Ins & Outs of Supervision & Field Experience

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Founder/ Director
Trinity Behavioral Associates

Regina Crone, PhD, BCBA-D
Founder/CEO
Therapy & Beyond
OBJECTIVES

- Attendees will state the 3 levels of personnel to whom BCBAs may provide supervision.
- Attendees will state at least 2 requirements of supervising BCBA-trainees.
- Attendees will state at least 2 requirements of supervising BCaBAs.
- Attendees will state at least 2 requirements of supervising RBTs.
- Attendees will state at least 1 challenge encountered by BCBAs in providing supervision.
- Attendees will state at least 1 acceptable resolution of a challenge encountered by BCBAs in providing supervision.
AGENDA

- Philosophy & Environmental Variable of Supervision
- Effective Training Components
- Purpose of Supervision
- Break
- Supervision shapes the future of our Profession
PHILOSOPHY OF SUPERVISION

Dr. Gordon Bourland

What about me?

  How was I supervised?

  How has supervision changed?

  How do I think supervision is most effective?
PHILOSOPHY OF SUPERVISION

Dr. Regina Crone
What about me?

How was I supervised?

* Mailing VHS
* Paying for supervision
* Driving to Austin, TX monthly for face to face

How has supervision changed?

* More Supervisors available
* BACB guidelines

How do I think supervision is most effective?

* Hands-on
* Immediate Feedback
WHAT IS THE PURPOSE OF SUPERVISION?

- Perspective of the Trainee:
  - Seeking BCBA
  - Seeking BCaBA
  - Seeking RBT
  - BCaBA
  - RBT
WHAT IS THE PURPOSE OF SUPERVISION?

- Perspective of the BCBA Supervisor
### WHAT ARE THE ENVIRONMENTAL CONTINGENCIES?- TRAINEE

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACB criteria required to be eligible for credential</td>
<td>Trainee Behavior ???????</td>
<td>Become a Credentialed by the BACB</td>
</tr>
<tr>
<td>Licensure in Texas required to practice in the State</td>
<td></td>
<td>Licensed to Practice in Texas Increased Income</td>
</tr>
<tr>
<td>MO= wants to learn skills to be an amazing Behavior Analyst</td>
<td></td>
<td>Become a quality provider of ABA.</td>
</tr>
</tbody>
</table>
### What Are the Environmental Contingencies? - Supervisor

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACB criteria required to be eligible for credential</td>
<td>Supervisor Behavior ???</td>
<td>More People Credentialed by the BACB</td>
</tr>
<tr>
<td>-Licensure in Texas required to practice in the State</td>
<td>-More Persons Licensed to Practice in Texas</td>
<td></td>
</tr>
<tr>
<td>-Need for additional providers at program</td>
<td>-More trained providers at company/agency</td>
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<tr>
<td>-Company/agency directive</td>
<td>-Recognition by company/agency</td>
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<td></td>
<td>-Appreciation of supervisee</td>
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<td></td>
<td>-Expanded behavior analytic verbal community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Increased work &amp; responsibilities</td>
<td></td>
</tr>
<tr>
<td>MO= Support and promotion of Behavior Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>More providers of ABA, potentially increasing societal impact</td>
</tr>
</tbody>
</table>
AS A SUPERVISOR....

- Supervision R+

  * Improve quality in treatment
  * Legacy of providers
  * Shaping the craft & art of treatment that goes beyond content
QUALITY MENTORSHIP & SUPERVISION = EFFECTIVE TRAINING
WHAT DOES THE LITERATURE SAY?

EFFECTIVE TRAINING

- Step #1 Describe Target Skill
- Step #2 Written Description of Target skill
- Step #3 Supervisor Demonstrate Target Skill
- Step #4 Require Trainee to Practice Skill
- Step #5 Provide Feedback

Evidence-Based Staff Training: A Guide for Practitioners
Marsha B. Parsons, Jeannia H. Rollyson, Dennis H. Reid
STEP #1
DESCRIBE THE TARGET SKILL

- Talk it through
- Give examples
- Give non-examples
- Encourage questions
- Ask questions
STEP #2
WRITTEN DESCRIPTION OF TARGET

Example
STEP #3
SUPERVISOR DEMONSTRATE TARGET SKILL
STEP #4
REQUIRE TRAINEE TO PRACTICE SKILL

(Alternative: role-play)
STEP #5
PROVIDE FEEDBACK
The purpose of Supervision
BECOME A CREDENTIALED SUPERVISOR

“These December 31, 2014, only individuals who complete a training experience based on this curriculum outline will be permitted to supervise individuals pursuing the BCBA or BCaBA credentials or practicing BCaBAs”.
QUALITY SUPERVISION = QUALITY ABA
## What Are the Environmental Contingencies? - Supervisor

