Going Beyond the Dollar to Improve Staff Retention
Info Sharing Session

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Scottsdale, Arizona
Who We Are
Primary Reason Staff Started Working at ICD

- **Job Opening**: 6 Paraprofessional, 4 Professional
- **Location**: 4 Paraprofessional, 2 Professional
- **Reputation**: 2 Paraprofessional, 2 Professional
- **Training Opps**: 12 Paraprofessional, 6 Professional
- **Other**: 1 Professional
Staff Attrition Perspectives

For staff who stated they had considered leaving their position one year or more prior to the current year.

Sixty-nine percent of surveyed paraprofessional staff said they had considered terminating employment at some point.

Fifty-six percent of surveyed professional staff said they had considered terminating employment at some point.

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Fifty-six percent of surveyed professional staff said they had considered terminating employment at some point.

*Limited flexibility in hours; not applicable to degree

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Reasons Behind Considering Other Employment

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Staff</th>
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<tbody>
<tr>
<td>Return to School</td>
<td>4</td>
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<tr>
<td>Salary</td>
<td>16</td>
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<tr>
<td>Job Role Stress</td>
<td>2</td>
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<tr>
<td>Workplace Environment - Poor</td>
<td>4</td>
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<tr>
<td>Location</td>
<td>1</td>
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<td>Other</td>
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Paraprofessional

Professional
Initiatives

❖ Quality of Life Supports
  ❖ Financial aid relief (federal loan forgiveness)
  ❖ Teacher retention grant opportunities from NY state
  ❖ PTO/personal day increases
  ❖ Increased collaboration with overseeing HR department to ensure consistency with family medical leave (FMLA) guidelines as broader (i.e., physical, mental health)

❖ Workplace Culture
  ❖ Active training in perspective-taking and empathy with families and colleagues
  ❖ Staff morale activities and social events (including holiday and end of year gathering that incorporates family members of staff)
  ❖ Staff appreciation (non-monetary) activities and incentives not related to HR
  ❖ Social media implementation for staff recognition in community

❖ Training
  ❖ Restructured training system with scheduling and self-paced training binders
  ❖ Safety-Care™ Training and certification with monthly refresher trainings
  ❖ Ongoing support for continuing education of all staff, including seeking formal CEUs for professional licenses as well as in-service trainings and daily classroom support from highly trained professionals

❖ Organizational/Systems Restructuring
  ❖ Standardizing prompting procedures across facility
  ❖ Simplifying data collection sheets to reduce response effort and increase accuracy of collected data
  ❖ Created leadership team (not management) that includes representatives from all roles and helps to design and implement initiatives for the improvement of all staff performance
Trainees receive a comprehensive binder with all materials needed for completion of training, as well as organization charts.

Each new staff meets with all of our leadership team during the first week.
### Example - Initial Staff Training

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Assist with Arrival</td>
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<td>Assist with Arrival</td>
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<td>9:15</td>
<td>Preempting Procedures - Role Play &amp; Proficiency Checks w/ Classroom Teacher</td>
<td>Observe Child A</td>
<td>Observe Child B</td>
<td>Review Supplemental Goal/Data Packet - Data</td>
<td>Prep-Full Proficiency</td>
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<td>9:30</td>
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<tr>
<td>10:00</td>
<td>Work w/ Child A (w/ teacher feedback)</td>
<td>Work w/ Child B (w/ teacher feedback)</td>
<td>Practice Data Collection while observing staff conduct goals; compare for ICA feedback</td>
<td>Child A Full Proficiency - Goal Implementation &amp; Data IOA 3 goals</td>
<td>Child B Full Proficiency - Goal Implementation &amp; Data IOA 3 goals</td>
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<td>10:30</td>
<td>Observe Child A</td>
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<tr>
<td>11:00</td>
<td>Work w/ Child A (w/ teacher feedback)</td>
<td>Work w/ Child B (w/ teacher feedback)</td>
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<td>11:15</td>
<td>Lunch Support</td>
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<td>12:15</td>
<td>LUNCH</td>
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<tr>
<td>1:00</td>
<td>Read Supplemental Goal/Data Packet; Start Child A Goal Review</td>
<td>Child A - Goal Implementation Competency Check 3 goals - 90% accuracy</td>
<td>Child B - Goal Implementation Competency Check 3 goals - 90% accuracy</td>
<td>Data Collection Proficiency Check - ICA 3 goals each for 2 students at 80% agreement</td>
<td>Flex block - continue proficiency if needed; otherwise schedule work blocks with Child A or B</td>
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<td>2:00</td>
<td>Assist with Dismissal</td>
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<td>Assist with Dismissal</td>
<td>Assist with Dismissal</td>
<td>Assist with Dismissal</td>
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<td>2:30</td>
<td>Training Staff Guided Review of Supplemental Packet - McKayle/Galby</td>
<td>Child A - Goal Review</td>
<td>Goal Review - all other children in classroom</td>
<td>Goal Review - all children in classroom</td>
<td>Wrap up training items from this week; Training Support Staff (McKayle/Galby) review progress</td>
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*Each day, trainees should be engaging with students during playbreaks to build rapport and work on informal interactions. Please speak with your classroom teacher about how to build this into your day (there may be some students with specific programming or restrictions that require consideration as you begin to be a part of their play time).
Emotional Well-being Training

