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Karen Chung:

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Welcome to our Ethics and Best practices and BCBA, and we forgot BCaBa and RBT supervision. It's going to be a long session, three hours. So we want to be upfront and say the more engagement and the questions and comments from the audience we have, the better it will go. And the quicker it will go. And that's kind of like tongue in cheek. I think what I'm trying to say is now when you talk about best practices, best practices can only be accomplished and established with a lot of data. Right. You know, we talk about, so, and so's doing something it's great. So, and so's doing something it's not so great. And then you accumulate everything together and you go, okay. You know, these are some really good practices and procedures, you know, that people have, and let's put it all together and let's create a platform and let's create something that we, you know, we consider best practices.

Karen Chung:

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And if you're starting from nothing, it's very easy to create a best practice as it's, whatever it is you come up with. And then over a period of time with experienced feedback and comment, they continue to enhance, you know, the program that we're developing. So that's really the objective. Obviously we have a framework, we have information that we want to share with you. We have some ideas on perspectives, but the objective truly is to get a lot of different people's input and sharing of experiences and a very active dialogue so that we can continue to make this system better. The supervision system that we've developed. So welcome. And let me, sorry.

Karen Chung:

[00:01:32](#)

A little bit of background. My name is Karen Chung. I'm the founder and CEO of Special Learning. And we do a series of live webinars training among other things. And this in particular is not meant to be for BCBA's. For the most part. It is eligible for three supervision credits, and we've done a series of live webinars last year with Dr. Bailey on ethics. And it was very interesting, dirty interactive. If you haven't used any of that, please go and actually request. We can send you a promo code. I think it would be good for you to all of us that are here today to view the first webinar that we did with Dr. Bailey, which was a comprehensive overview of the ethics code set living right on, housekeeping. You should all have a chatbox post your questions. If your question is selected, then we may ask to



unmute you and then request that you actually ask your question verbally.

Karen Chung:

[00:02:27](#)

And the reason for that is it doesn't allow us to actually have a dialogue with you as opposed to having it be a one way communication. If you have any technical difficulties contact, go to webinar, we're going to take two, five minute breaks and we'll just keep track of time. Mostly myself, Amanda and we'll break for a couple minutes and a recorded version of the webinar will be available next week. And you will receive emails with instructions. And if you need to use, you will need to either complete the manual CEO submission form, which is actually a multiple choice or wait until the recorded webinars sweaty. And then you can go into the system and actually take the quiz directly in the system. Okay. The structure we're going to be reviewing the BACB supervision requirements. And in particular, we're going to be reviewing a code by 5.0, and we'll talk about the impact of supervision.

Karen Chung:

[00:03:22](#)

We'll go into a discussion of what we call a closed loop supervision model. And we'll talk a little bit about the supervision landscape, and we'll talk about barriers to effective supervision and supervision scenarios. And as I am talking about, we're going to talk about this. We're going to talk about this. We're going to be engaging in a dialogue on these topics that we've listed. And Amanda is, she is a board certified behavior analyst and she joined us at the beginning of this year, actually as an associate clinical solutions director, sorry, associate director of clinical solutions. And she's been very, very instrumental in helping us come up with different types of training program in this particular area with supervision, she's done a tremendous amount of work, and it's been very, very difficult to pull all of it together because there's just so much information and so much information that needs to be shared. And you have to kind of discriminate in terms of, well, what do you want to share and what you, you know, what's not necessarily really that relevant. And so having said that, I'm going to have Amanda, tell us a little bit about yourself, Amanda.

Amanda Fishley:

[00:04:29](#)

Hi, everybody. Welcome to today's webinar. My name is Amanda Fishley. I'm a board certified behavior analyst. I'm also a certified Ohio behavior analyst currently practicing here in



Columbus, Ohio. I've had the opportunity to work with small kids in intensive, early intervention, as well as adolescents and young adults working on daily living skills. I've had the chance to work in school settings. So consulting with teachers paraprofessionals and then mental health agencies as well, and lots of home settings. And as Karen mentioned, I joined special learning in January. I graduated, from the Ohio state university with my master's and bachelor's degree, and I've been working in the field of ABA for over 10 years now.

Karen Chung:

[00:05:17](#)

Okay. Thank you for that. We have a couple panelists with us today. We have Carrie, Julia and Tara, and you guys, I can't even begin to tell you how much I appreciate you volunteering to be a part of the panel. Unfortunately, the whole idea of actually having a couple of panelists to connect, engage with us and participate very actively in the presentation. That idea didn't come to me until a couple of days ago. And so I sent out an email and you guys responded by the way, and I really, really do appreciate you agreeing to be, you know, participate as part of the panel and in terms of, it would be really great to put everything in context. So Carrie if you can tell us a little bit about your and how you're looking at this from a, you know, are you an experienced supervisor? Are you a relatively new, you know, supervisor put any context I think would be really helpful so we know where you're coming from.

Carrie Hooghe:

[00:06:09](#)

Absolutely. There's a little bit of background noise. So, I had to adjust to that quickly. There we go. So I had been a behavior analyst for since 2009. And I have worked in homes in schools, in the community. But for the past 10 years, actually 12 years now, I had been mainly clinic-based. So, I'm now the director of staff and student operations for a clinic based treatment facility in Cincinnati, Ohio. And we serve over 90 kids that come to us, for their educational placement. So we have everything from one on ones to, two kids in a classroom setting two four kids. We try and get kids back into their, classroom setting. We also do have focus sessions to work specifically on communication. And so over the past, probably more like seven year, well, Nope.

Carrie Hooghe:

[00:07:11](#)

How we, about four to five years, I've been really emphasizing and working really hard on building our, BCBA supervision program. We had a little bit less RBTs here, because the fact that our funding source is, the department of education, we



don't, we don't necessarily have to have our RBTs. And I do a lot of supervision of our BCaBas. And we have, I think that we finally have some really good processes into place and we have an extremely strong team of individuals. And, I feel like it's been every year, I learned a lot and we, I think we finally really have a strong and successful, internship program for, BCBA interns.

Karen Chung: [00:08:00](#)

Great. Well, thanks Carrie. So can't wait to hear about some of the best practices that you have in park, in place at the agency that you worked for. And Julia, a little bit about your background, please, if you don't mind.

Julia Vormittag: [00:08:13](#)

Hi, I'm Julia Vormittag, I currently, work in Michigan, in the Wyoming area. I received my, certification in December. So I haven't been BCBA for long but I do have lots of experiences as a supervisee and a registered behavior technician prior to getting my BCBA, at the organization I worked for, we specialize in, intensive, early intervention. So most of our kiddos are, around the age of four, I would say, give or take a few years. We do have several clients that a little bit older,

Julia Vormittag: [00:08:56](#)

But I'd say that the majority of our kids are going to be around that, that age. I, prior to working for the company as a behavior technician, I had volunteer experience with children with autism. I also did, an autism practicum while getting my bachelor's degree, with preschool aged children and an ASQ room. And then after that, I also, have experience working with adults with developmental disabilities and ASD, working on daily living skills. But I really, found that my passion was with young children. And so I am very happy with where I'm able to work now. I got my bachelor's degree in psychology in 2013 from grand Valley state university. And I graduated with my Master's in applied behavior analysis in July of this past summer. And like I said, got my BCBA in December.

Karen Chung: [00:09:58](#)

Great. Thanks, Julia and Tara.

Tara Zeller: [00:10:01](#)

Hello everybody. I have been a board certified behavior analyst since 2006. I spent a year year before that as a BCABA. And, ultimately I started in the field way back in the mid nineties at a intensive group home for children all the way up to adults with severe everything, from developmental disabilities to autism, to all a variety of, mental health issues. So I hit the ground running



before I even knew what ABA was and I kind of liked it that way cause I was learning on the job from a very young age, and it really fueled the passion for continuing in this field. So a lot of my passion lies in the train the trainer. So when you asked me to be the panelist for this, I had jumped on it because supervision of current and future BCBS as well as RBTs.

Tara Zeller: [00:10:57](#) I hold dear to my heart as well as training the trainer. I truly enjoy and place a large emphasis on teaching the caregivers, the skills that we hold. I feel like it's really the key to getting are very well rounded, clients, you know, like fully capable and able to transition out of our services. So, I run an agency called the Apple tree connection. We have a large focus on caregiver training, but we also work with individual clients and just got her Medicaid number, Woohoo in Florida, it's been a long road. So I'm looking forward to the panel and I can't wait.

Karen Chung: [00:11:37](#) Okay, well thanks everybody. So little bit of background, you know, Special Learning is we're a virtual company, so we do a lot of different things, but first and foremost, which drives us, what's our mission. And our mission is to bring applied behavior analysis

Karen Chung: [00:11:54](#) To the world. And what that means is that doesn't mean that we're an agency. We want to set up, you know, centers and we want to help people. One-on-one, that's not our business model. And I don't think that there's another, we don't need another agency that's out there. I think we just need to make a lot more efficient and effective. So what we focus on is access, making sure that people around the world have access to quality, resources and experts. And you'll see, you know, in the later on in the presentation, I'll show you some actual numbers about the landscape of where we stand in terms of the number of available BCBAS and where they're located and, you know, the need that's out there in the world as so supervision becomes really important because when you're thinking about maximizing, you know, the value of the experts that we have, and it's very, very small group of 25,000 BCBAs around the world.

Karen Chung: [00:12:48](#) And when I say BCBAS, I mean, BCABAS and BCBATS as well, that, you know, it is really critically important to make sure that every single new BCBA or BCaBa that goes out in the field are



they have the capabilities and they have the ability to be able to deliver effective services. And that's not always the case. And then you can always go back to what's the root cause. And that would be supervision you're here because you don't care about supervision. So we're going to talk a lot about, you know, best practices, but also do keep in mind. We want examples of when things didn't go so well, maybe you didn't have such a great experience when you're actually going through your practicum. When I don't know, at some point in time when you were just starting out and as a supervisor, if you can be really honest with yourself say, well, I wasn't really that great.

Karen Chung:

[00:13:37](#)

You know, when I first started out and down a lot better because of all of that. So those are the experiences that I'm hoping that people would be open to sharing with us. So some key questions, what are some ethical considerations that supervisors should keep in mind as a BCBA I think you guys kind of all live and die by the ethics code. And so, you know, supervision actually falls into the ethics code, obviously pipeline. I know we'll talk a little bit more about that. Ethics is kind of the framework of the profession, and those are some of the things that, you know, like ethical practices, something that's just really internalized that's no, it should be guiding every single decision that you make. And so that's why ethics is so important with supervision. And we blended the two together and talking a lot about what are the responsibilities of a supervisor and again, discussing best practices.

Karen Chung:

[00:14:29](#)

And I did it there, but not such great practices that are out there and some ethical scenarios. And we have ethical scenarios that are built in case scenarios that are built in, but feel free to ask your questions, you know, as we're going along. And again, this is meant to be engaging. It's going to be a dialogue as opposed to a monologue. And so we'd love to hear from you at given point in time, but understand that we might not be able to get to all questions. So if we get a lot of audience participation, which I think we will, then we'll have to be a little bit selective in terms of, you know, which questions we're able to address. And, so I'm going to turn this over to Amanda because it's getting to the more than nuts and bolts of the guidelines.

Amanda Fishley:

[00:15:14](#)

All right. So first we're going to start off by reviewing the guidelines that the BACB has put in place, for supervisors and



supervisees. So in order to be a supervisor for those pursuing BCBA or BCABA certification, you must first pass the online competency based training modules that is provided by the BACB. So if you are a BCBA right now and you haven't yet provided supervision, just a little background on those modules, they're really helpful. So they can take anywhere between an hour or two hours, just depending on how fast you're moving along. Maybe even longer if you're reading it really thoroughly, but they're supposed to provide you with the knowledge and the foundational information to begin providing supervision and, what more, but this is bald, but your supervisee is also have to take these modules. And when I get started with supervision with someone, I try, I tell them to take these really seriously because a lot of questions that they have once we get started in terms of calculating hours, the modules also go through appropriate activities during supervision, setting up a contract, very helpful things that, are really helpful for both you and your supervisor.

Amanda Fishley:

[00:16:28](#)

I found, one of the most helpful things for me is I was working with, several supervisees that were going back and forth between independent field work and practicum experience. So one supervisory period would be independent field work, and then the next would be practice and it got really confusing on how to calculate hours, but the modules provide a very good formula for how to put that all together and explains it really well. Also, you must complete an eight hour supervision course, and this is not provided through the BACB. You can get this from the different providers, independent providers that are ACE providers. Also there are some universities that are starting to incorporate the eight hour supervisor training as part of their coursework, which I think is awesome, but you must show proof on the BACB that you've completed those months or that eight hour supervision. And with the eight hour supervision, it takes those modules that the BACb provides and it goes into more detail. And my experience with my, my eight hour supervision training, it was really awesome. They actually had me create my own, contract that I went on to use in supervision, my own feedback form that I got to start using right away. So I found that to be really useful. And again, you must ensure that your supervisees have also taken those modules on,



- Amanda Fishley: [00:17:50](#) The BACB, so you are responsible. You can, I don't, I don't know, you know, get in trouble, but you have to make sure that they've, they've taken that because you're not able to provide supervision, if they have not. So typically I just have my, supervisee is just take a screenshot or the snipping tool. They snip the screenshot and it's really simple. Pretty good verification also, to be a supervisor, you have to be a BCBA or BCBA D in good standing. And what people might not know is you can also be an approved Instructure instructor in an approved course sequence, or be a licensed or certified psychologist certified by the American board of professional psychology, who was tested in ABA. So a lot of times we think it can just only be BCBA BCBA D, but thinking about the wider range of people that can provide supervision, and then also, which maybe why many of you are here, but you have to obtain three hours of continuing education and supervision during your certification cycle. And we were curious, you know, how many of you have experienced with being supervised either by a psychologist or, maybe someone other than BCBA OR BCBA D. And if you have any experiences to share whether those are pros or cons, you can please feel free to share in our chat box.
- Karen Chung: [00:19:20](#) And so you ladies know panelist, what do you think even if you were supervised by let's say BCBCA OR BCBA D what would you think about things supervised by a psychologist? So non BCBA
- Tara Zeller: [00:19:41](#) I mean, I would definitely, I prefer to be supervised and I, a board certified behavior analyst, just because we have definitely, separated ourselves from the field of psychology, with such a rigorous, strict set of guidelines. If I were to seek out a psychologist, I would make sure that they were also a BCBA and I'm assuming that's part of it. So maybe I missed that in the beginning. They have to have both correct.
- Karen Chung: [00:20:07](#) No,
- Tara Zeller: [00:20:07](#) could they just be psychologist?
- Karen Chung: [00:20:10](#) Yeah, but this is why I thought it was interesting to bring this point up because the, you know, read the code number of times that this just recently, as I was thinking about the supply and demand and the number of BCBAS that are out there who want to supervise on the fact that now we have RBTs that need to be



supervised. It kind of dawned on me. Oh yeah. You know, we have this thing, that's like Psychologist, but non-BCBBA psychologists are also able to provide supervision.

Carrie Hooghe: [00:20:39](#)

I actually wouldn't mind, having, having had an opportunity to be, at least do some of my supervision with, a psychologist. We do have some here at Cincinnati children's hospital, at the Kelly O'Leary center, that have different experiences. They've been to, Kennedy Krieger Institute. And a lot of them do specialize in autism and behavior analysis. Only one of them does have their BCBA, but they're very excellent. Psychologists, we work with them on a very frequent basis and I think it is always good to get somebody else's perspective, even if you aren't going to use everything that they do. They're probably going to have something, that's going to be helpful for, you know, our population, especially if they have experienced, doing, you know, their routes or internship in autism or a similar field.

Karen Chung: [00:21:40](#)

It's really interesting that you have that experience. Anybody else?

Julia Vormittag: [00:21:47](#)

I wasn't necessarily supervised by a psychologist, but my, supervisor, who is a BCBA she also has her temporary limited license. And we do, at our clinic, we work closely with our psychologist who, oftentimes do the diagnoses for, the clients that we take in. And so we, we work a lot hand in hand with those people, but they also too, it's nice because when we do have referrals and we take in clients, the evaluations that are written by the psychologist at our organization, are worded really nicely. They make it really easy for us to, to read through and decide, you know, where to start when we conduct our assessment. So I think in that terms, they, you know, that might be beneficial, in terms of eventually working side by side with psychologists. So I think, you know, there could be some good from that.

