Establishing Effective Supervisory & Consultative Practices: A Data Driven Approach

August 7th, 2019
National Autism Conference

Dr. Amy Naccarelli, Ed.D., BCBA
PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.
Outline

• Purpose of Effective Supervision and Consultation
• Establishing Rapport
• Systematic Training Framework
  – Assessment
  – Goal Setting
  – Plan Development
  – Behavioral Skills Training
  – Various Levels Of Evaluation
• Barriers To Implementation
A Rapidly Growing Field

BCBA: Overall Certificants per Year

(Behavior Analyst Certification Board, n.d.)
Lack of Training

<table>
<thead>
<tr>
<th>Responsible for supervising staff</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>273</td>
<td>75.62</td>
</tr>
<tr>
<td>No</td>
<td>88</td>
<td>24.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The number of staff supervised</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–5</td>
<td>95</td>
<td>34.80</td>
</tr>
<tr>
<td>6–10</td>
<td>71</td>
<td>26.01</td>
</tr>
<tr>
<td>10–15</td>
<td>34</td>
<td>12.45</td>
</tr>
<tr>
<td>16–20</td>
<td>24</td>
<td>8.79</td>
</tr>
<tr>
<td>21–30</td>
<td>18</td>
<td>6.59</td>
</tr>
<tr>
<td>31–50</td>
<td>16</td>
<td>5.86</td>
</tr>
<tr>
<td>51–75</td>
<td>6</td>
<td>2.20</td>
</tr>
<tr>
<td>76–200</td>
<td>5</td>
<td>1.83</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.10</td>
</tr>
<tr>
<td>Did not specify</td>
<td>1</td>
<td>0.37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Availability of training about effective supervision practices</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91</td>
<td>33.33</td>
</tr>
<tr>
<td>No</td>
<td>181</td>
<td>66.30</td>
</tr>
<tr>
<td>Did not specify</td>
<td>1</td>
<td>0.37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisory training prepared staff for successfully supervising others</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>45.06</td>
</tr>
<tr>
<td>Somewhat</td>
<td>38</td>
<td>41.46</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>4.40</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>7.69</td>
</tr>
<tr>
<td>Did not specify</td>
<td>1</td>
<td>1.03</td>
</tr>
</tbody>
</table>

66.3% did not receive training about effective supervisory practices

(DiGennaro Reed & Henley, 2015)
Quality Supervision...

“...will contribute to the development of effective and ethical practitioners, protection of clients, and advances in the field”

(Turner, Fischer, & Luiselli, 2016, p. 287)
Supervisor

• “Improve[s] and maintain[s] the behavior-analytic, professional, and ethical repertoires of the trainee and facilitate[s] the delivery of high-quality services to the trainee’s clients”

(BACB, 2019)
Consultant

• One who gives professional advice or services
Trainee

Supervisee
- RBT
- BCaBA
- Pursuing BCBA or BCaBA certification

Consultee
- Teacher
- Paraprofessional
- Direct service provider
- Parent
Supervisor Training Curriculum

“Create committed and positive relationships”
Rapport

• “The degree to which a supervisor and a trainee are mutual discriminative stimuli for generalized reinforcement”

(Carr, Levin, McConnachie, Carlson, Kemp, & Smith, 1997; Magito McLaughlin & Carr, 2005; Turner et al., 2016, p. 288)
Rapport as a Setting Event

Problem Behavior

Task Completion

Task Completion

Problem Behavior

Low Rapport

Strong Rapport

(Magito McLaughlin & Carr, 2005)
Developing Rapport

4:1

Approach Behavior

Seek Guidance & Feedback

Undivided Attention

(BACB, 2018; Daniels & Bailey, 2014; Turner et al., 2016)
Systematic Training Framework

[Diagram showing the cycle of Analyze, Design, Develop, Implement, and Evaluate]

(Allen, 2006)
Systematic Training Framework

Analyze

Evaluate

Design

Implement

Develop

(Allen, 2006)
Supervisor Training Curriculum

“Collaborate to establish training objectives aligned with the BCBA/BCaBA Task List based upon:

