



SL Global
www.SLGlobalSolutions.com





Karen Chung: [00:00:07](#) Good morning everybody, or good afternoon. It's morning. My time on East coast time. But everybody else, I think it's pretty much in the afternoon. There we go. I think we're going to get started and I apologize so much. It's my fault. I was having some difficulties with technical systems. Sorry, hold on.

Karen Chung: [00:00:34](#) Okay, sorry about that. See a lot of technical difficulties too. Everything else was working fine, but we'd like to welcome you to the second of the supervision webinars that we started this year. It's an a series and when you call the series as supervision and practice. So we did want, I believe it was last month, right Amanda? It's called a ethics and best practices and supervision. Okay. And that's, so this is the second in the series we actually have, let's see, four of the supervision webinars and last year we did two with Dr. Bailey and one was called, I believe it's ethics, then supervision. And then the other one that we did with Dr. Bailey is ethics and supervision for RBT. So as well. So obviously supervision is an area that we're really concerned about. And now for a lot of different reasons. But I think the first and foremost, you know, when we think about what we do and given the fact that there's such a small population of board certified behavior analyst out there and you guys are responsible for the training, the next generation of the CPAs to go out there and do the good work supervision then becomes a one of the most important factors.

Karen Chung: [00:01:40](#) You know, I would argue much more important even than coursework itself. And supervision isn't something that you get, you know, supervision 5% 1500 hours or anything like that, which is all that's required of PCPs, which I think is very unfortunate. But then in that case the, the learning in the field just because it's so complex and there's so many different scenarios that you guys went into is something that needs to be happening on a regular and ongoing basis. And we really do appreciate you guys that are attending or taking the time to attend and take interest in this topic that I think is so incredibly important and I'm sure that we all do this well otherwise we wouldn't be here.

Karen Chung: [00:02:24](#) Okay. Some housekeeping. There should be a chat box or a question box and post your questions. If we decided that your



question is really interesting and we'd like to explore that a little bit further, we may ask to unmute you so that we can actually have a dialogue with you so you can actually ask the question as opposed to chatting, but that's just, that's not a requirement. That's an optional technical difficulties. Contact go to webinar directly. You guys shouldn't have any issues because you're already in. We're going to take a five minute break halfway through and a recorded version of the webinar will be available next week and you'll receive email instructions and this webinar eligible for two supervision CEOs or type two it depending on whatever it is that you need and you need to submit the well it's not CEU submission form. It used to be a written CEU submission form, but we have a quiz that you'll need to type in order for you to be able to submit for the CEs.

Karen Chung:

[00:03:26](#)

So Amanda is going to be the presenter for today's topic as she was for the last supervision session that we did. And Amanda, you know with the special learning organization and plays a really big part and one of which is just overseeing all of the training that we're doing and we do a lot of different training and we work really hard to bring very relevant topics to the table. And last year as you guys if you've attended or no special learning, we did a series with Dr. John Bailey who was a monthly series and then this year in addition to the supervision series, we're also doing a series with two series actually with Dr. Peter Gearhart. One is going to be on transition and then the other is going to be on sex ed topics, which is you guys are all aware is very, very important, very relevant. And we're also having conversation with I believe is Dr. Robert Schramm. Is that right? Amanda?

Amanda

Fishley:

[00:04:15](#)

Yeah, Robert Schramm.

Karen Chung:

[00:04:16](#)

Okay. About doing a series of training with him as well. And so Amanda is kind of the point person and you know, participates on all of the trainings that we do. So she definitely possesses a lot of knowledge about the field. She's been a practitioner and she can tell you a little bit about her background, but in terms of her importance to special learning, I can't emphasize that enough and she does some pretty awesome work. So with that, why don't you tell us a little bit about yourself.



- Amanda Fishley: [00:04:41](#) Hi everybody. Thanks for joining us. I'm Amanda. As Karen said, I'm a board certified behavior analyst. I'm practicing here in Columbus, Ohio. So I'm also a certified Ohio behavior analysts. I've had the opportunity to work with young kids that are just getting started and intensive, really an intervention career through young adults that were planning their vocational and transition track. So I've had a lot of experience with the whole spectrum and a wide variety of ages, which has been fun. And I received my master's from the Ohio state university, which I'm very proud of and is happy to be here with special learning and promoting their mission to disseminate ABA across the world.
- Amanda Fishley: [00:05:21](#) Okay. We also have two panelists with us, Susan and Mara, if you guys want to introduce yourself and give us a little bit of background about what you're currently doing and just your background in the field of ABA.
- Susan Ainsleigh: [00:05:34](#) Okay. Do you want to go first, Mara?
- Mara Brownell: [00:05:39](#) Sure. All right, thank you. My name is Mara Brownell. I have a master's in education special education. I'm a board certified behavior analysts currently practicing in grand junction, Colorado. I've worked primarily with the various clients with very severe needs requiring behavior intervention and our crisis plans. And that's kind of an across the age spectrum from our little guys up in, you know, through transition and into our adults who live in residential facilities and treatment centers. And I, I've been actively trying to work to promote more BCBA's in the field. I just believe that supervision is so important and so vital to our ability to provide just really great services that are practical. That's why I'm here today. So I look forward to everybody's questions and I'll do my best to just add some more information.
- Susan Ainsleigh: [00:06:39](#) Okay, great. Hi everybody. I'm Susan Ainsley. I'm the director of graduate ABA programming at Bay path university, which is just outside Springfield, Massachusetts. I have been there for about six years since I started the, the ABA program there. So my history is that I have been practicing in ABA since 1991 long time. Slightly before actually the BACB existed. So I've practiced for quite a while clinically in schools in early intervention programs and adult services. When the BACB was created in



1999 I participated in developing the the graduate program in at Simmons college in new England. And I taught there for quite awhile and it was about that time I got certified 2001. I moved overseas in 2008 and started an undergraduate program in a school in Jeddah, Saudi Arabia where I supervise probably about 25 or 30, either **BCABAS** or RDTs or, or or **be CPAs**. And I moved back to new England in about 2013, sort of turned it over to them to continue growing ABA in the region. And right now I run a graduate program that enrolls about 160 students in the new England area and all of them are being supervised by individuals who are employed by our university. So supervision is a big, big deal. For me personally and I think for the field and I'm happy to see the focus on quality of supervision.

Karen Chung: [00:08:31](#)

Susan and Mara, thank you so much for participating and I didn't really know a lot about your background. I'm just like, it's actually absolutely perfect kind of as an aside, but I think it's really relevant and important. Special learning has been around for about seven years actually. And we've done a lot of different things and we have the benefit of being able to serve the global market. So we have customers in over 90 probably close a hundred countries

Karen Chung: [00:08:56](#)

Right now. And Susan, you better than anybody, you know, you are aware of the absolute necessity and the importance of being able to bring ABA in different countries because it just doesn't exist. We don't realize how lucky we are here in the United States. And you know, unfortunately what I've heard over the years and talking to these parents particularly are just such heartbreaking stories about they're making an investment in paying out of pocket and trying to get services for their child and having it be absolutely just completely ineffective. And in a lot of cases, there's just a lot of people that are out there just to make a quick buck, you know, and taking advantage of the parents and the desperation that's that they're going through right now seeking. And so the quality of the ABA programming is so incredibly important. And you know, particularly when we did the series, especially with Dr. Bailey last year, we did that for about 12 months and we heard a lot about just found out a lot about the fact that there are just, are a lot of **PCBs** that are practicing I think **while** intention who just don't have the experience on the qualifications unnecessary to be able to do the job effectively.



- Karen Chung: [00:10:04](#) And that is an issue, you know, for the entire professional I believe. And supervision in a way as supervisors, I think that everybody tries to stay on top of what's happening and do a really good job and are very diligent about that. But that only covers a small population of the board, certified people that are out there because it's not mentioned. The only people that need to be certified or supervised actually are the BCBA's and the BCBA is that the candidates and now the RBT is as well. So, you know, it's just, it's an area that's really, really passionate. We're very passionately about that. And I, at some point in time, Amanda and I let you actually be the timekeeper, but it would be great if we can actually have a citizen through and a little bit of history about the whole evolution of the BACB because I don't know that a lot of people understand that it's not really been a long time, but the BACB has gone around. So there is, you know, it'd be good to go back and get some, a little bit of history and kind of the flavor as to know where did it start and where we are now. And probably the, maybe the flavor and the, you know, kind of the content and the context of supervision, you know, like have changed over a period of time. I don't know, I've never had an opportunity to ask anybody of that, but I'd be fascinated to find out about and get your perspective.
- Susan Ainsleigh: [00:11:20](#) One thing to point out while we are very lucky in this country is that Mara and I represent completely different sides of the country. And I think the service availability and the supervision availability is very different in different parts of even our own country. It, it, there are regions where, you know, there are vast you know, amounts of space where one or two people are practicing. Those people do not have great resources in regards to a peer group or supervision. And so even here in this country it is a, an availability issue. I live in new England, it's not quite quite as as the same as other parts of the country there. But but I think all of the countries should be our concern
- Karen Chung: [00:12:14](#) And especially internationally as well. And we'll get into a little bit about the needs of the international marketplace. Absolutely. When you say place across the board.
- Amanda Fishley: [00:12:21](#) All right, so some key questions to keep in mind as we go through our webinar are going to be what ethical considerations should the supervisors keep in mind, what are



the responsibilities of a supervisor? What types of ethical scenarios could arise for supervisors and what types of ethical scenarios could also arise for supervisees? And if you are providing supervision, it's you, you, you get to see it from both angles. Cause now if you're the supervisor, you've also received supervision yourself so you can see it from both sides. So it'd be important to think about your experience both as a supervisor and a supervisee as we go through. So let's talk about why supervision is necessary. And Karen alluded to a lot of this, but I found three really good qualities that I want to share with you that I think sum up why supervision is necessary pretty well.

Amanda

Fishley:

[00:13:11](#) The first is from the BACB and the purpose of supervision is to improve and maintain behavior analytic, professional and ethical repertoires of the supervisee and facilitate the delivery of high quality services to the supervisee's clients. Then another one from a research article from Heartland colleagues from 2016 and this dates, excuse me, they emphasize the importance of developing successful and mutually exclusive supervision model that aligned with Shook Johnson and Melonchamps 2004 notion that every certificate should represent behavior analysis positively due to the fact that every new interaction isn't an opportunity to impact. And support the field of behavior analysis only like that one and one more effective supervision is critical to the quality of ongoing behavioral services, the professional development of the supervisee and the continued growth of the supervisor, the overall development of the field and his practice. So I think those three combined share very well why supervision is necessary healthy, why you guys are all attending here to learn more about the realities of supervision, what happens and how to better yourself as a supervisor and I even if you're providing quality supervision, I think that's a good thing to keep in mind as how can I continue to improve?

Amanda

Fishley:

[00:14:27](#) How can I continue to disseminate ABA? Let's now talk about some of the impacts of supervision and the difficulties that someone might experience either as a supervisor or a supervisee. So we do know when there is standards and best practices in supervision, we're going to have better qualified practitioners. That's pretty straight forward, right? So providing quality supervision is going to lead to better performing behavior analyst and this is going to lead to better



outcomes for the field as a whole. Better representing behavior analysis is going to only get more people to buy into what we do. And believe it or not, around the world, ABA isn't always viewed in the most positive light in most, most places. Yes, maybe. But there are countries where ABA is protested. So making sure that people who are out representing themselves as being a professional in the field are doing so in a professional and in a good way, providing great supervision will lead to producing good supervisors in the future.

Amanda

Fishley:

[00:15:27](#) And we'll talk about this a little bit more later in this presentation, but what we do and what we give to our supervisees, they tend to take that as fact. So making sure that we're providing quality supervision is critical to how they will be as a supervisor in the future. And here's a really good quote because I think one of the most important aspects of importance of supervision and impacts is the outcomes that we see with our clients. So producing a good behavior analyst is going to obviously be great for our clients and that's what's most important. That's why we all get in this field is to help our clients that we're serving. So Jackson 2016 found that client outcomes were related to the qualifications of the supervisors such as the BCBA and years of experience as a clinical supervisor, but they were not related to the amount of supervision or the supervisors caseload size. So it's just an interesting finding, but something to keep in mind as we, as we discussed, different scenarios.

Mara Brownell:

[00:16:25](#)

Okay. I'd like to quick say something about that last point. Can we go back to that? Yep, absolutely. So down here where it says, you know, we're related to the qualifications of the supervisor in years of experience as a clinical supervisor, I would say that over the years, this is my fifth year of providing supervision, I definitely have developed a better check and balance system. One for myself as a supervisor. And how do I reflect on, you know, not just, not that it's kind of like a hierarchy of clients. One, we've got the client that's receiving the direct services, but then my supervisee is also my client. So I know that it's just over the years I've gotten better at checking whether my client, the supervisee is providing better services for their client who's receiving the draft services. And it takes time. It takes time to build that capacity and that ability.



Amanda Fishley: [00:17:17](#) Yeah, exactly. And you're, and you're, you're very right. And I think it certainly pertains to our ethical and professional code when we talk about evaluating the effects of supervision, our client outcomes, but also are our outcomes with our supervisees are certainly good measures

Susan Ainsleigh: [00:17:34](#) To also add students or, or future BCBA's who are, who are beginning supervision, are often aware of the purpose of supervision for them as a person, as they should be. As you know, supervision is, is a period of time where they're able to learn and grow and practice with with a senior person. But they often have not considered the role and the impact of supervision on the clients. That's often a surprise to them when you talk about it. So I think for people who are new supervisors beginning that discussion right away with the supervisee, everything they do impacts the client. Every first impression they give will determine whether or not that family or that individual continues in ABA. So well, it's supposed to be a period where you can make a lot of mistakes and, and learn slowly.

