



SUPERVISION WEBINAR TRAINING SERIES 2.0

MODULE 2

Nuts and Bolts of BCBA
Candidate and RBT Supervision



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

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 scope of practice for various levels of certification:
 - RBT
 - BCaBA
 - BCBA
- Describe methods for ensuring their own ongoing professional development
- Describe methods for ensuring the ongoing professional development of their supervisee

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.

Scope of practice

- The scope of practice is determined by the BACB[®] and it refers to the responsibilities that can be fulfilled given the level of training and oversight expected of someone with this credential.
- “Scope of practice refers to the range of activities in which members of a profession are authorized to engage, by virtue of holding a credential or license.”

(Broadhead, Quigley & Wilczynski, 2018)

But there is another issue as well

ETHICS TOUCHPOINT

1.02 Boundaries of Competence.

- (a) All behavior analysts provide services, teach, and conduct research only within the boundaries of their competence, defined as being commensurate with their education, training, and supervised experience.
- (b) Behavior analysts provide services, teach, or conduct research in new areas (e.g., populations, techniques, behaviors) only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas.

Competence and Confidence Checklist

Determining the scope of competence is up to the individual professional

- What is my level of competence in:
 - procedures and strategies?
 - populations?
 - settings?
 - What is my level of confidence in treatment success, based on my:
 - past experiences?
 - familiarity with literature?
 - available resources?
- *(Broadhead et al, 2018)*

Competence and Confidence Checklist

How similar is the current behavioral problem and the context in which services are delivered to:

- my past experiences?
 - my previously available resources?
 - the characteristics of participants in relevant research?
 - the conditions described in relevant research literature?
-
- What is my overall level of competence, based on my answers to Questions 1, 2, and 3?

• *(Broadhead et al, 2018)*

RBT

- Paraprofessional who works under the oversight of a BCBA or BCaBA.
- Does not design intervention or assessment but is responsible for direct implementation of programs
- *It is up to the supervisor to determine what responsibilities an RBT can competently perform*



BCaBA


- Undergraduate level certification in behavior analysis
- BCaBAs can supervise the work of RBTs or others who implement behavior analytic programming
- *Must* practice under the supervision of a BCBA or BCBA-D

BCBA/BCBA-D

- Graduate level certification in behavior analysis
- BCBA
 - Masters level
- BCBA-D
 - Doctoral level
- There is not a distinction between the responsibilities of the BCBA and those of the BCBA-D
- Design of programming and assessment
- Independent practitioners of behavior analysis
- Can supervise the work of RBTs and BCaBAs



Professional Development for the Supervisor



Strategies for ensuring professional development

Many of the ways we can ensure ongoing professional development as supervisors fall under two categories:

- Staying current with the field
- Seeking out community



ETHICS TOUCHPOINT

1.01 Reliance on Scientific Knowledge.

- Behavior analysts rely on professionally derived knowledge based on science and behavior analysis when making scientific or professional judgments in human service provision, or when engaging in scholarly or professional endeavors.

Where Does “Scientific Knowledge” Come From?

Peer review process

- Journals
- Review source material

Evidence Based Practice

What does “evidence based practice” mean?

- Identified in peer reviewed scientific literature
- Meta-analysis
 - Pools data from studies, literature review of peer reviewed studies
 - Combines data from research on a given subject
- Wong et al 2015

Evidence Based Practice

Antecedent-based intervention

- Arrangement of events or circumstances that precede the occurrence of an interfering behavior and designed to lead to the reduction of the behavior

Cognitive behavioral intervention

- Instruction on management or control of cognitive processes that lead to changes in overt behavior

Differential reinforcement of alternative, incompatible, or other behavior (DRA/I/O)

- Provision of positive/desirable consequences for behaviors or their absence that reduce the occurrence of an undesirable behavior. Reinforcement provided: (a) when the learner is engaging in a specific desired behavior other than the inappropriate behavior (DRA), (b) when the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior (DRI), or (c) when the learner is not engaging in the interfering behavior (DRO)