- Trainee interests
- Coursework objectives
- Trainee deficits
- Goals

(BACB, 2018, p. 9)
Job Model

- Goals
- Tasks required
- Measured of performance
- Method of feedback
- Inputs to performance
- Recipients of outputs of performance

(Gilbert, 1996; Rummler & Brache, 2012)
Job Model Example

Some Tools for Carrying Out a Proposed Process for Supervising Experience Hours for Aspiring Board Certified Behavior Analysts®

Katie Lynn Garza¹ · Heather M. McGee¹ · Yannick A. Schenk¹ · Rebecca R. Wiskirchen¹

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Electronic supplementary material The online version of this article (doi:10.1007/s40617-017-0186-8) contains supplementary material, which is available to authorized users.

• Appendix A

*Shared with written permission from Dr. Garza
Supervisor Training Curriculum

“Evaluate the effectiveness of supervision of the trainee”

(BACB, 2018, p.6)
Baseline Assessment of Trainee Skills

**Indirect**
- Interview
- Checklist
- Survey
- Rating scale

**Direct**
- Oral test
- Written test
- Direct observation
- Portfolio

(Turner et al., 2016)
Considerations for Assessment

• What are you trying to measure?
  – Performance-based skills
  – Knowledge-based skills

• Are the results accurate?
  – Validate indirect measures through direct measures

(BACB, 2018; Garza, McGee, Schenk, & Wiskirchen, 2018)
Self Assessment: Task List

- Supervisee Assessment and Performance Tracking Template

*Shared with written permission from Dr. Garza* (Garza et al., 2018)
APPENDIX: RATE YOUR PROFESSIONAL SKILLS

Instructions: You can use this checklist as a guide for evaluating your professional skills. Go through each item and rate yourself honestly for each one. For those items on which you rate yourself “average” or lower, develop a personal plan for improvement, starting with the materials in the “For Further Reading” section at the end of each chapter.

<table>
<thead>
<tr>
<th>25 Skills and Strategies</th>
<th>Strong</th>
<th>Good</th>
<th>Average</th>
<th>Weak</th>
<th>Nonexistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essential Business Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Business etiquette</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assertiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interview

• Trainee
  – Interests?
  – Goals?

• Consult with previous supervisors
# Checklist

## Pairing with Reinforcement

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did instructor sanitize the environment (have control of reinforcers)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did instructor have a variety of potential manding items available?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did instructor identify reinforcers that Student had MO for at the moment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did instructor offer student a reinforcer “freely” with no demands (avoided asking questions, avoided saying “no” and “stop,” avoided asking Student to complete tasks)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did instructor deliver item while saying item name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did instructor present as fun, exciting, and happy to be with Student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did instructor try to contrive motivation for novel potential reinforcers?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Did instructor use reinforcers across a variety of motivational categories during the session (edibles, toys, actions)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Did instructor pair voice/response form with the delivery of reinforcement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Did instructor differentially reinforce all approach behavior (such as eye contact, smiles, laughs, walking/running/reaching toward instructor)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Did instructor deliver reinforcement at least 3 times per minute?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Did instructor withhold reinforcement when Student engaged in problem behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Did instructor wait at least 5 seconds for problem behavior to stop before starting delivery of reinforcement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Did instructor present reinforcers in a variety of ways in order to prevent habituation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Did instructor end pairing session before Student lost interest and was still motivated?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

