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2019 OHABA Conference

The Leader As A Prism: A Strategy For Effective Feedb...

Saturday, February 9th 2019, 10:30 am - 12:00 PM

Marriott Columbus University Area: 3100 Olentangy River Road Columbus, OH 43202
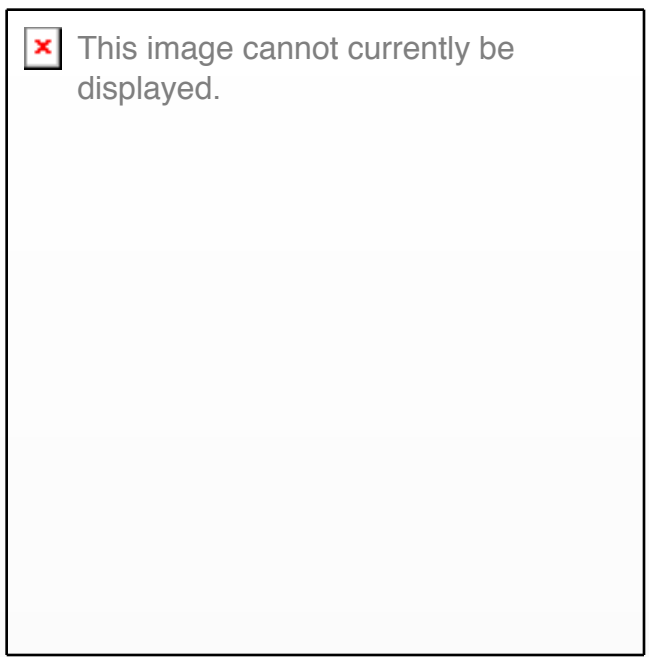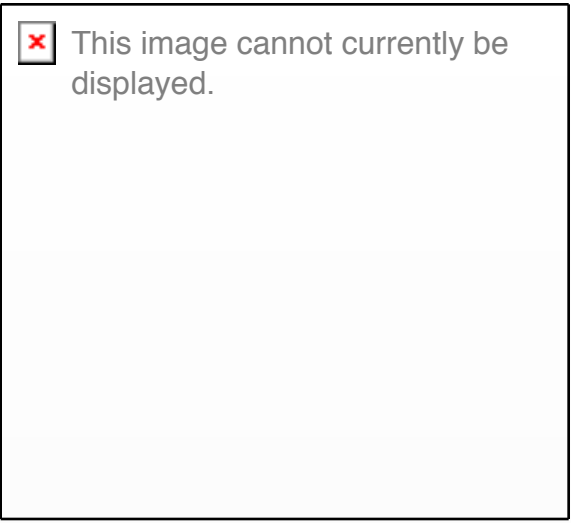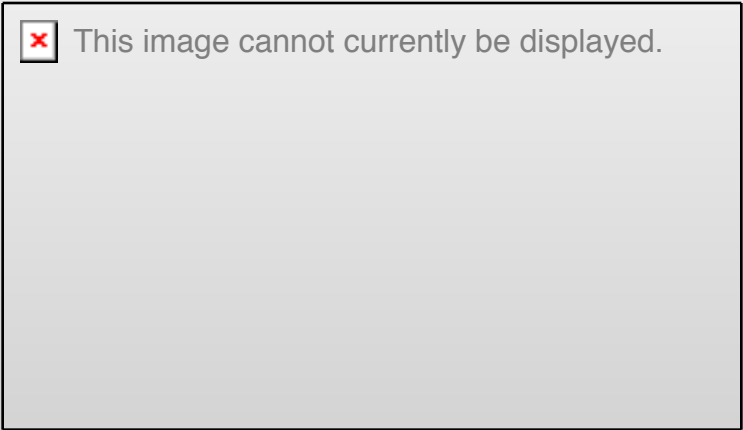
Outline

- Introduction
- OBM and BCBAs
- Feedback
- Gilbert's Behavioral Engineering Model
- The Prism Method
- Breakdowns in Prism Feedback
- Feedback Myths

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A Brief Introduction

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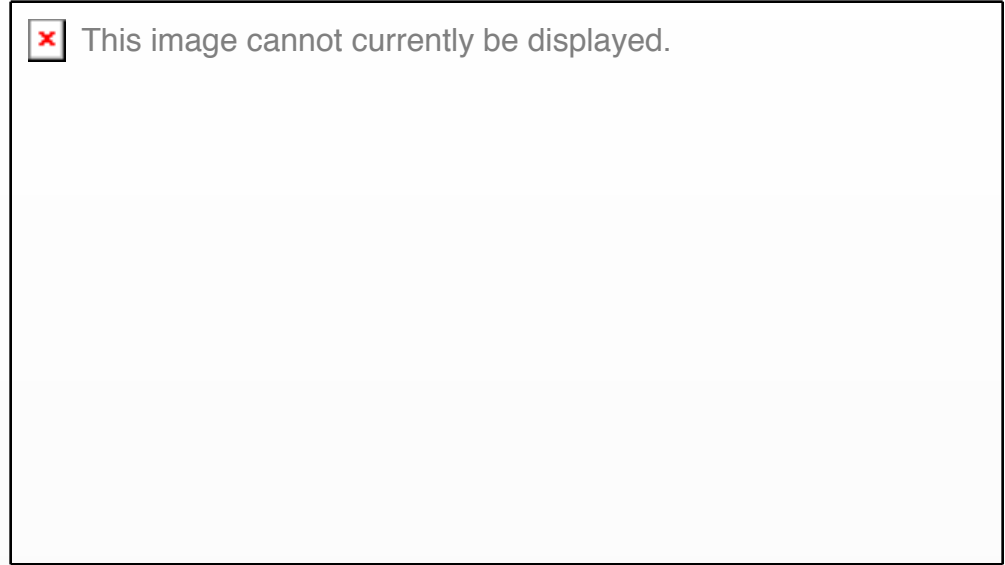
How many of you are clinical BCBAs?

How many of you are business owners?

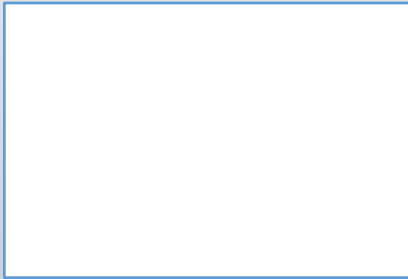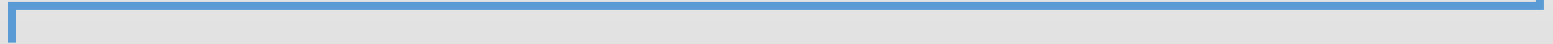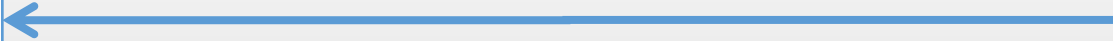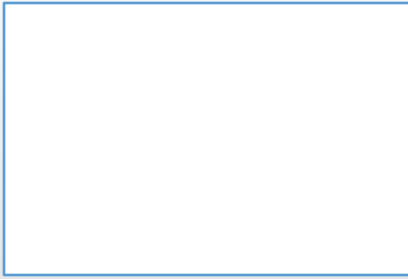How many of you are interested in becoming business owners?

How many of you are interested in becoming OBM practitioners?