Susan Ainsleigh: [00:18:41](#) There are a lot of implications for clients and for the field in general about a person beginning supervision and, and how they, how they practice in supervision. And people also don't necessarily realize that supervision supervisors and supervision serves a like a gatekeeping purpose. The supervisor is the person who decides whether the supervisee becomes a BCBA, you know, becomes eligible to be a BCBA. They have a, a really big role in that. Yeah. So and that I think will come up later on when we talk about some ethical challenges and just some general challenges in supervision because there is an evaluative role that exists at the same time as a, you know, an intensive teaching sort of one-to-one role and that causes all kinds of challenges.

Amanda Fishley: [00:19:33](#) Yeah, absolutely. Yes, go ahead.

Mara Brownell: [00:19:42](#) No, I was just saying thanks for going back a slide.

Amanda Fishley: [00:19:43](#) It's no problem. So in this article by Hartley and colleagues in 2016 they outlined some supervision difficulties that the supervisor or the supervisee may experience. So let's go through these. One may be inconsistency of learning opportunities. And I know when I was working at a school



district, this was particularly the case, but this is recommending learning behavior analytic concepts and principles in an academic setting and then using your time in your supervision experience to really focus on the applied aspect. So saving, you know, sort of the defining concepts and principles to learn during your coursework. But take the time to apply it during, during your fieldwork experience, which is really important. I, and I've looked at the inconsistencies of learning opportunities. I think about the individuals I supervise that, you know, it didn't have access to go run an assessment cause they didn't have the clientele or they didn't have the resources or the time or their job didn't permit.

Amanda

Fishley:

[00:20:36](#) That's, that's one way to look at inconsistency of learning opportunities across supervisees. Also the supervisor responsibilities. And I think a lot of us can relate if you're providing supervision right now and working in the field simultaneously. So BCBA practitioners are focused on implementing behavior analytic skills and not necessarily on teaching them. So you can be a very good clinician or behavior analyst and serve your clients very well. But when it comes to really teaching and molding a new behavior, analysts on a concepts and principles to go out and do what you're doing can be a little bit more challenging and someone might not be prepared for that. And then the focus should be on how to implement the knowledge in a meaningful way again.

Amanda

Fishley:

[00:21:22](#) Okay. So lack of opportunity for supervisees to accumulate indirect supervision hours. So thinking about the roles that a lot of our supervisees may be in, they might be a teacher or they may be currently a behavior technician. The supervisee's holding jobs, implementing fulltime therapy may not allow for other supervision opportunities. And then there's the concern of are they getting enough indirect hours because we know that the indirect hours have to exceed more than 50%. The indirect hours implementation can exceed more than 50%. And if you're unclear about how the direct and indirect hours worked, please feel free to shoot me an email. I have a good newsletter from the BACB that I can share with you that I felt explained it very well. Cause I think that's an area of confusion both for supervisors and supervisees, but nonetheless the offer, the lack of opportunity to accumulate indirect hours, especially



for someone who is implementing direct care all day, such as a teacher or a behavior technician.

Amanda

Fishley:

[00:22:20](#) And just real quick, if you guys have any suggestions that you give your supervisees. I know the majority of the people I've supervised aside from maybe a small handful, were directly implementing full time therapy or were in that position or they weren't consulting. They were just, they weren't direct care with the staff or with the client giving them extra research articles. Many of them were very very busy with schoolwork. So they're doing different projects for school that we would talk about and get indirect hours. That way it does create a little bit more work in terms of what they need to do during supervision. But is there anything that you guys recommend to your supervisees in order to accumulate more indirect hours?

Susan Ainsleigh:

[00:23:05](#)

I'm sure I'll start here. At, at our university we don't actually recommend additional hours. We assign additional hours. So I would suggest that supervisors make it an expectation. If you're going to fulfill the requirements for supervision, you will need to do this and this and this and this and, and, and our university, we operationally defined technologically defined the, this and this and this and this by semester actually. So that the student has a very clear understanding, okay, if I'm working 40 hours a week doing, you know, doing direct program implementation, I'm going to have to figure out a way to do these other activities. We get the, the setting administrators involved right away. We do that as a university. But I think a supervisor can do that. Initiate some conversation with the person who oversees the home programming, the person who oversees the classroom, the principal, the director, share with them.

Susan Ainsleigh:

[00:24:09](#)

These are the types of activities your your student will have to do. They can be volunteer, they can be, you know, in addition to their job responsibilities. They don't have to replace them, but they're going to need your help with creating opportunities for them to do these, these requirements. And also I think the supervisees can be given a voice and, and the confidence to go forward and say, this is my supervision and I need to learn how to implement, enables assessment. I need to learn how to run FA's. I need to learn how to collect ABC and scatterplot data. Please give me an opportunity to do so. And I have found that



when, when when settings are given clear information, they're very accommodating mostly. Mostly.

Amanda

Fishley:

[00:25:02](#) Yeah. Yeah. That's, that's really good. I think that that's super important. It's definitely a plus. If the the supervisor or the employer is willing to work with you as a supervisor to to accommodate that. Because I've worked with teachers who aren't able to be pulled out of the classroom because they're teaching a classroom that no one else wants to teach. Maybe it's the most challenged in the classroom and then their hands are tied. Like how do we pull them out during this block of time? But I think setting the stage up front, I know we have a little bit of information of that coming up, but I think that that's really important. But being upfront about what you need and giving, having a supervisee have a voice is really important to express what they need as well.

Mara Brownell:

[00:25:42](#)

And then I'd like to add just a little bit to that. I agree with, I assigned a certain number of hours to where if there's any question that they may or may not be making the 10 and or 30 per supervisory period, I say, Oh, that's not a problem. I have this task you can do and this task you can do and you can conduct a whole hour or interval observation on, you know, pick a bay if you design it. And then based on these intervals of response that they provide me, I can determine whether or not they're actually participating. And it's really nice because these are optional additional assignments. I have some kind of podcasts that I also allow them to access. I'm going to give research articles, but then it's really great because, you know, if they, if they do get to watch my stuff or do the extra assignments, then that adds more information that we can talk about in the following session. And just kind of add to our you know, I also have my supervisees out a very specific

Mara Brownell:

[00:26:44](#)

Agenda for each one of our meetings because it forces them to think of at least three topics that they are interested in that they need to grow and explore further.

Amanda

Fishley:

[00:26:52](#) Exactly, yes. I love, I love the agenda. It's not as though you were together and you know, it's a time clock type thing, but it is meant to be meaningful. We did have someone from our audience ask if we can provide some examples of some of the tasks given to fulfill the indirect hours. So if you



guys want to share some examples that you were just referring to. Well, tasks are,

Susan Ainsleigh:

[00:27:14](#)

We have a semester by semester list of tasks for each task. We have estimated how much time it takes to complete that task so that the student can predict how many indirect hours they have. They include writing programs. So selecting an, individual selecting a target behavior selecting an intervention and designing an intervention plan or strategy or program for that target behavior. That can include some reading that that goes along with how to select target behaviors and how to select interventions. Some reading about specific interventions, looking at different formats of developing programs, operationally defining behaviors, selecting a measure, designing a measurement tool so that one project can be very, very labor intensive. And we have our students repeat that four, five, six times a semester, depending on the semester. That's one. Conducting assessment. There are a number of different types of assessments that behavior analyst conduct.

Susan Ainsleigh:

[00:28:24](#)

You know, screenings and preliminary assessments. Functional behavioral assessments, functional analyses, preference assessments, skill based assessments. We have students doing them every semester, sometimes twice in a semester. Different types of assessment measurement and selecting and designing different measures. Using experimental designs. All of our students have to implement projects using a withdrawal, changing criteria and you know, using a variety of analytic tools so that they all become somewhat small projects on their own, but they can intertwine with each other and become, you know, larger projects really. But those all take a lot of planning, meaning planning from the supervisor's perspective to show up for a new student and say, okay, I want you to implement enables, if they don't know what enables this, then they need help getting it and learning about it and practicing it and that, that can all be done in supervision.

Susan Ainsleigh:

[00:29:25](#)

But it takes a lot of time. And obviously the supervising, it needs a lot of direction. So you kind of need an overall plan for the entire experience and then figure out a way to sequence or breakdown your materials, you know, throughout the sequence. Those are some of the examples of assignments I use. We do a little bit of research related to certain tactics and,



and some fluency and vocabulary building, but primarily it's about programming. One more. I had another good example. We have a tool that we use for students that we got from the literature, an article by Brady and pop Nick, I think on planning for generalization. And we have students select an intervention situation and complete a generalization worksheet where they go through each strategy to promote generalization and identify how they would do that strategy with that particular intervention or target behavior. And we have them do that six times a semester. So they're doing that repeatedly with many different interventions, situations. So generalization planning, that's a great one.

Mara Brownell:

[00:30:36](#)

I'd like to add, stick to your task list. I come up with all of my best ideas ever when I bring it back to our task list and I just say, okay, you know what, it sounds like you're really struggling right now to implement, fill in the blank on the task list and then you can develop an activity around that. You know, and you know how long it's going to take for them to, you know, prepare for data collection and get all of their materials together. And so from that, I know that I can assign, you know, a 15 minute interval or a 30 minute interval based on the kind of intensity or level of involvement that I expect of them. That's evident when they complete these projects. But I base everything off that task list. And just try to bring it back to that and develop your activities with that. And you know, I think at the forefront is, it's really helpful to me.

Amanda

Fishley:

[00:31:28](#)

Right. Yeah. Good. Really good suggestions. I hope that you found that helpful, Sandra. I do think that that gets tricky and it's, I think like Susan said, it takes a lot of planning and it takes a lot of thinking about planning in advance. A lot of things aren't just on the fly. And if you're running, you know, at a graduate level like, like Susan is, I'm sure there's materials and resources almost sounds like you have some sort of curriculum, which is very interesting that I'd love to learn more about as we talk about different models of supervision. But it's so needed. I think it would make our lives of supervisors so much easier. But let's go through here. So another, another difficulty or concern would be the low number of supervisees advancing to BCBA position. So if you're working at an agency and getting supervision with 10 other people, how



many of you will actually go on to accept a position at that current workplace?

Amanda

Fishley:

[00:32:18](#) It's certainly a concern of some. And then the lack of time, I think many of us can relate to this if you're providing supervision is many of these BCBA's are really focused and they have full case loads and they're applying the behavior and analytic skills, they might not necessarily have that much time to focus on the teaching aspects, which is creating these different assignments and tasks for our supervisees to do it. Because you have a full caseload of your own, maybe you're trying to meet a billing quota. So it's hard to squeeze time and you know, even meet with your supervisee to provide the supervision to go to go overlap and observe them can be challenging just to find the time. And unfortunately because of that, not having that much time to focus on supervision because if you've had more than two, three supervisees, it's a lot.

Amanda

Fishley:

[00:33:08](#) And it can lead to unstructured supervision meeting, you know, Hey, are you available to meet at noon? Okay, great. I'll see you then. But there's no agenda. We're not talking about anything that it's not, it might be helpful, but something that there's a stepping stone, a clear path and doing that more than a few times, it's going to lead to poor supervision, which as we know is not great. So those are some of the difficulties. And let's talk about some of the impacts of poor supervision and unfortunately it happens for some of the reasons that we just discussed, but it can lead to our supervisees not building the repertoire as needed so they might not be getting the skills. And then if they're learning the skills, the skills may not generalize to outside the setting that they're learning them in or being able to apply them in the real world.

Amanda

Fishley:

[00:33:56](#) They may also not learn to problem solve and make decisions and novel situations. And I find that this can be particularly true and ethical scenarios. So making sure teaching ethics is directly part of our supervision. Going through scenarios, talking about things that are coming up, even if there is, even if you have to contrive them or things that are kind of coming up naturally in the workplace or in your, in your fieldwork experience, make sure that you go through those ethical scenarios cause that's all about problem solving and



learning to make those decisions. It's going to be important as something that they need taught directly.

Susan Ainsleigh: [00:34:30](#) So I'd like to make a comment there.

Amanda Fishley: [00:34:31](#) Yeah,

Susan Ainsleigh: [00:34:31](#) That is a really needed and fabulous activity and developing scenarios is really challenging. And there are a small number of scenarios that are, you know, available commercially. And the students or the supervisees need more than that and they need scenarios that are tailored to their setting or their situation. They're, they're not going to relate as well to scenarios that are in a textbook. Also, they've probably seen those scenarios in their ethics class. So one of the things we did, because I have a large group of supervisors, is we collectively created a a library of ethical scenarios and they're available to all of our supervisors on a, on a site. So you can do this if you're supervising individually, you know, as, as your, as you've come across a scenario, have a place where you can stop and record it.

Mara Brownell: [00:35:37](#) That's a great idea. That's a great idea.

Susan Ainsleigh: [00:35:39](#) But you can also do this with your peers. Maybe a group of supervisors, let's all create 10 and share them so that we have 40 or 50 scenarios and the catalog so that you can kind of pull them out and not trying to wing it or create something, you know, at your noon time meeting. But actually planning in advance, here's the scenario we're going to discuss and it relates a lot to what I saw in your setting last week or the week before this week. So that kind of planning takes, takes a long time and, and works better when you have peers.

