Supervision Savvy

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National Autism Conference
August 2019
Pittsburgh Behavioral Services
Teaching can be tricky!
Tacting

• BST
• Boats and Dinosaurs
  – Boats (errorless teaching)
  – Dinosaurs (LR to tact transfer)
• Tacting basic items in Chinese
  – Multiple stimulus presentations
Why is Supervision so Important?

• The substantial increase in BCBA certificates in recent years is creating a flooding of novice behavior analysts in the field “with 1817 new BCBAs in 2012 and a rise to 3185 new BCBAs in 2014” (Hartley, Courtney, Rossurm, & LaMarca, 2016).

• As of March 31\textsuperscript{st}, 2015 the BACB instituted the supervisor requirements and updated experience standards to assist with the alignment of supervision practices.
### Certificants

<table>
<thead>
<tr>
<th>Year</th>
<th>BCBA</th>
<th>BCaBA</th>
<th>RBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>32,008</td>
<td>3,437</td>
<td>51,501</td>
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<tr>
<td>2017</td>
<td>26,879</td>
<td>2,838</td>
<td>34,120</td>
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<tr>
<td>2016</td>
<td>22,891</td>
<td>2,601</td>
<td>25,853</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>1999</th>
<th>2009</th>
<th>July 1, 2019</th>
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<tbody>
<tr>
<td>Number of BCBAs</td>
<td>28</td>
<td>5731</td>
<td>34,471</td>
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</table>

From 2016 to 2018 the number of BCBAs increased by nearly 10,000 while the number of Registered Behavior Technicians (RBTs) doubled.

BABC 2019
Growth of RBTs

• Since the establishment of the Registered Behavior Technician credential in 2013, the number of RBTs grew from 328 at the end of 2014 to 60,685 by July of 2019.

• These individuals not only require quality supervision and effective training to acquire certification, but also require ongoing supervision to ensure fidelity through progress monitoring and continuation of training in order to maintain their credentials.
Experience Standards

• Supervisors must complete 8 hrs of training prior to initial supervision and obtain 3 hours of continuing education in supervision for each recertification period.

• Supervisors and supervisee must maintain supervision records for each supervisee for at least 7 years.
  – Unique system for documenting experience
  – Monthly experience Excel Tracker
  – Monthly experience verification forms

(BACB Experience Standards, 4/2019)
Experience Standards

• The BACB clearly outlines acceptable areas of supervision
  – 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

(BACB Experience Standards, 4/2019)
Quality Supervision

• Dixon, Linstead, Granspeesheh, Novack, French, Stevens, Stevens, & Powell (2016) evaluated supervisor intensity, qualifications, and caseload on outcomes in the treatment of individuals with ASD and found that the greater the number of supervision hours an individual received the better the treatment outcomes for individuals with autism.

• The supervisors’ years of experience were also demonstrated to improve performance outcomes for learners (Dixon et al., 2016).

• The clients assigned to supervisors that had a BCBA credential produced 73.7% greater mastery of learning objectives than learners receiving oversight under a non-BCBA supervisor (Dixon et al., 2016).
Quality Supervision

• Key variables: hours of supervision, experience of supervisor, and BCBA credential (Dixon et al., 2016).

• Other key components to effective supervision:
  – Aligned and balanced literature and practice experience
  – Syllabus or sequence of assigned readings
  – Supervision/supervisor that is in a position to assist with changes
  – Experience across populations of individuals in need of intervention grounded in the principles of applied behavior analysis
  – Focused attention to individual reinforcement contingencies and MO
Elements of Quality Supervision

- Teaches clinical, conceptual, professional, ethical, and supervisory skills
- Aligned and balanced literature and practice experience
- Develops competency-based short term and long term goals
- Guided by data
- Includes bidirectional feedback
- Behavior Analytic
- Evaluates the effectiveness of supervision
- Establishes a professional community for mentorship and continued education and training
Significant Variability

• There is significant variability in the pass rates of individuals sitting for the BCBA exam with approved course sequence pass rates ranging from 27% to 100% in 2016 (BCBA Examination Pass Rates for Verified Course Sequences, 2013-2016).

