



SUPERVISION WEBINAR TRAINING SERIES 2.0

MODULE 1

Changes in BCBA
Supervision Requirements

What Makes a Great Supervisor?



Special Learning, Inc.
A Global Leader in Digital Autism Solutions

Housekeeping

1. Post your questions in the Questions Box.
2. If you experience technical issues during the webinar, contact GotoWebinar directly by calling (877) 582-7011.
3. There will be a 5-minute break near the halfway point.
4. The recorded version of this webinar will be available in 7 to 10 days after the live event.
5. CE Eligibility:
 1. BACB: 2 Supervision or Type II (Learning)
 2. QABA: 2 General
6. Please complete the post webinar survey
7. Send webinar questions to kchung@special-learning.com.

This training is part of BACB Mandatory Supervision 2.0 Training. [Special Learning's 2.0 Supervision Training](#) Includes 12-hours of Content.

Disclaimer: This training program is based on the BACB Supervisor Training Curriculum Outline (2.0) but is offered independent of the BACB. https://www.bacb.com/wp-content/uploads/2017/09/supervisor_curriculum.pdf

Learning Objectives

- Discriminate between the differences in supervision requirements
- List the roles and responsibilities of a Supervisor
- Identify strengths/weaknesses to be an effective and ethical supervisor
- List the core competencies to be an effective supervisor
- Identify the skills required to be an effective supervisor across different settings
- Identify the skills required to be an effective supervisor across different populations
- Assess and develop a systematic and structural supervision "plan" framework that is individualized for each supervisee

Downloadable Tools

- APA Guidelines for Clinical Supervision
- BACB Supervision Curriculum Outline (2.0)
- Professional and Ethical Compliance Code for Behavior Analysts
- Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended practices for individual supervision of aspiring behavior analysts. *Behavior Analysis in Practice*, 9, 274-286.
doi:10.1007/s40617-016-0110-7
- BACB Newsletter (Ethics Violations)
- BACB Newsletter (ABA Service Delivery and Supervisory Load)
- BACB Whitepaper (Careers in Behavior Analysis)
- BACB Newsletter, October 2017 (Revised Experience and Supervision Requirements)
- BACB Newsletter, August 2019 (Experience Fieldwork)

Presenter / Facilitator Bio



Karen Chung, CPA, MBA

Karen is the Founder and CEO of Special Learning. She started the company in 2010 after learning about the effectiveness of Applied Behavior Analysis (ABA) juxtaposed against the reality that over 95% of the world did not have access to ABA. As an entrepreneur with over 20 years of corporate experience, she started Special Learning to leverage existing and emerging technology to make quality ABA resources and services available to parents, educators and professionals around the world.

Karen's entrepreneurial experience includes starting and growing a diversity retained executive search firm specializing in placing women and minority executives in leadership positions of Fortune 1,000 companies. Her investment banking background includes working with various venture capital and private equity companies to facilitate deal flow while representing CEOs of rapidly growing companies seeking to raise equity and debt capital for various middle market businesses and commercial real estate developers. Her corporate background includes various leadership and functional roles in Fortune 1,000 and middle market companies. Her additional entrepreneurial activities include owning and operating high end boutique

She graduated with a Masters of Management degree from Kellogg Graduate School of Management of Northwestern University. She is a Certified Public Accountant and a recipient of the Elijah Watts Sells Award from the American Institute of Certified Public Accounts (AICPA), an award granted to less than top 5% of all CPA exam candidates

Subject Matter Expert Bio



Jon Bailey, Ph.D., BCBA-D

Jon Bailey, PhD, BCAB-D received his PhD from the University of Kansas and is currently Professor Emeritus of Psychology at Florida State University, where he was a member of the graduate faculty for 38-years and produced a record 63 PhDs.