Karen Chung: [00:22:53](#)

Thank you, Amanda. Is there, do we have any other comments or thoughts on this topic or question I guess,

Amanda Fishley: [00:23:07](#)

Oh, okay. Can you hear me okay. I don't know why then. I was, I'll just summarize it. Yeah. We've had a lot of chatter here. I'm kind of both perspectives. Someone saying that, they would be concerned that we don't share the same ethical guidelines. They



may not use the same principles such as extinction. Someone also shared that they found their experience with being supervised by both to be pretty invaluable. Yeah. So different perspectives. Very interesting. So thank you guys all for sharing those.

Karen Chung:

[00:23:47](#)

I think I would summarize it by saying, I think that there's a lot of value and being supervised by somebody with a psychology background psychologist, I would be concerned about how much, or she actually knew about ABA in order to provide supervision, especially when you're talking about BCBA BCABA, candidate supervision, you're growing the next generation of behavior analyst. And I personally feel like you need to possess some pretty deep expertise and knowledge in order for you to be able to impart that. So as a psychologist, like, you know, I've questioned whether that would be possible or not, but I can very easily see a psychologist being trained to provide the ongoing supervision for BCABA and perhaps RBT supervision as well. But, you know, we should continue the dialogue about this because it's an area that we've never explored before.

Karen Chung:

[00:24:43](#)

And I think it's fantastic and it's fascinating, especially because of the shortage of supervisors that we currently have. Okay. So moving on, Amanda.

Amanda Fishley:

[00:24:53](#)

Okay. So in order to be a supervisor for someone who is a certified BCABA, and these are gonna look very similar, but pass that eight hour, training module that is, that you have to, that you have to find through an ACE provider. That's not through the BACB and that's that covers the supervisor training curriculum. So you're going to hear that a lot. We're going to make that a downloadable tool. So if you haven't already seen this, this is on the BACB, it's called the supervisor training curriculum. It's super helpful. It outlines and provides a really good foundation, with supervision and how to structure it and what it should look like. And then again, you could be a BCBA a BCABA D and then the other, types of supervisors.

Amanda Fishley:

[00:25:38](#)

And if you're continuing to provide supervision, just remembering that you need your three hours of supervision that you use each certification cycle, and then kind of the same thing exactly. For the RBTs, with the exception that a BCABA is approved to supervise RBTs.



- Karen Chung: [00:25:59](#) I want to point something out and we'll go into the numbers again, but just keep in mind. That was, so the fact that a BCABA can supervise RBTS is great, right? Because we've just increased the number of people they can supervise, but also keep in mind that we only have about 2,500 or so give and take BCABAs. And the most recent numbers of RBT is right now, I believe we had about 24,000 or so RBTs who had been credentialed. So you take a look at kind of the numbers and you can start to see the magnitude of the issues that the field is facing. But let me go on again, right. Amanda, sorry.
- Amanda Fishley: [00:26:41](#) Right? Yeah. So this is your supervisee. So before, they are able to start receiving supervision again, they have to take those modules on the BACB website. It's, it's really critical and not just as a technicality technicality, as I mentioned, it's super important. There's a lot of helpful information that they're going to have a lot of questions about, and I even have supervisees after take them off after taking those modules and getting that foundational knowledge, still have questions on how to fill out the forms, how to calculate hours, how to convert the hours, the direct hours, indirect hours. There's just a lot of confusion. And I think before these modules existed, there was even more confusion. So I was really thankful when these came out, I think it added a lot of clarity. But as supervisees, you must, you must take this on the BACB, also demonstrate the prereq requisite skills.
- Amanda Fishley: [00:27:37](#) So this is subjective, but it is really important for you begin supervision that you are able to do things such as defining basic terminology or have a basic understanding about data collection, simple behavior change procedures, or other things that a supervisor might deem necessary. And a reason that it is, is because you don't want to spend the bulk of your supervision getting to know the very basic. So you need that very basic foundation to continue building your skillset. So it's really important that you have those prerequisites. And, you know, I worked with someone as a supervisor. She was my supervisor. She, she didn't have those. And it was in many ways, my fault for not assessing that ahead of time. She had been on her. She had been in school for roughly three or four months in her graduate program. So I just kind of assumed that she was ready and this was a while go.



- Amanda Fishley: [00:28:32](#) So give me some Slack. But, she, she wasn't, and she didn't demonstrate this, basic understanding. So I, I spent a couple sessions trying to explain it and I thought this just, you're not ready yet. And she was very open and she agreed. But we would like to ask you, so are there steps that you take to assess a supervisee candidates, prerequisite skills before you start? And what do you do if your supervisee candidate doesn't possess the prereq skills? I'll open that up to our panelists first and then I'll, check out our chat.
- Carrie Hooghe: [00:29:09](#) I can go first. Oh, no, go ahead, Tara or whoever.
- Julia Vormittag: [00:29:14](#) I was just going to say that, in terms of where I work, a lot of our, technicians will, that's where they start a lot of, our technicians, become BCBA's or BCABA internally. So we already have, an idea of their current, prerequisite skills, through supervising them directly, when they're in the position
- Julia Vormittag: [00:29:42](#) Of a registered behavior technician. And so I think that in terms of doing it that way, when you have that sort of internal growth, it makes it a lot easier to, assess those skills rather than having somebody, hiring somebody or having somebody come in, who, you know, is looking to receive supervision, but you don't yet know what those prereq skills are. We don't where I work. Anyway, we don't have a lot of, outside individuals coming, looking for that supervision. Most of what we do is, like I said, internal, where we have registered behavior technicians wanting to pursue the field. And through that one on one supervision, we get that, that idea of where they're at.
- Amanda Fishley: [00:30:33](#) Yeah. Great. Go ahead, Carrie.
- Carrie Hooghe: [00:30:38](#) Oh yeah. We have a very similar process. You know, at our hiring, you know, we start by asking a lot of questions, but I think for supervisees and supervisors, you really don't know until you're in the middle of the process, whether or not this is a good fit and people really do have the pre-work prerequisite skills. So what we do is internally, whether you are on the track to becoming a BCBA, BCABA, or not, we automatically do one, three and six month. We call them feedback forms. And we sit down and go over them with people at those times and they build upon one another. So our, our expectations as somebody at one month is very different than six months or a year. And



they, we give them the opportunity on those feedback forms to also give us feedback. So what are suggestions that you have for us? Communication could be clear, et cetera. I also don't have really anybody external, that is an area that I have personally. That's a concern of mine is, supervising somebody that you don't have direct contact. I feel very uncomfortable with that.

Tara Zeller: [00:31:54](#)

I like that feedback, Carrie. That's actually something that I'm trying to shape up in my organization. Try to, create like a distance supervision program, especially, based on what you were saying, Karen, just the numbers game that we have and how few upper level supervisors we have versus the RBT is worldwide. So I really liked that. You're saying that that makes you a little uncomfortable, cause I feel the same way, but if we, as a group here today, or just over time could come up with a system or a process to do that, I think that would be amazing. Most of my experience has been the same as you two ladies, it's people that are already working for us and are just working and we're them at the same

Tara Zeller: [00:32:40](#)

Time as they gain their experience and go through the classes. So it's all happening at the same time, participants.

Karen Chung: [00:32:49](#)

So I have a thought on this, I have very strong feelings actually on this. So the people that work in your agency know the people that are receiving supervision, right? The RBTs BCABAs and such that's that's in a really, really ideal world, know that they have an opportunity to do that. But when you think about the people that are actually provided behavior analytics services, and now the people that are credential RBTs, I mean, and they're required to receive supervision. A lot of them actually don't fit the nice little framework, but the BACB is defined, which is the RDTs are actually working in an agency working under supervision of a BCABA or BCBA. So that's not really reality. I really appreciate. And I'm sorry, I can't see the camera.

Karen Chung: [00:33:36](#)

So I don't know who mentioned this, but you guys, one of the panelists talking about the fact that, that we do actually have to take into consideration that this model, you know, the ideal model, doesn't, it doesn't fit anymore. It's a little bit outdated. So we have to take ourselves outside of the comfort zone and come up with a framework that is going to be effective, allow us



to provide effective supervision, but not necessarily the way it's always been, which is you can actually observe what that person is doing. And you know, that this disconnect and I think the tension is really going to be the BACB continues to make the supervision requirements such that the supervisors continue to increase their level of liability. Right? And like, you have to be responsible for what the, you know, if you are responsible for the actions of the people that you're supervising and they go off and do something bad and you can stand to lose your license, you think about the impact of, you know, how likely would you be, you know, to put yourself in a position where there's that vulnerability. And so there's no right or wrong answer, but I'm just pointing out that I really do appreciate that, that, that there are people out there that are thinking about things in a more global kind of a perspective.

Karen Chung: [00:34:50](#)

So moving on, I think, right, Amanda, or is there anything else that you want to share with you from the audience? Your microphone must be acting up? Okay, so I'm going to move on.

Amanda Fishley: [00:35:06](#)

All right. I will mute my phone and then I forgot I mute myself. I apologize. But, and then just kinda wrapping up here. So as you can see, the BACB does provide very clear guidelines on how to be, eligible to be a supervisor and then even requirements that you need to be able to sit for your exam, however, and hopefully why you're all here as well. The strategies used in the content covered during supervision is not dictated by the BACB. So learning things like best practices,

Amanda Fishley: [00:35:38](#)

Learning what's out in the literature is going to be really important. And they're just the momentum with doing research in **bead** or analytics, supervision is picking up, which is, which is great. And there's going to be a few research articles that you see cited throughout here. And, one very, very good. One is the seller's Valentino and my blog from 2016 that, we'll talk about further, but they point out that most BCBA supervisors have experienced at least some not so desirable or optimal supervision experiences. So when they become supervisors themselves, they try to, be a little different or do fix that problem that they had in their supervision. So do you guys agree with that disagree with that? I'll start off and I'll say, I agree with that. It's not a fault of any of my previous



supervisors. I think the structure and the requirements back then were a little bit more lax and less guidelines.

Amanda Fishley: [00:36:37](#)

There wasn't a supervisor training curriculum, and those types of things, but there were some things **instructor** that was missing from my supervision that, you know, when I became a supervisor myself, I really strive to create my own curriculum. Really try to take it and create a bunch of structure. So what about you guys? Did you have any experiences that you try to learn and, be different from?

Tara Zeller: [00:37:04](#)

I'll go first. Lots of the ways that I practice come from things that I did find undesirable and that I wanted to change. Some of it, a lot of it comes from things that were really great supervision, but, it's more of the process in which it's provided or the way in which has provided, same thing. I've tried to kind of take the goods and the bads and shape it up to something that I find really effective and really strong, and kind of look back and think, wow, that's, that's how I would have liked to be supervised for maximum impact.

Julia Vormittag: [00:37:46](#)

Yeah. Similar to that, I think that there are things that I have both used and made sure that, I would change, prior to becoming a supervisor. One of the biggest things that I found important was I wanted to absolutely make sure that on a very consistent, ongoing basis that it was providing positive feedback to supervisees. Because as I recall from, being in that position, positive feedback wasn't always given. And I definitely think that it's something that we have to have. And we have to provide, obviously as

Julia Vormittag: [00:38:36](#)

Well as critical feedback, but letting the technicians know when they're doing something good. So they know too, I mean, positively reinforced, let them know. We want to continue to see that. As well as in the moment, letting them know what they're doing wrong, but not only that, but how to fix it and how to do it correctly. I think when I was a supervisee, in that technician position, depending on who the supervisor was, there was a lack of positive feedback and I still every day tell myself, say at least one, one good thing to the technician that you're going to supervise today. Because it really can make a difference in their performance and how they interact with the clients.



- Amanda Fishley: [00:39:24](#) Yeah. That's awesome.
- Karen Chung: [00:39:28](#) Okay. We're gonna move on. Oh, well, okay. A couple things. I'm not a BCBAS. So I get to look at you guys and, you know, and think about things and go get, this is kind of interesting to me. My observations are going to be different. So I've always often thought about this and said, well, you know, you think about ABA programming and you can pretty much put that into practice and it would apply everywhere. Right? So, you know, you think about when you're starting off a relationship, well, it doesn't matter. It's supervisor supervisee. You want to pair, you want to develop the report, get to know each other, and then maybe go through a preference assessment and figure out, you know, that some of the reinforcements and then, you know, the positive reinforcement and all that stuff. So it's really all behavior shaping and using the principles of applied behavior analysis, I think would be extremely appropriate.
- Karen Chung: [00:40:15](#) And I don't know that we will necessarily think about it in that context, but why not? Right? You guys are all behavior analysts for a reason because it's effective this section or Amanda is going to go through the actual, the section of the codes code section 5.0 behavior analysts, the supervisors. But if you really want to find out or learn more about this particular section, we did a two hour training webinar last year with dr. Bailey. And it's called the ethics and supervision on the field though. You can read the PowerPoint presentation, you'll be getting a copy of it anyway. So I wanted to bring that up to you because we're going to whip through this pretty quickly, but if you wanted more training, I think, and listen to what dr. Bailey has to say about this. And there you go, we have some more references for you.
- Amanda Fishley: [00:41:03](#) Yeah. Okay. Okay. So, hopefully if you, you know, if you're certified, you're very familiar with the professional and ethical compliance code for behavior analysts will provide this as a downloadable tool. So you have it right there. But code 5.0 is behavior analysts as supervisors. So when you're functioning as a supervisor, you take the full responsibility for all facets of this undertaking. And it's a lot, dr. Bailey, mentioned that supervision is



Amanda Fishley: [00:41:34](#)

Kind of better termed as shaping as Karen kind of mentioned to using ABA to, using what we know to provide supervision. And I like that analogy because sometimes when you think of supervision, you think of going to a meeting, you know, maybe filling out papers, but it's a lot more than that. So that's what we're going to be talking about for, we're going to go through the code and move up. Yep. Okay. So just quickly, you know, some of your responsibilities as supervisors is prompting your supervisees to engage in relevant clinical skills. And that will be, and we'll go into this a little bit more in detail, but, that will be deemed what you feel is necessary. What is ethical, safe, and, that you're both competent in. You are going to be observing them while they're performing the skills, which means that you will be identifying things and skill sets that need improvement. So you will find and prioritize the corrective steps that they'll need to take to make that improvement, and then being particularly aware of any repeated errors since your last feedback session. So making sure that your supervisees is taking, they're taking feedback, they're growing from it, they're learning is going to be important. And we'll talk about each of those things on providing feedback, how you make sure your supervision is effective. And then also making sure that your supervisees are able to maintain and generalize skills.

Amanda Fishley: [00:43:01](#)

Okay. So starting with code 5.01, which is supervisory competence, this is, as a behavior analyst or a supervisor, you're only supervising within the areas that you are competent and competent is not operationally defined here, but here's a definition and how we define a competent behavior analyze. And this is a behavior analyst that has went through a graduate program, completed their field work. They're certified. We expect them to, have demonstrate competency in the areas below. So this is someone who has the necessary knowledge, skills, and ability to perform routine tasks in the general areas. And that includes things like discreet trial training, so DTT, they should know how to manage off task and self stimulatory behaviors, and then being able to give teachers and paraprofessionals some tips on classroom management, which includes setting up and maintaining and running a token economy consulting with clients with developmental disabilities in both home and residential settings, and then also delivery of standard autism training services with the background, that



should be able to handle the routine supervision tasks. That's what we would expect from someone who has finished their coursework in a certified. But as you guys all know, there are several specialty areas and that's what dr. Bailey called them. There are areas in ABA that we don't all get a thorough training on,

Amanda Fishley:

[00:44:32](#)

Things like PICA, for example, I think that's a really great example. Many of us know what PICA is, but not all of us have had the experience to get a very thorough understanding, work side by side, with someone who was developing intervention or even had a client that was diagnosed with PICA and had the opportunity to work with someone to, help that client. So there's, there's special specialty areas and competence can be defined by the types of special trainings that we've had. So for example, participating in a series of workshops, and then if you've had a practicum experience at a specialized center for treatment and research, so maybe at a self-injurious, treatment center, an eating disorder, treatment center, those would be specialty areas that, would you would be competent in providing any, any research or any, supervision with, but as you know, and, I'm sure you can share some of your experiences, but situations arise where supervisors are not competent.