- Training series for all staff that is being piloted this year
- Emphasis is on acceptance and commitment therapy or ACT approaches that can be conceptualized as mindfulness combined with relational frame theory.
- Four-part series addresses areas below:

<table>
<thead>
<tr>
<th>SELF-AWARENESS</th>
<th>SELF-MANAGEMENT</th>
<th>SOCIAL AWARENESS</th>
<th>RELATIONSHIP MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional self-awareness</td>
<td>Emotional self-control</td>
<td>Empathy</td>
<td>Influence</td>
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<td></td>
<td>Adaptability</td>
<td></td>
<td>Coach and mentor</td>
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<td></td>
<td>Achievement orientation</td>
<td>Organizational awareness</td>
<td>Conflict management</td>
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<td></td>
<td>Positive outlook</td>
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<td>Teamwork</td>
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<td></td>
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<td>Inspirational leadership</td>
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</tbody>
</table>

*Source: More Than Sound, LLC, 2017*
Emotional Well-being Mentoring

❖ Success of this pilot and other trainings all depends on carryover to classroom settings and requires the same level of precision, supervision, and feedback that we assign to behavioral interventions used with our students.

❖ Pyramidal training model where senior leadership use behavioral skills training to teach these skills in supervision of next level of management, then those trained staff repeat this process with classroom teachers and other professional staff, etc.
The Data - Intervention Impact

Staff Retention Change Over Four Years Based on Length of Employment

End 2015

- 10+ years - Stable
- 6-10 years - Reduction
- 2-5 years - Increase
- 1-2 years - Stable
- 6-12 mos - Increase
- <6 mos - Decrease

End 2019

- 10+ years - Stable
- 6-10 years - Reduction
- 2-5 years - Increase
- 1-2 years - Stable
- 6-12 mos - Increase
- <6 mos - Decrease
The Data - Staff Perspectives

- N = 47 (72% of staff completed)
  - 18 Professional staff - Masters degree or equivalent experience and above
    - Special education teachers, school psychologists, speech-language pathologists, occupational therapists, adaptive physical education teachers, behavior analysts, and direct care leadership
  - 29 Paraprofessional - High school diploma or Bachelor’s degree
    - Teacher aides and teaching assistants
During the last year (i.e., one year from the time of survey), what reasons do staff give for staying on with ICD.

Top Reasons Staff Stay at ICD
*Staff selected top two reasons - summary is total of all endorsed

- Students
- Co-workers
- Training Opps
- Workplace Environment
- Workplace Systems/ABA Focus
- Other

*Location, salary/benefits, personal reward

*Staff selected top two reasons - summary is total of all endorsed

- Paraprofessional
- Professional
Paraprofessionals - Wellness Check

Current Paraprofessional Self-reported Work Stress Levels

- High: 0%
- Moderate: 69%
- Low: 31%

Current Paraprofessional Self-reported Work Satisfaction Levels

- High: 21%
- Moderate: 79%
- Low: 0%

Although the moderate section is the largest proportion, most direct care workers report burnout levels of stress and so the above is seen as positive progress despite no pre-test comparison.
Paraprofessionals - Competence Check

Current Paraprofessional Self-reported Perception of Job Training Received for Current Role

- Not well trained: 3%
- Moderately well trained: 62%
- Very well trained: 35%

Current Paraprofessional Self-reported Perception of Stress Management Training Received for Current Role

- Not well trained: 10%
- Moderately well trained: 76%
- Very well trained: 14%
Professionals - Wellness Check

Current Professional Self-reported Work Stress Levels
- Low, 17%
- Moderate, 72%
- High, 11%

Current Professional Self-reported Work Satisfaction Levels
- Low, 0%
- High, 17%
- Moderate, 83%
Professionals - Wellness Check

Current Professional Self-reported Perception of Job Training Received for Current Role

- Very well trained: 11%
- Moderately well trained: 89%
- Not well trained: 0%

Current Professional Self-reported Perception of Stress Management Training Received for Current Role

- Very well trained: 6%
- Moderately well trained: 72%
- Not well trained: 22%
Most Valuable Changes

❖ More training on behavior management and crisis intervention with frequent refresher trainings.

❖ Personal days*
  ❖ Our staff have set vacations based on the school calendar so do not accrue vacation time, only sick time; we added three PTO personal days each year in addition so our staff could have some flexibility

❖ More direct support on a day to day basis from leadership and supervisors

❖ More emphasis on hearing staff perspectives and addressing issues quickly

❖ More staff appreciation activities and affirmation of staff value
To access the handout of slides