

THE EFFECTS OF PUBLIC POSTING, GOAL SETTING, AND POSTING  
PLACEMENT ON THE PERFORMANCE OF DIRECT SERVICE PROFESSIONALS'  
COMPLETION OF REQUIRED DOCUMENTATION

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## ABSTRACT

Staff members supporting individuals with intellectual and developmental disabilities often provide the primary supervision and direct instruction to those served. These services are often provided in locations with limited resources and funding, especially within adult services. Supervisors in these settings must ensure necessary documentation and job responsibilities are completed in order to meet regulatory requirements and ensure appropriate care and treatment for individuals' served. By providing simple and cost effective feedback, supervisors can ensure the staff members are meeting job expectations while ensuring the individuals' served are having their needs met. This study implemented a reversal design in two separate program rooms within an adult day program to examine the effects of posted group feedback, posted group feedback paired with goal setting, as well as the effect of the placement of the postings in a conspicuous versus non conspicuous location with staff completion of required daily documentation. Results in both rooms indicated that posting group feedback alone did not have as much effect on staff performance unless paired with goal setting. The posting locations in each room also did not seem to have an effect on staff performance.

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## CHAPTER 1

### INTRODUCTION

Human service organizations supporting adults with developmental and intellectual disabilities, are often evaluated by the quality of services delivered (Schalock et al., 2014). Arguably, the group that has the greatest effect on service delivery is the one with staff members who work directly with the individuals served. The degree to which staff members implement interventions as they were intended has been referred to as treatment integrity (Peterson, Homer, & Wonderlich, 1982). Poor treatment integrity has been shown to have a negative impact on intervention effectiveness and subsequently on the individuals' receiving services (Fryling, Wallace, & Yassine, 2012).

When concerns about implementation arise, administrators have a variety of options to consider for improving staff performance such as, training, feedback, and incentives (Reid & Parsons, 1995). When deciding which method to use, supervisors must take into account the amount of time and resources involved, as well as the feasibility of implementation (Mager & Pipe, 1997). Feedback is often the most common option selected by supervisors (Vanstelle et al., 2012) as it has been shown to be a cost-effective, simple, flexible, and effective method for improving staff performance (Prue & Fairbank, 1981). Reid & Parsons (1995) reviewed a variety of methods for delivering feedback to staff such as: vocal, written, graphic, or videotaped. A form of written or graphic feedback is posting staff performance measures in an area visible to all staff members. This method, known as public posting, is often chosen as the mode of feedback due to the low cost (Hutchinson, 1980) and the ability to provide the feedback without

direct supervision of supervisees (Galloway, 2010). Public posting is a form of written performance feedback that is made visible to all affected staff members as well as to others (Nordstrom, Lorenzi, & Hall, 1991). The postings can be provided in a variety of ways including: graphic, written, or numerical displays of performance (Prue & Fairbank, 1981).

### **Public Posting**

Public posting has been well established as a means of effecting behavior change in a variety of settings including athletics (Brobst & Ward, 2002; Smith & Ward, 2006; Ward & Carnes, 2002), public safety (Ragnarsson & Bjorgvinsson, 1991; Van Houten, Nau, & Marini, 1980), education (Gross & Ekstrand, 1983; Bourque, Dupuis, & Van Houten, 1986), and human services (Hutchinson, Jarman, & Bailey, 1980; Luiselli et. al, 2009; Panyan, Boozer, & Morris, 1970).

For example, the use of public posting has been shown to increase public safety with drivers (Ragnarsson & Bjorgvinsson, 1991; Van Houten, Nau, & Marini, 1980). Van Houten et al. (1980) used a reversal design to evaluate the effects of public posting on speeding behavior of motorists on a city highway. Vehicle speeds were measured using radar and drivers' speeds were recorded for 20 consecutive minutes in the morning and afternoon. A sign was then posted at the beginning of the highway and the percentage of drivers not speeding the previous day as well as the highest percentage of non-speeding drivers recorded to date was posted. The results showed the publicly posted information decreased the percentage of drivers speeding. A limitation to this study is that police still issued tickets throughout, which may have impacted the intervention; however, the study

does note that there was not an increase in tickets issued during the intervention phase versus the baseline phase.

In the field of education, Gross and Ekstrand (1983) evaluated the effectiveness of public posting of feedback on the praise delivery of teachers in a classroom for preschool children with disabilities. Teacher verbal behavior was recorded and later scored using an interval system. The authors used an ABABCA reversal design, where following baseline, the daily rate of teacher praise was posted on a graph in the classroom for teachers to see. The public posting feedback was also gradually faded out (Phase C) in an attempt to facilitate maintenance. During this phase, feedback was provided once or twice a week and the percentage of intervals of praise statements that were recorded on the previous day was provided. The study found that the frequency of teacher praise increased during the public posting phases and returned to baseline during the second baseline phase. After the phase of feedback fading was implemented, the level of teacher praise maintained during the third baseline phase and during follow-up conducted two months after the termination of the intervention. A limitation to this study was that researchers did not control for feedback that may have been provided outside of the intervention, nor did they control for the affect the recorder may have had on teacher behavior.

In human services, some of the first research conducted assessing the effectiveness of public posting in the workplace to increase staff performance was completed by Panyan et al. (1970). This study found that the weekly posting of feedback sheets (sheets included the percentage of completion of staff implementing self-help skills with the children served) increased the percentage of training sessions conducted by

the staff in a state institution for children with intellectual disabilities. The feedback system was delivered to different wards, once a week, and the feedback sheet was reviewed with the staff members, and then posted in a conspicuous place in the ward. A limitation to this study is that initial baseline rates for all three wards started out fairly high, but then dropped off. The authors did not explain the reasons why this may have occurred. This study is one of the few that mention a conspicuous location for posting the feedback. Many of the studies that followed provided the location of posting, but did not elaborate on why that location was chosen.

Subsequent research with the use of public posting in human services shows that it has been an effective method for increasing staff performance with: attendance (Hutchinson, Jarman, & Baily, 1980; Luiselli et al., 2013), the delivery of feedback to individuals' served (King, Lange, & Errickson, 1982), and the completion of written behavior programs (Guercio et al., 2005). Further research reveals that when public posting is paired with another treatment, such as goal setting, greater gains in performance may be seen (Nordstrom, Lorenzi, & Hall, 1990; Szabo et al., 2012; Perrin, Fredrick, & Klick, 2016; Gil, & Carter, 2016).

### **Public Posting and Goal Setting**

Public posting has been examined both as a stand-alone method and as part of a feedback package to increase performance (Nordstrom, Lorenzi, & Hall, 1990) in a variety of settings. Nordstrom et al. (1991) completed a review of the literature using public posting of performance feedback in workplace settings. The review evaluated 21 studies conducted between 1970 and 1988. The studies were grouped into three categories: 1) Public posting, 2) Public posting with goal setting, and 3) Public posting

with goal setting and reinforcement. The review concluded that the use of public posting in conjunction with goal setting and reinforcement as a feedback package, produced greater behavior change in staff performance compared to the other two categories. A limitation is only three studies were reviewed for the public posting and goal setting category whereas the public posting alone had eleven reviewed and the package of posting, goal setting and reinforcement had eight reviewed studies. Another limitation is that each of the studies reviewed implemented public posting in a variety of ways, making it challenging for researchers to determine the contributions for each component of feedback.