Amanda Fishley:

[00:45:35](#)

And it's just due to the lack of experience that they've had with these types of situations. We don't always get those opportunities to go to a specialty centers and spend a great deal of time specializing in certain things. So here's an example, a supervisee is assigned to work with a client with a life threatening feeding disorder or dangerous self-injurious behavior. So thinking about it this way, not only would the therapist not be competent to take that case, but as a supervisor, you may also fall short because you're responsible for what that supervisee is doing and implementing. So as a supervisor, you have to say, I'm, I'm not competent in this area. I can't provide any supervision.

Karen Chung:

[00:46:16](#)

So I would like to ask the panelist that you guys, I'm sure you have experienced in this particular situation, either good or bad. Can you relate in, what are your comments around supervisory competence? Because, this is so important.



- Julia Vormittag: [00:46:40](#) Well, first of all, I think it's important to if, if you're, if you have a client that, for instance, using the, the life threatening the feeding, to probably refer them to somebody who does have experience in that area, because I mean, again, you can take the necessary steps to get training in that area, but that really depends on how immediate the need for help is for that client. If it's something that needs to be addressed right away, like, like a feeding disorder, that's something that's probably ongoing for the client, and needs to be addressed immediately. And if you don't have experience in that area, it's probably best to them to a different
- Julia Vormittag: [00:47:30](#) Behavior analyst who might have experience. But I think that even after doing so it's probably helpful to get the necessary training for other clients who may have, related, behaviors, that are self-injurious or, who need special feeding protocols. Because in my experience, lots of, lots of my clients have had issues with feeding. And I think it could benefit anybody to get that additional training.
- Tara Zeller: [00:48:07](#) That's a really, yeah, that's a really good point. If you're going to work with a certain population where these things are going to be likely to arise, it, you make a really great point and you should be trained in it eventually, but definitely default to the experts. With me, when anything comes up that has a medical underpinning, I always default to the medical professional first. We are, after all ethically obligated to any medically underlying problems.
- Tara Zeller: [00:48:35](#) So if there's something that I don't have expertise in, or even if I do, and there is something medical, I like to make sure that I have a professional with medical training working with me. But you know, again, as you encounter these additional behaviors that you don't have experience in, you have a choice to either defer it to another professional or utilize someone else, while you are gaining the skills. I think that it's important that we are able to work with, you know, we're supposed to stay within a certain type of clientele, but if there are certain behaviors that we are likely to encounter as behavior analysts, I think it's important to also become familiar with them, you know, to keep the conversation open as well.



- Carrie Hooghe: [00:49:24](#) I would agree. That's a really good point in regards to making it a team effort and collaborating with others. And also you have to learn, at some point everybody's going to have to learn and work as a team, to learn and come through those experiences that you haven't had before. And I think something that we can say honestly, in our field, that we know of is that if you have a want to, make an individual successful a client's successful, that is one of the most important things. For somebody, especially somebody who's working one on one with that, that client.
- Amanda Fishley: [00:50:01](#) Yeah, exactly. And just knowing your limit to know when it's okay to say, Hey, I don't know, I'm not competent in this area. And default to someone who does, I think it's great. I think in terms of reality, when BCBAS or supervisors get stuck is when you're already working with that family and you have that close relationship and then a behavior starts occurring such as a feeding disorder or something, maybe self-injurious behavior number time, but you're so committed to helping
- Amanda Fishley: [00:50:28](#) That family, but it's still really necessary that you only provide, consultation or even supervision to someone who is consulting and areas that you're content.
- Karen Chung: [00:50:40](#) I have a thought on that as well. And as you guys may or may not know, I think I mentioned we serve a global audience and we have BCBAs that are located outside the United States as well. Not as many as are in the United States. So generally speaking, yes, I would completely agree with, you know, the practicing within boundaries of competence, but what happens at a situation when you're faced with a situation, let's say that it is life threatening situation, but there isn't an expert to refer them out to, and it's either you do something to help, or if you don't, then you know, it's going to go one way or the other, if it's just kind of food for thought, because what we take for granted in terms of what we're able to do here with the resources that we have doesn't necessarily translate when you're actually practicing outside the United States.
- Karen Chung: [00:51:30](#) And in this particular training that we're doing, we don't really have a lot of times, and we're not going to be able to cover that, but I do want you to keep that in mind. And I believe that we have a couple international BCBAS are attending this session as well. And so we have a ethical scenario, but I'd like to actually



hear from other people about different types of situations and scenarios, where with what we're discussing. So in this particular situation, it's a violation of the code. If you're technically looking at the code and what it says, I think, you know, **joking** with Amanda, I think almost everything that you do every single day, there's probably some violation of the code that's happening. What's really important at the end of the day, is, is it a reportable violation? And so, you know, I put the customer cause it's an ethics violation, but what we need to keep in mind, I think it's a severity of the violation.

Karen Chung:

[00:52:22](#)

And unfortunately, again, we don't have time to get into this, but last year when we doing the ethics session, as part of all of us, like the decision making process, dr. Bailey created what we call the Bailey ethics triaged model. And it's a really good way of looking at complex situations typically, and then breaking it down in order to identify, which are some of the steps that need to be taken and which are more priority versus not. And where we ended up at the end of the day is whatever decisions that you guys are making. It really has to be in the best interest of the consumer or the kiddo or whomever. It is that your responsibility as a BCBA or BCABA, BCABA D, is to ensure that your job is to make sure that you're doing whatever it is that you need to do to best help the individual that you're a consumer student kiddo, Oh, however, you would define that. And again, if you want to learn more, go back and, you know, we can talk to you a little bit

Karen Chung:

[00:53:26](#)

More about the triage huddle. We generally don't share that because it's not been tested and validated, but it is a framework that we've been using for a while. And it seems to work very well in terms of helping to make decisions, especially when in a complex situations. But here's a scenario of BCBAS work primarily with children. It was requested as a supervisor for a BBPA candidate who will be working with adult population. I'm sure this is really common and this is not a well, okay. It's really common. What do you guys think? Is this an ethics violation and what would you do? Would you provide supervision?

Amanda Fishley:

[00:54:07](#)

Yeah. So this is a little bit of a gray area. And I think this probably happens frequently. So, the services that you're providing to children ages two to 18 are, are gonna probably be very different than what you're providing to an adult. And



knowing more about the services that you are providing. So there's a lot of things that go with, working with adult as I'm sure many of, you know, there's different modalities, different behaviors that you need to train, reaching independence, even their living situations can be very different than when you're working with children. I think that, again, I think this probably happens more often than not. But just knowing your limits. So if you are in this situation, knowing what it is that you need to be doing or what that person is going to be doing with the adults, I think is important in this case.

Tara Zeller: [00:55:02](#)

That's a good point, Amanda. I was looking at it from, you know, do they have similar disabilities or abilities as well? Yes. I think at face value, it is an ethical violation as Karen report, you know, stated, but if you're dealing with the same population, let's say it's high functioning autism. For example, if you have expertise in maybe the disability versus the age, you can make enough increase to decide, does this supervisee have any other options for supervisors? If I'm it for them? Is there a way for me to make it work to where I feel comfortable enough with my expertise to try to apply it to this population that they're working with.

Carrie Hooghe: [00:55:48](#)

So I agree a hundred percent with Tara that's those are really good points. I think you can't say yes or no right away. Like you said, that it probably is a violation. However, you know, being upfront with the parents is another thing too. I'm explaining to them where you have your expertise and your experiences reaching out to other people. One thing I want to suggest earlier is doing the assessment ahead of time. And I don't know if that's an automatic, you know, part of this procedure, but if not, it would be, let me meet everybody. Let me get background information before I can make an educated decision about that.

Amanda Fishley: [00:56:29](#)

Yeah. There's just some chat, from our audience. Some, some people say it, although it's in violation, it's doable. And then someone said, I think it depends on whether or not there's someone more qualified, available to render the supervise, the supervision services, in place of the BCBA and if not, it's unethical not to supervise. And that's why I like having these discussions too, because everyone's coming from different experiences and sees that, you know, a little they're a different lens. So, I agree with, I agree with everybody.



- Karen Chung: [00:56:59](#) Ethics is a very interesting topic and, you know, I like, I think it was an audience comment. Amanda, if somebody said something to be effective, I think it would be unethical to not provide the supervision or something to that effect. Right. So if you take it at face value, you were in direct violation of the code. On the other hand, you know, if you look at it from the perspective of, okay, is it, I don't even know it'd be ethical, would it be the right thing for me to do, you know, or no right thing for me to actually say, you know, I can't help you. Well, what if you're the only person that can help? And even though you're not an expert in this area, you're going to be better than somebody not receiving any kind of treatment or education on how to deal with this particular consumer. So it's a guess what I've learned from ethics and going through the ethical training series last year is nothing is absolute. Nothing is black and white. There's a lot of discretion, a lot of judgment that needs to be made and depending on where you're living and the resources that are available is really going to shape the decisions that you make. And the answers might be all across the board. So I do appreciate the comments from the audience and, you know, that is, I think, a thought provoking. So we're going to move on into supervisory volume, but right now would be a good time for us to take a five minute break. Okay. Okay. Thanks.
- Karen Chung: [01:00:56](#) And less on that, but I can't see anybody. So are they back?
- Amanda Fishley: [01:01:03](#) Not yet.
- Karen Chung: [01:01:04](#) Okay. There you go, Amanda.
- Amanda Fishley: [01:01:17](#) Yes.
- Karen Chung: [01:01:19](#) We, need to fast forward through this section.
- Amanda Fishley: [01:01:25](#) Yep. No problem.
- Karen Chung: [01:01:26](#) And, but this section is really important. The code section 5.0 to the supervisory volume, because there just isn't any kind of guidelines that are out there definitive or otherwise about what is the appropriate supervisory volumes. This is where getting a haul and getting as many people to provide their input would be extremely helpful because I'd like to be able to walk away to



say, okay, well, based upon feedback, no, depending on the situation, right on the circumstances assigned some numbers or ranges or something to that, a guideline. So we can start with.

Amanda Fishley: [01:02:08](#)

Yeah, that sounds ahead.

Karen Chung: [01:02:15](#)

Is it just us right now?

Amanda Fishley: [01:02:20](#)

Okay. Okay. We can go ahead and get started if you want turn. Yes, please.

Karen Chung: [01:02:30](#)

Yes.

Amanda Fishley: [01:02:33](#)

Okay. Just thank you guys all for your participation. I love the audience chat. There's been a lot of it, so it's just, it's really awesome. Okay. So getting back into reviewing the code, I'm going to, we're going to spend some time talking about this. I'll probably go a little bit quicker through the rest of the code, just so I make sure we have enough time to talk about best practices, supervision, models, and everything else that's involved in our, supervision. So real quick here code 5.02 is supervisory volume. That is behavior analysts only take on a number of supervisory or supervisory activities that is commensurate with their ability to be effective. So this gets tricky because there's not, again, it's not operationally defined for us. So the key phrase here is ability to be effective. And this can be measured in a few ways, which I'll share with you some examples, but this can be tricky.

Amanda Fishley: [01:03:36](#)

And, dr. Bailey shared, you know, the board, they thought about this, they, and they left it up to the discretion of the supervisors. And I think, you know, what I would find to be inappropriate method might be a little bit different for other people. But the key here is the ability to be effective. And, we are curious how many people you're currently supervising. And I think it makes a difference about, you know, who you're supervising while you're supervising a BCABA or an RBT that, you know, there are already certified versus someone who is sitting for certification and just going through their coursework and their independent field work.

Karen Chung: [01:04:17](#)

So, ladies panelists, can you take a step but define what you think it means to be effective? So what does it mean when you



say the ability to be effective? Because you know, it's pretty, it's discretionary. So what would your definition be? Who've been doing this for awhile.

Julia Vormittag: [01:04:39](#)

I guess I can go first. I think affective would imply, well, first of all, having the time to, to, divvy up between the different, individuals that you're supervising. So I love Google calendar, and I make sure every week, and depending on cancellations, things like that, I might have to shift around my schedule a little bit, but I set it up to where I know during this time on this day, who I'm going to supervise make a routine of that and know that that's, I have

Julia Vormittag: [01:05:18](#)

Set aside time in my schedule to be able to do so. I don't find myself, getting overwhelmed or trying to cram too many supervision sessions into one week. Because at the organization I worked for, we try to, go beyond the minimum supervision requirement. And so every technician that I supervise who, works with a client on my caseload, we try to do at least one hour of supervision per week per technician. So, I mean, and it really depends too, on the size of your caseload and the number of hours the clients there. But I just, I really think the first step is to set aside time and block that out of your schedule to know that this is what the week is gonna look like. And then go from there to decide what might be too much.

Julia Vormittag: [01:06:15](#)

What if you could maybe push it a little more? So time definitely.

Carrie Hooghe: [01:06:22](#)

I actually have a very different, we have a very different approach where I work because we do work with so many individuals and we do have quite a few behavior plan behavior problems. We're really doing things in the moment. We're very flexible. We make sure that we do supervision, but a lot of supervision can be in the moment. And that, can we find that to be the most important thing? If we need to sit down and had meetings, okay, it's been a couple of weeks in this program, isn't going well, let's sit down and set a meeting and do that. But we really fly by the seat of our pants here at the end of the month, we make sure that we've done everything. Yes. But we find that in the moment is the most beneficial for us.



- Julia Vormittag: [01:07:08](#) Right. I agree with that too. And we, when we do supervise, we, it's clinic based. So we don't do remote supervision. I mean, in some cases we do, but it's, the BCBAS are in an office in the same building, as where the clients receive services. So the supervision sessions are in the moment sitting in, one-on-one with the child and the technician watching that, interaction. And so our feedback and all of that, like you said, is in the moment, which I think is very effective.
- Karen Chung: [01:07:50](#) Amanda, do we have anybody else, audience members, do you have a definition of maybe a different definition, a different way looking at those things because ability to be **affected**. So what I heard was somebody, one of the panels was saying that the effectiveness kind of correlates into almost like time management. And then I heard the other two panelists talk about, well, effectiveness of can be it's in the moment being able provide feedback
- Karen Chung: [01:08:16](#) In the moment, which I absolutely agree. That's probably the best time to provide feedback, but when you don't have the luxury of working with your supervisees in the same setting, you know, different types of scenarios, how would you define effectiveness? And this is a question for the audience.
- Amanda Fishley: [01:08:32](#) **Similar dimension** that I think were most supervision and doable, as long as you can evaluate the client's progress. And I would agree. I think that's a really great, way to measure if you're being an effective supervisor, is, is, are your supervisors, clients making progress, meaning look at the graphs, look at the things that they're teaching. If you have behaviors that you're reducing, are the clients making progress, so are the systems that are being put in place effective?
- Karen Chung: [01:09:06](#) I'm just processing I think, yeah, that's great. No, that's really about the only thing that you can measure when you're working remotely with somebody. That's probably the best thing to use as a metric, but I appreciate the way people process things a little bit differently. So this was fascinating discussion just quickly. The I'd like to get a quick poll on how many people are you currently supervising and what's the makeup. Are you supervising BCBA or BCABA candidates or working BCABA is a certified BCBAs or RBTS. And does it really make a difference?



No. The supervisory volume, should it be different depending on the category of people that you're supervising?

- Carrie Hooghe: [01:09:54](#) Absolutely. As well as the abilities of the people of the supervisees that you're supervising. For instance, I have many supervisees that have been doing this for 10 years and they don't need as much, as somebody who's, you know, only been a year or so. So that takes that something to take into account as well.
- Amanda Fishley: [01:10:17](#) Absolutely. I, I had, previously supervisors or supervisees that were, as I mentioned in the practicum and then intensive practicum, and it's very challenging too, cause their supervisory period is one week. So to observe them meet with them and get a bunch done in a week was, was challenging. So for me, I had four at the time. That way it's really my maximum. That was a lot.
- Julia Vormittag: [01:10:44](#) I am not currently supervising anyone who's pursuing, a BCABA, BCBA. Most of the technicians I supervise are registered. Behavior technicians and then a couple, we have a couple of new, technicians who are pursuing the RBT credential. But currently I supervise 13 different technicians.
- Karen Chung: [01:11:06](#) Is that your full time job?
- Julia Vormittag: [01:11:08](#) Yes, just supervising.
- Karen Chung: [01:11:10](#) Okay. 13 full time, right work. Full time.
- Julia Vormittag: [01:11:12](#) Yeah.
- Karen Chung: [01:11:12](#) Okay. Interesting.
- Tara Zeller: [01:11:17](#) I paired my supervisees down to three, because if we get back to the definition of effective, towards time management, mine just fell into how much time do I have to actually be an effective supervisor. Right now I'm in business development mode most of my week. So that gave me my best opportunity to be effective, to give them the time that I feel they need to be good therapist. I have two current RBTs and one who's actually in training to be an RBT. So, my mind has been paired down a lot, but it's based on time and ability and setting when I was



working in center or in a clinic setting, I had a much higher caseload of supervisees.

