



Special Learning, Inc.
Autism Education for Parents, Teachers, and Therapists

ETHICS AND BEST PRACTICES in BCBA and RBT Supervision

Housekeeping

1. Post questions. If your question is selected, we may unmute you and request that you repeat your question verbally.
2. If you experience technical issues during the webinar, contact Gotowebinar directly by calling (877) 582-7011.
3. There will be two five minute breaks.
4. A recorded version of this webinar will be available next week. You will receive an eMail with login instructions.
5. If you need CEUs, you will need to submit the completed CEU Submission form.

Structure

1. Review of the BACB Supervision requirements
2. Review of BACB Ethics and Compliance Code 5.0 Behavior Analysts as Supervisors
3. Impact of Supervision
4. A Closed Loop Supervision Model
5. Supervision Landscape
6. Barriers to Effective Supervision
7. Supervision Scenarios

Speaker Bio



Amanda Fishley, MA, BCBA, COBA is a Board Certified Behavior Analyst and Certified Ohio Behavior Analyst. She has experience working with children, adolescents and adults in variety of settings including school, home and mental health facilities. In each of these environments, she worked closely with parents, teachers, and paraprofessionals to develop and oversee implementation of behavior intervention plans. She has extensive experience mentoring and providing supervision to RBTs, BCBA candidates and behavior analysts.

As an Associate Director of Clinical Solutions for Special Learning, she is responsible for creating and presenting educational materials and promoting Special Learning's mission to positively impact the special needs community.

She received her Master's degree in Special Education/ABA from The Ohio State University. She has been working with in the field of ABA for over ten years.

- Carrie Hooghe, M.Ed., BCBA, COBA
- Julia Vormittag, M.A., BCBA
- Tara Zeller, M.S., BCBA

Key Questions

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

Review of the BACB Guidelines



Review of the BACB Guidelines

In order to be a supervisor for a BCBA/BCaBA **Candidate**:

- Pass an online, competency based training module on BACB experience standards provided by the BACB and complete an 8-hour supervision training. Must also ensure supervisees have passed the competency based training module. (Prior to providing any supervision).
- Be a BCBA or BCBA-D in good standing, be an approved instructor in an Approved Course Sequence, or be a licensed or certified psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in Applied Behavior Analysis
- Obtain 3 hours of Supervision continuing education during certification cycle

???

Do you have experience being supervised by a psychologist? Pros/Cons?

(Behavior Analyst Certification Board, 2017)

Review of the BACB Guidelines

In order to be a supervisor for a BCaBA:

- Pass an 8 hour, competency based training on The Supervisor Training Curriculum
- Be a BCBA or BCBA-D in good standing, be an approved instructor in an Approved Course Sequence, or be a licensed or certified psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in Applied Behavior Analysis
- Obtain 3 hours of Supervision continuing education during certification cycle

(Behavior Analyst Certification Board, 2017)

Review of the BACB Guidelines

In order to be a supervisor for a RBT:

- Pass an 8 hour, competency based training on The Supervisor Training Curriculum
- Be a BCBA or BCBA-D in good standing, be an approved instructor in an Approved Course Sequence, or be a licensed or certified psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in Applied Behavior Analysis
NOTE: BCaBA is also approved to provide supervision to RBTs.
- Obtain 3 hours of Supervision continuing education during certification cycle

(Behavior Analyst Certification Board, 2017)

Review of the BACB Guidelines

For BCBA/BCaBA supervisees, prior to supervision:

- Pass an online, competency based training module on BACB experience standards provided by the BACB
- Should have prerequisites skills: these skills may include ability to define terminology as outlined throughout the BACB task list, implementing data collection techniques, understanding simple behavior change procedures, and any other skills deemed necessary by the supervisor

???

What steps do you take to assess a supervisee candidate's prerequisite skills?

???

What do you do if your supervisee candidate doesn't possess the prerequisite skills?

Review of the BACB Guidelines

- The BACB provides clear guidelines on the requirements to sit for the exams and requirements for supervisors (Behavior Analyst Certification Board, 2017)
- However, strategies used and content covered during supervision are not dictated by the BACB (Sellers, Valentino, & LeBlanc 2016)
- Sellers, Valentino, and LeBlanc (2016) point out that most BCBA supervisors experienced at least some not-so-desirable or optimal supervision so we strive to be different as supervisors

- **???** Do you agree or disagree with point #3?

Review of the BACB Professional and Ethical Compliance Code

Code 5.0: Behavior Analysts as Supervisors

NOTE: Refer to “Ethics of Supervision in the Field of Applied Behavior Analysis (MARCH 2016)”
Training for a comprehensive review of code 5.0

Code 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

Professional & Ethical Compliance Code (BACB, 2014)



Code 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.
- Prioritizing the corrective steps that need to be taken.
- Being particularly aware of any repeated errors since the last feedback session.
- Determining if supervisees are able to maintain and generalize their new skills from one client to the next.

Code 5.01 Supervisory Competence

- **Behavior analysts supervise only within their areas of defined competence.**
 - “Defined competence” is not operationalized
 - A competent behavior analyst: One who has the necessary knowledge, skills, and ability to perform routine tasks in the general areas of the field of behavior analysis including:
 - Discrete Trial Training (DTT)
 - Managing off task, self-stim behaviors
 - Classroom management, including token economies
 - Consulting with clients in home/residential settings
 - Delivery of standard autism training services with this background should be able to handle routine supervision tasks.

Code 5.01 Supervisory Competence (cont'd)

- Competence can be defined by the types of specific training and supervision ABA professionals have had
 - I.e. Participating in a series of workshops followed by a practicum experience at a specialized center for treatment and research.
- BUT situations can arise where supervisors are not competent due to lack of experience
 - E.g. a supervisee assigned to work with a client with a life-threatening feeding disorder or, dangerous self-injurious behavior ---- not only may that therapist not be competent to take the case but the supervisor may also fall short.

Ethical Scenario: Code 5.01



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 this an ethics violation? Why? Why not?

In the real world, would you provide supervision to this individual? Why? Why not?

Code 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

???

How many supervisees are you currently supervising?

Does supervisory volume depend on the type of setting in which the supervising BCBA/BCaBA is working?

Code 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

Code 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

Category of Supervision Types

- BCBA Candidate
- BCaBA Candidate
- Certified BCaBA
- Credentialed RBT



Does the category matter in terms of the time / effort required to provide proper supervision?

