Practical Strategies for Effective and Efficient Behavior Analytic Supervision

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Institute for Behavioral Training
Objectives

• To review recent changes and updates pertinent to behavior analytic supervision requirements
• To review tips and tools to facilitate effective and efficient behavior analytic supervision
  – Performance evaluation and tracking
  – Organizational systems for curriculum and structure for group supervision
  – Evaluating supervisor performance and fidelity checks
Question

• What are some of your biggest challenges as a supervisor?
  – BCBA/BCaBA supervision
  – RBTs
  – Others
Why this Topic?

• Supervision is an ever increasing responsibility for BCBAs
  – 2016:
    • 10,639 new RBTs were certified
    • 3,617 new BCBAs
    • 664 new BCaBAs
  – In almost 20 years of existence, the BACB has certified over 53,000 individuals worldwide
    • 28,000 RBTs
    • 25,000 BCBAs and BCaBAs
      • (BACB update, January 2017)
Why this Topic?

• Supervision is an ever increasing responsibility for BCBAs
  – Ensuring that the vast volume of new professionals in our field are skilled and qualified is of the utmost importance
  – Requirements for the ongoing supervision of RBTs and BCaBAs are increasing and becoming almost daily responsibilities for many BCBAs
Recent Changes

- New requirements for BCBA, BCaBA supervision
- New ethics code pertaining to BCBAs as supervisors
Recent Changes

- October 2017 - New requirements for BCBA supervision (Starting 2022)
  - Supervised Fieldwork Standards
    - Supervised Fieldwork =
      - 2000 hours
      - 10-30 hours experience/week
      - 1 month supervisory period
      - 5% of hours supervised
      - 4 points of contact (min. 15 min)
      - 60% of activities spent in unrestricted activities
Recent Changes

• New requirements for BCBA supervision (Starting 2022)
  – Supervised Fieldwork Standards
    • Concentrated Supervised Fieldwork =
      – 1500 hours
      – 15-30 hours experience/week
      – 1 month supervisory period
      – 10% of hours supervised
      – 6 points of contact (min. 15 min)
      – 60% of activities spent in unrestricted activities
Additional Revisions

March 2018 BACB Newsletter
Recent Changes

• New requirements for BCBA supervision (Starting 1/1/2019)
  – Monthly Experience System
    • Can start 4/1/18, mandatory 1/1/19
  – Monthly supervision period =
    – 20-130 experience hours / month
    – 2/4/8 supervisory contacts depending on experience type
  – Monthly observations with clients
    – 2/4/4 depending on experience type
Recent Changes

• New requirements for BCBA supervision (Starting 1/1/2019)
  – Monthly Experience System
    • Can start 4/1/18, mandatory 1/1/19
    • New forms for monthly experience period
      – Individual supervisor or multiple supervisor forms
      – Forms must be signed within 1 month of close of supervision period
      – New forms allow for electronic signatures (fillable PDFs, embedded tips)
    • Experience standards training module no longer required
      – New pre-experience checklist for trainees
Recent Changes

• New requirements for BCBA supervision (Starting 1/1/2019)
  – Monthly Experience System
    • Unique documentation of experience hours
    • Documentation must exist demonstrating breakdown of hours in order to meet experience standards/ethical requirements
      – Hours (restricted/unrestricted)
      – Supervision contacts and observations
      – Type of supervision accrued
    • Can use Experience Tracker form or own unique system of documentation

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Introducing the Monthly Experience System

We received overwhelming support for the change to monthly supervisory periods after our announcement in the October 2017 BACB Newsletter. During preparations for the implementation of the 2017 Fieldwork Standards, we recognized that an earlier implementation of the monthly supervisory period under the current experience standards was possible and would provide greater flexibility to trainees and supervisors. Thus, we are introducing the “monthly experience system” including a number of new forms and resources for trainees and supervisors. The new BACB Experience Standards (Monthly System) document provides comprehensive details related to all aspects of this change; summaries are provided below.

Transition Timeline. All documents, resources, and standards related to the monthly experience system are now available on the BACB website. Supervisors and trainees may begin using the new system on April 1, 2018. However, the monthly system will be required for all supervisors and trainees beginning January 1, 2019.

Supervision Requirements. The Experience and Supervision Standards Training Module was designed to inform supervisors and trainees about the many facets of the Experience Standards. The module contains information specific to the weekly and/or monthly supervisory period requirements and is therefore no longer relevant under the monthly experience system. In addition, the availability of new resources that provide comprehensive and detailed guidance about the Experience Standards makes the module less valuable as a precursor to experience and supervision. Thus, effective immediately, the Experience and Supervision Standards Training Module will no longer be required for supervisors or trainees. However, supervisors must still complete an 8-hour supervision training before providing supervision. To assist trainees and supervisors in their adherence to the Experience Standards, we have developed a number of new resources, including the Experience Checklist, Experience Tip Sheets, and Experience Tracker.

