



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

REALITIES OF SUPERVISION

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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 a five minute break halfway through.
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.

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.

- Susan Ainsleigh, BCBA-D, Director of Graduate ABA Program, Bay Path University
- Mara Brownell, MA Education, BCBA, owner Brownell Behavior in Colorado

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?

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).

Impacts and Difficulties in Supervision

Impact of Standards and Best Practices in Supervision

- Better qualified practitioners
- 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
 - 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)

Impact of Poor Supervision

- 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

???

Can you relate?

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.

Supervision Scenario 1



I am supervising a lady who has a child on the spectrum and relates most of her experience to that child. I have found that, even though she is very well versed in ABA (she completed the RBT and BCaBA cert's in 6 months and plans to take the BCBA exam in August), she tends to revert back to her main experience(s) and not allow herself to learn (or be taught) to be open to new ideas/interventions/solutions and assess and analyze their INDIVIDUAL needs.

I just want to add that, this mindset (in my opinion) seems to be the difference between a 'behavior technician' and an (effective) behavior ANALYST.

???

Ways to move forward?

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.

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 Feedback

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

Performance feedback is....

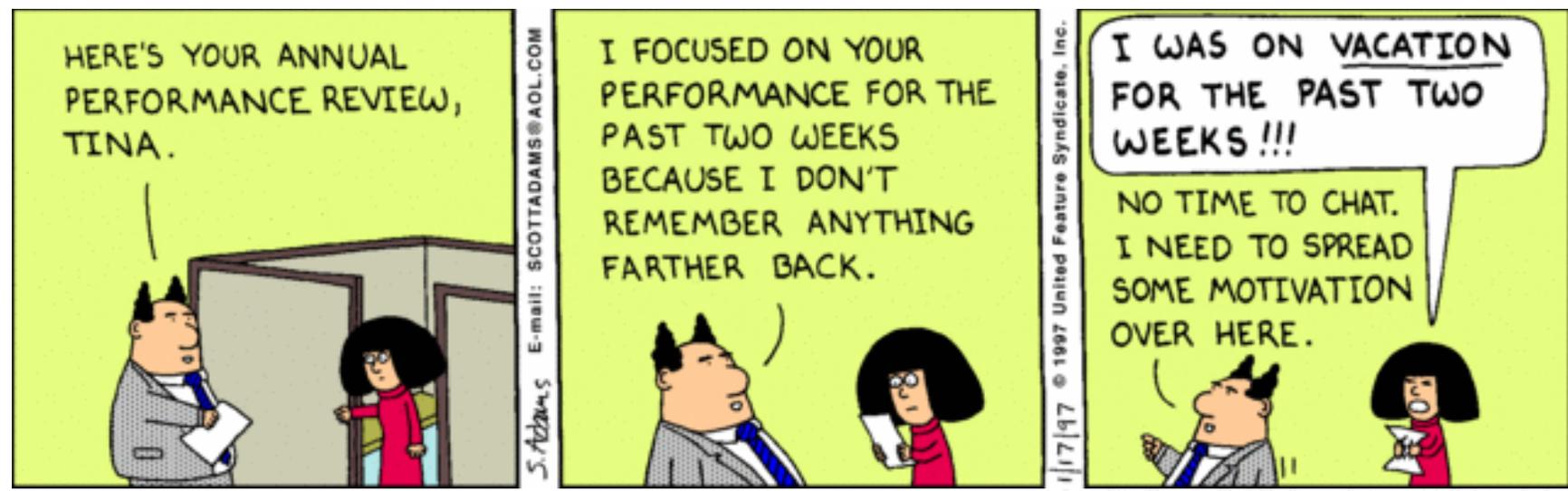
- Effective for treatment integrity, directly effecting student outcomes (DiGennaro et al. 2005)
- Effective for changing behavior when paired with goal setting (Martens, Hiralall, & Bradley, 1997)
- Crucial during skill acquisition (Daniels & Bailey, 2014)

- 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 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)

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)

???

Strategies you've found helpful when providing feedback to your supervisees? What are some road blocks?

