



SUPERVISION WEBINAR TRAINING SERIES 2.0

MODULE 1

Changes in BCBA Supervision Requirements

Nuts and Bolts of Supervision

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Presenter Bio



Ann Beirne, M.A. BCBA is a Board Certified Behavior Analyst with over two decades of experience working with individuals with autism spectrum disorder.

She has provided direct services to children and families in home environments, schools, and residential programs. Her work with this population has spanned the lifespan, including toddlers, young children, adolescents and adults with developmental disabilities. Through her work with the Global Autism Project, Ms. Beirne he has trained professionals on five continents in the science of behavior analysis and on evidence based practices for individuals with autism

Ms. Beirne is co-author of the textbook *Understanding Ethics in Behavior Analysis: Practical Applications* available from Routledge Publishing in 2019.

A Note...

- 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

In This Presentation

Participants will:

- Describe the BACB[®] supervision requirements
- Define supervision and contrast this with oversight
- Describe the requirements of supervision for BCBA[®] and BCaBA[®] supervision
 - Supervisor qualifications
 - Number of hours
 - Hours
 - Activities
 - Documentation
- Describe the purpose of supervision

Throughout This Presentation

We will also address the ethical obligations according to the *Professional and Ethical Compliance Code* with our ***ETHICS TOUCHPOINT***

*Many of these are within **Section 5.0: Behavior Analysts as Supervisors.***

However other sections are also relevant.

Supervision vs. Oversight

- These words are often used interchangeably, but they have distinct meanings in the context of BACB[®] supervision

There are several goals of the supervision process, including:

- Development of ethical and professional behavior
- Development of skills in service provision, treatment planning, problem solving, and data-based decision making

Oversight

Oversight refers to management of a process

Oversight of behavior analytic services might include:

- Providing program goals and instructions
- Training on procedures
- Consistent evaluations and feedback to ensure that employees or staff members are performing their job responsibilities

Supervision

Supervision refers to supervision of fieldwork experience

Supervision refers to the completion of the supervised experience according to the Experience Standards

- Acquiring supervised field work hours which often leads to certification as a *Board Certified Behavior Analyst* or *Board Certified Assistant Behavior Analyst*
- In this context, supervision refers to the process in which these hours are obtained.

Purpose of Supervision

According to the BACB[®] :

- Provide high-quality services that result in client improvement
- Develop and maintain behavior-analytic, professional, and ethical repertoires of the supervisee (as relevant)
- Teach conceptual skills using applied case exemplars
- Develop problem-solving skills
- Monitor and evaluate decision-making skills
- Model assistance-seeking skills
- Improve and maintain beneficial repertoires of the supervisee or trainee
- Model effective supervision practices

Purpose of Oversight vs. Supervision

Oversight

- Provision of high-quality services
 - Implementation of programs
 - Successful application of techniques used in behavior analytic programming
 - Accurate and reliable data collection
 - Communication with supervisors and stakeholders

Supervision

- Provision of high-quality services
 - *All of these plus:*
 - Assessment of behavior to determine client needs
 - Design of behavior change programs

Purpose of Oversight vs. Supervision

Oversight

- Develop and maintain behavior-analytic, professional, and ethical repertoires of the supervisee (as relevant)
- Repertoires include:
 - Competent implementation
 - Procedural integrity
 - Ongoing data collection
 - Assistance in assessments

Supervision

- Develop and maintain behavior-analytic, professional, and ethical repertoires of the supervisee (as relevant)
- Repertoires include:
 - *All of the above plus:*
 - Completion of functional and skills assessments
 - Design of acquisition and behavior reduction programs
 - Measurement and ongoing assessment
 - Fulfillment of client-centered responsibilities in an ethical fashion

Purpose of Oversight vs. Supervision

Oversight

- Teach conceptual skills using applied case exemplars
- Skills include:
 - Implement procedures of skill acquisition and behavior reduction plans
 - Implementation of data collection procedures

Supervision

- Teach conceptual skills using applied case exemplars
- Skills include:
 - *All of the above plus:*
 - Skills assessment and functional behavior assessment
 - Design of treatment plans for clients on caseload

Purpose of Oversight vs. Supervision

Oversight

- Develop problem-solving skills
 - Implementation of behavior plans
 - Ongoing data collection
 - Communication with supervisor