In athletics, public posting and goal setting has shown to improve athlete performance. Brobst and Ward (2002) evaluated the effects of public posting, goal setting, and oral feedback on the ball-handling skills of soccer players. A multiple baseline across behaviors design was used to evaluate the effectiveness of the intervention for each participant and showed that public posting and goal setting as a combined package is an effective intervention for improving the performance of the targeted ball-handling skills. Similarly, Ward and Carnes (2002) evaluated the effects of self-set goals and public posting on the performance of college football players. A multiple baseline across football skills was used and showed that the use of public posting and goal setting increased the performance of the football players during the intervention. Another study (Smith & Ward, 2006) used a multi-treatment withdrawal design to evaluate the effects on the performance of football players of three interventions: goal setting plus verbal feedback; public posting plus verbal feedback; and goal setting, public posting, and verbal feedback together. Three football skills were

measured and an ABACABC design was used to assess the effectiveness of the different interventions. This research study showed that performances were better during goal setting plus verbal feedback than during public posting with verbal feedback, yet a clear conclusion for the effectiveness of each treatment cannot be drawn due to high levels of correct performance during baseline for each participant. For all of the above studies, feedback from coaches was not specifically controlled for, which may have been an extraneous factor during the interventions; however, all these studies found that combining public posting with goal setting led to great gains in the athletes' performance.

The use of goal setting with public posting has also been evaluated in human services, though not as extensively as in other fields. A recent human services study by Perrin, Fredrick, and Klick (2016) implemented a multiple baseline design across behaviors to evaluate the effects of public posting with group performance and goal setting for staff completion of data collection in a residential treatment facility. Documentation for sleep data and skill acquisition goals were targeted for staff performance improvement. Results of this study show that public posting and goal setting improved the average percentage of completion for sleep data and for skill acquisition data. The researchers also evaluated the effect of the treatment on the individual staff performance and these data indicated that almost all participants' performance improved for both target behaviors. A limitation to this study was the use of a permanent product measure for the dependent variable. The researchers had no way of knowing if the staff simply filled the datasheets out at the end of the shift or if the data recorded was while actually observing the behavior of the individuals served throughout the shift. The researchers also did not mention whether the goals that the teams selected were met. By

posting group averages, there were some individual staff members whose data collection did not show improvement throughout the study.

Only one study has examined the effect of the placement of publicly posted feedback on the performance of staff members in a human services organization (Gallaway, 2010). Gallaway evaluated the effects of posted group feedback on staff completion of documentation in a residential home for individuals with disabilities. She also measured the effect of the same posted feedback in a noticeable location versus a less noticeable location, as well as the effect of posted group summative feedback in combination with individual memo feedback on that documentation. A multiple baseline design across documentation types was implemented to assess the effects of posting of a rubric of expectations for documentation and posting the rubric along with the group feedback posted on a bulletin board. For two of the targeted documentations, public posting on the bulletin board and the rubric showed an increase in that documentation. For one targeted documentation, (ISP documentation), the rubric and posting did not have a positive effect on staff performance so further evaluation was completed to determine if the location of the posted feedback would have an effect. Gallaway found that there was a decrease in staff performance when the posted feedback was placed in a binder versus on the bulletin board. She also found that when the rubric and posting in the binder was combined with individual feedback, percentage of completed data for ISP documentation increased for staff. Ultimately, she concluded that posting alone did not increase staff performance and it wasn't until the posting was paired with individual feedback that an impact was made. Gallaway's study used the permanent product to evaluate the dependent variables, which has limitations because it is possible staff members simply

filled in necessary sections of the datasheets instead of actually recording data on individual behavior.

The purpose of this study was to replicate the Galloway (2010) study to further evaluate the effects of public posting and public posting with goal setting with: group staff performance for completing required documentation, and conspicuous location versus a less conspicuous location. This study was completed in two program rooms within an adult training facility that serves individuals with intellectual and developmental disabilities over the age of 18 years old. Many people come and go in the rooms, such as transporters from other providers and family members dropping individuals off to the program. Posting placement has not been specifically evaluated and most studies describe the location of the posting, but give no reason for why that area was chosen, only to say that it was visible to all staff members. In the day program, there are multiple locations that are visible to all staff members, but may not be visible to the other people who come and go. Being able to post feedback in a less conspicuous place would provide privacy and confidentiality for the staff members and for the program as a whole. The study targeted the staff completion of required daily documentation in the form of a daily service note. The service note consists of fields that are regulatory requirements in order to justify services rendered in the day program to the funding agency. All fields in the service note must be filled out completely in order to bill for the services rendered. This program has received citations in the past for staff members not filling in the service notes to 100% completion. These citations can result in the provider having to refund billing, resulting in the loss of revenue.

The program selected also has limited resources available; the supervisors work directly with the individuals' served and side by side the staff that they supervise. This can make it difficult to provide feedback to staff in a timely and efficient manner.

### **Research Questions**

1. Will posting the average percent complete of daily documentation of a group of staff in a binder or on a bulletin board increase their performance?
2. Will either posting setting be more effective on staff performance with completing required daily documentation?
3. Will adding in goal setting with the posting of the average percent complete of a group of staff further increase their performance with completing daily documentation?

## **CHAPTER 2 METHOD**

### **Participants**

The participants of this study were 16 direct service professionals (DSP), 9 males and 7 females working in an adult training facility. The DSPs ages ranged from 24 to 35 years of age and consisted of 87.5% African American, 6.25% Hispanic, and 6.25% Caucasian. . The participants were a subgroup of employees who worked in two separate program rooms within the day program. These program rooms were selected due to having the lowest rates of staff turnover within the program. All participants have worked as DSPs for the organization between four months and four years, have been trained and were familiar with the documentation form used in the day program (daily service note). The training received includes a two week orientation and then additional on-site training which involves shadowing a veteran staff or supervisor for a shift for each individual in the program room. The daily service notes are reviewed during the on-site training by having a supervisor or lead staff member demonstrate how to complete a service note through modeling, then completing a note together with the new staff member, and finally, observing the new staff member completing the note. Feedback was provided as necessary throughout this process. In addition to on-site training, refresher trainings outlining job expectations and how to implement protocols are held on a monthly basis. All participants worked five shifts, Monday through Friday from 9am to 3pm. The staff members are expected to maintain the safety of the individuals' served while teaching them the goals outlined in their Individual Support Plan (ISP), implementing Behavior Support Plans (BSPs), and completing any required documentation that is necessary for the program.