• Supervision experiences contribute additional variables that can considerably effect the quality of behavior analysts and instructors in the field.

• Supervisors must be knowledgeable of the weaknesses in the individual skill set of the supervisee as well as the limitations that might exist in their course sequence.
Supervision and Professional Development for Educators

• Begeny & Martin (2006) assessed university teacher preparation programs and evaluated the applied training of empirically-validated behavioral instruction practices and found that, “overall, participants received little training in behavioral instruction concepts, strategies, programs, and assessment practices.”

• Given that this finding is likely representative of teacher preparation programs throughout the nation, it is of key importance that the research validated strategies found to be effective in behavior analytic supervision be applied to educator training.
Recommended Practice Guidelines

Sellers, Valentino, & LeBlanc (2016)

• Evaluate the effects of supervision
  – Monitor effects and ensure feedback
• Embed ethics and professional development into supervision
• Continue professional relationship post-supervision as mentor or establish guidelines for on-going support
Three Essential Components of Effective Supervision

- Data systems for assessment of trainee skills
- Competency-based training
- Performance feedback

Supervision Book Ends:
- Establishing contingencies for effective performance at the onset of the supervisory experience
- On-going Mentoring
ESTABLISHING THE RIGHT CONTINGENCIES FROM THE START
The Supervision Kick-Off

- Supervisory Contact
- Review most current supervision standards
- Explain the purpose of supervision
- Review The BACB Professional and Ethical Compliance Code for Behavioral Analysts
- Set expectations
- Establish professional boundaries
- Set performance goals together
- Discuss feedback process
## Goals/ Skill Development

**BCBA Supervisee:**

<table>
<thead>
<tr>
<th>Individual Goal</th>
<th>Date Completed</th>
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<td></td>
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<tr>
<td><strong>Supervisor Recommended Skills</strong></td>
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<tr>
<td>VB- MAPP administration</td>
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<tr>
<td>Reinforcer identification procedures/ preference assessment administration</td>
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<tr>
<td>Language/ instructional and academic programming based off assessment</td>
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<tr>
<td>Discrete trial instruction/ intensive teaching procedures</td>
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<tr>
<td>Mand training</td>
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<tr>
<td>Writing behavioral definitions</td>
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<tr>
<td>Development &amp; implementation of individualized measurement systems</td>
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</table>
Supervisee Interviews

• It is often helpful to interview candidates prior agreeing to supervise experience hours for individuals seeking credentialing through the BACB. This is particularly of value when supervision will occur outside of an employing organization or university
  – Discuss career goals and expectations for supervision
  – Discuss supervisory model and structure
  – Discuss the supervisors areas of experience and how they align with the supervisee’s goals and areas of interest
    • e.g. Clinical, early intervention, OBM, research, administrative
  – Offer opportunities to observe when applicable
ASSESSMENT & DATA COLLECTION
Assessment

• Informal
  – Interviews
  – Discussions
  – Work sample/portfolio review
  – Review Syllabi
  – Self-assessments/surveys

• Formal
  – Pre-tests (written and oral)
  – Competency checkouts
  – Direct observation
Assessing Supervisees Skill Sets

• Core areas of assessment
  – 1: Direct observation of skill demonstration use of fidelity checklists
  – 2: Measurement of theory and conceptual skills through written formal assessments
  – 3: Oral competencies to evaluate analytic behavior and mastery of instructional design and research methodology
  – 4: Learner Outcomes → What do learner outcomes tell us about supervisee performance?
## COACHING
Procedural Fidelity Checklist

<table>
<thead>
<tr>
<th>Date: __________</th>
<th>Instructor: ______________</th>
<th>Student: ______________</th>
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</thead>
<tbody>
<tr>
<td>Observer 1: ______________________</td>
<td>Observer 2: __________________</td>
<td>IOA%: ________</td>
</tr>
</tbody>
</table>

1. Coach gathers materials needed for training.  

2. Coach greets trainee and specifies the skills/procedures being targeted and provides the trainee with an opportunity to review fidelity forms.  

