

The background of the slide features a dark purple gradient with black silhouettes of soldiers in various combat poses, including running, crouching, and aiming. The silhouettes are layered, creating a sense of depth and action.

# Fighting Our Own Battles: Using Behavioral Skills Training to Combat Performance Obstacles

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# Common Onboarding Processes



# Imagine! Onboarding

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Paperwork with Human Resources

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Computer Based Learning (20+ hours)

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Offsite client specific trainings or protocols (20-40 hours)

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QMAPP (4 hours)

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CPR/First Aid (4 hours)

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Crisis/De-escalation (16 hours)

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Vehicle/Driving (1 hour)

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Signs and Symptoms (4 hours)

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Lifts and Transfers (3 hours)



Has this ever happened  
at your organization?

# Common Performance Obstacles



Following Policy or  
Protocol



Implementing  
Safety Plan



Completing  
Documentation

Why do you think staff have these struggles?



# Why do you think staff have these struggles?

## **If you said training...**

- That is a common response we get from supervisors
- *Retraining fixes everything* error



# Organizational Spending

	<b>Global Spend (USD)</b>	<b>North America (USD)</b>	<b>Rest of World (USD)</b>
2020*	\$357.7B	\$165.3B	\$192.4B
2019	\$370.3B	\$169.4B	\$200.9B
2018	\$366.2B	\$166.8B	\$199.3B
2015	\$355.6B	\$160.0B	\$195.6B

(Training Industry, 2021)



# Is it worth it?



75% of managers were dissatisfied with their organizations' trainings



70% of employees report that they don't have mastery of the skills needed to do their jobs



12% of employees apply new skills learned in trainings to their jobs



25% of respondents believe that training measurably improved performance

# Problems with Common Training Methods

Too many

Does not encourage monitoring or skill mastery

Staff are learning at the wrong time and the wrong things

We quickly forget what we learned

Use it or lose it

Not consistently effective

Not only is the majority of training in current organizations ineffective, but the purpose, timing, and content of training is inadequate

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>

# Examine Performance

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# Common Performance Obstacles



Following Policy or  
Protocol



Implementing  
Safety Plan



Completing  
Documentation

What are we really here to  
talk about?



# Behavioral Skills Training

# What is Behavioral Skills Training?

- Behavioral skills training is an evidence-based approach for training human service personnel to implement behavior change and related procedures (Parsons et al., 2012).



# Research on BST

- Abduction-prevention skills
- Soccer skills
- Correct tackling procedures
- Online interview skills
- Identify and avoid food allergens
- Online safety skills
- Staff performance skills

# Steps for Using BST

1

Instruction

2

Modeling

3

Rehearsal

4

Feedback

5

Repeat

# Steps for Using BST



## Instruction

Provide rationale for the target skill being trained

Vocally describe steps of the target skill

Provide trainee with written summary of target skill steps

# Rationale for the Skill Being Trained

- **Non-contingent** reinforcement involves giving an individual access to a reinforcer frequently enough that they are no longer motivated to engage in disruptive behaviors.

**Non-contingent reinforcement** is the use of positive **reinforcement** that is not related to the occurrence of a target behavior. It involves delivering **reinforcement** on a fixed-time schedule independent of whether the individual exhibits the target behavior during the interval

- The **reinforcement** is provided to the student so that the problem behavior becomes unnecessary.
- **Non-contingent reinforcement** is most effective when the function of behavior is to gain attention. **Non-contingent reinforcement** does not teach or reinforce alternative behaviors.