## **Setting**

The study was conducted at an adult training facility on a campus operated by a multi-service delivery (residential services, day services, clinical services, and an approved private school) provider located in a suburb of Philadelphia, Pennsylvania. Two of the program rooms within the adult training facility were selected and consists of 14 individuals and 16 staff members. One of the rooms (Room B) is on the first floor of the day program building and there are seven tables with twenty chairs. The room is separated into two areas by a partial wall and there is a double door exit to the outside on one wall and an exit into the hallway on the opposite wall. The other room (Room A) is on the second floor of the day program building to the left of the stairs. This room is smaller than the room downstairs (this room does not have the separate area like the downstairs room). A bulletin board is posted on the wall to the right of the hallway exit in both program rooms. The board is where the schedule for the day is posted and where any planned trips or activities are posted. Both of the rooms have one wall that is lined with closet doors and this is where the training binders (i.e., a binder that includes all need to know information on the assigned individual) and other program materials are kept. All staff have access to these materials and are expected to retrieve training binders upon their arrival to work in order to review needed materials throughout the day and return them upon their departure from work. During the day, the training binders are kept on the table where the individual with whom staff are assigned sit.

## **Materials**

The materials used during the intervention included a standard size sheet of paper with a rubric of documentation expectations, and of the graphic display of staff performance. The permanent product of the daily service note will be utilized to evaluate staff performance. The daily service note is in the form of a paper datasheet that requires the staff members to describe what was done with the client while the service was being provided (e.g., goal work, activities, meals, etc.). The fields on the datasheet are regulatory requirements for the day program and must be filled out with 100% completion. This sheet includes arrival and departure times and a section for staff to check off or mark what activities and goals are completed (See Appendix A).

## **Dependent Variables**

The dependent variable of this study is the percentage of complete documentation for the daily service note. The daily service note selected because it was identified by supervisors as a document that staff members were consistently having difficulty completing to the 100% requirement. The program had attempted previous interventions to increase the staff performance, but the percent complete continued to be less than 100%. Some of the previous interventions included: private, individual verbal feedback, private, individual written feedback, and completing additional training to staff members. Though some improvements may have been seen a few days after previous interventions, performance did not remain at high levels as required. Completed daily service notes was defined as: a) correct date present on the note; b) name of the individuals is present on the note; c) full name and signature of staff completing the note; d) title of staff member working with the individual is present on the note; e) correct service being provided is

circled on the note; f) correct location of the service is indicated; g) completed goals are marked on the note (at least one); h) completed other activities participated in are marked on the note (at least one); i) any issues that occurred during services has at least one sentence documented; j) time into day program matches the attendance sheet for that day; k) time out of the day program matches the attendance sheet for that day (See Appendix B).

### **Data Collection**

Data was collected daily via the permanent product of the daily service note. A checklist will be used by investigators to record whether each section of the service note was completed fully (Appendix B). The completeness will be documented as a percentage which will be calculated for the service note by dividing the number of target areas completed by the total number of areas on the note that should have been completed, and multiplying by one hundred. The daily percent complete will be calculated by collecting the data from all participants for the daily service note.

### **IOA/Treatment Integrity**

Interobserver agreement (IOA) was conducted for each room during each phase of the study. The primary data collector was the director of the program who was also the investigator of the study and the secondary data collector was the assistant director of the program. A thorough training was completed for the secondary data collector prior to the implementation of the study. This training involved reviewing the data collection form, modeling how to complete it, and providing specific examples for when a target would be marked complete and when a target would not be marked complete. The percentage of IOA agreement was calculated by dividing the number of agreements by the total number

of agreements and disagreements and multiplying by one hundred. An agreement was defined as both investigators determining the target area of documentation to be complete or incomplete. A disagreement was defined as one investigator determining a target area complete and another determining it to be incomplete. For Rooms A and B, IOA was completed for 50% of the days for phase one, 40% of the days for phase two, 40% of the days for phase three, 50% of the days for phase four, 50% of the days for phase five, 50% of the days for phase six, 50% of the days for phase seven, and 33.3% of the days for phase eight. For Room A, as shown in Table 1, IOA was 100% for all of the phases except Phase four and seven. For Phase four, IOA was 99.1% and for Phase seven, IOA was 98.1%. For Room B, as shown in Table 1, IOA was 100% for all of the phases except for Phase four, five, and seven. For Phase four, IOA was 99.3%, for Phase five, 98.4%, and for Phase seven, IOA was 98.6%.

<i>Table 1</i>								
<i>IOA</i>								
Interobserver Agreement	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
IOA- Room A	100%	100%	100%	99.1%	100%	100%	98.1%	100%
IOA- Room B	100%	100%	100%	99.3%	98.4%	100%	98.6%	100%

*Note.* Average percentage calculated



## **Experimental Conditions**

The study consisted of 8 phases for each program room. The initial phase involved a thorough training of how to complete the daily service note. Though the staff members were already trained on this documentation requirement, the training was completed to ensure that everyone involved in the study knew what had to be filled out in order to receive 100% completion. A reversal design was implemented throughout, so after each intervention, there was a return to baseline. This design was selected in order to determine whether the intervention alone had an effect on the staff behavior. The intervention phases consisted of posting the staff performance in two different locations in each of the program rooms and then pairing the different posting locations with goal setting.

**Initial Training.** Prior to baseline, a rubric explaining the documentation expectations for the daily service note was reviewed with all staff members during the monthly team meeting and then was handed out to all participants for them to keep. The rubric contained information that the staff have already been trained on and presumably know how to complete. The rubric was reviewed with both rooms one day prior to the initial baseline phase being started. A sample of the daily service note was passed out to each staff member along with the rubric. For each target on the rubric, the investigator pointed out the corresponding section on the service note and thoroughly explained what was expected. There were minimal questions asked during this meeting, but any that were asked were answered immediately. All staff members were present during the team meeting. If any overtime staff members worked, the rubric was reviewed with them prior to working their overtime shift. If overtime staff members worked throughout the course

of the study and the rubric was not reviewed with them, the service note for that day was not included with the data collected. The rubric was in list form and on a standard sheet of paper (See Appendix D).

**Baseline (Phase A).** During baseline, no intervention was in place. Investigators recorded the percentage of documentation completion by staff via permanent product daily in both rooms. No feedback was given regarding documentation performance during this phase. Other type of feedback may have been delivered by supervisors for various other job expectations, such as attendance, training requirements, etc., which also may have occurred during the other phases of the study.

