

**APPLIED BEHAVIORAL INTERVENTIONS**  
ABA / PSYCH / PT / OT / SLP & SW, PLLC.

**Emerging Evidence-Based Staff Training and Supervision Procedures**

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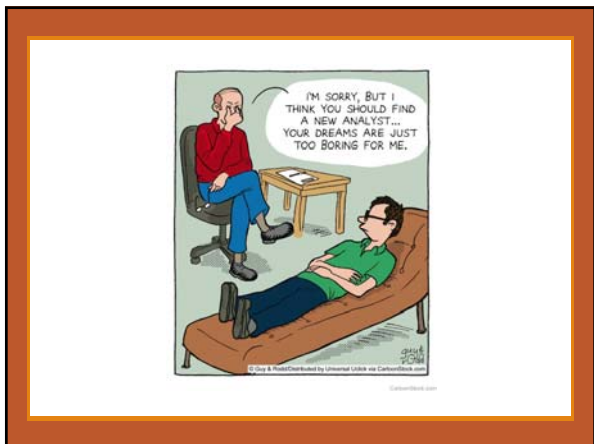
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## Learning Objectives

1. Identify less effective but common practices in supervision
2. Identify guidelines and steps of Behavioral Skills Training (BST)

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**BEST SUPERVISOR EVER**

- Bailey and Burch (2010) encourage us to “try to be the supervisor you always wanted but never had” (p.93)
- Many supervisors started out as line therapists, remember the tactics you used then (e.g., generalization, EO’s, prompt hierarchies) and use with your supervisee

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Areas Where Supervision Can Fall Short

- Documentation
- Mode of Communication
- The Supervisory Relationship
- Giving Feedback
- Ethical Considerations

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### Documentation

- Supervisor did not complete the BACB 8-hour supervision training
- Initial contract is insufficient or non-existent
- Incorrect start and stop times for supervision period (supervised hours)
- Incorrect documentation of worked hours (independent hours)
- No agenda, no syllabi, no readings assigned, no permanent product submitted, no expectations around note taking or deadlines
- Supplemental readings not assigned

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### Mode of Communication

- Counting telephonic, e-mail, and postal communication as supervision hours
- Focus on verbal skills (e.g., lectures, video media, presentation of written and visual material) rather than performance skills
- Observations of Supervisee never done in person or with video

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### Supervisor/Supervisee Relationship

- Supervisor and supervisee do not signal the availability of reinforcement to each other
- No delineation between knowledge based review vs. performance
- Violations of supervision standards:
  - More than 10 trainees in a group (Group: 2-10)
  - More than half of supervised hours are in a group format
- Supervisee not observed working with a client for their independent hours
- Not continuing the professional relationship post-certification

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## Feedback

- Not least restrictive:
  - should focus on antecedent strategies,
  - M-L prompting, and
  - reinforcement
- Lack of data collection/ Measurable competencies:
  - baseline measures,
  - demonstration/ performance of target skill,
  - generalization and maintenance
- Corrective feedback not documented or followed up on
- Sandwich method for performance feedback: Recommended 7:1
- Unidentified learning style and preferences:
  - immediate, written, vocal, visual, in private
  - primary reinforcement, acknowledgement, money, CEU's, time with leadership
- Unidirectional feedback: Supervisor → Trainee not vice versa




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## Ethical Considerations

- Captured or contrived ethical dilemmas not touched on each session ("ethics check in")
- Supervisees (Supervisors) do not know where to go to seek answers on ethical questions
- Code of conduct not used/not proficient
  - Unfamiliar with the changes in BACB guidance regarding Ethical Considerations (Effective January 1, 2016)
- Key Considerations:
  - Increased rigor on public statements
  - No gifts
  - No testimonials from current clients
  - More details on bartering




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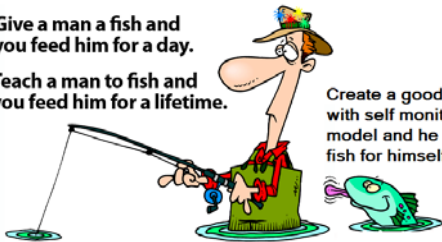
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**Give a man a fish and you feed him for a day.**

**Teach a man to fish and you feed him for a lifetime.**



Create a good BST with self monitoring model and he can fish for himself.

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## How we got to BST

- Lectures vs. Role play protocol: (Gardner, 1972)
- Feedback protocol: (Prue & Fairbank, 1981)
- Written instructions combined with different schedules of feedback: (Alavosius & Sulzer-Azaroff, 1990)
- A four-step protocol: instructions, modeling, rehearsal, and feedback (Miltnerberger, 2003)

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graph LR
  A[Instructions] --> B[Modeling]
  B --> C[Rehearsal]
  C --> D[Feedback]
  
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- Brief in-service training vs. Treatment package of prompting and self-monitoring with accuracy feedback: (Petscher & Bailey, 2006)
- A six-step protocol: Group training protocol- vocally describe target skill, written description of target skill, demonstrate, practice, feedback, practice-feedback repeated until mastered (Parsons, Rollyson & Reid, 2012)

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## Key Features of Behavior Skills Training (BST)

**Performance Based Training:**  
Role-play trainer and trainee(s) perform target skill/specific responses being trained during training

**Competency Based Training:**  
Repeated practice/training until trainee competently demonstrates the target skill(s) to meet an established mastery criterion

**Behavioral Skills Training (BST)**

Parsons et al., (2012)