Example of Written Feedback Form



Supervisee:	Date of observation:
Supervisor:	

General observation notes:
Skills observed/assessed:

Glow:
Grows/Goals:

*You'll receive this as a downloadable reference

Supervision Scenario 2



My ethics question with regards to supervision is the aspect of quality. I am currently supervising one student and I am constantly concerned about the quality of the supervision that I am delivering as I strive to help support the field of ABA by teaching and molding a future behavior analyst. I want my supervisee to gain the most from my supervision and wish there were more resources available to support my goals and help me to feel more confident in my structure and delivery. I want ABA to continue to be a respected and growing field so take my position of supervisor very seriously and feel a heavy burden of guilt in that I could always be doing a better job.

??? What resources are available for those providing behavior analytic supervision?

Objective ways to measure the quality of supervision?

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.

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.

- Research in behavior analytic supervision is growing
- Check our reference slide for additional journal articles on supervision
- Structured curriculum available for supervision is, for the most part, still lacking

Behav Analysis Practice (2016) 9:274–286
DOI 10.1007/s40617-016-0110-7



SPECIAL SECTION: SUPERVISION PRACTICES

Recommended Practices for Individual Supervision of Aspiring Behavior Analysts

Tyra P. Sellers¹ • Amber L. Valentino¹ • Linda A. LeBlanc¹

Behav Analysis Practice (2016) 9:271–273
DOI 10.1007/s40617-016-0156-6



SPECIAL SECTION: SUPERVISION PRACTICES

Refining Supervisory Practices in the Field of Behavior Analysis: Introduction to the Special Section on Supervision