Amanda Fishley: [01:12:07](#) Yeah, exactly. Exactly. I agree that the setting is a huge variable in this situation.

Carrie Hooghe: [01:12:14](#) I have, Oh, we can go ahead. Sorry.

Karen Chung: [01:12:18](#) No, go ahead please.

Amanda Fishley: [01:12:20](#) Oh, I just have, I think I have four BCABAS. And then I actually, we still due to the way our program runs is that I technically supervised two BCBA is as well. Cause there are newer, new BCBAS. They actually have less experienced than our BCABAs. And then the, I help support them, supervising probably about the 27 staff underneath them. So it's a lot, but it's very successful. The kids are very successful, but they also have a lot of experience the supervised BCABAS and CBAs.

Amanda Fishley: [01:13:03](#) Yeah, that's awesome. Great. So here are some examples to measure the effectiveness. So all supervisees that you're supervising are receiving their one-on-one observations and feedback sessions. And I agree with you, Julia. I love Google calendar.

Amanda Fishley: [01:13:18](#) It really, when I was juggling a bunch of meetings, it really helped me keep observations and meeting times, very programmed. So I made sure I can cover everything and then no supervisees have any complaints lodged against, against them. So there's no complaints against your supervisor. **He is**, which is always important. And then satisfaction, satisfaction survey of supervisees and clients with at least an eight on a 10 scale. And again, as I mentioned, data on client progress, which was rated at or above the expected or projected rate of success. And I think that that about all to me, it is the most important. So, you know, being a good supervisor, or an ethical supervisor is, you know, it's easy, but being an effective supervisor to make sure that clients are making success, your supervisees are making success. I think it's taking it to a different, so some variables that would affect the standard formula again.

Amanda Fishley: [01:14:16](#) So the status of your supervisees, of course, that's going to matter if you're working with supervisees, like Carrie mentioned



that have a lot of experience, or ones that are brand new. So it's gonna make a huge difference. And then the difficulty of the cases that you're working on. So if you're working in a center where there's very complex problem behavior, you may require a lot more intensive supervision time with those supervisees. And then we kind of discussed this already, but the cat, the category of the supervision that you're providing, whether you're providing it to a BCBA, BCABA, and those candidates or someone who's already certified and then their experience obviously is going to be a huge impact on the volume.

Karen Chung: [01:15:00](#)

Sorry, I went too far.

Amanda Fishley: [01:15:03](#)

Okay. So let's go through this case scenario. I says, my supervisor has a full case load of clients. Plus she teaches part time at the university and she has six of us second year grad students to supervise, we have met and none of us feel like we are getting adequate supervision. So is this, is this an ethics violation? Why or why not? And then what recourse do the students have? What do you guys think?

Julia Vormittag: [01:15:31](#)

Well, I feel like that it probably isn't ethics violation again. We had talked about how effective is an operationally defined, but if the, you know, these students are saying that they don't feel their supervision is adequate, then we have to look at whether or not that individual, is being effective, in providing supervision. And if they're not, then that would violate this code. Technically.

Amanda Fishley: [01:16:03](#)

Yes, I agree. It, it technically isn't ethical violation, but, what recourse do the students have? I think approaching their supervisor and letting them know, and hopefully the supervisor has in place some effect or some way to evaluate the effects of their supervision, and then get the, get the input of their supervisees. So hopefully those systems are put in place. But if not, I think approaching the supervisor, letting them know that you're not getting appropriate supervision. And I think at that point, if, if there's nothing done, then it's, then it could be considered an ethical violation after you've approached and brought up the concern to your supervisor.

Karen Chung: [01:16:43](#)

I agree. Supervision is a two way street. And generally the way we look at things is we look at it from the perspective of their



supervisor, but we also have to understand that the supervisees have rights as well and, you know, rights and remedies as well. And those are areas that we generally don't get into, but that's just something to keep in mind. I think that one of the discussions that we have with dr. Bailey it's, Oh, this wasn't

Karen Chung:

[01:17:10](#)

Actually related to supervision, but it was about taking on a case that no, at the beginning, when you were having a discussion with a new client that you would want to let them know that they have rights as well, you know, if there's something that's happening, that they are not, that they feel as questionable, it hits some issues with that. The BCBA the practitioner should let the client know that the client has reports and their **recourses** to actually lodge a complaint against them with the BACB. I don't know, in reality, frankly, how many of us would be willing to do something like that, but it's just something to keep in mind that it might not be a bad idea when you're starting a supervision session with somebody to say, okay, this is what we're going to try to accomplish. In case you don't think, you know, that things are going so well. These are some of the things that you might do to address that situation. And I don't think that a lot of people really think about that, but probably wouldn't be a bad thing to do. So I'm on a tangent, sorry. Okay. Supervisory delegation and Amanda, I'm so sorry. I keep taking a lot longer than I thought. So we have to work through these sections if you want to get into best practices.

Amanda Fishley:

[01:18:22](#)

Yes. So behavior analyst delegate, and this is 5.03. So delegating only the responsibilities to your supervisees that are reasonable to be expected for them to perform competently ethically and safe and safely. Obviously there are going to be many areas, maybe most of them that they're not yet competent in, and that's why they're getting supervision, but you as a supervisor have to be competent. And again, that's where those prerequisite skills are super important. So if they have those prerequisite skills to receive supervision and are getting quality supervision from you, being mindful about what you're delegating to them is important to make sure that they can ethically and safely perform those responsibilities. And then if they don't have those skills, necessary providing them conditions that they can acquire them. I think we'll be important.



- Amanda Fishley: [01:19:18](#) Okay. Quick scenario here. And that is 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 as an intervention based on the 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 and consistent inconsistencies, which are difficult to address in small groups or resistance of a few staff. Many of the organizational strategies happen attempted, but still there is a lack of treatment integrity. So is this an ethics violation? Do you guys think the BCBA should leave? And then knowing what, what, Especially with this knowledge or the services may decrease even further? Are they enabling the staff staying
- Amanda Fishley: [01:20:08](#) And are they liable? So I'll get started with this one. In terms of being an ethical violation, again, it just depends on where you fall here, but I absolutely think the BCBA should leave. And here's why if, if they're not effective, they should leave. And if the question is, are they providing, harm by, by leaving? If, if what you're providing isn't effective already leaving, shouldn't make a huge difference. Of course, it's not that you just throw in the towel and you leave when, when things are challenging, but, you are absolutely liable for what happens to the clients. And I think that is the most concerning part to me, that you can't tell the board that, Hey, there was a lot of staff turnover or lack of leadership. You're still the behavior analyst in charge there. So it, it, you are still liable and, providing effective services is, is important. So if you're not effective and not able to be effective, I think leaving is absolutely the right thing to do. And yes. Enabling staff by staying, I would say yes, they probably are.
- Amanda Fishley: [01:21:18](#) The tricky, tricky one. What do you guys think? Okay. Hey, Carrie, you're muted. So we can't hear you.
- Carrie Hooghe: [01:21:31](#) Sorry. I feel like this one and similar with the last one, I think it's easy to point fingers. And just say that this could be done better. I think I would at least give it a go and try and make sure that I have, done everything I possibly could to make changes or maybe ask people for their feedback. Just like the supervision and feeling like you're not getting enough supervision. Well, have you ever looked at what you could do better or what you



are getting that might be doing going well, it might be helpful to ask other people there. Why are you leaving? You know, maybe it's something that you're doing. I'm just trying to play devil's advocate a little bit, because I think it's just so easy to say to point fingers.

- Carrie Hooghe: [01:22:18](#) And it's important to, understand why these things are occurring.
- Amanda Fishley: [01:22:24](#) Exactly. I totally agree that you should exhaust all options before you decide that it's appropriate to leave and not you're not effective. What else? How can you change behavior? Can you change your own behavior? I think that's, that should always be at the forefront of your mind. Yes. I agree with you a hundred percent.
- Tara Zeller: [01:22:41](#) Well, we, as behavior analysts are bound by data. So come up with a strategy to take data on our effectiveness. There's all different ways to, you know, have a phase change line with, the types of exit interviews that you were talking about. Carrie. I think that in order to make an informed decision, we need data. So we can come up with a way to track that.
- Carrie Hooghe: [01:23:05](#) great point.
- Karen Chung: [01:23:11](#) Anybody else, Amanda, any thoughts or comments?
- Amanda Fishley: [01:23:18](#) Just some thoughts from the audience. It's maybe a good opportunity to help agency from an OEM perspective.
- Amanda Fishley: [01:23:31](#) And then someone said, I used to work in group homes and you establish some contingencies for the staff points, reward systems, the results may change. yeah. Which is a very good point. And then recommending attending a management training. Yeah. Great. Those are really good point.
- Karen Chung: [01:23:47](#) Basically shape up. The agency takes a lot of things. Okay. Moving on to code 5.04 designing effective supervision and training.
- Amanda Fishley: [01:23:58](#) Right? So behavior analysts, they're bound to ensure that their supervision and trainings are behavior analytic and content. This means that we teach a science that we're teaching our



supervisees, through our trainings, our supervision behavior, and behavior analysis as a science. So we're not interested in the fads. We're not training on things that are not relevant to behavior analysis. And we're really focusing on, what our literature and what our science tells us. And that's really important.

Amanda Fishley:

[01:24:28](#)

I think it's really easy to get caught up with families and other people, with fads or if you're already working with a family and they want information on certain fads, but making sure that everything is rooted in applied behavior analysis and our science is super important. So making sure our trainings are effectively and ethically designed, and then meet the requirements for licensure certification or other defined goals. So here's just a quick example. We'll go through this one quick BCBA candidates are attending a training presented by BCABA to teach ASL signs, which they will use for nonverbal clients. Is this an acceptable activity to count for non direct supervision hours?

Julia Vormittag:

[01:25:12](#)

I'll go ahead. From my experience, and what my supervisor allowed, to count as non-direct, I would say for this, probably not, because I mean, yes, you'll use the science with your non vocal clients, but I think the process, in terms of learning **the signs** is not necessarily behavior analytic in nature. And I know that my supervisor wouldn't have, recommended, I count that as non-direct

Tara Zeller:

[01:25:53](#)

I would tend to agree with Julia. Definitely, you know, I think that's the kind of stuff you could probably teach on the job versus an actual non-direct, supervision setting, or you could work that into some modeling, but it's, you know, it's not the best use of our skills as the behavior analysts, kind of opinion. I don't know if that's a gray area. I mean, if that's, if that's what you're using to teach that particular client and, you know, it's necessary, I don't know. Maybe it's a gray area, so that's great.

Julia Vormittag:

[01:26:30](#)

I think perhaps, if the task itself that you were counting, wasn't so much as learning science or modeling, but was more of tracking and using data to evaluate performance, with the signs used with a client. I think that would be behavior analytic in nature as you're collecting data and you're analyzing the data.



- Julia Vormittag: [01:26:54](#) And if, if the methods, let's say man's training with science, you'd be able to look at it and analyze, whereas I think you could come back. But again, it's sort of a gray area and it really, really depends on what they mean by, attending a training presented by a BCBA. I guess it would have to go along with what are they training? Are they just training the science? Are they, teaching how to do math training with sign language? Are they, teaching you how to, collect data on man training or similar activities, I guess it would depend on what the training, what the training is doing.
- Amanda Fishley: [01:27:37](#) Yeah, yeah, exactly. And I think if the training is covering, it's going to help you working with your clients that communicate with sign language such as using functional communication training man training.
- Amanda Fishley: [01:27:50](#) Absolutely. It would count. And I think, when I worked with students that were nonverbal, I only had one student that, well, maybe two now, but that you sign language and it was very challenging. So this would have been really appropriate for me. And I think if I was going through my supervision and taking it a step further to use it for STT for man training and how I'm going to use this within behavior analysis, I think is, is certainly a mode of communication for a lot of clients. So, I guess the overall answer, if you, depending on what the training covers, if it's going to talk about using it as a mode of communication and taking data, all of those things, we would count it, but if it was just to learn new signs and maybe not as kind of the impression that I'm getting, and reading some comments from the audience, kind of the same thing. yes. So, alright, let's go ahead and move on. So code 5.05 is communication of supervision, supervision conditions. And you're going to want to provide your supervision conditions before you start supervision or right when you start supervision. So this is providing
- Amanda Fishley: [01:29:02](#) A clear written description of the purpose, the requirements, any kind of evaluation criteria that you're going to have throughout supervision and the terms of supervision. And this is important. You don't want to get started with supervision and your supervisees not know what supervision really is. I think it's just meetings. You get to talk about literature and that's it, there's a lot more to supervision and building their skillset than that. So making sure that they know that on prior to the onset



of supervision is critical. Here's an example, setting clear expectations on how to evaluate the supervisees could be require scored video evaluation every two weeks. That'd be very ideal. So supervisees must receive a passing score to move on to new performance skills. So making sure that they're taking your feedback, they're learning something new before you move on to another skill set, I think is, a really good example of how to evaluate your supervisees.

Amanda Fishley: [01:30:03](#)

Okay. so tying this back and context and real world, here's a case scenario. I was assigned to a new case over the phone. I was told what school to go to in which classroom and what time it said, I'll send you what behavior program as an email attachment later today wrote my supervisor. The email never arrived, even though I left a voice message and two text messages, I reported to the appointed school and classroom on time as directed approach, the teacher identified myself and asked if she had a student for me to work with. She pointed to a boy in a back row who had his head on his desk and was sobbing. I really didn't know what to do. So I sat next to him and tried to provide some comfort. Is this an ethics violation? And what actions could or should the supervisee take?

Amanda Fishley: [01:30:48](#)

And this is I think the, challenging part and most concerning part about the situation is the, um, lack and miss opportunities in this situation. Meaning the, the student isn't getting what he needed, so he's not receiving appropriate intervention. And then the supervisee is not learning. So in this situation I would approach my supervisor, explain, what happened. And of course things come up, we know as supervisors and even supervisee as things come up. And, but I think technically it could be an ethics violation, but making sure that this doesn't happen again. And I think approaching my supervisor about the situation is what I would do.

Tara Zeller: [01:31:33](#)

I think we're, you know, talking in general about what's a violation and what's not, and you know, everybody is gonna come from their experience and have a professional, perspective on it. And let's just say, we did determine that this was an ethics violation. I think it's important. Just, I kind of want to take a pause really fast, to do exactly what you said, Amanda, make sure you talk to the supervisor or before we take



- Tara Zeller: [01:32:00](#) It to the next level and make any kind of report, unless we're dealing with a really severe case of, you know, a major ethics violation, but in a situation like this, I think making sure that best practice is to go to that supervisor first and give them an opportunity to fix it or know that we feel this way about it. I think that's just a good business practice in general. You know, being that we are talking about possible ethics violations, just to make sure that we don't, don't go over the next level before we address it at the appropriate location. Cause sometimes, you know, like you said, it could have just been on series of unfortunate events and you just need to have the conversation with them. You know, I don't think we should jump into reporting it, you know, maybe make a note of it and make sure that we record reconcile it to,
- Amanda Fishley: [01:32:52](#) Yeah, I completely agree. I don't think even if you feel like it could be an ethics violation and your first action should never be, I'm reporting it right to the board, make sure you approach the **press** and try to remedy the situation before it gets that far. And then if needed, you know, asking to switch supervisors.
- Karen Chung: [01:33:11](#) So overall in terms of violation of the ethics code, you really have to really try to understand, is this a reportable violation? Obviously you guys all have common sense. You can make that determination, but if it actually gets to the point, there's a process that the board has in place, but the recommended process and the best practices would be your first step is never to go file a complaint. Your first step is to try to address it person to person. And if the situation isn't improving and if the ethics violation is egregious, then you probably want to move forward.
- Karen Chung: [01:33:45](#) And it is your responsibility to actually file a complaint and lodge a complaint with the board. And what happens is, you know, keep in mind that this is not anonymous. So if you're going to go through the process of actually filing the complaint, the other person on the receiving end is going to know, you know, who actually filed a complaint against them and the nature of the complaint. And so board receives that they go through, they have the committee that reviews it and there's a couple of different actions that will come out of it. And so the remediation, they have remediation in place. So the first thing that the worst, the worst thing that could happen to you as a



person that gets reported to the board and commits a violation is to get your certification yet. But that's like the last and most drastic step that the board will take.