Discrete trial teaching (DTT)

- Instructional process usually involving one teacher/service provider and one student/client and designed to teach appropriate behavior or skills. Instruction usually involves massed trials; each trial consists of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction

Evidence Based Practice

Exercise

- Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior

Extinction

- Withdrawal or removal of reinforcers of interfering behavior in order to reduce the occurrence of that behavior. Although sometimes used as a single intervention practice, extinction often occurs in combination with functional behavior assessment, functional communication training, and differential reinforcement

Functional behavior assessment

- Systematic collection of information about an interfering behavior designed to identify functional contingencies that support the behavior. FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the function of the behavior, and/or testing the hypothesis

Functional communication training

- Replacement of interfering behavior that has a communication function with more appropriate communication that accomplishes the same function. FCT usually includes FBA, DRA, and/or EX

Modeling

- Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior. This EBP is often combined with other strategies such as prompting and reinforcement

Evidence Based Practice

Naturalistic intervention

- Intervention strategies that occur within the typical setting/activities/routines in which the learner participates. Teachers/service providers establish the learner's interest in a learning event through arrangement of the setting/activity/routine, provide necessary support for the learner to engage in the targeted behavior, elaborate on the behavior when it occurs, and/or arrange natural consequences for the targeted behavior or skills

Parent-implemented intervention

- Parents provide individualized intervention to their child to improve/increase a wide variety of skills and/or to reduce interfering behaviors. Parents learn to deliver interventions in their home and/or community through a structured parent training program

Peer-mediated instruction and intervention

- Typically developing peers interact with and/or help children and youth with ASD to acquire new behavior, communication, and social skills by increasing social and learning opportunities within natural environments. Teachers/service providers systematically teach peers strategies for engaging children and youth with ASD in positive and extended social interactions in both teacher-directed and learner-initiated activities

Picture Exchange Communication System

Evidence Based Practice

Pivotal response training (PRT)

- Pivotal learning variables (i.e., motivation, responding to multiple cues, self-management, and self-initiations) guide intervention practices that are implemented in settings that build on learner interests and initiative

Prompting

- Verbal, gestural, or physical assistance given to learners to assist them in acquiring or engaging in a targeted behavior or skill. Prompts are generally given by an adult or peer before or as a learner attempts to use a skill

Reinforcement

- An event, activity, or other circumstance occurring after a learner engages in a desired behavior that leads to the increased occurrence of the behavior in the future

Response interruption/redirection

- Introduction of a prompt, comment, or other distracters when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction

Scripting

- A verbal and/or written description about a specific skill or situation that serves as a model for the learner. Scripts are usually practiced repeatedly before the skill is used in the actual situation

Self-management

- Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring and recording their own behaviors, and rewarding themselves for behaving appropriately

Evidence Based Practice

Social narratives

- Narratives that describe social situations in some detail by highlighting relevant cues and offering examples of appropriate responding. Social narratives are individualized according to learner needs and typically are quite short, perhaps including pictures or other visual aids

Social skills training

- Group or individual instruction designed to teach learners with autism spectrum disorders (ASD) ways to appropriately interact with peers, adults, and other individuals. Most social skill meetings include instruction on basic concepts, role-playing or practice, and feedback to help learners with ASD acquire and practice communication, play, or social skills to promote positive interactions with peers

Structured play groups

- Small group activities characterized by their occurrences in a defined area and with a defined activity, the specific selection of typically developing peers to be in the group, a clear delineation of theme and roles by adult leading and/or prompting or scaffolding as needed to support the students' performance related to the goals of the activity

Task analysis

- A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps

Evidence Based Practice

Technology-aided instruction and intervention

- Instruction or interventions in which technology is the central feature supporting the acquisition of a goal for the learner. Technology is defined as “any electronic item/equipment/application/or virtual network that is used intentionally to increase/maintain, and/or improve daily living, work/productivity, and recreation/leisure capabilities of adolescents with autism spectrum disorders” (Odom et al. 2014a)