_____/15

Percentage of Y’s:
# Treatment Fidelity Checklist

## Pairing with Reinforcement

### Procedural Fidelity Checklist

**Date:** 6/1/19  **Instructor:** JS  **Student:** AA  **Observer 1:** AN

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did instructor sanitize the environment (have control of reinforcers)?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Did instructor deliver item while saying item name?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Did instructor present as fun, exciting, and happy to be with Student?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Did instructor try to contrive motivation for novel potential reinforcers?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. Did instructor use reinforcers across a variety of motivational categories during the session (edibles, toys, actions)?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
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<td>9. Did instructor pair voice/response form with the delivery of reinforcement?</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>10. Did instructor differentially reinforce all approach behavior (such as eye contact, smiles, laughs, walking/running/reaching toward instructor)?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>X</td>
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<td>X</td>
<td></td>
</tr>
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<td>14. Did instructor present reinforcers in a variety of ways in order to prevent habituation?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15. Did instructor end pairing session before Student lost interest and was still motivated?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Notes:**

N/A for #12 and #13 – Problem behavior did not occur

**Total:** 9/13 = 69%
### Interobserver Agreement

<table>
<thead>
<tr>
<th>Target</th>
<th>Trainee Probe</th>
<th>Consultant Probe</th>
<th>Agree/ Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Echoic – Candy</td>
<td>Yes</td>
<td>Yes</td>
<td>Agree</td>
</tr>
<tr>
<td>Echoic – Nana</td>
<td>No</td>
<td>No</td>
<td>Agree</td>
</tr>
<tr>
<td>Imitation – Sign for popcorn</td>
<td>No</td>
<td>No</td>
<td>Agree</td>
</tr>
<tr>
<td>Imitation – Sign for paint</td>
<td>Yes</td>
<td>No</td>
<td>Disagree</td>
</tr>
<tr>
<td>Tact – Couch</td>
<td>Yes</td>
<td>Yes</td>
<td>Agree</td>
</tr>
<tr>
<td>Tact – Goat</td>
<td>Yes</td>
<td>No</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Interobserver Agreement = 57%  \[4/7 = .57 \times 100\]
Antecedents Skill Sheet

Discriminative stimuli occur as an a__________ to behavior. Antecedent means b______ the behavior occurs.

Discriminative stimuli signal that reinforcement is a______________.

Give one example of a Discriminative stimuli: ____________________.
Oral Test

• What is positive reinforcement?
• What is negative reinforcement?
• What is positive punishment?
• What is negative punishment?
Portfolio

- Functional Behavior Assessment & Behavior Intervention Plan
  - Operational definitions
  - Data sheet
  - Treatment fidelity checklist
Site Review

- Classroom organization
- Classroom environment
- Materials organization
- Data systems
- Consultation/ training process
- Family engagement
- Inclusive practices
- Instruction
- Mand training
- Intensive teaching
- Natural environment teaching
- Other instructional methods
- Group instruction
- Social skills training
- Behavior interventions

(PaTTAN Autism Initiative ABA Supports, n.d.)
### Site Review – Classroom Environment

<table>
<thead>
<tr>
<th>Classroom environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Is the classroom neat and organized? This involves a general impression: basically is the room free of clutter and are floors free of impediments to movement. Also consider the degree to which students can move easily between activities and especially the degree to which physical arrangement allows staff to monitor behavior of students.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>OBC</td>
</tr>
</tbody>
</table>

| 6. Is access to reinforcers controlled by staff? Must demonstrate 3 examples: such as physical changes to environment, use of sorted snacksed trays, reinforcers in view but out of reach, carpenters pocket vests, etc. Additionally the adult control of reinforcers must be demonstrated for all students with mand programs in place. |
| Yes |
| No |
| OBC |

| 7. Is seating appropriate for children? Chair and table size relative to most students so that students can sit in chair with feet on the floor. |
| Yes |
| No |
| OBC |

(PaTTAN Autism Initiative ABA Supports, n.d.)
Activity I – Analyze

LET’S TRY IT
Systematic Training Framework

- Analyze
- Design
- Develop
- Implement

(Allen, 2006)
Supervisor Training Curriculum

“Establish a plan for structured supervision content and evaluation of competence for supervisees and trainees”

(BACB, 2018, p.6)
“Supervision and trainings are behavior-analytic in content...”