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## BST Guidelines

- Guideline 1: Establish An Effective Supervisor-Supervisee Relationship**
  - Use well crafted contracts, set clear expectations for supervisor and supervisee behavior, develop and use effective feedback skills, develop skills and systems that facilitate development of a positive culture and supervisory experience
- Guideline 2: Establish A Structured Supervision Content and Competence Evaluation Plan**
  - Create measurable competencies (knowledge and performance based), review competency requirements with supervisee, create a plan for addressing failure to demonstrate competency
- Guideline 3: Evaluate the Effects of Supervision**
  - Develop and system for monitoring and assessing effects of supervisory activities and solicit feedback from supervisees
- Guideline 4: Incorporate Ethics and Professional Development into Supervision**
  - Promote discussion and critical analysis of ethical considerations and potential dilemmas, actively engage in discussions and problem solving around actual ethical dilemmas
- Guideline 5: Continue the Professional Relationship Post Certification**
  - Actively communicate that the supervisee can contact you in the future

(Sellers, Valentino, & LeBlanc, 2016)

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### BST Steps

- Step 1: Describe the Target Skill
- Step 2: Provide a Succinct Written Description of the Target Skill
- Step 3: Demonstrate the Target Skill
- Step 4: Require Trainee Practice of the Target Skill
- Step 5: Provide Performance Feedback During Practice
- Step 6: Repeat Steps 4&5 until Mastery

(Parsons et al., (2012))

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### Examples

Step 1: Describe the Target Skill

**Preference Assessment Objective:**

Supervisee will conduct at least 3 different preference assessments, with 1 client and 2 staff members with 90% procedural fidelity across all three assessments.

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### Examples

Step 2: Provide a Succinct Written Description of the Target Skill

**Stimulus Preference Assessment:**

A variety of procedures used to determine the stimuli that the person prefers, the relative preference values of those stimuli, and the conditions under which those preference values change when task demands, deprivation states, or schedules of reinforcement are modified.

**Types of Preference Assessments**

1. Interview/Ask: Asking the target person, asking significant others, or offering a pre-task choice.
2. Free Operant Observation: Contrived and Naturalistic
3. Trial-based Methods: Single stimulus, Paired stimulus, or multiple stimulus with or without replacement.

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## Examples Step 5: Provide Performance Feedback During Practice

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**Immediate**

- Stop as soon as a step on the TA is missed/ incorrect response was made
- **Error Correction:**
  - Tact incorrect step
  - Have supervisee read written instruction of incorrect step
  - Model correct way to complete step
  - Have supervisee try again
  - Reinforce corrected step mildly (i.e. "much better" or a thumbs up)

**After skill is demonstrated**

- Review measurements recorded during practice (i.e. Procedural fidelity/IOA) with supervisee
- ★ Specific praise to reinforce all correct steps supervisee implemented
- Assess if mastery criteria was met

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## Examples Step 6: Repeat Steps 4&5 until Mastery

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Supervisee practices skill and feedback is given until mastery criteria is met.

**Generalization:**

For true mastery skill must be performed in the natural environment not just with supervisor in practice setting. Generalization probe conducted novel client.

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## Take Away Points for Effective Supervision

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- Didactic
- Immediate corrective feedback
- Role-playing/Rehearsal
- Demonstration and practicing of target skill
- Performance criterion for mastery
- Training data are obtained to document trainees demonstrate the target skills at established proficiency criteria
- Procedures such as; instructions, live or video modeling, rehearsal combined with feedback to an established performance criterion and ongoing performance monitoring are well-researched/established and recommended training practices.

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# References

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Gardner J. M. Teaching behavior modification to nonprofessionals. *Journal of Applied Behavior Analysis*, 1972,5,517-521.

Mittelman, R. G. (2003). *Behavior modification: Principles and procedures (3rd Ed.)*. Belmont, CA: Wadsworth/Thomson Learning.

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Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended Practices for Individual Supervision of Aspiring Behavior Analysts. *Behavior Analysis in Practice*, 9(4), 274-285.

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## Contact us:

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# Resources

Practice Guideline Resources and Ideas:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5118232/abisvnaa/7report-objective>

Sample Individual Supervision Agenda created by supervisee:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5118232/#sec7>

Sample Knowledge-Based Competency:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5118232/#sec8>

Sample Performance-Based Competency:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5118232/#sec9>

\*Supervisor ABA: <https://www.supervisoraba.com/>

Videos to practice specific task list items:  
<https://www.youtube.com/channel/UCDw941VDRP4qyQzAKuUj4p9vims>

Satisfaction Surveys:

- Supervision Monitoring and Evaluation Form: [https://www.scribd.com/document/39118213/Sup-Mon-Eval-2018-2021\\_MORSM1\\_ESM-docx](https://www.scribd.com/document/39118213/Sup-Mon-Eval-2018-2021_MORSM1_ESM-docx)
- Effects of Supervision: [https://docs.google.com/forms/d/e/1FAIpQLSeh8R0QemLH9IAVDwD\\_c424\\_4bV56d4W0csmG71Pw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeh8R0QemLH9IAVDwD_c424_4bV56d4W0csmG71Pw/viewform)

| Practice Guideline Resource                                | 100% |
|------------------------------------------------------------|------|
| Practice Guideline Resource                                | 100% |
| Sample Individual Supervision Agenda created by supervisee | 100% |
| Sample Knowledge-Based Competency                          | 100% |
| Sample Performance-Based Competency                        | 100% |
| *Supervisor ABA                                            | 100% |
| Videos to practice specific task list items                | 100% |
| Satisfaction Surveys                                       | 100% |
| Supervision Monitoring and Evaluation Form                 | 100% |
| Effects of Supervision                                     | 100% |

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