on the data collection systems.

# Staff/Program Qualifications

- All staff working within the intensive behavioral residential program will be competency trained and maintain at least annual recertification in the same approved physical crisis management system.
- The provider will utilize a process of debriefing within 24 business hours of the use of any physical crisis management procedure or the occurrence of any significant or reportable incident that will include discussion with involved staff, the individual and any observers to the incident to determine what went right, what could be improved and how the situation might be prevented in the future. This discussion of the incident review will be documented and reviewed in the quality enhancement process



RBT:

	R Drive Access
	Notes templates
	Drop Box access (BSPs, Behavior Tracking, Comp. Strategies, DEI Training)
	Time entry TA.
	Caseload form
	Dropbox/Data Training
	List of service coordinators
	House list/phone numbers
	BSP Training Materials
	Meets their clients during shadowing (see form)
	Coupon Management Training
	PEARLS Training
	Add to text thread and email group
	← <b>Percentage complete</b>

# Behavioral Technician Task Analysis

# RBT Training in Adult Settings

**Table 4.2: Breakdown of the Registered Behavioral Technician (RBT) Task List with Suggested Additions for the Adult Population**

Task List Focus Area	Population Targeted	Suggested Modifications
Measurement	Training of RBTs and direct support staff	<ul style="list-style-type: none"> <li>Defining measurement in adult treatment settings</li> <li>Inconspicuous measurement</li> <li>Treatment plan and staff training aspects</li> </ul>
Assessment	Scope of practice Scope of competence	<ul style="list-style-type: none"> <li>Confidentiality</li> <li>Staff input</li> <li>Target behavior involved</li> <li>Level of choice by the client</li> </ul>
Skill Acquisition	Adult focused assessment Population specific needs Client involvement	<ul style="list-style-type: none"> <li>Choice of skill</li> <li>Client vs. clinician initiated</li> <li>Direct social validity measures</li> </ul>
Behavior Reduction	Safety concerns Stakeholders	<ul style="list-style-type: none"> <li>Client choice</li> <li>Guardianship issues</li> <li>Measures of severity</li> <li>Staff training</li> </ul>
Documenting and Reporting	State specific guidelines Administrative staff Behavior analysts	<ul style="list-style-type: none"> <li>State guidelines</li> <li>Incident reporting</li> <li>Ethics of documentation</li> <li>Client rights for viewing their file</li> </ul>
Professional conduct and scope of practice	Behavior analysts Staff members Administration	<ul style="list-style-type: none"> <li>Sexuality</li> <li>Alcohol consumption</li> <li>Cigarette consumption</li> <li>Choice</li> <li>Dignity of risk</li> </ul>

## Behavior Technicians in Adult Service Settings: A 40-hour Course-Version R25 (For 2025 Test Takers)

Dr. John Guercio & Dr. Natalie Driscoll

Dr. Adrienne Fitzer

Date(s): This is a fully asynchronous course. Learners have 180 days to complete.

### About

This 40-hour training program is **designed for service providers** working with adults who have diverse needs **who intend to take the BACB RBT Examination after January 1, 2026**. Throughout this training, we will highlight the role of behavior technicians in supporting adults in human service settings while covering the content for the Behavior Analyst Certification Board® 40-hour training requirements for Registered Behavior Technicians®.

**Version R:** This training program is based on the RBT Test Content Outline (3rd ed.) and is designed to meet the 40-hour training requirement for RBT certification. The program is offered independent of the BACB.

### Continuing Education Information:

This Program is not eligible for continuing education credit. Learners will receive a certificate of completion immediately following the successful completion of the program. Learners must watch all videos and score a minimum of 80% across all quizzes in the course.

### Target Audience

Individuals preparing for behavior technician certification via BACB®; direct support professionals working in or interested in adult services; behavior technicians working with teenagers preparing for adult services.

*The program is offered independent of the BACB.*



Add to cart

Includes:

- ✔ BT40.VR\_Behavior Technicians in Adult Service Settings: Version R25 For 2025 Test Takers

For full program description, view our brochure:

