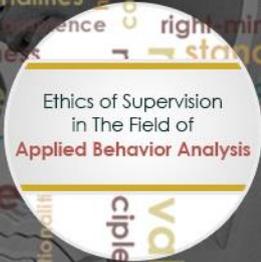


Welcome To Special Learning's

ETHICS OF SUPERVISION IN THE FIELD OF (APPLIED) BEHAVIOR ANALYSIS



Ethics of Supervision
in The Field of
Applied Behavior Analysis

Ethics in Practice Training Series

**PRESENTER: Jon Bailey, PhD,
BCBA-D**



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Speaker Bio



Dr. Bailey received his PhD from the University of Kansas and is currently Professor Emeritus of Psychology at Florida State University, where he was a member of the graduate faculty for 38-years and produced a record 63 PhDs. He is currently Director of the FSU Panama City Masters Program in Applied Behavior Analysis.

Dr. Bailey is a Board Certified Behavior Analyst. He is Secretary/Treasurer and Media Coordinator of the Florida Association for Behavior Analysis, which he founded in 1980.

Dr. Bailey has published over 100 peer-reviewed research articles, is a past editor of the *Journal of Applied Behavior Analysis*, and is co-author of *Research Methods in Applied Behavior Analysis*, *How Dogs Learn*, *Ethics for Behavior Analysts*, *2nd Expanded Edition*, *How to Think Like a Behavior Analyst*, and *25 Essential Skills and Strategies for Professional Behavior Analysts*, all co-authored with Dr. Mary Burch.



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Resources and References



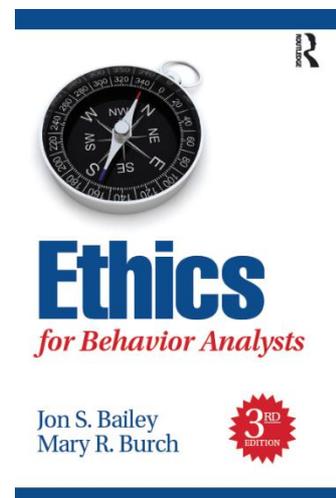
Resources

1. Professional and Ethical Compliance Code for Behavior Analysts
2. Full Presentation
3. Supervisee Activity Tracking Form
4. Supervision Task List Weekly Proposed Schedule
5. Declaration of Professional Practices and Procedures for Behavior Analysts

References

Ethics for Behavior Analysts (3rd Edition)

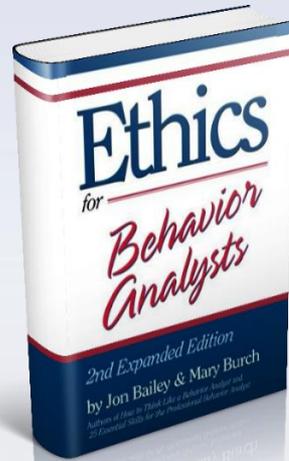
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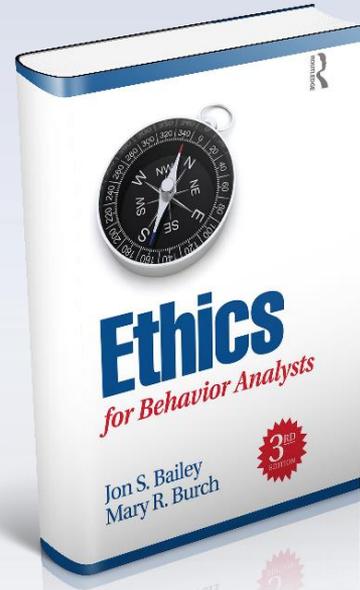
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Major Changes from 2nd Edition to 3rd Edition

2nd Edition



3rd Edition



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Key Questions



- What ethical considerations should supervisors keep in mind?
- What are the responsibilities of a supervisor?
- What types of ethical scenarios could arise for supervisors?
- What types of ethical scenarios could arise for supervisees?



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What is Supervision?



- An individual is a supervisor if he has the power and authority to take the following actions (according to the Ontario Ministry of Labour):
 1. Give instructions and/or orders to subordinates.

And

 2. Be held responsible for the work and actions of other employees.



What is Supervision in ABA?



Working definition:

- A systematic method of changing task-related behaviors in practicing BCaBAs, RBTs and other ABA trainees.

In other words. This means....