Amanda Fishley: [00:36:14](#) Right, exactly. Especially if you can do the group supervision format. And you can learn from other people. And we found that particularly helpful when we're doing these webinars is the are the scenarios that are submitted by people in the field. And we've done the ethical scenarios with Dr. Bailey and they're really helpful. So you know what, it may be helpful if we compile all those different scenarios that could be used and could be accessible for people that are providing supervision. I think that's a great idea cause they're hard to come up with that



aren't cheesy or you know aren't cliché that are just, Oh yeah, they obviously broke the ethical code. There's some, some real considerations, not so black and white that you want to teach your supervisee from the get-go to start learning to make those decisions because they're going to need them and you're going to run into some sort of ethical scenario. It's inevitable. So yes.

Mara Brownell:

[00:37:02](#)

Well I think one way that I know I've kind of preemptively addressed ethical considerations is by incorporating some of that ethics overview into my supervision. Like you were talking Susan, early on the gate start trying to cover ground through the ethics compliance code. Because then it does bring up a lot of scenarios that will pique your supervisees interest and be like, Oh yeah, that happened one time. Or what about when this? And so I think even if you start that dialogue in a formal fashion, it can help just start those conversations off with your supervisees.

Amanda

Fishley:

[00:37:37](#)

Yeah, Yeah. I know that. Some additional impacts support supervision. We know that the poor services can be provided to clients if we're not providing good supervision to our supervisees that can relax or that can result in a lack of progress or potentially even harm or even unethical scenarios being brought about. And again, as I mentioned before, a lot of our supervisees take what we say as supervisors, as fact. So if we're misinformed and we're providing false information that's being carried on to someone else, who then carries it on to someone else, making sure that we're always looking to improve our standards as a supervisor.

Susan Ainsleigh:

[00:38:14](#)

So a few minutes ago you posted a slide that had a quote from, I believe it was Dixon, about the correlation between qualifications and years of supervision and an impact. And one thing I'd like to say to that sort of as playing devil's advocate is I hire supervisors every day. It's, it's an ongoing of my job. Almost 90% of the people that apply are brand new BCBA's and there are thousands of seasoned BCBA's in new England. They don't want to supervise and, and there is no, there's no promotion or requirement or there, there's no one there. There's no there's no statement from our field that says more experienced people should supervise. I'd like to know if those people are all supervising who are making statements about qual, you know, qualifications of supervisors. Because there's not a lot of people



who are willing who have been in the field for 10 or 15 years. I, I, you know, I'm in my, my 30th year in the field and I had 10 supervisees this semester. It's what I did full time. Right. I think I, I don't think that's common and I would, I would like to see the field and the leaders in the field make a stand about more experienced people being compelled to supervise. Because I think that that if, if you need a lot of supervisors and only the inexperienced people are applying, guess what, that's who's going to be supervising.

Amanda

Fishley:

[00:39:46](#) I know. Exactly. And it's good that they're eager to get started and supervising. I get that question a lot, you know, do I have to be working in the field and tried to be certified for X amount of years before I provide supervision? And the reality is your services are depending on where you're working, usually need it right away. So making sure that when we're doing supervision, we're also teaching them how to do supervision cause they're watching us teaching them everything about the code, everything they need to know about providing supervision. It's never too early and it's not discussed a lot because there's so many things that we have to get through in supervision on that task list for so many reasons. But unfortunately we won't get through them all and you know, just to put supervision on top of that. But the reality is they're going to their services as a supervisor maybe, maybe caught on a little bit quicker than they're ready for. So I think you're right though. I think, you know, it is a call to seasoned, experienced people in the field to provide supervision and be ready to, to help out. And there's maybe not a lot of incentive financially if you're working full time, you know, but it's certainly needed.

Karen Chung:

[00:40:52](#)

So Susan, I do have a question about that because I completely agree with you. You know, frankly speaking, supervision's a pain in the butt, right? Especially with all the liabilities that are, you know, being put on. I think it gets to be a pretty kind of off putting for people that have other opportunities to take on this responsibility. And so, you know, this is kind of the outside of the context of the discussion that we're having right now, but I'd love to be able to engage in a dialogue at some point in time about specifically addressing that issue. Because you're right, we have a bunch of newbies that are supervised and keep up who know nothing about what they're supposed to be doing. And as Amanda mentioned, the, the extent to which they're



able to provide good supervision is going to be dependent on the level of and supervision that they got, which might not be that great to begin with anyway. So it's a systemic issue that affects the entire industry and we are kind of taking it, you know, like I'm sure you're trying to solve the problem, you know, with the cases that you're dealing with and the people that you're interacting with. But you're only one person out of the 25,000 BCBA's. So it is a larger problem that we should be.

Susan Ainsleigh: [00:41:54](#)

I think there are other fields, other fields that have dealt with this medicine and, and, and speech and psychology and, and I think that we need to be looking at how do we assure that the most experienced people in the field continue to supervise because those are the people we need to supervise and how the, the, the people who are new to the field, who want to be better, who like to supervise, learn to supervise because we have to build the next generation of supervisors. So I think both should be occurring. But there's just not, you know, there's not necessarily enough practitioners and not necessarily the willingness for both. I think it's, you know, there's a combination of both.

Karen Chung: [00:42:35](#)

I think it's great. Thanks for bringing this up. I've never heard this. This is not really something that I've really considered in terms of what's happening in the industry now. I like to look at the industry and the profession and what's happening at a macro level. But this actually wasn't something that I never thought about that this is an issue because the supervisors that are supervising are generally not really well experienced because they stopped doing it when they can.

Mara Brownell: [00:42:59](#)

Well I would say if this is where I know all, I tell all of my new supervisees that you know, we are as good as our clients progress. And so when you look at how effective are you, cause I stressed everybody, please become a supervisor. We don't have enough. It sounds very similar to you guys. We don't have enough people supervising the BCBA could have continued on, do choose to go into private practice or do direct services. And so you end up with kind of a stagnation of we need those supervisors in the middle of the United States as well. You know, I think that we just have to remember that, you know, anybody that's interested is not necessarily great, but they can become so with that supervisory guidance and direction, which



is why I think it is, I agree with you completely. We need to have a continuation. We need to have retention. We can't have people dropping out of this. And so, I mean, I think right here, I mean it's good to continue to see us like this because then we all do get a chance to talk and say,

Amanda Fishley: [00:44:03](#) Yeah, right. Yeah, we have a chance to say this is the reality, right? This is what's actually happening.

Susan Ainsleigh: [00:44:07](#) I've had students, many students that even at Bay path and other places who have come forward and said, I want to really experience supervisor. And then they graduate and become BCBA's and come forward and say, I'd like to supervise and I'll, you know, I'll remind them that, well, you wanted a really experienced supervisor and you're, you're kind of new. And in a couple of cases I've put quite a bit of time into training them to become better supervisors and then they, they in many instances have said, you know, I'm a little further along now. I don't really want to supervise anymore. And I think that's an unfortunate trend. I don't know if that is, you know, a national trend or regional or even just outside of, of my experience. But I see quite a bit of that and I find it disheartening. I would like to see a greater promotion on the responsibility of supervision for experienced people, not just supervising new people, but training new supervisors. And I think your organization is leading that and I think that's really great.

Karen Chung: [00:45:17](#) Good. All right. There's a question, Amanda, that I thought was obviously because it's a point that I brought up and then as it relates to Susan, I actually had a question about this and I'm just going to read it for sake of time. So she's as a seasoned BCBA who also finds supervision, a pain in the butt, I find that collaboration with university programs is lacking. If the university sent me information on what was included in coursework so that I can supplement syllabis not enough info. How can universities help individual field based supervisors?

Susan Ainsleigh: [00:45:49](#) Well, I'll answer that from my university. I don't know how how, you know how widespread this is? First of all, we hire all our supervisors as part time supervisors. Basically we provide them a stipend. It's not nearly enough. I would love to triple it and give them tons of tons more money. But by hiring them, we we are able to create a small period of time where correspondence



with the instructors is required. We have webinars together as a university so that the supervisors and the instructors sign on together and talk about, Oh, let's talk about this assignment. Let's talk about that lecture. Let's talk about that assignment. We have a common website where instructors and supervisors go and share assignment outlines and readings and things like that. We, we share just a list. Here are, here's the people in your class and here's the names and emails of their supervisors.

Susan Ainsleigh: [00:46:50](#)

So if you want to correspond with that person to tell them, you know, we learned this in class, so we practice that. We actually distribute our syllabis. Which small thing. But so I think that I think that in a promotion from, you know, some, some area of the field to universities to have some kind of interaction with supervisors is, is really critical. We don't, we don't have a field that requires that supervision be done through a university. Maybe. Maybe that's a future. I don't know about that. But I think there's an advantage of that.

Amanda Fishley: [00:47:25](#)

Yeah. Yeah. And I just, just to elaborate, What would be super helpful is if there was a common resource that every supervisor didn't have to recreate the wheel recreate curriculum. It sounds like what you have works really well. I worked at an agency or a school where I created a supervision curriculum. I spent the whole summer doing it, you know, when we didn't have very many students and it's just been, I spent all summer doing it and thinking how long that took and how much work that was and just to know, you know, it was put to good use, but that's not being disseminated to everybody else. Someone else then has to go recreate the wheel and recreate that curriculum. Well if we can, I mean it's not that there's not resources out there and we'll talk about that here soon. You know, about what is out there and what, how can we stop recreating the wheel?

Amanda Fishley: [00:48:17](#)

How is there a standard curriculum or even modifications or different versions or something that we didn't have to keep coming up with assignments that were, you know, these indirect assignments that there were, there was a commonplace that we could pull an ethical scenario from. There's not something like that that exists. And I would love to see that. I think it would really help and better our field if that existed for all these reasons that we're talking about cause



we're talking about poor supervision. But would it be improved if we had some standards, some best practices that were put online and put to put available to everybody and not, not just people who have a summer to create it or not. People who can just afford to go purchase some of these things that are out there. So all good points I want to move on so we can get to our ethical scenarios.

Karen Chung:

[00:49:00](#)

Well actually let me stop there. Stop you there for a little bit. And you know, we've talked about this a lot. Amanda is part of creating the best, the supervision curriculum that we're talking about and yeah, the resources that there's a lot of recreating the wheels. What's happening is you guys are all well aware of what we can do as special learning can lead the charge and create a platform whereby the supervisors, if they wanted to kind of upload their documents, they created the resources that they created and we can disseminate that. Now that's not to say that everything that's going to be uploaded or submitted is going to be good. This is somebody will have to curate and we'll need volunteers to take a look at that and go, okay, this is acceptable, this is workable, or okay, maybe not. This one's not great and we're more than happy to take on that initiative because I am very curious about, you know, and I've said oftentimes you can only create best practices if you're taking a look at a lot of the different things that are happening in the field. You don't just sit there and write best practices that are kind of out of the clue, pulling on, you know, theoretical information. But if that's something that people are interested in, then we would be happy to lead the charge. But we would like, it'd be very helpful for us to be able to partner with other very committed individuals who'd like to also see this happen for us to be able to really increase the level of proficiency. So the supervisors,

Susan Ainsleigh:

[00:50:21](#)

I've, I've served on a couple panels of supervision and talked a lot in those panels about the curriculum issue

Susan Ainsleigh:

[00:50:28](#)

And I will share that there are a lot of leaders in our field who believed there should not be a curriculum in supervision because it stifles or, or limits the, you know, the individualization of, of of the practice of supervision in different settings. I am not a believer in that. I am a firm believer that there has to be some structure and organization or you'll get



eliminated. You know, you get a poor quality product in most situations. But I think that is a challenge that as a field we have to overcome is what does it mean to have a curriculum. Imagine, for example, someone saying, well, we shouldn't have a reading curriculum because then everybody has to read the same way and not learn to read. And we actually, I think there are still people that say that and that's just not an effective way to teach reading.

Susan Ainsleigh: [00:51:20](#) And I just don't think it's any different, but many people do. So I think that we should, we should you know, we should share that there's a lot of people that believe that you should recreate the wheel because it doesn't look the same from, from place to place to place.

Amanda Fishley: [00:51:34](#) Well, that's where if you had a base and you could modify it to fit your setting, I think that that is at least a better starting point than starting from nothing. And then maybe not doing anything because it's just so daunting of a task that you just don't put anything together and you sort of wing your supervision.

Susan Ainsleigh: [00:51:51](#) And imagine a new person doing that and inexperienced person. So I am not a believer in a lack of structure for supervision. But I just want to say that I think that needs more advocacy in the field cause there's a lot of disagreement about that.

Amanda Fishley: [00:52:06](#) Yeah. Interesting.

Karen Chung: [00:52:09](#) Okay. What are you going to do this?

Mara Brownell: [00:52:13](#) Can I share a picture with everybody? Can they see this big marker on my notepad? Because this is kind of how I, I'm listening to the discussion and, and the way I see, the way I approach supervision and I know that I definitely encourage other people to do that is we have a curriculum conceptually we have the task list that is our credo. That is what we follow as BCBA's is we need to know and adhere and follow. And so I mean, so, so what I do is, I mean, so you draw a wheel. All right. The task list is our wheel. This is an old timey wagon wheel with spokes, right? The curriculum is the ethics. This is our visual assist. Visual cue is the, is the round. So we've got, we've got



our task list and then we've got the ethics as the center is the heart of our instruction.

