

Supervision and Professional Mentorship

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Start Off Right!

- How do you teach someone a new skill? Let's try it together...

Bobble Head

- **What You Need:**
 - Headband, Pedometer, & Timer
- **How to Play:**
 - The pedometer is hooked to the headband prior to the clock starting. It is then placed on the head of the player.
 - When the clock starts, the player nods their head to make the pedometer count. The goal is to make the pedometer count to 125 before the minute is up.
- **Tips to Master the Challenge:**
 - Make sure the pedometer is reset to 0 before starting the challenge.
 - Though it may seem like vigorous movement is required, simple nodding will work, and will be much less headache-inducing!
 - This is a great team challenge if you have more than one pedometer!

Penny Hose

- **What You Need:**
 - 1 Pair of Panty Hose
 - 2 Coins
 - Timer
- **How to Play:**
 - Before the clock starts, a coin is placed in each leg of the pair of pantyhose.
 - When the clock starts, the player begins by placing one hand in each leg of the pantyhose. The goal is to move both hands all the way down the legs and retrieve the coins, before removing the pantyhose from the hands/arms. The hands must work independently and one cannot aid the other.
- **Tips to Master the Challenge:**
 - This is an incredibly difficult challenge. The best way to move the hands forward is by moving the fingers and bunching the fabric.
 - Using a pair of large pantyhose can make this challenge easier by preventing the fabric from becoming too tight around the arms and refusing to budge.

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, Rosswurm , & LaMarca, 2016).
- As of March 31st, 2015 the BACB instituted the supervisor requirements and updated experience standards to assist with the alignment of supervision practices.

Experience Standards

- Require supervisees and supervisors complete training modules to ensure that all parties are aligned with supervision expectations.
- 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 must maintain supervision records for each supervisee for at least 7 years.

Experience Standards

- The BACB clearly outlines acceptable areas of supervision
 - Development of performance expectations
 - Observation, behavioral skills 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

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

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)

- Establish Effective Supervisor-Supervisee Relationship
 - Through supervision contracts, clear expectations, establishing systematic processes for receiving and accepting feedback, and creating a committed positive relationship.
- Establishing structured supervision content and competence evaluation
 - Measureable competencies, review of competency requirements, creating plans for supervisee failing to meet competencies.

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

Key Components of Supervisory Program Model

- Assessment of supervisee skills
- Data collection on performance
- Performance feedback
- Set teaching procedures grounded in ABA

ASSESSMENT & DATA COLLECTION

Assessing Supervisees Skill Sets

- Three 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

Fidelity Checklist

** Consider working on*

| | | | |
|--|--------------------------------------|--------------------------|--------------------------------------|
| 10. Did you sterilize the instructional environment to the greatest extent possible? <i>Removal of eggs</i> | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/a |
| 11. Did you prompt mands on the set schedule (ex: 30s-1min) that include interaction during delivery? | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/a |
| 12. Did you fade in demands as indicated based on behavior? | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/a |
| 13. Did you use effective teaching procedures when fading in demands? <ul style="list-style-type: none"> Mix and vary instructional demands Intersperse easy and hard demands at a ratio of 90:10 (as progress is demonstrated go to 80:20) Use errorless teaching procedures Initially use a low and variable ratio of reinforcement (VR=2). Gradually increase the VR when Student shows consistent success with current VR. Use fast-paced instruction to reduce down time, increase his rate of response and to avoid delaying reinforcers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> N/a |
| 14. When denying access to a reinforcer did you offer an alternative of similar value? | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> N/a |
| 15. Did you densely deliver reinforce and engage with the learner in the delivery of reinforcers throughout the session? | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/a |
| 16. Did you systematic pair all instructors and eventually all students with reinforcement? | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/a |
| 17. Did you prompt a mand if MO is indicated and the appropriate mand was not produced within 2 seconds? <i>Min of 5mg</i> | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/a |
| 18. Did you attempt to condition new reinforcers and use transitive motivative operations to strengthen MO for a variety of items and activities? | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/a |

trace take my picture open door

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Video of Fidelity Check Procedures



Written Assessments

3. A common word for a mand is a
 - a. Question
 - b. Label
 - c. Request
 - d. Pause
4. Before providing instruction to any learner you should
 - a. Condition the instructor, instructional materials, and instructional environment with reinforcement
 - b. Conduct a behavioral assessment to ensure instruction is at the appropriate instructional level
 - c. Slowly fade in demands through reinforcing activities
 - d. All of the above
5. An appropriate replacement behavior for a student demonstrating problem behavior that is motivated by escape (socially mediated negative reinforcement) is
 - a. Use of break card program
 - b. Interruption- transition program
 - c. Count and mand program
 - d. Use of a visual schedule

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.