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Roles and Responsibilities of Supervisors



- Ethical responsibility to create the next generation of BCBAs who perform at highest levels
- Ethical responsibility to establish and maintain highest quality among BCaBAs, RBTs and other Supervisees
- Understand the impact of poor supervision (i.e. information from supervisors are often considered “FACT” by supervisees)
 - Once BCBAs are out in the field, there are very few opportunities to fix the problem
 - Even poorly supervised BCBAs end up becoming supervisors themselves
- **Failing to be a good supervisor is an ethical, reportable violation**





5.0 Behavior Analysts as Supervisors

When behavior analysts are functioning as supervisors, they must take full responsibility for all facets of this undertaking

- 5.01 Supervisory Competence
- 5.02 Supervisory Volume
- 5.03 Supervisory Delegation
- 5.04 Designing Effective Supervision and Training
- 5.05 Communication of Supervision Conditions
- 5.06. Providing Feedback to Supervisees
- 5.07 Evaluating the Effects of Supervision.



5.0 Behavior Analysts as Supervisors



- Prompting supervisees to engage in relevant clinical skills.
- Observing them while they are performing those skills.
- Identifying anything that needs improvement.
- Prioritize the corrective steps that need to be taken.
- Be particularly aware of any repeated errors since the last feedback session.
- Determine supervisees are able to maintain and generalize their new skills from one client to the next.



5.01 Supervisory Competence Scenario



A BCBA has primarily worked with children (ages 2-18) and is requested as a supervisor for a BCBA candidate who will be working with adult clients.

- Is it acceptable to supervise this individual?



5.02 Supervisory Volume



- Behavior Analysts take on only a volume of supervisory activity that is commensurate with their ability to be effective.
 - Key phrase: “ability to be effective” which focuses the attention on the performance of the supervisees
 - Difficult to specify due to assignment of responsibility

- Poll: How many supervisees are you currently supervising?



5.02 Supervisory Volume (cont'd)



- Examples of measures of effectiveness outcomes:
 - **All** supervisees receive their one-on-one observations and feedback sessions
 - **No** supervisees have any **complaints** lodged against them
 - Satisfaction **survey** of supervisees and clients would indicate at least an “8” on a 10 scale,.
 - Data on **client progress** which was rated as at or above the expected or projected rate of success.



5.02 Supervisory Volume (cont'd)



- Some variables that would affect this standard formula would include:
 - Status of the supervisees
 - Difficulty of the cases that they are working on.

e.g. a new supervisee with a difficult case would obviously require more intense supervisory time;

Note: Supervisees preparing for the BCaBA or BCBA exam will require more time than a BCaBA who is more experienced and requires less supervision.



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5.02 Supervisory Volume Concerns



- Anticipated acute global shortage of BCBAs* to supervise ABA Practitioners (BCBA/BCaBA Candidates, BCBAs, RBTs and others)
 - Total # BCBAs in the world: 22,083**
 - International BCBAs: 1,821
 - US BCBAs: 20,262
 - Total #RBTs in the world: 17,337**
 - International RBTs: 988
 - US RBTs: 16,349

* Includes BCBA-D and BCaBA

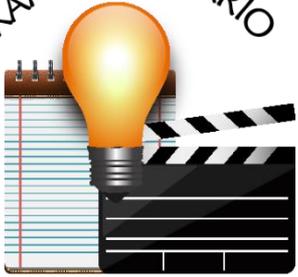
** Count as of February, 2016



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5.02 Supervisory Volume Scenario

EXAMPLE SCENARIO



“My supervisor has a full case load of clients plus she teaches part-time at the university and she has six of us 2nd year grad students to supervise. We have met and none of us feels like we are getting adequate supervision.”

- What recourse do the students have?



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5.03 Supervisory Delegation



- Behavior analysts delegate to their supervisees only those responsibilities that such persons can reasonably be expected to perform competently, ethically, and safely.
- If the supervisee does not have the skills necessary to perform competently, ethically, and safely, behavior analysts provide conditions for the acquisition of those skills.



5.03 Supervisory Delegation Scenario



EXAMPLE SCENARIO



Scenario presented by Pam:

Many behavior analysts provide services to outside agencies in group homes. Various strategies have been put in place, such as training and a functional assessment and an intervention based on this assessment has been complete. However, there are major issues such as: constant staff turnover, lack of leadership within the group home, no group home meetings and huge inconsistencies which are difficult to address in small groups or resistance of a few staff. Many of the organizational strategies have been attempted but still there is lack of treatment integrity.

- At what point should they leave, knowing if they leave services may decrease further?
- Are they enabling staff by staying?
- Are they liable if something happens to the client?



