

# Evaluating the Performance Diagnostic Checklist- Human Services to Treat Performance Problems of Adults with Intellectual Disabilities

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# PDC-HS

- Developed by Carr, Wilder, Majdalny, Mathisen, & Strain (2013)
- Intended to be a concise functional behavior assessment
- Attempts to match interventions to the function of targeted performance problem

**PDC-HS** *Performance Diagnostic Checklist – Human Services*

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?

# Brief Literature Review

4 studies conducted with individuals without disabilities (Carr et al. 2013; Ditzian et al. 2015; Bowe & Sellers, 2018; Wilder et al. 2018)

1 study conducted with individuals with disabilities (Smith & Wilder, 2018)

# Research Questions

What are the effects of using an intervention indicated by the results of the PDC-HS on the performance of a shelf-cleaning task by three individuals with intellectual disabilities working in integrated employment?

What is the social validity of the PDC-HS?

# Methods

## Primary Participants

- 3 adults diagnosed with intellectual disabilities
- Receiving supported employment services
- Employed at a library

## Secondary Participant

- Participants' supervisor

## Experimental design

- Concurrent multiple baseline across participants

## Settings

- Library
- Human services provider office

## Performance Problem

- Shelf-cleaning task

## Primary DV

- Accuracy
  - Percentage of steps completed on a checklist

## Secondary DV

- Session duration
  - Measured in seconds

# Procedural Sequence

Baseline

PDC-HS

BST

Post  
BST

Maintenance  
&  
Generalization

Social  
Validity



# Completion of the PDC-HS

- Results indicated barriers in training and prompting for all participants
- The indicated intervention for all participants consisted of behavioral skills training and prompting

# Behavioral Skills Training (BST)

Specifically designed to meet the needs of individuals with intellectual disabilities

## BST Checklist

1. Describe the purpose of the task
2. Provide the participant with a summary
3. Review the summary with the participant
4. Have the participant watch a video of the task being performed
5. Conduct practice sessions
6. Conduct test sessions
7. Repeat steps 5 and 6 until the participant meets the mastery criteria for the testing step

# Antecedent Prompting Procedure

Presented prior to BST practice sessions, BST test sessions and post BST sessions.

## Antecedent Prompting Procedure

1. Vocally review the four sections of the summary with the participant
2. Ask questions concerning each section
3. Provide modeling and practice if needed
4. Asking the participant they have any questions
5. Place the summary on a shelf which is easily accessible
6. Delivered the discriminative stimulus "the instructions will be here if you need to look at them"

