Disclaimer: The BACB® does not endorse this presentation, and is not responsible for its content.

Introduction

• About Me
  • Director of Professional Development, New England Center for Children, Inc.
  • Clinical Adjunct, Western New England University
  • Adjunct Professor, Regis

• Now, who are you?
What are the Purposes of Supervision?

Assumed benefits of effective BCBA supervision

- Effective and ethical practitioners
- Protection of clients
- Advances in the field
- Improvements in client target behaviors
Competencies required by BCBA supervisors

- Fluency with ethical guidelines related to supervision
- Effective training techniques across simple and complex tasks
- Fluency with performance feedback methods

Common Problems of Supervision: Three Categories

- Supervisor-Supervisee Relationship
- Structuring Curriculum
- Evaluating Effects of Supervision
Five Recommended Practices

1. Establish effective supervisor-supervisee relationship
2. Establish a structured approach with specific content and competencies
3. Evaluate the effects of your supervision
4. Incorporate ethics and professional development into your supervision
5. Continue the professional relationship post certification

Category 1: S-S Relationship

Problem
- Ineffective Supervisor-Supervisee Relationship
- Problems arising from:
  - vague or misaligned expectations
  - communication gaps
  - lack of professionalism
  - competing contingencies
  - ineffective feedback
  - etc.

Solutions
- Preventative Measures
  - Steps to take establish effective Supervisor-Supervisee Relationship proactively
  - Monitor relationship closely
- Reactive Measures
  - Steps to take address existing problems
Three Steps to Establishing an Effective Supervisor-Supervisee Relationship

- Build a working rapport
- Establish clear expectations
- Provide effective feedback and support

S-S Relationship

- Part 1. The supervisor and supervisee should function as "mutual discriminative stimuli for generalized reinforcement"

- Part 2. The S-S relationship depends upon “...the degree to which the supervisor and trainee generate mutually agreed upon expectations and goals... and engage in behavior consistent with those expectations and goals”

- Turner et al. (2016), p. 288
**Supervisor Professional Behavior**

- Approachability
- Responsiveness
- More positive statements than critical statements
- Undivided attention to trainee during meetings
- Others?

*Turner et al. (2016)*

**Supervisee Professional Behavior**

- Completes assignments and takes responsibility
- Communicates issues and needs
- Takes initiative in identifying problems and suggesting solutions
- Incorporates feedback
- Others?

*Turner et al. (2016)*
Tools for Establishing Clear Expectations

**Contract**
- [Independent Supervision](link to BACB Sample)
- [Within Agency Supervision](link to BACB Sample)

- Define Relationship (5.05, 1.05)
- Clear criteria for remediation and description of remediation (5.06)
- Limits of confidentiality (2.05)
- Conditions for termination (2.15)
- Consider time allotment (5.02)

Tools for Establishing Clear Expectations

Establish clear expectations

Operationalize supervisor and supervisee professional behavior

Have supervisee submit agenda 24 hours before meeting

- Encourages active participation
- Encourages effective preparation
- Allows supervisor to prepare more effectively

- [https://necc.box.com/v/SampleIndividualMeeting](https://necc.box.com/v/SampleIndividualMeeting)
Sample Individual BCBA® Supervision Meeting Agenda Template

This is a very generic sample form. It may be modified by adding or omitting sections and/or changing expectations as desired.

Directions. This template is to be used for your supervision meetings with me.

1. It is your responsibility to complete the agenda and e-mail it to me 24 hours prior to our meeting. It is my responsibility to have read the agenda prior to our meeting to facilitate an effective and efficient meeting.
2. If the agenda is not completed and sent out, we will not meet.
3. After you complete the template, save it to your folder on Box.com, in a separate folder for meetings. You may send me a link to the document or the actual document.
4. When we meet, update the agenda with items from our meeting, and save the updates over the original meeting minutes on Box.com.

Summary of behavior-analytic activities completed since our last meeting
Briefly summarize your behavior-analytic activities over the last week.