He is currently Director of the FSU Panama City Masters Program in Applied Behavior Analysis. Dr. Bailey is a Board Certified Behavior Analyst. He is Secretary/Treasurer and Media Coordinator of the Florida Association for Behavior Analysis (FABA), which he founded in 1980.

Often considered the “father” of the topic of Ethics for the field of behavior analysis, Dr. Bailey has published over 100 peer-reviewed research articles, is a past editor of the Journal of Applied Behavior Analysis, and is co-author of Research Methods in Applied Behavior Analysis, How Dogs Learn, Ethics for Behavior Analysts, 3rd Edition, How to Think Like a Behavior Analyst, and 25 Essential Skills and Strategies for Professional Behavior Analysts, all co-authored with Dr. Mary Burch.

In 2014, Dr. Bailey co-authored with Aubrey Daniels, the 5th Edition of Performance Management: Changing Behavior That Drives Organizational Effectiveness, a seminal book on performance management. As of most recent, Dr. Bailey has launched the ABAEthicsHotline.com website where ABA practitioners and recipients of ABA services can directly submit ethical questions to him and his elite team of practitioners for responses.

Presenter Bio



Jacob Sadavoy, MSc, BCBA, LBA

Director of Clinical Services

Global Autism Project

Jacob has over 15 years of experience applying the principles of applied behaviour analysis in home programs, clinical and school-based setting as an ASD classroom teacher, educational consultant, and special education itinerant teacher.

With the Global Autism Project, he oversees the clinical integrity of fifteen partner sites around the world with an international Telehealth supervisory model that is individualized to meet the learning needs of each partner site. To date, Jacob has travelled to thirteen different countries to collaborate with local clinicians to develop culturally-informed, socially significant, behaviour analytic strategies based on their local environment.

Through these collaborations coupled with the need to monitor each partner's current level of achievement, internal assessments have been created to measure the effectiveness of Telehealth supervision and the skills of the overall centre or school to ensure that partnership is progressing and that local teachers are applying and independently utilizing the principles of applied behaviour analysis for their learners. The ethical challenges of disseminating ABA effectively throughout the world culminated in *Understanding Ethics in Applied Behavior Analysis: Practical Applications* which is currently in print and will be available in 2019. Jacob's key areas of interest are ethics, supervision, sustainable dissemination, and services across the lifespan.

Presenter Bio



Noor Syed, Ph.D., BCBA-D, NYS LBS

Clinical Director and Faculty
Lehigh University

Noor Syed, Ph.D., BCBA-D, NYS LBA Clinical Director & Professor of Practice for Lehigh University Autism Services. In this role, Dr. Syed oversees and develops practicum experiences in addition to teaching pedagogical principles related to behavior analysis. Dr. Syed possesses over 10 years experience in the fields of applied behavior analysis, special education, autism, and developmental disabilities as a classroom teacher, Special Education Itinerant Teacher, ABA home-based therapist, behavioral supervisor, and staff trainer.

She has experience working with early intervention, preschool, school-aged, and with adults.

Dr. Syed is also the Research Coordinator with the Global Autism Project, a nonprofit organization that provides training for local international practitioners in the utilization of evidence-based practices when working with people with intellectual and developmental disabilities. In her work domestically and internationally. Dr. Syed believes strongly in ethical, sustainable supervisory practices that utilizes a “Train the Trainer” model.

BCBA et al. Supervisor's Responsibilities

Supervisor serve as role model for the supervisee, fulfills the highest duty of protecting the public, and is a gatekeeper for the profession ensuring that supervisees meet competence standards in order to advance to the next level or to licensure.

Supervisor have...

- Ethical responsibility to create the next generation of BCBAs who possess minimum competencies to be on the path to become a Minimum Viable Clinician (MVC)
- Ethical responsibility to establish and maintain highest quality among BCBAs, RBTs and other Supervisees
- Understand the impact of poor supervision (i.e. information from supervisors are often considered “FACT” by supervisees)
 - Once BCBAs are out in the field, there are very few opportunities to fix the problem
 - Even poorly supervised BCBAs end up becoming supervisors themselves

Great supervisors produce great clinicians. Mediocre supervisors produce mediocre clinicians. Poor supervisors pose a danger to clients receiving services and field of behavior analysis.