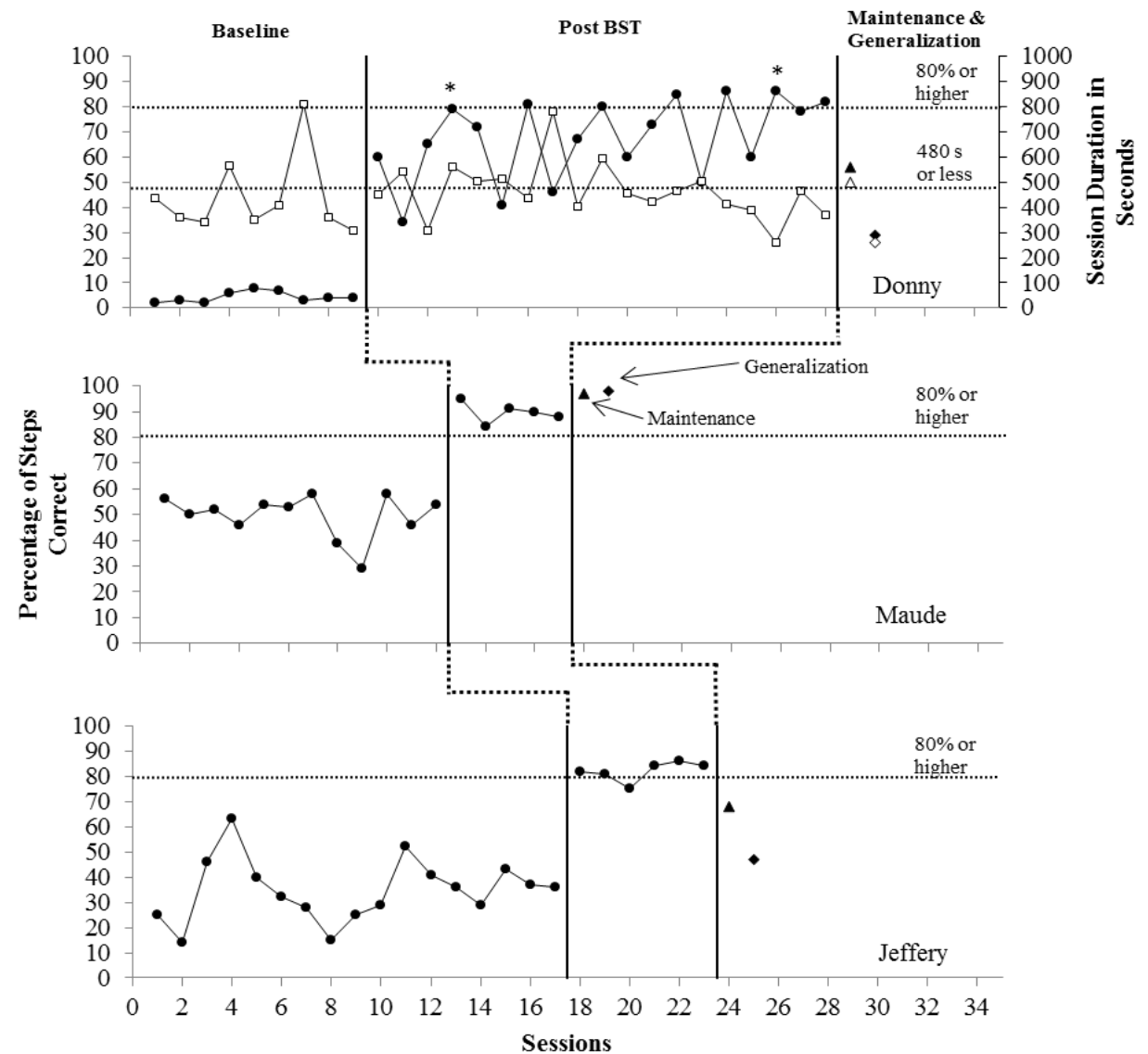
# Maintenance & Generalization Probes

Probe conduct after post BST condition

## Social Validity

Questionnaire administered to participants after main/gen

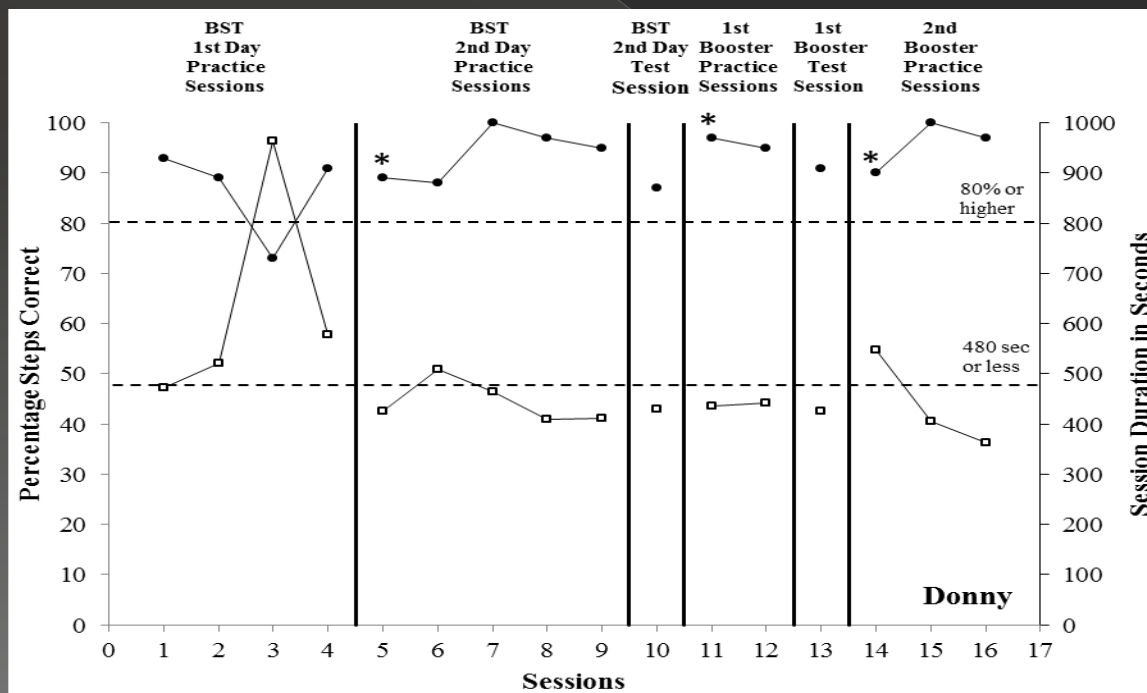