Linda A. LeBlanc¹ • James K. Luiselli²

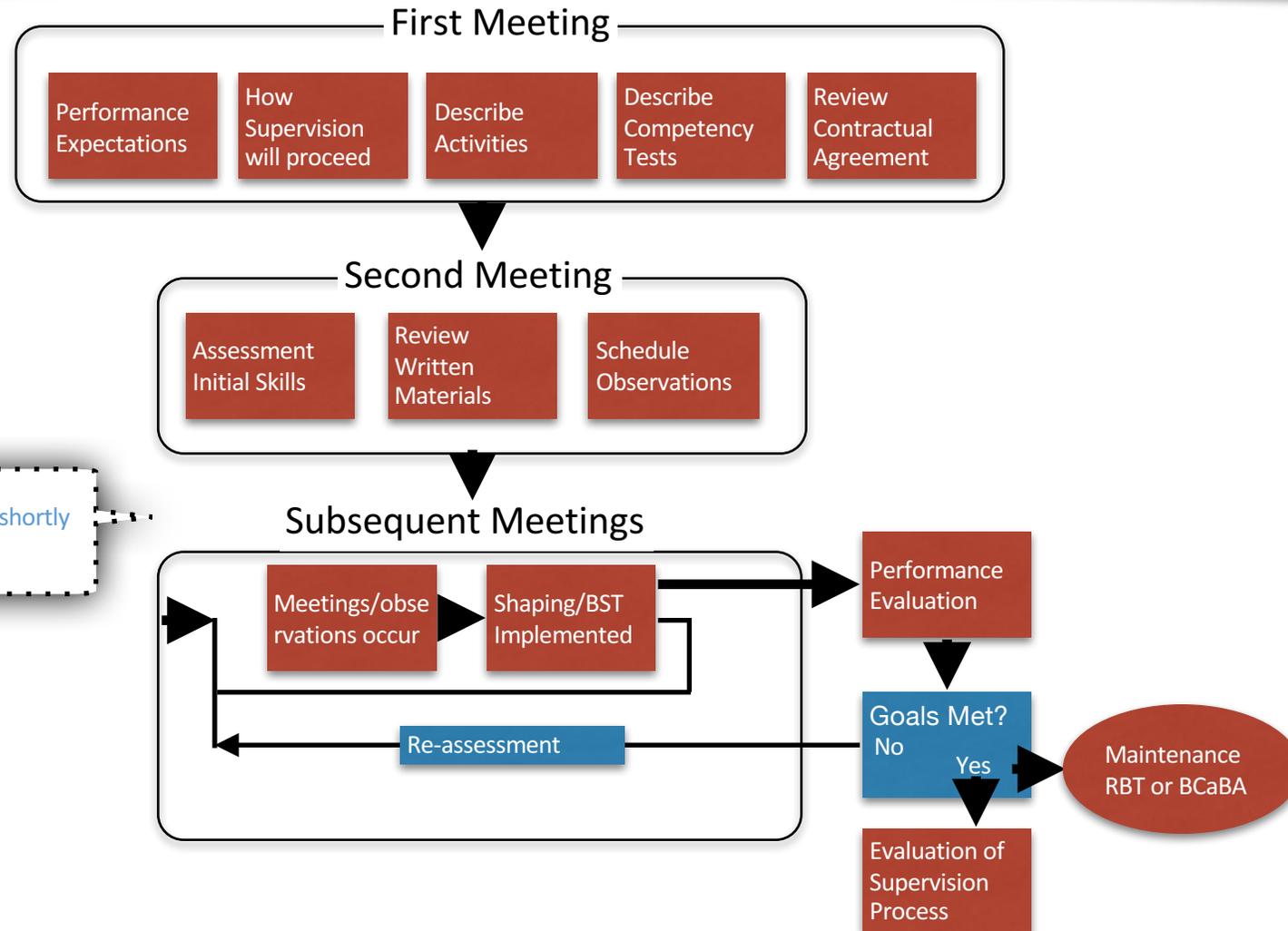
Closed Feedback Loop Supervision Model

- 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)



Direct Observation is essential or BST to be effective. Supervisor should take data and meet with supervisee shortly after observation. Feedback is written and graphed

Special Learning Supervision Model and Curriculum

- BCBA supervision intake form

Virtual BCBA Supervision Application

Special Learning
www.special-learning.com

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

Last Name First Middle Date

Street Address Apartment/Unit #

City State ZIP

Country

Skype ID Time Zone

Current Field Work Placement Site

Weekly Field Work Hours Population of consumers served (include age range, disabilities, behaviors to change, etc...)

Additional Field Work Placement Site (1)

Weekly Field Work Hours Population of consumers served (include age range, disabilities, behaviors to change, etc...)

Additional Field Work Placement Site (2)

Weekly Field Work Hours Population of consumers served (include age range, disabilities, behaviors to change, etc...)

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 <input type="checkbox"/>	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 <input type="checkbox"/>	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 <input type="checkbox"/>	GPA <input type="text"/>

Virtual BCBA Supervision 4

Special Learning Supervision Model and Curriculum

Virtual BCBA Supervision Application



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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				

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



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



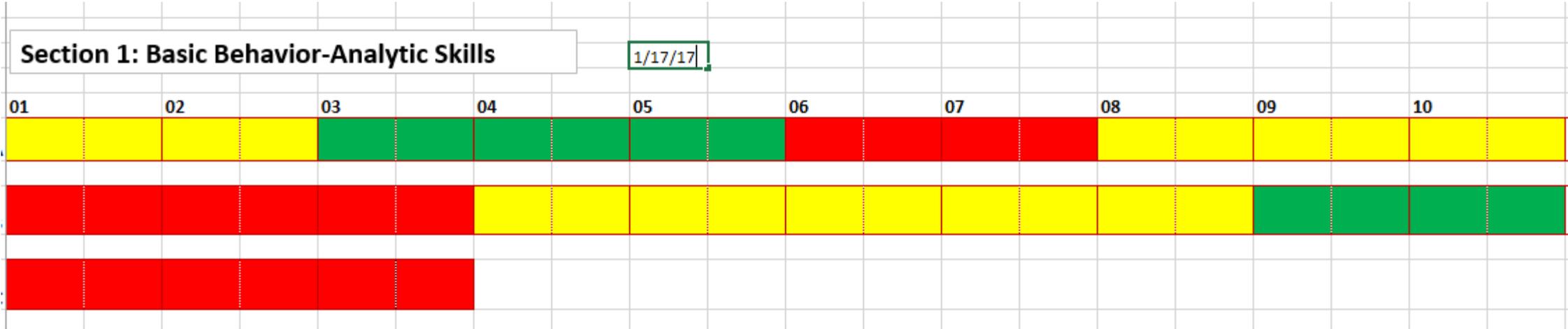
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Section 1: Basic Behavior-Analytic Skills