3. Coach selects skills appropriate for trainee given their proficiencies and selects no more than 3 target skills.  

4. For each skill, the coach provides instructions on how to successfully complete the target skill.  

5. Coach uses language that is understood by the trainee and refrains from using jargon.  

6. Coach models target skill and highlights (tacts) important aspects of the skill.  

7. Coach provides the trainee with an opportunity to ask questions and answers questions thoroughly.  

8. Coach observes trainee attempt targeted skill.  

9. If an error occurs, the coach politely asks the trainee to stop and provides performance feedback, bringing specific attention to the parts of the procedure that were performed accurately and on which the error occurred. The coach may demonstrate the target skill again if necessary.  

10. Following trainee’s attempt of the target skill, the coach provides positive feedback about performance.  

11. Coach requires trainee to perform skill until specified fidelity criteria is reached.  

| YES | NO | NA |
Video of Fidelity Check Procedures
Oral Competencies

• Use discussion and literature groups with purpose.
• Have curriculum identified and a defined skill sequence.
• Identify the skills that should be demonstrated throughout the course of discussion groups.
• Oral participation, challenging concepts, identifying weaknesses in methodological design, synthesizing other relevant research, leading others in the analysis.
Literature Discussion
<table>
<thead>
<tr>
<th>Description of Participants and Settings</th>
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<tbody>
<tr>
<td>Participants are described with sufficient detail to allow others to select individuals with similar characteristics (e.g., age, gender, disability, diagnosis).</td>
</tr>
<tr>
<td>The process for selecting participants is described with replicable precision.</td>
</tr>
<tr>
<td>Critical features of the physical setting are described with sufficient precision to allow replication.</td>
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<table>
<thead>
<tr>
<th>Dependent Variable</th>
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<tbody>
<tr>
<td>Dependent variables are described with operational precision.</td>
</tr>
<tr>
<td>Each dependent variable is measured with a procedure that generates a quantifiable index.</td>
</tr>
<tr>
<td>Measurement of the dependent variable is valid and described with replicable precision.</td>
</tr>
<tr>
<td>Dependent variables are measured repeatedly over time.</td>
</tr>
<tr>
<td>Data are collected on the reliability or interobserver agreement associated with each dependent variable, and IOA levels meet minimal standards (e.g., IOA = 80%; Kappa = 60%).</td>
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<table>
<thead>
<tr>
<th>Independent Variable</th>
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<tbody>
<tr>
<td>Independent variable is described with replicable precision.</td>
</tr>
<tr>
<td>Independent variable is systematically manipulated and under the control of the experimenter.</td>
</tr>
<tr>
<td>Overt measurement of the fidelity of implementation for the independent variable is highly desirable.</td>
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<tr>
<th>Baseline</th>
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<tbody>
<tr>
<td>The majority of single-subject research studies will include a baseline phase that provides repeated measurement of a dependent variable and establishes a pattern of responding that can be used to predict the pattern of future performance, if introduction or manipulation of the independent variable did not occur.</td>
</tr>
<tr>
<td>Baseline conditions are described with replicable precision.</td>
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<thead>
<tr>
<th>Experimental Control/Internal Validity</th>
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<tbody>
<tr>
<td>The design provides at least three demonstrations of experimental effect at three different points in time.</td>
</tr>
<tr>
<td>The design controls for common threats to internal validity (e.g., permits elimination of rival hypotheses).</td>
</tr>
<tr>
<td>The results document a pattern that demonstrates experimental control.</td>
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<table>
<thead>
<tr>
<th>External Validity</th>
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<tbody>
<tr>
<td>Experimental effects are replicated across participants, settings, or materials to establish external validity.</td>
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<tr>
<th>Social Validity</th>
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<tbody>
<tr>
<td>The dependent variable is socially important.</td>
</tr>
<tr>
<td>The magnitude of change in the dependent variable resulting from the intervention is socially important.</td>
</tr>
<tr>
<td>Implementation of the independent variable is practical and cost effective.</td>
</tr>
<tr>
<td>Social validity is enhanced by implementation of the independent variable over extended time periods, by typical intervention agents, in typical physical and social contexts.</td>
</tr>
</tbody>
</table>
DATA COLLECTION
Data Collection on Performance