Mara Brownell: [00:53:06](#) And then those folks that each one of us as supervisors, our supervisees contribute to that wheel are, can be, those can be that kind of those curriculum lesson plans can be those components that we develop within that greater constructs that can be individualized. I agree. Susan we need structure. We can't have just like, Oh, I think this is a great activity. No, we have rules and regulations that we follow and that's what I tell everybody. It's our task list, your ethical compliance cover, get it out and read it. And then from there you can start making up those spokes or those curriculum components just like educators you know, or administrators and they have those, those outside experiences that they can contribute, but it's still within that construct.

Amanda Fishley: [00:53:54](#) Yeah, that's great.

Susan Ainsleigh: [00:53:55](#) I think that, I think that we, we are very lucky to have the boundaries of our curriculum. I think the task list is a set of outcomes. And I think for an experienced person taking that and identifying individual activities for a given site, although still timely, I'm still, you know,

Susan Ainsleigh: [00:54:17](#) Time-Consuming is possible. I think for, for a brand new supervisor looking at the task list, they will not know how to take that and turn it into instructional activities. They will not know. And so they'll end up going to their meetings and talking about how you might conduct an FBA because they don't actually know how to oversee doing an FBA. So I think we have to be careful of assuming that younger supervisors know how to develop curriculum and if they're working for a university, it doesn't matter because someone else will develop it for them if they're working on their own. Yeah. All bets are off is my thought

Mara Brownell: [00:54:56](#) Structure, don't they?

Susan Ainsleigh: [00:54:59](#) I think they want it. I find they want it.

Karen Chung: [00:55:04](#) I'm sorry guys. We're going to have to move. Amanda, we'd like completely messed up your time here. So we're going to have to



fast forward through some of the points that we think are really important. But I do want to take it away is I think that there's a lot to be discussed in terms of developing a standardized curriculum of some sort. And I completely agree with you, Susan and Mara. Amanda, I say all the time, but you got to start with something. Come on guys. You know, and once you do that you can hit her rate all you want to take the pieces, but you've got to have something to start with. And then we have to provide the, you know, the instructional so that people can, you can get at the level of independence of thinking. So you can think independently and you know, after a certain point and make decision on your own. But you got to start somewhere, you know, especially with this newbies. Okay. Sorry Amanda.

Amanda Fishley: [00:55:49](#) No, you're fine. We're halfway through. So let's go ahead and take a five minute break. And when we come back, we'll review the ethical code real quick. We're not going to go through all of it and then we'll get into our scenarios, which I know we're all really anxious to talk about. So let's take a quick five minute break and then we'll jump into our scenarios.

Susan Ainsleigh: [00:56:05](#) Super

Karen Chung: [01:00:20](#) All right, so Amanda before, I'm so sorry. I promise this is going to be last time I interrupt for a little bit, but you guys were talking about ethics and the importance of ethics in the beginning of the discussion. You know, ethics is something, it's an area that we absolutely feel incredibly passionately about. Otherwise we wouldn't have known what board, what the ethics of the training series of ethics training that we did. Okay. How this is relevant is I think that it would be very valuable for us to make available to everybody that is in attendance today of the first webinar that we did with Dr. Bailey, which is essentially the review of the code. You guys remember at the beginning of last year we went to the code and the session that we did was to actually talk about the, you know, the big changes that were made and really the different areas of the code. And I think this would be a really good primer or all supervisees actually supervisors should probably review that. But definitely sure what the supervisees, because that's going to set the foundation of what the expectations are and how you need to practice within the lines so that you know what's considered



ethical and all that good stuff. So I just want to make a little note to us internally special learning that we want to send that out to people and make that available for free. I think you'd be a really valuable resource.

Amanda

Fishley:

[01:01:34](#) Yeah, I agree. I think that would be really helpful. All right, so let's jump back in here. We're going to get to our scenarios. Just a quick little review here. So on our professional ethical code, there is a section 5.0 behavior analysts, supervisors. So if you're providing supervision, if you're thinking about providing supervision, it's really important to be familiar with these areas of the code and making sure that your practice directly falls in line with what this says. And it's really important and I think it sparked a lot of discussion as we go through some of the scenarios and what areas of the code are relevant. So take a look at there. If you don't have a , it's on the BACB.com

Amanda

Fishley:

[01:02:18](#) Just reviewing quickly. These are some of the roles that we take on as behavior analysts providing supervision. And it's, it's not something that we should take lightly and that, you know, when you're working full time, have a full caseload is something that's really easy to take lightly. But knowing that we actually have a responsibility it and we actually have a code to abide by as we're providing supervision. So here are some of those responsibilities laid out. And I want to jump to our first scenario. And here it is. So reason why we, we particularly love scenarios is we feel that going through these scenarios, it's either something that you may encounter if you haven't already or something that you can relate to and you're not too sure how to move forward. So I think we chose these ones because we feel like you'll really learn from them if, if, if you've experienced them or you will in the future.

Amanda

Fishley:

[01:03:06](#) So here's the first one. I'm a supervisor. I'm supervising a lady who has a child on the spectrum. And relates most of her experience with that child. I have found that even though she's very well versed in ABA, she's completed that routine and BCaBa starts in six months and plans to take the BCBA exam in August. She tends to revert back to her main experiences and does not allow herself to learn or be taught to be open to new ideas, interventions or solutions and assess and analyze their individual needs. She wanted to add that there in



the mindset. Her opinion seems to be the difference between a behavior technician and ineffective behavior analyst. So if you're in this situation, you know, you're supervising someone who has a child on the spectrum, are there any, are there any considerations? Are there anything, how would you move forward from such a situation?

Mara Brownell:

[01:03:56](#)

I actually had I knew a person that became almost in a very similar situation. She was not my supervisee. But just knowing her becoming, entering into the profession, I know that she struggled. She said that she's struggled. Maintaining those boundaries and differences, you know, that just kind of come with the territory that as a dual relationship, which is, you know, talked about in the compliance code. And, you know, and I, I, my advice to her was, you know, one you have to look at, she needed to, what I saw was lacking was that she felt that she just, she just knew best. Okay. And that's why she tended to revert to those earlier experiences. And I said, you know, you might know that, but does anybody else understand what your child slash client is capable of? And if not you know, and when I say, does anybody else know, can you, and this is where we go to the, you know, what are those, you know, seven guidelines for an analytic program. If you are an analyst, you should be able to take that program that you're running for your, your child in this situation. But then, you know, not apply it to another, but apply those same principles. Like if this working, why does

Mara Brownell:

[01:05:18](#)

It work? What strategies specifically are working is replicable. Can you generalize this to another practitioner? Does your child, and you know she can't, she can't answer yes to those. Then she's not analyzing and she is being more of a technician. I'm trying to see what they said here. And so you have to, you have to be objective. You have to teach your supervisee to be more objective and, and understand that it's not just them. They have to be able to relate all of this experience information to another care provider because that, you know, an effective supervisor, an effective practitioner eventually fades themselves out in some capacity. And so she needs to maybe look at becoming more objective. How can you help her objectify her sessions with her child as related to her sessions with what would be considered a neutral client.



Amanda Fishley: [01:06:11](#) Right, exactly. And, and you know, when I was reading this scenario and kind of analyzing it and thinking about the code that the problem wasn't necessarily that, you know, it's not a problem that she has a talk on the spectrum. I think that adds a great perspective actually moving forward and being able to have a perspective that many of us don't have. The problem was not being able to generalize the skills as we mentioned Mara. And that's, that's important. And I find that even supervisees with limited opportunities or just, you know, they worked at one agency, they saw one way of doing something and then they decide to, you know, get into a master's program and go right away. They relate everything back to what that particular agency was doing and not seeing behavior analysis as what it is or for a whole as a whole.

Amanda Fishley: [01:06:54](#) So I think, you know, looking back and kind of relating this to the code being able to generalize a certainly important and opening up the, the, the skillsets is important. But as you, as her supervisor, it would have been important for her to make sure she's providing adequate feedback. She may be, I don't know, this is just a scenario that she submitted. But when you've been working with somebody, let's say you've been working with someone six months and that hasn't changed, you have to reflect on your own behavior as a supervisor. How else could I be providing feedback? Is she learning? Are the clients that we're sorting together? Or even if it is her trot, are they learning? What are the outcomes and what else can I be doing? You know, always look at ways that you can improve too as a supervisor. So I think making sure that we provide adequate feedback to our supervisees is important and making sure there's systems in place for that. And I want to talk about some of those resources and.

Susan Ainsleigh: [01:07:49](#) The experience standards address this issue. So I think we've kind of skirted around that issue. The experience standards say that you cannot be related to the participant in your supervision.

Mara Brownell: [01:08:03](#) Oh yes you do

Susan Ainsleigh: [01:08:04](#) This is an unallowable scenario. You can't, you can't practice in supervision on your child experience standards prohibit that. So I think if you're having conversation and your supervisee relates,



you know, a concept back to their, their family or their child, that's conversation. I mean, we all do it. I relate, I relate concepts to my dog and my husband and my, my children all the time. But when I'm practicing, I don't practice on those people because it's unethical and I don't allow my supervisees to practice on those people because it's unethical and it's not, you're not allowed to count those hours in supervision. So I would pull out the experience standards and read that section to the, to the supervisor and talk to her about well it's great practice to be able to connect a concept to a real life issue. Your, your skill demonstration has to be with other practice.

Amanda

Fishley:

[01:09:07](#) Right? Let's pretend and you know, just having that only as a paragraph and not knowing more information. Let's, let's pretend as if, you know, she is a parent of someone on the autism spectrum but she's providing services to other people and she, cause I think that that that could be a common problem or equally so you know, you're working with a supervisees that has very limited experience, hasn't been, you know, maybe only work with a small handful of clients and they relate everything back to that small handful of clients. I think making sure that these areas are in place, but, but as you mentioned that, you know, you can't, he can't ethically be practicing on your child, but you know, as a human and as a parent, I do think of scenarios with my own child. But that's human. That's not, that's not my supervision practice.

Amanda

Fishley:

[01:09:54](#) But let's review with the BACB outline. So there's also the supervisor training curriculum outline in addition to our professional ethical code that gives some recommendations on various topics. And one is how to provide feedback. So there are list some examples here. Provide an empathy statement described describing them, prefer an effective performance, the rationale for the change, instructions on how to improve the performance, provide opportunities to practice and then provide immediate feedback. I think a lot of times we don't necessarily provide the opportunity to practice and we might be talking about things and that's where it comes back into our best practices and standards and supervision is saving the, the talking and the standards and the concepts. Making sure that you're applying, making sure that you can take these things and apply is really important and here's a little bit more information on providing feedback to supervise you.



Amanda

Fishley:

[01:10:49](#) So, and I think whether you're in this scenario or you're in another different, another scenario that comes up, performance feedback is, it's hard and making sure that you're doing it well is going to make you a good supervisor. And I think really mastering this art is going to carry you a long way and all the scenarios that we talk about today, but let's just go through this real quick. Performance feedback is necessary for effective treatment integrity effective for changing behavior, especially when it's paired with goal setting. And this crucial during skill acquisition and the BACB outlines that you can provide feedback, verbal, written, video format, model, graphic self monitored, formal and informal. So many different ways we know it should be frequent, right? So keeping in mind what we already know, immediate, descriptive, positive as well as corrective. So making sure that you know, we're, we're not just hitting them with all the correctives, that we're being positive and pointing out the good behaviors.

Amanda

Fishley:

[01:11:45](#) And I have a slide here that I think it's on here, but making sure that we don't forget what we know as behavior analysts, that we, we should know how to provide praise and corrective statements and making sure that we don't lose sight of those things. But when you're talking about giving feedback to a supervisee or even a peer or a colleague give you really uncomfortable, but thinking about how many times that you've got feedback on providing feedback is probably a really limited. So making sure that you practice getting feedback. It could be awkward and maybe uncomfortable, but really, really taking the time to ask someone to give you feedback on how you're providing feedback. Maybe record one of your supervision sessions and ask a coworker or colleague to review this and say, Hey, you know, how did I do? I don't know that a lot of people do that for many reasons, but I think it would be really beneficial.

Amanda

Fishley:

[01:12:37](#) Making sure that you're getting your thoughts straight before you're providing feedback, especially if something's like so obviously wrong. It can be easy to, you know, to jump to something corrected, making sure you get everything in place. And then think of yourself as, as a supervisee. I think there's many supervisors who worry about jeopardizing that relationship that they have with the supervisee, particularly if the supervisee came to you and



they're paying you out of pocket. You want to maintain that rapport and relationship. And that's important too, but they have to be learning. So making sure that that's all part of the equation. I think it's very challenging for a lot of people. And I think this goes to all facets of supervision. Whether you're providing supervision to an RBT or a BCABA or even just your general staff. I think this all still applies and I really liked the idea of the point that you need to prioritize your feedback because I know just sharing from, you know, some of my experiences when I was providing supervision and observing, I thought, Oh my gosh, there's, there's a lot of things I want to change right now.

Amanda

Fishley:

[01:13:42](#) But you know, throwing that at her would have been so much. So really prioritizing and giving her one or two goals from my session and marking down things I want to talk about later is going to be good. I don't want to overwhelm her with a hundred different things, but providing and keeping correct documentation. I'm going to share with you a form that I use. I think it's on the next slide when I provide supervision on giving feedback. But just real quick. So don't forget what you already know about providing supervision. If you have a new, they may need more praise and reinforcement in the beginning. They're just getting started. You're working on building that relationship and try to think about keeping the positive praise statements to correct a ratio of about four to one. So if you guys just want to briefly share on things that you found helpful when you're providing supervision to your supervisees or just some roadblocks that you've might've encountered.