Supervision

- Develop problem-solving skills
 - *All of the above plus:*
 - Data-based treatment planning and modification of behavior change programs

Active Student Response

Observing someone implementing tasks so that they maintain skills is an example of

Oversight

Purpose of Oversight vs. Supervision

Oversight

- Monitor and evaluate decision-making skills
 - Follow and implement protocols for reporting and documentation
 - Collect data in order to assist in the modification of behavior change programs

Supervision

- Monitor and evaluate decision-making skills
 - *All of the above plus:*
 - Make data-based decisions in the implementation and design of behavior change programs

Purpose of Oversight vs. Supervision

Oversight

- Model assistance-seeking skills
 - Follow and implement protocols regarding reporting and documentation
 - Report program progress based on data

Supervision

- Model assistance-seeking skills
 - *All of the above plus:*
 - Modification of behavior programs
 - Research skills

Purpose of Oversight vs. Supervision

Oversight

- Improve and maintain beneficial repertoires of the supervisee or trainee
 - Participating in assessments
 - Measuring behavior

Supervision

- Improve and maintain beneficial repertoires of the supervisee or trainee
 - *All of the above plus:*
 - Selection and programming of behavior change procedures
 - Use of behavior change systems
 - Research design and implementation

Purpose of Oversight vs. Supervision

Oversight

- Model effective supervision practices
 - Assist in the training of stakeholders

Supervision

- Model effective supervision practices
 - *All of the above plus:*
 - Development of procedural integrity checklists
 - Design of systems to monitor procedural integrity

In Other Words...

- Oversight is focused on *maintenance of skills* necessary for the fulfillment of responsibilities
 - Once performance has been established and the staff member is competently performing their role, the individual should maintain skills at this level
- Supervision is a process in which the goal is to *develop independence* in behavior analytic activities
 - This is a learning process in which the individual is expected to gain new skills and expand on other skills
 - There should be a behavior change between the start of the process to the end of the process

Active Student Response

At the conclusion of supervision the supervisee should

- a) Continue under guidance
- b) Demonstrate independence
- c) Perform at baseline levels

Active Student Response

At the conclusion of supervision the supervisee should

Demonstrate independence



Supervised Experience Requirements

Requirements

- Supervisor qualifications
- Number of hours
 - Tracking system
- Hours
- Activities
- Documentation

Supervisor Qualifications

A supervisor must:

- Be a BCBA or BCBA-D in good standing
- Be a licensed or registered psychologist certified by the American Board of Professional Psychology in behavioral and cognitive psychology who was tested in Applied Behavior Analysis
- Be an approved instructor on a verified course sequence

In addition:

- Pass an 8-hour competency based training
- Must obtain 3 hours of continuing education related to supervision during each recertification cycle

Other Things to Know

- A contract must be in place
- Supervisees must be added to the BACB[®] account
 - Must be listed on the BACB[®] account for supervisor and supervisee
- A supervisee cannot oversee the work of a supervisor

Contract

The supervisory relationship must begin with a signed contract.

- Responsibilities of supervisor and supervisee
- Appropriate activities and training objectives
- Circumstances under which supervisor would not sign experience forms
- Consequence if parties do not adhere to responsibilities
- Permission from supervisee's employer
- An attestation that both parties will follow the Code

Starting Off Right

- The supervision process can be overwhelming and requires tremendous attention to detail.
- It is important to orient your supervisee to the process
- *Be sure to check in with the BACB supervision requirements regularly and ensure that your supervisees do the same*

Starting Requirements

- Direct your supervisee to the pre-experience checklist
 - Guide them to create a Gateway account and share registry number, date of supervision course requirements
 - Have a signed contract in place
- Candidates are able to begin the supervised experience as soon as their first day of classes in a verified course sequence
- Experience must be acquired within five years
- Use the experience planning section to estimate how long it will take to acquire the necessary hours

Tip

- Encourage your supervisee to be realistic in their goals
- Plan for vacations, holidays
- Allow flexibility for time off for other reasons
 - Illness
 - Client cancellations
 - Cancellations due to other reasons (weather, lapses in funding, professional development activities)
- Assume 40 weeks/year of direct service

Active Student Response

Candidates can begin supervision:

- a) On the first day of their first class
- b) After completing classes
- c) After taking their ethics coursework

Active Student Response

Candidates can begin supervision:

On the first day of their first class



Documenting experience

Documenting Experience

- The BACB[®] requires that supervisors and supervisees keep documentation of hours using
 - Monthly experience verification form
 - Unique documentation system
 - Final experience verification form
- In order to use this resource, you must follow the instructions carefully and *in order*

Unique Documentation System

- This serves as a backup to the experience tracker and must include the audit categories
 - Contract
 - *Has a contract been signed?*
 - Number of hours in each supervisory period
 - *Supervisor and supervisee must track fieldwork experience hours for each monthly period*
 - Percentage of hours supervised
 - *Document that the minimum number of supervised hours has been*
 - Group supervision
 - *Were these hours in group supervision or individual supervision?*
 - Number of contacts
 - *How many meetings/observations have occurred within each supervisory period?*
 - Restricted vs. unrestricted activities
- Total number of hours
 - *The total number of cumulative hours should also be noted*

Active student response

True/False:

Supervisor need to use only the BACB's documentation system

Active student response

Supervisor need to use only the BACB's documentation system

False

Number of hours in each supervisory period

- Supervised Fieldwork
 - 10-30 hours per week
 - Supervisory period is 1 calendar month
 - *4 contacts per month*
- Concentrated Supervised Fieldwork
 - 15-30 hours per week
 - Supervisory period is 1 calendar month
 - *6 contacts per month*

Percentage of hours supervised

- Supervised Fieldwork
 - 10-30 hours per week
 - Supervisory period is 1 calendar month
 - 4 contacts per month
 - 5% of hours must be spent in supervision
 - *20 hours/week → 1 hour per week supervised*
- Concentrated Supervised Fieldwork
 - 15-30 hours per week
 - Supervisory period is 1 calendar month
 - 10% of hours must be spent in supervision
 - *20 hours/week → 2 hours per week supervised*

Group supervision

Supervision can be conducted in small groups

- Groups of 2-10 people
- Must be documented as group supervision
- Group supervision can account for only 50% of hours in direct supervision

Restricted vs. unrestricted activities

- BCBA® supervision
 - January 2022:
 - At least 60% of hours in fieldwork experience must be in unrestricted activities
- BCaBA® supervision
 - At least 40% of hours in fieldwork experience must be engaged in unrestricted activities

Restricted vs. unrestricted activities

Restricted activities

- Program implementation
- Delivery of instructional and therapeutic procedures

Unrestricted activities

- Observation and data collection
- Training staff and caregivers on behavior-analytic programs or content
- Conducting assessments related to the need for behavioral intervention
- Meeting with clients about behavior-analytic programming and services
- Conducting behavior-analytic assessments (e.g., functional analyses, stimuluspreference assessments)
- Data graphing and analysis
- Researching the literature relevant to a current client's programming
- Writing and revising behavior-analytic programs

Unacceptable activities

Not all job responsibilities can be applied to the fieldwork experience

- Attending meetings with little or no behavior-analytic content
- Providing interventions that are not based in behavior analysis
- Performing nonbehavioral administrative activities
- Non-behavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)
- Completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis
- Attending professional conferences, workshops, or university courses
- Didactic-course assignments

Active Student Responding

Observation and data collection would be considered

Active Student Responding

Observation and data collection would be considered

Unrestricted activity

Total number of hours: BCBA[®]

BCBA[®]

- Fifth Edition (January 2022)
 - *Supervised Fieldwork*: 2000 hours
 - *Concentrated Supervised Fieldwork*: 1500 hours
- Fourth Edition
 - Supervised Independent Fieldwork: 1500
 - Practicum: 1000
 - Intensive practicum: 750

Total number of hours: BCaBA[®]

BCaBA[®]

- Fifth Edition (January 2022)
 - *Supervised Fieldwork*: 1300 hours
 - *Concentrated Supervised Fieldwork*: 1000 hours
- Fourth Edition
 - Supervised Independent Fieldwork: 1000
 - Practicum: 670
 - Intensive practicum: 500

ETHICS TOUCHPOINT

10.05 Compliance with BACB Supervision and Coursework Standards.

- *Behavior analysts ensure that coursework (including continuing education events), supervised experience, RBT training and assessment, and BCaBA supervision are conducted in accordance with the BACB[®]'s standards if these activities are intended to comply with BACB standards.*

This is easier said than done.