Progress on assignments
Summarize progress on assignments here. Indicate any obstacles you are encountering, and suggest potential solutions. Indicate any aspects of your assignments you would like to discuss in our meetings. Attach or link to any permanent products you have completed.

Observation(s)
Link to videos of you performing assigned tasks here. Submit feedback on your own performance and areas you would like specific feedback on from me, if applicable.

Physical or Verbal Competencies
Indicate here if you would like to role-play any of the physical competencies related to the Task List that we have reviewed earlier, or practice any of the verbal competencies.

Additional Topics/Professional Development
Indicate areas you wish to discuss outside of the assignments you are working on. This includes topics from a class you would like to discuss, training on a skill that you would like, getting involved in other projects, working on public speaking, advancing your career, and so on.

Ethics/Issues (if any)
This section is reserved for any issues you wish to discuss. These may be ethical dilemmas you are faced with, or they may be other issues related to school, your work, your research, or your personal life. This is important in order to identify issues that may interfere with your ability to be successful with your supervision and address them.

Key Components

- Supervisee responsibility to complete 24 hours prior to meeting
- Content
  - Behavior analytic activities
  - Progress on assignments
  - Observations
  - Competencies
  - Professional Development
  - Ethical Issues
  - Feedback to supervisor
  - Assignments for next time

Recommendations

- Establish feedback expectations at onset of relationship (contract)
  - Types of feedback
  - Frequency of feedback
  - Who receives feedback
- High ratio of positive:constructive feedback [4:1?]
- Providing effective feedback is an ethical requirement of supervision (5.06)
“If the relationship is not established with clear guidelines, mutual agreements, mutual respect, the remaining recommended practices will be difficult to follow and dysfunction may develop in the relationship”

(Sellers, Valentino, & LeBlanc, 2016, p. 275)
Detecting Barriers to Supervision

- Frequent Check-ins
  - Start each meeting with a check-in
  - Early detection of potential issues
  - Sets up SD for identifying, discussing

- Pay Close Attention to
  - Nonverbal behavior
  - Cancelled meetings
  - Preference for phone over live meetings
  - Changes in supervisee behavior

Preventing Barriers to Supervision

- Past Histories
  - Discuss past histories of supervision
  - Address potential barriers

- Specifically
  - What type of feedback was used? Was it effective?
  - What expectations were there around meetings, assignments?
  - What type(s) of communication were preferred, effective?
  - Others?
**Addressing Barriers to Supervision**

- **Supportive Feedback**
  - Start with feedback in *less sensitive areas*
  - *Increase support* during feedback (empathic statements, rationales)
  - Provide opportunities for *practice with support* (performance feedback)
  - Check in after providing feedback, frequently

  Feedback should always be high quality, prescriptive, and presented in a supportive manner (DiGennaro Reed et al., 2013)

- **It’s Not You, It’s Me**
  - Starting meetings late, canceling meetings
  - Not modeling active listening
  - Not providing effective structure
  - Not providing effective feedback

- **Is it You? Do something about it!**
  - Clearly define problem in context of an apology
  - Describe how behavior has affected supervisee and supervisor-supervisee relationship
  - Indicate what supervisor will do instead of problem behavior
  - Have a follow up discussion
## Skill Deficits

- Operationally define the problem
- Determine the maintaining variables
- Intervene

### PDC-HS

- Carr, Wilder, Majdalany, Mathisen, and Strain (2013)
  - Interview with direct observation components
  - Training, Task Clarification, Resources, Competing Consequences
  - [https://necc.box.com/v/PDCHS](https://necc.box.com/v/PDCHS)

### Addressing Supervisee Performance Issues

Sellers, LeBlanc, and Valentino (2016)

## Common Supervisee Performance Problems

- **Poor Organization**
  - Universal? GTD, planners, task analyzing, etc.
  - Specific to supervision? Task analysis, increased practice, support

- **Additional Resources** (from Sellers, LeBlanc, & Valentino, 2016)
Common Supervisee Performance Problems