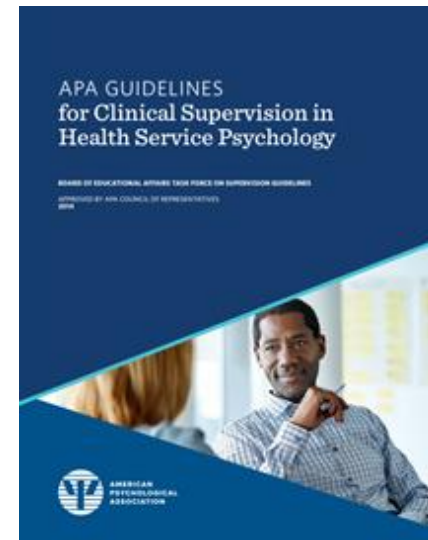
APA: Competency-Based Supervision

COMPETENCY-BASED SUPERVISION is a metatheoretical approach that (1) explicitly identifies the knowledge, skills and attitudes that comprise clinical competencies, (2) informs learning strategies and evaluation procedures, and (3) meets criterion-referenced competence standards consistent with evidence-based practices

Competence entails (1) performing one's professional role within the standards of practice and includes the (2) ability to identify when one is not performing adequately.

Failure of competence is practicing below a reasonable standard of care for supervision

1. Domain A: Supervisor Competence
2. Domain B: Diversity
3. Domain C: Supervisory Relationship
4. Domain D: Professionalism
5. Domain E: Assessment/ Evaluation/ Feedback Domain
6. Domain F: Problems of Professional Competence
7. Domain G: Ethical, Legal, and Regulatory Considerations



Supervision Domains (APA vs. BACB)

APA Domains	BACB Domains	BACB Supervisor Training Curriculum 2.0
Supervisor Competence	<ul style="list-style-type: none"> Supervision of Ongoing Services Supervision Plan / Supervisee Competence 	<ul style="list-style-type: none"> Section 1 Section 2(d) Section 4
Diversity	Not Addressed	Not Addressed
Supervisory Relationship	Relationships	Section 5
Professionalism	Model and Teach Professionalism	Section 1(e)
Assessment / Evaluation / Feedback	<ul style="list-style-type: none"> Strategies to Mitigate Ineffective Supervision Behavioral Skills Training Effectiveness of Supervision 	<ul style="list-style-type: none"> Section 3 Section 6 Section 2 (Trainees)
Problems of professional Competence	Clinical Competence / BST Field Requirements	Section 6 Section 1 (Trainees)
Ethical, Legal and Regulatory Regulations	Ethics	Section 3 (Trainees)
Not Addressed	Supervision Procedures Preparing for Supervisory Relationship	Section 1 Section 3

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BACB: Mandatory vs. Non-Mandatory

Supervisors can either *make* or *break* the field of behavior analysis!