TABLE 1*Quality Indicators Within Single-Subject Research*

Description of Participants and Settings

- Participants are described with sufficient detail to allow others to select individuals with similar characteristics (e.g., age, gender, disability, diagnosis).
- The process for selecting participants is described with replicable precision.
- Critical features of the physical setting are described with sufficient precision to allow replication.

Dependent Variable

- Dependent variables are described with operational precision.
- Each dependent variable is measured with a procedure that generates a quantifiable index.
- Measurement of the dependent variable is valid and described with replicable precision.
- Dependent variables are measured repeatedly over time.
- 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%).

Independent Variable

- Independent variable is described with replicable precision.
- Independent variable is systematically manipulated and under the control of the experimenter.
- Overt measurement of the fidelity of implementation for the independent variable is highly desirable.

Baseline

- 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.
- Baseline conditions are described with replicable precision.

Experimental Control/Internal Validity

- The design provides at least three demonstrations of experimental effect at three different points in time.
- The design controls for common threats to internal validity (e.g., permits elimination of rival hypotheses).
- The results document a pattern that demonstrates experimental control.

External Validity

- Experimental effects are replicated across participants, settings, or materials to establish external validity.

Social Validity

- The dependent variable is socially important.
 - The magnitude of change in the dependent variable resulting from the intervention is socially important.
 - Implementation of the independent variable is practical and cost effective.
 - Social validity is enhanced by implementation of the independent variable over extended time periods, by typical intervention agents, in typical physical and social contexts.
-

Horner, Carr,
Halle, McGee,
Odom, & Wolery,
(2005).

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.

Monitoring Supervisee Performance

- Supervisee 1: Has no experience instruction grounded in the principles of applied behavior analysis/verbal behavior.
 - Assignment 1: Watch PaTTAN AI introduction to intensive teaching procedures video
 - Assignment 2: Tact the verbal operants 22 correct/min
 - Data system: Verbal Operants Tact Fluency

Example: Selecting and Developing Appropriate Measurement Systems

- Supervisee 2: Has some experience with intensive instruction guided by the principles of ABA.
 - Assignment 1: Complete oral descriptions of teaching procedures and components.
 - Assignment 2: Demonstrate intensive teaching session with a confederate student and demonstrate skills on fidelity checklist with 90% accuracy or better.
 - Data system: Oral check out & Fidelity checklist

Example: Selecting and Developing Appropriate Measurement Systems

- Supervisee 3: Has previous experience with intensive teaching based on the principles of ABA.
 - Assignment 1: Complete teaching sessions with 3 learners of different ability levels and behavioral needs and complete checklist with 90% greater or above.
 - Data system: Procedural integrity checklists.

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.

*CAN AN UNDERSTANDING OF BASIC RESEARCH FACILITATE
THE EFFECTIVENESS OF PRACTITIONERS?
REFLECTIONS AND PERSONAL PERSPECTIVES*

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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 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?

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 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)