Mara Brownell:

[01:14:35](#)

I, cause I had a quick couple of examples. I like to have them fill out a form with me. And so that can be one of our supervision forms or can be using our agenda as a check sheet where they are responsible for that self-monitoring. And then just making sure that, you know, I model that real solid, you know, these are my expectations. This is how we're going to run through it. Do you have any questions? Checking for comprehension at very regular intervals. And then allowing them to, you know, kind of parallel perform some of these jobs if they've been watching me do as their supervisor. I think that builds their confidence and ability to hear the corrective feedback or statements you know, but then also give them those opportunities for just asking, what do I do here? How do I fill this out? What do you, you



know, did you arrive on time for supervision? You get snow. You know what I mean? Have them go through that with me. It just builds there, builds their confidence. And so Karen, I think you're providing.

Susan Ainsleigh:

[01:15:43](#)

I think that looking at your, your ratio of, of reinforcement to correction is great. Obviously people are going to strengthen their behavior more if they're reinforced more. So just practicing how to praise someone is a really, really great skill. Sometimes people get confused by by suggestions like that, thinking you should do reinforcement, reinforcement, reinforcement, correction, reinforcement, you know, that kind of ratio. And I don't think that is what is meant or the best way to implement that. Because when you mix up reinforcement and correction altogether and one big sentence, it's, it's they sort of Luther effect basically. So I think that making sure that you're identifying many, many, many areas where a person is improving or progressing or strengthening or working hard or trying, I think is great or else people will get discouraged and feel punished and won't enjoy working with you. I think being really clear in your correction and not being afraid of hurting someone's feelings, but be really clear and, and don't make it about your opinion. I think you should do this program this way. But look, let's look at this resource that talks about the best ways to implement a token economy. And let's compare that to what you did. Think About how you might do it

Susan Ainsleigh:

[01:17:09](#)

Better. It's not personal. Someone made a comment over in the chat box about professor's views and frankly, professors should be teaching research views, evidence-based views, not their own views. So I think that's true in supervision too. We should, we should be helping students know what has been proven effective and helping them compare what they're doing to what's been proven effective and being clear when, when there are discrepancies about that. I think that's, that can be really, really helpful. I don't know. There are probably circumstances where feedback is more difficult if you have a dual relation, big problem. If, if the person is the same age as you or, or you're less experienced if, if they're paying you challenging areas. Yeah,

Amanda

Fishley:

[01:18:04](#)

Yeah, it is. And you're right. And I think a lot of it's, you know, how you're providing the feedback, so, Hey, let's



try this. Let's try this strategy. The next time you might find that this works a little bit better to get Billy up and moving and instead of just, you know, doing X, Y, or Z. So I think working with them, modeling.

Susan Ainsleigh: [01:18:22](#) Showing about the empathy statement. And I think sometimes people aren't sure what that means, but what I interpret that to mean is share how it was difficult for you to learn. You know, I, I really struggled when I had to learn this and this is how my supervisor taught me and I know you'll get it. And you know, let's, so I think that can be really helpful to people.

Amanda Fishley: [01:18:43](#) Yeah. And I, you know, if anyone's confused about the empathy statement, I think it also could be something like, Hey, I understand why you tried this tactic with him. He can be a really acknowledging kid to, to pair with and to to transition. But let's try these and make sure you reference his behavior intervention plan. We have these antecedents laid out, but I understand why you did that. Well, let's try moving forward. And I think, you know, a lot of times when we're observing as supervisees, we do understand why they're doing this, sometimes no, but make sure that we relate to that cause we were there. I mean, I think back when I got started over 10 years ago and it's embarrassing. Like I'm glad, you know, I'm glad I learned. I'm glad I took the opportunity to learn and better myself because I didn't know what I was doing.

Amanda Fishley: [01:19:28](#) You know, I was so young and you know, trying to figure things out and so are they. So I'm making sure that we're always taking their perspective as well. They're not in our shoes. They're not a seasoned behavior. Analysts provide, provides revision. They need us to make sure that we're providing feedback appropriately and... [inaudible]

Mara Brownell: [01:19:44](#) I do. I think that's the best attitude to share with your supervisees is to be like, I remember this, I know what this was like and it's okay. How'd that go?

Amanda Fishley: [01:19:57](#) That's right like I used to do that but don't do that.

Karen Chung: [01:19:59](#) Before you guys move on is that I assume a lot of scenarios and



Karen Chung: [01:20:08](#) We deal with a lot of people obviously and sad to say that over a period of time due to various, you know, factors, there's a lot of sloppiness that happens in the field and I know that for the most part people are well intentioned and so coming up with a program that is practical, that can be implemented with people that are very constrained, very time constraint and have it, you know, a big load I think is really important as well. But I've got to tell you, I am a shock oftentimes when I come across cases and situations where I'm like, are you kidding me? That you know, supervise supervision session isn't somebody talking to you on the phone. It's not a psych session, you know, there's some clear objectives that you know we're working towards and so again going back to I think standards is really important.

Karen Chung: [01:21:00](#) The other thing that I wanted to bring up, a supervisor does a very very complex topic and that there's so many different elements to it and so standardization again is so important and resources, having concrete resources I believe is very, very important as well. And a good resource actually it's a lot. It's pretty concrete is the one that Dr. Bailey did, which really we spent two hours covering code section 5.0 which is about supervision. It's very, very concrete so that might be very helpful as well. What Dr. Bailey and we've talked about is coming up with almost like a knowledge base in different functional or subject matter areas and this, I think there's a lot of thinking into in a field like this is something that can have immediate benefit and immediate impact to the field. And so no, I'm probably going to be sending out an email about, we're looking for people that are like minded, who want to prove to us who paid in a project like this and just want to throw it out there so that you can start to think about whether this is something that you want to participate in. Amanda, we lost you. I can't hear you.

Amanda Fishley: [01:22:12](#) Oh, here we go. Sorry.

Karen Chung: [01:22:13](#) There we go.

Amanda Fishley: [01:22:14](#) I'm willing to share with you guys just a general observation form that I use during supervision and you can tailor it, you know, to your setting and if there's different things that you want to add, if you know they're doing certain skills that day, you have a different checklist, maybe even a task



analysis and make sure they hit different areas. I have those too. But here's just a general feedback form that has been really helpful for me for various reasons. It helps me keep track of when I'm providing feedback on, I make sure that the Glow section or what they're doing really well is bigger or larger than the Grows and the Goals. But making sure that I don't overwhelm them. So that section only typically has one or two main goals that we, it doesn't mean that.

Amanda

Fishley:

[01:22:51](#) And then observation, there weren't more things to work on, but it's a good set moving forward. And once they master those, I can add more onto their plate. But if I notice that I'm writing the same things in the growth section, it gives me a prompt that, Hey, I need to provide better feedback. I need to make sure we're still working on this. We need to really hone in on this goal. But you'll receive this as a downloadable tool if you're interested in using it. So hopefully you find that helpful. Here's another scenario. My ethics question with regards to supervision is the aspect this quality, and I think we've talked about this one a little bit thus far. So we might go to this one a little quicker, but she said, I am currently supervising one student and I'm constantly concerned about the quality of supervision that I'm delivering as I strive to help support the field of ABA by teaching him wanting a future behavior analyst.

Amanda

Fishley:

[01:23:35](#) I want my supervisee to gain the most from my supervision and we're so we're more resources available to support my goals and help me to feel more confident in my structure and delivery. I want Ava to continue to be a respected and growing field. So take my position, I take my position as a supervisor very seriously and feel a heavy burden of guilt and that I could always be doing a better job. And I think we've talked about this a lot and it's really, there aren't as many resources as we would all hope out there. But let's go through some aspects of the code. I think 5.04 designing effective training and supervision is a really big burden that we all face. And you know, we don't, we aren't all here just to provide supervision. As I mentioned, many of us have full case loads or you're, you're doing a big job.

Amanda

Fishley:

[01:24:20](#) When I was working as a director, I had over 200 kids on my case load in a school that I was in charge of



overseeing. I had help, but I also was serving as a practicum supervisor. So the intensity that needed to be given the supervision was, was almost like a part time job on top of another job and it was challenging. But it's certainly something that I think we all feel the burden of making sure that we're doing a good job and also making sure that we're designing systems to evaluate the effects of supervision. And I know that this is sometimes intimidating and you know, if you're, if you're going through an unstructured supervision fieldwork experience as it is, having something like this that's very structured is probably not in place. I have some examples I want to show you of that too.

Amanda

Fishley:

[01:25:10](#) But this could be something and as the supervisors have a clear method for the supervisees to evaluate their supervisor. So if you're wondering, am I providing quality supervision? We know there's a few different ways to measure the quality of supervision, although it's not as objective as we would all hope, but one would be giving our supervisees surveys. And this is going to come up again in another scenario, which I want to talk about a little further there, which is the dual relationship when you're, when you're evaluating your supervisor, but but also are their clients making progress. So if you're working with someone who is a teacher, what are the outcomes, what are the client's progress? And I think that that's really important. And in terms of resources available, I, I cited some research articles throughout this presentation and they're all in the reference section of the PowerPoint for you to have as well.

Amanda

Fishley:

[01:25:58](#) But there's more and more research coming out about, you know, recommended practices or refining supervisory practices in the field of behavior analysis. It's really important. And these are just from this last year. So I think we're moving in the right direction. We're looking at, you know, what are best practices and really starting to develop more of a structure to what we're doing. And it's, it's really good and it's important. The next is the structure supervision aspect. So there are some resources out there. Karen sort of alluded to this earlier, but we did work with John, Dr. John Bailey to develop this framework around the supervision code 5.0 and I want to show you what this looks like, but as special learning, we've also developed a supervision curriculum. I'll just give you a quick



look at it just so you can compare and see what you know, what other people are using.

Amanda

Fishley:

[01:26:48](#) Here's what Dr. Bailey created. It's called the close feedback, the closed loop feedback model, and this covers codes 5.04 to 5.07 so basically you'll see a list of things that are outlined of what you should be doing in your first meeting, such as going over performance expectations, talk about how supervision will proceed, describe the activities that are acceptable or not acceptable during supervision. If there's going to be any sort of competency test, which is good to have your, you know, teaching your supervisee to do different things, making sure that you have something to evaluate that. And then lastly, making sure that you're reviewing your contract, which I think a lot of us probably do in our first meeting going through really going through with though, cause if you write a good contract, a lot of these things are probably outlined in there such as what are acceptable activities.

Amanda

Fishley:

[01:27:39](#) Making sure that you're really defining your role as a supervisor and their role as a supervisee as well. And then also what you could be doing in the second meeting. And this is the assessment of their initial skillset. So is there a way that when you're meeting with them initially, whether they're, you know, maybe they're 300 hours in, maybe they're just getting started with their field work. Did they get some sort of a skills assessment where maybe they self evaluate, they go through the task lists that are areas if they still need a lot of help with. And then they compare that, you know, two months, six months or a year into their supervision to make sure that they're making appropriate progress.

Mara Brownell:

[01:28:16](#)

Really quick on that one. I have my supervisees complete, they take the task list and I give them a code, the a positive sign for. They feel great about it. They can at least discuss it comfortably with me as zero for neutral third. Okay. Not so great. And then a minus for, they definitely feel they need assistance with that purchase particular list. And that's really neat because I have them do that definitely twice if not three times across the whole course of supervision. And so by the end of it, it's really cool cause they actually start putting all those pluses cause they feel so it's self-tracking as well.



- Amanda Fishley: [01:28:51](#) Yeah. And that's, that's wonderful. And I think it's so, it's good for both of you. So they're reflecting on their skills that they need to work on or reflecting on skills that they, you know, I have a general knowledge about, but it provides you information. So if you know, you're working with someone who doesn't really understand the difference between positive and negative reinforcement, that's where you got to start. So it gives you a good starting point in terms of what you need to do for supervision as well.
- Susan Ainsleigh: [01:29:16](#) I think if I can add a few things. I think having multiple methods of assessment is critical. I think self evaluation is, is a really beneficial activity as as Mara said and, and certainly a big part of evaluating. I think having survey data is, is great, really helpful. It's a way for people to to feel like they have a voice in how the, you know, next part of their supervision goes. But those are indirect methods, well or differently direct methods. So I think that a supervisor needs to plan some way to directly evaluate their supervisee and to directly evaluate their own sessions. We use some, we use some written tests that are independently created. So if for example, in a particular session, a session of supervision, people are, are doing a functional analysis. We have an exam at the end that they take on functional analysis and, and it's one measure, but it's a measure.
- Susan Ainsleigh: [01:30:20](#) We have some repeated projects that students do and then are the last time they do it, they get graded on that product, you know, the written program or the assessment report or things like that. So having some kind of like rubric where you can say, okay, here's your product and here's how I evaluated it. Those are, there's a lot of, of great ways to assess performance. And I think having, having some, some regular varied ways is, is critical and assessing your own performance. Let's face it, there are lots of measures. Look at how many of your supervisees pass the exam. Look at how many of your supervisees get a job. Look at how many of your supervisees you know, can, can conduct certain activities at the, at the end of their session, look at how their clients are doing. I think having a variety of assessment methods is so beneficial.
- Mara Brownell: [01:31:13](#) Yeah. And you've got your portfolio accumulation. That's great.