Supervision Types: Coursework / Supervised Fieldwork Requirement

- BCaBA Candidate
- BCBA Candidate

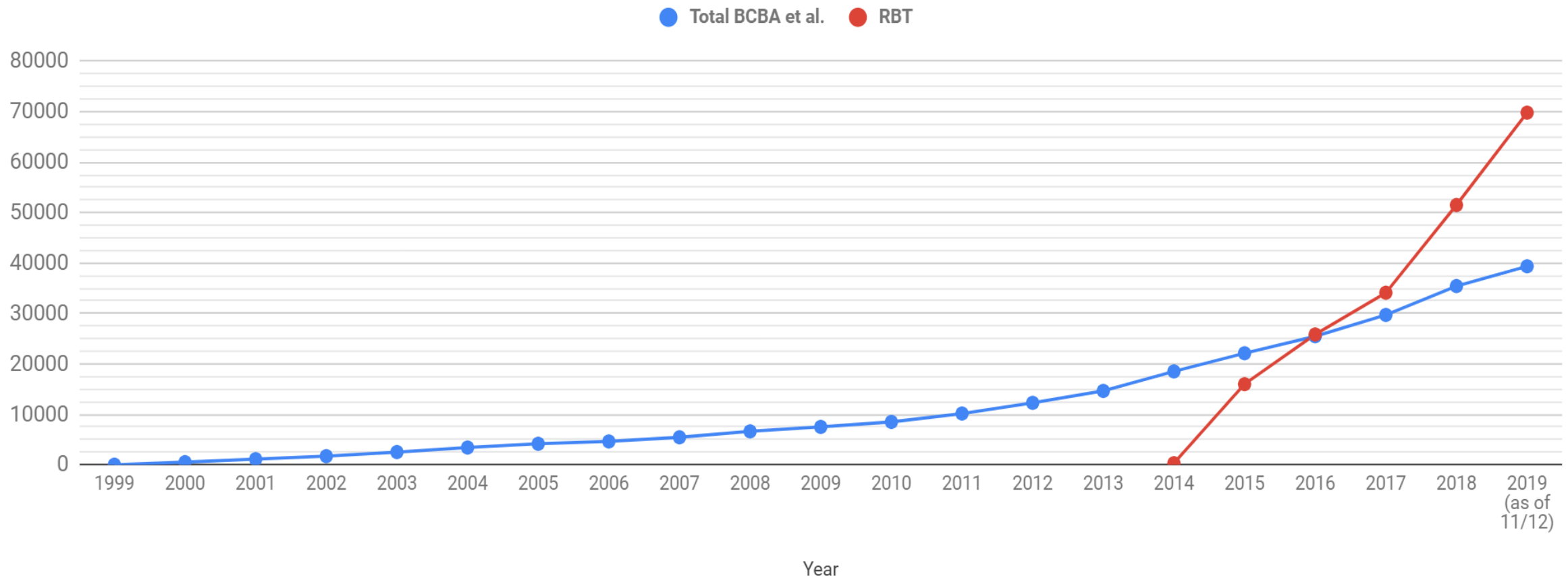
Supervision Types: Clinical (Case Oversight)**

- BCaBA (Mandatory)
 - 5% - 3 years or less post certification
 - 2% - more than 3 years post certification
- RBT (5% Mandatory)
- Behavior Technician / Front-line Service Provider (non-Mandatory)

QUESTION: What is the consequence to the field when organizational profit is put ahead of client outcomes? On supervision ratios? On the quality of supervision provided? On client outcomes?

BCBA (et al.) and RBT Growth (1999 to 2019)

Total Number of Behavior Analysts (BCBA-D, BCBA, BCaBA) vs RBT



Supervision Supply / Demand Disconnect

Total BCBA et al.	BCBA-D*	BCBA	BCaBA**	RBT	BCBA / BCaBA Candidates	Total Annual Required Supervision Hours
39,977	2,289	33,850	3,838	70,150	5,000	
Required Monthly Supervision Hours (by Credential)			5	6	5	
Total Required Monthly Supervision Hours			19,190	420,900	25,000	
			12	12	12	
Annual Minimum Required Supervision Hours			230,280	5,050,800	300,000	5,581,080

* BCBA-D provide less supervision relative to BCBAs

* BCaBAs also provide RBT supervision

Estimated Monthly (Assumptions)		
	Service Hours	Supervision Hours
BCaBA (25 Hrs/Week)	100 hours/month	5
RBT (30 Hrs/Week)	120 hours/month	6
ABA Student Candidate (25 Hrs/Week)	100 hours/month	5

BACB Ethics Code Regarding Supervision

5.0 Behavior Analysts as Supervisors

When behavior analysts are functioning as supervisors, they must take full responsibility for all facets of this undertaking

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

Minimum Viable Clinician Competencies

What is a Minimum Viable Clinician™?