Time delay

- In a setting or activity in which a learner should engage in a behavior or skill, a brief delay occurs between the opportunity to use the skill and any additional instructions or prompts. The purpose of the time delay is to allow the learner to respond without having to receive a prompt and thus focuses on fading the use of prompts during instructional activities

Video modeling

- A visual model of the targeted behavior or skill (typically in the behavior, communication, play, or social domains), provided via video recording and display equipment to assist learning in or engaging in a desired behavior or skill

Visual supports

- Any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries



Evidence Based Practice

What is missing?

- ABA is not listed
- ABA follows the evidence



Staying current with the field

It is necessary to stay up to date with current research but this can be a challenge.

- Reading journals
- Continuing education
- Conferences
- Membership in professional organizations



Journals

- Journal of Applied Behavior Analysis
- Analysis of Verbal Behavior
- Behavior Analysis in Practice
- Journal of Behavioral Education
- *And many others!*

Accessing journals

Journals can be accessed through free sources:

- Google Scholar
- PubMed Central
- The BACB[®] also provides a free service through the BACB Gateway.
- ProQuest ERIC searchable database

Continuing education

New continuing education requirements state that continuing education will be accepted in one of 3 categories

- Learning
- Teaching
- Scholarship



Learning

This category of continuing education includes:

- College or university coursework
- CEUs issued by approved continuing education providers
- CEUs issued by the BACB[®] directly



Relevant coursework/topics for supervisors

- Organizational behavior management
- Staff training
- Literature reviews on topics relevant to supervisees

Teaching and Scholarship

Teaching

- Instruction of ACE or approved coursework


Scholarship

- Publication of an ABA article in a peer-reviewed journal
 - 1 article = 8 hours of continuing education
- Review of an ABA article in a peer-reviewed journal
 - 1 review = 1 hour of continuing education



An important note

- Although there are no longer restrictions on the types of continuing education, the purpose of continuing education is to *maintain* and *develop* professional skills
- *Learning is essential as well*



Conferences/Memberships

Attendance and participation at conferences is one way to gain necessary continuing education

- Access to information exclusive to members
- For connections with other professionals



Connecting with other professionals

This allows us to seek out

- Peer review
- Mentorship
- Referrals for consultation

Peer review/Mentorship

Defined as evaluation by others within the same field

- Are we checking in with peers and allowing evaluation?
- Are we in contact with trusted colleagues?
- Have we actively sought out the expertise of others in our field?



Professional Development for the Supervisee

ETHICS TOUCHPOINT

5.03 Supervisory Delegation.

- 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.

What are the supervisee's skills in the acquisition of new skills and in self-evaluation of skills?

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.

Many licenses require continuing education



Developing skills

- Participation in professional development activities and seeking out opportunities for professional development is a set of behavior to be taught
- It is also a necessary skill for a behavior analyst
- Supervisees must be taught how to:
 - Access journal articles
 - Review articles and relevant materials
 - Seek out the expertise of other professionals
 - Create connections with other professionals



In summary

- Professional development is necessary for both the supervisor and the supervisee
- Maintaining or expanding one's scope of competence is a skill set which can and should be addressed as part of the supervision process
- Determining one's scope of competence can be accomplished by

References

BACB (2014). *Professional and Ethical Compliance Code*. Littleton, CO

BACB. “Special Edition on Revised BCBA and BCaBA CEU Requirements” *BACB NEWSLETTER / November 2015*, 2018

Brodhead, M. T., Quigley, S. P., & Wilczynski, S. M. (2018). A Call for Discussion About Scope of Competence in Behavior Analysis. *Behavior analysis in practice*, 11(4), 424-435.

Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., ... & Schultz, T. R. (2015). Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder: A Comprehensive Review. *Journal of autism and developmental disorders*, 45(7), 1951.