# Results Baseline



# Results- BST

## First Conducted with Donny

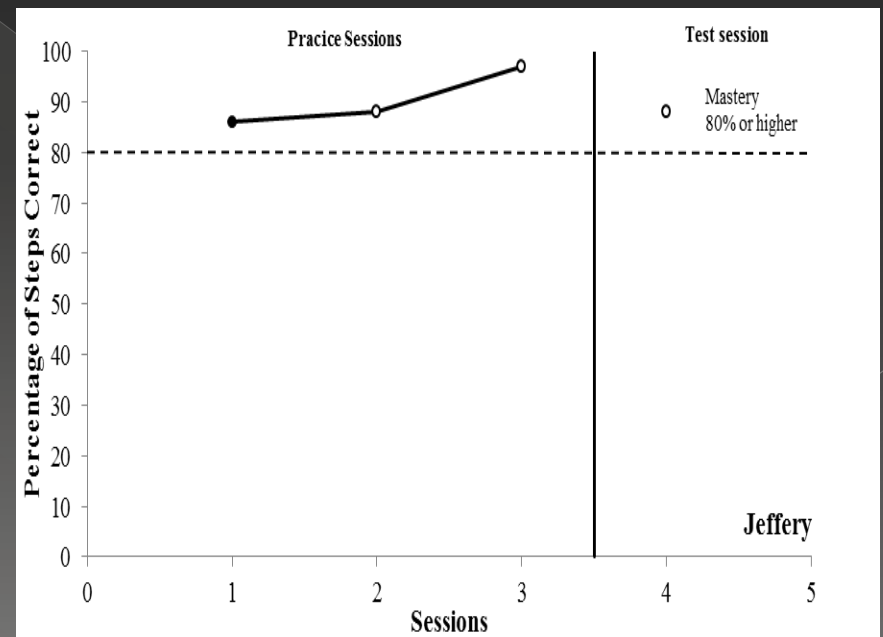
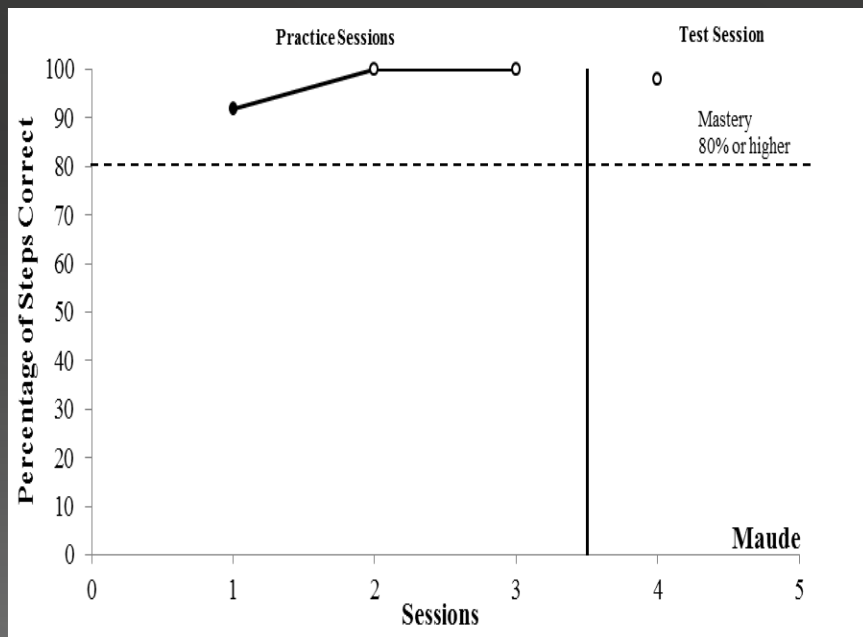
- 2 separate BST sessions conducted to meet mastery criteria
- Antecedent prompting procedure revised
- 2 booster sessions conducted