• Skills addressed in supervision should be aligned to some type of measurement system.
• Areas found as weaknesses in initial assessment processes may need a more sensitive data collection system and the development of a specialized skill sequence to help learners develop in the areas of need identified.
Determine Type of Training

• Acquisition:
  – Used for skills that are not yet mastered

• Maintenance:
  – To demonstrate skills are still mastered after a period without teaching

• Fluency:
  – Used for skills that are learned but not fast or consistently accurate

• Generalization:
  – Skills potentially acquired in one case/client, but need to work on the generalization of skills to another circumstance, client/population
Selecting a System

• Fidelity checklists: Checklists are going to be a significant tool for most supervision partnerships. These are a primary method for evaluating instructor behavior.
• Timed trials: Can be helpful for developing improved vocabulary, basic components.
• Trial-by-trial: Could be needed if consistent demonstration is an issue.
• Permanent products: Written documents, FBA/BIPs, development of materials, development of test kits, case studies.
• All of these different formats of data collection will typically be tracked on a skills tracking sheet or curriculum sequence where the supervisee and supervisor can work together to identify which skills will be actively addressed.
Example: Selecting and Developing Appropriate Measurement Systems

• Identify objective or skill that needs to be addressed.
  
  • Ex: Demonstration of Intensive Teaching Procedures Options:
    
    » Oral explanation of the teaching procedures.
    
    » Effective use of set error correction procedures with confederate learner.
    
    » Completion of 3 procedural fidelity/treatment integrity checklists with 90% achieved or higher.
Formal Progress Monitoring

• Strengths
  – Provides data on targeted skills
  – Data can be used to evaluate the effectiveness of supervision
  – The trainee is aware of exactly what skills are being evaluated
  – Produces data for specific performance feedback

• Limitations
  – Can be intimidating particularly if over used
  – The focused structure of the observation may limit the scope of the observation
  – Require preparation target skills, materials, and toys
How to Teach Analysis

• How does one measure the true use of the principles of Applied Behavior Analysis to guide decision-making, to question, to problem solve?
• The development of this type of complex skill set does not lend itself easily to a clear data system.
• Could participation in basic research (or even applied research) be a key component to ABA principles as practitioners?
• Sidman (2011) makes a strong argument that the lack of basic research in supervision and training programs is potentially detrimental to the development of conceptually sound behavior analyst practitioners.
I have written before about the importance of applied behavior analysis to basic researchers. That relationship is, however, reciprocal; it is also critical for practitioners to understand and even to participate in basic research. Although applied problems are rarely the same as those investigated in the laboratory, practitioners who understand their basic research background are often able to place their particular problem in a more general context and thereby deal with it successfully. Also the procedures of applied behavior analysis are often the same as those that characterize basic research; the scientist-practitioner will appreciate the relation between what he or she is doing and what basic experimenters do, and as a consequence, will be able to apply therapeutic techniques more creatively and effectively.