BF Skinner on OBM

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Operations/Owner	← Leader of Businesses	Clinical Director
	Leader of Functions →	
Clinical Manager	← Leader of Groups	BCBA
	Leader of Leaders →	
Lead RBT	← Leader of Others	RBT
	Leader of Self →	
Technician		
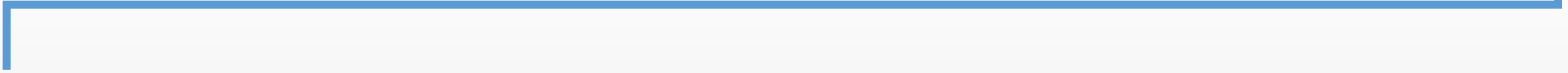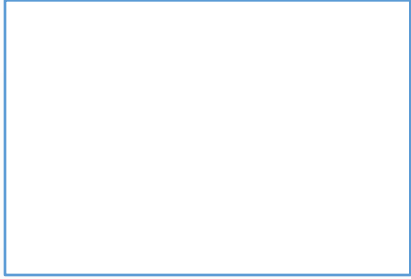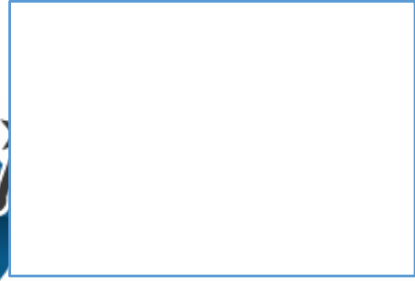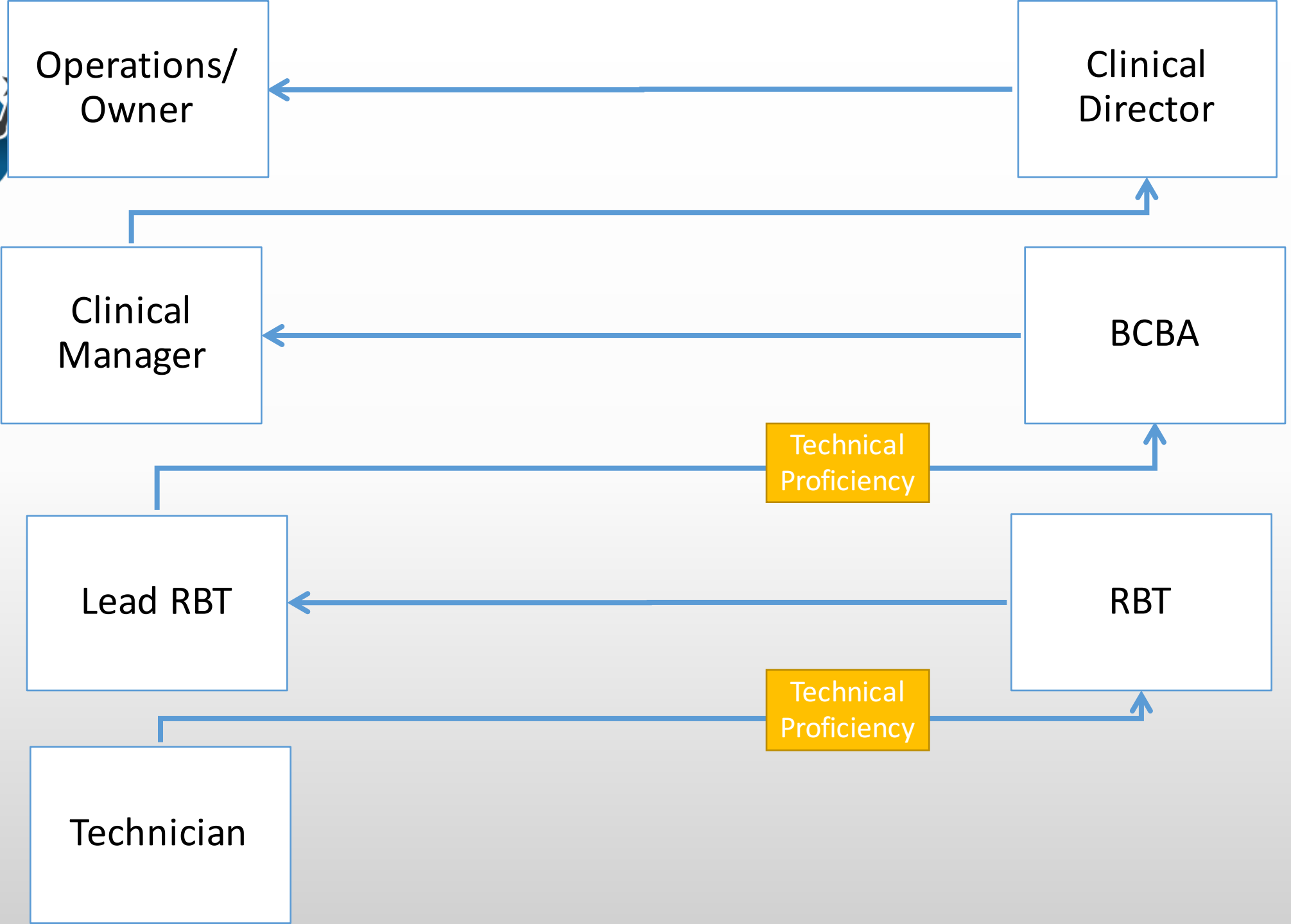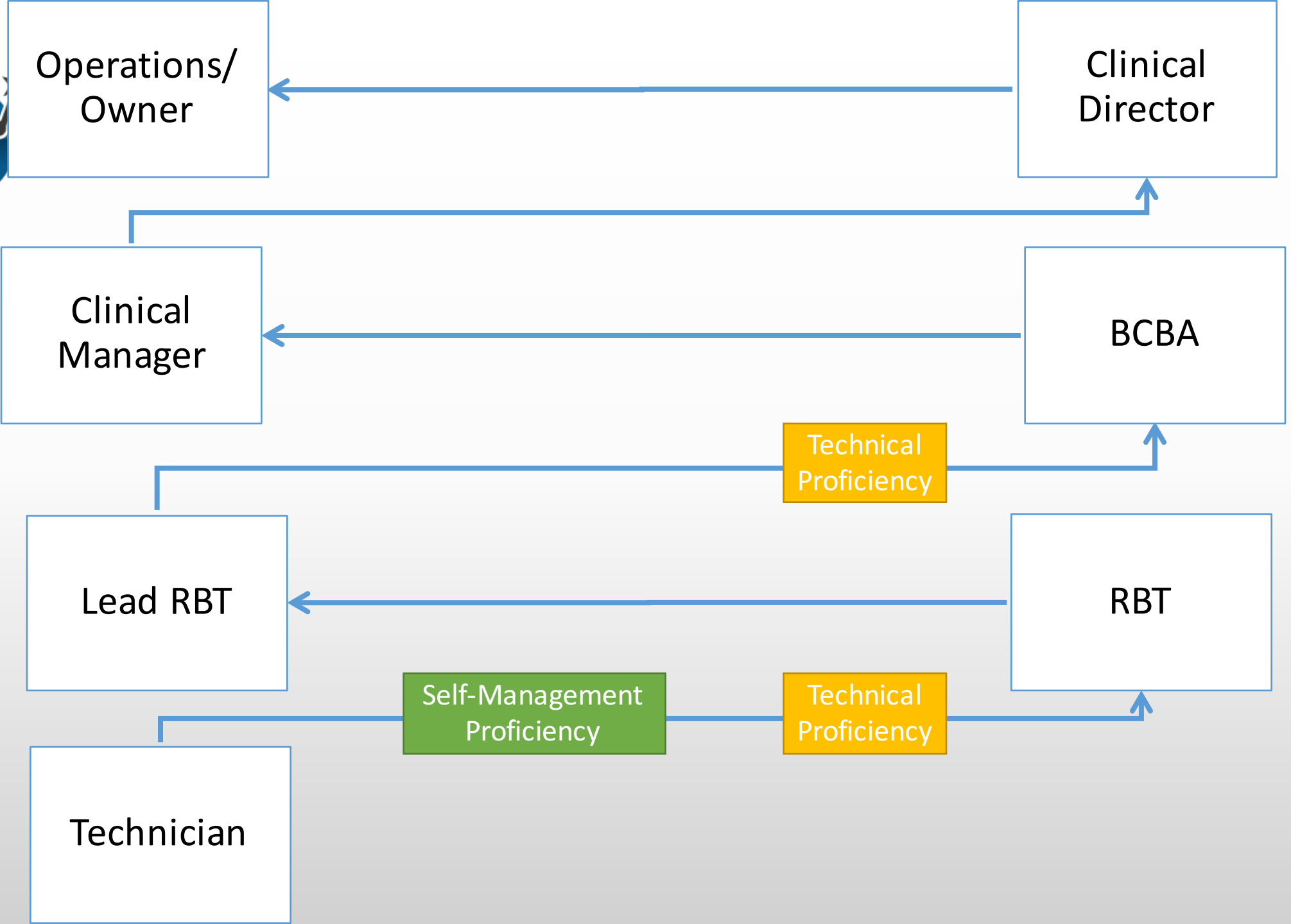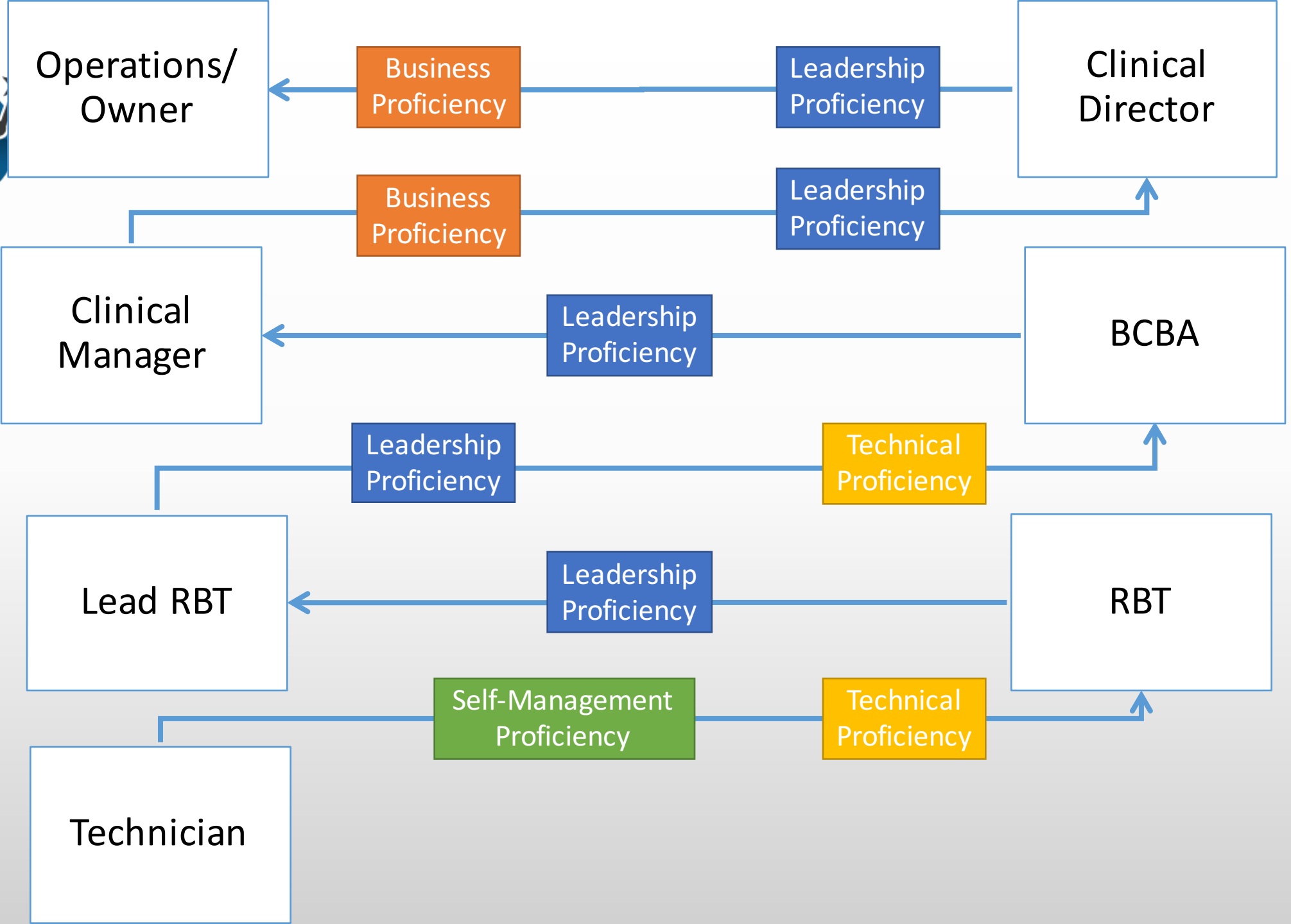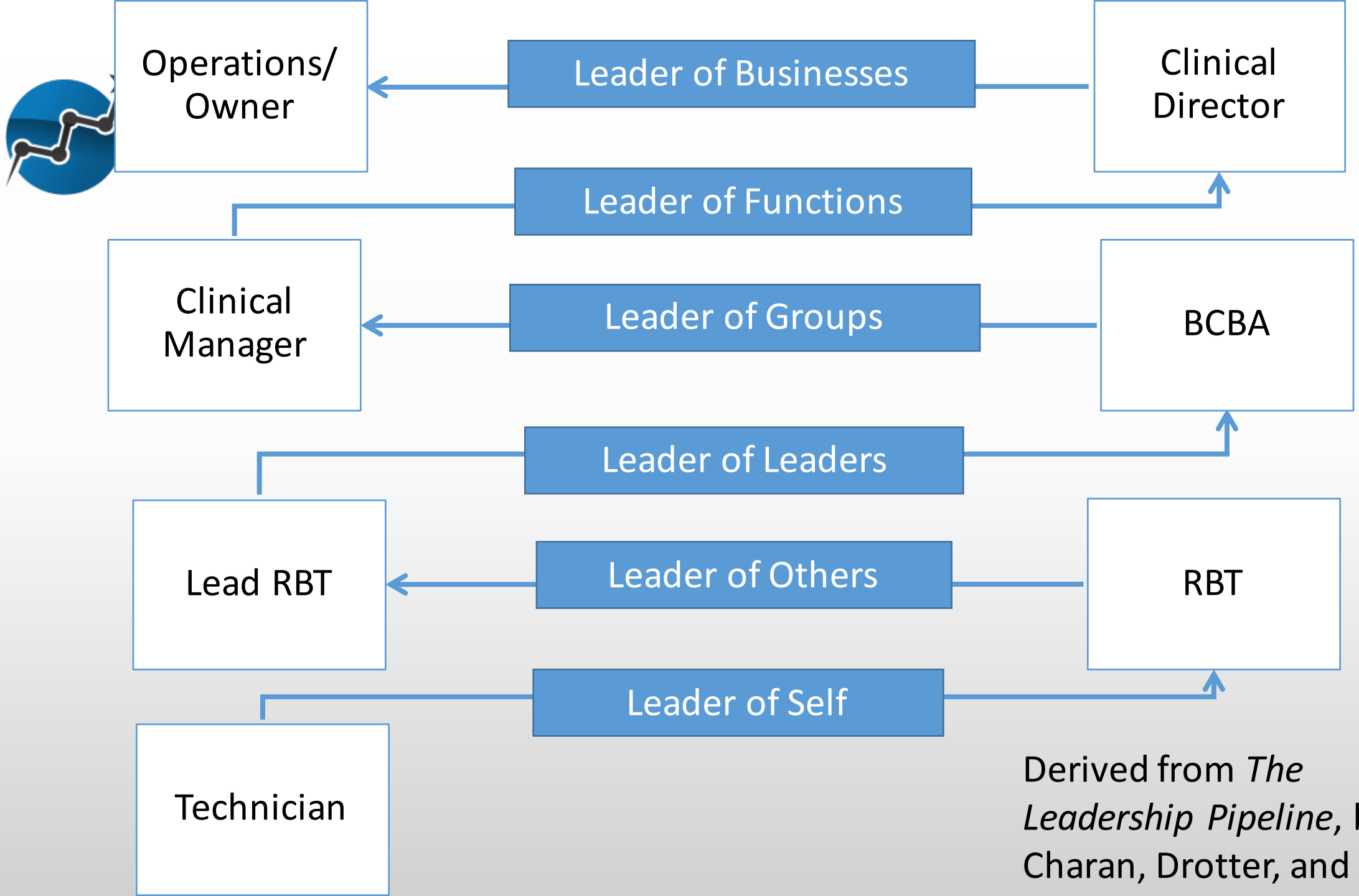
Derived from *The Leadership Pipeline*, by Charan, Drotter, and Noel.