*A clinician who possesses the **minimum** set of competencies to be an **effective** clinician capable generating quality client outcomes.*

*MVC™ includes:

BCBA-D®, BCBA®, BCaBA® and RBT®

Baily, J., Chung, K., Newman, B., Sadavoy, J., Syed, N., (2018, November). BCBA® supervision webinar series. In N. Syed (Chair), *Developing Essential Foundational Repertoires in Supervision*. Symposium conducted at the Special Learning, Inc. CEU LIVE event, Virtual



Understanding the Landscape



Clinical Excellence & Competency



Commitment to Ethical Practices



Critical Thinking & Decision Making



Cultural Competency



Soft Skills & Ability to Collaborate



Ability to Scale & Maximize Capacity



5-Minute Break

Good Supervisors

Good Supervisors understand their responsibilities to supervisees and communicate it at the onset of the relationship:

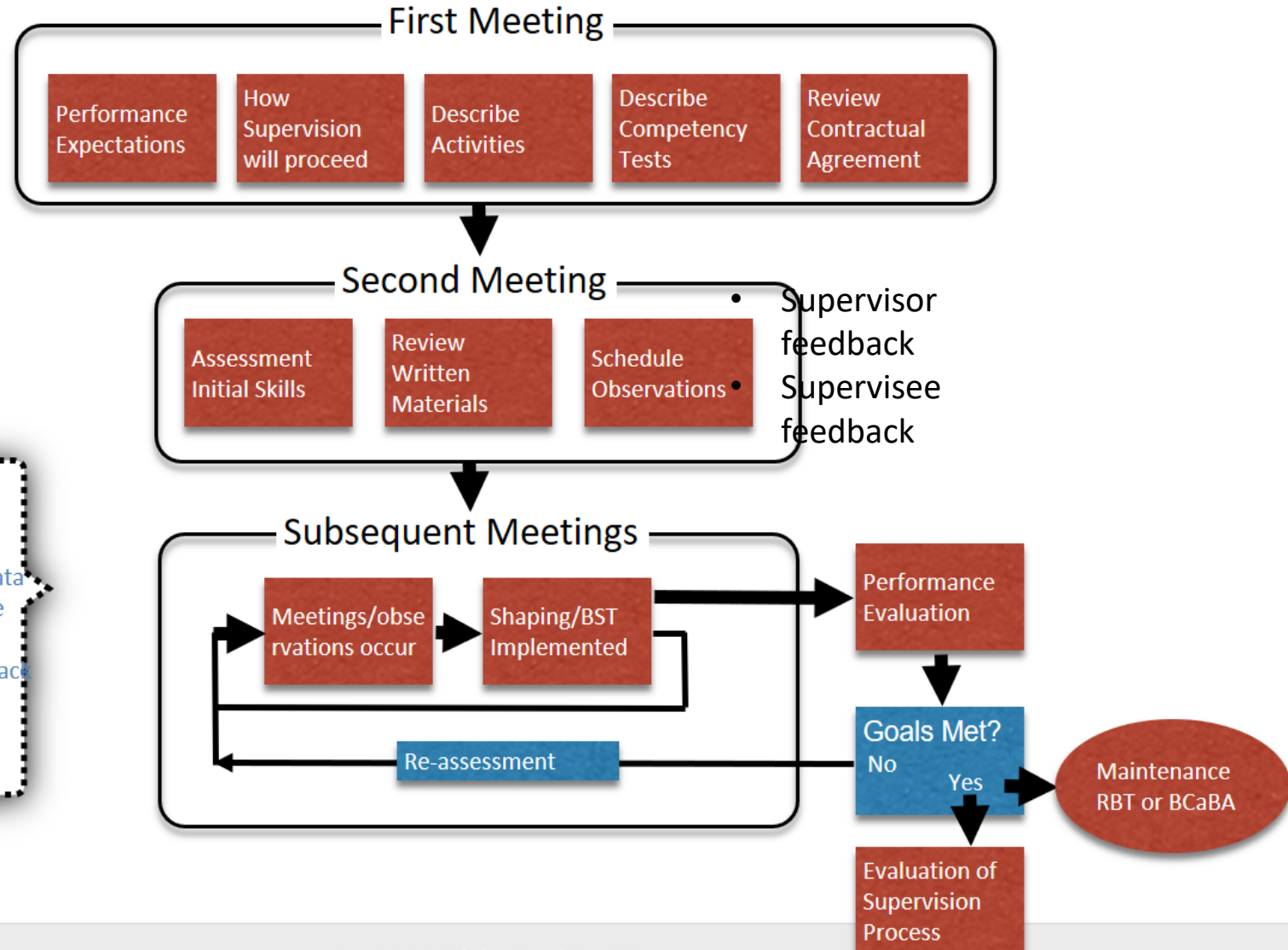
- Educate supervisees in their rights
 - What to do if supervisor continues to miss meetings
 - What to do if supervisor violates the ethics code
 - What to do if supervisor causes the RBT to be in conflict with their RBT Ethics Code
 - Must be familiar with the RBT Ethics Code
- Establish and uphold agreed-upon obligations
 - Scheduling
 - Communication
 - Advancing their knowledge
 - Mentoring
- Develop and maintain customized Supervision Plan (use ABA!)
- **MUST** put in place agreed-upon **Termination and Transition Plan**