**Group posting on bulletin board (Phase B).** Group feedback posting was placed on the bulletin board that is located in a central area in the program room and is visible to all participants. The postings went up after the program day had ended (after 3pm) when the building was empty, so when the staff returned to work the next day, they saw the information posted from the day before. All postings were placed by the primary investigator of the study and were not explained to the participants prior to posting. The posting was on a standard sheet of paper and had the day of the week, date, and room number at the top such as, "Wednesday, 5/30/2018, in Room 2" in size 28 font. Then the group performance as a percentage for the daily service note in size 150 font was right below with the following sentence in size 28 font, "of the Daily Service Note documentation was complete/accurate." A bar graph depicting progress over the course of the study was at the bottom of the posting. The bar graph had the date on the x axis and the y axis had the average percent complete for the daily service note (See Appendix E). The primary investigator checked to insure the postings were present throughout the

day by stopping in each room between 9am and 12pm and again between 12pm and 3pm during this phase. The postings were removed at the end of the day when the investigator was working on creating the new postings.

**Group posting on training binder (Phase C).** Group feedback posting was placed on the front of the training binders that all participants have access to and view on a daily basis. The postings went up after the program day had ended (after 3pm) when the building was empty, so when the staff returned to work the next day, they saw the information posted from the day before. The postings were placed on the front cover of the training binders and returned back to the storage bins located in the closet in each room. The staff members typically removed the binders from the storage bins in the morning and place them on the table where the individual they are assigned to work with sit for the day. The primary investigator completed twice daily checks during this phase (once between 9am and 12pm and again between 12pm and 3pm) to ensure the postings were in place and located on the tables within the room. All postings were placed by the primary investigator of the study. The posting was on a standard sheet of paper and had the day of the week, date, and room number at the top such as, “Wednesday, 5/30/2018, in Room 2” in size 28 font. Then the group performance as a percentage for the daily service note in size 150 font was right below with the following sentence in size 28 font, “of the Daily Service Note documentation was complete/accurate”. A bar graph depicting progress over the course of the study was at the bottom of the posting. The bar graph had the date on the x axis and the y axis had the percent complete for the daily service note. All postings were removed at the end of the day when the investigator was working on creating the new postings.

**Group posting on bulletin board and goal setting (Phase D).** The postings for this phase were the same as listed above, but the investigator also met with all the participants of the study as a group the morning of the first day of this phase. As a group, they were asked to set a goal for the group to meet for the completion of the daily service notes. The investigator reviewed the previous percentages with the group by informing them what the lowest and highest percentage achieved was since the start of the study and then asked what the group thought was a feasible goal. For each goal setting phase, the rooms both selected 100% as the goal to meet. The investigator would then ask the staff again if they were sure that was the goal they wished to select and for each room during this phase, they kept the 100% goal. The goal was hand written on the bottom of the posting for the first day and then typed on the bottom the subsequent days (under the bar graph). The goal remained the same during the course of this phase. No feedback was provided to the staff if they met the goal (See Appendix F).

**Group posting on training binder and goal setting (Phase E).** The postings in this phase were the same as listed above, but the investigator reviewed the previous percentages with the group by informing them what the lowest and highest percentage achieved was since the start of the study and then asked what the group thought was a feasible goal. For each goal setting phase, the rooms both selected 100% as the goal to meet. The investigator would then ask the room again if they were sure that was the goal they wished to select and for each room during this phase, they kept the 100% goal. The goal was hand written on the bottom of the posting for the first day and then typed on the bottom the subsequent days (below the bar graph). The goal remained the same during the course of this phase. No feedback was provided to the staff if they met the goal.

## **Experimental Design**

A reversal design was implemented for each program room participating in the study. The original design was to implement a reversal in order to assess public posting and the different locations, with the first room receiving an ABABCAC design and the second room receiving an ACACBAB design. This was modified during the third phase because neither location posting was effective on its own. Goal setting was selected to be included based on the literature supporting the use of both interventions (Nordstrom, Lorenzi, & Hall, 1990; Perrin, Fredrick, & Klick, 2016). The decision was made to implement the posting in combination with goal setting prior to assessing each location because from the data it was not clear whether the bulletin board or training binder alone would have been effective, and vice versa in the other program room. The updated design for the first room (room A) was an ABADACAE design and the second room (room B) received an ACAEADAD design. A new phase was introduced once stability criteria were reached in each phase. Stability was defined as the last three data points falling within five percent of the mean of the previous three data points. Mastery criteria for each phase was set at 100% success for documentation with the daily service note.

## **Social Validity**

Social validity was assessed with a survey to all participants and their supervisor, before (See Appendix G) and after (See Appendix H) the study. The questionnaire given to staff and their supervisor prior to the intervention used a rating scale to assess whether the participants were confident with their job skills and whether they understood how to complete the required daily documentation. Some of the statements included in the before questionnaire were: 1) I understand how to complete the required documentation for daily

service notes; 2) I would like additional training on how to complete the required documentation; 3) I feel that I receive a good amount of feedback from my supervisors. This questionnaire was presented at the monthly team meeting immediately after the rubric describing proper documentation (see above) was explained. The participants completed the questionnaire while they were present at the team meeting.

Another questionnaire was answered by the supervisors and participants after the study. The same rating scale used previously, was used to assess whether the supervisors and participants felt the study was beneficial in increasing documentation, improving performance with documentation, and improving the lives of the individuals they serve. This questionnaire also assessed the supervisor's likelihood of using public posting again in this setting or others in the future. Some of statements included in the after social validity questionnaire were: 1) The feedback regarding documentation performance that was posted made me more aware of how well required documentation is completed; 2) Performance on required documentation improved with posted feedback; 3) The group posted feedback helped create a team atmosphere of working together toward a common goal. This questionnaire was presented to the participants at the monthly team meeting that immediately followed the end of the study. The participants completed the questionnaire while they were present at the team meeting.