(BACB, 2014)
5.03 Supervisory Delegation

“If the supervisee does not have the skills necessary to perform competently, ethically, and safely, behavior analysts provide conditions for the acquisition of these skills”

(BACB, 2014)
Stages of Learning

- Acquisition
- Fluency
- Maintenance
- Generalization

(Cooper, Heron, & Heward, 2007; Haring, Lovitt, Eaton, & Hansen, 1978)
Skill Selection

- Set performance expectations
- Establish pre-determined mastery criterion

(BACB, 2018; Garza et al., 2018)
Target Behavior

Objective
- Observable characteristics
- Recorded reliably

Clear
- Readable
- Unambiguous

Complete
- Delineates boundaries
- Included/excluded

(Cooper et al., 2007; Hawkins & Dobes, 1977)
Goal Setting

By (time frame), when (in some condition), the trainee will be able to (perform a specific skill) this well (mastery criterion), this many days/ times (how many times trainee demonstrates mastery) as measured by (evaluation schedule).

(University of California, n.d.)
Supervision Feedback & Goal Setting

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Katie Lynn Garza¹ · Heather M. McGee¹ · Yannick A. Schenk¹ · Rebecca R. Wiskirchen¹

Electronic supplementary material The online version of this article (doi:10.1007/s40617-017-0186-8) contains supplementary material, which is available to authorized users.

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Appendix E

(Garza et al., 2018)
Activity 2 – Design

LET’S TRY IT
Systematic Training Framework

Analyze

Evaluate

Design

Implement

Develop

(Allen, 2006)
Plan Development

How will you:                                    How often will you:
How long will you:                                What is needed to:
Who is needed to:                                 Provide Feedback?

Train?                                            Measure?
Evaluate?
5.04 Designing Effective Supervision & Training

“Supervision and trainings are... effectively and ethically designed...”

(BACB, 2014)
Supervisor Training Curriculum

“Use behavioral skills training to improve supervisee or trainee performance”

(BACB, 2018, p.6)
“A large majority of respondents did not receive the full package of... behavioral skills training”

(DeGennaro Reed & Henley, 2015, p. 22)
Behavioral Skills Training (BST)

- Instructions
- Modeling
- Rehearsal
- Feedback

Criteria Met?

- NO

In Situ Assessment

(Parsons, Rollyson, & Reid, 2012)
Task Analysis Template

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• Appendix B

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Activity 3 – Develop

LET’S TRY IT
Systematic Training Framework

Analyze

Evaluate

Design

Implement

Develop

(Allen, 2006)
“Use behavioral skills training to improve supervisee or trainee performance”
Behavioral Skills Training (BST)

- Instructions
- Modeling
- Rehearsal
- Feedback

In Situ Assessment

Criteria Met?

(Parsons et al., 2012)
Behavioral Skills Training (BST)

1. Instructions
2. Modeling
3. Rehearsal
4. Feedback

(Parsons et al., 2012)
BST: Instructions

Why?  Rationale
What?  Tools & materials
Who?  Where?  When?  Conditions
How?  Written & vocal directions

(BACB, 2018; Parsons et al., 2012)
BST: Instructions

• Provide clear, succinct, and detailed instructions
• Require active participation
• Use enhanced instructions

(BACB, 2018; Graff & Karsten, 2012)
BST: Instructions – Non-example

• “Put the stamp on the envelope”
BST: Instructions – Example

1. Hold the envelope with the long edge going left to right instead of up and down
2. The smooth side of the envelope without the flap should face toward you
3. Peel the paper off the back of the stamp
4. Put the stamp on the envelope right side up and sticky side down in the upper right corner within one inch from the top and side of the envelope
Behavioral Skills Training (BST)

Instructions → Modeling → Rehearsal → Feedback

Criteria Met?

YES ➔ In Situ Assessment

NO ➔ In Situ Assessment (Parsons et al., 2012)
BST: Modeling

• Demonstrate the skill
  – Role play
  – Video modeling
  – In vivo

• Provide instructions concurrently
  – Highlight key components

• Model across relevant contexts
  – Multiple exemplars

(BACB, 2018; Parsons et al., 2012)
Behavioral Skills Training (BST)

Instructions → Modeling → Rehearsal → Feedback

Criteria Met?