Ethical Scenario: Code 5.02



“My supervisor has a full caseload 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.”

??? Is this an ethics violation? Why? Why not?

What recourse do the students have?

Code 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.

Ethical Scenario: Code 5.03



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.

??? Is this an ethics violation?

Should a BCBA leave? Especially with the knowledge that services may decrease further?

Are they enabling staff by staying?

Are they liable if something happens to a client?

Code 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.



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

???

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

Code 5.05 Communication of Supervision Conditions

- Behavior analysts provide a clear written description of the purpose, requirements, evaluation criteria, conditions, and terms of supervision prior to the onset of the supervision.
- Evaluation: Set clear expectations of how they will evaluate supervisees.
 - e.g. Require scored video evaluation every 2 weeks. Supervisees must receive passing score to move onto new performance skills.

Ethical Scenario: Code 5.05



"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."

???

Is this an ethics violation?

What actions could (or should) the supervisee take?

Code 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.
- 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.

Ethical Scenario: Code 5.06



“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.”

???

Is this an ethics violation?

What actions should the supervisor take?

Code 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.

Code 5.07 Evaluating the Effects of Supervision (cont'd)

1. Evaluate trainee performance via direct observation
2. Evaluate trainee satisfaction with supervisor
3. Supervisor takes self-monitoring data using checklist
4. Evaluate client performance data
5. Solicit feedback from colleague supervisor who observes or interacts with supervisor/supervisee

Ethical Scenario: Code 5.07



A new RBT, who works in a center, does not feel like their supervision is adequate and they have not been given a format to provide feedback on their supervision.

???

Is this an ethics violation? Why? Why not?

How can the RBT handle this situation?

Why is Supervision Necessary?



Why is Supervision Necessary in the Field of Behavior Analysis?

From the BACB: “The purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high-quality services to the supervisee’s clients.”

Why is Supervision Necessary in the Field of Behavior Analysis?

- Hartley, Courtney, Rosswurm and LaMarca (2016) emphasize the importance of developing a successful and mutually exclusive supervision model that aligns with Shook, Johnston, and Mellinchamp's (2004) notion that every certificant should represent behavior analysis positively due to the fact that each new interaction is an opportunity to impact and support the field of behavior analysis (p.330)

Why is Supervision Necessary in the Field of Behavior Analysis?

Effective supervision is critical to the quality of ongoing behavioral services, the professional development of the supervisee, the continued growth of the supervisor, and the overall development of our field and its practice (Sellers, Valentino, & LeBlanc, 2016, pg. 274).

RBT Supervision: Why is this Necessary?



RBT Supervision

Why is this necessary?

- RBTs are responsible for the direct implementation of behavior-analytic services
- RBTs require close and ongoing supervision
- RBTs are not to design or create interventions or assessments
- RBTs are required to receive direct supervision from a BCBA or BCaBA
 - Minimum is 5% of the hours implementing behavior analytic services per supervisory period, which is one month
 - Minimum of two face-to-face meetings per month
 - One meeting must be a one-on-one meeting
 - One meeting must be observation of the RBT working with a client

(Behavior Analyst Certification Board, 2017)

Why is this necessary?

- Treatment drift
- Scheduled feedback opportunities
- Continue to enhance and grow skill set
- Various levels of experience
- No one client is the same
 - Consider the variety of interventions
 - Consider the complexity of behavior

???

How many RBTs are you currently supervising?

Does it take more time or less time to supervise an RBT?

BCaBA Supervision: Post Certification



BCaBA Supervision

- Required to be supervised by a BCBA post-certification
 - First 1,000 hours of post-certification practice: supervision must be at least 5% of the total number of behavior-analytic service hours provided per month, with no less than one hour of supervision every two weeks.
 - Ongoing supervision (after the first 1,000 hours): supervision must be at least 2% of the total behavior-analytic service hours provided per month. Note: BCaBAs certified before January 1, 2017 are exempt from the initial 5% period.

BACB: Standards for Supervision of BCaBAs (2016)



BCaBA Supervision

(BACB, 2016)

Service-Delivery Date	Service-Delivery Hours	Hours Total	Supervision Hrs. Required (2%)	Supervision Meeting	Supervisor Observation (Yes/No)	Notes
12/1/16	6	6	0.12			
12/2/16	5	11	0.22			
12/3/16	3	14	0.28			
12/6/16	4	18	0.36			
12/7/16	5	23	0.46			
12/8/16	2	25	0.5			
12/8/16			30 min.	Yes		Met at client home.
12/9/16	4	29	0.58			
12/13/16	7	36	0.72			
12/14/16	9	45	0.9			
12/15/16	2	47	0.94			
12/16/16	4	51	1.02			
12/19/16	3	54	1.08			
12/20/16	3	57	1.14			
12/21/16	6	63	1.26			
12/22/16	8	71	1.42			
12/23/16	4	75	1.5			

Supervision Hours Cheat Sheet		
Service-Delivery Hours	Required Supervision Hrs.	
	2%	5% (first 1,000 hrs.)
0	0	0
1	0.02 hr. (1.2 min.)	0.05 hr. (3 min.)
5	0.1 hr. (6 min.)	0.25 hr. (15 min.)
10	0.2 hr. (12 min.)	0.5 hr. (30 min.)
15	0.3 hr. (18 min.)	0.75 hr. (45 min.)
20	0.4 (24 min.)	1 hr. (60 min.)
25	0.5 (30 min.)	1.25 hrs. (75 min.)
40	0.8 (48 min.)	2 hrs. (120 min.)
50	1 (60 min.)	2.5 hrs. (150 min.)

Up to date on supervision requirement!

Quarterly observation requirement met!

Multiply the minutes by your total hours to get your requirement each month.
5% = 3 min./hr.
2% = 1.2 min./hr.