• Poor Interpersonal Skills
  • Operationally define the problem, determine the maintaining variables, and intervene
  • Pay special attention to faulty stimulus control, lack of awareness, and histories of consequences that have maintained/shaped behavior
  • May need to provide opportunities for role play and practice

• Additional Resources (from Sellers, LeBlanc, & Valentino, 2016)
  • https://necc.box.com/v/ResourcesCommonProblems

Common Supervisee Performance Problems

• Difficulty Accepting Feedback
  • Discuss expectations. Point out examples of accepting feedback successfully, advantages of accepting feedback, consequences for failing to do so.
  • Use statements that encourage self reflection
  • May need to provide opportunities for role play and practice
  • Practice giving feedback on hypothetical issues that are not related to areas of concern

• Additional Resources (from Sellers, LeBlanc, & Valentino, 2016)
  • https://necc.box.com/v/ResourcesCommonProblems
Irreconcilable Differences

- **Contrasting Life Views**
  - Only an issue if it affects the S-S relationship
  - If mutual respect is lost, determine if S-S relationship can continue to be effective

- **Terminating Relationships (2.15)**
  - Do not abandon supervisee
  - Facilitate transition to new supervisor

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Five Recommended Practices

1. Establish effective supervisor-supervisee relationship
2. Establish a structured approach with specific content and competencies
3. Evaluate the effects of your supervision
4. Incorporate ethics and professional development into your supervision
5. Continue the professional relationship post certification

_Sellers, Valentino, and LeBlanc (2016)_)
Category 2: Structure

Problem
• Unstructured or poorly structured curriculum

• Problems include:
  • gaps in acquisition
  • gaps in generalization

Solutions
• Establish comprehensive curriculum
  • Align with Task List
  • Incorporate competency-based evaluation
• Validate curriculum

Tips for Structuring Individual Supervision

• Use the Individual Supervision Meeting Form
  • Planner
  • OneNote
  • Outlook Tasks
• Make full use of the Task List
  • Use form for tracking, check offs
  • Use Excel® to create an electronic form - https://necc.box.com/v/4EdTaskListSelfEval
### Key Components

- List of every task list item
- Column for self evaluation
- Column for training method
- Column for evaluation method
- Column for Supervisor scoring

<table>
<thead>
<tr>
<th>Item #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-01</td>
<td>Measure frequency (i.e., count).</td>
</tr>
<tr>
<td>A-02</td>
<td>Measure rate (i.e., count per unit time).</td>
</tr>
<tr>
<td>A-03</td>
<td>Measure duration.</td>
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<tr>
<td>A-04</td>
<td>Measure latency.</td>
</tr>
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<td>Measure interresponse time (IRT).</td>
</tr>
<tr>
<td>A-06</td>
<td>Measure percent of occurrence.</td>
</tr>
<tr>
<td>A-07</td>
<td>Measure trials to criterion.</td>
</tr>
<tr>
<td>A-08</td>
<td>Assess and interpret interobserver agreement.</td>
</tr>
<tr>
<td>A-09</td>
<td>Evaluate the accuracy and reliability of measurement procedures.</td>
</tr>
<tr>
<td>A-10</td>
<td>Design, plot, and interpret data using equal-interval graphs.</td>
</tr>
<tr>
<td>A-11</td>
<td>Design, plot, and interpret data using a cumulative record to display data.</td>
</tr>
<tr>
<td>A-12</td>
<td>Design and implement continuous measurement procedures (e.g., event recording).</td>
</tr>
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### Tips for Structuring Individual Supervision

- Ask for the Syllabus
- Utilize Video Feedback
  - Permanent record of progress
  - GOREACT [https://get.goreact.com/](https://get.goreact.com/)
  - Office 365: Stream
- Create and Distribute Competencies
  - [https://necc.box.com/v/CompetencySamples](https://necc.box.com/v/CompetencySamples)
Developing Competencies

- Coursework and the BCBA Exam provide a very structured, specific content and tests of acquisitions
- Supervision is the primary vehicle for **FLUENCY** and **GENERALIZATION**