NO

In Situ Assessment

YES

(Parsons et al., 2012)
BST: Rehearsal

• Trainee practices the skill
  – Role play
  – In vivo

• Rehearse immediately after model

• Practice across relevant contexts
  – Multiple exemplars

(BACB, 2018; Parsons et al., 2012)
Behavioral Skills Training (BST)

Instructions → Modeling → Rehearsal → Feedback

Criteria Met?

In Situ Assessment

(Parsons et al., 2012)
BST: Feedback

• “Rehearsal in isolation is an ineffective way to increase integrity and may simply create an opportunity for participants to practice errors”

(Jenkins & DiGennaro Reed, 2016, p. 278; Ward-Horner & Sturmey, 2012)
“Data sheets built from a task analysis are more likely to capture the behaviors critical to successful performance”

(Garza et al., 2018, p. 67)
BST: Positive & Constructive Feedback

- Prompt
- Frequent
- Descriptive
- Easily Understood
- Improvement Focused
- Goal Oriented
- Data Driven
- Performance Related
- Rationales
- Sincere
- Open
- Written
- Vocal
- Video
- Graphed

4+ : 1-

(Alvero, Bucklin, & Austin, 2001; BACB, 2018; Balcazar, Hopkins, & Suarez, 1985-86; Daniels & Bailey, 2014; Scheeler, McKinnon, & Stout, 2012; Turner et al., 2016)
Avoid the Feedback Sandwich!

- Corrective-Positive-Positive
- Ending with corrective feedback produces decreases in performance

(Henley & DiGennaro Reed, 2015)
Behavioral Skills Training (BST)

Instructions → Modeling → Rehearsal → Feedback

Criteria Met? (Parsons et al., 2012)
BST: Mastery Criteria

- Pre-determined mastery criterion
- Repeat until mastery is achieved

(BACB, 2018; Garza et al., 2018; Jenkins & DiGennaro Reed, 2016; Reid, Parsons, & Green, 2011)
Behavioral Skills Training (BST)

Instructions → Modeling → Rehearsal → Feedback

Criteria Met?

In Situ Assessment

(Parsons et al., 2012)
BST: In Situ Assessment

- On-the-job training
- Immediate feedback
- Ongoing until mastery criterion is met

(Reid et al., 2011)
Activity 4 – Implement

LET’S TRY IT
Systematic Training Framework

- Analyze
- Design
- Develop
- Implement
- Evaluate

(Allen, 2006)
Supervisor Training Curriculum

“Evaluate the effectiveness of supervision of the trainee”

(BACB, 2018, p.6)
5.07 Evaluating the Effects of Supervision

“Design systems for obtaining ongoing evaluation of their own supervision activities”

(BACB, 2014)
Levels of Evaluation

- Trainee
- Supervisor
- Staff
- Client
Levels of Evaluation

- Trainee
- Supervisor
- Staff
- Client
Trainee Evaluation

- Objective measures

- Regular monitoring
  - In-vivo
  - Live video
  - Recorded video

(SACB, 2018)
5.06 Providing Feedback to Supervisees

“Design feedback and reinforcement systems in a way that improves supervisee performance”

(BACB, 2014)
5.06 Providing Feedback to Supervisees

“Provide documented, timely feedback regarding the performance of a supervisee on an ongoing basis”

(BACB, 2014)
Positive & Constructive Feedback

Prompt
Frequent
Descriptive
Goal Oriented
Improvement Focused
Data Driven
Performance Related
Rationales
Sincere
Open

Documented
Written
Video
Graphed
Vocal

4+ : 1-

Frequent

Easy Understood

4+ : 1-

(Ralvero et al., 2001; BACB, 2018; Balcazar et al., 1985-86; Daniels & Bailey, 2014; Scheeler et al., 2012; Turner et al., 2016)
Feedback Guide

• Appendix D

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(Garza et al., 2018)
Supervision Feedback & Goal Setting

Some Tools for Carrying Out a Proposed Process for Supervising Experience Hours for Aspiring Board Certified Behavior Analysts

Katie Lynn Garza, Heather M. McGee, Yannick A. Schenk, Rebecca R. Wiskirchen

Electronic supplementary material The online version of this article (doi:10.1007/s40617-017-0186-8) contains supplementary material, which is available to authorized users.