Impacts and Difficulties in Supervision

Impact of Standards and Best Practices in Supervision

- Better qualified practitioners
- Ability to maintain high standards, uniformity across the board among practitioners in the field
- Better outcomes for the field of behavior analysis as a whole
- Produces good supervisors
- Better outcomes for clients
 - Dixon et al. (2016) found that client outcomes were related to the qualifications of the supervisor (i.e., BCBA) and years of experience as a clinical supervisor. Outcomes were not related to the amount of supervision or the supervisor's caseload size

(BACB, 2012; Turner, 2016)

Supervision Difficulties

- Hartley, Courtney, Rosswurm, & LaMarca (2016) outline these supervision difficulties:
- Inconsistency of learning opportunities
 - Recommend learning behavior-analytic concepts and principles in an academic setting, focusing more on the applied aspect of the science
- Supervisor responsibilities
 - BCBA practitioners are focused on implementing behavior-analytic skills, not necessarily teaching them
 - Again, the focus should be how to implement the knowledge in a meaningful way

Supervision Difficulties

- Lack of opportunity for supervisees to accumulate indirect supervision hours
 - Supervisees holding jobs implementing full-time therapy, not allowing for other supervision opportunities and the concern to get indirect hours
 - **Suggestions to supervisees?**
- Low number of supervisees advancing to BCBA positions
 - Concern that supervisees won't advance into BCBA positions when they become certified at their current companies

(Hartley, Courtney, Rosswurm, & LaMarca, 2016)

Supervision Difficulties

- Lack of time
 - Many BCBA's in clinical settings are focused on *applying* behavior-analytic skills and have full-caseloads, making less time to *teach* the skills
 - May also have billing quotas that make it challenging to find time to provide supervision
 - Limited time to focus on supervision may also mean poor, unstructured supervision

???

What are some other issues?

Impact of Poor Supervision

- Limited supervisee repertoires
 - Skills do not generalize
 - Unable to problem solve and make decisions in novel situations
- Poor services provided to clients, which can result in lack of progress or harm
 - Information from supervisors are often considered “fact” by supervisees
 - Once in the field, few opportunities to fix the problem
- Supervisees do not learn to become adequate supervisors themselves
 - Remember, supervision received impacts how supervision is provided in the future
- Supervisees who engage in unethical behavior

(BACB, 2012; Turner, 2016)

Supervision Landscape



Market Constraints: Shortage of Supervisors?

- Lack of supervisors
- Greater level of liability
- Higher demand for BCBA's
- Lack of time
- Small universe of BCBA's / BCBA-Ds willing to provide supervision

Supply: Distribution of Available BCBA's (et al.)

Ranking	Region	BCBA-D	BCBA	BCaBA	RBT	Total Credentialed	Distribution
1	United States	1,867	20,190	1,745	20,930	44,732	94.1%
2	Canada	52	801	113	111	1,077	2.3%
3	United Kingdom (gb)	25	204	25	24	278	0.6%
4	United Arab Emirates	3	37	9	125	174	0.4%
5	Italy	2	89	4	54	149	0.3%
6	Ireland	13	98	3	7	121	0.3%
7	Israel	7	45	63	-	115	0.2%
8	China	4	46	33	14	97	0.2%
9	Australia	7	39	13	34	93	0.2%
10	Romania	-	8	19	49	76	0.2%
11	France	2	41	3	27	73	0.2%
12	Korea Republic Of	7	24	13	12	56	0.1%
13	India	2	18	9	24	53	0.1%
14	New Zealand	5	24	-	6	35	0.1%
15	Japan	4	11	1	16	32	0.1%
16	Georgia	-	2	-	29	31	0.1%
17	Germany	2	18	5	3	28	0.1%
18	Saudi Arabia	1	11	3	5	20	0.0%
19	Netherlands	1	13	-	5	19	0.0%
20	Sweden	1	15	1	1	18	0.0%
21	Taiwan	7	7	3	-	17	0.0%
	TOTAL UNIVERSE	2,021	21,884	2,086	21,566	47,557	99.4%
		4%	46%	4%	45%		

Source: BACB 4/2017

Supply and Demand Imbalance

DEMAND FOR ABA SERVICES

Estimated Number of People with ASD (Global)

- World population: 7.5 Billion
- Estimated prevalence rate: 1 in 100
- Estimated number of people with ASD: 75 Million

SUPPLY OF CREDENTIALLED ABA PROFESSIONALS in 4/2017 (BCBAs, et al.)

- Total BCBA et al (Global): 25,991
- BCBA-D: 2,021 (8%)
- BCBA: 21,884 (84%)
- BCaBA: 2,086 (8%)

Source: BACB 4/2017

Leverage: How Do You Increase Capacity?

- Standardization leads to greater efficiency
- Using technology to create leverage:
 - Greater efficiency
 - Ability to connect with the world
 - Minimize wasted time

???

Other ideas?

Global Awareness of ABA: SL Customers 84 Countries



Standards and Best Practices For Behavior-Analytic Supervision



Minimal Competencies as Supervisors

The BACB Supervisor Training Curriculum (2012) provides an outline of important features of supervision



Minimal Competencies as Supervisors

BACB Supervisor Training Curriculum (2012):

- Establishment of performance expectations of both supervisor and supervisee
- A description of how supervision will proceed, appropriate activities, and competency tests of understanding
- Contractual agreement of nature of supervision and performance expectations
- Observation, behavior skills training, performance feedback
- Review of written materials (e.g., data sheets, written plans)
- Performance evaluations (formal and informal) of supervisee
- Evaluation of the supervision process and supervisor, provided by the supervisee

Considerations for Training

Generalization of new skills

- Supervisee skills should generalize across settings, clients, and targets (BACB, 2012)
- Strategies to program for generalization to incorporate in supervision:
 - Program common stimuli – consider the stimuli needed and role play
 - Train sufficient exemplar – supervisees are encouraged to have multiple supervisors and various experiences when possible
 - Teach “loosely” – vary aspects of your supervision/teaching that are not critical

(Turner, 2016)

Considerations for Training

Directly teaching problem solving and decision making skills

- Create examples if needed
- Outline the problem
 - Define the problem
 - Discuss and outline possible solutions and alternatives
 - Weigh pros/cons, cost analysis
 - Implement solution
 - Evaluate the results

(Turner, 2016)

Providing Feedback

Providing feedback to your supervisees– how do you do it?

Performance feedback is....