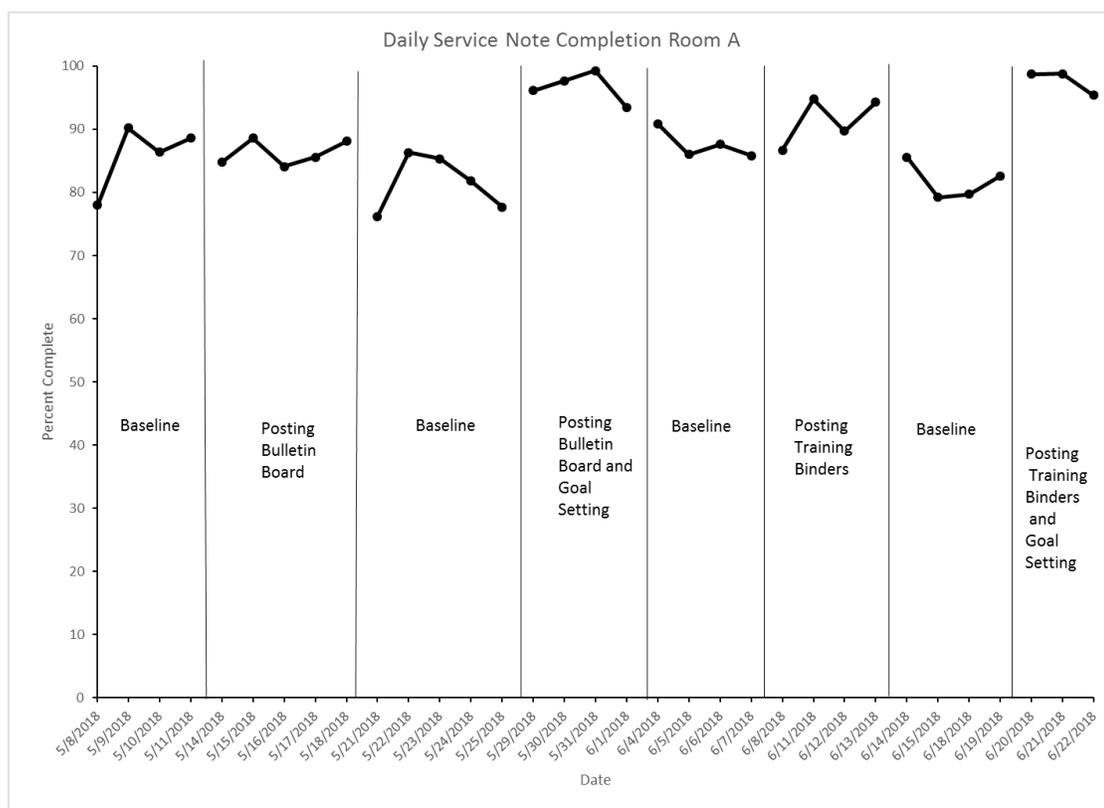
## CHAPTER 3 RESULTS

Results for both rooms were evaluated by examining the mean, range, level, trend, and variability of graphed data. Percentage of nonoverlapping data (PND) was determined by counting the number of intervention data points above the highest data point from the previous phase and then dividing by the total number of intervention data points.

### **Program Room A**

Figure 1 displays the ABADACAE reversal design implemented throughout the course of the study. For the first phase (initial baseline), the mean was 85.8 % (range: 78%-90.2%). The second phase (posting on the bulletin board) had a mean of 86.2% (range:84.1%-88.6%; PND= 0%) The PND equaling 0% shows the public posting on the bulletin board intervention had little effect on staff performance with daily documentation. The third phase (reversal to baseline) had a mean of 81.5% (range: 76.2%-86.3%; PND= 40%). This was a slight decrease in level, with a decreasing trend toward the end of the phase. The fourth phase (posting on the bulletin board paired with goal setting) had a mean of 96.6% (range: 93.5%-99.3%; PND= 100%). The fifth phase (reversal to baseline) had a mean of 87.5% (range: 85.8%-90.9%; PND= 100%). There was a decrease in level during this phase, but not a reversal to original baseline levels. The sixth phase (posting in a non-conspicuous location) had a mean of 91.3% (range: 86.7%-94.8%; PND= 50%). This phase showed a slight increase in level, with an increasing trend toward the end of the phase. The seventh phase (reversal to baseline) had a mean of 81.7% (range: 79.2%-85.6%; PND= 100%) There was a decrease in level

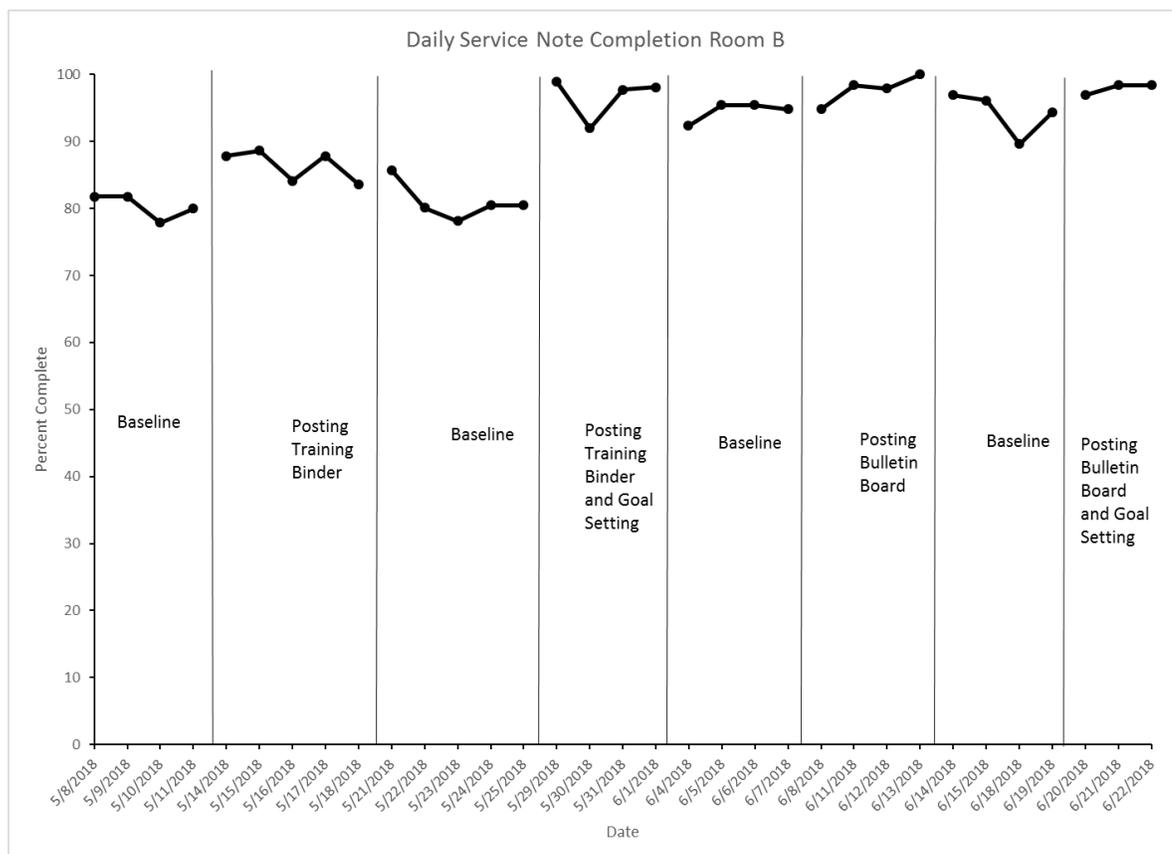
during this phase, with the baseline reversing to the original baseline levels from the first and third phases of the study. The eighth and final phase (posting on the training binders paired with goal setting) had a mean of 97.6% (range: 95.4%-98.8%; PND= 100%). This is a 15.9% change from the previous phase and the level returned to that of the initial posting plus goal setting phase. This supports the use of public posting paired with goal setting.



*Figure 1.* Program Room A. This figure illustrates the average daily service note completion for program room A during all eight phases of the study.