ETHICS TOUCHPOINT

- It is important to continually make themselves up to date with current requirements and procedures
- Read the newsletters and incorporate any updates into the agenda of supervision meetings
- Review supervision requirements at the BACB[®] website www.bacb.com on a regular basis and add this to the meeting agenda
- Emphasize to your supervisee the importance of meeting this ethical requirement

Ineffective supervision

There are significant risks associated with ineffective supervision

- Low-quality services to clients that result in lack of client progress or harm
- Poor-performing supervisees with insufficient practice repertoires
- Poor-performing supervisees unable to problem solve and make decisions in novel or unfamiliar situations
- Supervisees who do not become effective supervisors in their own practices
- Supervisees who engage in unethical behavior

ETHICS TOUCHPOINT

5.03 Supervisory Delegation

- a) Behavior analysts delegate to their supervisees only those responsibilities that such persons can reasonably be expected to perform competently, ethically, and safely.
- b) If the supervisee does not have the skills necessary to perform competently, ethically, and safely, behavior analysts provide conditions for the acquisition of those skills.

Important note:

- The supervision process is intended to be a learning process
- The beginning of the process is baseline, and supervisees may begin at different points
- Supervision is a learning process— it is essentially a change in behavior
- Just as we develop a treatment plan for clients, a treatment plan for supervisees can be a useful tool

Active Student Responding

Supervisors are required to remain current by:

- a) Reading BACB newsletters
- b) Getting relevant continuing education
- c) Maintaining professional networks
- d) All of the above

Active Student Responding

Supervisors are required to remain current by:

All of the above

ETHICS TOUCHPOINT

5.04 Designing Effective Supervision and Training.

- Behavior analysts ensure that supervision and trainings are behavior-analytic in content, effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals.

Creating “committed positive relationships”

American Psychological Association recommends that supervisors and supervisees develop “committed positive relationships” to ensure effective supervision

This recommendation includes:

- Communicate regularly and respectfully
- Review and provide timely feedback on observations as well as written work

ETHICS TOUCHPOINT

5.06 Providing Feedback to Supervisees.

- a) Behavior analysts design feedback and reinforcement systems in a way that improves supervisee performance.
- b) Behavior analysts provide documented, timely feedback regarding the performance of a supervisee on an ongoing basis (See also, 10.05 Compliance with BACB Supervision and Coursework Standards.)

Using behavioral skills training

Behavioral skills training (BST)

- Instruction
 - Competency based procedure checklists
 - All responsibilities must be clearly defined and operationalized
- Modeling
 - Supervisors must demonstrate the skill the supervisee must acquire
- Rehearsal
 - Supervisees must practice the procedures being trained
- Feedback
 - Supervisors provide behavior specific praise and corrective feedback
- Although all components can make some difference in task performance, it is feedback that makes the greatest impact (Ward-Horner & Sturmey, 2012)

ETHICS TOUCHPOINT

5.07 Evaluating the Effects of Supervision.

- Behavior analysts design systems for obtaining ongoing evaluation of their own supervision activities.

Competency based supervision involves a clear description of the behaviors to be exhibited by the supervisee.

This fits neatly with behavioral skills training and can include the checklists

Ethics and professional development

- Ethical behavior is also a skill set and supervisees will also enter the process at baseline level
- The focus of supervision should be in the *acquisition* of ethical decision making skills, not on the *assumption* of those skills
- Supervision should focus on ethical behavior as a necessary skill set for clinical practice

ETHICS TOUCHPOINT

5.04 Designing Effective Supervision and Training.

- Behavior analysts ensure that supervision and trainings are behavior-analytic in content, effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals.