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(OBM Network, 2016)

OBM in Human Services

- Clinical behavior analysts are…
  - Supervisors
  - Trainers
  - Leaders
  - Team managers
  - Coaches
  - Professional development planners
  - Operations/Clinical directors
  - Business owners

responsible for performance outcomes, regulatory compliance, client satisfaction, employee engagement and turnover, hiring decisions, supervisee competence, clinical outcomes, business results, billing efficiency, scheduling, process documentation, organizational culture…

All OBM-related issues!

"The question *isn't* whether nearly every behavior analyst is doing **OBM**... the question is if they are doing it **well**."

Shannon Biagi

Feedback
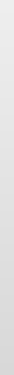
Feedback is....

"Information about performance that helps the performer improve."

"**Positive feedback** is specific information that confirms to the performer that he/she is doing the right thing."

"**Constructive feedback** is specific information about a less desirable behavior that decreases the likelihood it will occur again while also giving a description of a more desirable behavior to take its place."
(Shelton, 2015)

Positive Feedback
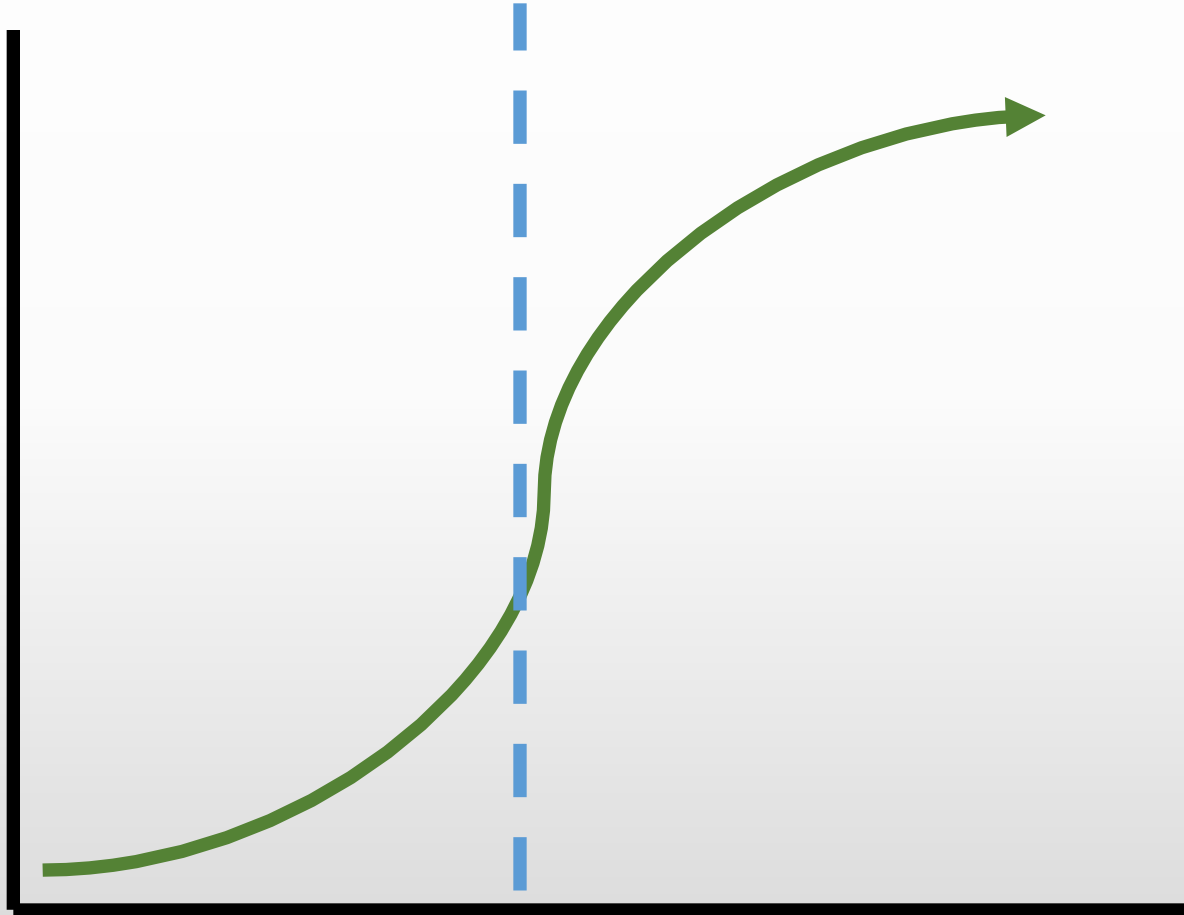
Constructive Feedback
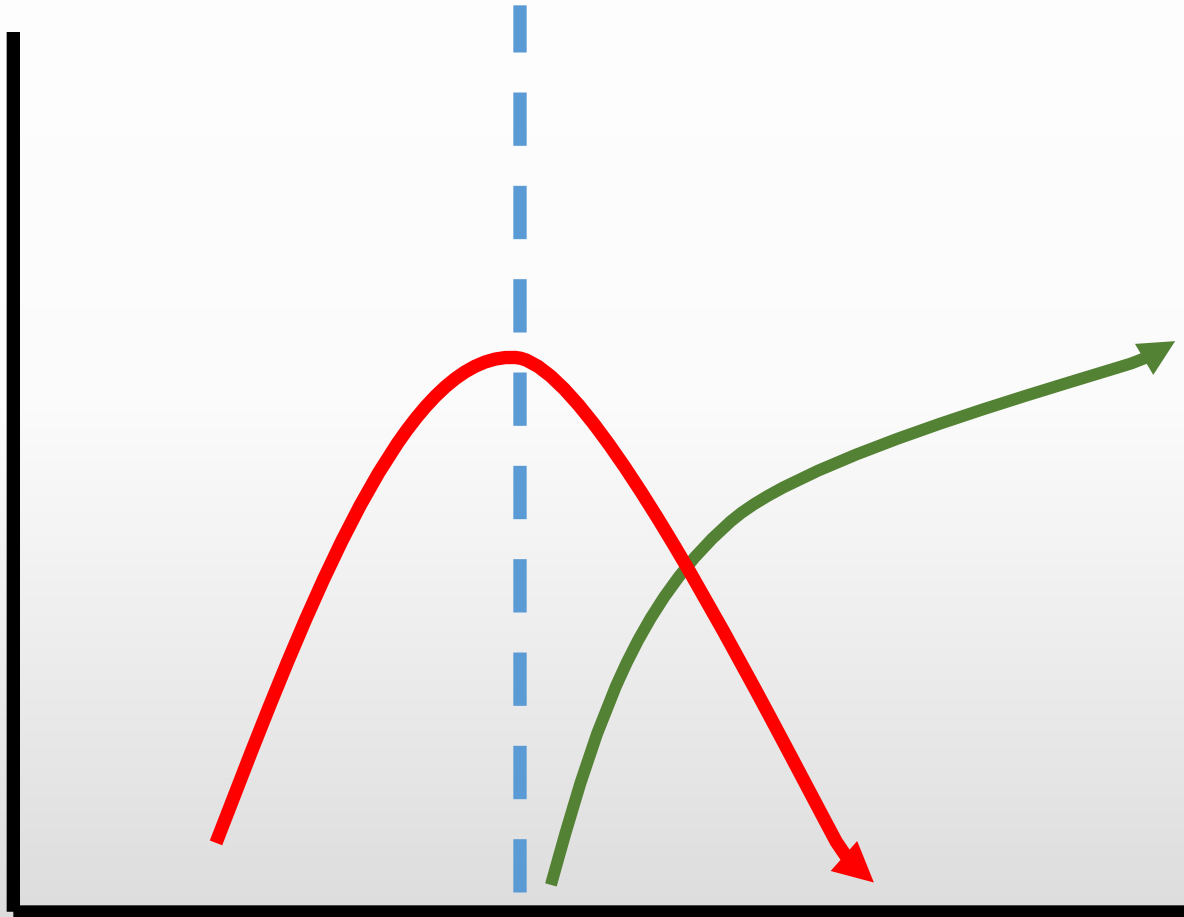
BACB on Feedback

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Feedback in OBM

- "Feedback was defined as **behavior-specific information**

(Ross, 2018)

Feedback in OBM

- "Feedback was defined as **behavior-specific information** that was **delivered in an appropriate setting**,

(Ross, 2018)

Feedback in OBM

- "Feedback was defined as **behavior-specific information** that was **delivered in an appropriate setting**, utilized **neutral language** that is not judgmental,

(Ross, 2018)

Feedback in OBM

- "Feedback was defined as **behavior-specific information** that was **delivered in an appropriate setting**, utilized **neutral language** that is not judgmental, focused on observable behaviors or performances,

(Ross, 2018)

Feedback in OBM

- "Feedback was defined as **behavior-specific information** that was **delivered in an appropriate setting**, utilized **neutral language** that is not judgmental, focused on observable behaviors or performances, and **provided specific guidance about improvement** opportunities for performers (Tosti, 2006)

(Ross, 2018)

Feedback in OBM

- "Feedback was defined as **behavior-specific information** that was **delivered in an appropriate setting**, utilized **neutral language** that is no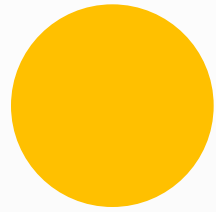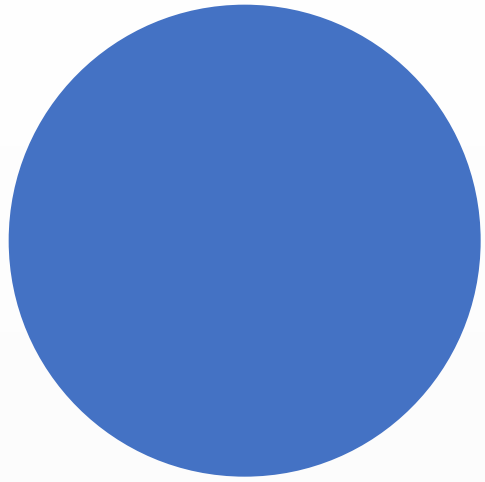t judgmental, focused on observable behaviors or performances, and **provided specific guidance about improveme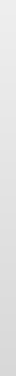nt** opportunities for performers (Tosti, 2006) with regards to **individual and environmental factors** outlined in Gilbert's BEM."