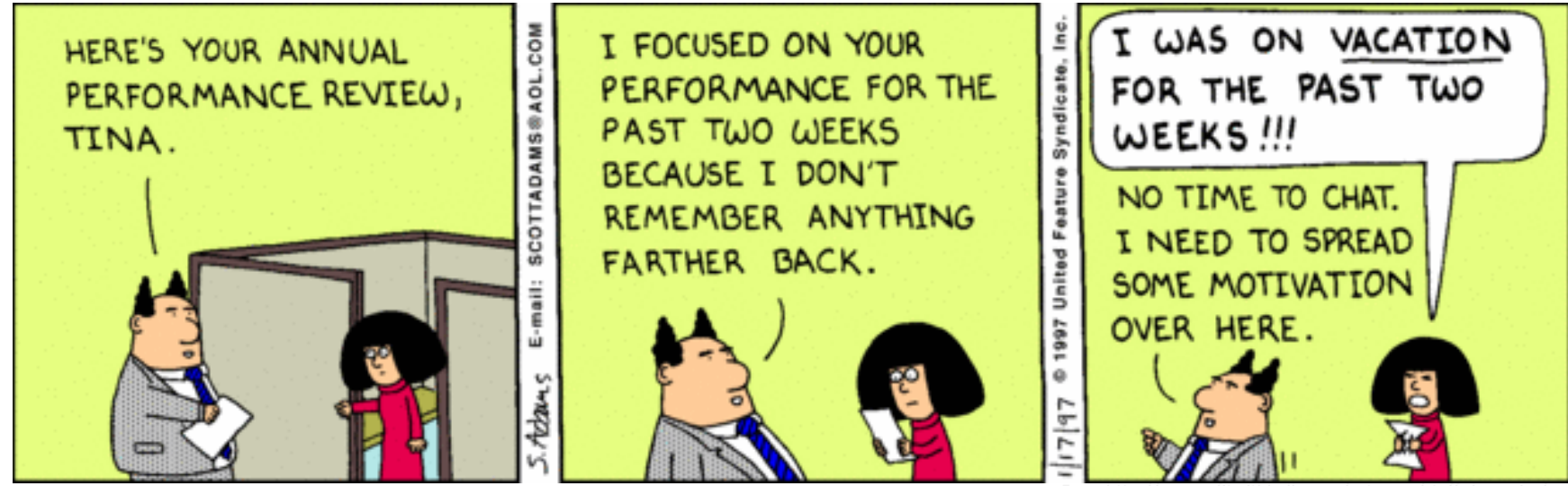
- Effective for treatment integrity, directly effecting student outcomes (DiGennaro et al. 2005)
- Effective for changing behavior when paired with goal setting (Martens, Hiralall, & Bradley, 1997)
- Crucial during skill acquisition (Daniels & Bailey, 2014)

- Feedback can be provided verbally, written, video format, modeled, graphic, self-monitored, formal and informal (BACB, 2012)

Providing Feedback

- Frequent
- Immediate
- Descriptive
- Positive
- Corrective

(Turner, 2016)



Providing Feedback

When you're providing feedback, remember what you already know:

- Supervisees may need more praise/reinforcement in the beginning
- Positive praise statements to corrective feedback ratio– 4:1 (Turner, 2016)

???

Have you given positive feedback today? Why or why not? Did you miss an opportunity?

Providing Corrective Feedback

The BACB outlines these steps in the Supervisor Training Curriculum (2012):

- Provide an empathy statement
- Describe ineffective performance
- Provide a rationale for desired change in performance
- Provide instructions and demonstration for how to improve designated performance
- Provide opportunities to practice the desired performance
- Provide immediate feedback

Providing Corrective Feedback

Example:

Hi Emily! I enjoyed observing you work with Tyler today. I was impressed how neutral you remained when he began throwing items in the classroom. I know it can be challenging, especially when there are other students in the room and you were coming up on a transition. I wanted to review some antecedent strategies with you, though, that may have prevented the behavior from occurring. His BIP states to provide choice opportunities throughout instruction. For example, do you want the pencil or the crayon? Let me show you some other examples and then I'll have you role play with me.

??? What barriers have you experienced when providing corrective feedback?

Providing Corrective Feedback

- Giving corrective feedback can be uncomfortable!
 - Practice
 - Ask a colleague to give you feedback on how you're providing feedback
 - Get your thoughts straight before providing the feedback– what are you trying to communicate?
 - Think of yourself as the supervisee
- Supervisors may worry about jeopardizing the relationship with the supervisee
- Try being as objective as possible
 - The longer you wait, the harder it can be
- Prioritize your feedback
- Document your feedback (i.e., the time, date, activity/skill being performed, actions to be taken)

Additional Best Practices in Supervision

- Sellers, Valentino, and LeBlanc (2016) recommended guidelines for practice when providing supervision, setting the stage for effective supervision
- **Establish Supervisory Relationship**
- First step: supervision contract
 - Code 5.05 Communication of Supervision Conditions
- Set clear expectations that are discussed at the outset of supervision
 - Can't meet or assess performance without clear expectations

What are you supervisee's short and long term goals?

- Set goals across various areas, including professional (e.g., consultation, communication skills), technical (e.g., conducting an FBA), ethical (e.g., consent), basic (e.g., terminology practiced to fluency for the exam), and problem solving skills (Turner, 2016)

Additional Best Practices in Supervision

Establish Supervisory Relationship cont'd

- Receiving and accepting feedback (Code 5.06)
- A Committed and Positive Relationship
 - The goal is for feedback to be valued by supervisee
 - Be pleasant
 - Building “Rapport” (Magito, McLaughlin & Carr, 2005): The degree to which a supervisor and a trainee are mutual discriminative stimuli for generalized reinforcement (e.g., positive feedback, social support).
 - **Considerations? How do you do this with your supervisees?**

(Sellers, Valentino, & LeBlanc, 2016; Turner, 2016)

Additional Best Practices in Supervision

Establish a Plan for Structured Supervision Content and Competence

- Supervision should be both performance-and competency-based (Falender & Shafranske, 2004; Parsons et al., 2012)
- Use the BACB task list to develop and measure objectives
 - Breaking the skills into smaller parts
 - Defining a concept versus demonstrating the skill
 - Example: Define and give examples of positive reinforcement AND demonstrate/role-play using positive reinforcement

(Sellers, Valentino, & LeBlanc, 2016)

Additional Best Practices in Supervision

Evaluate the Effects of Supervision

- Evaluation of supervision based on client performance, staff performance, and fidelity based on evidence-based, intervention specific criteria for supervisory behavior (BACB, 2014).
- Create systems to evaluate these
- Supervisors should create a brief, structured survey for supervisees to evaluate supervision.
 - They may also solicit feedback directly from the supervisee

(Sellers, Valentino, & LeBlanc 2016)

Supervision Scenario



“During my supervision sessions, I was never asked for any feedback. And since I only had one supervisor during my coursework, it was difficult to determine how effective my supervisor was as compared to others.”

???

What are some metrics that can be used to measure the effectiveness of a supervisor and the quality of supervision?