Supervisors are responsible for meeting the needs of supervisees

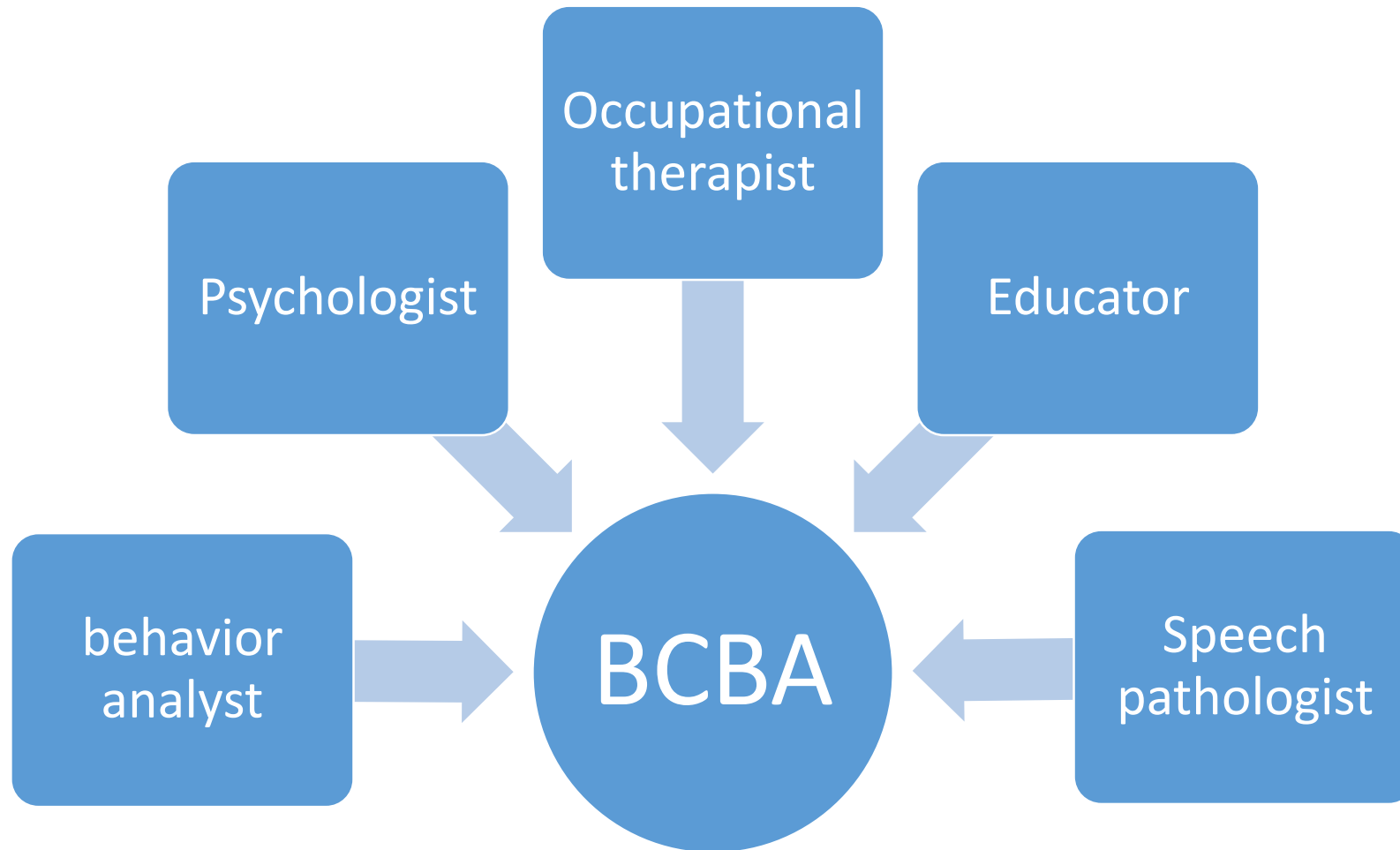
Active Student Responding

One goal of supervision is the development of _____
behavior.

Active Student Responding

One goal of supervision is the development of *ethical* behavior.

