

Employee's Name: _____ Interviewer: _____ Date: _____

Describe Performance Concern: _____

Instructions: Answer the questions below about the employee's specific performance problem (not the employee in general). The problem should be operationalized as either a behavioral excess or deficit. Items with an asterisk (*) should be answered only after the information is verified through direct observation.

TRAINING

1	<input type="radio"/> Yes <input type="radio"/> No	Has the employee received formal training on this task? If yes, check all applicable training methods: <input type="radio"/> Instructions <input type="radio"/> Demonstration <input type="radio"/> Rehearsal
2*	<input type="radio"/> Yes <input type="radio"/> No	Can the employee accurately describe the target task and when it should be performed?*
3	<input type="radio"/> Yes <input type="radio"/> No	Is there evidence that the employee has accurately completed the task in the past?
4*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	If the task needs to be completed quickly, can the employee perform it at the appropriate speed?*

TASK CLARIFICATION & PROMPTING

1	<input type="radio"/> Yes <input type="radio"/> No	Has the employee been informed that he/she is expected to perform the task?
2*	<input type="radio"/> Yes <input type="radio"/> No	Can the employee state the purpose of the task?
3*	<input type="radio"/> Yes <input type="radio"/> No	Is a job aid (e.g., a checklist, data sheet) for completing the task visibly located in the task area?
4	<input type="radio"/> Yes <input type="radio"/> No	Is the employee ever verbally, textually, or electronically reminded to complete the task?
5	<input type="radio"/> Yes <input type="radio"/> No	Is the task being performed in an environment well-suited for task completion (e.g., not noisy or crowded)?

RESOURCES, MATERIALS, & PROCESSES

1	<input type="radio"/> Yes <input type="radio"/> No	Are there sufficient numbers of trained staff available in the program?
2*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>If materials (e.g., teaching stimuli, preferred items) are required for task completion, are they readily available (e.g., easy to find, nearby)? If no materials are required, proceed to question 5.</p> <p>List materials below and indicate their availability.</p> <p>Item 1: _____ Item 2: _____ Item 3: _____ Item 4: _____</p>

3*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Are the materials necessary to complete the task well designed for their intended purpose?
4*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Are the materials necessary to complete the task well organized for their intended purpose?
5	<input type="radio"/> Yes <input type="radio"/> No	Can the task be completed without first completing other tasks?? If not, indicate below the tasks that must be completed first. Task 1: _____ Task 2: _____ Task 3: _____ Task 4: _____
6	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	If you answered NO for Question 5, are other employees responsible for completing any of the earlier tasks in the process? If so, indicate the employee(s) below. Task 1: _____ Task 2: _____ Task 3: _____ Task 4: _____

PERFORMANCE CONSEQUENCES, EFFORT, & COMPETITION

1	<input type="radio"/> Yes <input type="radio"/> No	Is the employee ever directly monitored by a supervisor? If so, indicate the frequency of monitoring. <input type="radio"/> hourly <input type="radio"/> daily <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> Other: _____
2	<input type="radio"/> Yes <input type="radio"/> No	Does the employee ever receive feedback about the performance? If yes, indicate below. By whom? _____ How often? _____ Delay from task? _____ Check all that apply: Feedback Focus: <input type="radio"/> Positive <input type="radio"/> Corrective Feedback Type: <input type="radio"/> Written <input type="radio"/> Verbal <input type="radio"/> Graphed <input type="radio"/> Other: _____
3	<input type="radio"/> Yes <input type="radio"/> No	Does the employee ever see the effects of accurate task completion? If yes, how? _____
4	<input type="radio"/> Yes <input type="radio"/> No	Is the task simple or does it involve relatively low response effort?
5	<input type="radio"/> Yes <input type="radio"/> No	Does the task generally take precedence over other potentially competing tasks? If not, indicate these competing tasks below. Task 1: _____ Task 2: _____ Task 3: _____ Task 4: _____

INTERVENTION PLANNING

Instructions: Each item scored as *NO* on the PDC-HS should be considered as an opportunity for intervention with priority given to areas in which multiple items are endorsed. Interventions may be implemented concurrently or consecutively, with the latter option being preferred for settings in which staff resources are limited. Sample interventions and illustrative literature citations for each area are provided below.

Area	Item #	Sample Intervention(s)	Literature Citations
Training	1, 2, 3, 4	Behavioral skills training (i.e., instructions, modeling, rehearsal, feedback) Improved personnel selection	<ul style="list-style-type: none"> • Barnes, Dunning, & Rehfeldt (2011) • Nabeyama & Sturmey (2010) • Gatewood, Feild, & Barrick (2008)
Task Clarification & Prompting	1, 2	Task clarification & checklists	<ul style="list-style-type: none"> • Cunningham & Austin (2007) • Gravina, VanWagner, & Austin (2008) • Bacon, Fulton, & Malott (1982)
	3, 4	Prompts	<ul style="list-style-type: none"> • May, Austin, & Dymond (2011) • Petscher & Bailey (2006)
	5	Change/alter task location	<ul style="list-style-type: none"> • Green, Reid, Passante, & Canipe (2008)
Resources, Materials, & Processes	1	Adjust staffing	<ul style="list-style-type: none"> • Strouse, Carroll-Hernandez, Sherman, & Sheldon (2003)
	2, 3, 4	Improve access to (2), redesign (3), or reorganize (4) task materials	<ul style="list-style-type: none"> • Casella, Wilder, Neidert, Rey, Compton & Chong (2010)
	5, 6	Reassess task process and personnel	<ul style="list-style-type: none"> • Diener, McGee, & Miguel (2009) • McGee & Diener (2010)
Performance Consequences, Effort, & Competition	1	Increased supervisor presence	<ul style="list-style-type: none"> • Brackett, Reid, & Green (2007) • Mazingo, Smith, Riordan, Reiss, & Bailey (2006)
	2	Performance feedback	<ul style="list-style-type: none"> • Arco (2008) • Green, Rollyson, Passante, & Reid (2002)
	3	Regularly highlight task outcomes	<ul style="list-style-type: none"> • Methot, Williams, Cummings, & Bradshaw (1996)
	4	Reduce task effort	<ul style="list-style-type: none"> • Casella, Wilder, Neidert, Rey, Compton, & Chong (2010)
	5	Reduce aversive task properties	<ul style="list-style-type: none"> • Green, Reid, Passante, & Canipe (2008)