Karen Chung:

[01:34:32](#)

And so if it's really important, and I think a lot of these ethics violations go there are noticed and they are recognized, but they are addressed because oftentimes it's human nature. You don't feel comfortable sitting down with somebody and saying, Hey, you know, I observed this, let's have a discussion about this, but it is your responsibility as a BCBA under the ethics code. And just as a practitioner, **no, to** point things out when you're seeing things and try to make the profession better. No, overall, if you all take responsibility for making sure that you're all performing at the highest level that you can possibly perform and you can't get there without constructive criticism or constructive feedback. So moving right on, stick it up, providing feedback.

Amanda Fishley:

[01:35:20](#)

So code 5.0 six is providing feedback to your supervisees. I'm actually going to go into more detail about providing feedback and giving corrective feedback and have challenges with that. But, just real quickly behavior analyst, design feedback, and reinforcement systems in a way that will improve your supervisee performance. This can be through providing documented and timely feedback, and on an ongoing basis. And again, I'll go through, providing feedback a little bit more in detail in a little bit. And then also designing assistance to obtain an evaluation of how, your supervision activities are going is really important. And then supervisors should have a clear method for supervisee or supervisors should have a clear method for supervisees to evaluate their supervisor. yeah, obviously that's, really important, especially for both the supervisors and the supervisees, cause we want them to be getting effective supervision and we want to make sure from, from their end it's, everything's effective. Cause even if the clients are making progress, they might still be hesitant about something. And that's important for us to know that. So an example would be a supervisee is complete a survey every six months, giving feedback about the supervisor's performance and that could either be directly to the supervisor themselves. Or, if you work at an agency, it could be provided to the agency instead of **directing to the supervisor**



- Karen Chung: [01:36:48](#) Hey Amanda, I'm going to just, I think we're going to skip over this. So here's a situation in which the supervisee is not really taking the supervision serious, you know, seriously and saying that they're doing certain things when they haven't. And all I wanted to point out, I think about this is that as soon as you are taking coursework to become BCBA BCABA, or you become an RBT, you fall under the codes. So the supervisees then have the same sets of obligations and responsibilities as to the supervisors. And so I'm going to leave it at that and just move on.
- Amanda Fishley: [01:37:22](#) Okay. And then if I would in effect of supervision, which we built to sort of throughout, but designing systems. So this isn't just a quick survey and you're done, but actual systems to obtain ongoing evaluation of how your supervision is going. So we've kind of talked about this. This was, I think, in the last slide, but, making sure that you have systems in place to evaluate your supervision is critical. You can do this through trainee performance via direct observation. So maybe you have a scoring sheet
- Amanda Fishley: [01:37:56](#) Making sure that they're making progress or taking your feedback. And it's not, it's also not just them taking your feedback, but making sure that you're providing quality feedback and in the right way, evaluating the trainee satisfaction with their survey, maybe they could take self monitoring data using a checklist, again, monitoring and evaluating client performance data. And then this one I found interesting and, is soliciting feedback from a colleague. So even someone who can give you feedback, on how you're giving feedback or how you're supervising would be really valuable. Okay. So if you're a new RBT and you work at a center and you don't feel like you're getting adequate supervision, how should you handle it?
- Amanda Fishley: [01:38:52](#) Or if you're, excuse me, if you're not given the appropriate format to provide feedback on your supervision. So if you're getting to provision right now and, you don't have a format to be able to give feedback on how the supervision is going. We can just share your thoughts real quickly.
- Karen Chung: [01:39:14](#) Let me share my thoughts. And so just go talk to them, although it is, I understand that sometimes it's very difficult, especially if



the supervisor or which in often cases is your boss and you need the job. Okay. So that wasn't as much.

Amanda Fishley: [01:39:33](#)

Right? Like we talk about having we trainings for supervisors to give training and then we do, but I think supervisees would benefit on, having some more experience and some trainings in this area as well.

Karen Chung: [01:39:51](#)

**Where are you going to** move on anybody, if you can chat about what are, what would be some delicate situations or a situation like that, which I would consider to be pretty delicate, or you are going to try to give some constructive criticism to your boss that they're probably not going to want to hear. No. How do you deal with that situation? Because it's very easy to say, well, go talk to them and easy to say, very difficult to do. We can't really spend a lot of time, but if you can, actually, if you have opinions, send us some emails or check or something, and we can maybe come back to this. Cause I think that there can be some practical advice that you can provide, you know, others that are listening. So moving on to why is supervision necessary and why have we spent an hour and a half so far talking about this?

Amanda Fishley: [01:40:39](#)

Yeah. So real quickly I took three quotes and I think these three quotes summarize really well. Why supervision in the field of behavior analysis is very necessary or quality supervision. So the first one is the purpose of supervisio is to improve and maintain the behavior analytic professional and ethical repertoires of the supervisees and facilitate the delivery of high quality services to the supervisee's clients. And the next one, they emphasize the, these authors, another really good research article to check out, emphasize the importance of developing a successful and mutually exclusive supervision model that aligns with, with **shook Johnson and Mellon chance,** notion that every certificate should represent behavior analysis positively due to the fact that each interaction new interaction is an opportunity to impact and support the field. And behavior analysis, I really, really liked that. And I think it's so true. But it, it sort of speaks for itself so,

Karen Chung: [01:41:38](#)

Well, actually it doesn't to me, I'm sorry, but I'm not BCBA, well, what's the definition of the mutually exclusive supervision model. Do you know what they're talking about?



- Amanda Fishley: [01:41:47](#) I think they were talking about being both beneficial for the supervisor and the supervisee. So when we provide supervision as a supervisor, we are benefiting as well, we're growing professionally, and we should be growing professionally. So it shouldn't be mutually exclusive. I'm pretty sure that I'd have to reread the, you know, exactly what they meant by that. But I think it should be a mutually, mutually exclusive relationship.
- Karen Chung: [01:42:12](#) Okay. Thanks
- Amanda Fishley: [01:42:16](#) Then the last one, 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 in his practice. So just, I think the impact that these, bring is, is that you're not just impacting the supervisee you're, you're affecting the whole field of behavior analysis as a whole. And each new interaction you have is an opportunity, to impact it positively. So I think that that's, it kind of sums it up.
- Karen Chung: [01:42:48](#) Okay.
- Amanda Fishley: [01:42:51](#) So let's quickly talk about RBT supervision. Why is this necessary?
- Amanda Fishley: [01:42:58](#) Alrighty, so RBT is why is this necessary? So we know that RBT is where the registered behavior technicians they're responsible for the direct implementation of behavior analytic services. And I think when we're talking about direct care staff in general, require it requires close and ongoing supervision, per the BACB, they're not to design or create interventions or assessments. They're also required to receive direct supervision, either from a BCBA or BCABA, and talking about the requirements real quickly. They require a minimum of 5% of the hours that they implement behavior analytic services per supervisory period, which is one month. They must have a minimum of two face to face meetings per month. And then one of those must be a one-on-one meeting. And then one meeting must be an observation of the RBT working with a client, and then we have a little bit more information about why this is necessary and Julia, your experience will be valuable to share here as well.



Amanda Fishley: [01:43:59](#) But some additional thoughts on that. So when you're working with individuals that are direct care, um, we know that it's very common to have treatment drift that interventions vary from, the onset of the training or how they were designed. So providing supervision to RBTs as necessary to, the treatment integrity. Also when you're working with direct care staff and RBT is this is a really great opportunity. I mean, it's mandatory, but it's scheduled feedback opportunities, not just for the supervisee, but for the supervisor. It's an opportunity for the RBTs ask questions to their supervisor. They have that one on one meeting time. They're getting observations. They can ask questions about programs or behavior intervention plans that may, they may have questions about, or things they want to role play. So it's a really nice opportunity and sets the stage for those questions to be answered.

Amanda Fishley: [01:44:51](#) And then also for the RBTs, it's an opportunity for them to continue enhancing and growing their skillset. And we all know that, people that are working with clients are RBT. They have various levels of experience. Some of them are just coming out of high school or college, whereas others are, they've been in the field for 10 years and they're just going back to get their certification. We also know that no one client is the same. So if they're implementing these interventions, it's, some of them are, can be pretty complex as well as considering the complexity of behavior that we can experience in any given day with any given client. So those are some reasons why RBT supervision is necessary. Julia, do you want to share any of your experiences as a RBT and how your supervision went and would you agree that it was nice to have this scheduled feedback opportunities?

Julia Vormittag: [01:45:46](#) Yeah, when I was, directly supervised by, I actually had clients from the caseload of three different BCBAS, during my time as an RBT. And so just start, I guess it was different, different types of feedback. The amount of feedback that was given was different for each supervisor that I had, which is something that I took into consideration before becoming a BCBA myself. But I found it to be great that since we are a clinic, based or center based, the BCBAs are always there. The office is right upstairs. They're always there, if you have questions. Like I said, we supervise each technician who works with the client for at least one hour a week. So if a client works with three different technicians in a week, we're going to go ahead and supervise



each one of those technicians for at least an hour, because that not only helps with reducing treatment drift, but it also opens the line of communication among those technicians who share a client.

Julia Vormittag: [01:46:59](#)

If they're all receiving that one on one supervision, at a minimum of an hour a week, and that was the same, same scenario for when I was in that role, as an RBT, it was wonderful to have, you know, every single week I'm going to have an opportunity to talk one on one with the BCBA, address, any, program changes that, the BCBA might have, talking about, Hey, you know, I, you know, looking at the data, this might not be working. So it was a good opportunity to, for us to, make suggestions, and let them know, Hey, this may or may not be working. And I thought that was great. And as a BCBA now at the, at the same place, that I was able to work at as an RBT, it's wonderful to have technicians make suggestions and let you know, Hey, I've noticed, you know, the past few days, maybe their electronic data hasn't been entered yet, but this doesn't seem to be working or can we make changes. And I think that it's our job to make ongoing changes and make those changes when, you know, a child is not making progress. It's not just our job to monitor, but it's to evaluate and analyze and make those ongoing changes. And I really think that, you know, having your supervisors there and available to always ask questions is only going to help in terms of, making necessary adjustments,

Karen Chung: [01:48:50](#)

Quick poll on the audience and panelists as well. How many RBTs are you currently supervising? If you guys are actually supervising RBT, then I'll move on, but I'd be interested in that information.

Amanda Fishley: [01:49:06](#)

A couple people said, five, two people said one,

Julia Vormittag: [01:49:14](#)

Yeah, I supervise 13. And that, but that's, that's my full time job,

Amanda Fishley: [01:49:21](#)

somewhat eight, not quite sure.

Karen Chung: [01:49:24](#)

What was that?

Amanda Fishley: [01:49:26](#)

So that's good. I guess that's pretty close to eight zero three six, Approximately 17.



Karen Chung: [01:49:36](#) Oh my gosh. Interesting. I'd love to be able to delve further into that, but we don't have time. So BCABA supervision, these are for people that are already certified right?. Yeah. As BCABA.

Amanda Fishley: [01:49:50](#) Right, exactly. So just so that we're all aware, this took place, this was, in several newsletters coming up into the change, but it was effective as of this year, but, the BCBA supervision. So now BCBA is a required, the requirements for supervision post certification have changed. So now they, during their first 1000 hours of post certification practice, they must be supervised at least 5% of the total number of behavior analytics service hours that they provide in that month with no less than one hour of supervision every two weeks. And then that changes, after the 1000 hours of post certification, but their ongoing certification requires 2% of the total behavior analytics service hours that they provide in that month. But BCBA that were certified before January 1st of 2017, are exempt from the initial 5%. So just being aware of the new standards, and this is outlined on the BACB under the standards for supervision of BCABAS

Karen Chung: [01:50:56](#) Seems complicated to try to track that.

Amanda Fishley: [01:51:00](#) Yeah. So **that'd be ACD** provides this, cheat sheet, I guess, on, how, and Karen mentioned looks a little complicated, but this hopefully is a good, a good tool to use and replicate if you are, trying to keep track of that. And they give you a little cheat sheet about how many hours you would need of supervision, if you're in the 2% or the 5% category, and then a little bit of a system on, how to track those hours and longer supervision dates, which I think would be really helpful and that's available on the website. Okay. So let's talk about some impacts and difficulties in supervision, and we've alluded to a lot of these throughout, but obviously, you know, when there's best practices in supervision that you're providing, you're, you're going to produce better qualified practitioners. And hopefully this means that you're going to have the ability to maintain high standards uniformity across the board, among practitioners in the field.

Amanda Fishley: [01:52:01](#) And this is important. We've alluded to this as well, but better outcomes for the field as behavior analysis as a whole. So unfortunately, you know, there are some behavioral analysts that, you know, practice on ethically. And I think that happens



in every profession, teaching medical field, and that can really skew someone's representation of behavior analysis. If they're only seeing it through one BCBA or one person that's in the field. So knowing that we're providing supervision and it's quality supervision that our supervisee is likely to represent our field is really important.

Karen Chung: [01:52:37](#) And then also knowing that, sorry. Yeah, let me just interrupt for a second because I think that putting it in context is really important. The,

Karen Chung: [01:52:46](#) There's only 25,000 BCBAs in the world, about 20, 3,000, 2000, maybe here in the United States, you compare that to speech therapists, there's over 200,000 Asha members. So speech therapists that are out there probably about the same number for psychologists and social workers and such, so an impact of somebody representing the field when they're not living up to, you know, they're not doing what they're supposed to be doing and not being effective. It has a much broader implication than it would in any other field, because it's such a small group of pupil, and this is still a nascent, you know, and I kind of upcoming trying to legitimize and becoming legitimized by behavior analysis. And so I think that I can't even get to emphasize to you the importance of making sure that supervision programs are generating the types of BCBAs, you know, creating the types of BCBAs who can best represent the profession because it's a small profession and every single mistake that you guys make or, you know, anybody who's part of the community makes it's going to stick out like a sore thumb, especially if this is happening, when you're interacting with another profession, like a speech therapist or occupational therapist and such.

Tara Zeller: [01:54:04](#) Karen, I love that you said that it makes such great sense. One thing I wanted to interject for a while is, the power of behavior skills training. If we have an opportunity to model a best practice versus teaching, on paper or in a setting that doesn't include the client, or, or we could just do a, you know, a scenario that we make up, but the ability to model a best practice and then have the practitioner do it in front of us and then provide feedback. There's so much value in that versus even giving constructive criticism in the moment they, they



both have value, but I, I really try to utilize a behavior skills training and modeling as best I can in my supervision.

Amanda Fishley: [01:54:52](#) Yeah, absolutely. And, behavior skills training is actually listed in the supervisor training curriculum, provided from the board as a means to be an effective supervisor. So that's a good point that you bring up Tara.

Amanda Fishley: [01:55:05](#) And then also knowing that how you provide supervision is also going to affect how your supervisee may be providing supervision in the future. So at the beginning we talked about things that we wanted to change that maybe weren't so optimal about our supervision experiences. But we also remember that the good things that our supervisee or supervisor supervisors present, and, so demonstrating and modeling effective supervision will produce good supervisors in the future, which is obviously very critical. And then we've talked about this as well, but better outcomes for clients. And there's an interesting study by Dixon and colleagues says in, you should check it out.

Amanda Fishley: [01:55:44](#) But they found that client outcomes were related to the qualifications of the supervisor, such as a PCBA and the years of experience as a clinical supervisor and not related to the amount of supervision or the supervisors caseload size.

Karen Chung: [01:55:58](#) Well, that's interesting. Okay.