Additional Best Practices in Supervision

Incorporate Ethics and Professional Development into Supervision

- Address and shape professional and ethical behavior
- Ethical dilemmas can be the most challenging –consider the APBA ethics challenge
- Provide a wide variety of ethical scenarios to analyze and learn from
- Present ongoing activities that foster ongoing learning and skill development
 - Through behavior analytic journals
 - Attending conferences
 - Seeking mentorship
 - **Any others?**



(Sellers, Valentino, & LeBlanc 2016)

Additional Best Practices in Supervision

Continuing the Professional Relationship Post-Certification

- Plan for an ongoing mentorship and collaboration
- Ideas to maintain relationship include:
 - Peer review groups
 - Monthly meetings
 - Introduce supervisee to other professionals in the field
 - Collaborate on clinical and research opportunities

(Sellers, Valentino, & LeBlanc 2016)

Special Learning's Global Peer Mentorship Program

Program Description

- Connects you with behavior analysts across the world
- Designed to create a platform for practicing behavior analysts to network and gain insight on the practice of ABA in various settings and countries
- Facilitates interactions amongst the behavior analytic community, strengthening our practices
- You can provide or receive mentorship
- Great opportunity to share your skills and resources and learn from others
- Learn what ABA looks like around the world
- Furthers Special Learning's mission to bridge the gap by empowering and educating others with powerful resources

Special Learning's Global Peer Mentorship Program

<https://www.special-learning.com/mentoring>



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Autism Education for Parents, Teachers, and Therapists

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Free BCBA Consult

NEED HELP ?



SL GLOBAL MENTORING PROGRAM

Special Learning's Global ABA Mentoring Program connects you with behavior analysts across the world. Our program was designed to create a platform for practicing behavior analysts to network and gain insight on the practice of ABA in various settings and countries. It is our hope this program facilitates interactions and connections amongst the behavior analytic community that will strengthen our practices and allow us to come together as a profession.

This program will provide you with opportunities to provide and receive mentoring from fellow behavior analysts. It's a perfect opportunity to share your skills, learn from others, participate in a forum for sharing intervention ideas, and learn what ABA looks like in other parts of the world.

The Global ABA mentoring program only furthers Special Learning's mission to bridge the gap by empowering and educating others with powerful resources.

You will be asked to create a profile that provides an overview of your experience, expertise, and interest in the program. This will help us link you with a mentor or mentoree.

[BCBAs click here to register](#)



Special Learning's Global Peer Mentorship Program



<https://www.special-learning.com/mentoring>

Are you interested in being a mentor or mentee?

Designation:

Highest Degree Earned:

Major:

eMail:

Phone:

Address:

Special Learning's Global Peer Mentorship Program

<https://www.special-learning.com/mentoring>

Please select the environments in which you have worked

<input type="checkbox"/> Home	<input type="checkbox"/> Consulting with Schools
<input type="checkbox"/> Public School	<input type="checkbox"/> Charter School
<input type="checkbox"/> College/University	<input type="checkbox"/> In the Community
If you teach, what subject(s) do you teach? <input type="text"/>	<input type="checkbox"/> Other (Please specify) <input type="text"/>

What are your areas of expertise?

<input type="checkbox"/> Treating problem behavior	<input type="checkbox"/> Teaching social skills
<input type="checkbox"/> Writing IEPs	<input type="checkbox"/> Verbal Behavior
<input type="checkbox"/> Writing treatment plans	<input type="checkbox"/> Organizational behavior management
<input type="checkbox"/> Working with insurance companies	<input type="checkbox"/> Classroom management
<input type="checkbox"/> Setting up and supervising home teams	<input type="checkbox"/> Video Modeling and Prompting
<input type="checkbox"/> School consultation	<input type="checkbox"/> Parent training
<input type="checkbox"/> Staff training	<input type="checkbox"/> Precision Teaching
<input type="checkbox"/> Providing BCBA and BCaBA supervision	<input type="checkbox"/> Research
<input type="checkbox"/> Treating aggression	<input type="checkbox"/> ABLLS assessment
<input type="checkbox"/> Treating SIB	<input type="checkbox"/> VB-MAPP assessment
<input type="checkbox"/> Treating Pica	<input type="checkbox"/> AFLS assessment
<input type="checkbox"/> Job/Vocational coaching	<input type="checkbox"/> EFL assessment
<input type="checkbox"/> Transition planning	<input type="checkbox"/> Ethics
<input type="checkbox"/> EIBI	<input type="checkbox"/> Other (Please specify) <input type="text"/>
<input type="checkbox"/> Daily Living Skills	

What area(s) of expertise are you seeking in a mentor?

<input type="checkbox"/> Bounce ideas off other experts	<input type="checkbox"/> Classroom management
<input type="checkbox"/> Treating problem behavior	<input type="checkbox"/> Video Modeling and Prompting
<input type="checkbox"/> Writing IEPs	<input type="checkbox"/> Parent training
<input type="checkbox"/> Writing treatment plans	<input type="checkbox"/> Precision Teaching
<input type="checkbox"/> Working with insurance companies	<input type="checkbox"/> Research
<input type="checkbox"/> Setting up and supervising home teams	<input type="checkbox"/> ABLLS assessment
<input type="checkbox"/> School consultation	<input type="checkbox"/> VB-MAPP assessment
<input type="checkbox"/> Staff training	<input type="checkbox"/> AFLS assessment
<input type="checkbox"/> Providing BCBA and BCaBA supervision	<input type="checkbox"/> EFL assessment
<input type="checkbox"/> Treating aggression	<input type="checkbox"/> Ethics
<input type="checkbox"/> Treating SIB	<input type="checkbox"/> Forum to discuss changes in BACB policies/task list/code
<input type="checkbox"/> Treating Pica	<input type="checkbox"/> Feedback on treatment plan writing
<input type="checkbox"/> Job/Vocational coaching	<input type="checkbox"/> Feedback on BIP writing
<input type="checkbox"/> Transition planning	<input type="checkbox"/> Feedback on how to set up a home program
<input type="checkbox"/> EIBI	<input type="checkbox"/> Gain competence in <input type="text"/>
<input type="checkbox"/> Daily Living Skills	<input type="checkbox"/> Other (Please specify) <input type="text"/>
<input type="checkbox"/> Teaching social skills	
<input type="checkbox"/> Verbal Behavior	
<input type="checkbox"/> Organizational behavior management	

Why are you interested in participating in this program?