Instructions

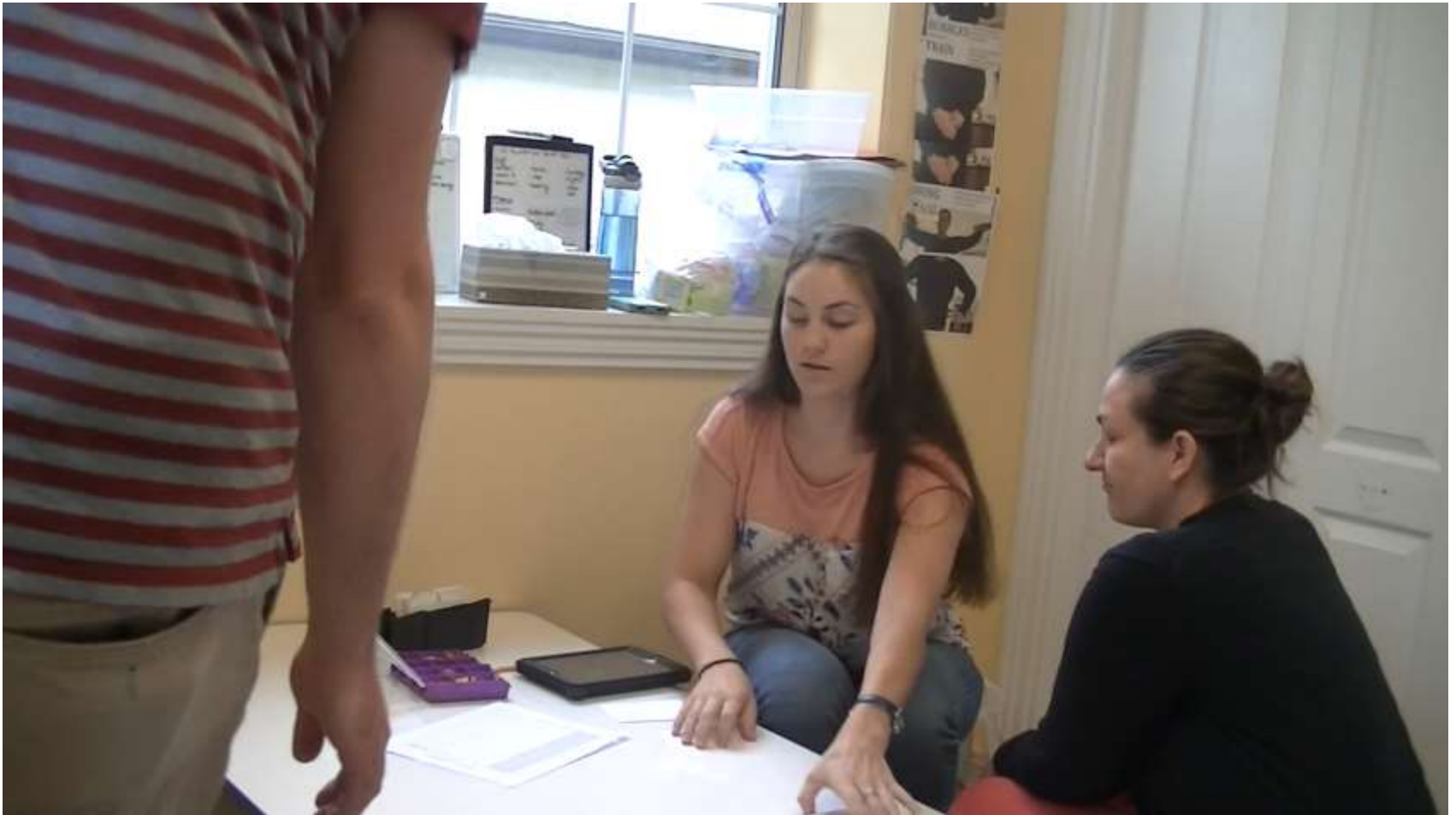
Echoic Vocal Shaping



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



BST- Sign Motor Imitation Fluency

- REVIEW INSTRUCTIONS
- MODEL
- REHERSE
- FEEDBACK

PRACTICE-Find a Partner

- Select one person to be the supervisor and one to be the supervisee.
- BST TEACHING MOTOR IMITATION FLUENCY
 - REVIEW INSTRUCTIONS
 - MODEL
 - REHEARSE
 - FEEDBACK

us - Oranges

Left hand palm down, right hand bent "claw" makes contact near wrist, up and then back down a few more times while moving toward fingertips

**us - Oranges**

Squeeze your right hand from a C shape to an S shape in front of your mouth twice (fruit and color)

us - Watermelon

Sign for melon - right middle finger flick once on top of left palm (hand down) as if checking if the melon is ripe