Amanda Fishley: [01:56:05](#) So we're gonna talk about supervision difficulties that were outlined in the Hartley, Courtney Rose warm in LaMarca 2016 or Ross from, 2016 article. And I know there's more so we can talk about any other supervision difficulties that you have. I'm going to go through these and these, they outlined the inconsistency of learning opportunities. And I think this is a big one. I know, as a supervisor, I worried about this a little bit, in the setting that I was working at, but, they do recommend learning behavior, analytic concepts, and principles in an academic setting. And then focusing on the applied aspect, of the science in your, your field work experience that you're getting, or during your supervision. And when I think of inconsistency of learning opportunities, for example, I'm thinking of teachers I would supervise, that were implementing, ABA services throughout the day, but they had, a desire to want to do more throughout the day, such as run and April's assessment and do other things,



but they had, little opportunity with the clients that they had available to them to do that.

Amanda Fishley: [01:57:14](#)

So, I mean, we can role play that all day, but it's different when you actually do that with a client and you run an assessment. So I know that that's probably pretty prevalent. You don't always have a learning opportunity to learn about, even the specialty, the specialty subset. So PICA, even sexualized behaviors. We don't get a lot of information in our coursework about things like that. And I think, having in getting that experience is very valuable, but having, having that opportunity might be a little bit more rare. And then another thing is the supervisor, you respond the supervisor responsibilities. I think it's very uncommon to have a supervisor that only does supervision and doesn't have maybe a full case load of clients themselves. Maybe they're even running a business, such as Tara. And it's, it's hard to find someone who, has time to take on, the responsibilities and all the facets that go on with being a supervisor. So BCBA practitioners are very focused on implementing the behavior analytics skills and not necessarily on the teaching methods of how to, how to train a trainer, right. and again, the focus should be on how to implement the knowledge in a meaningful way,

Amanda Fishley: [01:58:31](#)

And then the lack of opportunity for supervisee to accumulate indirect supervision hours. And again, I've had the same experience when I was working with, supervisees were working full time that, we're working either as teachers or doing other responsibilities. They may not be able to get as many indirect supervision hours as they need. Cause we know that they can only accumulate of their direct hours and we can be accumulated for 50% of the hours, in their supervisory period. And if this all sounds confusing, it's because it is, even my supervisees they'll get confused about it. But your indirect hours have to be 50% or greater. So if you're working full time and you're accumulating those hours, but you're directly with kids, having the opportunity to step back and do indirect supervision hours might be harder to find. And as I continue talking, if you guys want to just chat on suggestions that you have to supervisees, I think that would be valuable. And I'll go through the last point here. And that is, low number of supervisors advancing to BCBA positions. So they said the concern that supervisee is won't be able to advance in positions



at their current companies. Panelists. Do you guys have any thoughts on those difficulties that there might be a couple more of the fit here?

Amanda Fishley: [01:59:57](#)

Okay. We'll go through the last one and then I'll open it up to our panel. And then the lack of time. So again, in RBT, the BCBAS in clinical settings are very focused on applying the behavior and analytics skills and they might have full case loads, which makes much less time to teach the skills. Many of them also have billing quotas that they have to meet, which might make it challenging to them, for them to provide supervision. And with this lack of time and, a full schedule that might mean that supervision might be poor or unstructured. I know there's probably other issues. And can you guys relate to some of these difficulties that were outlined in this research study?

Julia Vormittag: [02:00:35](#)

I think,

Tara Zeller: [02:00:40](#)

one of my, Oh, go ahead. Sorry.

Julia Vormittag: [02:00:43](#)

I think one of the things I struggled with initially, when I was pursuing, maybe BCBA, in terms of the indirect supervision hours was initially I was worried about accumulating enough of those because I did do a lot of the direct treatment. And so I knew that I'd get those hours easily, but what we have set up at, our organization is we have opportunities for some of our behavior technicians to become lead RBTs. And with that, what they're doing is training new incoming staff on the foundations of ABA and using some of those, the role modeling techniques and, all of that, which we usually takes about four weeks. We do two weeks of foundational, training. And then about two weeks of, observing,

Julia Vormittag: [02:01:40](#)

The technicians, the training technicians with clients and then role modeling. And then again, the last week we have the trainees work one on one with the clients, get in the moment feedback so that we're able to have a new staff who has that foundational knowledge. And I was lucky enough to be a lead RBT, um, while I was pursuing my BCBA. So a lot of my indirect, hours came from training, new staff, as well as other things, you know, helping with assessments and report writing. But the majority of my indirect was from training.



- Tara Zeller: [02:02:24](#) That's a really neat model, Julia. I think, you know, my experience working in the clinic setting, uh, I think at the most I had nine people that I was supervising and that became really challenging while still maintaining the caseload and finding those indirect hours was challenging. I think it becomes really important to come up with a solid process. I think that's going to be our best friend. I think we should share those processes with each other whenever we can. I love the idea of a lead RBT model because then you're getting into the train, the trainer, the more people that can reach out and offer help and knowledge to better. But yeah, the indirect hours, they, they start to get a little bit more difficult to find, especially when everybody's hourly, because you have to bill for those exact hours.
- Tara Zeller: [02:03:17](#) So it's almost like you have to have a floating salary position to, to help out with that, but, you know, how are you gonna flip that? So think a process is your best friend.
- Julia Vormittag: [02:03:28](#) Yeah. Right. And I think another thing that might help too, is we recently restructured it again to where we have level one level two level three RBTS and then lead technician positions. So people, because a lot of the feedback we were getting and we talked About earlier was people sometimes feel in this field, they don't have room for growth. And so we set it up as a tiered sort of position process where you can be a level one RBT and apply to become a level two. And through that we do, peer review, give ongoing feedback and let the technicians know, you know, whether or not we think they're ready to move up. And I think that allows sort of a stepping stone for them to be able to get to that lead RBT position and help us provide quality training for incoming staff, on a larger basis, which is nice.
- Amanda Fishley: [02:04:23](#) Yeah. I, to just address some of the questions that we have, someone asked if we could elaborate on providing the supervision in a sense to a school district or to a school, versus just a clinic setting. And, I can share my experience cause I provided, practicum experience in a school setting and it was challenging to, not necessarily provide the supervision, but be able to work with my supervisee is in terms of, allowing them to get out of the classroom and, get other experiences because they, the school that I was working at, the, the teachers were working with their classrooms. So they're very familiar with



their students obviously. But getting them a variety of experience. So I had, I had teachers that were working with very small kids that were very interested in working with kids that needed functional communication training. It just wasn't there, the students that they had, but they had a job and they had a requirement to teach those kids. So finding opportunities and coordinating schedules that I could pull them out. Obviously more than one time on several occasions meetings and other things, it became complicated, but, it didn't end up working out.

Amanda Fishley: [02:05:37](#)

But one of my concerns for them was, you know, limiting their experiences to just being in the classroom and it's ultimately their, their choice. If they want to continue supervision in that setting or pursue another supervisor outside of the school, when they made me do a different position. But I did find it challenging, you know, what I wanted to pull them to do, observations to, to sit in on parent meetings, but the pull a teacher from a class and these teachers were teaching kids with very high need, behavioral concerns to pull them from their classroom, logistically was challenging, but then thinking of their, their students and the clients that they're serving, and their best interests. So I had to keep all of those factors in mind. But another question came up or what are some examples of indirect hours and how you could track it?

Amanda Fishley: [02:06:27](#)

For my supervisee is we did a tracking sheet where they tracked exactly what they were doing. Once you get going and understanding what counts as direct hours and what doesn't it helps. So direct hours are the ones that you're spending working with the clients. The indirect hours can be various things, but they have to be behavior analytic in nature. This can be reading, research, creating data sheets, creating systems. So creating interventions, writing up assessment reports, those all count as the indirect hours. So it can be a little confusing and that's where the modules are helpful, but some things are not as clearly outlined as maybe we all would hope them to be. So I think it's totally understandable that all of us have questions about it. I know your supervisees probably ask you to clarify and explain how did these forms work? What are, what counts as direct, what constants indirect, not to be confused with direct hours with your supervisor versus other director hours. So this just, there can be some confusion there, but I know that, that, you know, the outline of the supervision difficulties are



prevalent in all settings, whether it's a school and agency, remote, I think they all, I think it applies to all of those settings,

Carrie Hooghe:

[02:07:46](#)

I think with the changes to the indirect hours and you know, how things like training can't be counted as, you know, indirect hours anymore that made things difficult for our agency and our staff. So I went to having, you know, monthly assignment, well adding monthly assignments in regards to research and graphing so that I was trying to help support them and doing the things that they needed to do. And that was some of the adjustments that we had to make when they clarified indirect hours, in November. Cause those, even though they were clarifying to us, it felt like quite a few changes, had occurred. The other thing I had to sit down and talk about, with my supervisees is that, and I understand they have a rush. They want to get to the end goal as soon as possible. And you know, in your, in the master's degree programs that you know, they're done in 18 months and they want to be ready to sit for the boards. And so we have lots of discussions about how this process is going to go. And the fact that 18 months is probably not enough time, to get in the field work that you, that you need to,

Amanda Fishley:

[02:09:00](#)

Right. Yeah.

Karen Chung:

[02:09:05](#)

Okay. Amanda, I'd like to finish up with the slide, the impact of poor supervision, and then we'll take a quick break and then come back.

Amanda Fishley:

[02:09:12](#)

Okay. So as you can probably guess, um, there are very negative impacts to poor supervision and that's why we're all here to, to improve those and continue to improve our own skillset. Um, so some impacts of poor supervision include limiting. Our supervisees have limited repertoires of skillset. So they might be not generalizing their skills or their not maintaining. They also might not learn to problem solve and make decisions and novel situations. So we'll talk about this soon, but actually directly teaching them to problem solve and make decisions will be really important when you're providing supervision. Unfortunately, this also results in poor services provided to clients which can result in lack of progress or even harm. And I hope that's never the case, but as a supervisor, just



remembering that oftentimes what we say, our supervisee is considered as fact.

- Amanda Fishley: [02:10:08](#) So if we're giving bad information or false information or we're, we're providing supervision and areas that we're not competent, and our supervisees take that as fact, you can probably guess that that's not gonna, be a very good situation for the clients that they're serving. And then once in the field, there's few opportunities to fix the problem. We all value professional development and getting experiences and mentorships I think is super important, but there may be lack of opportunities to pursue those things and actually receive those things. So we might not be able to fix the problem or even fix it completely. And then supervisees then do not learn to become adequate supervisors themselves. So if they learn from a bad supervisor, they may repeat the same things. And remembering that the supervision received impacts the supervisors that they will be in the future. And that that's a big statement. We don't always think that far ahead, but it is certainly is true. And then unfortunately, and then the supervisees may engage in unethical behavior and I think that's, unfortunate, but that could be a worst case scenario.
- Karen Chung: [02:11:17](#) Okay. I think we'll stop at this point, took a couple of minutes break and then come back. Okay. Thanks.
- Speaker 6: [02:13:31](#) [inaudible]
- Karen Chung: [02:14:03](#) Okay. I'm going to move on Amanda, if you don't mind.
- Amanda Fishley: [02:14:08](#) Yeah, go ahead. Yeah, we have a **lot hotter** yet.
- Karen Chung: [02:14:10](#) Okay. Supervision landscape locally. Let me stop at this point. And just, there's a lot of discussions that we've had a lot of great practices panelists. Thank you so much for your contribution. You're doing exactly what I hoped you guys would be able to accomplish. We're going to go into more of a structure, best practices model. And because we want to leave you with something that was more concrete, as opposed to going through. And if you think about the code and the ethics code section 5.0, and if you did everything that it said that we're supposed to do, that would be considered best practices, right. But it's still not a manual. It's still not a guide. There's a lot that



is left to interpretation. And so, you know, having this discussion, I think it's very important and I'm trying to remove some ambiguity and then establishing some standards across the board because as you know, standards are very important, so quickly supervision landscape.

Karen Chung:

[02:15:02](#)

Okay. Well, what are the biggest issues? Well, what we're running into right now is that we have a shortage of supervisors, I guess I would say it's an acute shortage of supervisors and the market is facing lack of supervisors. So as I've mentioned, they're 25,000 RBTs or 24,000 RBTs, but now need to be supervised while he was going to supervise them because we had a shortage of supervisors to begin with anyway, without the RDTs greater levels of liability that is pushed onto you guys as supervisors. So there's probably a percentage of you guys would say, I don't want to supervise because there's too much liability for me. You know, I can go out there and get a job in a split second. So why would I want to do that? So I think that that makes for a very difficult situation right now, much higher demand for BCBAS, as you guys know, depending on what area.

Karen Chung:

[02:15:50](#)

And I don't even think that it matters where you live anymore. You know, there's a lot of unfortunately poaching that's happening from agency to another agency. BCBAs are incredibly marketable. So that works against, you know, us building up a really strong supervision or supervisor infrastructure that we need. And time, we talked about time, you know, lots and lots of situations where everybody is completely overworked. And to the extent that I think that anybody that takes up the responsibility and, you know, to be a supervisor, they'd want to do a good job, but there's a lot of different factors that are working against you. And first and foremost time, and as I've mentioned, small universe, so going into my favorite section, what I find really striking looking at the field and the profession at a very macro level is just how small the universe is.

Karen Chung:

[02:16:42](#)

And this information was taken from the BACB website. It's very current. This was as of yesterday. And so we have the **BCBA, STC BADs and BCABA the RBT** is relatively new. You guys know it's only been around for the credential spin around and actively, I think, adopted for about two years or so. Two, two and a half years, let's say. So what's striking to me, is that within a very, very short period of time, we went from zero to 21,000. So it's



21,500. Last time we looked at the data was I think the latter part of last year. No, actually I think it was like February of this year. And the number of RBTs was about 18,000. So since then it's grown several thousand. And if you think about the number of implement implementers and the racial ups supervisor, so BCBA to an implementer in, I think that it'd be, I think I'd be relatively accurate in saying it's probably one, one to 10.

Karen Chung:

[02:17:42](#)

And so this number is going to continue to grow and grow and grow and the number of BCBAs and the people that are eligible for supervision, isn't going to grow at the same level. So we are experiencing some pretty significant disconnect in the marketplace. And we, I think collectively as a group, we need to come up with a system or process so that we can start to tackle away at this issue, which personally, it's just a very, very difficult situation right now. And just quickly say 21,000, you know, I said about 5% of the BCBA population. So including BCBA D BCABC, BCABA, you know, majority of you guys actually, you know, are BCBA is 21,000. Then you have about 10% of the population who are BCABA D probably do not supervise. And BCABAs were only able to supervise our RBTS. There is 21,000 RBTs. That's a big number.

Karen Chung:

[02:18:44](#)

We're not going to get into international situations, but you can see very, very clearly looking up here that United States, we have 44,732. So that is over 90%, 94%. It looks like all of the distribution. So outside of the United States, we have Canada where there's a pretty good number of BCBAs, but it's all relative, isn't it. And then you start going down the, the countries and it becomes a very, very difficult situation. Something that we're not going to get into it today because we don't have time is I find it really interesting in this country here in Georgia, we have two BCBAs As yet we have 29 registered behavior technicians. So some of the, when you start to compare numbers, there's some interesting trends that are happening, but, wanted to leave you with that just to demonstrate how critical a situation, wherever right now, in terms of what the requirements are and what's really available in the marketplace.

Karen Chung:

[02:19:48](#)

Oops. So here we go again, putting it in context that the world population is seven and a half billion, and we're using a estimated prevalence rate of one out of 100. We're making an



assumption, right? That there are 75 million people in the world on the spectrum of some sort and as a professional, as a group. And I'm just talking about the BCBA's right here, BCsBa, some BCBA-Ds, there's only 26,000 of you trying to cover, let's say 75 million people where there's a huge problem and a huge disconnect. And so, you know what? This points out to me as this number isn't going to grow. I don't see us going from 25,000 to 200,000 and the next couple of years, that's just not going to happen. Which means that the practitioners that are out there practicing need to be exceptional at what they're doing, and they need to be exceptional at providing exceptional supervision.