- Amanda Fishley: [01:31:18](#) Yeah. Susan, you have to share your resource...[Inaudible]
- Susan Ainsleigh: [01:31:25](#) Y`eah, no, I think, I think you all have great resources too. I think,
- Susan Ainsleigh: [01:31:28](#) I love the point you made about there are, there are more and more resources available. There's a new, you referenced the new issue in behavior analysis and practice. I think that's, I think that's a, a great thing for everyone to read. Supervisors should read a lot. And continue reading. It's great for you, the supervisor, and then you're going to be able to go to the student and say, I read this article last week and it really benefits what you're doing right now. Let me tell you about it. Right. I think that's, I think that's all part of, of your own evaluation process as well. And having someone observe your session and give you feedback. I, I don't know if everyone has that opportunity.
- Amanda Fishley: [01:32:11](#) Exactly, exactly.
- Susan Ainsleigh: [01:32:13](#) We do it for our supervisees at Bay path. It's really labor intensive. But if you can find someone in your region who will you know, videotape a session and then ask someone to watch it and give you feedback, I think that would be so beneficial for a supervisor.
- Karen Chung: [01:32:33](#) Yeah, I have a thought. This is Karen and you know I'm not a BCBA so I get the benefit of being able to take a look at what's happening in the field and you know the activities and the program, the ABA program and Amanda and I talked about this a lot where from my perspective when things get more complex, I need a framework and because there's just so much information and for me it's a, I can pretty much tie everything back to what an ABA program looks like. And when you think about the steps that are involved in an ABA program, then you can pretty much align with all of the activities now within those different activities. Like for example, if you're thinking about different aspects of the code, right? I'm sorry, the task, the task list. And you look at that as a new, a target, right?
- Karen Chung: [01:33:23](#) And you develop lesson plans and the lesson plans might be akin to the activities that you're talking about, you know, and



the data collection and the assessment piece of it and the different types of assessments that we would be able to use. So for some people I think it might simplify, you know, thinking about the whole supervision process of, because that's what you do, that's what you're supposed to do anyway. You know, as a clinician and what we're talking about right now, especially with Susan, what you guys have in place, it's like best practices and best practices are amazing, but it's also incredibly time consuming. And so taking that into, you know, the time constraints and the consideration and thinking about, okay, well how do you simplify that so that it can be, practically speaking, how you can implement that, you know, I think is, it is important obviously, but I think that that needs to be broken down and explicitly demonstrated or shown because especially young people, they don't know how to do it.

- Karen Chung: [01:34:21](#) And so they're going to go off and interpret and do what it is that they want to do or what they need to do and might be completely off. And so again, I think we're going back to the whole meeting to have a resources and knowledge base. I think that's a good way to put it. And that can only be developed with parts of participation from the people that are in the field. We don't go ahead and create something no, because it might be helpful, but it's not been proven so personally. That's why I like frameworks. I love the fact that Dr. Bailey came up with this, and you may agree with it, you may not agree with it, but
- Karen Chung: [01:34:58](#) No, it's a starting point.
- Amanda Fishley: [01:34:59](#) Yeah,
- Susan Ainsleigh: [01:34:59](#) I think this is a great, great schematic for people to understand how the process will flow. It's terrific.
- Amanda Fishley: [01:35:06](#) Yeah, exactly. So look it over. You know, I don't want to spend too much time going through each one of these boxes, but I think, I think it's really important and I really think that the close loop at the bottom is the most important. And that's what you're doing during supervision and making sure that you're evaluating. You're constantly, you know, looking at their performance and moving on from there. So just real quick, we have a supervision intake form. You might not be able to see it, but just gathering information to make sure if you're



providing supervision, if you're doing it, which we do virtually, making sure it's appropriate for everybody because in certain situations it's not appropriate to provide virtual supervision other people and other situations it is and a lot of times it's, you know, all they have access to and it's just an example of our intake form.

Amanda

Fishley:

[01:35:52](#) Just another quick example of the curriculum that we're developing. It's breaking down the task lists both four and five. The new BACB task was five that just came out, breaking it down into smaller parts. Many times it's a task analysis type thing, but taking what those are and creating different activities from the task list. But you know, it comes with a lot of work and a lot of experience and a lot of these things I've done. So it's easy to create different activities for my supervisees because I've done them. But being fresh out of school, I would've had no clue where to start. So I can understand how that's challenging because you know when you're fresh out of school and fresh out of your field work and freshly certified might not have done all of these things. So making sure that it'd be helpful to have something to start off on.

Amanda

Fishley:

[01:36:34](#) But here's just another snake, you know, little quick review of something that's out there. Just how we broke down. If you wanted to do a week by week type thing, I'm assigning articles, assigning different tasks and then the supervisee milestone is how we evaluate their performance both initially and then ongoing that they fell out. Here's, here's an example of what that might look like and it's coded. The yellow, green and red are defined. So you know this sort of a universal thing. Red, you obviously need more information. You have no, no knowledge on that yellow, you have some knowledge you need to work, work towards that green. I've, I feel confident in this area, but as Susan mentioned it's you need more than one assessment. So you know, a self assessment and great. I think that provides a really good starting point for you as a supervisor to see, engage their, you know, their skillset, but really assessing them as they go and say, Hey, you know, I saw that this was coded this way.

Amanda

Fishley:

[01:37:31](#) Maybe we should talk about this or I noticed this, let's move on from there. But it's at least something also



wanting to share this resource. And I know when I did the webinar last time, a lot of people were interested in this particular resource and this is out of CSUN and it was developed by LA Kazemi and her colleague, I don't want to mispronounce his last name, but this is a structured curriculum they created for, I believe it was part of their lab students that are working in their lab and it's online. It's free. And I hope that it's fine that I'm sharing it, but I, my hats are really odd. Hats off to them. It's amazing. It is so nice. It's so great. But it's just a resource that's out there. It's on, it's online. The skills are broken down, the trust is broken down and there's various task analyses, various activities, various suggested readings that go along with each tab.

Amanda

Fishley:

[01:38:23](#) And these tabs are put into a binder. So as you can see, and here's another, just a little look at it. And then they're assessed. So their first year students or second year students, they give those suggested readings, suggested things to do. It's pretty comprehensive. But if there were more things out there like that, us, that you know, you could take and adapt to your setting, I think we would be in such a better place in terms of how we provide supervision. But that's just an example that I wanted to provide for you. And if you're interested in this reference, it's in the reference side, in at the end of the presentation.

Mara Brownell:

[01:39:02](#)

Also ask your supervisees because I've seen several coming out of their university programs with something very similar. And it's just a task list fill in and it's really, it's great because it's one they're already familiar with that we can incorporate into our session.

Amanda

Fishley:

[01:39:16](#) Oh, that's great. Good. There's also these books, they're available on Amazon to purchase. I, when I was at, she's our local conference our chapter conference here in Ohio last year, someone was presenting on supervision and she shared that she uses these manuals and that she really recommended them. I've not used them. I, I, I've heard good things about them, but I don't know, but I'm just putting it out there so you know that there are some resources available. All right, so we've talked about this evaluating the effects of supervision. I wanted to share with you just a quick form that I've used. This is the pre supervision questionnaire. I just asked



them to, you know, write some goals things that they hope to accomplish, you know, some of their post supervision goals. I want to get a good idea about what they're trying to do when they're done with supervision.

Amanda

Fishley:

[01:40:07](#) Not everybody wants to go work in the field of autism. Many people want to, you know, go do other things. So it's important for me to know that so I can help tailor their supervision to what their post supervision goals are. And that two month check in, you know, what's your favorite part about supervision? What, what would you like to see improve? And you know, most people are brutally honest, which is good. I want to know how they're feeling. Like is, is this helpful for you? Are you, are you learning? And obviously this is just one way of assessing that, but it's open-ended. There's other surveys that, you know, it's on a rating scale from zero to 10, how would you rate your supervision? How would you rate, you know, your supervisor. There's various ways to go about this. This is just one, one example, and then sort of your final evaluation.

Amanda

Fishley:

[01:40:52](#) Maybe they're more comfortable being more honest in this one. But are you ready to be a behavior analyst? Is a great question. Are you ready to be a supervisor? I think I should have that on. But just an example. So here's another scenario that we have. I kinda have to go quick. I had difficulty finding a supervisor took months when I finally found one, I realized how quickly overwhelmed she was with her job and other supervisees. She frequently cancels on me and doesn't reschedule. So it's taken me a long time to fill up my hours. I realize I should try to find another supervisor, but it's just not that easy. Obviously some relevant areas of the code here is to provide some volume. We've talked about being able to measure the effects of supervision and how, you know, sometimes difficult that can be, but making sure that we're only taking on the volume that we feel we can be successful with.

Amanda

Fishley:

[01:41:44](#) And being able to objectively define that and your, some, you know, some examples on how to do so. But I think it, I think it goes, there's many scenarios in a formula that I guess you could say that the plan did this. And if you're just supervising a BCBA, it's just getting started versus one that's, you know, wrapping up their hours or you're supervising an RBT and a BCABA, there's different factors that go into how many



you know, to supervise cause it, it really depends. It really depends on the experience setting that you're working in. As I mentioned, I supervise as part of a practicum setting and that was pretty intensive if their supervisory period is one week instead of two and that makes a big difference. So it's, it's a lot more work. You have to stay on top of it. So just there's a lot of things that go into the appropriate supervisory volume, but I'm going to skip through because we do have a couple of other scenarios that I think are important, but I do feel for the people that struggle to find a supervisor and are getting spotty supervision, meaning they get canceled on you know, they, they're not being able to follow through with something that they're working on.

Amanda Fishley: [01:42:49](#) And I think it goes back to the impacts of course supervision. If you're getting spotty supervision that's not structured as sort of chalky, there's not a clear goal. There's not clear assessments to evaluate that you're going to be in a situation when we're talking about the impacts of poor supervision unfortunately.

Mara Brownell: [01:43:06](#) So good for you looking for a new supervisor, go to the registry.

Karen Chung: [01:43:09](#) This is Karen. I just want to go back to something Susan, I think that you had mentioned about creating rubrics and I think that it is so you know, or a tool like that would be so incredibly valuable. Again, decision making, kind of the short, short cutting the framework I believe is really important. I don't know that this relates in the context of what we're discussing. You're probably does for bits are always very important. You can kind of like a rules based system and that's something to keep in mind I guess for best practices.

Amanda Fishley: [01:43:43](#) Right, exactly.

Amanda Fishley: [01:43:46](#) Okay. Another scenario I think many of us will relate to either now or maybe when you were getting supervise. When I was being supervised, my boss was my supervisor. He was also the director at the agency. He took the time to meet with me. But the problem was he seems so far removed from the clinical application of ABA and more involved with big picture projects that I didn't find his recommendations to be very sound. I felt too uncomfortable bringing it up to him, that I



felt like I could be learning more from someone else, especially since he took the time from his busy schedule to meet. I also feel like I could have impacted my future. It could have impacted my future with the company if I was honest about the supervision performance of the director. So I never brought it up. I find situation to be pretty interesting. I think, I wouldn't guess that a lot of people probably have similar, have been in a similar situation, doesn't necessarily mean that they didn't, you know, get great supervision. But I can see being uncomfortable evaluating your boss as your supervisor and I give some recommendations, but I think there's some pros and cons to supervising your subordinates. I know I can think of some pros, but I can also think of many cons. You guys want to jump in and share anything?

Susan Ainsleigh:

[01:45:02](#)

Yeah, sure. I don't allow this at our university. I think there probably are some pros in intermittent cases, but very early in our program tenure, I had a situation where a boss, and it wasn't even a direct boss, it was a person who had clinical responsibilities over her supervisee provided, let's call it supervision that didn't count as supervision for a variety of reasons. She provided supervision that didn't meet the requirement and her, her supervisee asked her, you know, what about this and why this and why this? And the person gave her rational answers that she thought were correct and so she didn't question it. It was her boss. She respected this person. She, she didn't really see that this person would give her misinformation. And about six months in, she finally decided, you know what, this, this isn't right. And she came to me as her advisor and finally shared what was happening and that person had to repeat six months of supervision.

Susan Ainsleigh:

[01:46:15](#)

So I I don't, I don't think every situation would go that way, but I think the cons are too risky. This is a person who has responsibility over whether you get paid, whether you maintain your job and I think if that person makes a mistake and doesn't provide appropriate supervision, you're going to be really leery about questioning that person. And I think that this person in this scenario probably had some great leadership insights. You know, maybe maybe some smaller role in sharing leadership qualities or leadership, you know, skills would have been terrific, but a person deserves a supervisor that that they're not afraid to question.



- Mara Brownell: [01:47:04](#) Well, I'd like to add to that. I had like to add to that in so far as, you know, if you do have a situation similar to that, you can't have just one person. You have to have a hierarchal route around so that if you do have an issue with your immediate supervisor, boss slash head of the department slash which is not okay. You need to be able to have a resource and a recourse to go around that person, if not at a parallel level than a superior level to express your concerns because you can't have that, that play or that interchanged.
- Susan Ainsleigh: [01:47:37](#) You may not know you may, I mean, you may not even know to question if this person's telling you something. Now, I think the board has taken care of this a lot by requiring that supervisees get training and supervisees take responsibility. But I think you can avoid potential conflicts. This is a dual relation. I think they have a behavior analytic and a non behavior analytic relation and I think that's a problem problem personally.
- Mara Brownell: [01:48:10](#) Yeah. And he might even go around this just real quick. I just want to add this one thing is I always try to require supervisees to have at least one other experience with another supervisor so that they have another perspective outside of just me. I need my work to be verifiable by another supervisor. So they didn't come back and say, Oh, we all do it like this as a oppose to Oh No.
- Karen Chung: [01:48:33](#) True.
- Susan Ainsleigh: [01:48:33](#) true. Right.
- Amanda Fishley: [01:48:34](#) You know what, as much I agree with both of what you guys were saying. I think the reality is that's not set up that way. I think if you go find a job, maybe you're an RBT or you're working somewhere, the reality is your, your BCBA supervisor is very, very likely to be your boss. And that's, I think it's just the structure of how agencies are set up and able to provide supervision. Whether you know, good or not. I think it's the reality. And I've, I, it'd be awkward. I thought, yeah, my one of my supervisors was my boss and thankfully she was a good supervisor so I didn't, I didn't, well I guess I never thought to question it, but I didn't have this thought. But that would be awful. And you wouldn't be uncomfortable speaking up because you know what's going to happen?