# Results- BST

Maude and Jeffery rapidly met the mastery criterion

Both participants were exposed to revised antecedent prompting procedure



# Results

## Post BST

### Donny

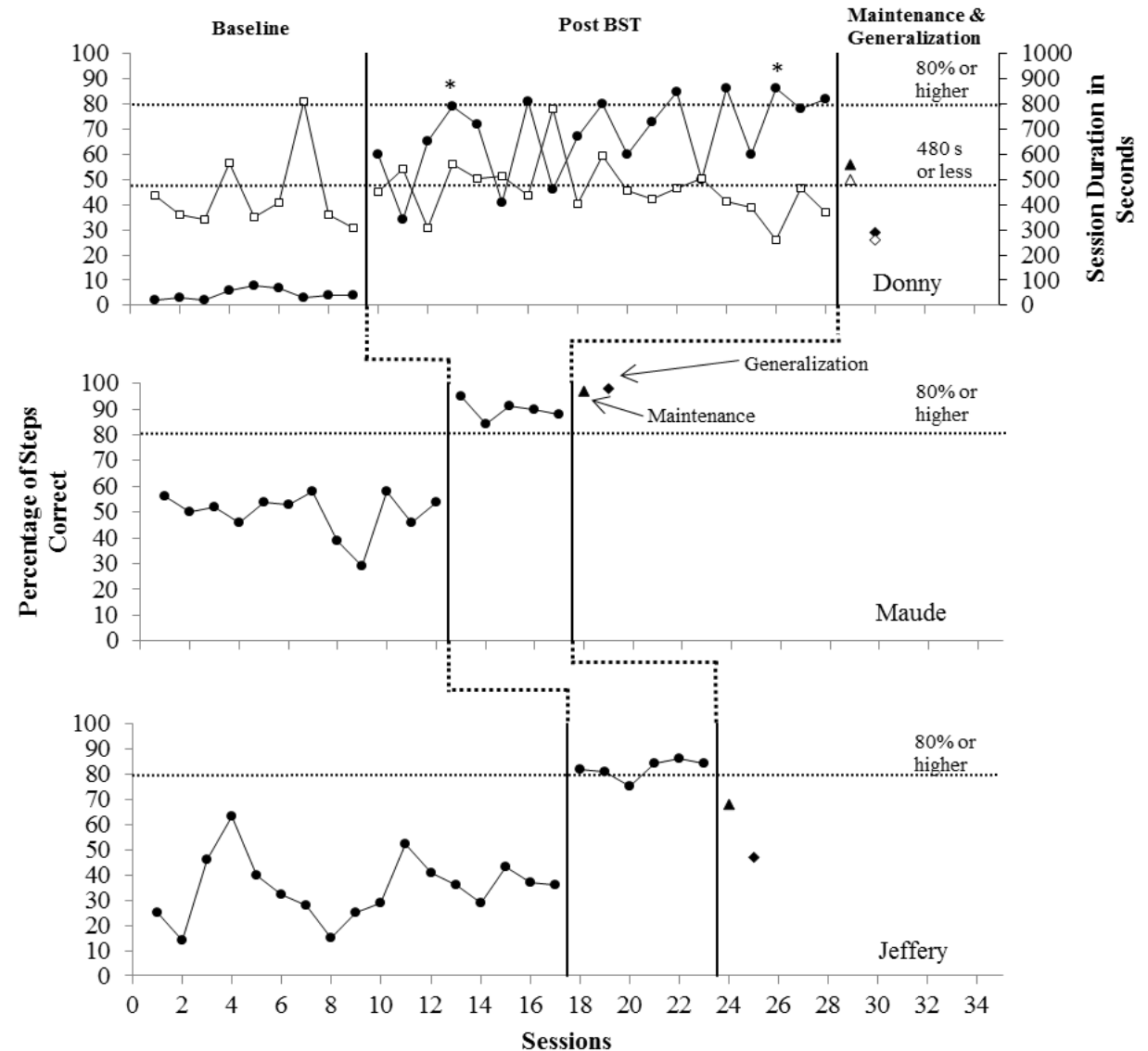
- 19 sessions, 2 booster sessions, master criteria modified