## **Program Room B**

Figure 2 displays the ACAEADAD reversal design implemented through the course of the study. The first phase (initial baseline) had a mean of 80.3% (range: 77.9%-81.8%). The second phase (public posting in the training binder) had a slight increase in level compared to the initial baseline phase with a mean of 86.3% (range: 83.6%-88.6%; PND= 100%) and stability was reached by the third day. The third phase (reversal to baseline) showed a slight return to the original baseline levels with a mean of 80.9% (range: 78.1%-85.7%; PND= 40%) and a decreasing trend in the beginning of the phase. The fourth phase (posting in the training binder paired with goal setting) had a mean of 96.6% (range: 91.9%-98.9%; PND= 100%). This represents the largest increase in level from the previous baseline phase (a 15.6% increase), with an increasing trend toward the end of the phase and has the highest percentage of nonoverlapping data between phases. The fifth phase of the study (reversal to baseline) had a mean of 94.4% (range: 92.3%-95.4%; PND= 75%). There was a very slight level change during this phase, but the level did not reverse to the original baseline levels. The sixth phase of the study (posting on the bulletin board) had a mean of 97.7% (range: 94.8%-100%; PND= 75%). The level during this phase remained stable from the previous phase. The seventh phase (reversal to baseline) had a mean of 94.2% (range: 89.6%-96.9%; PND= 50%). The eighth and final phase of the study (posting on the bulletin board paired with goal setting) had a mean of 97.9% (range: 96.9%-98.4%; PND= 66.6%). This is not a level change from the previous phase, but was an overall increase.



*Figure 2.* Program Room B. This figure illustrates the average daily service note completion for program room B during all eight phases of the study.

### Social Validity

The 16 participants of the study completed a social validity questionnaire prior the start of the study as well as upon completion of the study. For the questionnaire given prior to the study, all of the staff either moderately or strongly agreed with the following statements: 1) I understand how to complete the required documentation for the daily service note; 2) I feel that I am aware of how well I (or my staff) complete required documentation; 3) I feel that my (or my staff) performance with required documentation has room for improvement; 4) I feel that receiving group feedback rather than individual feedback would be helpful in creating an atmosphere of

working together with my co-workers toward a common goal; 5) I feel that being provided feedback at my work site can result in improvements to the lives of the individuals we serve; 6) I would like to receive feedback at my work site to help me (or my staff) do the best job possible; 7) I understand the importance of completing required documentation. One staff member strongly disagreed with: 10) I would feel comfortable with group feedback being posted in the room for everyone to see. And two staff members strongly disagreed with the following statements: 9) I would like additional training on how to complete the required documentation; 10) I feel that I receive a good amount of feedback from my supervisors.

For the questionnaire given after the study, all of the staff either moderately or strongly agreed with the following statements: 1) I understand how to complete the required documentation for the daily service note; 2) I feel that the feedback regarding documentation performance that was posted at my work site made me more aware of how well I (or my staff) completed required documentation; 3) I feel that my (or my staff) performance with required documentation improved with the posted feedback at my work site; 4) I feel that having the feedback posted as group rather than individual percentages was helpful in creating an atmosphere of working together toward a common goal; 6) I would like to see continued feedback posted at my site to help me (or my staff) do the best job possible; 7) I understand the importance of completing required documentation; 9) I would still like additional training on how to complete the required documentation; 10) I preferred the posting on the training binder more than the posting on the bulletin board. Three staff members strongly or moderately disagreed with the following statements: 5) I feel that having feedback posted at my work site has resulted in improvements to the lives of the individuals we serve; 8) I felt comfortable with group feedback being posted in the room for others to see; 11) I feel the goal of 100% accuracy for required documentation is reasonable.

## CHAPTER 4 DISCUSSION

Overall, the results for both program rooms indicated that public posting alone did not have as much effect on staff performance as when paired with the goal setting. This supports previous public posting research conducted (Nordstrom, Lorenzi, & Hall, 1990). The results also indicated that the placement of the posting in a conspicuous (bulletin board) location versus a non-conspicuous (client program binder) location did not differentially affect staff performance with completing daily service note documentation. The placement may not have had an effect because all staff had access to the two locations selected and had to view these areas with the postings periodically throughout the day. Public versus private feedback was classified by Ford (1980), who indicated that the degree to which performance information is available to others determines whether the feedback is public or private. In this case, the locations of the postings were made available to everyone with an equal degree of exposure. The postings may have served different functions for the participants involved in the study. For some, the postings could have been a discriminative stimulus ( $S^D$ ) for positive or negative reinforcement. The presentation of the posting, may have signaled that reinforcement was available in the form of praise from supervisors for meeting performance expectations. It may have also been a signal that if they completed all fields in the service note, they could avoid receiving corrective feedback from their supervisor. The postings may have also been an motivating operation (MO) for some of the staff members. If the postings increased the effectiveness of the reinforcer (possibly praise from supervisors), than the postings may have been an establishing operation (EO) for some participants (Cooper, Heron, &

Heward, 2007). Future research could evaluate the function of public postings and whether it were an S<sup>D</sup> or an EO for participants by setting up an environment rich with feedback and then removing that feedback to evaluate whether it is an MO for some.

### **Program Room A**

The intervention of posting the graphic feedback for all staff to see did not have an immediate effect on staff performance. It wasn't until the posting was paired with goal setting that an effect on performance was shown. This may have occurred because the postings alone did not function as a reinforcer or discriminative stimulus for staff to alter their behavior. They may have also become attenuated to the postings. By incorporating goal setting, the staff then became involved in the process, which has shown to increase performance (Locke & Latham, 2002). However, the group-set goal was 100% which was not maintained in the rooms. Future research could assess how to set appropriate goals. For this room, there was some reversal of the level of performance back to baseline levels that occurred after the initial posting plus goal setting phase was implemented. These data also support that the location of the posting does not seem to have an effect on staff performance with daily documentation because the level of performance remained stable between the goal setting and posting on the bulletin board phase and the posting on the training binder phase. This information may be beneficial to supervisors wishing to implement a feedback package such as public posting and goal setting, yet attempting to maintain as much confidentiality for the staff members due to the number of visitors that may frequent that location.

## **Program Room B**

For this room, experimental control was not displayed between phases. Once an intervention phase was in place and the reversal to baseline procedures was implemented, a carryover effect was evident as shown by the level of documentation completion not reversing back to previous levels. Similar to the other room, public posting alone did not have a large impact on staff performance. In this room, the level increased slightly from original baseline levels, but not enough to have a large impact on performance. Once the goal setting was implemented with the public posting, overall performance increased, however once the intervention was reversed, baseline levels remained high. This suggests that implementing goal setting and public posting combined may maintain staff behavior for a longer period of time; however, not reversing back to baseline levels does not display experimental control. The staff members may have at that point acquired the skills needed to complete the required documentation, causing the baseline levels to remain close to intervention levels. Future research should evaluate how long the performance remains at high levels in order to determine how frequently a posting and goal setting may need to be implemented. The location of the posting did not seem to have an effect in this room either, though it was mentioned to the investigator by one of the participants that they preferred the posting on the bulletin board. Documentation completion was already at high levels (>80%) in both of the rooms prior to the implementation of the interventions, so there may also be a ceiling effect and not a lot of room for improvement. Although, staff performing at less than 100% completion is not acceptable for the program considering the regulatory requirements.