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5.04 Designing Effective Supervision and Training



- Behavior analysts ensure that supervision and trainings are behavior-analytic in content, effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals.



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5.04 Designing Effective Supervision and Training Scenario



EXAMPLE SCENARIO



BCBA candidates are attending a training presented by a to teach ASL signs which they will use for non-verbal clients.

- Is this an acceptable activity to count for non-direct supervision hours?



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5.05 Communication and Supervision Conditions Scenario

EXAMPLE SCENARIO



“I was assigned to a new case over the phone. I was told what school to go to and which classroom and what time. ‘I’ll send you the behavior program as an email attachment later today’ wrote my supervisor. The email never arrived even though I left a voice message and sent two text messages. I reported to the appointed school and classroom on time as directed, approached the teacher, identified myself, and asked if she had a student for me to work with. She pointed to a boy in the back row who had his head on his desk and was sobbing. I really didn’t know what to do so I just sat next to him and tried to provide some comfort.”

- **Comments, Discussion?**



5.06 Providing Feedback to Supervisees



- Behavior analysts design feedback and reinforcement systems in a way that improves supervisee performance.
- Behavior analysts provide documented, timely feedback regarding the performance of a supervisee on an ongoing basis.



5.06 Providing Feedback to Supervisees Scenario

EXAMPLE SCENARIO



“I met with an individual that I supervise. She submitted a time log detailing a variety of fieldwork activities for the 2-week period. Some of her activities included reading a variety of texts. When questioned about a particular text listed in the time log, it became very apparent to me that she did not do the 4.5 hours of reading that was documented for the particular text. We discussed this in a calm and professional manner, but she displayed outward signs of “panic” when she realized that she was caught falsifying her fieldwork time log. After taking the rest of the day to think about it, she informed me that she plans to find another BCBA to provide the remainder of her supervision. Of course, I am comfortable with terminating our supervision contract in this instance.”

- *Should this be reported to the BACB?*



5.07 Evaluating the Effects of Supervision



- Behavior analysts design systems for obtaining ongoing evaluation of their own supervision activities.
- Supervisors should have clear method for supervisees to evaluate their supervisor
- Ex. Supervisee's complete a survey every 6 months giving feedback about the supervisor's performance.



A Feedback, Reinforcement and Evaluation of Supervision

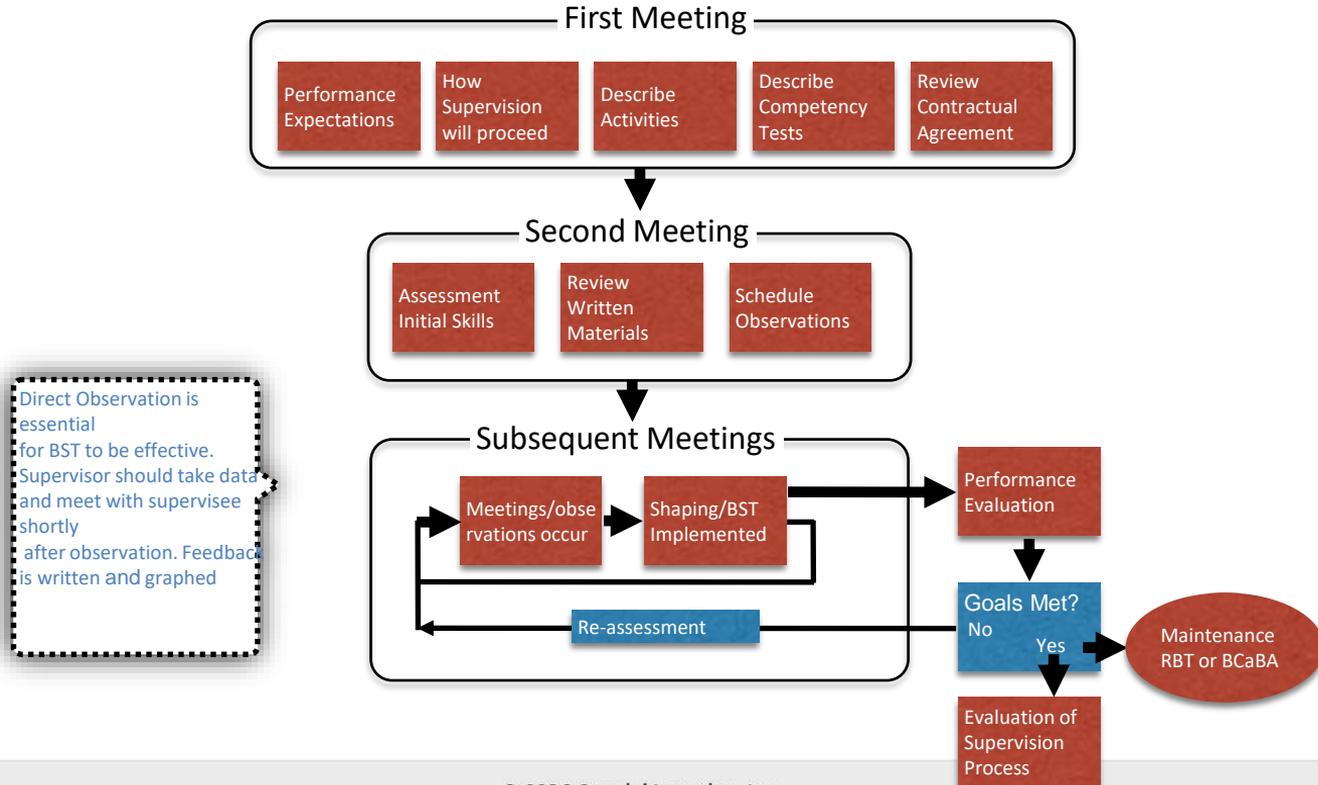
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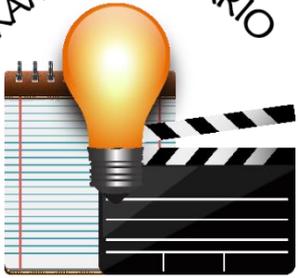