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Target Behavior</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| BACB criteria required to be eligible for credential | • Develop behavior-analytic, professional, and ethical repertoires in specific areas of behavior-analytic practice  
• Guide behavioral case conceptualization, problem solving, decision making, and assistance seeking of the supervisee  
• Improve current repertoires of the supervisee  
• Maintain beneficial repertoires of the supervisee  
• Modeling of effective supervision practices for the supervisee | More People Credentialed by the BACB  
• More Persons Licensed to Practice in Texas  
• More trained providers at company/agency  
• Recognition by company/agency  
• Appreciation of supervisee  
• Expanded behavior analytic verbal community  
• Increased work & responsibilities |  

| MO= Support and promotion of Behavior Analysis | |  

More providers of ABA, potentially increasing societal impact |
# What Are the Environmental Contingencies? - Supervisor

<table>
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<tr>
<th>Antecedent</th>
<th>At Risk Behavior</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>BACB criteria required to be eligible for credential</td>
<td>• Poor-performing supervisees with insufficient practice repertoires</td>
<td>More People Credentialed by the BACB</td>
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<tr>
<td>• Licensure in Texas required to practice in the State</td>
<td>• Poor-performing supervisees unable to problem solve and make decisions in novel or unfamiliar situations</td>
<td>• More Persons Licensed to Practice in Texas</td>
</tr>
<tr>
<td>• Need for additional providers - at program</td>
<td>• Limited analytical repertoire</td>
<td>• More trained providers at company/agency</td>
</tr>
<tr>
<td>• Company/agency directive</td>
<td>• Supervisees lacking fluency in training others and in presenting behavior analysis</td>
<td>• Recognition by company/agency</td>
</tr>
<tr>
<td>MO = Valuing Supervision process for the purpose of credentialing only. Lacking quality &amp; accountability</td>
<td>• Supervisees who do not become effective supervisors in their own practices</td>
<td>• Appreciation of supervisee</td>
</tr>
<tr>
<td></td>
<td>• Supervisees who engage in unethical behavior</td>
<td>• Increased work &amp; responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Low-quality services to clients that result in lack of client progress or harm</td>
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<tr>
<td></td>
<td></td>
<td>• Reduced Client retention</td>
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<tr>
<td></td>
<td></td>
<td>• Poor findings in Audits &amp; Outcomes</td>
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<tr>
<td></td>
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<td>• Ethical Breaches</td>
</tr>
</tbody>
</table>
IMPORTANT FEATURES OF SUPERVISION

- Establishment of performance expectations of both supervisor and supervisee
- Description of how supervision will proceed according to the BACB Experience Standards (e.g., frequency of individual supervision, group supervision)
- Description of potentially appropriate activities as described in the BACB Experience Standards
- Description of competency tests of understanding
- Development and review of contractual agreement of the nature of supervision and performance expectations
- Assessment of initial skills of supervisee - Interview - Observation
- Behavioral skills training of supervisee
SUPERVISION CONTRACTS

Examples
DYNAMIC SUPERVISION

- Scheduled observations that may include in-vivo, video, web-based, computer-assisted observations - Before, during, and after training

- Review of written materials developed by the supervisee, including written plans, data sheets, and reports

- Ongoing scheduled supervision meetings - Individual - Group - Web-based, computer assisted

- Performance evaluations (formal & informal) of the supervisee - Meetings - Written evaluations

- Evaluation of the supervision process and the supervisor by the supervisee - Meetings - Written evaluations
RBT REQUIREMENT

MUST A RBT BE SUPERVISED BY SOMEONE CERTIFIED BY THE BACB?
RBT REQUIREMENT

MUST A RBT BE SUPERVISED BY SOMEONE CERTIFIED BY THE BACB?

YES

By a Responsible Certifiicant, either BCBA or BCaBA
RBT REQUIREMENT

HOW OFTEN MUST A RBT BE SUPERVISED?
RBT REQUIREMENT

HOW OFTEN MUST A RBT BE SUPERVISED?

**AT LEAST** two face-to-face meetings per month

At least 5% of the time the RBT provides behavior analytic services per month
RBT REQUIREMENT

WHAT TYPES OF SUPERVISION OF RBTs ARE ACCEPTABLE?
WHAT TYPES OF SUPERVISION OF RBTs ARE ACCEPTABLE?

Group supervision

- 2-10 supervisees
- Group supervision time cannot exceed monthly individual supervision

Individual supervision

- Meeting of supervisor and RBT
- Each month **MUST** have at least one individual observation while RBT provides behavior analytic services
WHAT DOCUMENTATION OF SUPERVISION IS REQUIRED?
RBT REQUIREMENT

WHAT DOCUMENTATION OF SUPERVISION IS REQUIRED?

The RBT is responsible for keeping documentation that the required supervision was provided each month (i.e., at least 5% of time providing behavior analytic services, at least 2 face-to-face meetings with responsible certificant, at least 1 direct observation per month during service provision).
Who can supervise an RBT?
Who can supervise an RBT?