### Key Components

- Operationally define the competency
- Specify mastery criteria
  - Correctly label 2 examples
  - Defining mentalistic and environmental
- Provide teaching points and strategies
  - Remediation Strategies
  - Rationale for importance of environmental explanations
- References

### Knowledge Competency

- “Distinguish between mentalistic and environmental explanations of behavior when provided with scenarios. The team member should be able to respond to at least two examples you give to tell you whether the example meets the criterion for an environmental explanation of behavior and if not, why. Read each example and have them label it as an environmental explanation or a mentalistic explanation and then have them describe why they classified it as such.” (Sellers, Valentino, & LeBlanc, 2016, Appendix B)
Key Components

- Operationally define the competency
- Specify mastery criteria
  - May have multiple components
  - Competency may take time to complete
  - More than one attempt may be needed
- Provide teaching points and strategies
  - Plan for extra training sessions, additional practice
  - Break more complex tasks into smaller steps
- Remediation Strategies
- References

Performing Competency

- Design and describe a functional analysis protocol; Graph and interpret the results. The team member should bring a permanent product to supervision that contains the following:
  - Informed consent from consumer
  - Evidence of incorporation of information from descriptive assessment
  - An operational definition of the target behavior(s)
    - Clear description of which behaviors are to be included for contingency manipulation or data collection only
  - A description of the measurement system
  - A description of & rationale for each test condition
    - There must be a control condition
    - Starts with basic conditions (alone/no interaction, attention, play, demand) and individualizes conditions only based on DA results
    - Only includes tangible if strong evidence to do so
  - Specification of relevant materials per condition
    - Preference or demand assessment used for all conditions
  - A statement about session order
  - Discrimination aids
  - Safety criteria with termination criteria if behaviors are potentially dangerous
  - A plan for training staff to implement all conditions utilizing BST approach
- The team member should also provide a rationale for selection of that type of functional analysis (see Iwata & Dozier, 2008) for details. The team member should bring a graph of a completed functional analysis and interpret the results (Sellers, Valentino, & LeBlanc, 2016, Appendix B)

Five Recommended Practices

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3. Evaluate the effects of your supervision
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5. Continue the professional relationship post certification

Sellers, Valentino, and LeBlanc (2016)
When I die, I want the people I did group projects with to lower me into my grave so they can let me down one last time.

**Benefits of Group Supervision**

- Provides forum for frequent supervisor and peer feedback on interpersonal skills (Bernstein & Dotson, 2010)
- Increased confidence in practice (Agnew, Vaught, Getz, & Fortune, 2000)
- Increased opportunities for shaping ethical and professional practice (more perspectives and experiences)
Benefits of Group Supervision

• Provides opportunities for Peer Feedback
  • Group format allows for evaluation of peer feedback; modeling and shaping more effective feedback
  • Experience consequences of delivering feedback
  • Use a structured Peer Feedback Form
  • Link to Regis Student Formal Presentation Rubric (All Rights Reserved by Regis)

• Provides Multiple Listeners for the Same Event
  • Observational Learning
  • Evaluate clarity of message
  • More questions raised
  • Answering questions modeled
**Benefits of Group Supervision**

- Additional Benefits
  - Practicing public speaking
  - Modeling and rehearsing productive discussions
  - Developing Empathy and Professional Repertoires
  - Social Networking

**Getting the Most Out of Group Supervision**

- Create a schedule and standardized format
  - Have a clear objective for each meeting
  - Prepare an agenda and send it out ahead of time
  - Start and end on time
  - Observe and respond to body language
  - Take notes or designate a note taker
  - Discourage distractions
  - Send notes out shortly after meeting
  - Schedule agenda’s a month in advance
### Group Supervision Meeting Agenda and Minutes
Adapted from Appendix A of Valentino, LeBlanc, and Sellers (2016)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Location:</th>
</tr>
</thead>
</table>

**Invited:**

**Present:**

#### Agenda

- **Technical Term of the Week**
  - Term: 
  - Definition: 
  - Challenge: Use the term in a sentence. Your sentence must be different than everyone else's in your group.