**us - Strawberries**

Right bent O shape "pulls" and slightly twists a cherry from left extended pointer finger

**us - Peach**

Right hand quickly and gently touches fingertips to cheeks and brings them closer together (like feeling peach fuzz)

**us - Corn**

Modified C-shape twist toward your mouth 3-4 times (as if you are eating corn on the cob)

**us - Tomato**

Right index finger touch closed lips quickly and then "fist" down on left flattened O (like you are holding a tomato slice)

**us - Broccoli**

Left hand pointer extended upward, right hand to bent "claw" Sign on top like the head of a mushroom (you may want to use a hand shape as letters as this letter is a sign for mushroom)

us - Peas

Left pointer extended right finger S shape bounces up pointer 3-4 times from fingertip to end of finger

**us - Spaghetti**

Both hands in I shape with palms facing up. Fingers begin touching and then doing "furling" motion outward

**us - Rice**

Right hand H shape "scoop" out of left hand bowl twice quickly (similar to soup)

**us - Carrot**

Right hand in a flat and move incrementally towards your mouth (as if taking quick bites of a carrot)

**us - Salad**

Claw hands facing upwards go towards each other, up and out (as if tossing a salad with your hands)

**us - Noodles**

Hands in I shape. Begin with palms together and draw a straight line out

**us - Soup**

Right hand H shape "scoop" out of left hand bowl twice quickly



Steps for Sign Motor Imitation Fluency

- Before the session:
 - Prepare a set of known MI cards, the set of cards changes for each session.
 - Identify the length of the timing and number of responses needed to gain access to a promise reinforcer prior to conducting sessions.
 - For this session 30 sec timing and the goal is 24 MI/min.
 - Instructor must be knowledgeable of generally reinforcing items of the learner.

Steps- Motor Imitation Fluency

- Session begins
 - Conduct MO check on reinforcers to assess current strength
 - Tell learner you are going to do a fast responding activity.
 - Remind them of the number of items they need to get in the timing and what they can potentially earn.
 - If it is a learner's first time doing fluency, model with another adult and "try to beat the teacher."
 - Tell the learner that they must "do what I do"
 - Tell the learner to stand in a neutral position in front of the teacher with arms down and legs still.
- Count correct and Incorrect behaviors of the learner as they occur.
 - Correct behaviors are those movements that exactly match the instructor after they are presented.
 - Incorrect behavior is defined as the following:
 - Movements that are not an exact match to the teacher
 - Self-correction
 - The exact movement + another movement or repeating the movement

Steps: Motor Imitation Sign Fluency

- Counting will stop when the counting floor has been reached.
- The student will be reinforced differentially after each run-through. If goal is achieved PR is delivered.
- Responses should be recorded and the process repeated.
- Materials should be randomized between each run-through.
- The number of sessions and run-throughs individualized.
- Following the last session of the day, convert the best score of the day to the number of responses per minute and graph.

PRACTICE-Switch Roles

- Select one person to be the supervisor and one to be the supervisee.
- BST TEACHING LR FLUENCY
 - REVIEW INSTRUCTIONS
 - MODEL
 - REHEARSE
 - FEEDBACK

Developing a Supervision Plan

- A supervision plan is an individualized sequence of competencies/ objectives that drive the on-going supervision process.
- This supervision plan serves as a scope and sequence for areas to be addressed in supervision and includes individualized behavioral objectives identified based on the weaknesses identified in initial assessments.
- A supervision plan is first developed shortly after starting the supervision process, but should be continuously re-evaluated and modified throughout the supervision experience.

Areas of Focus for Supervision Plan

- The Experience Standards, Task List, and Supervisor Training Curriculum Outline provided by the BACB provide a framework for supervision areas that are needed.
- Some areas of content require repeated exposure and explicit modeling, guided practice, and eventually independent practice during supervision experiences.
 - Conducting Functional Analyses (FAs)
 - Developing Functional Behavior Assessments and Behavior Intervention Plans

Goals/ Skill Development

BCBA Supervisee: _____

| Individual Goal | Date Completed |
|--|----------------|
| | |
| | |
| | |
| Supervisor Recommended Skills | |
| VB- MAPP administration | |
| Reinforcer identification procedures/ preference assessment administration | |
| Language/ instructional and academic programming based off assessment | |
| Discrete trial instruction/ intensive teaching procedures | |
| Mand training | |
| Writing behavioral definitions | |
| Development & implementation of individualized measurement systems | |

Professional Mentorship

- Bing says,
- “Mentoring is a relationship between two people with the goal of **professional** and personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee.””