A BCaBA or BCBA who agrees to do so ("responsible certificant") and has completed the BACB required supervision training.
RBT REQUIREMENT

CAN A RBT RECEIVE SUPERVISION FROM MORE THAN ONE CERTIFIED PERSON?
CAN A RBT RECEIVE SUPERVISION FROM MORE THAN ONE CERTIFIED PERSON?

YES, but only one person is shown as the responsible certificant.

If the RBT provides behavior analytic services in more than one organization, the

**MUST** have a responsible certificant in each and receive the appropriate amount and types of supervision in each organization.
BEHAVIOR ANALYST TRAINEE REQUIREMENT

NOTE: Applies to prospective BCBAs & BCaBAa unless otherwise specified
BEHAVIOR ANALYST TRAINEE REQUIREMENT

WHAT IS REQUIRED BEFORE SUPERVISION BEGINS?
BEHAVIOR ANALYST TRAINEE REQUIREMENT

WHAT IS REQUIRED BEFORE SUPERVISION BEGINS?

1. Both parties review together the BCBA’s EXPERIENCE STANDARDS document.

2. Both parties complete BCBA’s online competency-based unit regarding experience standards (NOTE: BCBA responsible for ensuring that supervisee has done so).

3. Development of and both parties sign supervision contract. Both parties are to have and keep copies of the contract.
WHAT DOES APPROPRIATE SUPERVISION INCLUDE?
WHAT DOES APPROPRIATE SUPERVISION INCLUDE?

- Development of performance expectations
- Observation, behavioral skill training, and delivery of performance feedback
- Modeling technical, professional, and ethical behavior
- Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
- Review of written materials (e.g., behavior programs, data sheets, reports)
- Oversight and evaluation of the effects of behavioral service delivery
- Ongoing evaluation of the effects of supervision

(from BACB EXPERIENCE STANDARDS document)
HOW OFTEN MUST A TRAINEE BE SUPERVISED?
BEHAVIOR ANALYST TRAINEE REQUIREMENT

HOW OFTEN MUST A TRAINEE BE SUPERVISED?

**AT LEAST** once each supervisory period that the trainee provides behavior analytic services, **preferably** in-person and on-site.

The supervisor **MUST** be available for consultation with the trainee between regular supervisory interactions.
BEHAVIOR ANALYST TRAINEE REQUIREMENT

WHAT TYPES OF SUPERVISION OF TRAINEES ARE ACCEPTABLE?
BEHAVIOR ANALYST TRAINEE REQUIREMENT

WHAT TYPES OF SUPERVISION OF TRAINEES ARE ACCEPTABLE?

Group supervision

2-10 supervisees

Group supervision time cannot exceed hours of individual supervision each supervisory period

Individual supervision

Meeting of supervisor and supervisee

Individual supervision time must equal or exceed group supervision time each supervisory period
BEHAVIOR ANALYST TRAINEE REQUIREMENT

HOW IS SUPERVISION TO BE DOCUMENTED?
BEHAVIOR ANALYST TRAINEE REQUIREMENT

HOW IS SUPERVISION TO BE DOCUMENTED?

With the Experience Supervision Form (or an alternate form incorporating all the required components)

To be completed for EACH supervisory period - NO backdating

Both parties retain copies of the signed, completed forms

Completed forms to be kept for at least 7 years after the final supervision meeting
BACB Experience Supervision Form

This form (or equivalent) must be completed at least once during each supervisory period.

Supervisor: ____________________________
Supervisor(s): __________________________

Supervisory Meeting Date(s) & Duration(s):

Supervisory Meeting Format (check all that apply): ______ individual ______ group

This document covers the supervisory period from ______/_____/______ to ______/_____/______

Type of Experience (check one): Supervised Independent Fieldwork ______ Practicum ______ Intensive Practicum

Experience Hours Accumulated During This Supervisory Period (complete all lines)

A) Number of independent experience hours accumulated (excluding time spent with supervisor): ______
B) Number of individual supervision hours accumulated: ______
C) Number of small-group supervision hours accumulated: ______
D) Total experience hours accumulated (add lines A through C): ______

Of the hours listed above, state the number spent in direct implementation of behavior-analytic programs: ______

Characteristics of Supervision Conducted During This Supervisory Period (check all that apply)

BACB Task List skills covered (list Task numbers): ______
Specific client(s) discussed: ______
Client privacy protected: ______
Observation of supervisee (video): ______
Observation of supervisee (in-person): ______
Supervisory discussion & feedback (in-person): ______
Supervisory discussion & feedback (remote): ______
Readings: ______

Evaluation of Supervisee Performance:

<table>
<thead>
<tr>
<th>S</th>
<th>N</th>
<th>I</th>
<th>U</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>Needs improvement</td>
<td>Unsatisfactory</td>
<td>N/A</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

- Arrives on time for supervision
- Maintains professional and courteous interactions with:
  - Clients/Consumers
  - Other service providers
  - Coworkers
- Maintains appropriate attire & demeanor
- Initiates professional self-improvement
- Accepts supervisory feedback appropriately
- Seeks supervision appropriately
- Timely submission of written reports
- Communicates effectively:
  - Written
  - Oral
- Demonstrates appropriate sensitivity to nonbehavioral providers
- Supervisee self-detected personal limitations
- Supervisee self-detected professional limitations
- Acquisition of target behavior-analytic skills