Supervision Models



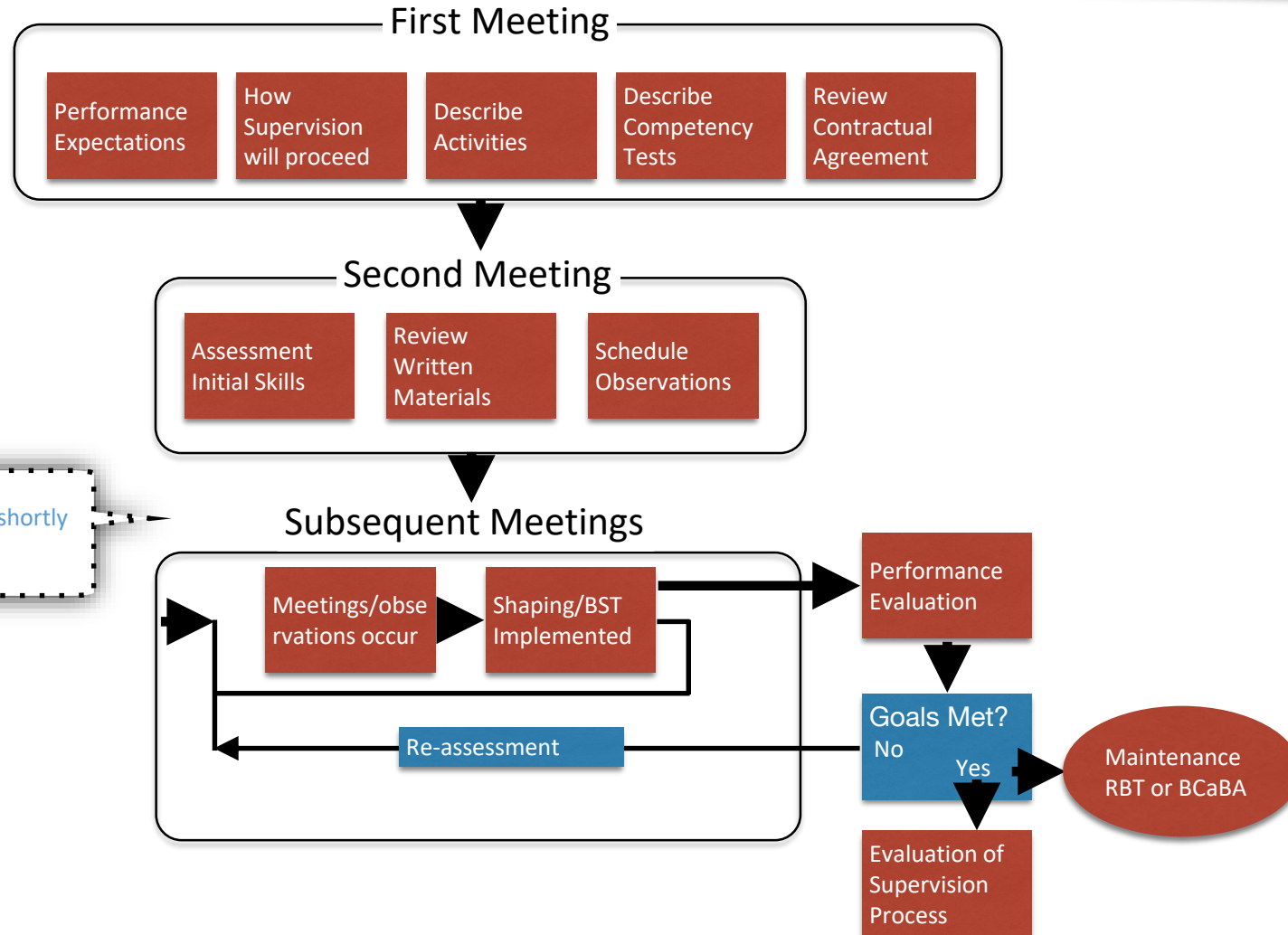
Closed Feedback Loop Supervision Model

- Framework developed by Dr. Jon Bailey
- Framework updated by Special Learning in 2017
- Closed Loop Supervision Curriculum by Special Learning
 - Elements of Best Practices
 - ❖ Detailed methodology
 - ❖ Mapped to Task List 4 and 5
 - ❖ Comprehensive Library of Forms and Related Documents
 - ✓ Contracts
 - ✓ Etc.

A Feedback, Reinforcement and Evaluation of Supervision


SYSTEM

(BACB Code 5.04-5.07)



Special Learning Supervision Model and Curriculum

- BCBA supervision intake form


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Virtual BCBA Supervision Application

Applicant Information (check which you are seeking) BcBA BCBA BCBA-D

Last Name <input type="text"/>		First <input type="text"/>	Middle <input type="text"/>	Date <input type="text"/>
Street Address <input type="text"/>		Apartment/Unit # <input type="text"/>		
City <input type="text"/>	State <input type="text"/>	ZIP <input type="text"/>		
Country <input type="text"/>				
Skype ID <input type="text"/>		Time Zone <input type="text"/>		

Current Field Work Placement Site

Weekly Field Work Hours	Population of consumers served (include age range, disabilities, behaviors to change, etc...)	<input type="text"/>
-------------------------	---	----------------------

Additional Field Work Placement Site (1)

Weekly Field Work Hours	Population of consumers served (include age range, disabilities, behaviors to change, etc...)	<input type="text"/>
-------------------------	---	----------------------

Additional Field Work Placement Site (2)

Weekly Field Work Hours	Population of consumers served (include age range, disabilities, behaviors to change, etc...)	<input type="text"/>
-------------------------	---	----------------------


EDUCATION

College / University <input type="text"/>	Degree <input type="text"/>	Date of Graduation <input type="text"/>
BACB approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	GPA <input type="text"/>
College / University <input type="text"/>	Degree <input type="text"/>	Date of Graduation <input type="text"/>
BACB approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	GPA <input type="text"/>
College / University <input type="text"/>	Degree <input type="text"/>	Date of Graduation <input type="text"/>
BACB approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	GPA <input type="text"/>

Virtual BCBA Supervision 1

Special Learning Supervision Model and Curriculum

Virtual BCBA Supervision Application


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BACB COURSE WORK INFORMATION

Have you completed the coursework requirement? Yes No

If your coursework is in progress, how many courses have you completed?

If you have not started, when do you plan on starting?