Key words: basic behavior analysis, applied behavior analysis, scientist-practitioner
PERFORMANCE FEEDBACK
Direct vs. Indirect

• **When and how to give performance feedback?**
• Direct supervision results in greater fidelity on implementation of procedures than indirect supervision (Green, Rollyson, Passante, & Reid, 2002).
  – Green et al. (2002) compared weekly general supervision with direct and immediate feedback on adherence to observation checklists in the residential clinical setting for supervisees overseeing direct care workers.
Immediate vs. Delayed

• Immediate is better than delayed.
  – Feedback needs to be immediate. Immediate feedback in the classroom and clinical settings has been evidenced to improve staff/implementer behavior and to be more effective than feedback occurring at a later time in a different setting (Himle & Wright, 2014; Lerman, Hawkins, Hoffman, Caccavale, 2013; Green, Rollyson, Passante, & Reid, 2002; Goodman, Brady, Duffy, Scott, & Pollard, 2008; Gallant, Thyer & Bailey, 1991; Scheeler, Congdon, & Stansbery, 2010)

• Ideally, feedback should occur within 3 seconds of the behavior (Scheeler, McKinnon and Stout, 2012).
Performance Feedback

• Following any direct observation, written assessment, or oral competency direct feedback on performance is needed.
• Feedback should be aligned with data and should provide explicit information for improved performance on a given skill.
• Feedback should clearly cover elements of the skill demonstration that went well and areas that need improvement.
• If the supervisee did not demonstrate mastery of the skill, an opportunity to readdress the skill should be scheduled.
When supervision goes wrong?

SUPERVISING THROUGH ANALYSIS
Antecedent Assessment of Supervisor Behavior

• Is the supervisor...
  – Pairing and conditioning the supervisor with reinforcement
    • Dense support and positive feedback
  – Upholding expectations discussed when signing the contact
  – Keeping to obligations
  – Modeling professional and ethical behavior
  – Present and accessible
  – Providing adequate training
  – Encouraging bidirectional feedback by soliciting feedback from the supervisee from the beginning of supervision
  – Responding to feedback (model accepting corrective feedback and change behavior accordingly)
<table>
<thead>
<tr>
<th>Obligations</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor gathers materials needed for supervisory contact.</td>
<td></td>
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<tr>
<td>2. The Supervisor meets for supervision contact at the scheduled date and time for the entire scheduled duration</td>
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<tr>
<td>3. The Supervisor provides their undivided attention to the supervisee and avoids distractions (e.g. phone, computer, emails, other colleagues/supervisees)</td>
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<tr>
<td>4. The Supervisor has completed all responsibilities necessary for the supervision contact (e.g. reviewed video or permanent product assignments, read required literature)</td>
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<tr>
<td>5. The Supervisor is dressed and groomed in alignment with the professional standard of the supervision setting.</td>
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<tr>
<td>6. The Supervisor models professional language and communication skills when interacting with the supervisee, clients, consumers, and other professionals.</td>
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<tr>
<td>7. The Supervisor models ethical behavior when discussing and interacting with supervisees, clients, families, and outside providers.</td>
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<tr>
<td>8. The Supervisor uses language that is understood by all parties in the setting and explains behavioral terminology as necessary.</td>
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<tr>
<td>9. The Supervisor reviews goals and discuss progress data.</td>
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<tr>
<td>10. The Supervisor provides dense positive feedback and corrective feedback using explicit examples and rationale.</td>
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<tr>
<td>11. The Supervisor provides plan for additional training/coaching on areas that require improvement and schedules follow up session</td>
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<tr>
<td>12. The Supervisor encourages bidirectional feedback provides the supervisee with the opportunity to provide feedback to the supervisee</td>
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<tr>
<td>13. The Supervisor models appropriate strategies for accepting feedback. (Thanking the supervisee for the feedback, summarizing, asking clarification questions while avoiding excuses or arguing)</td>
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<tr>
<td>14. The Supervisor states plan for responding to feedback</td>
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Functionally Assessing Barriers to Supervision