Overall evaluation of supervisee performance during this period (circle one): S NI U

Supervisee signature: ____________________________ Date: ______/_____/______

Supervisor signature: ____________________________ Date: ______/_____/______

TO BE COMPLETED DURING EACH SUPERVISORY PERIOD — BACKDATED FORMS ARE NOT ACCEPTABLE
DO NOT SUBMIT THIS FORM TO THE BACB WITH THE EXAM APPLICATION
Behavior Analyst Trainee Requirement

May a trainee have more than one supervisor?
MAY A TRAINEE HAVE MORE THAN ONE SUPERVISOR?

YES

But, all parties are to make sure that the supervision contract includes ALL parties involved in the supervision, indicating the roles and responsibilities of each
BEHAVIOR ANALYST TRAINEE REQUIREMENT

HOW MANY HOURS PER WEEK OF EXPERIENCE CAN BE ACCUMULATED?
BEHAVIOR ANALYST TRAINEE REQUIREMENT

HOW MANY HOURS PER WEEK OF EXPERIENCE CAN BE ACCUMULATED?

10-30 hours weekly, including supervision time
BEHAVIOR ANALYST TRAINEE REQUIREMENT

WHAT COUNTS AS ACCEPTABLE EXPERIENCE (and, thus, eligible for supervision?)
BEHAVIOR ANALYST TRAINEE REQUIREMENT

WHAT COUNTS AS ACCEPTABLE EXPERIENCE (and, thus, eligible for supervision?)

**ONLY** behavior analytic activities

- **Restricted activities** - providing therapy or instruction - no more than 50% of total supervised experience

- **Unrestricted activities** - activities that “...best exemplify the work of a behavior analyst who develops programs and systems for others to implement.”

(from BACB Experience Standards)
BEHAVIOR ANALYST TRAINEE REQUIREMENT

DOES THE FREQUENCY AND INTENSITY OF SUPERVISION VARY DEPENDING ON THE TYPE OF SUPERVISED EXPERIENCE?
BEHAVIOR ANALYST TRAINEE REQUIREMENT

DOES THE FREQUENCY AND INTENSITY OF SUPERVISION VARY DEPENDING ON THE TYPE OF SUPERVISED EXPERIENCE?

YES
take great care to ensure that the supervision contract includes all relevant parties and clearly defines all roles and responsibilities. In cases where multiple supervisors share responsibility for a supervisee’s experience, they may jointly sign a single Experience Verification Form attesting to the experience as a whole.

**APPROPRIATE EXPERIENCE**

**EXPERIENCE CATEGORIES:** There are three experience categories available: Supervised Independent Fieldwork, Practicum, and Intensive Practicum. In Supervised Independent Fieldwork, supervisors are typically responsible for securing an appropriate experience placement and obtaining the necessary supervision. By contrast, Verified Experience (i.e., Practicum and Intensive Practicum) requires explicit oversight and involvement by a Verified Course Sequence (VCS); these may only be offered by VCSs, and only after BACB approval of a proposal to offer these categories of experience. The table below outlines additional critical details in each category.

<table>
<thead>
<tr>
<th>Supervised Independent Fieldwork</th>
<th>BCBA</th>
<th>BChA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of Experience</td>
<td>1500 hours</td>
<td>1000 hours</td>
</tr>
<tr>
<td>Length of Supervisory Period</td>
<td>2 weeks</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Minimum # of Contacts per Supervisory Period</td>
<td>1 contact</td>
<td>1 contact</td>
</tr>
<tr>
<td>Minimum Amount of Supervision per Supervisory Period</td>
<td>5% of total hours</td>
<td>5% of total hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum</th>
<th>BCBA</th>
<th>BChA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of Experience</td>
<td>1000 hours</td>
<td>670 hours</td>
</tr>
<tr>
<td>Length of Supervisory Period</td>
<td>1 week</td>
<td>1 week</td>
</tr>
<tr>
<td>Minimum # of Contacts per Supervisory Period</td>
<td>1 contact</td>
<td>1 contact</td>
</tr>
<tr>
<td>Minimum Amount of Supervision per Supervisory Period</td>
<td>7.5% of total hours</td>
<td>7.5% of total hours</td>
</tr>
<tr>
<td>Course Grade</td>
<td>Official documentation reflects a passing grade (C or better) in all experience courses</td>
<td>Official documentation reflects a passing grade (C or better) in all experience courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intensive Practicum</th>
<th>BCBA</th>
<th>BChA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of Experience</td>
<td>750 hours</td>
<td>590 hours</td>
</tr>
<tr>
<td>Length of Supervisory Period</td>
<td>1 week</td>
<td>1 week</td>
</tr>
<tr>
<td>Minimum # of Contacts per Supervisory Period</td>
<td>2 contacts</td>
<td>2 contacts</td>
</tr>
<tr>
<td>Minimum Amount of Supervision per Supervisory Period</td>
<td>10% of total hours</td>
<td>10% of total hours</td>
</tr>
<tr>
<td>Course Grade</td>
<td>Official documentation reflects a passing grade (C or better) in all experience courses</td>
<td>Official documentation reflects a passing grade (C or better) in all experience courses</td>
</tr>
</tbody>
</table>