• Appendix E

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Consultation Notes

Date of Visit:  
Classroom:  
Teacher:  
Consultant(s):  
Internal Coach:  
Time:  
Next Scheduled Consult:

**Topic:**
- Briefly note the topic

**Observation/ Data:**
- Document training components (i.e. Behavioral Skills Training)
- Include data related to the topic (See below examples)
  - Client data
  - Interobserver agreement data
  - Treatment integrity checklist
  - Mand or Intensive Teaching Transcription

**Interpretation/Hypothesis:**
- Analyze the observation/ data
- Describe the hypothesized conclusions
- Make connections to the behavior analytic literature

**Recommendation/Procedural Description:**
- Positive feedback:
  - What should the trainee continue to do?
- Corrective feedback:
  - What should the trainee do differently?
  - Provide a clear and concise written description
  - Use terms that can be understood by the trainee

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**REVIEW SUMMARY**

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REVIEW SUMMARY

Consultant(s) Initials | Teacher Initials | Internal Coach Initials
Trainee Self Reflection

• “The ultimate goal is to have [the trainee] accurately and reliably evaluate their own ability to demonstrate each skill”

(Turner et al., 2016, p. 294)
Levels of Evaluation

- Trainee
- Supervisor
- Client
- Staff
Supervisor Evaluation

(Kazdin, 1982; Garza et al., 2018; Sellers, Valentino, & LeBlanc, 2016c)
Changes in Trainee Behavior

• Improved performance
  – Most-to-least prompting (●)
  – Use of manual signs (○)

Figure 1. Mean percentage correct overall teaching components (open symbols) and most-to-least prompting (closed symbols) (top panel) and signing (bottom panel) for all participants for each assessment session during each experimental condition. (Parsons et al., 2012)
Peer Feedback

• Evaluate supervisory performance
• Obtain direct measures of supervisory behavior
• Practice providing subjective or difficult feedback

(Garza et al., 2018; Turner et al., 2016)
Professional Development & Reinforcement Plan

Some Tools for Carrying Out a Proposed Process for Supervising Experience Hours for Aspiring Board Certified Behavior Analysts®

Katie Lynn Garza¹ · Heather M. McGee¹ · Yannick A. Schenk¹ · Rebecca R. Wiskirchen¹

Electronic supplementary material The online version of this article (doi:10.1007/s40617-017-0186-8) contains supplementary material, which is available to authorized users.

• Appendix F

*Shared with written permission from Dr. Garza (Garza et al., 2018)
# Professional Development & Reinforcement Plan

**PERIOD COVERED:**

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- Complete
- Remove
- Carry Over

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<td>3. Made Progress on All Goals</td>
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<td>4. Made Progress on At Least One Goal</td>
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Social Validity

- "Assess the trainee’s satisfaction with the goals, procedures, and outcomes of the supervision process"

(BACB, 2018; Sellers et al., 2016c; Turner et al., 2016, p. 295)
Towards a Competency-Based, Ethical, and Socially Valid Approach to the Supervision of Applied Behavior Analytic Trainees

Laura B. Turner¹ · Aaron J. Fischer² · James K. Luiselli³

Electronic supplementary material
The online version of this article (doi:10.1007/s40617-016-0121-4) contains supplementary material, which is available to authorized users.

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Levels of Evaluation

Trainee
Supervisor
Staff
Client
Staff-Based Measures

- Are staff performing with competence and fidelity?