Amanda Fishley: [01:49:25](#) How are they going to view me? Am I, am I up for a promotion if I say, Hey, this isn't good. I gave some recommendations here. The surveys could be completed anonymously. So if you are a supervisor providing supervision to your subordinates, create some sort of evaluation system. So it can be, they can evaluate your supervision internationally, especially if you have more than one person. Obviously it'd be the only way to do it anonymously, but and then maybe give it to someone else. So maybe if you're the, if you're the supervisor, maybe they give to your boss or they give it to your colleague so that information can be filtered and people can be honest and kind of really evaluate supervision.

Susan Ainsleigh: [01:50:02](#) Remember that 10 years ago the board didn't prohibit, do a relations. They said, you know, that the, the requirement was looser. We try to avoid them and, and if we can't avoid them, then we try to remedy them if a problem exists. So when you are being supervised, Amanda, that might've been permissible say and, and even more regular. I think that the new code addresses that a little bit more strongly. I don't think it says anywhere you can't have your boss as your supervisor. I completely agree. But I do think it addresses dual relations more strongly. Sorry if that's not grammatically correct, stronger. And I think maybe, maybe as a field we should, we should address that issue a little bit in regards to what that means and who should be supervising. You know, I have the, I have the control to oversee that in my university and as I said, I don't allow it. I certainly allow people who work together to supervise. Yeah. But not if that person has financial or hiring responsibility over that person. I think that's not fair to the supervisee.

Amanda Fishley: [01:51:20](#) Yeah. Yeah. It's very, it's very true. It's, it's, yeah. I wish that were the case, maybe more widespread, but I think it would prohibit a lot of people from even being able to receive supervision. A lot of times, you know, getting your supervisor at your job site where you don't have to pay for it or seek out by supervision is probably your boss or someone with authority or leadership that probably has some sort of say over your pay scale or your right to a promotion. And it's, it's a very interesting topic to me and.

Susan Ainsleigh: [01:51:51](#) I, I agree.



New Speaker: [01:51:53](#) I don't know that there's a right and a wrong, I just, I think the reality is a lot of people are supervised by their boss, whether they're our director or you know, just to the consultant over the, the, the home team that you work on. So it's, it's tricky for sure.

Amanda Fishley: [01:52:09](#) We met at a time we have other scenarios that you will, you will have access to the PowerPoint. I think we have just, well no, I was gonna say we have this one minute, if you guys want to open it up to questions to the audience. There are some interesting supervision landscapes and economics of supervision in this PowerPoint that if you have the opportunity to go through it to look at, to review, to do, have an understanding about how supervision is laid out. And we've alluded to it throughout our presentation, but it is not shared evenly throughout our world and art. And it's really interesting and even our country, right? So being aware of the supervision landscape, the need for more supervisors to disseminate behavior analysis is really important. But also thinking about, you know, the economics of supervision and what our supervisees sometimes have to pay out of pocket for. So various realities of supervision that we didn't have an opportunity to touch on today. But they are in the PowerPoint. But I want to give our audience just like a minute or two minutes, you know, to ask any questions you might have. And there's a question from Elaine. It says a supervisee.

Karen Chung: [01:53:19](#) Amanda I'm so sorry. So I think what I'd like to do is to have you go through and finish off the, the, the presentation and then if the panelist can stay on board, that would be great. If you guys are running into a time constraint, we completely understand and attendees if you need to jump off or you clearly understand that everybody has time constraints, but at least the presentation itself and all of the materials that we wanted to cover is going to be available as, so if you don't mind Amanda, just I'd like you to finish off the presentation.

Amanda Fishley: [01:53:55](#) Sure. Yeah. I want to address this question just real quick. And that's from Elaine. She said, a supervisee has just begun a master's BCBA program. How soon is it advisable? Is it advisable for me to begin supervision for her? Should we, should it be after she completes this, the supervision classes Iris responded that, you know, some universities or colleges have



requirements that you can't start supervision until you, you know, take X amount of courses or you take the pre-recs. But ultimately it's, it's at the discretion of the supervisor to make sure that your supervisee has the prerequisite skills to be able to take away meaningful knowledge from your supervision. And I was actually in this scenario where someone signed up for supervision at my workplace. She was a teacher. I got started with her as I quickly realized that she did not have the prerequisite skills to really be able to take away information.

Amanda

Fishley:

[01:54:43](#) I was teaching very, very basic concepts. So I wanted her to learn those so that when she was ready for supervision and we could go on to applying concepts to, you know, to building and learning about interventions and programming, she was not there. So I needed her to build those skills up first. Whether that's through coursework, through reading, you know, that's kind of on her, but she just wasn't ready, ready for supervision. But I don't think there's a steadfast rule about, you know, you have to be in a Master's program for X amount of time. Some Master's program, I've said have regulations, but to my knowledge there's not, there's not a robot that, okay. So let's get through this real quick. Here's our one more scenario. Sorry. Anytime I click my screen, my PowerPoint. Okay. So having been a teacher, I am aware of how difficult it is to run a classroom and take accurate data.

Amanda

Fishley:

[01:55:30](#) So I always want to make sure it's easy to implement. I had to end our, I had to end our supervision because the principal was unwilling to work with me on finding a solution to help everyone. About a year later, another candidate found me on the BACB website again within the schools. And we were only able to meet twice before terminating the contract because the school had a BCBA on staff, but they did not have the time to see my supervisee. But they also did not want someone else coming in. So my supervisee decided to wait and see how things unfolded since she had just started a new position. Very another interesting situation because I think this is an example of, you know, not having a dual relationship, your boss is not your supervisor, you're not able to find a supervisor at your place of employment. So in this situation, you know, what are the pros and cons?



- Amanda Fishley: [01:56:17](#) I think one obvious pro would be that you don't have that relationship that we were just discussing. You can give a accurate evaluation of your supervisor, hopefully. But you're now dealing with the challenge of navigating a whole another system. And I think I relate to this because I was just previously supervising someone, not in my state, so it was virtual consultation supervision. But it took me some time to understand the ins and outs of her school and how things worked. And understanding, you know, who to work with, who to talk with and it was a lot. So what do you guys thinks if you guys think that the supervisees need to seek consent before, before engaging in supervision?
- Susan Ainsleigh: [01:57:02](#) I, I have all of our supervisees have their site administrators sign. We basically have a sort of an application or an outline of their, their situation. We have the site administrators sign that yes, the person has permission to accrue hours and that setting to to be involved in supervision in that setting. Not necessarily to do every single activity we say, but they are aware that the person's participating in supervision and they, they support and agree with it. And then I have their contact information. We require them to get consent for direct observation or videotaping. So I guess yes to the consent thing. And
- Amanda Fishley: [01:57:48](#) Yeah, right.
- Susan Ainsleigh: [01:57:48](#) There is a fair amount of navigating that that entails. Sometimes that goes really smoothly, really smoothly and sometimes that causes problems. Settings will say, I don't want people coming in or I don't want no videotaping. Obviously if a person can't be observed, they can't do supervision in that setting. So sometimes people find other settings and that's the reality. If you know it. So I think it varies. It also varies I find from state to state. So we try to help students find appropriate settings that will be supportive.
- Amanda Fishley: [01:58:30](#) Yeah, good. Yeah, exactly. And I think, you know, just communicating the supervision conditions both that if you're the supervisor and the supervisee, I think the supervisee takes on a great deal of this burden to make sure that, you know, their boss, their, whoever it is in charge is very well aware of what's happening. That and every parent that's of the child is going to be videotaped. They all need to consent or



they can't be videotaped. It's, there's a lot of things I think that needs to be taken into consideration. But I absolutely think it's important to have an employer consent. I mean, when I provide supervision, it's something that I require. It's not an optional thing. I need to make sure that somebody has agreed to allow this to happen. Otherwise I don't feel comfortable. And I don't think, I think I have to feel comfortable giving advice and making sure that they know I'm giving advice before or doing so. And I think that's important. Stop. Here's just a quick example of what employer consent might look like. This is a very general thing. It could be customized, elaborated on. But you know, it can't be too technical and ABA because a lot of people don't speak this language, so making sure we're keeping it as specific, but general as possible is a fine line. But

Mara Brownell:

[01:59:45](#)

In addition to this, I will say there are a number of States that have a public accessible consent for release form. And so depending on what state you're in, just Google that and they're great state supported consent for release of information between parties as such outlined. So make sure that you do get, you have to get consent and just inform everybody and that everybody's on the same page that way. It's a good thing.

Susan Ainsleigh:

[02:00:10](#)

There's no benefit to a supervisee doing supervision behind their bosses back, that big old problem. And it will cause it will impact the effectiveness of your supervision. You know, some something that does come up in those situations is when you as the outside supervisors see something that you're not you know, or you would do differently. And I, I try to remember that in those situations, they're not my cases. I'm there to teach the student and I'm there to help the student understand what's happening and why and teach them how to ask questions and learn and, and so it's a little bit of a different role, but it's a great role and it can be, can be done really well.

Amanda

Fishley:

[02:01:00](#)

Yeah, it, you're right. And it's, I find that to be the most challenging cause you, I, you know, I was observing in a classroom thinking, Oh man, I feel like, you know, I would redo some of these things. It's not that it was bad, it's just so many recommendations but can't give that to all of my supervisee. That's not certainly not her role there. So it's, it is a challenging situation, but understanding the pros and cons and how to get over those hurdles I think is important. So here's our



last scenario. While I had a great supervisor, I sometimes felt like I couldn't get in touch with him when I had a pressing question or issue to discuss, I would email but never heard back. Texting is the only thing that usually got a response, but that seems so casual.

Amanda

Fishley:

[02:01:37](#) Personal. How do in the field feel about texting as a mode of communication between supervisors and supervisees? Something that others have experienced as well. And now that I'm about to begin doing supervision for others, I want to make sure that I'm available for my supervisee. Does anyone have tips on how to balance my duties or my already demanding caseload and provide quality supervision? I think a really good question here that she brought up is how do people feel about the mode of communication in terms of texting and I just, my 2 cents I think, you know, setting those standards from the beginning, if you feel comfortable with that and giving out your phone number, that's fine. But I also, I also feel that your relationship with your supervisee is dependent on, you know, what extent you're providing supervision. So when I was providing supervision to, you know, people at the school, they, they did have my phone number but it wasn't necessarily because I was their supervisor, it was because I was their boss and then you know, they had to have it or they were part of the practicum site and we were, you know, it's just the intermingle close knit community.

Amanda

Fishley:

[02:02:42](#) So I was fine with that. I didn't have any issues. No one really even texted me cause I was always on site. But I think it really depends on setting those standards from the beginning. And if you don't want someone to be texting, I think giving them an appropriate mode to communicate with you is important.

Mara Brownell:

[02:03:03](#)

I have a texting code that I have my supervisees use. Okay. And it's a one to three. One means all is good, we know everything's great. And then two is we need to talk good or bad, but we need to talk in. Three is get ahold of me now. You can transfer from what could be potentially very non-confidential texting, personal situation. You can change that into a confidential setting and then go to a different type or more appropriate mode of communication depending on the situation.



- Amanda Fishley: [02:03:42](#) Yeah, great.
- Susan Ainsleigh: [02:03:43](#) Great idea
- Amanda Fishley: [02:03:45](#) That is a really good idea. I like that. I liked that because it's easy and it's not, it doesn't, it's not inappropriate by any means. There's not, Hey, I need to talk to you about so-and-so's behavior plan if you have a minute to call me.
- Mara Brownell: [02:03:59](#) Yeah, it's, it's just a two and you know who's getting that and then you keep that mode of communication.
- Amanda Fishley: [02:04:05](#) Right. Right.
- Susan Ainsleigh: [02:04:05](#) My niece, my niece told me last week that I text like her parents because I use my, so I would say one of the embarrassing parts about texting is make sure you know how to text.
- Mara Brownell: [02:04:21](#) It's a trick.
- Susan Ainsleigh: [02:04:21](#) It's an electronic world and I think we all have to learn how to communicate and providing immediate feedback and respond to our supervisees. Without it consuming our lives. So I think you just have to describe to your supervisees and appropriate way that they can reach you and get communication and stick to it and do your best to stick to it and respond. I think the issue in that last scenario is that the supervisor didn't respond to her. Not, you know, not, not so much. I mean, my supervisees sometimes text me and I'll say, I'm sorry I can't talk right now, but I will call you tomorrow morning or I will, you know, I will, I will, whatever, you know, I'll, I'll speak at a different time. So,
- Amanda Fishley: [02:05:06](#) Yeah, exactly. And I think, you know, when I was a supervising onsite, I was always there. So if someone had a question, there was no need to touch. And I said, I think it depends on your relationship too, but I, in that scenario was the fact that the supervisee just wasn't getting enough information, wasn't getting communicated with in general, not necessarily, you know. Right.
- Susan Ainsleigh: [02:05:26](#) It's an interesting question in our world today because there's a lot of ways to communicate people, you know, people have a



lot of ways to communicate and some of them are not confidential. So I think we have to be aware of that.