• Is the issue related to the supervisory format/expectations
  – Assess approach/escape behavior
  – Is it an issue with the supervisor’s behavior
    • Time management, canceling supervision, poor organization, over use of corrective feedback, insufficient observation and performance monitoring
  – Is the issue with the supervisee’s behavior
    • Time management, cancelling sessions, incomplete assignment, lack of progress regardless of adequate teaching and coaching, poor organization skills, difficulties with accepting feedback
When Supervision Gets Challenging

• Is the issue a motivation deficit or a skill deficit?
• If it is a motivation deficit... how do you change the antecedent conditions to make instruction/supervision serve as an opportunity for reinforcement?
  – Identify reinforcers of value & embed in instructional environment, teach skills errorlessly, provide dense reinforcement for correct performance, practice a variety of skill tasks including strengths when targeting a specific weakness, fade in demands, keep a quick instructional pace, embed choice making, present novel tasks, and keep sessions brief (Carbone, et al., 2010).
Analyze

• If it is a skill deficit...
  – Is instruction at the appropriate instructional level for the learner?
  – What are the pre-requisite skills needed to perform skill?
    • Compare to skills mastered by the learner.
  – Does the learner have the skills fluently within their tact repertoire to guide their behavior as a listener?
  – Could the skill be broken into smaller component parts?
COMPETENCY BASED SUPERVISION AND TEACHING PROCEDURES
Teaching Procedures

• Literature on training of supervisees in behavior analysis is dominated by the use of Behavioral Skills Training (BST).

• In 2011-2017 there were 25 publications in JABA highlighting the effectiveness of BST as an intervention with adult learners.
Behavioral Skills Training

• Research validated treatment package used to effectively teach a variety of skills to a variety of populations.
  – Ex: Gun safety, abduction prevention techniques, safety skills, training school professionals to work with students, training parents to improve feeding techniques with children, behavior professionals to conduct FAs, etc.
  – Core elements: instruction, modeling, rehearsal, feedback

   (Buck, 2014)
Instructions

• Basic steps needed to complete the given task in simplistic and explicit behavioral terminology.

• Previous research has demonstrated that written directions/access to research articles outlining procedures alone without other key elements of BST including modeling, rehearsal, and feedback was not as effective in teaching adult learners new skills as use of a treatment package that includes the general elements of BST (Lambert, Bloom, Kunnavatana, Collins, Clay, 2013; Howard & Reed, 2014)
Behavioral Skills Training

• Many BST treatment packages include both verbal and written directions/instructions (Lerman, Hawkins, Hoffman, & Caccavale 2013; Sarokoff & Sturmey, 2004; Nigro-Bruzzi & Sturmey, 2010).

• Others include modeling embedded with the delivery of the instructions. Modeling with the delivery of the instructions is supported in the literature through in-vivo (Lambert et al., 2013; Lerman et al. 2013; Himle & Wright, 2014; Homlitas, Rosales, & Candel, 2014; Sarokoff & Sturmey, 2004) and video modeling presentation formats (Nigro-Bruzzi & Sturmey, 2010; Howard & Reed, 2014)
Verbal Instructions with Rationale and Written Instructions
Behavioral Skills Training: Modeling

- Modeling: This step requires the instructor to present the steps sequentially demonstrating correct performance
- Could include narration
- Could include adult confederate learner or actual learner
Modeling
Rehearsal/ Role Play

• A common element embedded into BST treatment packages is the use of role-play or rehearsal.
• The use of rehearsal/role-play as an element of BST treatment packages has been evidenced as successful when used with set number of rehearsals (Sarokoff & Sturmey, 2004; Homlitas, Rosales, & Candel, 2014) and when done using set mastery criteria to determine when modeling/rehearsal phases were done (ie: two runs of demonstrating all six steps without error) (Nabeyama & Sturmey, 2010; Nigro-Bruzzi & Sturmey, 2010; Himle & Wright, 2014; Lambert et al. 2013). Use of set number of repetitions combined with mastery criteria was also evidenced (Lerman et al., 2013).
Rehearsal / Role Play