**Accredited Experience.** For all categories, no fewer than 10 hours but no more than 30 hours, including supervision hours, may be accrued per week. Supervisors may accrue experience in only one category per supervisory period.
BEHAVIOR ANALYST TRAINEE
REQUIREMENT

- CAUTIONARY NOTES:

1. The supervisor is responsible and can be held accountable under the BACB Professional and Ethical Compliance Code for Behavior Analysts (Compliance Code) for the services provided by the trainee.

2. The supervisor may not be related to, subordinate to, or employed by the trainee. Employment does not include compensation received by the supervisor from the trainee for supervision services. While not required, it is preferable that the supervisor be someone who works most closely with the trainee in implementing behavior analytic services.
BCaBA REQUIREMENT

HOW MUCH SUPERVISION IS REQUIRED FOR A BCABA?
**BCaBA REQUIREMENT**

**HOW MUCH SUPERVISION IS REQUIRED FOR A BCABA?**

- The amount of supervision required for a BCaBA depends upon the number of service-delivery hours in a month and how long the BCaBA has been certified. Newly certified BCaBA must have more supervision during their first 1,000 hours of post-certification work (i.e., at least the first 25 weeks of full time employment).
  - **First 1,000 hours of post-certification practice**: supervision must be at least 5% of the total number of behavior-analytic service hours provided per month, with no less than one hour of supervision every two weeks (emphasis added).
  - **Ongoing supervision (after the first 1,000 hours)**: supervision must be at least 2% of the total behavior analytic service hours provided per month. Note: BCaBAs certified before January 1, 2017 are exempt from the initial 5% period.

- The supervision percentages above should be considered a **minimum. Supervisors may require additional supervision** (emphasis added).

(Information adapted from BACB Standards for Supervision of BCaBAs)
BCaBA REQUIREMENT

HOW OFTEN MUST A BCaBA BE SUPERVISED?
BCaBA REQUIREMENT

HOW OFTEN MUST A BCaBA BE SUPERVISED?

**AT LEAST** once per month that the BCaBA provides behavior analytic services

The supervisory **MUST** be available for consultation with the BCaBA between regular supervisory interactions.
BCaBA REQUIREMENT

WHAT TYPES OF SUPERVISION OF BCaBAS ARE ACCEPTABLE?
BCaBA REQUIREMENT

WHAT TYPES OF SUPERVISION OF BCaBAS ARE ACCEPTABLE?

Group supervision

2-10 supervisees

Group supervision time cannot exceed monthly individual supervision

Individual supervision

Meeting of supervisor and supervisee

Individual supervision time must equal or exceed monthly group supervision time
BCaBA REQUIREMENT

WHAT CAN SUPERVISION INVOLVE?
**BCaBA REQUIREMENT**

**WHAT CAN SUPERVISION INVOLVE?**

**Discussion** between supervising BCBA and BCaBA (could be in a group or individually)

**Direct observation of the BCaBA—REQUIRED**

**At least once every 3 months** the supervisor **MUST** observe the BCaBA providing behavior analytic services in “the natural environment.” The supervisor might observe more frequently.

**Preferably** in person and on-site

**NOTE:** Informal communication such as phone conversations, email, or mail exchanges **DO NOT** count as supervision
BCaBA REQUIREMENT

MAY A BCaBA HAVE MORE THAN ONE SUPERVISOR?
BCaBA REQUIREMENT

MAY A BCaBA HAVE MORE THAN ONE SUPERVISOR?

YES

But, the BCaBA is responsible for making sure that each supervisor takes responsibility for each case and provides appropriate supervision.

NOTE: A BCaBA with multiple supervisors must be directly observed providing behavior analytic services be each supervisor at least once each quarter.
WHAT DOCUMENTATION IS REQUIRED?
WHAT DOCUMENTATION IS REQUIRED?