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.

Supervision Resources

- [BCBA Supervision Files](#)
- Experience Standards and Documentation:
 - Effective January 1, 2019
 - <https://www.bacb.com/experience-standards-monthly-system/>



Experience Tracker: Audit Categories

Version 1.3

The table below describes relevant BACB Experience Standards applied to experience hours logged into the Experience Tracker.

| BACB Experience Standard | Audit Category Description | Examples |
|---|---|--|
| A Trainees must sign a contract with a supervisor and supervisors must be qualified to supervise before accumulating experience. | Experience hours accumulated prior to signing a contract with a supervisor or before the supervisor is qualified to supervise are not countable. | For example, if a Trainee accumulates 20 of their 50 experience hours during a supervisory period prior to signing a contract with a supervisor, only 30 of those experience hours would be deemed countable. |
| B Trainees must accumulate between 20 and 130 hours during each supervisory period. | Months where fewer than 20 hours are accumulated are not countable. Months where more than 130 hours are accumulated are capped at 130 countable hours. | For example, if a Trainee accumulates 15 countable hours during a supervisory period then none of those hours would be deemed countable. Likewise, if a Trainee accumulates 150 experience hours during a supervisory period then only 130 of those hours would be deemed countable. |
| C Trainees must have a minimum % of their experience hours accumulated in the presence of a supervisor each supervisory period (Supervised Independent Fieldwork = 5% of hours, Practicum = 7.5% of hours, and Intensive Practicum = 10% of hours. | Experience hours accumulated that exceed the minimum percentage would be deemed not countable. Experience hours accumulated within the minimum percentage would be deemed countable. | For example, if a Trainee accumulates 100 experience hours and 5 supervised hours during a supervisory period under the Intensive Practicum experience type, only 50 of the experience hours would be deemed countable. |
| D Trainees may not accumulate more than 50% or their supervised hours in a group format each month. | Group supervision hours earned in excess of the 50% of total supervision hours would not be deemed countable. | 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. |
| E Trainees must have a minimum number contacts with supervisors each supervisory period (Supervised Independent Fieldwork = 2 contacts, Practicum = 4 contacts, and Intensive Practicum = 8 contacts). | Experience 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. | For example, if a Trainee logs only 1 of the 2 supervision contacts required under the Supervised Independent Fieldwork experience type, only 50% of their experience hours for that supervision period would be deemed countable. |
| F Trainees must have a minimum number of times they are observed working with a client each supervisory period (Supervised Independent Fieldwork = 2 observations, and Practicum/Intensive Practicum = 4 observations). | Experience 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. | For example, if a Trainee logs only 3 of the 4 required supervision contacts under the Practicum experience type, only 75% of their experience hours for that supervision period would be deemed countable. |
| G Trainees must accumulate 50% or more of their total experience hours while engaged in unrestricted activities. | This requirement applies to the total experience hours accumulated by the Trainee across supervision periods. | For example, a Trainee pursuing their BCBA credential under the Practicum experience type, must accumulate at least 500 experience hours while engaged in unrestricted activities across supervision periods. |
| H Trainees must accrue a set # of experience hours with Practicum having 1½ times the temporal value of Supervised Independent Fieldwork, and Intensive Practicum having 2 times the temporal value of Supervised Independent Fieldwork. | Trainees pursuing their BCBA credential must acquire at least 1,500 weighted experience hours and Trainees pursuing their BCaBA credential must acquire at least 1,000 weighted experience hours across experience types and supervisory periods. | For example, if a Trainee accumulated 500 hours under the supervised independent fieldwork experience type, 200 hours under the practicum experience type, and 350 hours under the intensive practicum type, this would equate to 1,500 weighted experience hours. |

Thank you!

- For questions or additional resources contact:
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