# Vocally Describe Steps of the Target Skill



1. Set a personal timer or utilize timers in your immediate environment for five minutes




2. When the timer goes off, approach the individual and provide reinforcement.



Reinforcement can include: x,y,z



3. Repeat steps 1-2



Provide a written summary  
of target skill steps

# Steps for Using BST

## Instruction

Provide rationale for the target skill being trained

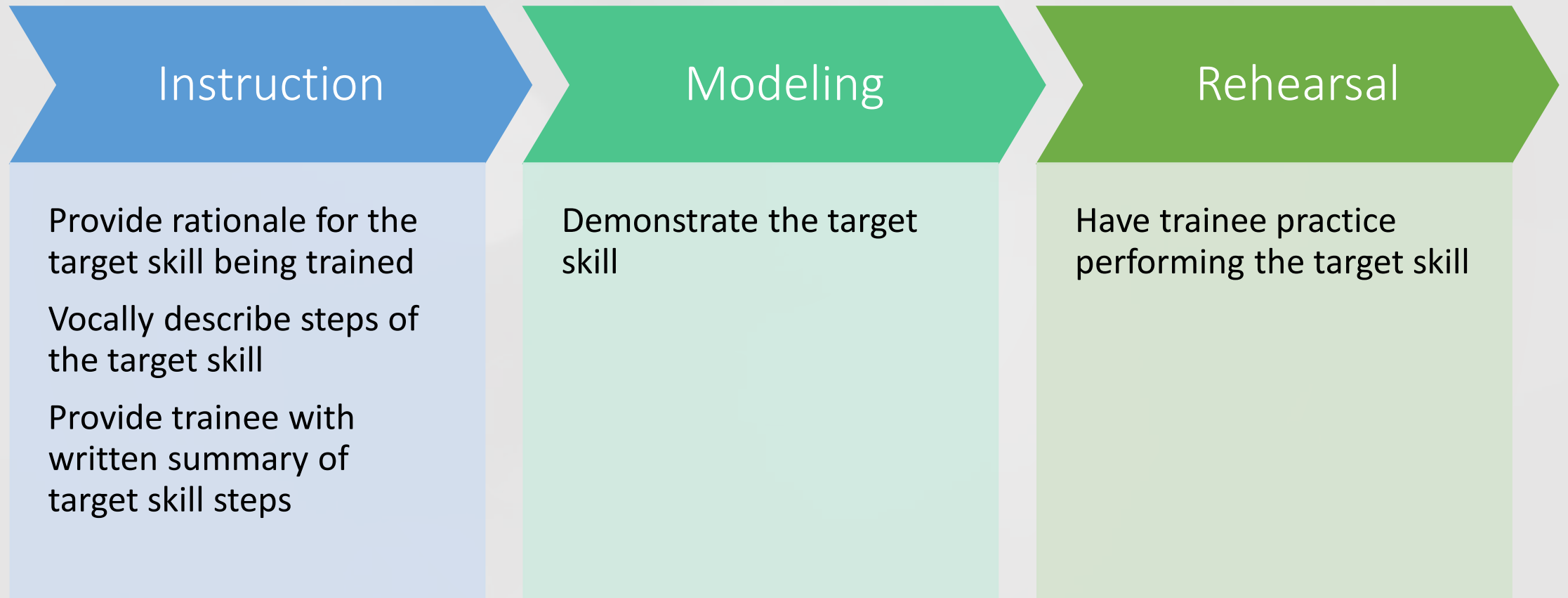
Vocally describe steps of the target skill