## **Limitations**

One of the main limitations with this study was the poor experimental control between phases when staff performance did not reverse back to baseline levels once the intervention was implemented for both program rooms. The decision to add in goal setting during the third phase due to public posting alone not having an impact on staff performance also created a limitation due to not evaluating the different locations prior to the addition of goal setting. The use of group feedback to address performance is another limitation. By posting the group average, individual staff members may not have been provided enough information on their own performance to make improvements. The individual data was evaluated and improvements were seen among the majority of the staff members. In each room, there were one or two staff members that only had moderate improvements during the intervention phases, which brought the overall averages down. The two program rooms assessed also had different amounts of staff members, which could affect the average performance between rooms. Room A had eight staff members, where Room B had six staff members. Individual feedback was not posted in order to provide privacy to the staff members and avoid any resentment or disdain for the posting procedure; however, some research has shown that providing individual feedback may have more of an effect on staff performance versus group feedback (Guercio et al., 2005). Individual feedback was not selected for this study due to the setting and social validity aspects. The program that this study was conducted in has limited resources and finding an intervention that a supervisor could implement to provide feedback to the staff using the least amount of time and effort was the primary

goal. By using group feedback, the supervisor would be able to spend less time calculating the average performance from the staff. Another limitation was the use of the permanent product of the service note as the measurement of the dependent variable. This method was chosen because observations of the staff members prior to the study indicated that the data collected was accurate, but not consistent. It is possible, given the indirect nature of this measurement, the staff members simply filled out the service note instead of actually recording information that occurred throughout the day. Overall, utilizing a treatment package involving public posting and goal setting may be an effective way to increase staff performance with daily documentation using limited resources, although this study only showed slight improvements. Future research should evaluate the length of time between postings to determine a reasonable frequency that supervisors in similar settings are able to maintain as well as when posting alone vs. posting with goal setting would be more effective.

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APPENDIX A  
DAILY SERVICE NOTE EXAMPLE

Day Program Daily Service Note (complete one note per service provided daily)			
Service Provided (circle one)	Community Participation (in facility)	Community Participation (community outing in group no larger than 3)	In-home and community Supports
Start Time of Service	AM/PM	Date of Service	
End Time of Service	AM/PM	Name of Individual	
Start Time of Service	AM/PM	Date of Service	
End Time of Service	AM/PM	Name of Individual	
Location of Service	Goals worked on during service (check all that apply)		
Hygiene/Self Care	Exercise	Communication	Social Skills
Domestic skills/chores	Financial Skills	Time on Task	Choice Making
Activity Participation	community goal	Following Schedule	Other: _____
<b>Other Activities Participated in During Shift (check all that apply)</b>			
Recreation/Leisure	medication administration	Break	Music
Toileting/Daily Care	Snack/Lunch	TV	Other: _____
List any issues that occurred during service (incidents, challenging behaviors, transportation, etc.).			
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
Name of Staff Member providing service	Printed _____	Signature/credentials/Date	_____

APPENDIX B  
DATA SHEET FOR SERVICE NOTE COMPLETION

Week #: _____	Dates: _____				
Data Collector: _____	Client Initials: _____				
Instructions: Place a plus (+) next to items that are fully complete, and a minus (-) next to items that are not fully completed, based on information provided next to each item below.					
	<b>Monda y</b>	<b>Tuesda y</b>	<b>Wednesda y</b>	<b>Thursday</b>	<b>Friday</b>
<b>Date</b>					
1. The correct date is present on the service note.					
2. The name of the individual is present on the note.					
3. The full name and signature of the staff member working with the individual is present on the note.					
4. Title of staff member working with the individual is present on the note.					
5. The correct service being provided is circled on the note.					
6. The correct location of the service is indicated.					
7. Completed goals are marked on the note (at least one).					
8. Completed other activities participated in are marked on the note (at least one).					
9. Any issues that occurred during services has at least 1 sentence documented.					
10. The time into day program matches the attendance sheet for that day.					
11. The time out of day program matches the attendance sheet for that day.					
Total complete (+)					
Total number (+ & -)					
Staff Member					

APPENDIX C  
TREATMENT INTEGRITY CHECKLIST

<b>Data Collector:</b> _____ <b>Date Collected:</b> _____ <b>Current Phase of Study:</b> _____	
<b><u>Steps of Independent Variable</u></b>	<b>Correct (+)</b> <b>Incorrect (-)</b>
1. Is the group average percentage posted by 8am every day	
2. Is the group average percentage posted in the correct location for the current phase of the study (Phase B= bulletin board; Phase C= training binder)	
3. Is the Goal selected by each room written or typed on the bottom of the posting (for goal setting phase only)?	
4. Is the group average percentage posted for daily service note documentation for yesterday's date?	
5. Is the investigator calculating the data on a daily basis?	
6. Is the bar graph depicting progress posted on a daily basis?	
Total correct divided by 6	/
x 100	6

APPENDIX D  
RUBRIC

How to Complete Required Documentation- Daily Service Note

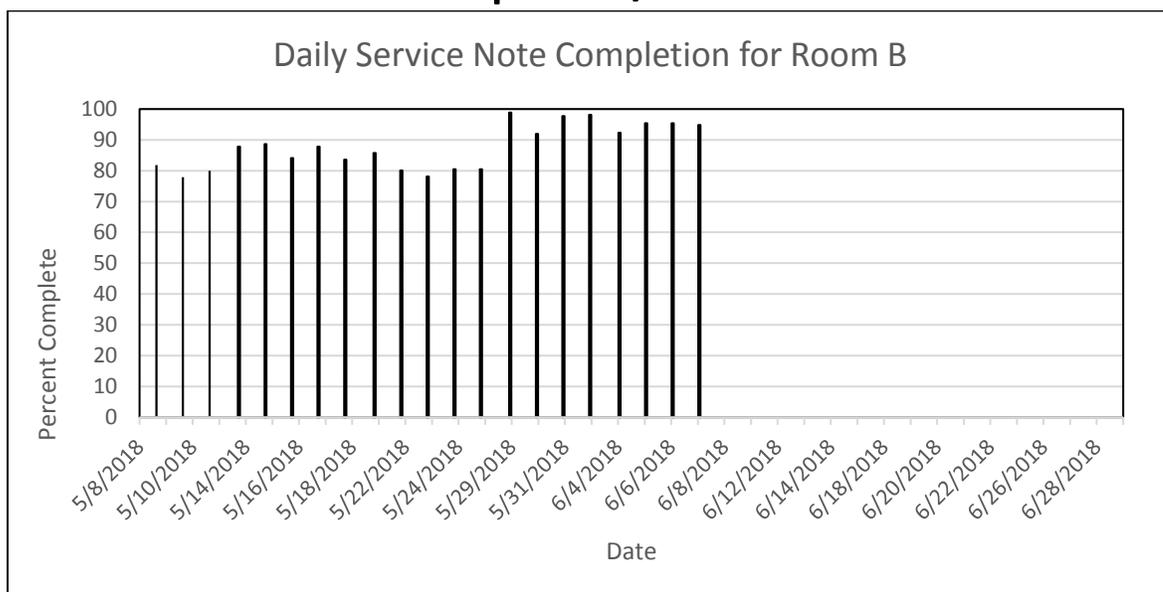
1. The correct date is present on the service note.
2. The full name of the individual is present on the note.
3. The full name and signature of the staff member working with the individual is present on the note.
4. Title/Credentials of staff member working with the individual is present on the note.
5. The correct service being provided is circled on the note.
6. The correct location of the service is indicated.
7. Completed goals are marked on the note (at least one).
8. Completed other activities participated in are marked on the note (at least one).
9. Any issues that occurred during services has at least 1 sentence documented.
10. The time into day program matches the attendance sheet for that day.
11. The time out of day program matches the attendance sheet for that day.