Supervision contract

BCaBA Supervision meeting form
<table>
<thead>
<tr>
<th>Service-Delivery Date</th>
<th>Service-Delivery Hours Total</th>
<th>Hours Total</th>
<th>Supervision Hrs. Required (2%)</th>
<th>Supervision Meeting</th>
<th>Supervisor Observation (Yes/No)</th>
<th>Notes</th>
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<td>6</td>
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<td>7</td>
<td>36</td>
<td>0.72</td>
<td></td>
<td></td>
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<tr>
<td>12/14/16</td>
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<td>45</td>
<td>0.9</td>
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<tr>
<td>12/15/16</td>
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<td>47</td>
<td>0.94</td>
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<tr>
<td>12/16/16</td>
<td>4</td>
<td>51</td>
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<td>12/19/16</td>
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<td>54</td>
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<td>12/20/16</td>
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<td>57</td>
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<tr>
<td>12/21/16</td>
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<td>4</td>
<td>75</td>
<td>1.5</td>
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**Supervision Hours Cheat Sheet**

<table>
<thead>
<tr>
<th>Service-Delivery Hours</th>
<th>Required Supervision Hrs.</th>
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<tbody>
<tr>
<td>Hours</td>
<td>2%</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0.02 hr. (1.2 min.)</td>
</tr>
<tr>
<td>5</td>
<td>0.25 hr. (15 min.)</td>
</tr>
<tr>
<td>15</td>
<td>0.75 hr. (45 min.)</td>
</tr>
<tr>
<td>20</td>
<td>1 hr. (60 min.)</td>
</tr>
<tr>
<td>25</td>
<td>1.25 hrs. (75 min.)</td>
</tr>
<tr>
<td>40</td>
<td>2 hrs. (120 min.)</td>
</tr>
<tr>
<td>50</td>
<td>2.5 hrs. (150 min.)</td>
</tr>
</tbody>
</table>

Multiply the minutes by your total hours to get your requirement each month.
5% = 3 min./hr.
2% = 1.2 min./hr.
BCaBA REQUIREMENT

CAUTIONARY NOTES:

1. The supervisor is responsible and can be held accountable under the BACB Professional and Ethical Compliance Code for Behavior Analysts (Compliance Code) for the services provided by the BCaBA.

2. The supervisor may not be related to, subordinate to, or employed by the BCaBA. Employment does not include compensation received by the supervisor from the BCaBA for supervision services. While not required, it is preferable that the supervisor be someone who works most closely with the BCaBA in implementing behavior analytic services.
Supervision & Environmental Variables
ASSUME MOTIVATION OF THE TRAINEE

MO=
Provide quality ABA to change socially significant behaviors that improve quality of life
Antecedent Factors that Shape the Nature of Supervision

- Ethical guidelines vs. Organizational Rules
- In home vs. Clinic
- Insurance vs. Private Pay
- Educational vs. Medical
Environmental Considerations

Consequence Factors that Shape the Nature of Supervision

- Our own R+ delivered
- BACB Ethical Board response
- Licensing Board response
GROUP ACTIVITY

- Using the tools of the BACB Ethical Guidelines address the challenges presented and how as a supervisor you should respond.
ETHICAL GUIDELINES VS. ORGANIZATIONAL RULES

- Some companies/agencies VERY strongly insist that the work hours of BCBAs be almost entirely billable (e.g., to insurance, Medicaid waiver program). Insurance companies and Medicaid waiver programs typically do NOT specifically pay for time that BCBAs provide supervision. Companies/agencies sometimes desperately need additional BCBAs and BCaBAs, a need more likely to be filled by trainees who receive supervision there. A supervisor is very aware of the BACB’s requirements regarding supervision and the ethical standards.

- How might the BCBA expected to provide supervision to trainees address these apparently incompatible expectations?
IN HOME VS. CLINIC

For a supervisee working in a clinic, typically the supervisor works for the company or agency. This makes observing and meeting with the supervisee fairly easy for the supervisor, with daily interaction readily possible. But, what about the situation in which the supervisee provides home-based ABA services? Typically the supervisory will work from an office that often is not be near the home(s) where the supervisee provides ABA services. In fact, depending upon traffic, the drive one way from the office to the home might take the better of an hour. The supervisee often does not even go into the office daily. (In some situations the travel time might not be paid or be be paid at a reduced rate.) Consider: how does the supervisor meet the BACB supervision requirements in home-based services when access to the supervisee is limited?
A Supervisor is providing training to a individual seeking their RBT credential. During the supervision session feedback is given to the Trainee that there are several remediation skills regarding reinforcement delivery. The Supervisor wants to schedule an immediate follow up as this procedure is crucial to the success of the patient’s progress. However, as she goes to schedule another overlap the Electronic Medical Records and scheduling system blocks her for the rest of the month due to authorizations not being available for additional overlaps. According to the system and organizational guideline the Supervision overlap will need to wait until next month.