Brochure

# ACCEA Design and Implementation

**Table 2.1: Staffing Supports Domain**

Score	Staffing Supports	Considerations
1	Minimal interaction attempts made by staff. PEARLS scores <30%	<ul style="list-style-type: none"> <li>• Conduct 1-2 PEARLS observation sessions.</li> <li>• Schedule competency-based training on nurturing interaction styles for staff.</li> </ul>
2	Punitive interactions present with authoritarian interaction style being noted. PEARLS scores < 40%	<ul style="list-style-type: none"> <li>• Provide feedback on PEARLS scores.</li> <li>• Praise positive aspects of what is observed.</li> <li>• Incorporate corrective teaching instructions for areas that do not meet criteria.</li> </ul>
3	Some praise delivered by staff. Tension noted during interactions and frustration with problem behavior is observed. PEARLS scores <60%	<ul style="list-style-type: none"> <li>• Consider training in trauma and staff wellness for all staff that score a 1, 2, or 3 on this assessment.</li> <li>• Conduct meetings with staff and participants to determine source of tension.</li> <li>• Incorporate staff incentives for improving interaction style.</li> </ul>
4	Several positive teaching interactions are observed when working with clients. Staff members are helpful when requests are made. PEARLS scores >70%	<ul style="list-style-type: none"> <li>• Praise staff for appropriate teaching styles.</li> <li>• Model PEARLS behaviors at all times.</li> <li>• Solicit participant praise for appropriate interactions.</li> </ul>
5	Therapeutic interactions are taking place in the context of a nurturing teaching environment. PEARLS scores >90%	<ul style="list-style-type: none"> <li>• Provide dense level of reinforcement for these staff.</li> <li>• Solicit feedback from staff related to what they are seeing in the home.</li> <li>• Incorporate staff feedback into programming.</li> </ul>

Domain Score:

		1	2	3	4	5
Transportation	Assessment Date:	1				
	Intervention Date:					5
	Intervention Date:					5
	Intervention Date:					5
Community Integration	Assessment Date:	2				
	Intervention Date:					4
	Intervention Date:					4
	Intervention Date:					4
Hygiene	Assessment Date:	1				
	Intervention Date:				4	
	Intervention Date:				4	
	Intervention Date:				4	
Chores	Assessment Date:		2			
	Intervention Date:		2			
	Intervention Date:		2			
	Intervention Date:		2			
Community Medical Appointments	Assessment Date:	1				
	Intervention Date:					5
	Intervention Date:					5
	Intervention Date:					5
Vocational	Assessment Date:	2				
	Intervention Date:		2			
	Intervention Date:		2			
	Intervention Date:		2			
Measures of Well-Being	Assessment Date:	1				
	Intervention Date:					5
	Intervention Date:					5
	Intervention Date:					5
Sexuality	Assessment Date:					5
	Intervention Date:					5
	Intervention Date:					5
	Intervention Date:					5
Primary Need Areas: →						

Global Assessment of Outcome Areas on the ACCEA assessment. Each area can be viewed with those needing additional clinical attention being identified with lower numbers on the scoring scale.

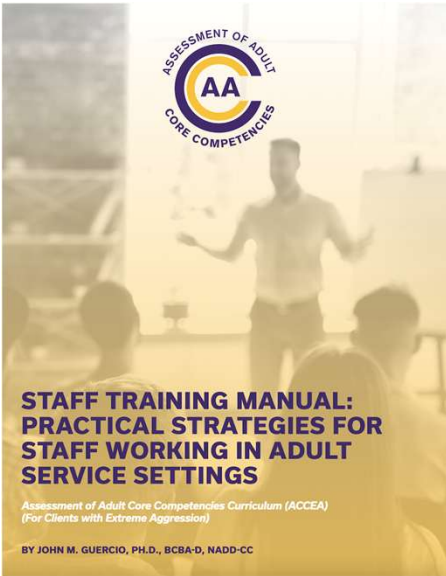
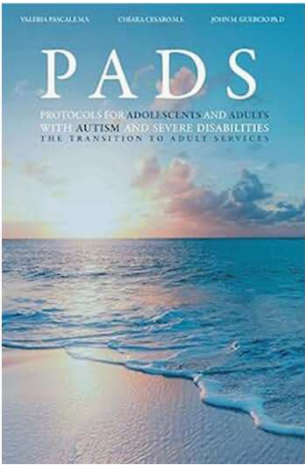
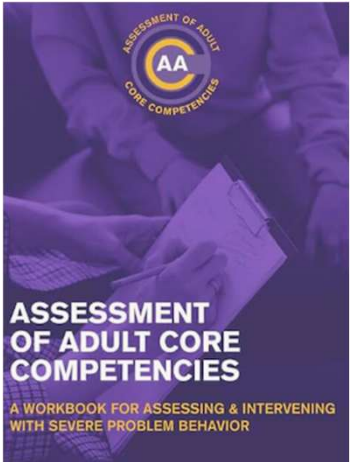
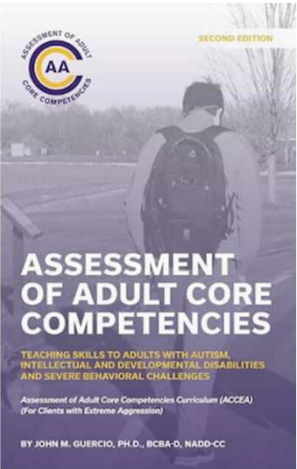
1	2	3	4	5
Extreme levels of support required. High risk present. No compliance noted.	Significant levels of support still required, less risk involved. Minimal compliance noted.	Moderate presentation of risk. Increased compliance noted.	Minimal support required. Over 80% compliance in each outcome area.	Minimal to no support required. Over 90% compliance in each outcome area.

# Prioritizing Training

Training Prioritization



# Resources





Questions?

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<https://acceadults.com>