APPENDIX E  
PUBLIC POSTING EXAMPLE (TRAINING BINDER AND BULLETIN BOARD)

Thursday, 06/07/2018, in Room B,

# 94.8%

of the Daily Service Note documentation  
was complete/accurate.

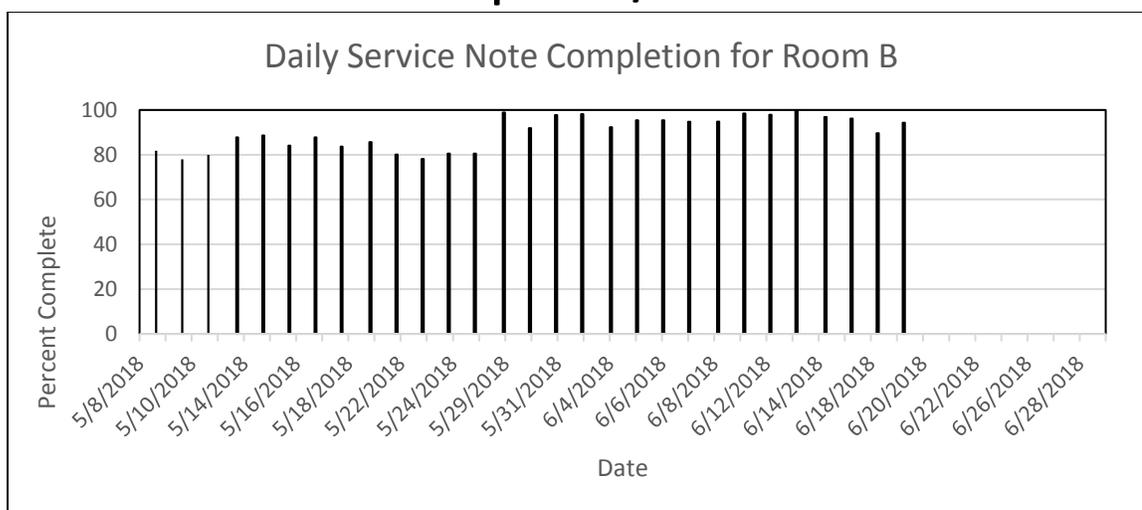


APPENDIX F  
PUBLIC POSTING EXAMPLE WITH GOAL SETTING

Tuesday, 06/19/2018, in Room B,

# 94.3%

of the Daily Service Note documentation  
was complete/accurate.



# GOAL= 100%

APPENDIX G  
SOCIAL VALIDITY BEFORE QUESTIONNAIRE

Please complete the following by circling one rating for each question as follows:

1= strongly disagree                      2=moderately disagree    3= neutral, no opinion  
4= moderately agree                      5= strongly agree

1. I understand how to complete the required documentation for the daily service note.  

1	2	3	4	5
---	---	---	---	---
2. I feel that I am aware of how well I (or my staff) complete required documentation.  

1	2	3	4	5
---	---	---	---	---
3. I feel that my (or my staff) performance with required documentation has room for improvement.  

1	2	3	4	5
---	---	---	---	---
4. I feel that receiving group feedback rather than individual feedback would be helpful in creating an atmosphere of working together with my co-workers toward a common goal.  

1	2	3	4	5
---	---	---	---	---
5. I feel that being provided feedback at my work site can result in improvements to the lives of the individuals we serve.  

1	2	3	4	5
---	---	---	---	---
6. I would like to receive feedback at my work site to help me (or my staff) do the best job possible.  

1	2	3	4	5
---	---	---	---	---
7. I understand the importance of completing required documentation.  

1	2	3	4	5
---	---	---	---	---
8. I would feel comfortable with group feedback being posted in the room for everyone to see.  

1	2	3	4	5
---	---	---	---	---
9. I would like additional training on how to complete the required documentation.  

1	2	3	4	5
---	---	---	---	---
10. I feel that I receive a good amount of feedback from my supervisors.  

1	2	3	4	5
---	---	---	---	---

APPENDIX H  
SOCIAL VALIDITY AFTER QUESTIONNAIRE

Please complete the following by circling one rating for each question as follows:

1= strongly disagree      2=moderately disagree      3=neutral, no opinion  
4= moderately agree      5= strongly agree

1. I understand how to complete the required documentation for the daily service note.  

1	2	3	4	5
---	---	---	---	---
  
2. I feel that the feedback regarding documentation performance that was posted at my work site made me more aware of how well I (or my staff) completed required documentation  

1	2	3	4	5
---	---	---	---	---
  
3. I feel that my (or my staff) performance with required documentation improved with the posted feedback at my work site.  

1	2	3	4	5
---	---	---	---	---
  
4. I feel that having the feedback posted as group rather than individual percentages was helpful in creating an atmosphere of working together toward a common goal.  

1	2	3	4	5
---	---	---	---	---
  
5. I feel that having feedback posted at my work site has resulted in improvements to the lives of the individuals we serve.  

1	2	3	4	5
---	---	---	---	---
  
6. I would like to see continued feedback posted at my site to help me (or my staff) do the best job possible.  

1	2	3	4	5
---	---	---	---	---
  
7. I understand the importance of completing required documentation.  

1	2	3	4	5
---	---	---	---	---
  
8. I felt comfortable with group feedback being posted in the room for others to see.  

1	2	3	4	5
---	---	---	---	---
  
9. I would still like additional training on how to complete the required documentation.  

1	2	3	4	5
---	---	---	---	---
  
10. I preferred the posting on the training binder more than the posting on the bulletin board.  

1	2	3	4	5
---	---	---	---	---
  
11. I feel the goal of 100% accuracy for required documentation is reasonable.  

1	2	3	4	5
---	---	---	---	---