Provide trainee with written summary of target skill steps

## Modeling

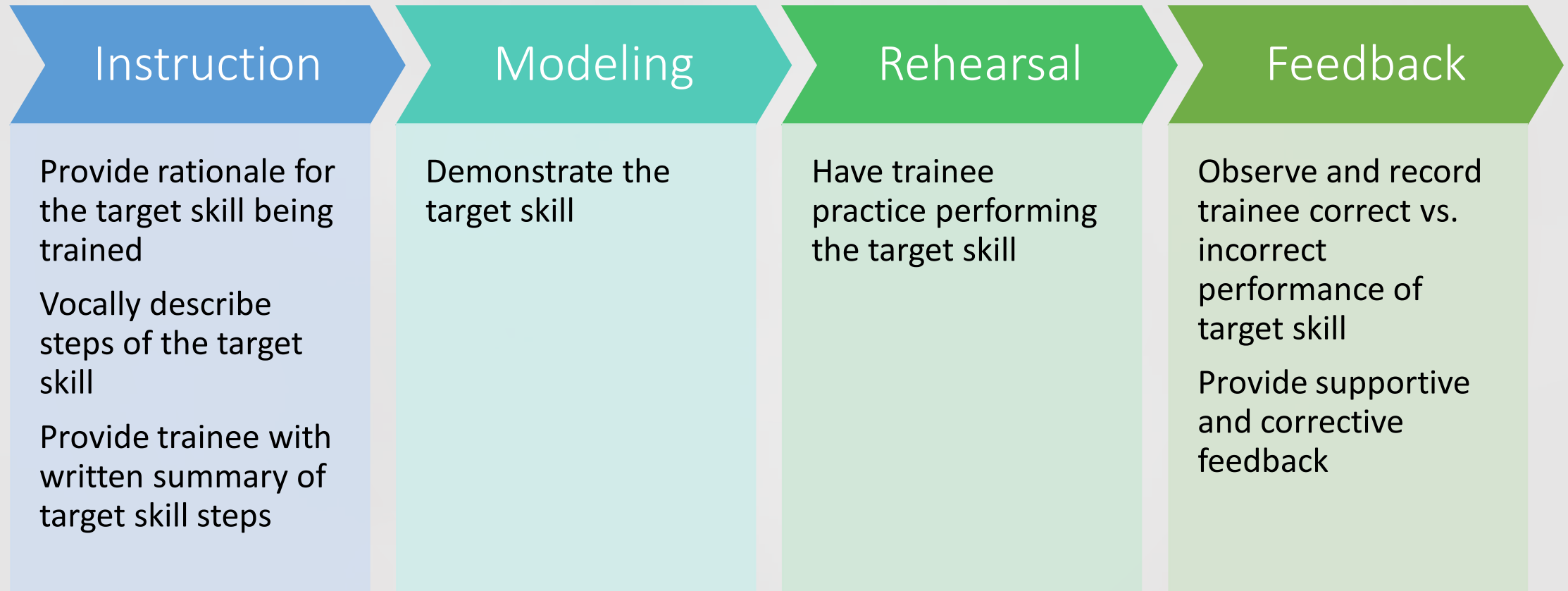
Demonstrate the target skill

# Steps for Using BST

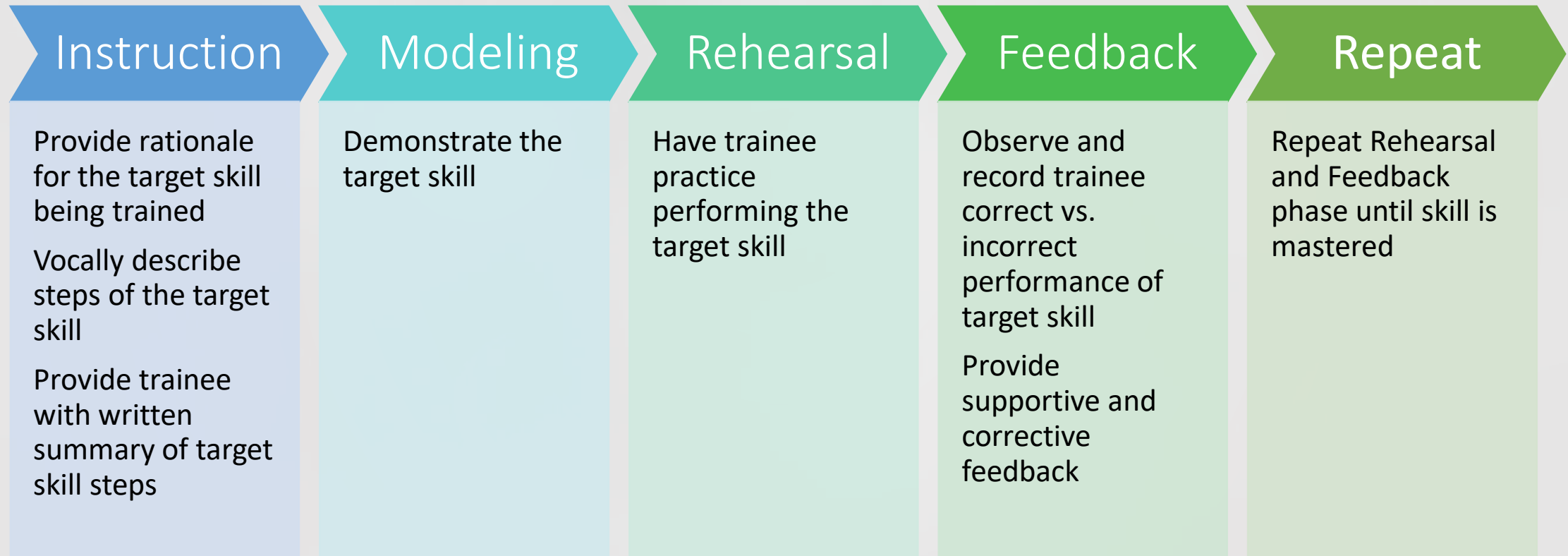




# Steps for Using BST



# Steps for Using BST



Repeat Rehearsal and  
Feedback until skill is  
mastered

# Cons to Using BST



TIME CONSUMING



STAFF ATTENDANCE  
AND RETENTION



CULTURE



EXPERIENCE WITH  
FEEDBACK

# Can you do BST All the time?

- Probably not
- Determine which skills are vital for success



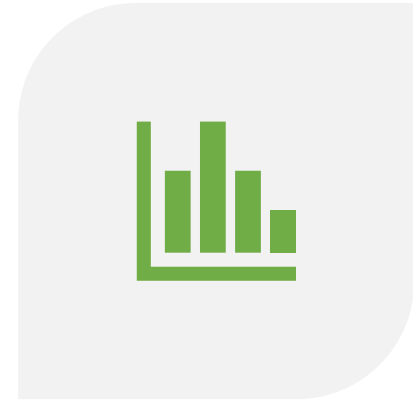
# Benefits to Using BST



EFFECTIVE



FEEDBACK COMPONENTS



DATA BASED –  
OBSERVATIONAL DATA

# Additional Ways to Implement BST

## Video modeling with voiceover (VMVO)

- Uses a visual media format
- Models behaviors for the viewer
- Incorporates voiceover instructions
- Additional feedback is required for mastery

## Pyramidal Training

- A senior trainer trains a small group of staff to train other staff
- Reduces the amount of time for the senior trainer
- Beneficial for larger groups or amounts of staff

How have we  
implemented this?

- Prompting
- Non-Contingent Reinforcement
- Differential Reinforcement
- Safety Care



# Essential components of Behavioral skills training



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