	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



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

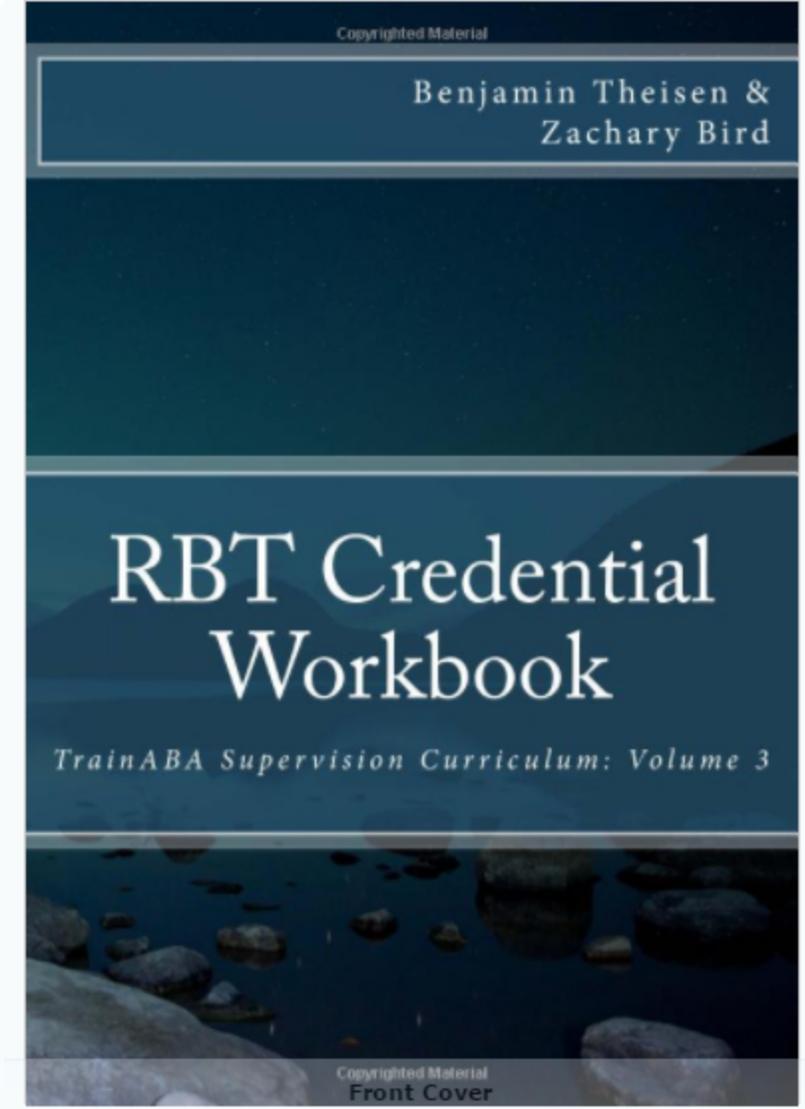
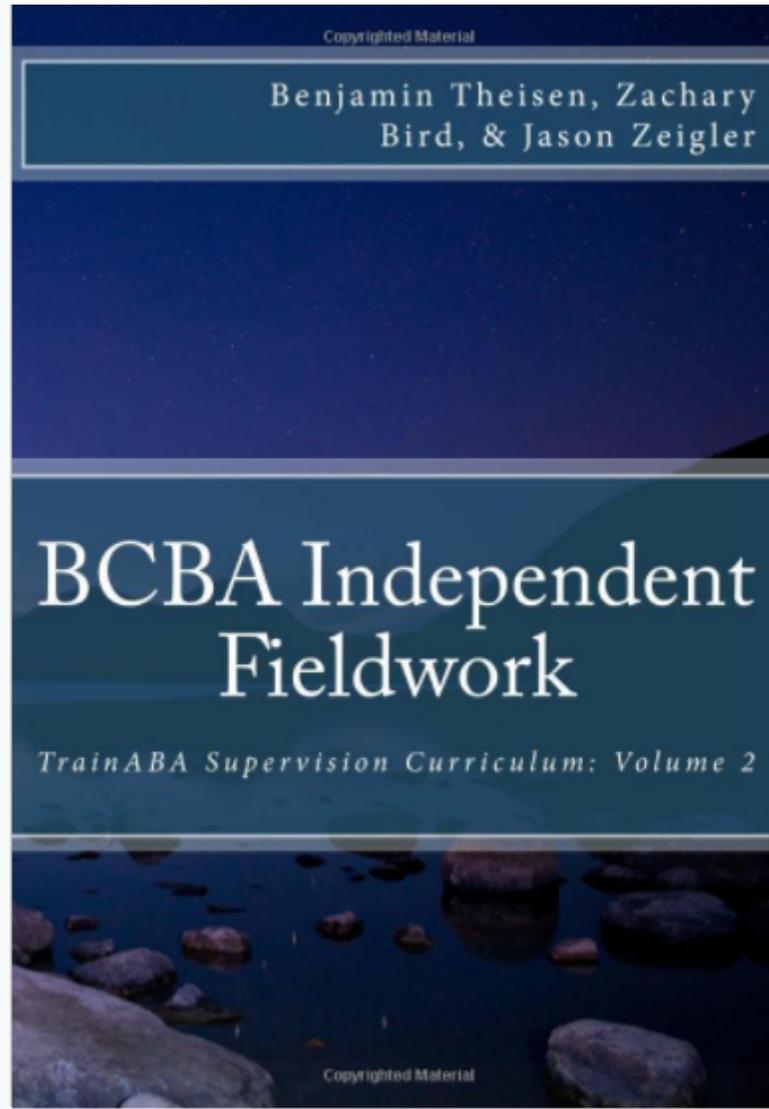
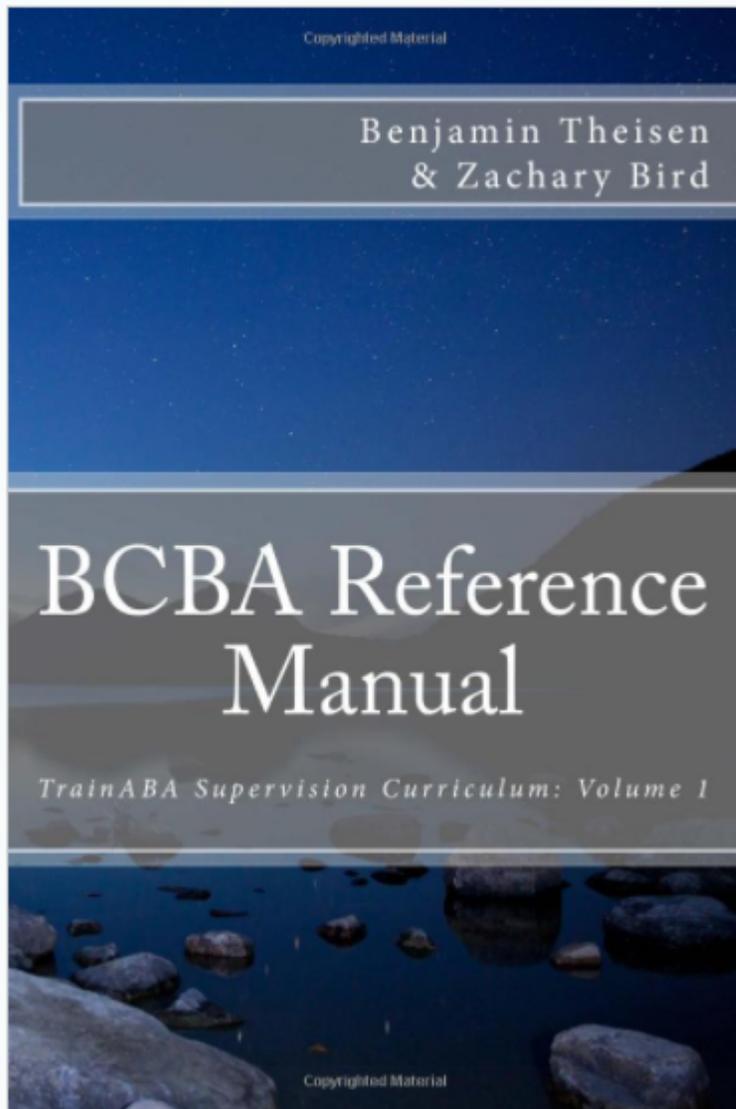
- Skill areas are presented in various “tabs”
- Students are to keep the tabs and materials in a 3-ring binder
- Tabs offer competency and performance assessments and has a task analysis how to reach competency
- Supervisor initials when competency is met
- Each tab has suggested readings for students
- 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 <ul style="list-style-type: none"> a. Role-play with supervisor the following: <ul style="list-style-type: none"> i. Introducing the forms ii. Explaining the forms using non-technical verbal behavior iii. 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](#)