- **Discussion of Task List Item(s) Assigned from Designated Competencies**
  - Task List Item(s): 
  - Competencies: 
  - Develop, review, and practice competencies based on task list items. More complex competencies should be reviewed over a period of time to give supervisees time to prepare for and pass the competency.

- **Presentation**
  - Topic: 
  - Presentation: may include a semi-formal presentation of your project or a presentation on an assigned article. Presenters will evaluate their own performance and receive feedback from their peers and supervisor using the presenter rubric.

- **Special**
  - Presenter: 
  - Topic: 
  - Specials include trainings, tutorials, case reviews, article discussions, article reviews, reliability collection, exercises related to projects, ethics challenges, and so on. Topics involving a primary presenter will incorporate peer and supervisor feedback using an appropriate rubric.

- **New Assignments/Agenda for next Meeting**
  - Spend last 10 minutes setting up agenda for following meeting, including all the items above. Consider reviewing agenda a month in advance.

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### Five Recommended Practices

1. **Establish effective supervisor-supervisee relationship**
2. **Establish a structured approach with specific content and competencies**
3. **Evaluate the effects of your supervision**
4. **Incorporate ethics and professional development into your supervision**
5. **Continue the professional relationship post certification**

Sellers, Valentino, and LeBlanc (2016)
Category 3: Ineffective Supervision

**Problem**
- Ineffective Supervision

- Problems include:
  - poor skill acquisition and generalization
  - Unprepared and ineffective BCBAs
  - failure to meet ethical obligations to client

**Solutions**
- Regularly Evaluate Your Supervision
  - Evaluate clients’ progress
  - Client’s clients’ progress
  - Direct feedback

Evaluating Effects of your Supervision

- Monitor supervisee progress
- Get direct feedback
- Colleagues

Three Recommendations
Sellers, LeBlanc, and Valentino (2016)
Compliance Code 5.07
Method 1

**Monitoring Supervisee Progress**

Sellers, LeBlanc, and Valentino (2016)  
Compliance Code 5.07

- Notice/Take data on use of technical terms, improvements in permanent products
- Progress on competencies
- Supervisee's client outcomes
- Social validity measures (NOT SURVEYS) (Turner et al., 2016)

Method 2

**Get Direct Feedback**

Sellers, LeBlanc, and Valentino (2016)  
Compliance Code 5.07

- Informal check ins
- Structured surveys
### Supervision Monitoring and Evaluation Form

**Trainee:**
**Placement Site:**
**Supervisor:**
**Evaluation Period:**

<table>
<thead>
<tr>
<th>Supervision Arrangements</th>
<th>YES</th>
<th>NO or NOT ALWAYS</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision sessions occur as scheduled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision sessions start and end on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision sessions are free of distractions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision sessions can be rescheduled as warranted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to correspond with my supervisor between supervision sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor Behavior</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor is approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor gives me behavior-specific positive feedback about my strengths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor gives me behavior-specific corrective feedback about my weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor gives their performance expectations and evaluation procedures</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Supervisor models professional behavior (role of decision-making, ethics, confidentiality)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor models technical skills</td>
<td></td>
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</tr>
<tr>
<td>Supervisor requires me to practice (e.g., role play) when learning new skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor delivers feedback to a variety of modalities (e.g., verbal, written, graphic)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor facilitates my critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor shows support and positive regard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor shows energy and enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Method 3**

**Solicit trusted colleagues for feedback**

Sellers, LeBlanc, and Valentino (2016)

Compliance Code 5.07
Behavior Analysis in Practice (2016, Volume 9)
Taking Full Responsibility: the Ethics of Supervision in Behavior Analytic Supervision

Additional Resources

- **References** for articles and resources used in preparing this presentation
- **Practical Guidelines** – Table with each guideline listed along with actions and resources (from Sellers, Valentino, & LeBlanc, 2016)
- Contact me at akarsina@necc.org