• Common Procedures:
• Following modeling, the trainee rehearses or practices the skills.
  – Option 1: Practice is encouraged multiple times in a row and feedback is withheld.
  – Option 2: Feedback is given immediately during the rehearsal process.
• Often the instructor alternates with the trainee to intermittently model sections of the procedures or the entire procedure.
• Rehearsal is conducted until mastery criteria is met.
Rehearsal and Feedback
Performance Feedback

• As previously highlighted, performance feedback is a vital component to instructor behavior change.

• Research supports immediate and direct delivery of feedback in close temporal proximity to the instructor’s behavior.
BST Performance Feedback

• Performance feedback is often structured to include key features:
  – Identify correct and incorrect steps, identify and state the error, describe the procedure again, model the procedure, provide an opportunity for the trainee to practice (Lambert et al., 2013; Lerman et al. 2013).
  – Howard & Reed (2014) included an explanation as to why procedures were incorrect and utilized descriptive praise as elements of the feedback procedure.
  – Nabeyama & Sturmey (2010) extended their feedback package to include both verbal and physical prompts to improve instructor skill sets in improving safe ambulation of individuals with multiple disabilities.
Rehearsal & Feedback
Repeat to Meet Mastery Criteria

• Mastery criteria should be determined, discussed and demonstrated prior to the trainee attempting the skill
• Instructions, modeling, rehearsal, and performance feedback are repeated as necessary until the established mastery criteria is consistently met
• If mastery criteria was met in a roleplay scenario, schedule an opportunity to observe the trainee in the work site with a client or consumer
Modifications to BST Format

• Group BST
• Video Modeling and BST
• Pyramidal BST
Behavior Analytic Mentorship

• The responsibility to train others in the principles of Applied Behavior Analysis does not stop because someone has completed supervision.

• The best behavior analysts, leaders, and teachers have skills that were cultivated over a long period of time by those in their communities with expertise, passion, and experience.
Mentor

• Mentorship requires extending one’s self beyond the structure the BACB has put in place for supervision.

• There are often no payment plans or contracts.
  – Find a community where mentorship is available.
  – Provide mentorship on the areas in which you are equipped.

• Our field is dependent on quality mentorship to continue to progress and improve in credibility and quality.
Final Thoughts

• The field of behavior analysis is dependent on quality supervision to maintain credibility.
• Weak supervision hurts not only the supervisee and future clients, but the field as a whole.
• Make quality supervision a priority.
BACB Updates

• Effective January 1, 2022
• Two Supervisory Categories
  – Supervised Fieldwork
  – Concentrated Supervised Fieldwork
• Increase in required hours
  – SF - 2,000 hours
  – CSF - 1,500 hours
• Number of contacts per month
  – SF - 4
  – CSF - 6
• 60% Unrestricted hours
• Transition to Task List 5

(BACB 10/2018)
Updates to BACB Supervision System

• Responsibilities for a field work audit
  – Supervisor and supervisee must submit
  – Supervision contract and monthly verification forms
  – The unique fieldwork documentation system, complete with supervisor’s notes on the supervisee’s progress
  – The excel fieldwork tracker
Supervision Tracking Form

<table>
<thead>
<tr>
<th>Supervisee</th>
<th>Supervisor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>/ /</td>
</tr>
<tr>
<td>Time</td>
<td>Duration</td>
</tr>
<tr>
<td>Start: ___ End: ___</td>
<td></td>
</tr>
<tr>
<td>___ hours ___ min</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>In Person Online Phone</td>
</tr>
<tr>
<td>Fieldwork Type</td>
<td>Supervised Fieldwork Intensive Practicum</td>
</tr>
<tr>
<td>Supervision Type</td>
<td>Individual Group</td>
</tr>
<tr>
<td>Activity Category</td>
<td>Restricted Unrestricted</td>
</tr>
<tr>
<td>Client Observation</td>
<td>Yes No</td>
</tr>
<tr>
<td>Setting</td>
<td>PBS</td>
</tr>
<tr>
<td>Task List Items Covered</td>
<td></td>
</tr>
<tr>
<td>Summary of Supervision Activity</td>
<td></td>
</tr>
<tr>
<td>Feedback Progress</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>Due Date</td>
</tr>
</tbody>
</table>
The table below describes relevant BACB fieldwork requirements applied to fieldwork hours logged into the Fieldwork Tracker.