Behavior analyst role overlap



Graduate programs

- Upcoming changes in the degree requirement (January 2022)
 - Coursework requirements (BCBA):
 - *Fourth Edition*: 270 hours
 - Degree in education, psychology or behavior
 - *Fifth Edition*: 315 hours
 - Masters degree in any field
 - Coursework requirements (BCaBA)
 - *Fourth Edition*: 180 hours
 - Degree in education, psychology or behavior
 - *Fifth Edition*: 225 hours
 - Bachelors degree in any field

Advanced certification in speech pathology

- Certificate of Clinical Competence in Speech Pathology
 - Standard licensing requirement in many states
 - Considered a “gold standard credential”
- Requirements for Certificate of Clinical Competence (CCC) include:
 - Masters degree or higher in Speech Pathology or Communicative Sciences and Disorders
 - 400 clock-hour supervised clinical as part of their graduate program
 - Passing score on the SLP Praxis exam
 - 36 week post-graduate fellowship

<https://www.speechpathologygraduateprograms.org/speech-language-pathology-certification/>

ASHA supervision ethics

Supervisors may delegate

- Tasks related to the provision of clinical services to aides, assistants, technicians support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised.
- The responsibility for the welfare of those being served remains with the certified individual.

American Psychological Association

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

American Psychological Association

7.03 Accuracy in Teaching

- (a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard [5.01, Avoidance of False or Deceptive Statements.](#))
- (b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard [2.03, Maintaining Competence.](#))

American Psychological Association

2.05 Delegation of Work to Others

- Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to
 - (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity;
 - (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and
 - (3) see that such persons perform these services competently.

Psychology supervision

Specifically, supervision:

- is a distinct professional competency that requires formal education and training
- prioritizes the care of the client/patient and the protection of the public
- focuses on the acquisition of competence by and the professional development of the supervisee
- requires supervisor competence in the foundational and functional competency domains being supervised
- is anchored in the current evidence base related to supervision and the competencies being supervised
- occurs within a respectful and collaborative supervisory relationship, that includes facilitative and evaluative components and which is established, maintained, and repaired as necessary
- entails responsibilities on the part of the supervisor and supervisee
- intentionally infuses and integrates the dimensions of diversity in all aspects of professional practice
- is influenced by both professional and personal factors including values, attitudes, beliefs, and interpersonal biases
- is conducted in adherence to ethical and legal standards

Psychology supervision

Supervision:

- uses a developmental and strength-based approach
- requires reflective practice and self-assessment by the supervisor and supervisee
- incorporates bi-directional feedback between the supervisor and supervisee
- includes evaluation of the acquisition of expected competencies by the supervisee
- serves a gatekeeping function for the profession
- is distinct from consultation, personal psychotherapy, and mentoring

<https://www.apa.org/about/policy/guidelines-supervision.pdf>

Occupational therapy supervision

Feedback:

The student will collaborate with fieldwork educator to determine the most effective supervision style and feedback methods.

- 2. Formative assessment shall be provided to students on a weekly basis and recorded in written format, providing specific recommendations addressing observable behaviors.
- 3. Supervision and feedback is intended to empower the student to change performance, facilitate student self-reflection and self-assessment, and guide the student regarding strengths and opportunities for growth-based on site-specific objectives. Weekly supervision logs are a good way for both the supervisor and student to keep track of what was discussed in supervision sessions. It is important for both the fieldwork educator and student to sign and date each log to verify the supervision process.

Supervised experience

- A contract is recommended
- 16 week fieldwork
- 24 week fieldwork

- Requirements may vary state to state or agency to agency

<https://www.aota.org/Advocacy-Policy/State-Policy/Licensure/How-To.aspx>

Things to consider

When planning for effective supervision toward the BCBA or BCaBA, a supervisor should address all areas of the task list in ways that are relevant

- Measurement
- Experimental Design
- Behavior change considerations
- Fundamental elements of behavior change
- Specific behavior change procedures
- Behavior change systems
- Identification of problems
- Assessment
- Intervention
- Implementation management and supervision

Supervision goals

- All of these areas can be addressed by the supervision process in all of these fields
 - All of these professionals must assess client needs and measure behavior.
 - All of these professionals could benefit from the analysis of behavior and the use of experimental design
 - All of these professionals could benefit from knowledge of fundamental elements of behavior change and behavior change procedures
 - All of these professionals need to engage in management, supervision, and training

For every supervision process the goal is to develop the independent clinical skills of the supervisees
For BCBA's, OTs SLPs and Psychologists, the supervision process is focused on turning supervisees into colleagues

Active Student Responding

The supervision experience can be relevant to

- a) BCBA's
- b) Psychologists
- c) Speech pathologists
- d) Occupational therapists
- e) All of the above

Active Student Responding

The supervision experience can be relevant to

All of the above

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