(Ross, 2018)

Gilbert's Behavioral Engineering Model

How do we usually handle performance issues in business?

How Performance Issues are Often Handled

Train them

Move them

Counsel them

Reprimand them

Coach them

Punish them

Replace them

How Performance Issues are Often Handled

Train them

Move them

Counsel them

Reprimand them

Coach them

Punish them

Replace them

This approach assumes that THEY are the problem that needs to be resolved...

The Mechanic Manager

If someone brings you a car that isn't running, do you immediately change the battery?

The battery *is essential*, but…
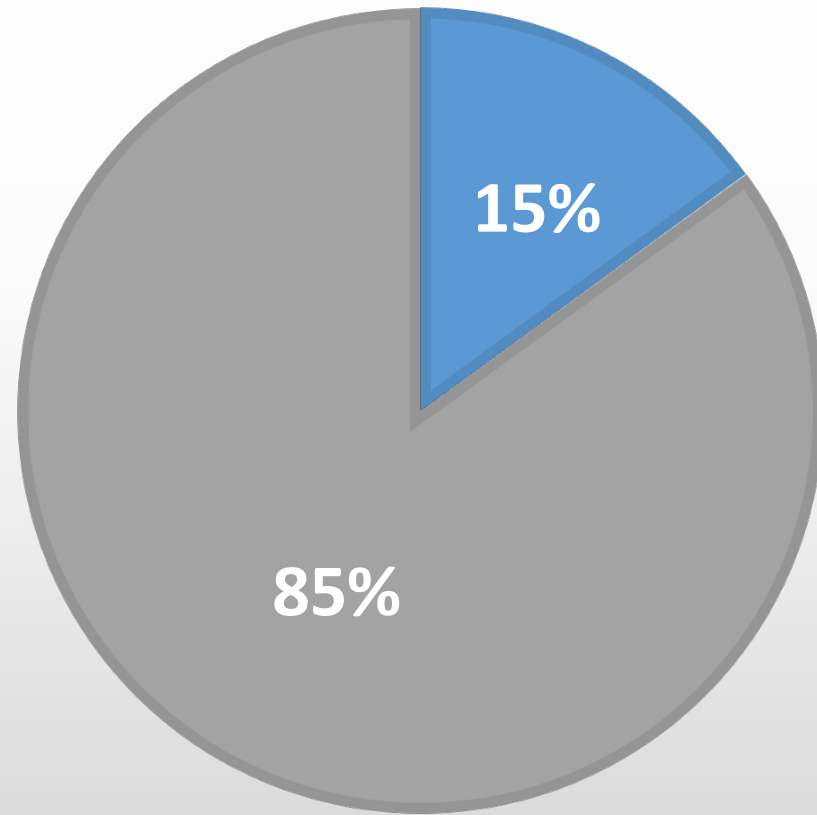
"A bad system will beat a good person every time."
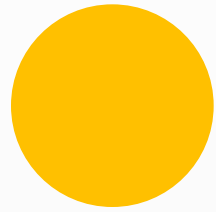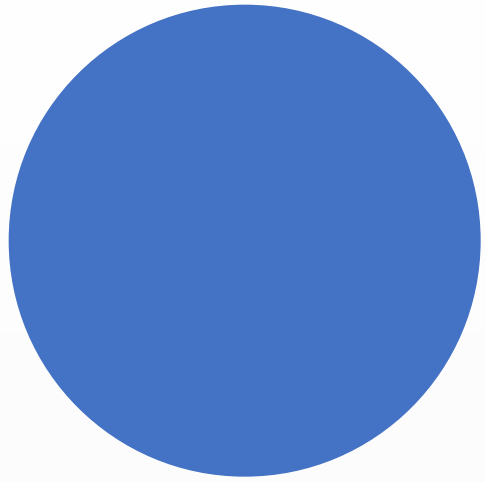
W. Edwards Deming

Deming (1982)

PROBLEMS

■ Worker　　■ Environment

15%

85%

The 3-term Contingency, *OBM-style*

Antecedents → **Bx** → Output → Consequences

Modified from Rummler & Brache (1990)

Antecedents → Bx → Output → Consequences

Feedback

Modified from Rummler & Brache (1990)
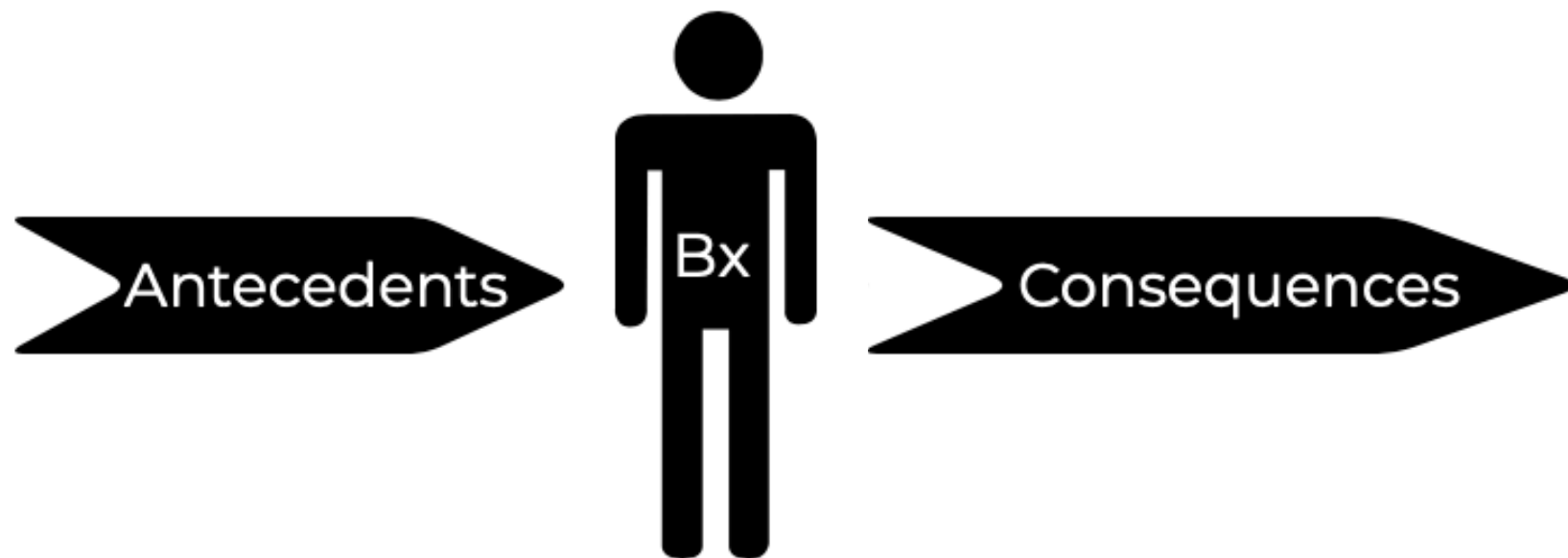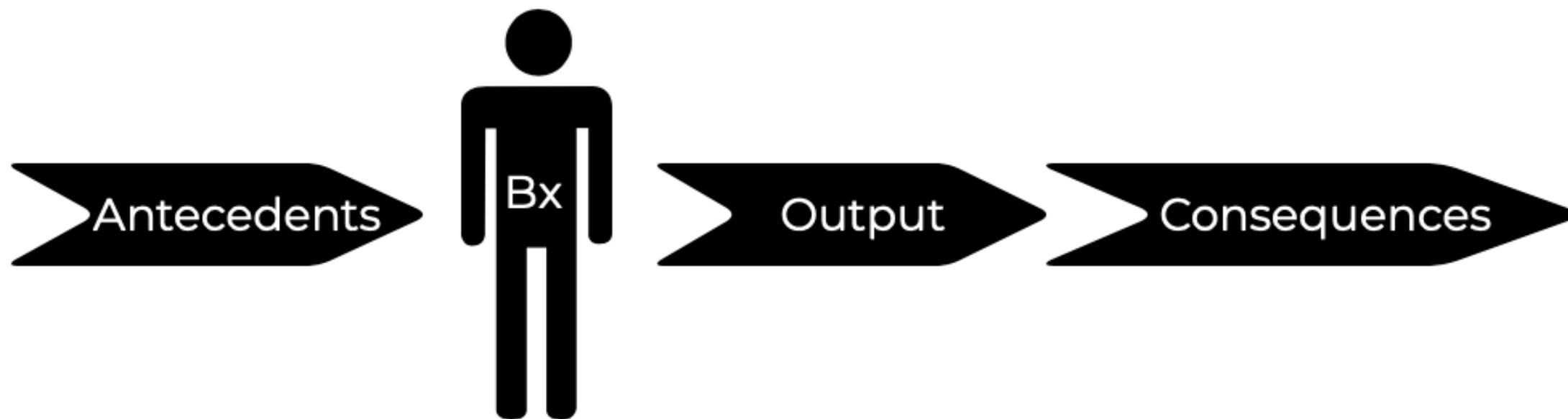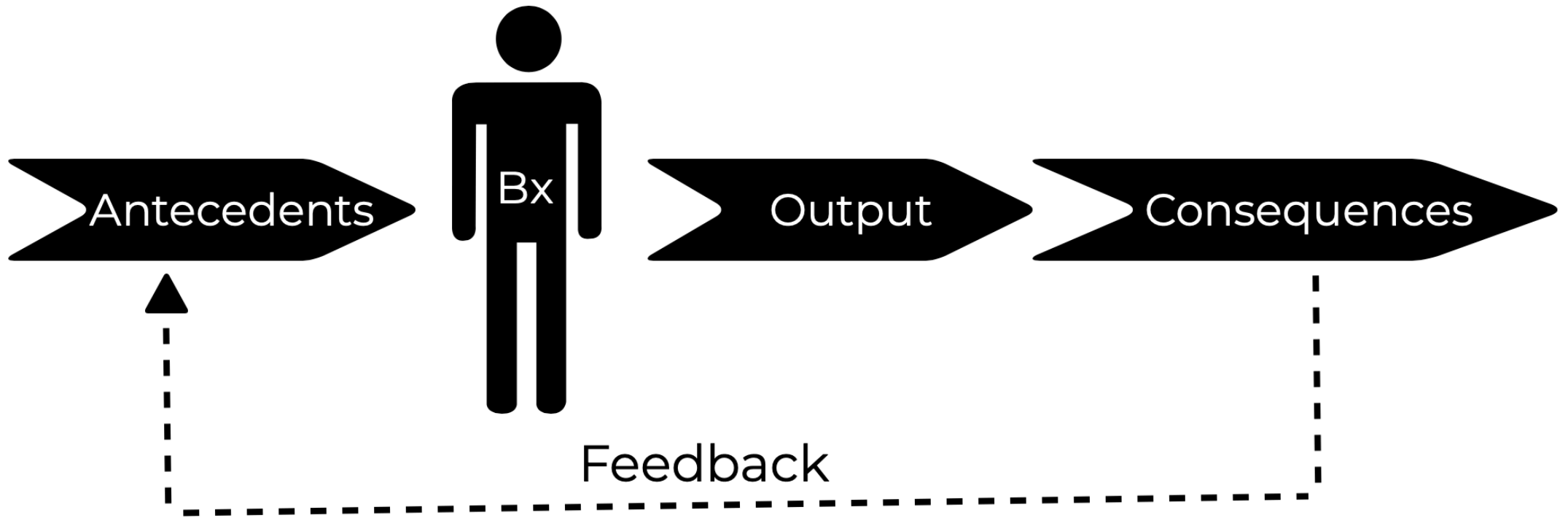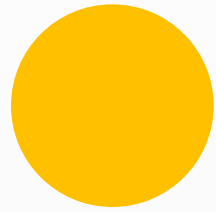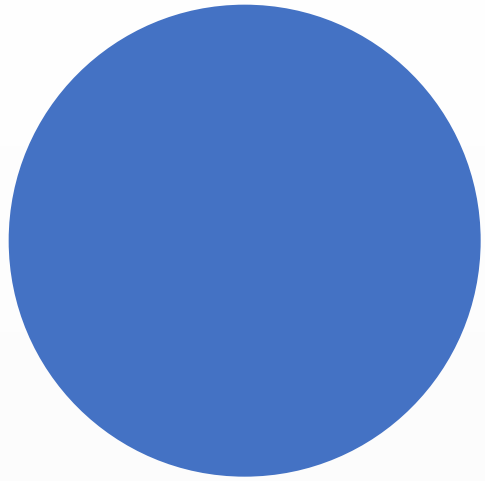
The Breakdowns
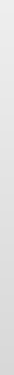
Knowledge and Skills