What should the BCBA supervisor do and what are some possible solutions?
A parent is seeking services at a clinic and states that their child has been in Special Education as a student with Autism. The new BCBA looks over the IEP (Individual Education Plan) and submits it to an insurance company for service authorization. What errors has the new BCBA made? How could supervision have better prepared the new BCBA?
BREAK
Supervision shapes the future of our Profession
REFLECTION ON COMPONENTS OF BEING A BEHAVIOR ANALYST - IN GENERAL
REFLECTION ON COMPONENTS OF BEING A BEHAVIOR ANALYST - IN GENERAL

Scientist

And What Else?
What does Dr. Richard Foxx have to say about this and ABA?
PROFESSIONAL CHARACTERISTICS OF NEWBIE: STRENGTHS & WEAKNESS

- Sticky note activities

Strengths: ABA terminology, graphing, analyzing, great with kids

Weaknesses: have only worked in one setting, never written a treatment plan, have had little opportunity to collaborate with others, parent training vs. clinical staff training
SUPERVISION HAS THE POWER TO STRENGTHEN OUR FIELD

Supervision should ensure ABA Providers to Individuals include:

1. Trainee has diverse experiences across patients and settings
2. Writes an Effective Treatment Plan
3. Collaborates with other Professionals
4. Demonstrates proficiency with training staff vs. families
1. Trainee has diverse experiences across patients and settings & defining your scope of practice
Trainee has diverse experiences across patients and settings & defining your scope of practice

Examples of diverse patient populations/behaviors supervisee might possibly address?
Trainee has diverse experiences across patients and settings & defining your scope of practice

Examples of diverse patient populations/behaviors supervisee might possibly address? Persons with/who have/who are:

- autism
- intellectually disabled
- intellectual disabilities
- neurological injury
- young children
- adolescents
- senior citizens
- abuse substances
- Prater-Willi syndrome
- academically gifted
- suicidal
- schizophrenia
- ADD
- ”emotional disturbance”
- incarcerated
- eating disorder
- Lesch-Nyhan syndrome
- homeless
- not native
- speakers of English
- sensory limitation
- bipolar disorder
- highly aggressive
- life threatening
- SIB
Trainee has diverse experiences across patients and settings & defining your scope of practice

Examples of diverse settings supervisee where might possibly work?
Trainee has diverse experiences across patients and settings & defining your scope of practice

Examples of diverse settings supervisee where might possibly work?
  Clinic- public/ private
  School- public/ private
  Residential program- public/ private
  Private home
  Business setting
Trainee has diverse experiences across patients and settings & defining your scope of practice

How prepare supervisee for dealing with such diversity?
2. Collaborates with other Professionals
Collaborates with other Professionals

Common examples of professionals with whom supervisee could expect to collaborate?
Collaborates with other Professionals

**Common examples of professionals with whom supervisee could expect to collaborate?**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Counselors</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTs</td>
<td>Principals</td>
<td>Bureaucrats</td>
</tr>
<tr>
<td>PTs</td>
<td>Surveyors/ reviewers</td>
<td></td>
</tr>
<tr>
<td>SLTs</td>
<td>Court personnel</td>
<td></td>
</tr>
<tr>
<td>Physicians</td>
<td>Diagnosticians</td>
<td></td>
</tr>
<tr>
<td>Psychologists</td>
<td>Social workers</td>
<td></td>
</tr>
<tr>
<td>Clinic managers</td>
<td>Insurance peer reviewers</td>
<td></td>
</tr>
</tbody>
</table>
Collaborates with other Professionals

Repertoire to address with supervisee for effective collaboration?
Collaborates with other Professionals

Repertoire to address with supervisee for effective collaboration?

- Respect
- Politeness
- “Know” point of view
- Humility (arrogance)
- Focus on consumer
- Listen
- Minimize technical jargon

- Attack person or profession
- Compromise on non-essentials
- Refer to evidence base
- Disagree respectfully
- Patronizing/condescending

- Charlie Sheen “Winning”
3. Professional Documentation of ABA
TYPES OF ABA DOCUMENTS?
TYPES OF ABA DOCUMENTS

Behavior Intervention Plan

<table>
<thead>
<tr>
<th>Behavior</th>
<th>School</th>
<th>Student</th>
<th>Parents</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office-related</td>
<td>Office</td>
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<td>Office</td>
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<td>Office</td>
</tr>
</tbody>
</table>

Medical Record
PURPOSE OF INDIVIDUAL EDUCATION PLAN

- Educational Record
- Legal Document
- Demonstrates Historical Progress
- Living Document (updates)
- Created to justify educational Services
- Focuses on Services to address an Educational need or eligibility
EDUCATIONAL RESOURCES

- Texas Education Agency: IEP Model
- IDEA Manual: IEP process
## Purpose of Behavior Intervention Plan

**Behavior Intervention Plan**

*Behavior/Actions/Consequences*

<table>
<thead>
<tr>
<th>Behavior</th>
<th>School</th>
<th>Student</th>
<th>Parents</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Explanation of ABA procedures
- Procedural Behaviors defined
- May include examples
- Created to **guide** Interventionist Behaviors
- Parents, Educators, Practitioners
- Living Document
PURPOSE OF MEDICAL TREATMENT PLAN

- Medical Record
- Legal Document
- Demonstrates Historical Progress
- Living Document (updates)
- Created to justify medical necessity
- Focuses on Prescribed Therapeutic Services to address medical need
MEDICAL RESOURCES