Course	Credits	Term/year	Final Grade	Ethical considerations	Principles, processes, and concepts	Behavioral assessment & intervention selection	Experimental evaluation of interventions	Measurement of behavior	Behavior change procedures

PREVIOUS SUPERVISION EXPERIENCE


Have you completed any previous supervision experience? Yes No

If you answered yes, please proceed with answering the following questions.

a. How many direct supervision hours have you completed?

b. Do you have documentation of your previous supervision experience hours?

Virtual BCBA Supervision Application


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Why do you want to be a behavior analyst?

What would you like to gain during your supervision experience?

What are your expectations of the supervision experience?

DISCLAIMER AND SIGNATURE

I certify that my answers are true and complete to the best of my knowledge. If this application leads to my acceptance into the Virtual BCBA Supervision program, I understand that any false or misleading information provided in my application or interview may result in termination of the program.

Signature Date

Special Learning Supervision Model and Curriculum

- BACB Task List 4 and 5 items are broken down

C.	Behavior-Change Considerations
C-01	State and plan for the possible unwanted effects of reinforcement.
	<input type="checkbox"/> Accurately states possible unwanted effects of reinforcement.
	<input type="checkbox"/> Demonstrates appropriate planning for possible unwanted effects of reinforcement.
C-02	State and plan for the possible unwanted effects of punishment.
	<input type="checkbox"/> Accurately states possible unwanted effects of punishment.
	<input type="checkbox"/> Demonstrates appropriate planning for possible unwanted effects of punishment.
C-03	State and plan for the possible unwanted effects of extinction.
	<input type="checkbox"/> Accurately states possible unwanted effects of extinction.
	<input type="checkbox"/> Demonstrates appropriate planning for possible unwanted effects of extinction.

Special Learning Supervision Model and Curriculum

- **Week-to-week curriculum to be utilized by supervisor and supervisee as needed.**
- **Matched up to the task list**

Weeks 5 & 6: Skills

- A-09- Evaluate the accuracy and reliability of measurement procedures.
- A-10- Design, plot, and interpret data using equal-interval graphs.
- A-11- Design, plot, and interpret data using a cumulative record to display data.
- A-12- Design and implement continuous measurement procedures (e.g., event recording).

Article: Dews (1978) Studies Of Responding Under Fixed-Interval Schedules Of Reinforcement: The Scalloped Pattern Of The Cumulative Record

Activity: Taking ABC Data and determining the function of a behavior

Special Learning Supervision Model and Curriculum

- Supervisee Milestone Scoring Form



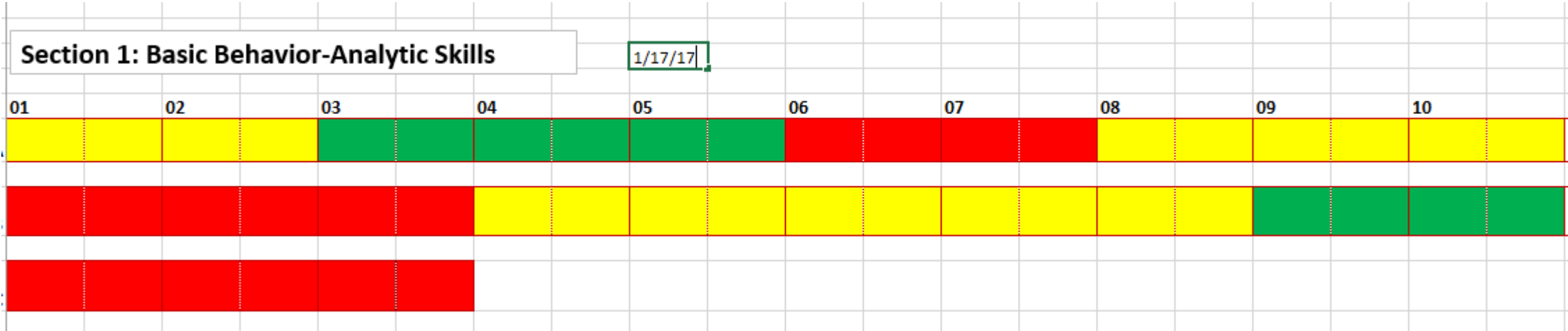
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Section 1: Basic Behavior-Analytic Skills

	01	02	03	04	05	06	07	08	09	10	11	12
A												
B												
C												
D												
E												
F												

A green box highlights the cell at the intersection of row C and column 03.

Special Learning Supervision Model and Curriculum



Supervision Models

- Hartley, Courtney, Rosswurm, & LaMarca (2016) introduced
- “The Apprenticeship Model”
 - Implemented at a behavior-analytic organization
 - This model puts an emphasis on the application of behavior principles, focusing less on the mastery of terminology
 - Encourages supervisees to work towards becoming a scientist-practitioner, where the scientist repertoire is developed within the university/academic program, whereas the practitioner repertoire is developed within the practicum setting

“The Apprenticeship Model”

- The supervisees are assigned to an age group (e.g, early learner, adolescent learner, or teenage/adult learner) to specialize with a particular group, writing treatment plans, transitioning clients across settings, identifying problems in current program and provide training.
- In this model, the supervisee spends approximately 15 hours per week with a face-to-face with clients, 20 hours per week engaged in indirect activities, and 5 hours per week training and providing feedback to technicians. The supervisor will spend approximately 30 hours per week face-to-face with clients to provide appropriate clinical support.

(Hartley, Courtney, Rosswurm, & LaMarca, 2016)

“The Apprenticeship Model”

- Supervisor and supervisee overlap for approximately 5 hours weekly.
- The organization also has a BCBA Apprentice position (limited number available). In this role, some of the responsibilities include the supervisee designing behavioral programming, providing training, and conducting assessments.
- Pros?
- Feasible on a large scale?

(Hartley, Courtney, Rosswurm, & LaMarca, 2016)

CSUN Structured Supervision Folder

CSUN Structured Supervision Folder

Revised November, 2013

Ellie Kazemi, Ph.D, BCBA-D &
Peter Adzhyan, Psy.D, LEP, BCBA-D

The authors thank Ashley Rice for her support & efforts on this document.