Individual Capacity

Task Interference

Expectations

Consequences

Antecedents

Bx

Output

Consequences

Feedback

Feedback

Modified from Rummler & Brache (1990)

ESTIMATED OCCURRENCE*

Capacity

Skills and Knowledge

Equipment and Resources

Expectations and Feedback

Consequences
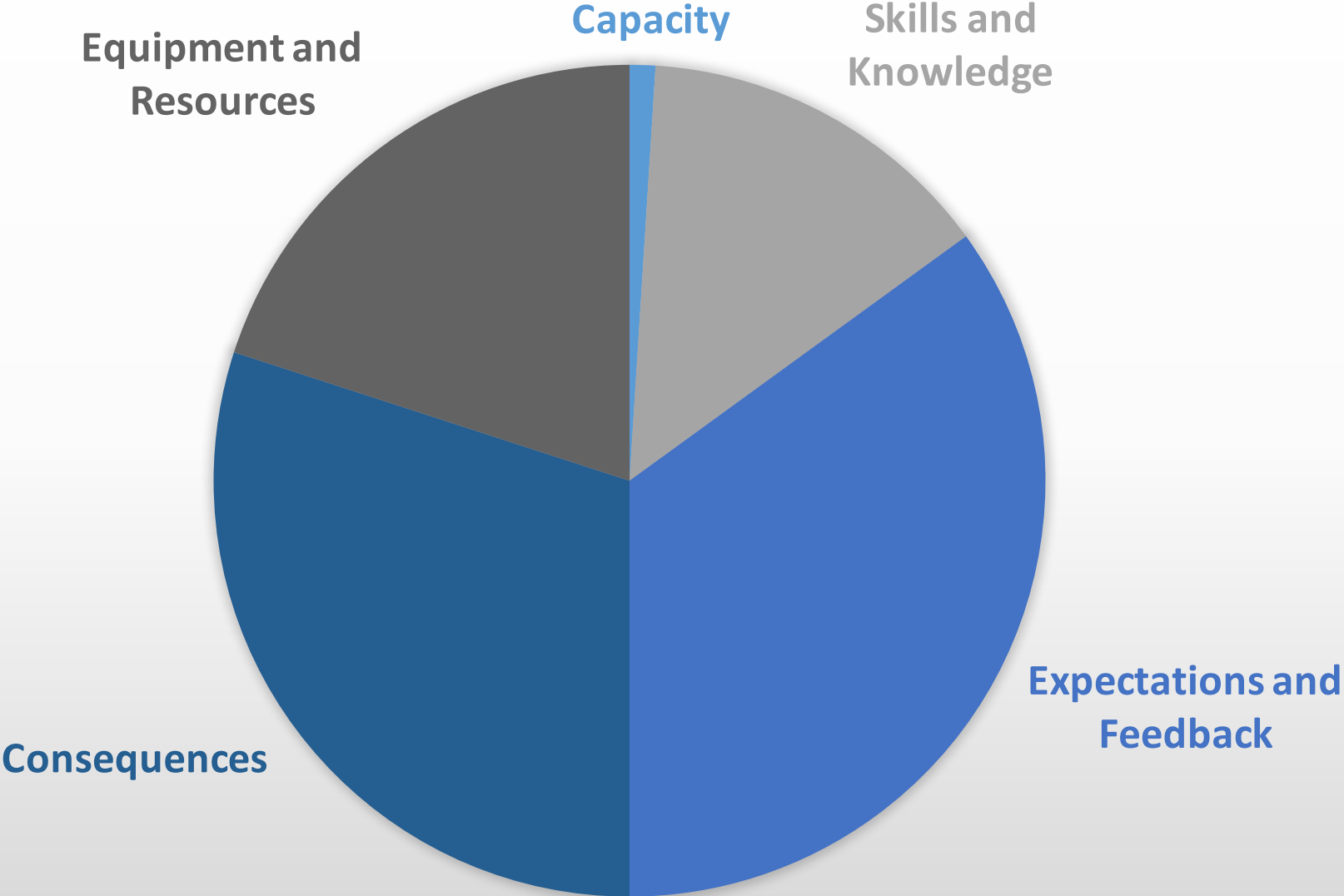
*Based on a synthesis of Deming, Rummler and Brache, and Binder's work
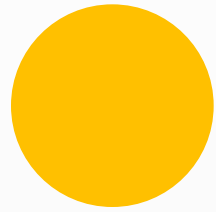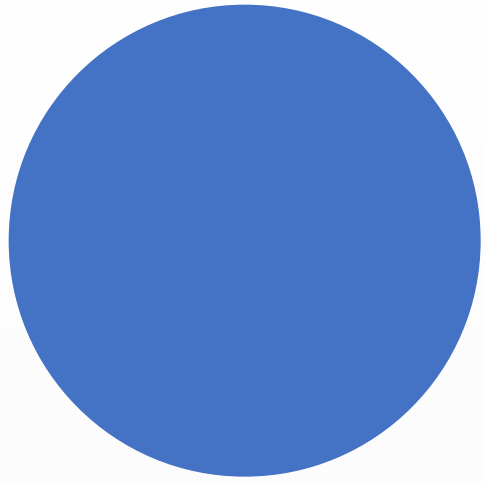
Wait… weren't we supposed to be talking about feedback?