Evaluating the Effects of Supervision

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

Evaluating the Effects of Supervision Examples

EXPECTATIONS OF SUPERVISION (Pre-supervision questionnaire)

Is this your first supervision experience? Yes/No

If no, how many hours have you already accumulated? _____

Describe two short-term (2-month) goals you hope to accomplish during supervision:

Describe two long-term (1-2 years) goals you hope to accomplish through supervision:

What area(s) do you feel you need additional discussions:

What area(s) do you feel confident and would like to spend less time discussing?

Describe your post-supervision goals:

Additional comments you feel would be beneficial for your supervisor to know:

Name: _____

Signature & Date: _____

Evaluating the Effects of Supervision Examples

EVALUATION OF SUPERVISION (Two-month check-in)

Have you met your two short-term goals described in your pre-supervision questionnaire? Yes/No
Please describe:

Do you feel more confident in the areas previously listed as needing more discussion? Yes/No. Please describe:

What topic and/or discussion did you find most beneficial:

Are you making progress towards your long-term goals? Yes/No
Please describe:

What is your favorite part about supervision?

What recommendations do you have to improve this experience?

Additional comments you feel would be beneficial for your supervisor to know:

Name: _____

Signature & Date: _____

Evaluating the Effects of Supervision Examples

EVALUATION OF SUPERVISION (Final evaluation)

Describe the areas you feel you made the most gains:

Describe the areas you will pursue additional resources:

What topic and/or discussion did you find most beneficial:

Did you meet your long-term goals?

Yes/No

Please describe:

Do you feel "ready" to be a behavior analyst?

Additional comments you feel would be beneficial for your supervisor to know:

Name: _____

Signature & Date: _____



Supervision Scenario 3



I had difficulty finding a supervisor (months). When I finally found one, I realized quickly how overwhelmed she was with her job and other supervisees. She frequently cancels on me and doesn't reschedule, so it's taking me a long time to build up my hours. I realize I should try to find another supervisor, but it's not that easy.

???

Recommendations?

Appropriate number of supervisees?

How many are you currently supervising?

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

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

5.05 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.

5.07 Evaluating the Effects of Supervision

- What are the outcomes of “spotty” supervision?

Supervision Scenario 4



When I was being supervised my boss was my supervisor. He was also the director at the agency. He took the time to meet with me but the problem was he seemed so far removed from the clinical application of ABA and more involved with big picture projects that I didn't find his recommendations to be very sound. I felt too uncomfortable bringing it up to him that I felt I could be learning more from someone else, especially since he took time from his busy schedule to meet. I also felt like it could have impacted my future with the company if I was honest about the supervision performance of the director so I never brought it up.

???

Supervising subordinates—pros and cons?

5.01 Supervisory Competence

- Behavior analysts supervise only within their areas of defined competence

5.07 Evaluating the Effects of Supervision

- The surveys completed by supervisees could be submitted anonymously or to someone other than the supervisor
- The effects of supervision should also be evaluated by the outcomes of the clients

Supervision Scenario 5



As soon as I passed my bcba I took my supervision course because I love the supervision aspect and nerding out over behavior analysis. I had a lady email me through the bacb website that she had been looking for a supervisor for a year. She worked in a private school as a behavior specialist but the principal had her dealing with parent issues opposed to helping with behaviors in the classroom because the teachers didn't want her help. We begin supervision and then I met with the CEO, principal and site supervisor of the school to discuss what we needed to complete supervision and they all seemed on board until teachers did not want us in the classroom and were preventing aides from taking data. One teacher did not let her staff take data and took all data herself so not in the moment and instead of the method my supervisee proposed she was taking frequency over an hour which was over 138 per hour.