Karen Chung:

[02:20:41](#)

So that the next generation of BCBA are coming out are know they're quality. They're able to deliver quality services. And as Amanda mentioned, they're able to offer quality supervision to the next generation. And it was just kind of a breakdown less than 10% are BCBA D and less than 10% of the total population are BCABA. So how do you increase capacity? Well, one way to increase capacity is the interdigitation and that's what we're trying to do right now. We've been working on developing a supervision curriculum for think it's going on about a year. And the reason for doing that is to provide some sort of a platform and a system that can be adopted universally. And once you have a system you adopted, obviously, as you guys are working through the process, you're going to make changes as you go along, because you'll find different ways of doing it, but having some sort of standards across the board, because it just makes it real quick.

Karen Chung:

[02:21:41](#)

Adoption makes it really clear, especially for newbie supervisors. So you have something to look back on and, you know, you have a framework of some sort that you can follow. Technology is an absolute friend of ours. We're talking about Google calendar. That's just basically scratching the surface, right? With properly leveraging technology. You can create greater efficiency can also connect with the rest of the world. I mean, a special learning has customers in over 90 countries. We're able to connect with every single one of them and they connect with us through use of technology. And if you use technology properly and you do time management, well, then you minimize waste to time. So I'm going to have to move on because this a special land customers of 84 countries,



Karen Chung: [02:22:26](#) We're up to 90 some countries right now. And this is what this is supposed to illustrate to you is the fact that every single little dot over here, there's somebody out there who has taken one of our ABA trainings. So that's only 80 some countries. I don't know how many total countries, there's about 150 countries. So when I think about, you know, when I talk about, think about things in a global context, so, and we make decisions here in the United States, but we also have to take into consideration. There are a lot of people, more people living outside the United States, where you have like virtually zero services as you saw the numbers. And when we're thinking about doing certain things and making changes in establishing standards, we have to take the entire world into consideration of the needs, as opposed to just being very insular and really focused on know, what do we need here in the United States? And this point, I think I'm going to push this onto you. Amanda, you can take over and talking about standards for best practices.

Amanda Fishley: [02:23:27](#) Okay. Yeah. Thank you for sharing that. I think, it definitely puts it in perspective for all of us through our, here in the U S and working here with, a lot more resources. And I think I wanted to mention real quickly when we talk about being a competent supervisor, it's not just in the areas of ABA, but also in areas that are cultural and related to different cultures, I think is also important. Okay. So you've heard me references a lot, again, check it out. It's available as a downloadable from this presentation, but also on the BACB website. But they outlined the important features of supervision. Then I'm going to go through, and these are the minimal competency to supervisors, and I'm kinda, I'm gonna zip through this because I have a lot to cover, with our remaining time. And I hope to have to save some time for questions.

Amanda Fishley: [02:24:15](#) So real quickly, they outlined the establishment of performance expectations of both you and your supervisee. A description of how supervision will proceed again, as appropriate activities, and then any competent competency based tests of understanding that you're going to be giving contractual agreement. You must have this, and this will, this will cover the nature of supervision and your performance expectations in addition to a variety of things. And if you get on the BACB website, they have a sample contract that you could take a look at. So if you don't already have one use that example, try not to



recreate the wheel in this situation. Also observation behavior skills, training, and performance feedback should be, inherent to your training and supervision or shaping as dr. Bailey likes to call it. And I agree with that and then go over the review of written materials. So need data sheets and written plans. Having built in performance evaluations has, can be both formal or informal of your supervisee, and then also an evaluation of the supervision process and the supervisor provided by the supervisee. And again, it's, it's just as important

Speaker 2: [02:25:24](#)

To get, an evaluation of how you're providing supervision and how it's going. And then some, some additional considerations for training. And that is, the generalization of new skills. So again, when you're applying and providing supervision, remember to fall back on what, you know, how back in your training, and that is how you program for generalization. So we want our supervisees and their skills to generalize across settings clients and various targets. The strategies to program for these to incorporate in supervision, including, you know, this is what we learned, programming, a common stimuli training, multiple exemplars, and then teaching loosely. Those are ways that we program for generalization for our clients, but that's how we should also be programming for our supervisees as well. And then I really like this because it's something that it's easy to brush over and just assume that our supervisees have, or they'll pick up on.

Amanda Fishley: [02:26:22](#)

But that's, problem solving, problem solving and decision making skills. I have plenty of experiences to share here, but, as a supervisor, your supervisor is probably coming to you with a lot of questions. And, I want that as provides you that **County** with a lot of questions and I was answering them, but I realized, you know, she didn't have the problem solving the decision making skills that she needed, and that's, that's not gonna help anybody. She can't come into me forever. So it's really important to directly teach these and you can do this by, using examples that naturally arise, and actually systematically going through them or creating one. So building from your experiences that you've had take those experiences and actually outline the problem, have them and you guys together to find the problem, discuss some possible solutions and alternatives, and actually working through, the problem together and their



train of thought and thinking of it out loud can be really beneficial.

Amanda Fishley:

[02:27:21](#)

So again, weighing the pros and cons, that includes a cost analysis. So, how many resources are going to go into this behavior, change, implement the solution and then evaluate the results. I think it's something that, again, we might take for granted that they already have, but it's a really important skill. And maybe these are already built into your supervision, meetings, but not taking this for granted. And then this, this is an area that I think, is critical, but providing feedback to your supervisees and how to do it, cause it can be tricky, right? So we know performance feedback is effective for treatment integrity. It directly affects student outcomes. It's effective for changing behavior, especially when it's paired with goal setting. And it's crucial during the skill acquisition phase. There's various ways to provide supervision. I'm going to give you some guidelines here in a second, but this can be done verbally written in a video format. So maybe you're, modeling things or doing video modeling, modeling graphic. Maybe they're taking self monitoring data that you can evaluate and also formally and informally.

Amanda Fishley:

[02:28:32](#)

So here's some guidelines, your feedback should be frequent, especially in the beginning, make sure that you provide as much feedback as you can. You know, well, let me specify, you know, there's a fine line cause you want to give enough feedback so that you're effective, but if you're providing so much feedback that they start tuning you out, you're not effective. So, but providing enough supervision or feedback in a frequent enough to be effective, making sure that it's immediate. So if there's something you can address right away or give feedback on right away, it's going to be plenty more effective than if you wait two weeks at the end of your supervisory period and then bring it up as descriptive as possible. So if someone just says, Hey Amanda, good job, good, okay. But if someone says, Hey man, you know, good job with putting together, this data sheet, you, I think this data sheet will really be helpful for taking data on these two behaviors.

Amanda Fishley:

[02:29:28](#)

And you did a nice job training on them. I like how you did behavior skills training during your training with staff. That helps me to understand what was good. So making sure that you're



giving descriptive feedback will be very beneficial. Good job only goes, there's 101 ways to say good job, right? But providing descriptive feedback is very beneficial and making sure your feedback is both positive, positive, and corrective. So if someone is only telling you all the good things that you're doing, you're not going to be, you're not going to be making the gains that you need. And of course they should be recognized in the positive things, but no one person does everything correct all the time. So making sure that you're providing that corrective feedback, is equally, if not more important, when it's paired with positive and there's a little comic strip for you to look at at your convenience.

Karen Chung: [02:30:22](#)

So then I was listening to you talk and I thought, Hey, this just sounds just like ABA. Exactly.

Amanda Fishley: [02:30:29](#)

Yes it is. So real quickly when you're providing feedback, remember what you already know. And I think it goes back to providing supervision in general, but supervisees, they may need more praise and reinforcement in the beginning. So especially if they're new to the field, you might have to provide more ongoing feedback, make sure you recognize what they're doing well, because they might not know that they're doing that well. And then thinking about the ratio of positive praise statements to corrective feedback, and that's four to one. I can even be greater than that. They have people have to know what they're doing well, and if you're descriptive there again, it's going to continue to improve. And that's really important. And then just a quick question, have you given any positive feedback today? Why or why not? And there was there an opportunity that you may have missed?

Karen Chung: [02:31:23](#)

One of the panelists said in the beginning that they try to provide positive feedback? Was it every day? Okay. I thought that was a great idea.

Julia Vormittag: [02:31:33](#)

Yeah, that was me. I didn't, ironically enough, I didn't today cause I didn't have any kids to, I did a, an initial assessment, but yesterday yes I did. And tomorrow I will.

Karen Chung: [02:31:52](#)

Okay. I'm going to move on.



- Amanda Fishley: [02:31:54](#) Okay. So hopefully, you know, giving positive feedback, maybe it comes a little bit more naturally. Well, let's talk about giving corrective feedback. This is gonna be a little bit more challenging, but let's first look at what, what the BACB outlines and their supervisor training curriculum. So they recommend first providing an empathy statement, describing the ineffective performance, giving the rationale for the desired change in performance, provide instructions and then demonstrate how to improve this designated performance and then give them opportunities to practice and provide feedback, immediate feedback.
- Amanda Fishley: [02:32:30](#) So here's an example. Hi Emily, I enjoyed observing you work with Tyler today. I was impressed how neutral you remain 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 bips States that or his behavior intervention plan States that to provide choice opportunities throughout instruction. So try, you know, for example, you want the pencil or do you want the crayon? So let me show you some other examples on that. I'll have you role play with me and show me
- Amanda Fishley: [02:33:08](#) Pretty good. Right. So giving, a rationale, but while you're providing feedback, there was an empathy statement, making sure that you give them the tools that they need. So it's not just that. Yeah, you did that wrong. Try it another way. Let me show you and then you can, then you could show me and then you're ready to go. But so what are some barriers that you guys have experienced when providing corrective feedback? I know there's gotta be a lot of examples here.
- Julia Vormittag: [02:33:41](#) Okay. This doesn't always happen, but occasionally, I've had it where a couple of technicians and specific will seem somewhat sort of combative in terms of, when you're providing corrective feedback. And I think, you know, I don't think it's, you know, them outright trying to be combative. It's just more of a, trying to explain why, they may have been doing something in a specific way. And I feel like that that can be a barrier because,



- Julia Vormittag: [02:34:18](#) If, if you are experiencing that combative response or they're sort of, you know, trying to defend what they were doing incorrectly, it could impact them applying that feedback that they're provided and that behavior you're trying to help them with and help improve might not improve over time. If they can't accept that the corrective feedback being provided is actually something they need to work on. I would say that that's one of the biggest barriers I've experienced in terms of that also to having to take into consideration, the person you're providing feedback to some technicians that I work with are a little more, I hate to say sensitive, but, some of them don't take feedback as well as others. I mean, you have to be, conscious of who you're going to be giving feedback to and how to deliver that depending on the person.
- Carrie Hooghe: [02:35:28](#) Sometimes, sometimes I'll schedule meetings with people. So if I can see that they're getting frustrated or I know that they don't accept feedback as well, I'll schedule meetings for later. A lot of times too, I'll have people videotape themselves and then we can watch it there in the moment. Sometimes we have a feedback form so people can give self-evaluations and sometimes those are ways in which, it makes some of their, feedback a little bit easier for people to handle.
- Amanda Fishley: [02:36:04](#) Yeah. Just really quickly a couple of experiences I've had, one of my supervisees, he, his instruction was so fast paced and almost so over the top that his instruction sounded like his verbal praise. And I was giving feedback and trying to show him and demonstrate, but, he didn't really seem to get it. So I did what you said, Carrie and I, I taped him, I let him watch it back. And it finally set in, yeah, I am just way too animated with my instruction. It doesn't like me crazy, but it wasn't until I recorded him. So he could see for himself. Another difficulty that I had was, I was giving the Proctor feedback and the supervisor you said? Yeah. Yeah. Okay, great. Thank you. And then never implemented the feedback. Came back again. Give more feedback. Yep.
- Amanda Fishley: [02:36:53](#) Yep. I agree. But then there was no change that was challenging. Cause I had to evaluate, you know, is it the way I'm giving my feedback? And I always look at my behavior too, not just the supervisee, how am I giving feedback? How can I improve that, is always critical. But, but it's certainly a challenge



when someone to your face, you know, maybe they agree, but then you find out later after delving deeper that they didn't buy what I was saying. And they still found that their way was either easier or more effective in their opinion. So, there's definitely some tricky situations. And just looking at the audience, people said, yes, I've dealt with combative people. Giving some suggestions. I would love to read more. Honestly, I got to keep going. So I have a lot more, I want to tell you, but I'm real quick.

Amanda Fishley: [02:37:35](#)

So giving corrective feedback can be uncomfortable. There's tons of considerations when you're giving it. But practice, I recommend just practice, practice, giving corrective feedback to your colleagues or ask them to give you feedback on how you're providing feedback. And sometimes you have to swallow your pride a little bit and say, Hey, can you come watch me, give us feedback and let me know what I'm doing wrong was my tone of voice wrong. Was I talking too fast? I tend to talk really fast. So I apologize for that, but things, things of that nature. So ask a colleague to help you give, you know, get, they can give you feedback on how you're providing the feedback, I think would be very beneficial. I've never had that experience, but, and then get your thoughts straight before you provide the feedback. It's easy to, jump in the moment when you see something that like, Whoa, that is way off then what you should be doing.

Amanda Fishley: [02:38:26](#)

Just jump right in, stop and take a moment. What are you trying to communicate? And then also put yourself in mind, I'm in the frame of the supervisee, cause we were all there, right? We were all getting feedback and think about, you know, what you valued and how you got practice feedback and how you would want to receive feedback. So supervisors may also worry about jeopardizing that relationship. And we'll talk about building that relationship in just a second, but again, you know, getting your thoughts straight, trying to remember what you're trying to communicate and being as objective as as possible, trying to take the emotion out, and the longer you wait, the harder it can be to be objective. So just remembering more immediate feedback is more effective and then prioritizing your feedback. This is really important, especially when you're working with people who may not have as much experience, there's probably a ton of things you want to say.



Amanda Fishley: [02:39:16](#) So, for example, in one of my observations with the supervisee, I wrote down a lot of things I wanted to give feedback on, but it needed prioritize. There were so many things and not that she was doing a bad job, but she, she was just in the beginning of supervision and she was really trying. But if I bombard her with everything that I think needs fixed, and that's not going to be effective for her. So prioritizing my feedback, is super, super important and thinking, what can I say for later, what are pivotal skills that are going to help her longterm and then documenting your feedback can be good for both of you. So they can see it written down. And then also you can look back and know that you gave feedback on this area and what you should look for in the future.

Amanda Fishley: [02:40:02](#) So let's talk about, additional best practices. Let me make sure there's not any more questions about, providing that feedback and there's probably quite a bit, but, got to keep moving. So, seller's Valentino and LeBlanc. They, this I'd recommend you read this. They provide, some guidelines when providing supervision. So they take the code and they take the supervision curriculum and they take it a little bit further to give other recommendations. So obviously establishing that supervisor relationship is a really good first step and this doesn't necessarily mean they took it beyond just having the supervision contract, which is obviously critical and required and then setting those clear expectations. They take it a little bit further, and that's, it's important. So real quickly, you know, just understanding your supervisees short and longterm goals. So asking them what, where do you expect your skillset to be in three months and then even providing them with the guidelines?

Amanda Fishley: [02:41:03](#) So in three months of supervision, I hope that you have developed this skill and this skill, is gonna be important. So set those goals across various areas. These can be professional areas. So consultation, communication skills, technical areas, ethical areas, of course. And then the basic and, and the problem solving skills. And then also, in this, they talk about establishing the supervisor relationship. They talk about, obviously the receiving and accepting feedback, but a committed in a positive relationship. So remembering to be pleasant in your supervision, even if the situation or the supervision may be less than desirable. But there, the goal is



always that your supervisee is valuing the feedback that you're giving them. And then they define rapport. So here, so building rapport can be the degree to which a supervisor and a trainee are mutually discriminative stimuli for generalized reinforcement, such as positive feedback and social reinforcement. And that's actually not found in that article. But that makes a lot of, a lot of sense. I think, you know, there are some considerations, so this includes dual relationships. They're not, you know, they're to be friendly or their friend, you're not creating relationships necessarily outside of the supervision experience, but, in building a relationship where the supervisee is going to value your feedback, I think is the ultimate goal here. So, you know, my panelists real quickly just want to share some examples of how they built relationships.