Insurance guidelines
WRITTEN & MEASURABLE FEEDBACK

- Report Writing & Quality Assurance Rubric

1. Train using clear criteria & examples (rubric)
2. Set clear expectations & Goals
3. Use a Rubric to give Performance Feedback
4. Set new goals

Professional Writing is Key!
4. Proficiency in training families vs. staff
## TRAINING STAFF

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACB criteria required to be eligible for credential</td>
<td>Demonstrating Intervention Procedures</td>
<td>More People credentialed by the BACB</td>
</tr>
<tr>
<td>- Employer requires Training</td>
<td></td>
<td>- Completion bonus or compensation for hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Progressive Discipline</td>
</tr>
<tr>
<td>MO= Support and promotion of Behavior Analysis</td>
<td></td>
<td>Satisfaction in seeing therapeutic change</td>
</tr>
</tbody>
</table>
# Training Families

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values the behavior change</td>
<td>Demonstrating Intervention Procedures</td>
<td>Satisfaction in seeing therapeutic change within their child</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Makes life easier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New skills developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• More Community Opportunities</td>
</tr>
</tbody>
</table>

This is key?
SUPERVISOR PREPARES TRAINEE

- Engaging with family respectfully & compassionately
- How to answer questions based on their scope
- Prescribing procedures to family
- Never be afraid to say “I’ll get back to you”
- Consent levels (ex. In-home trainer during session)

(Differs from RBT- BCBA)
FAMILY-FOCUSED PARENT TRAINING

- Measures parent and child behavior
- Creates a Plan to shape and prompt both parent and child behavior
- Reinforces both child and parent behaviors
PARENT TRAINING PLAN

1. Understand the perspective of the Family
2. Meaningful parent Training goals within natural routines
3. Create a Parent Training Plan
4. Measure progress
LESSONS IN COMPASSION TO FAMILIES

• Share your stories with Trainees.

• Supervisor has the responsibility to introduce compassion to families.

• Listening is Key!
TEACH TRAINEES: PERSPECTIVE TAKING

- You can not be an effective parent trainer if you do not take the time to understand who you are training.
- Take the time to get Parent Training history: has past training been effective?
- Are they excited or already feeling defeated when you start parent training?
- Are they willing participants in parent training or do they avoid parent training sessions?
TEACH TRAINEE: PERSPECTIVE TAKING

- Get specific about their routines?

  **Dinner skills:**
  Where do they eat dinner: couch, table, bar stools, in the car, at sister soccer games?

  **Getting dressed:**
  Where do they get their clothes: dresser, folded from kitchen table, clean laundry basket

Parent Training often fails because the routines we teach are idealistic and not real life.
TEACH TRAINEE: PERSPECTIVE TAKING

- Capture parent motivation
  
  Best question:
  
  “what is one thing that would make your life easier?”

- Transitions
- Accepting No
- Sitting for a meal
- Getting into the car
- Bedtime routine

Keep it simple… but start here

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TEACH TRAINEE: PARENT TRAINING GOALS

- Be Specific
- Keep it simple
- Pick one behavior per goal
- Parent need to come in contact with success quickly to buy in
- Have a different goal for Mom & Dad
TEACH TRAINEE: TO SELECT A NATURAL ROUTINE TO PRACTICE THE SKILLS

<table>
<thead>
<tr>
<th>Mom’s</th>
<th>Dad’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath-time routine</td>
<td>Walk to get mail.</td>
</tr>
<tr>
<td>Playing imaginary games</td>
<td>Get garbage bins.</td>
</tr>
<tr>
<td>Singing a silly song</td>
<td>Toss ball back and forth.</td>
</tr>
</tbody>
</table>

Mom will contrive requesting opportunities for at least 5 preferred items or activities during bath time. (ex. bucket, duck, off, on, splash)

Dad will contrive at least 3 receptive command response opportunities within the routine of getting the mail. (ex. Open door, lets get the mail, put on your shoes)

SIMPLE & CLEAR = SUCCESS
Teach your trainee the research & resources to guide Parent Training.

- Include the parent & identify behavior targets for change
  - Parent training was the most effective service in contributing to their child’s growth (Hume et al., 2005; Lovaas, 1987)
  - They should play an instrumental part in their child’s development (Lovaas, 1987; Swallows & Graupner, 2005)

- Focus on child and parent behavior (Crone & Mehta, 2016)
  - Measure the occurrence (+) & non-occurrence (-) of behavior
  - Use Antecedent & Consequence Strategies to shape behaviors
TEACH TRAINEE PARENT TRAINING PLAN:
CHECKLIST OF STRATEGIES OF DO’S & DON’T’S

Example
TEACH TRAINEE TO MEASURING PROGRESS: IS THE PARENT TRAINING WORKING?

Crone & Mehta 2016

Parent Training on Generalized Use of Behavior Analytic Strategies for Decreasing the Problem Behavior of Children with Autism Spectrum Disorder: A Data-Based Case Study

Visual Analysis
SUPERVISORS SHAPE THE FUTURE OF ABA... go change the
BACB SUPERVISION