Jon Bailey Supervision Framework

PRE-WORK ACTIVITIES / CONSIDERATIONS

- Review agreement
- Develop supervision schedule
- Set contingencies for missed meetings
- Supervisee Self-Assessment
- Supervisor Self-Assessment.
- ?? Are you the best supervisor for this supervisee??
- Matching Considerations
 - Setting
 - Population
 - Skills
 - Background

Direct Observation is essential for BST to be effective. Supervisor should take data and meet with supervisee shortly after observation. Feedback is written and graphed



A Supervisor Should Be Able To...

Explain the key dynamics shaping the field of behavior analysis, current impact to the field, and potential consequences to:

- Science of behavior analysis
- Field of behavior analysis
- Certified and/or Licensed behavior analysts
- And most of all.... Consumers of ABA services

Establish a plan for structured supervision content and evaluation of competency for supervisees and trainees. **What might this look like?**

Create strategies for developing behavioral case conceptualization, problem-solving, and decision-making repertoires (e.g., consider motivating operations, discriminative stimuli, functions of behavior). **What might this look like?**

Oversee and evaluate the effects of behavioral service delivery. **What might this look like?**

A Supervisor Should Be Able To... (cont'd)

Establish supervision based on client performance where appropriate

- i) Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
- ii) Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity/satisfaction questionnaires). **What might this look like?**

Describe the potential outcomes of ineffective supervision practices, including the following:

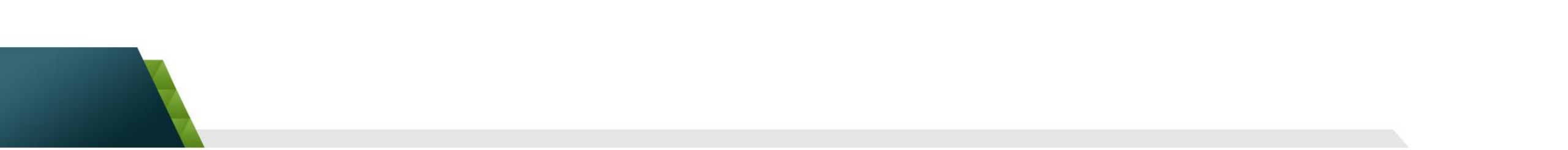
- i) Limits the supervisor's ability to replicate effects of effective supervision with subsequent supervisees or trainees
- ii) Disorganized supervisory fieldwork that is time and cost prohibitive
- iii) Discourages effective supervisors from supervising
- iv) Models ineffective supervisory practices to the supervisee who may later become a supervisor
- v) Increases potential risks of harm to current and future clients and supervisees or trainees

A Supervisor Should Be Able To...