Amanda Fishley:

[02:42:46](#)

Okay. Okay. okay. So anyway, I'm establishing a plan for structure, supervision, content, and competence. And I apologize if I'm moving quickly. I just know we're running short on time. Understanding that supervision should, should be both performance and competency basis is super important. Sometimes we get wrapped up in having them define things and define terminology, but they need to be able to perform

Amanda Fishley:

[02:43:12](#)

Those skills. So you can do this by using the BACB task list with and breaking it down into measurable parts. And then, having them define a concept and then demonstrate that skill. So here's an example, define and give examples of positive reinforcement and demonstrate roleplay using positive reinforcement. So again, we've talked about this a lot, but evaluating the effects of supervision. We'll go ahead and skip over that one. You guys can read through it and then, we'll have to probably skip this too, and then remembering to incorporate ethics and professional development into your supervision is important. So we're always shaping the behavior, give them ethical dilemmas, so maybe they'll come up naturally, but give them ethical dilemmas to work through and get their opinion and talk about the code. APbA has an ethics challenge and their newsletter is just a resource to think about, and then present ongoing activities.

Amanda Fishley:

[02:44:16](#)

And I, I gave you a list you can read through those. And then the last one, continuing the professional relationship post certification. I can say that with the majority of my previous



supervisees, I still have a relationship with, it's, we don't by any means meet monthly, but we've stayed in contact, to various degrees. So plan for an ongoing mentorship and collaboration. It's always, I think, somewhat flattering when a previous supervisor reaches out to you for advice in a super, in a situation that they're encountering. Even though they're already certified. So they're, they're still valuing my feedback, which I think is great. And there's some ideas on how to maintain their relationship. So real quick, if you want to talk about this, Karen.

Karen Chung: [02:45:07](#)

The mentoring program, delivering training is really interesting when you're talking to people. If you're open minded, you're always learning, right?

Karen Chung: [02:45:15](#)

So the mentoring program, I think came up in one of the ethics training that we had sometime last year. I don't remember what maybe mid last year. And we were just discussing the fact that a lot of BCBA's don't, you don't have any peers unless you're working in an agency type of a setting you're not amongst peers. And so it's very difficult for you to be able to bounce ideas off of, and have anybody to talk to commiserate with learn from. So he thought, well, I think that that would be a really good opportunity for us to develop a mentoring program. And you guys all know what a mentoring program is supposed to do, but in particular, as it relates to, or as it, as it pertains to this, the professional right now, it would collect, it allows you to connect with behavior analysts across the world. Maybe not so much important, not as important when you're in the U S but when you're outside of the U S absolutely critical, it would be beneficial.

Karen Chung: [02:46:10](#)

And so you can read the rest, but I'm happy to tell you, after months and months and months of work, we actually finally have a platform that we're ready to launch. And I hope, and really ask you guys to participate, because we literally built this for you. And this is where you can go, go to our website. And then it's like, backlash mentoring gives you a little bit of information about why we decide to create that it'd be actual, so you can volunteer to be a mentor you could volunteer to be, or you can volunteer to be a mentor, and you can seek a mentor because you're a protegee, or, you know, you might just decide that you want to volunteer it to be but mandatory. But I do like



to be selected your, you would want to be mentored by somebody as well.

Karen Chung:

[02:46:58](#)

So there's a bunch of demographic information that we need to cover on your sleep. This is what actually the fields look like. And we tried to be as specific and in concrete as possible so that we can do the match where it made a lot of sense. So rather than just saying, Hey, you know, somebody who works in a school setting, I'm looking for somebody that has experienced working in a school setting. Okay. Well, that's great. Well, what about your areas of expertise and you know, what exactly are you seeking from a mentor? So those are all the questions in case. You're wondering why is this so extensive? That's the reason because we wanted to try to come up with the best outcome as much as possible. And all right, I'm going to turn this over to you, Amanda. You only have like 13 minutes.

Amanda Fishley:

[02:47:38](#)

Yes. Okay. Anzd this is probably something that everyone is interested in. So if you, if I do go too quickly and you have additional questions about these resources, you can feel free to email me and I'm happy to talk more about them. But just real quickly. So the closed loop feedback model that was developed by dr. John Bailey and we updated it, just this year really incorporates the ethics code into it. Also elements of best practice. And if you want to skip to the map care and I can go over that. So this is what John, what dr. Bailey created. It gives a breakdown of things that should take place during your first supervisory meeting. So these are all gonna sound familiar cause we went through them today, but performance expectations, health supervision, we'll proceed describing the activities that are going to be taking place during supervision, any competency tests that you're going to be getting, and then review your contractual agreement at that time.

Amanda Fishley:

[02:48:35](#)

And then your second meeting, getting their initial assessment on where their skill level is. So what kinds of things do they need to work on? What areas should you be focusing on review any written materials that you may have and then get your observation scheduled and in those meetings as well, you're going to want to, get a good understanding about their schedule. So if you, if you're providing supervision remotely, you're not working with that person, you may not be familiar with their schedule and their client's schedule that they're



working with. So getting an and scheduling those observations based on that schedule. And then, this is really, the root of it, but this is the closed loop model where, as you can see, so the subsequent meetings, you're going to have meetings with your supervisor and observations. And during that time you're going to be implementing behavior skills training.

Amanda Fishley:

[02:49:26](#)

And that is, critical that you're, utilizing behavior skills, training and shaping. So as you do that, you'll go through a performance evaluation and ask are those goals met. So if they're still working on it, you go back through the loop. So it's not a linear process. It's, it's a closed loop where, you're evaluating your teaching. You're observing and then you keep going. And then once they're, once if you answer, yes, their goals are met and then you're going to work on the maintenance of those skills. If you're continuing to supervise such an RBT as an RBT or BCABA, and then obviously the evaluation of the supervision process that can, that can come, throughout as well. You can do that formally or informally, but I really like this. I think it, it makes a lot of sense and it provides a really good framework.

Amanda Fishley:

[02:50:18](#)

I think we could probably spend over an hour just talking about, this particular model, but I'm going to move on. So you can see some other models in supervision. Not that they're not based around this, but just some other models and maybe curriculum that I want to show you.

Karen Chung:

[02:50:33](#)

Okay. So just quickly with special learning this idea that we would develop a very, very comprehensive supervision curriculum. And the impetus for that was the first or the webinar that we did with, we had with dr. Bailey in March of last year, which was on supervision. And what surface at that point in time was there's such disparity of the quality of supervision that one was receiving, because there just wasn't a standard, you know, other than the fact that you have the ethics code. So that's what we've been working on literally for a year, developing an incredibly comprehensive supervision model.

Karen Chung:

[02:51:07](#)

And for those of you guys on attendance right now, if you would be interested in taking a look at it and providing us with your feedback so that before we actually get it out to the



marketplace, we would really appreciate that. Send us an email and let us know okay. **My notes**.

Amanda Fishley: [02:51:24](#) Yeah. So this is just a quick form. If you want to take a look at it, but it's our supervision intake form. It asks various questions. And the reason we added this step was just to make sure that virtual supervision was appropriate and it would work for both the supervisor and the supervisee. So there's a couple other pages on the next slide that ask more detailed questions, you know, like, why do you want to be a behavior analyst? What courses have you taken probably questions that you may ask naturally during your supervision session.

Amanda Fishley: [02:51:51](#) But it kind of covers just, you know, some very basic information and then some more detailed information. What do you hope to gain during your experience? So making sure that our supervision is appropriate for that person and then real quickly, our supervision model and curriculum. So we took the fourth edition task list and the fifth, fifth edition and broke it into smaller parts. So we took each item and then we broke it down into measurable that were, are both competency and performance based. Here's just a quick screenshot of one of the examples. And, there are a lot of different categories here, but, this one is behavior change consideration. So **CO won** from the fourth edition state and plan for possible unwanted effects of supervision or reinforcement, excuse me. So here they will accurately state the possible unwanted effects and then demonstrate appropriate planning for those things.

Amanda Fishley: [02:52:47](#) But those are broken down from each level of the task list.

Karen Chung: [02:52:52](#) And just to give you a feel, Amanda, how many rows on Excel.

Amanda Fishley: [02:52:58](#) With both of them? It was over a thousand, a lot of, a lot of information and planning here. There's also a week to week curriculum that can be given to the supervisor, and the supervisee as needed. So depending on where the person is in their supervision, if they're just getting started in, you're starting from the beginning, this was probably going to be really beneficial, but say on weeks five and six are some, just some examples and it covers the task list items that you'll be covering that week. And this can obviously be modified if needed, but, it also gives recommended articles and recommended activities to



do. And then also, which I think we may forget about, you know, sometimes, but I think it's going to be very important is our, our milestone scoring for them to really get a great visual on how our supervisees are progressing.

Amanda Fishley: [02:53:52](#)

The task list is broken down and here you can see this as a completed version. And we use red, yellow, and green just because it's standard. Everyone kind of understands what that means. So if it's red, they need a lot more information in that area and these are objectively defined, but just real quickly, um, they, they need more information in the area. Maybe they've not ever touched the topic, yellow, they have some information in that area, but they're still learning. They need to do, or maybe they know it. But they haven't been able to perform it. And then the green they're competent, both, performing it and, describing and explaining the concepts.

Amanda Fishley: [02:54:33](#)

All right. And then there's also another model that was presented in this research study and I'll go through it really, really quickly, but it's called the apprenticeship apprenticeship model. They implemented this in a behavior analytic organization. Their emphasis is put on applying the behavior principles and less on mastering the terminology. So they want you to become, a science practitioner. They want you to learn, more about the, academic aspect or learn more about, the science repertoires development in the university or the academic program. So they want you to become the practitioner, rather than the scientist.

Amanda Fishley: [02:55:15](#)

So they assign someone to a certain group, like early learners, adolescent group, and then this model, the supervisee spends 15 hours per week face to face with clients and then 20 hours per week engaged in indirect activities, five hours per week training and providing feedback to technicians. And then the supervisor will spend approximately 30 hours per week, face to face with clients. So a little bit of a reverse there. Right. and I just encourage you to read it so you can hear the whole, description.

Tara Zeller: [02:55:47](#)

Where was this implemented? Amanda?

Amanda Fishley: [02:55:49](#)

It was implemented in an organization and they give all the statistics. I, I have them sitting somewhere around me, but,



yeah, so they give the, stats on how many BCBA's they have, how many direct care they have. I can't remember the exact location, but it was an interesting read.

Amanda Fishley: [02:56:05](#)

I've not heard of a supervision model like this, so I wanted to share it with you guys. So then they also say the supervisor and the supervisee overlap for five hours. They also have an apprentice position, not to everybody, but to eliminate a number of people. And this sounds like an amazing position. The supervisee designs, behavioral programming provides training, conducting assessments, pros, obviously it sounds like an excellent supervision program. I'm sure that their supervisees get to learn a lot. I'm wondering if it's feasible on a large scale. It sounds like it took a lot of planning, but it sounds that they had good and effective results. So I encourage you to read it to get more information. I have another example I want to share with you, and this is called the CSUN structured supervision folder. This is actually online. You can download it.

Amanda Fishley: [02:56:52](#)

It's really, my hats are off to Ellie Kazemi and, her colleague for creating this it's, it's a very, very detailed supervision curriculum. So each, each task is divided into different areas. And, if you want to flip Karen, they have what are called tabs. And these tabs are, you know, they keep them in a three ring binder and they contain various things. So they both offer, the tabs offer competency and performance assessments. They have a task analysis of how they're broken down and how you're going to reach the competency. There's supplemental resources within those tabs. And then also the tabs have suggested readings, obviously activities throughout and then as a supervisee, create things so that one of the tabs said, write definitions, topographically and functionally. They can, they can keep that in their three ring binder, and that could be part of a portfolio or resources later to use. And then just some other helpful that we can have available

Amanda Fishley: [02:58:02](#)

To you. This includes some tracking forms, so you can track indirect and direct hours. And then a feedback on that I frequently use with my supervisee, some general notes of skills I observe, and then the glows and the grows or the goals that we have. So you can see the glow section is, considerably larger than the grows it's meant to be that way. There's meant to be a lot more positive feedback. I left the growth or the goal section.



So like, it'd be more detailed as well. Alrighty, let's see here.  
Okay,

Karen Chung: [02:58:35](#) Amanda, I suggest that we do this. We have one less section to cover, which is virtual supervision, but what I'd like to do is actually I'd like to spend the remaining time that we have, and for as long as you guys want to hang out, that would be great analyst, just talking about different examples of best practices and what other people are doing. And then we can skip the virtual supervision and we might need to have a session on that later.

Amanda Fishley: [02:58:59](#) Okay. Sounds good. Let me, Right. Does anyone have any thoughts on, supervision models? So I know our panelists shared some See here, Any closing thoughts on examples of best practices? I know we gave a lot, we had to zip through some of them, but

Tara Zeller: [02:59:37](#) I don't really like that. Oh, go ahead.

Karen Chung: [02:59:39](#) Okay. Okay. Just my, my thought and my observation is that I think that not, I think it's so much easier for you to have a structured supervision model. If they're working in a clinic agency setting, it's when you get to the other kinds of settings where it becomes a lot more challenging. And so in an ideal world, generally the best practices are probably coming out all know what agencies are doing and the agencies that actually appreciate best practices. And I think that we've heard a lot of good practices and the best practices, and we haven't really had an opportunity to like go lately dialogue because obviously this is a training and not a workshop, but please send us emails, follow up with us and let us know what it is that you're doing. And we will try to incorporate that, ensure that with the rest of the population, I'm sure you guys can all benefit from, so I'm sorry I interrupted somebody.

Amanda Fishley: [03:00:38](#) W' go ahead, Tara.

Tara Zeller: [03:00:40](#) It was, I was saying, I really liked that last form that you provided Amanda from a special learning where you actually leave a form with the supervisee, with your feedback from that day. I tend to let, yeah, I love that. That struck me. Cause I, you know, I collect the data, I share it with my agency. We talk



about where they grow. I just love that you leave that with them. I think that is really useful and functional. And I love that you make the glows bigger. I think it's, you know, it's a really cool tool. I'm going to implement something like there's some questions about the, um, the CSUN structured curriculum or the structure supervision folder, and it is open on the internet. If you look it up, it, you can download it. And I, like I said, I, I really admire all the work that they did.

Speaker 4:

[03:01:32](#)

I know that, I can't imagine how long that took probably a very long time, but it's such a great resource, for multiple people, even if you're not implementing the curriculum, even if you need to quickly look at suggested readings for a certain, area. And I don't know if it was their intention for it to be public. I know that I've heard of multiple people looking at it. But it, it really is just, it's wonderful. And I think, you know, thinking about how much time it takes to make such a curriculum, even for special learning, if it's a lot and I can understand, why BCBS don't have time to sit and make curriculum, they sometimes don't even have time to provide supervision. So any resources that are available, I think among our community, it's just our jobs to continue sharing resources that we have. So we're not constantly recreating the wheel is super important.

Speaker 4:

[03:02:34](#)

Oh, okay. Sorry. Went too far. Here we go. Well, sorry, sorry. You're going to have to see me scroll through because I forgot. I wanted to make sure that shared with you. Some, here we go, resources, we have some downloadable resources that are available and make sure that those are available to you. The one thing that I did mention at the beginning, I think it would be very beneficial hold like this available, which is dr. Bailey's first, training that we did, I believe it was in January of last year, which was a comprehensive overview of the code. And in it, I believe are the actual steps that you should take or could take, when you recognize some, ethical violations in terms of how to deal with ethical violations. And Amanda spent countless hours researching and developing and identifying the references in developing this PowerPoint presentation. So Amanda hats off to you and the panelists, you guys thank you so much for your participation. I personally believe, and I think that you guys would agree that the people that are in attendance, it made the session just so much more enjoyable. And Amanda was



concerned that we weren't going to have enough material. I guess that's not the case.

Speaker 4: [03:03:45](#) Any closing thoughts, Amanda? No. Yeah. I just, thank you to our PNLs and I really want to thank our attendees as well because it's, it's really awesome to, to have panelists that, you know, awesome

Speaker 2: [03:03:58](#) Experiences and that are willing to share those and, to have an audience that has questions and that are willing to participate is always, always fabulous. And, yeah, and I just hope that we all can continue to share resources and, and work together. Well, thanks to everybody. I just made it really enjoyable, interactive session. I was, I'm hoping that there's a lot of good takeaways and you know, let's continue to dialogue. Thanks so much. Have a wonderful.