

Setting up Supervision for Success

Melanie DuBard, Ph.D., BCBA-D
Grodén Conference
April 11, 2019

What is supervision?

- "Supervision is an intervention provided by a more senior member of a profession to a more junior member of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person, monitoring the quality of professional services offered to the clients seen, and serving as a gatekeeper for those who are to enter the particular profession."
- Bernard & Goodyear (2004, p.8)

Experience standards of BACB

- "The purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the trainee and facilitate the delivery of high-quality services to the trainee's clients".
- <https://www.bacb.com/wp-content/uploads/BACB-bcbabcaba-Experience-Standards.pdf> (page 2)

Effective behavior-analytic supervision includes but is not limited to:

- Monitoring the skills of the trainee throughout the supervised experience
- Developing and communicating performance expectations to the trainee
- Conducting behavioral skills training for the trainee
- Observing the trainee's performance with clients and delivering feedback
- Modeling technical, professional, and ethical behavior
- Guiding the development of behavioral case conceptualization, problem-solving, and decision-making repertoires
- Reviewing the trainee's written materials (e.g., behavior programs, data sheets, reports) and delivering related feedback about the products
- Overseeing and evaluating the effects of the trainee's behavior-analytic service delivery
- Evaluating the effects of supervision throughout the supervised experience

<https://www.bacb.com/wp-content/uploads/BACB-bcbabcaba-Experience-Standards.pdf> (page 2)

More about supervision

- Supervision differs from mentoring and/or coaching because it includes an evaluative component (Milne 2007, p.437)
- Purpose is to gain skills in ethical competence, confidence, compassion, and creativity so the best possible services are given to clients (Inskipp & Proctor, 2001)
- The focus is on the relationship between the supervisor and supervisee
- Supervision should occur throughout the duration of practice not only during training

More about supervision

- Supervisors assume responsibility for ensuring their supervisee behaves in an ethical and legally appropriate manner
- Supervision is not "involuntary" as it is required for licensure and certification

Step 1

Ask yourself, "May I supervise?"

What is required to be a supervisor?

- BCBA or BCBA-D
- 8-hour training in supervision
 - This shows up on the BACB website if you look up a BCBA
- Continuing Education
 - 3 hours specifically on supervision in each recertification cycle

<https://www.bacb.com/information-for-supervisors/>

How can a supervisee verify qualifications?



1. <https://www.bacb.com/>
2. Verify a certificant
3. Find a BCBA
4. Type in your search criteria
5. Click on the name

Upcoming changes...

- As of November 1, 2019 8-hour supervision training must be aligned to 2nd version of the curriculum
- As of January 1, 2022 cannot supervise within 1st year of certification (unless supervised monthly by someone with 5 years post-certification)
- There are also additional fieldwork changes on January 1, 2022 that coincide with the change to the 5th edition task list

https://www.bacb.com/wp-content/uploads/BACB_Newsletter_101317.pdf

Step 2

Ask yourself, "Should I supervise?"

To supervise or not to supervise...

- Turner (2017) proposes some areas to consider prior to supervision:
 - Time required for supervision
 - Competency with task list
 - Enthusiasm
 - Prior history with training
 - Comfort providing feedback
- Ethical codes
- Kazemi, Rice, & Adzhyan (2019) developed a quick reference guide that lists a number of important supervision skills

Analysis of time commitment

- It is important to talk about how many hours will be accumulated, how much supervision is required, and all the extra time you need outside supervision
 - Let's do a calculation....
- This helps with feasibility of supervision, how many supervisees a given supervisor can manage
- Most supervisors need to assess their available time prior to beginning supervision

(Turner, Fischer, Lusselli, 2016)

Competency with the task list

- Task Lists
 - 4th edition: <https://www.bacb.com/wp-content/uploads/2017/09/160101-BCBA-BCaBA-task-list-fourth-edition-english.pdf>
 - 5th edition: <https://www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf>
- Do you need to further your own education before you are able to teach others on specific skills?

Supervisor commitment & enthusiasm

Supervisor enthusiasm and commitment to supervision are other important factors for success in the supervision experience

How do you think a supervisor could communicate enthusiasm and commitment?

There is research to support the importance of the supervisory relationship and being interested and enthusiastic about supervising can affect this relationship.