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CSUN BCP Program rev 11-12-13

Dr. Kazemi & Dr. Adzhyan



CSUN BCP Program FOLDER INDEX (All text below is hyperlinked)

Materials/Documents	Tabs
• Contracts & Important Forms	Important Documents
• BACB Documents & Guidelines	BACB Guidelines
I. Use the professional and ethical guidelines with colleagues and clients	Ethics & Professionalism
Demonstrate knowledge of ethical, responsible, professional and disciplinary guidelines	Tab 1*
Demonstrate knowledge of HIPPA and Confidentiality rules	Tab 2*
II. Develop and use behavior measurement methods, record and analyze data	Behavior Measurement
Select & define target behavior for change	Tab 3*
Measure target behaviors using various direct observation measurement methods to collect baseline data	Tab 4*
Assess quality of behavioral measurement (Accuracy & Reliability)	Tab 5*
Graph & analyze gathered information	Tab 6*
III. Conduct behavior assessments (e.g., Functional Behavior Assessment, Preference Assessment, Reinforcer Assessment)	Behavior Assessment
Conduct comprehensive functional behavior assessments	Tab 7*
Conduct preference assessments (I-07)	Tab 8*
Conduct reinforcer assessments	Tab 9*
Design & conduct parametric analyses (B-12)	Tab 10
IV. Develop evidence-based intervention plans based on assessment results and baseline data	Intervention Planning
Obtain, summarize, and evaluate research articles as part of recommendations & development of intervention plans	Tab 11*
Recommend intervention strategies based on the assessment results and the best available scientific evidence	Tab 12*
V. Design and implement skill acquisition procedures based on initial assessment	Skill Acquisition
Conduct formal assessment using VB-MAPP or ABLLS-R	Tab 13*
Skill Acquisition Programs	Tab 14*
• Implement skills acquisition programs to teach verbal behavior, imitation and discrimination using direct instruction (e.g. DTT), precision teaching and/or natural environment/incidental teaching	14A*
• Develop skills acquisition programs to teach verbal behavior, imitation and discrimination using direct instruction (e.g. DTT), precision teaching and/or natural environment/incidental teaching	14B*
Daily Living Skills	Tab 15*
• Implement daily living skills programs based on formal assessment results	15A*
• Develop daily living skills programs based on formal assessment results	15B*
Social and Play Skills	Tab 16*
• Implement social and play skills programs based on formal assessment results	16A*
• Develop social and play skill programs	16B*

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CSUN BCP Program rev 11-12-13

Dr. Kazemi & Dr. Adzhyan



CSUN Structured Supervision Folder

- Skill areas are presented in various “tabs”
- Students are to keep the tabs and materials in a 3-ring binder
- Tabs offer competency and performance assessments and has a task analysis how to reach competency
- Supervisor initials when competency is met
- Each tab has suggested readings for students
- There are links to supplemental materials

I. Use the professional and ethical guidelines with colleagues and clients

Tab 2: Demonstrate knowledge of HIPPA and confidentiality rules

	1 st Year Students	2 nd Year Students
I. Review BACB® ethical guidelines		
A. Review and discuss with supervisor <ul style="list-style-type: none"> • The behavior analyst’s responsibility to clients 		
II. HIPPA and confidentiality		
A. Obtain information regarding HIPPA Guidelines and Confidentiality that pertain to the state you are going to complete your supervised BACB competences		
B. Obtain information regarding HIPPA Guidelines and Confidentiality that pertain to your current place of work		
C. Discuss with supervisor: <ul style="list-style-type: none"> • Record keeping • E-MAIL and any electronic transmission of confidential information • Use of smart phones and protection of electronic files 		
D. Include all documents in this tab		
III. Consent		
A. Discuss with supervisor: <ul style="list-style-type: none"> • Informed, surrogate, guardian, and conservator consents 		
B. Discuss with supervisor the difference between consent and assent. Discuss when consent and assent should be used		
C. Obtain and review consent and assent forms used at your current place of employment or internship (Click here to see examples of Consent and Assent Forms)		
D. Place the sample consent and assent forms in this tab		
IV. Obtain informed consent		
A. Before your first use of Consent procedure <ol style="list-style-type: none"> Role-play with supervisor the following: <ol style="list-style-type: none"> Introducing the forms Explaining the forms using non-technical verbal behavior Obtaining the signature from client(s) 		
B. Obtain immediate feedback and practice till criteria set by supervisor is met		
> Suggested Readings		
<ul style="list-style-type: none"> • Bailey, J., & Burch, M. (2011). Ethics in Behavior Analysis (2nd ed). New York, NY: Routledge. • Bailey, J. S., & Burch, M. R. (2009). 25 Essential Skills and Strategies for the Professional Behavior Analyst: Expert Tips for Maximizing Consulting Effectiveness. New York: NY, Routledge • Cooper J.O, Heron T.E, Heward W.L. (2007). Applied Behavior Analysis (2nd ed.). Upper Saddle River, NJ: Pearson. 		

[Return to Folder Index](#)

Helpful Tools

Supervision Activity Form

Supervisee: _____

Supervisee – Client Activities (PROTECT CLIENT CONFIDENTIALITY – INITIALS ONLY)			
Client	Consent for observation?	Current Supervisee Role	Hours/week

Supervisory/Staff Management Related Activities		
Activity	Behavior Analytic?	Hours/week

Other Behavior Analytic Activities		
Activity	Behavior Analytic?	Hours/week

Hours of Supervisee – Client Activities = _____
 Hours of Supervisory/Staff Management Related Activities = _____
 Other Behavior Analytic Activities = _____
TOTAL HOURS OF BEHAVIOR ANALYTIC ACTIVITY PER WEEK = _____

DO NOT COUNT MORE THAN 30 HOURS PER WEEK

Total Hours _____ x 5% = _____ (number of maximum supervision hours/week)

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+

Supervisee:	Date of observation:
Supervisor:	

General observation notes:

Skills observed/assessed:

Glows:

Grows/Goals:

Other Examples of Best Practices



Final Thoughts

- Be familiar with the Professional and Ethics Code and the BACB Supervision Curriculum
- Be on the lookout for future research in this area
- Always try to shape and better your approach

Questions to leave you with:

??? *What are your strengths and weaknesses as a supervisor?*

??? *How do you evaluate the effects of your supervision?*

Thank You!

Questions? Comments?

Email training@special-learning.com

Resources

- Supervision Curriculum Training Outline: https://bacb.com/wp-content/uploads/2015/05/supervisor_curriculum.pdf
- Supervision requirements <https://bacb.com/supervision-requirements/>
- Ethics resources <http://www.coebo.com/the-code/>
- CSUN Structured BCBA Supervision Curriculum: http://klab-csun.weebly.com/uploads/2/9/7/5/29759661/structured_supervision_folder-final-11-2013.pdf

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