- Throughout supervision, have a goal of skills to be demonstrated to proficiency
- Teach beyond the task list and teach to fluency
 - Pedagogy
 - Application of Pedagogy to Practice
 - Soft Skills
- Educate supervisees on various career options, including pros, cons and potential pitfalls of each.
- Provide direction to supervisees to guide them towards paths that will help them continue to develop their skills and to practice ethically.
- **PUSH BACK** against the company administration's pressure for BCBA's to work more billable hours and take on more clients.
- **ADVOCATE** for and protect their supervisees and RBTs from administration pressure to cut corners, engage in devious billing practices, take on more clients and assume more costs (e.g. travel, insurance).

Lehigh University Autism Services: Example of proficiencies addressed

	Pedagogy	Application of Pedagogy to Practice	Soft Skills
Primary Targets	<ul style="list-style-type: none"> • Basic principles • Data collection • “1st level” visual analysis • Quality indicators in program development 	<ul style="list-style-type: none"> • Preference assessments • High fidelity of treatment protocols • Graphing • Parent training 	<ul style="list-style-type: none"> • Collaboration • Audience control in language • Cultural competency • Giving & receiving feedback
Intermediate Targets	<ul style="list-style-type: none"> • Higher order decisions • Social validity • Evaluating research 	<ul style="list-style-type: none"> • Creating & implementing programs • Creating measurable goals for improvement of practice 	<ul style="list-style-type: none"> • Peer coaching & feedback • Primary communication with team • Administrative buy-in
Advanced Targets	<ul style="list-style-type: none"> • Advanced application <ul style="list-style-type: none"> • OBM • ACT • Gaps in literature • RFT, SE, bidirectional naming 	<ul style="list-style-type: none"> • Professional development <ul style="list-style-type: none"> • Ethical discussions • Overseeing of client • Evaluating efficacy of supervision based on client outcomes <ul style="list-style-type: none"> • Progress monitoring 	<ul style="list-style-type: none"> • Mentorship & supervision • Larger scale parent and community training • Responsibilities following cessation of supervision <ul style="list-style-type: none"> • Peer reviewed literature • Conferences • Continuing education



How do you measure successful outcomes of supervision?

Special Learning's Supervision 2.0: Minimum is Not Enough

According to the BACB, effective November 1, 2019, the 8-hour supervision training must be based on the new curriculum Supervisor Training Curriculum Outline (2.0).

Special Learning's [Supervision Webinar Training Series 2.0](#) exceeds the 8-hour training requirement.

Our goal of the mandatory supervision training was to exceed the minimum requirements set forth in the Supervision Curriculum 2.0. Our supervision training is 12-hours and includes the following titles:

Topics in this series include:

- [Supervision Webinar Training 2.0: What Makes a Great Supervisor? \(LIVE on 11/12/19\)](#) - 2 hours
- [Module 1: Nuts and Bolts: Changes in BCBA Supervision Requirements \(Recorded\)](#) - 2 hours
- [Module 2: Nuts and Bolts of BCBA Candidate and RBT Supervision \(Recorded\)](#) - 2 hours
- [Module 3: Behavior Skills Training /Parent Training \(Recorded\)](#) - 2 hours
- [Module 4: Ethics and Performance Feedback \(Recorded\)](#) - 1 hour
- [Supervision Webinar Series: Developing Essential Foundational Repertoires in Supervisees \(Recorded\)](#)

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