(Sellers, Alai-Rosales, & MacDonald, 2016a)
Changes in Staff Behavior

• Pyramidal training

• Improved implementation of preference assessments

(Pence, St. Peter, & Tetreault, 2012)
Levels of Evaluation

- Trainee
- Supervisor
- Staff
- Client
Client-Based Measures

• Client and caregiver satisfaction
  – Interviews
  – Direct observations

(BACB, 2018; Sellers et al., 2016c)
Objective Measures of Client Behavior

- Improved responding
  - Purple = vocal imitation
  - Green = gross motor imitation

(Lafasakis & Sturmey, 2007; Sellers et al., 2016c)

Figure 1. The percentage of correct implementation and generalization of discrete-trial teaching for parents and correct gross-motor and vocal imitative responses for children during instructions baseline and posttraining.
Activity 5 – Evaluate

LET’S TRY IT
Systematic Training Framework

- Analyze
- Design
- Develop
- Implement

(Ellen, 2006)
Barriers to Implementation
Lack of Time

- Time is a barrier for:
  - Completing assessments
    - 30%
  - Behavioral skills training
    - 54%

(Garza, Peterson, McGee, Jackson, & Malott, manuscript in preparation)
5.02 Supervisory Volume

“Behavior analysts take on only a volume of supervisory activity that is commensurate with their ability to be effective”

(BACB, 2014)
Supervisor Training Curriculum

“Determine feasible supervision capacity based on available time and resources...”

(BACB, 2018, p.6)
Difficulty Accepting Feedback

Reacts emotionally or unprofessionally

Social positive reinforcement
  - Arguing back
  - Providing explanations
  - Consoling the individual

Social negative reinforcement
  - Issue is dropped or held

(Sellers, LeBlanc, & Valentino, 2016b)
Teach How to Accept Feedback

- Review expectations and model
  - Engage in active listening
  - Take notes
  - Restate to check for understanding
  - Request for clarification
  - Take responsibility
  - Set goals for behavior change

- Pre-plan for feedback

(BACB, 2018; Hulse & Robert, 2014)
Accepting Feedback: Additional Resources

Corrective Feedback Instrument-Revised

- Reflect on giving, receiving, and clarifying corrective feedback as supervisor and trainee

Bailey & Burch (2010)

- Chapter 20: Knowing When to Seek Help (and How to Receive Feedback)

Reactivity to Monitoring

- Change in behavior when observer is present
- Inaccurate representation of performance

- Make monitoring part of the culture
- Establish rapport

(Reid et al., 2012)
Limitations of Experience: Organization

• “While all of the skills on the Task List are relevant to behavior analysis as a field, not all of the skills are relevant to every job position”

(Garza et al., 2018, p.65)
Limitations of Experience: Trainee

Mastery of skills:
• Performance-based
• Knowledge-based

Ability to address:
• Ethical concerns
• Safety concerns

Independent Practice

(BACB, 2018)
5.03 Supervisory Delegation

“Delegate to their supervisees only those responsibilities that such persons can reasonably be expected to perform competently, ethically, and safely”

(BACB, 2014)
“Detrimental effects of performing skills independently prior to demonstrating competency:
- Increase likelihood of harm to client
- Develop a history of incorrect responding”

(BACB, 2018, p.6)
Limitations of Experience: Supervisor/Consultant

- Practice within boundaries of competence
  - Age
  - Diagnosis
  - Multiple vs. single diagnosis
  - Cultural conditions

(Sellers et al., 2016a)
5.01 Supervisory Competence

“Behavior analysts supervise only within their areas of defined competence”

(BACB, 2014)
Assessing for Additional Barriers

• Function-based evaluation
  – Training
  – Task clarification & prompting
  – Resources, materials, & processes
  – Performance consequences, effort, & competition

• Guide to intervention planning

(Carr, Wilder, Majdalany, Mathisen, & Strain, 2013)
References


References

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References


Contact Information

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Commonwealth of Pennsylvania

Tom Wolf, Governor