Essential Characteristics of Feedback

1. **Source**

2. **Medium**

3. **Frequency**

4. **Participants**

5. **Privacy**

6. **Content**

(Alvero, Bucklin, and Austin, 2001)

Feedback Sources

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(Alvero, Bucklin, and Austin, 2001)

Feedback Mediums

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(Alvero, Bucklin, and Austin, 2001)

Feedback Frequencies

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(Alvero, Bucklin, and Austin, 2001)

Feedback Participants and Privacy

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(Alvero, Bucklin, and Austin, 2001)

Types of Feedback

- **Formal** - Structured
  - Performance evaluations
  - Regular data collection
  - Graphs
  - Scorecards
- **Informal** – Less structured
  - Day-to-day interactions
  - Requires **fluency**
    - Quick, accurate, and without hesitation (Binder, 2004)
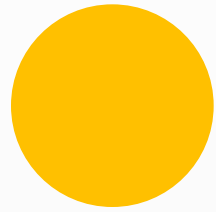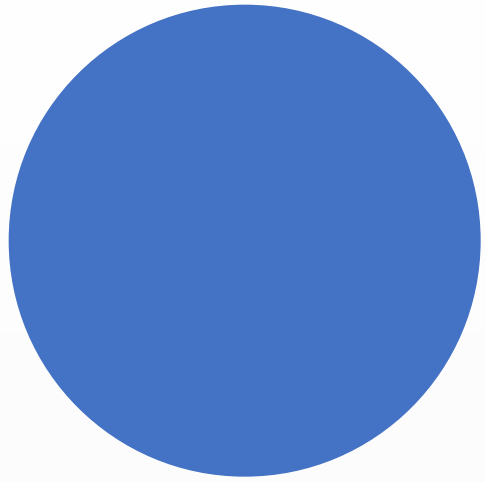
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"In a feedback-rich environment, **feedback is occurring naturally on a regular basis** and it does not feel like an attack. It feels like your supervisors and peers have your **best interests at heart** and **use feedback to guide your performance and development**."

Knesek (2015)

Developing Informal Feedback Skills

- Without structure and fluency of feedback delivery, leaders:
  - Might not remember to provide feedback in the moment
  - Might feel uncomfortable/not be confident during the interaction
  - Might avoid feedback delivery altogether
  - Might not provide all of the information the performer needs
  - Might confuse their employees, or undermine their leadership ability
  - Might inadvertently support undesired alternative behaviors, or punish desired ones
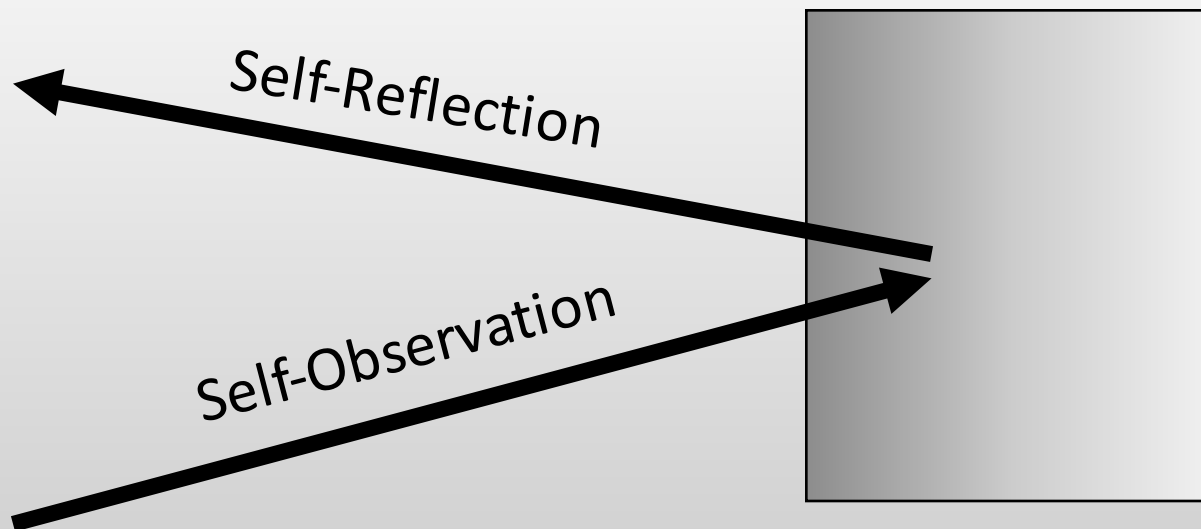
- **So… what do we do?!**

Prism Feedback

Critical Reflection Framework
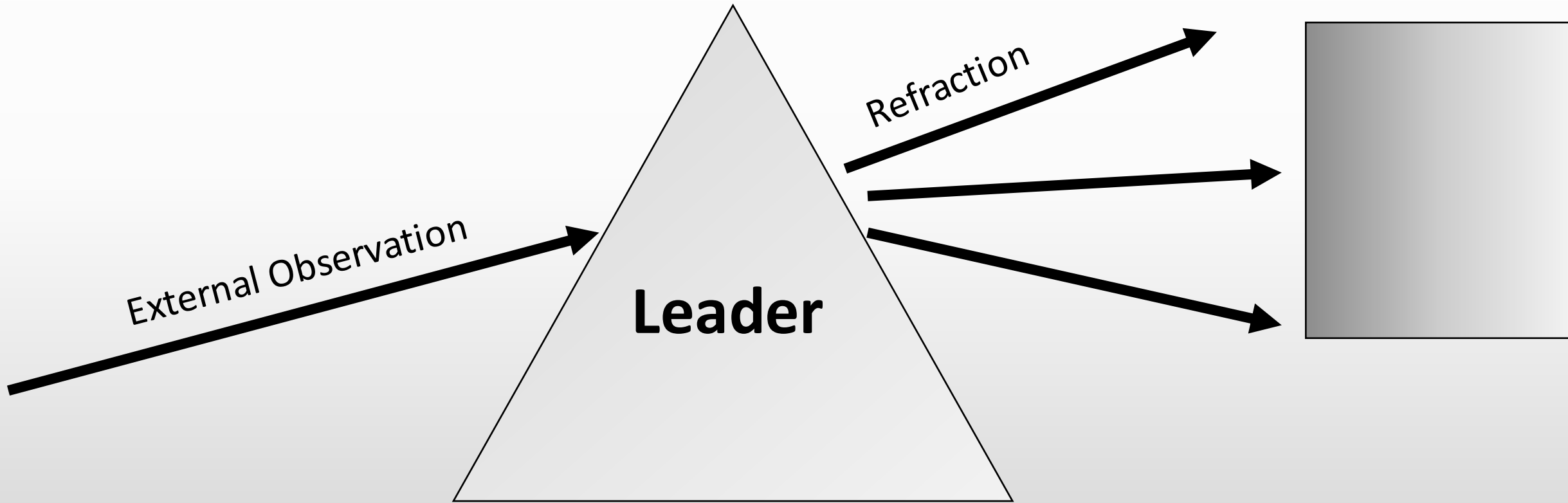
- 1948: John Flanagan – Founder of the American Institutes for Research

- Developed as a "critical thinking framework" to help individuals reflect on their own past behaviors and determine what contributed to their success or failure

(Reflexive Practice, 2007)

Self-Reflection

Self-Observation

(aka Critical Refraction)

What is our structure?

Chorale response, please. ☺

The "What?"

- Describe what you observed
  - Operationally define - Make it clear
  - Avoid value statements – no interpretations
  - Avoid non-behaviors – Pass the "Dead Person's Test"

The "What?" Examples

- **N/I:** "You didn't talk over that parent."
- **Better:** "You were respectful to that parent."
- **Best:** "You listened and responded to all of the parent's concerns, and used our parent-friendly terminology."

The "So what?"

- Describe why the behavior is important to:
  - The organization
  - The client
  - The supervisor (YOU)
  - The performer
- Don't need to touch on them all…

The "So what?" Examples

"It's important to submit our session notes within 24 hours because..."