Continued on next slide

Supervision Scenario 5 continued



Having been a teacher I am aware how difficult it is to run a classroom and take accurate data so I always want to make it easy to implement. I had to end our supervision because the principal was unwilling to work with me on finding a solution to help everyone. About a year later another candidate found me on the bacb website, again within the schools and we were only able to meet twice before terminating the contract because the school had a bcba on staff but they did not have time to see my supervisee but they also did not want someone else coming in so my supervisee decided to wait and see how things unfolded since she had just started a new position.

??? Have you been in a similar situation?

Do you have supervisees seek employer consent when supervising (if separate from yours)?

5.05 Communication of Supervision Conditions

Beneficial for the employer (school, in this case) to receive a clear written description of the purpose, requirements, evaluation criteria, conditions and terms of supervision prior to the onset of the supervision?

Employer Consent

I am currently a student at **(school)** pursuing my Master's **(degree name)**. I would like to pursue becoming a **Board Certified Behavior Analyst (BCBA)**. With this, I am required to get 1500 hours of field experience in the field of Applied Behavior Analysis (ABA). This fieldwork experience requires supervision from a BCBA. The purpose of this supervision is to make sure I am able to execute and implement professional behavioral science methodologies.

I will be receiving supervision virtually by **(BCBA name)**. Part of getting effective supervision is getting feedback, which requires a BCBA to observe me implementing various ABA methodologies. **The majority of the observations will be place in real time. In the event that I need to record the video to submit, the videos are confidential and will not be reproduced, saved, or used for anything other than the purpose of my supervision. Only my BCBA supervisor will have access to seeing the video. The recording platform will be HIPAA compliant and I will get consent for each student on video.**

My BCBA supervisor will be giving me feedback on the implementation of ABA. It is my hope this experience will expand my skillset as a clinician and be beneficial for the students I serve. Independent fieldwork is the most critical and valuable aspect for building my repertoire of being able to apply ABA techniques.

With your permission and as appropriate, activities I may be doing will include: conducting assessments that facilitate and are related to behavioral interventions, such as stimulus preference assessments, functional behavior assessments, and skill assessments. I may be designing data collection systems and graphing the results. I may be designing behavior reduction strategies and interventions for students and will follow internal processes for approval.

- Approve
- Do not approve

Supervisor Signature & Date: _____

Supervision Scenario 6



While I had a great supervisor, I sometimes felt like I couldn't get in touch with him when I had a pressing question or issue to discuss. I would email, but never hear back. Texting is the only thing that usually got a response, but that seems so casual/personal. How do others in the field feel about texting as a mode of communication between supervisors/supervisees? Is this something that others have experienced as well? Now that I am about to begin doing supervision for others, I want to make sure that I am available for my supervisee.

Does anyone have any tips on how to balance my duties for my (already demanding) caseload AND providing quality supervision?

???

Appropriate to text?

What is reasonable in terms of communication?

5.05 Communication of Supervision Conditions

Include best mode(s) of communication; likely to vary depending on the supervisor/supervisee relationship (boss vs. outside supervisor)

???

Do you discuss this up front with your supervisees?

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?

Do you supervise internationally?

Global Awareness of ABA: SL Customers 84 Countries



Economics of Supervision

Cost of Supervision

- If a supervisee is not able to receive supervision (BCBA, BCaBA, RBT) at their workplace, supervision can be received from an outside agency or supervisor
- The BACB shows a list of those certified willing to supervise
- Cost can range from \$50-125/hr for supervision (\$3,750-9,375 for 75 hours)
- Although costly, this is the only option for many supervisees

Time Expectations of Supervisor

Let's break down the time/tasks:

1 supervisee, accruing 30 hours of BCBA independent fieldwork hours:

- In-vivo observation/supervision = 30 min.
- Supervision Meeting = 1 hr.
- Assign task/find resources/read article= 1 hr.
- Answer questions/respond to emails = 15 min.
- Complete documentation/supervisee evaluation = 15 min.
- Total time = 3 hours per week

(Turner, 2016)

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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