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5.07 Evaluating the Effects of Supervision Question



EXAMPLE SCENARIO



Question from Lori S.

“Because each supervisor is responsible for developing their own manual/assignments to cover all task list items, how does a supervisor determine if assignments are reasonable? Different supervisors have different approaches and different methods for assessing the supervisee’s competence. As a supervisor, how do we determine the most efficient and effective method without placing an additional burden on the supervisee who may already have a large task list with ongoing class assignments?”



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5.07 Evaluating the Effects of Supervision Scenario



EXAMPLE SCENARIO



*“My question is about my supervisor. I am a **grad student** and I work 10-hours per week in a school. I met her on the phone before the first day of my assignment, she asked me a few questions and then told me where to meet her a couple of days later in one of the classrooms. I arrived early for the meeting and waited and waited but she never showed. As I was headed to sign out my cell rang, “So how did it go?” I told her I was waiting for her and that I did not “do anything” since I wasn’t sure what to do.*

She said, “Oh, I should have mentioned that I was running late, I guess I forgot to call you, let’s try again on Thursday. Just go in the classroom and introduce yourself to the teacher and have her point out Allie, she’s the problem child, gotta run.” I heard from her again two weeks later and asked if she was going to observe me, “No, not now I’ve got a lot going on, just put your supervision papers in my mailbox at the school and I’ll sign them for you.”

- How should this student approach these issues with her supervisor?
- How would you prioritize the severity of the concerns in this situation?

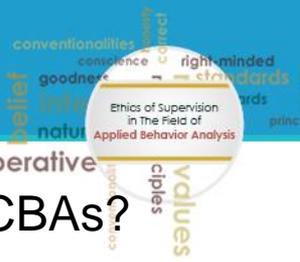


International Scenarios and Considerations



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Supervision and International Considerations



➤ How can we address supervision needs with so few international BCBAs?

	Region	Total BCBAs	RBT
		-	-
1	United States	20,262	16,349
2	Canada	825	144
3	United Kingdom (GB)	230	23
4	Ireland	103	11
5	Israel	99	-
6	Italy	66	53
7	China	57	21
8	Australia	51	39
9	United Arab Emirates	34	210
10	France	30	29
11	Korea Republic Of	29	48
12	New Zealand	29	5
13	Romania	29	89
14	Taiwan	23	1
15	Germany	19	5



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International Scenario



Scenario presented by Tami

A supervision client runs 2 centers and has 2 sons. Her older son has been diagnosed and attends one of her centers. Her younger son has not been diagnosed and goes to a traditional school. She thinks he is on the spectrum and provides her own instruction at home. She wants supervision to begin with focusing on her younger son and to help determine if he needs to be switched into her autism program.

- Is it an ethical conflict for the owner of a center to have her son attend the center?
- As a supervisor is it ethical to give supervision for her to work with her son?
- As a supervision company how can they help her?



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Implications



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Why Do We Care?



- Consequence to supervisees?
- Consequence to self?
- Consequence to clients?
- Consequence to profession?



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