Amanda

Fishley:

[02:05:37](#) Yeah, exactly. I know, you know, when I did virtual supervision, the supervisee had put her laptop back, but as soon had turned it so I couldn't see her and she didn't know I couldn't see her and she couldn't hear me. So, you know, texting her and say, Hey, can you just turn your camera? But a little bit different scenario, but we did want to share with you just real quick. There's some things that we were mentioning before and alluding to. It's just the lack, the landscape of supervision, the lack of resources that a lot of times many of us don't think about because we're not pressed to think about where we work, a demanding job or doing our thing and our, our job and our state, or even in the U.S. And we're not thinking about the landscape of supervision. And I think that's why I love reaching out to people across our country, even in the world, to figure out what on earth is going on over there in ABA and it's very different. So Karen's going to share this information with you. She's well versed in our landscape and so go ahead Karen.

Karen Chung:

[02:06:39](#)

Okay, so my perspective, right? I'm not steeped in the field, so I get the benefit of the, being able to look at things from top down or looking at statistics on what's happening in the world and everything. And I don't think that, you know, in terms of the constraints that we run into because of the shortage of supervisors. Is it any surprise to you? So obviously there's just a tremendous lack of supervisors, you know, with 23,000, 25,000 BCBA's still not enough to cover what's happening right now, especially given the fact that our RBTs need supervisors as well. And recently the greater levels of responsibility that's being put on to the supervisors. I know it's off putting, you don't want to take on the responsibility because you can potentially lose your license. Who the heck wants to do that, you better be really committed to supervision in order for you to just want to move forward with that and deal with that situation.

Karen Chung:

[02:07:32](#)

Higher demand for BCBA's. Tying it back to the and just a growing number of up more BCBA, BCaBa, candidates going through the program, lack of time, we talked about that and the small university CBAs and BCBA is willing to provide supervision. And this is Susan going directly back to what you were talking about. You might have a lot of people that are interested in



supervision, but those aren't newbies, those are not the experienced people who should actually be, you know, be providing supervision. Now, not to say that there's no answers to everything, but those are some of the things that we should all be thinking about because it impacts the field of behavior analysis. Okay, so moving on into the actual statistics, because I love numbers and this is information that was taken directly from the BACB site. And again, I don't think it's a big surprise to you guys all.

Karen Chung:

[02:08:26](#)

It looks like small university, majority of the BCBA community are going to be BCBA's who have some that are BCBA's. The percentage of people that are providing supervision at the BA level probably is pretty small. And the BCBA's is our only, you know, only able to provide supervision for the RBT population anyway. So that's a significant constraint. So look, if the RBT numbers, it is just leapfrog. I think that at this point in time there's probably about 25,000 RBTs problem that we run into is we don't have any enough people that are willing to supervise or can provide the supervision and this becomes a huge problem. Geographic this person not only in the U S but internationally as well. So what happening in what we're seeing at special learning is because we have an RBT training program, we have people that are going to go through the process and becoming RBT's that are not in the field of ABA.

Karen Chung:

[02:09:27](#)

So these are people that are educators, let's say they have different motivations of becoming RBTs. A lot of people internationally, they want to get the RBT because they want the credibility, the guest's why they're running into a supervision constraint. So we've seen a drop off in the number of RBTs in our particular case because they can't maintain it. That's one factor. The other is it's pure economics. No. When you think about RBT's and parents on how much they make and you'd have to pay what? \$50 on the low end probably for supervisors, 75 I think I ran some numbers and basically if you want it to get the 5% supervision and you work 40 hours a week and I believe it was an average rate of \$75 it pretty much eats away or disposable net income. So how is that going to be possible?

Karen Chung:

[02:10:19](#)

Now again going back to a conversation that we had with conflict or in terms of, well the best supervisors are not going to be or should not be the individuals that are, that you were



working with because of a lot of different factors. However, how you know, how real is that? And because in this particular situation with the RBT'S, it only works for RBT's if they're actually getting supervision as part of their job. So there's a whole host of issues that you have to take into consideration and don't know about the problems and what we know about the problems. We're thinking through the different types of solutions. And this is not really an area that's being addressed by the BACB. And again, you know, problem, there's always solutions, but you have to have smart people that are willing to spend the time to try to figure out, you know, solutions. And so I guess those would be the people that are attending, you know, this training.

- Susan Ainsleigh: [02:11:16](#) Just back into that slide for one second. Look at what's happening in Romania. I mean they have more RBTs then people they supervise,
- Karen Chung: [02:11:28](#) Yeah.
- Susan Ainsleigh: [02:11:32](#) Yeah you see what i mean.
- Karen Chung: [02:11:32](#) Okay. That goes back to money. Yeah.
- Susan Ainsleigh: [02:11:35](#) You know, yay for that. BCBA and Romania who's really leading, she, she or he is obviously trying hard to grow the field. But it's, it's a challenge when you're growing only from the bottom up.
- Karen Chung: [02:11:51](#) You can't make that assumption. And unfortunately that's what we know. So with the RBT training, anybody who's able to provide the RBT training, you don't have to be a certified so.
- Susan Ainsleigh: [02:12:02](#) Okay so, you could have people who are becoming RBT certified remotely outside of the country.
- Karen Chung: [02:12:10](#) Yeah, absolutely
- Susan Ainsleigh: [02:12:10](#) Okay. That make sense. Fair enough.
- Karen Chung: [02:12:13](#) Okay. That's the other issue too. And so from the RBT perspective, you have people that are providing training to, you know, whether it could be remote or somebody just flying it someplace and charging whatever it is. You can make a lot of



money and it's a relatively easier to do training as opposed to working in a clinical based setting.

- Karen Chung: [02:12:32](#) So there's a lot of different agendas, a lot of different motivations that it kind of factor into this. And yeah, it's always fascinating and interesting to kind of point out, Oh, we have a lot more RBT's that can be served. The BCBA is again, interesting kind of problems and you have to prioritize the problems because you can't tackle every thing. So demand for ABA services, right. This is where we run into a major situation. Let's assume the world population has whatever and the estimated prevalence state as you know. So let's assume that there's about 75 million people with on the spectrum on the low end, let's call it 50 million on the high end, maybe it's 100 million and it doesn't make any difference. And so we have a population of 25,000 or so BCBA who may or may not be practicing that are trying to serve the needs of this population.
- Karen Chung: [02:13:27](#) That's not going to happen again.
- Susan Ainsleigh: [02:13:29](#) And that's just ASD population.
- Mara Brownell: [02:13:32](#) Absolutely.
- Karen Chung: [02:13:32](#) Right, exactly. So you know, and the issue that we run into from a kind of the, the industry perspective, the professional perspective is the BACD's motivation. And the agenda is not to deal with this problem. Their agenda is to protect the field. And so you have conflicting interests that are happening and it's a huge problem because this is leading treacly into abuses of this system and ethics, their lack there up, especially people outside the US because you have the code, that's fine, right? You know, you can report to the BACB well who's going to do that internationally and in the US you know, registered to do that anyway. So again, you know some of the things that I think that people that are in the field behavior analysts should be thinking about and just taking that into context and adjusting maybe that you know, how they do the work and looking at efficiencies and how you can do more with the time that you have are some of the things that are really important. And one of the things that are critically important is making sure that your supervisees are competent and capable of providing the services and they



can become the next generation of supervisors and again be able to, it's a pipeline situation.

Karen Chung: [02:14:54](#)

Okay, so I'm on a soap box.

Susan Ainsleigh: [02:14:55](#)

It's a good soap box.

Karen Chung: [02:14:58](#)

Yeah. Okay. Capacity. Talked about that standardization I believe is incredibly important. It does reduction of those whole kind of replication. You know, people are developing tools that other people have developed. Then you have 100,000 different variations. Why are we wasting time when we don't have to? Technology is a great tool that you can use. And if you use technology and you manage time well, you get the greater efficiency. And not to mention that you have the ability to connect with anybody in the world, which is so critically important. And if you schedule it properly then you can minimize waste of time. I know a lot of supervisors and a lot of times driving, how valuable is that? You know, how many supervision sessions can you be doing if they're not driving around going from one house to another. All of that is completely wasted time. Something that you have to do, there's gotta be a better way to do it.

Karen Chung: [02:15:53](#)

I think we're going to skip the Do you supervise internationally? Just just to show you, there is a global awareness of ABA. People know what ABA is or I'm sorry, you take up that they know that applied behavior analysis is an intervention that exists. They might have any idea, they might have zero idea in terms of what ABA is all about, but it is what it is. We have customers closer to a hundred countries. So you look at the pens, you know where a customers are coming from. Well yeah, sure there's going to be a huge concentration of the US we'll look at all of these other and you compare

Karen Chung: [02:16:30](#)

That to the number of BCBA's are available. You know, it's a crisis that we're dealing with right now.

Amanda Fishley: [02:16:36](#)

All right. And then, you know, we kind of talked about this earlier too, but the economics of supervision, and I think this fits really nicely and just to the realities of what we faced during supervision, whether you're the supervisee or the supervisor, but a lot of times we know that the supervisee is not



able to receive supervision at their workplace, whether that'd be BCBA, BCaBa or RBT supervision. So they have to seek an outside supervisor, whether they go to the BACB website registry to find someone that's willing to supervise or they Google it and they find, you know, a website that have a company that can provide supervision. But it's, it's really the cost. And I think that this is important when we're talking about the realities of supervision for those that are seeking it.

Amanda

Fishley:

[02:17:21](#) And remembering, you know, a lot of us may have had to pay for supervision, but the cost is anywhere between 50 and \$125 an hour for a direct hour of supervision. So looking at, looking at that, the range to get all of your supervision hours, if you're doing independent field work, can be anywhere between 3,790 \$300 and you know, that's thinking about what they already pay for coursework. It's a great deal. But let's look at it from the supervisor standpoint too. And I think that's important because we can, it's easy to say, gosh, that is so expensive. And it is, it's super expensive, especially with all the other costs with going to school, but are the BCBA's, you know, just charging outrageous amounts and let's look at it. And I don't, I don't really think that that's the case. When you, when you look at how much time goes into that one direct hour that they're paying, let's say they pay \$50 for \$75 for, it can be about two, maybe three hours of your time.

Amanda

Fishley:

[02:18:20](#) So just thinking about how it's broken down. So if you have one supervisee that's accruing 30 hours of BCBA independent fieldwork, you might spend 30 minutes observing that week. You might spend an hour meeting and then finding resources, a finding the task, reading the article yourself so you can talk about, it might take about an hour. So if you're creating rubrics and other things that could take longer, well it's nice as then you can use this again and again but, but still initially or even, you know, we're having to reread articles. It can take you an hour a week. And then I know for me especially this can be very time consuming and that's just answering questions, responding to emails and a lot of it is directly related to supervision. If only that could count for hours is just the back and forth questions. And I know a lot of times when you get started with the supervisee, they have so many questions about how to fill out the forms or how to calculate the hours or just not sure.



Amanda

Fishley:

[02:19:15](#) And I'm very thankful that the, you know, the BACB has really improved upon that they have those modules that you have to take before receiving or providing supervision. I think that's really, really helped. But I still get a lot of supervisees and it's seems to be the norm that are still confused about how you fill out the form. So I spend a lot of time answering questions and then this time of the supervisor that you know, you have to complete documentation so that all those forms that you have to sign during the supervisory period, the supervisee evaluation can also take time. So looking at it and thinking of the time expectations as a supervisor, thinking about how many people you can realistically supervise. And then if you are providing supervision independently as part of your job, what is the cost breakdown? And it's, you know, it is a very expensive service, but if you think about how much time you're occupying from that behavior analyst, I want to say evens out.

Amanda

Fishley:

[02:20:09](#) And I know it's, you know, maybe not with the supervisees want to hear cause it's a lot of money. And I really, I really do feel for people who have to pay out of pocket for a client. But as a supervisor, making sure you're taking that responsibility very seriously, not just because they're paying you from their pocket, but it's a really big role and I think we've, we've done a good job of discussing that we why it's such a big role. Here's some final thoughts to leave you with. So if you're providing supervision or if you're thinking about it, be familiar with the professional and ethics code that we've been talking about as well as the BCBA supervision curriculum beyond the lookout for future research in this area. It's very great that more things and more research articles are coming out about best practices and recommendations and always try to shape and better your approach. I think always evaluate you yourself as a supervisor, even if you have your own assessment that you're using I think is really important. And just questions to leave you with. What are you gonna do?

Karen Chung:

[02:21:04](#)

Amanda I'm sorry, I'm going to jump in a little bit. Just making sure that we're acknowledging the panelists. You guys have done a such an amazing job, and I know that you've so much added to the learning value of the attendees, so we really, really wouldn't tell you how thankful you are and you guys are amazing panelists. Thank you very much. And then the other



thing is, guys, for the people that have attended this, we're at three CEU hours, and so that's a positive for hanging up.

Amanda

Fishley:

[02:21:37](#) Yes, obviously there it's, thank you so much for our panelists. It's, it really adds to our value. So thank you very much. And then just one final question. How do you evaluate the effects of your supervision? And that's all we have. If you have any questions, please feel free to contact us at the email listed. There's a list of references and resources for you as well. Thank you everybody.

Mara Brownell:

[02:21:59](#)

Thanks for having me

Karen Chung:

[02:21:59](#)

Have a wonderful afternoon.

Susan Ainsleigh:

[02:22:05](#)

You as well. Bye. Bye.