<table>
<thead>
<tr>
<th>BACB Fieldwork Standard</th>
<th>Audit Category Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Fieldwork hours accumulated prior to signing a contract with a supervisor or before the supervisor is qualified to supervise are not countable.</td>
<td>For example, if a Trainee accumulates 20 of their 50 fieldwork hours during a supervisory period prior to signing a contract with a supervisor, only 30 of those fieldwork hours would be deemed countable.</td>
</tr>
<tr>
<td>B</td>
<td>Fieldwork hours accumulated between 20 and 130 hours during each supervisory period.</td>
<td>For example, if a Trainee accumulates 150 hours during a supervisory period then only 130 of those hours would be deemed countable.</td>
</tr>
<tr>
<td>C</td>
<td>Fieldwork hours accumulated in the presence of a supervisor each supervisory period (Supervised Fieldwork = 5% of hours and Concentrated Supervised Fieldwork = 10% of hours).</td>
<td>For example, if a Trainee accumulates 100 fieldwork hours and 5 supervised hours during a supervisory period under the Concentrated Supervised Fieldwork type, only 50 of the fieldwork hours would be deemed countable.</td>
</tr>
<tr>
<td>D</td>
<td>Group supervision hours earned in excess of the 50% of total supervision hours would not be deemed countable.</td>
<td>For example, if a Trainee accumulates 2 individual supervision hours and 3 group supervision hours during a supervisory period, only 4 supervised hours (2 individual and 2 group supervision hours) would be deemed countable.</td>
</tr>
<tr>
<td>E</td>
<td>Fieldwork hours accumulated during a supervisory period with less than the required number of supervision contacts will be prorated based on the percentage of required supervision contacts met.</td>
<td>For example, if a Trainee logs only 2 of the 4 supervision contacts required under the Supervised Fieldwork type, only 50% of their hours for that supervision period would be deemed countable.</td>
</tr>
<tr>
<td>F</td>
<td>Fieldwork hours accumulated during a supervisory period with less than the required number of client observations will be prorated based on the percentage of required client observations met.</td>
<td>For example, if a Trainee does not log any client observations under the Concentrated Supervised Fieldwork experience type in a given month, none of their fieldwork hours for that supervision period would be deemed countable.</td>
</tr>
<tr>
<td>G</td>
<td>This requirement applies to the total fieldwork hours accumulated by the Trainee across supervisory periods.</td>
<td>For example, if a Trainee pursuing their BCBA certification under the Concentrated Supervised Fieldwork fieldwork type, must accumulate at least 400 fieldwork hours while engaged in unrestricted activities across supervisory periods.</td>
</tr>
<tr>
<td>H</td>
<td>Trainees pursuing their BCBA certification must acquire at least 1,300 weighted fieldwork hours across fieldwork types and supervision periods.</td>
<td>For example, if a Trainee pursuing a BCBA certification accumulated 650 hours under the Supervised Fieldwork fieldwork type and 500 hours under the Concentrated Supervised Fieldwork fieldwork type, this would equate to 1,300 weighted fieldwork hours.</td>
</tr>
</tbody>
</table>
Supervision Resources

• **BCBA Supervision Files**

• Experience Standards and Documentation:
  – Effective January 1, 2019
Thank you!

- For questions or additional resources contact:
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  - jim@pittsburghbehavior.org