(Sellers, Valentino, & Leblanc, 2016; Turner, 2017)

Prior history with training

- Do you have experience with behavioral skills training?
- Have you given performance feedback to others and how did you feel about that experience?
- Have you ever supervised someone else when you were in supervision yourself?
 - Many companies and programs have a pyramidal training model where supervisors train more experienced staff or more advanced students and they then train and/or supervise less experienced individuals

Performance feedback

- Considered one of the most important tasks of supervisors (Turner, Fischer, & Luiselli, 2016)
- Need to go over and discuss when and how feedback will occur
 - Examples of feedback: number and rate of task list items mastered, behavior analytic language, grammatical and technical errors in written documents, client improvement or lack of
- Set the stage for 2-way feedback
 - Ask for it
 - Make a survey
 - Ask for it

Ethical code

- 5.0 Behavior Analysts as Supervisors
 - 5.01 Supervisory Competence
 - 5.02 Supervisory Volume
 - 5.03 Supervisory Delegation
 - 5.04 Designing Effective Supervision and Training
 - 5.05 Communication of Supervision Conditions
 - 5.06 Providing Feedback to Supervisees
 - 5.07 Evaluating the Effects of Supervision

https://www.bacb.com/wp-content/uploads/BACB-Compliance-Code-english_181118.pdf

Other Supervision Skills

- Relationship skills
 - Rapport and trust
- Conflict management skills
- Case conceptualization
- Crisis management
- Diversity
- Time management, required documentation, communication, laws, etc.

(Kazemi et al., 2009)

Step 3

Ask yourself, "Now what?"

Identify a supervisee

- This could be through the BACB website where you may be listed as open to supervising
- It could be at your job
- It could be through your teaching responsibilities

- But, chances are, there is someone that needs supervision!

Schedule the first meeting

- The first meeting is probably one of the most important in terms of setting the tone and structure for all future meetings.
- Turner (2017) includes a thorough checklist for what should be covered during this meeting
 - Getting to know each other (or establishing rapport)
 - Discussing how the relationship will work (basically explaining how you will conduct supervision)
 - Setting expectations

Procedural Checklist (Turner, 2017)

Procedural Checklist for First Supervision Meeting

Get to Know Each Other

- Tell the supervisee about yourself, including your credentials and professional background.
- Ask about the supervisee's professional goals, progress with graduate coursework, previous supervision experiences (e.g., how many more hours do they need?), etc.

Procedural Checklist (Turner, 2017)

Discuss the Professional Supervisory Relationship

- Explain the purpose of supervision. Make it clear that you are here to support and teach the supervisee.
- Explain your role as a supervisor, including what types of interactions are appropriate and inappropriate (e.g., dual relationship).
- Explain the nature of the supervisory relationship (i.e., highly collaborative).
- Tell the supervisee that you will keep evaluative information about him/her confidential (explain any situations in which this is not the case).
- Discuss payment for supervision, if relevant.
- Discuss online, audio-visual, etc. considerations, if relevant.

Procedural Checklist (Turner, 2017)

Set Expectations for the Supervision Experience

- Review BACB Experience Standards in detail.
- Ensure supervisee has completed online training module.
- Identify a clear plan and individual responsibilities for tracking supervision hours and documenting supervision activities and performance.
- Identify when supervision will end and any plans for unintended disruptions to supervision.
- Agree on consequences for not adhering to performance expectations (by *either* party).
- Discuss the conditions under which supervision will be terminated.
- Discuss importance of giving and receiving performance feedback.
- Set an established meeting time and establish best way to contact each other.
- Discuss any other expectations.
- Review, make any modifications and sign the supervision contract.

Finalize the contract

- It is required!
- It must include certain components.
- It must be signed by both parties.
- You must both keep a copy.
- You must both be able to produce it on demand as needed by the BACB.

Step 4

Ask yourself, "How do I keep this all straight?"

Staying organized...

- Schedule a meeting time
 - Stick to it
- Have a plan for monitoring hours and evaluating supervisee data tracking
- Make sure you observe your supervisee
- Create an agenda for supervision
 - Track what you cover, where a supervisee is struggling, and how much you have left to cover
- Have a plan to monitor and track supervisee progress

Keeping up with upcoming changes

- Make sure you are receiving the BACB newsletters
 - They contain a lot of important information including about upcoming changes
- Check the BACB website often
- Make sure to consult with your colleagues and your mentors to keep on top of changes in research and practice
- Don't forget about continuing education and keeping up to date on empirically supported treatments

References

- Kazemi, E., Rice, B., & Adzhyan, P. (2019). *Fieldwork and supervision for behavior analysts*. New York, NY: Spring Publishing Company.
- Sellers, T.P., Valentino, A.L., & Leblanc, L.A. (2016). Recommended practices for individual supervision of aspiring behavior analysts. *Behavior Analysis in Practice*, 9, 274-286.
- Turner, L.B. (2017). Behavior analytic supervision. In J.K. Luiselli (Ed.), *Applied behavior analysis advanced guidebook: A manual for professional practice* (pp. 1-34). Academic Press.
- Turner, L.B., Fischer, A.J., & Luiselli, J.K. (2016). Towards a competency-based ethical, and socially valid approach to the supervision of applied behavior analytic trainees. *Behavior Analysis in Practice*, 9, 287-298.
- <https://www.bacb.com/information-for-supervisors>
- https://www.bacb.com/wp-content/uploads/BACB_Newsletter_101317.pdf
- https://www.bacb.com/wp-content/uploads/BACB-Compliance-Code-english_181218.pdf