- **N/I:** "... I said so and/or you will be punished if you don't."
- **Better:** "... the funders/BACB says so, and this allows us to get paid."
- **Best:** "... Because we want to ensure our data collection is highly accurate and that we can make changes to our programs quickly and effectively, which helps us make progress towards our clients goals."

The "Now what?"

- Describe what to do moving forward
  - For positive, encourage them to continue, or describe any reinforcement provided
  - For constructive, offer to address barriers or clarify procedures
  - Include when you will follow up

The "Now what?" Examples

- **N/I:** "Try not to do that again."
- **Better:** "We're going to provide you some additional training and check back in next week."
- **Best:** "I'd like to talk about what I can do to help set you up for success next time. Could we find some time to chat later this week?"
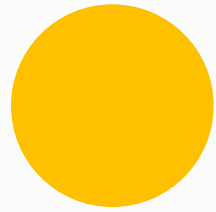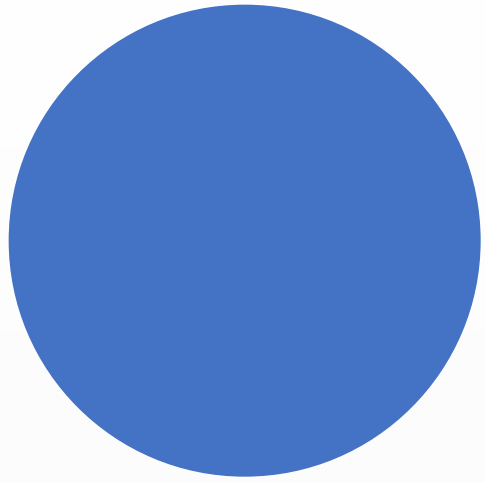
What is our structure?
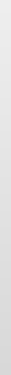
Chorale response, please. ☺

Familiar?

What? So what? Now what?

In Action

Sarah observes her technician, Thomas, selecting a developmentally appropriate activity for his client, Jamie.

What?

"Hey Thomas, I really appreciate you choosing to work with Jamie using the legos, rather than the teddy bear…"

So what?

"… This was a nice way to integrate activities that are similar to kids his own age, and this will help him engage in peer play at school and during social skills…"

Now what?

"… so keep it up, and if you think of any other toys or activities we could integrate into his day, I'd love to get your input!"

Sarah observes Thomas selecting a reinforcer for Jamie, without checking for Jamie's preference or motivation.

What?

"Thomas, I noticed earlier that you selected legos as a reinforcer for Jamie, but you didn't check to see if he was interested in working for them first…"

So what?

"… When we pick items for clients without doing a preference assessment or letting them choose, we risk not capturing his motivation during the session…"

So what?

"… which in the past has resulted in less instructional control and more problem behavior, making it harder for you both during session…"

So what?

"… And giving our clients as much autonomy and choice as possible is one of our main priorities as an organization …"
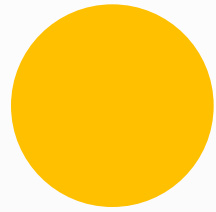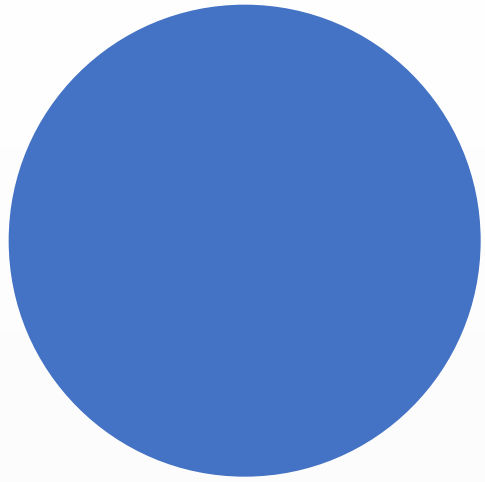
Now what?

"… Next time, I'm sure he'd enjoy being able to choose what he's working for, so if you want any help running a preference assessment, don't hesitate to come get me, okay? I'll be checking in tomorrow to see how it's going."

Components of the Prism Method

What? So what? Now what?

Got it.

Components of the Prism Method

~~What?~~ So what? Now what?

I have no idea what I did…

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Components of the Prism Method

What? ~~So what?~~ Now what?

I have no idea why this matters...

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Components of the Prism Method
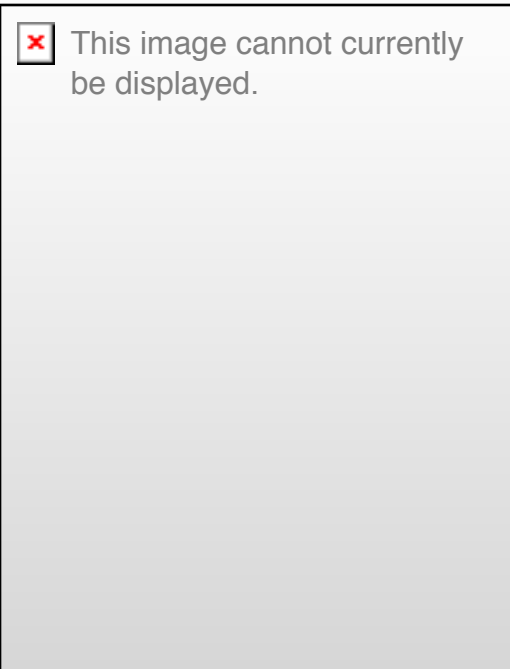
What? So what? ~~Now what?~~

I have no idea what I need to do next…

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Feedback Myths

Common strategies used in feedback that might not be the most effective…

Feedback Myths

- **The Sandwich Method** – Proven ineffective empirically
  - Henly & DiGennaro-Reed (2015)
- **The 4:1 Ratio** – No evidence, only a general guideline
  - Daniels & Bailey (2014) says 4:1, Gottman (1994) says 5:1, The Center for Creative Leadership (2017) says 2:1 or 3:1
- **There is a perfect frequency** – Not universal
  - Alvero, Buckin, & Austin (2001) vary between daily and weekly, Center for Creative Leadership (2017) promotes weekly and monthly

Feedback Myths

- **Feedback DURING performance** – *Distracting!*
  - Komaki (1986) and Johnson, et al (2015) promote feedback delivered AFTER performance as highly effective.
  Exception – Unsafe behavior (Gellar, 2000)
- **Giving both positive and constructive in the same interaction** – *Confusing!*
  - Johnson, Rocheleau, & Tilka (2015) are testing empirically
- **Everyone has the same preferences for feedback** – *Of course not!*
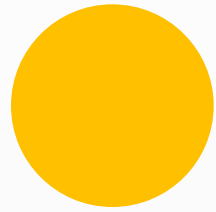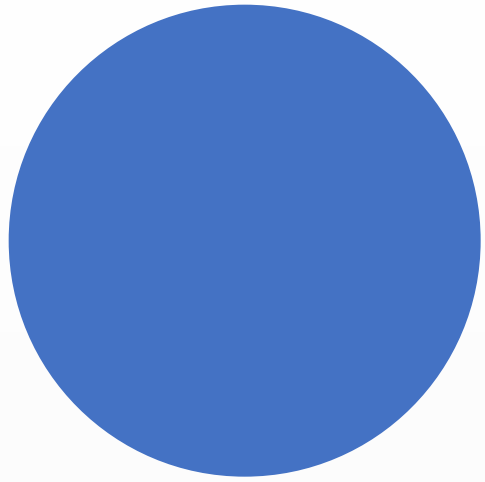 - Rowland & Rodriguez (2017, in preparation) found that preference matters!
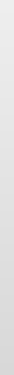
Characteristics

Modeling Good Reception of Feedback

1. Ask for feedback
2. Practice active listening
3. Focus on the benefits of getting feedback
4. Evaluate it, slowly
5. If you accept it, act on it

(Rodriguez, 2016)

Conclusions

Conclusions

- OBM is an essential component of being a behavior analyst in an organization
- Feedback requires structure and fluency

What is our structure?

Chorale response, please. ☺

Conclusions

- OBM is an essential component of being a behavior analyst in an organization
- Feedback requires structure and fluency
  - I've given you structure, take time to practice
- The Prism Method provides a framework for delivery that aligns to the BACB Supervision standards
- Forgetting components can lead to issues
- Myths in feedback delivery are common, so let the data be your guide!

Thank you!
Any questions?
shannon@chiefmotivatingofficers.com

For these slides and a free Prism Feedback workbook, go to
www.chiefmotivatingofficers.com/prism

The Leader as a Prism:
A strategy for effective feedback delivery

Shannon Biagi, MS, BCBA

CEO of Chief Motivating Officers, LLC

Director of Operations, OBM Network

ChiefMotivating**Officers**