REFERENCES

- Arco, L. (2008). Feedback for improving staff training and performance in behavioral treatment programs. *Behavioral Interventions, 23*, 39–64.
- Bacon D. L., Fulton, B. J., & Malott R. W. (1982). Improving staff performance through the use of task checklists. *Journal of Organizational Behavior Management, 4*(3/4), 17–25.
- Barnes, C. S., Dunning, J. L., & Rehfeldt, R. A. (2011). An evaluation of strategies for training staff to implement the picture exchange communication system. *Research in Autism Spectrum Disorders, 5*, 1574–1583.
- Brackett, L., Reid, D. H., & Green, C. W. (2007). Effects of reactivity to observations on staff performance. *Journal of Applied Behavior Analysis, 40*, 191–195.
- Casella, S. E., Wilder, D. A., Neidert, P., Rey, C., Compton, M., & Chong, I. (2010). The effects of response effort on safe performance by therapists at an autism treatment facility. *Journal of Applied Behavior Analysis, 43*, 729–734.
- Cunningham, T. R., & Austin, J. (2007). Goal setting, task clarification, and feedback to increase the use of the hands-free technique by hospital operating room staff. *Journal of Applied Behavior Analysis, 40*, 673–677.
- Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. *Journal of Organizational Behavior Management, 29*, 108–135.
- Gatewood, R. D., Feild, H., S., & Barrick, M. (2008). *Human resource selection* (6th ed.). Independence, KY: Cengage Learning.
- Gravina, N., VanWagner, M., & Austin, J. (2008). Increasing physical therapy equipment preparation behaviors using task clarification, graphic feedback and modification of work environment. *Journal of Organizational Behavior Management, 28*, 110–122.
- Green, C. W., Rollyson, J. H., Passante, S. C., & Reid, D. H. (2002). Maintaining proficient supervisor performance with direct support personnel: An analysis of two management approaches. *Journal of Applied Behavior Analysis, 35*, 205–208.
- Green, C., Reid, D., Passante, S., & Canipe, V. (2008). Changing less-preferred duties to more-preferred: A potential strategy for improving supervisor work enjoyment. *Journal of Organizational Behavior Management, 28*, 90–109.
- May, R. J., Austin, J. L., & Dymond, S. (2011). Effects of a stimulus prompt display on therapists' accuracy, rate, and variation of trial type delivery during discrete trial teaching. *Research in Autism Spectrum Disorders, 5*, 305–316.
- McGee, H. M., & Diener, L. H. (2010). Behavioral systems analysis in health and human services. *Behavior Modification, 34*, 415–442.
- Methot, L., Williams, L., Cummings, A., & Bradshaw, B. (1996). Effects of a supervisory performance feedback meeting format on subsequent supervisor-staff and staff-client interactions in a sheltered workshop and a residential group home. *Journal of Organizational Behavior Management, 16*(2), 3–25.
- Mozingo, D. B., Smith, T., Riordan, M. R., Reiss, M. L., & Bailey, J. S. (2006). Enhancing frequency recording by developmental disabilities treatment staff. *Journal of Applied Behavior Analysis, 39*, 253–256.
- Nabeyama, R., & Sturmey, P. (2010). Using self-recording, feedback, modeling, and behavioral rehearsal for safe and correct staff guarding and ambulation distance of students with multiple physical disabilities. *Journal of Applied Behavior Analysis, 43*, 341–345.
- Petscher, E. S., & Bailey, J. S. (2006). Effects of training, prompting, and self-monitoring on staff behavior in a classroom for students with disabilities. *Journal of Applied Behavior Analysis, 39*, 215–226.
- Strouse, M. C., Carroll-Hernandez, T. A., Sherman, J. A., & Sheldon, J. B. (2003). Turning over turnover: The evaluation of a staff scheduling system in a community-based program for adults with developmental disabilities. *Journal of Organizational Behavior Management, 23*, 45–63.

Steps of Behavioral Skills Training

Instruction

- Provide Rationale for the target skill being trained
- Vocally describe steps of the target skill
- Provide trainee with written summary of the target steps

Modeling

- Demonstrate the target skill

Rehearsal

- Have trainee practice performing the target skill

Feedback

- Observe and record trainee correct vs. incorrect performance of target skill
- Provide supportive and corrective feedback

Repeat

- Repeat rehearsal and feedback phase until skill is mastered