### Maude

- Met mastery criteria in 5 sessions

### Jeffery

- Met mastery criteria in 6 sessions





# Results

## Main & Gen

### Donny

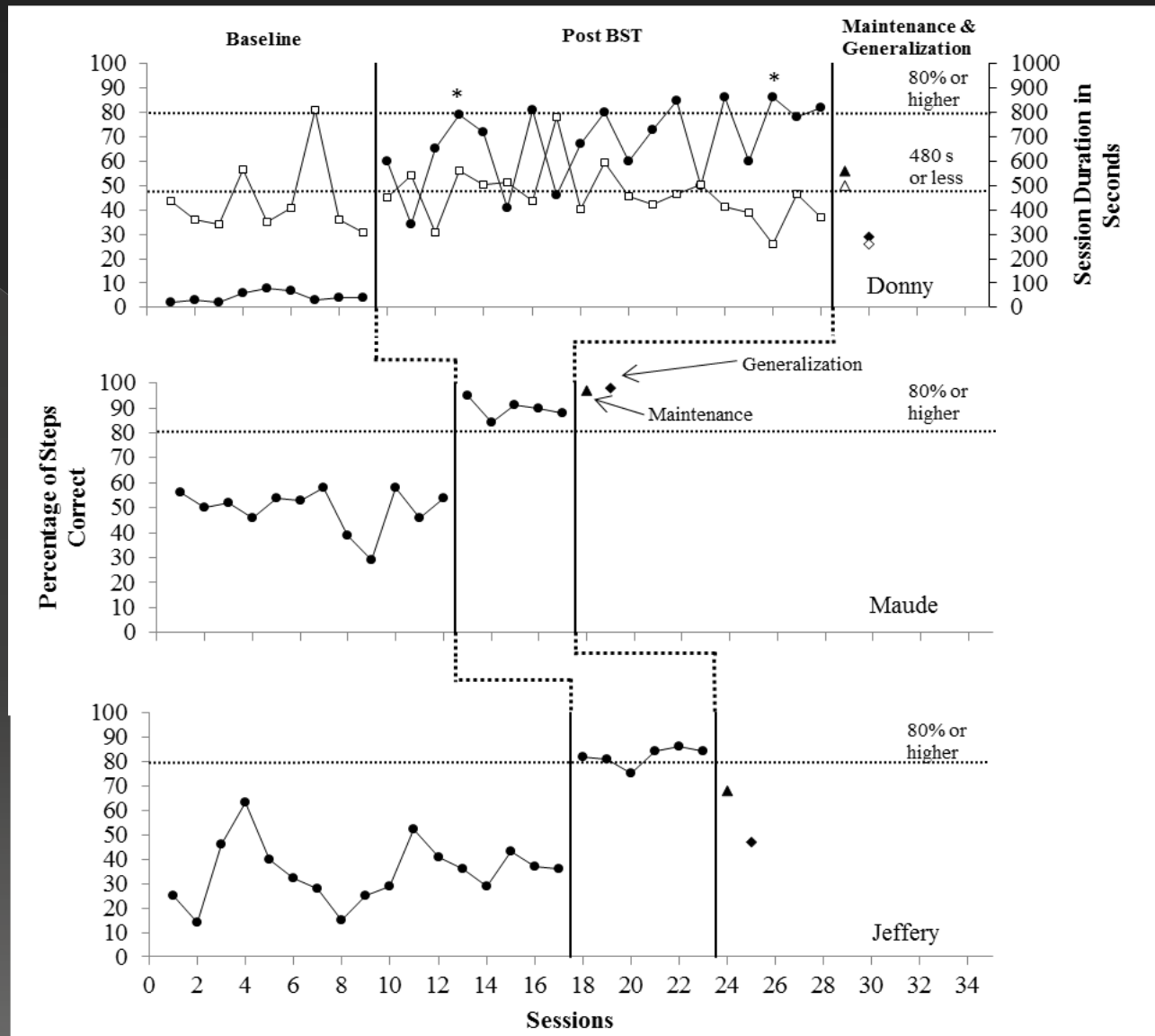
- Main 56% accuracy, duration 500 s
- Gen 29% accuracy, duration 420 s

### Maude

- Main 97% accuracy
- Gen 98% accuracy

### Jeffery

- Main 68% accuracy
- Gen 47% accuracy



# Results- Social Validity

Participants indicated that they thought the study was fair, liked the way they were taught to clean the shelf, the study did not cause problems with their friends and the study could help other people

Responses may indicate the success of the tool in future applications

# Discussion

## Replicated and extended previous research

- Applied the PDC-HS with individuals with intellectual disabilities in integrated employment, evaluated the tool in a community setting, evaluated social validity, novel performance problem, evaluated the tool in a novel setting and evaluated main/gen

Provided further evidence for the tool's use in supported employment

# Discussion

Functional relation established between the indicated intervention and a substantial increase in participant responding compared to baseline

Research on BST furthered by the successful application of BST with VMVO

**References for this study  
are available upon request**

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