Required Documentation. Because experience varies across settings and
New Experience/Supervision Requirements

Considerations regarding new standards:

• Task list information and performance feedback no longer listed on monthly forms
  – group/individual supervision not indicated

• How to fill out experience documentation forms
  – For each session,
    • Date, start and end time, experience type, setting name, supervisor name, activity category (restricted/unrestricted)
Considerations regarding new standards:

• New forms
  – Pre-experience checklist
  – Experience tip sheet
  – Experience tracker

• Supervisees/supervisors must check with state licensing requirements to ensure that experience/supervision still meets those individual requirements
Considerations for Effective and Efficient Supervision

What are some of the common issues you face in supervising BCBA candidates, BCaBAs, and RBTs?

– Managing supervision with other responsibilities (time management)
– Providing effective and individually tailored supervision to each supervisee
– How to act when an RBT/supervisee is not performing to standards?
Behavior Analytic Supervision

Most of these issues can be addressed through proper documentation and organizational structures

1. Documentation to demonstrate adherence of the supervisor to BACB standards
2. Facilitate effective training quality and scope of training
3. Facilitate time management in order to allow supervisors to better prioritize and meet the needs of supervisees along with client care and other responsibilities
Practical Considerations for Effective and Efficient Supervision

• Tips for providing effective and efficient behavior analytic supervision
  – What are the resources you have to commit to supervision?
Practical Considerations for Effective and Efficient Supervision

• Tips for providing effective and efficient behavior analytic supervision
  – What are the resources you have to commit to supervision?
    • Time
      • Objectively measure time available in your schedule with all other client/staff/supervision duties to see what you can realistically offer regarding supervision (Objective measure)
Practical Considerations for Effective and Efficient Supervision

• Tips for providing effective and efficient behavior analytic supervision
  
  • Organization and Supports
    – Protocol for evaluation, goal setting, training, tracking progress, documentation, etc.
    – Support from other BCBA supervisors, other resources
Supervisee Performance Evaluation Form

Name of Supervisor: __________________________

Date of Evaluation: __________________________

Supervisor Evaluating: _______________________

1. Professionalism
   a. shows positive attitude
   b. starts session on time
   c. demonstrates good rapport with clients and staff
   d. maintains confidentiality
   e. maintains an appropriate appearance
   f. maintains appropriate boundaries with clients
   g. communicates effectively with clients, staff, and other professionals
   h. provides feedback in a positive and constructive manner
   i. returns phone calls/emails in a timely manner
   j. follows through on responsibilities and tasks in a timely manner
   k. uses appropriate and thorough documentation regarding clients
   l. respectful to supervisors and open to advice
   m. follows through with suggestions made by supervisor
   n. identifies professional and personal needs
   o. seeks opportunities for professional development and growth
   p. promptly schedules and attends supervision meetings
   q. keeps supervisors informed of client dynamics
   r. other:

   Average: ____________________

Notes:

SCALE

1. Poor
2. Below Average
3. Average
4. Above Average
5. Excellent
Practical Considerations for Effective and Efficient Supervision

• Tips for providing effective and efficient behavior analytic supervision
  – Goal setting and periodic review
  – Screen shot of goal setting from mentorship manager
Goal Setting and Review

<table>
<thead>
<tr>
<th>Status</th>
<th>Goal</th>
<th>Added On</th>
<th>Deadline</th>
<th>Days</th>
<th>To:</th>
<th>Remove</th>
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</thead>
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<tr>
<td>Complete</td>
<td>be on time</td>
<td>03/02/2018</td>
<td>03/26/2018</td>
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<td>Catherine Peters</td>
<td>Remove</td>
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<td>Complete</td>
<td>on time</td>
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<td>03/26/2018</td>
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<td>Remove</td>
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<td>Complete</td>
<td>read time</td>
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<td>02/28/2018</td>
<td>23</td>
<td>Jennifer Jones</td>
<td>Remove</td>
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<tr>
<td>Complete</td>
<td>ddfdfjfdjl</td>
<td>10/12/2017</td>
<td>10/15/2017</td>
<td></td>
<td>Catherine Peters</td>
<td></td>
</tr>
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</table>
# Task List Competency Checklist

## Basic Behavior Analytic Skills

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-01</td>
<td>Measure frequency (i.e., count)</td>
</tr>
<tr>
<td>A-02</td>
<td>Measure rate (i.e., count per unit time)</td>
</tr>
<tr>
<td>A-03</td>
<td>Measure duration</td>
</tr>
<tr>
<td>A-04</td>
<td>Measure latency</td>
</tr>
<tr>
<td>A-05</td>
<td>Measure interresponse time (IRT)</td>
</tr>
<tr>
<td>A-06</td>
<td>Measure percent of occurrence</td>
</tr>
<tr>
<td>A-07</td>
<td>Measure trials to criterion</td>
</tr>
<tr>
<td>A-08</td>
<td>Assess and interpret interobserver agreement</td>
</tr>
<tr>
<td>A-09</td>
<td>Evaluate the accuracy and reliability of measurement procedures</td>
</tr>
<tr>
<td>A-10</td>
<td>Design, plot and interpret data using equal-interval graphs</td>
</tr>
<tr>
<td>A-11</td>
<td>Design, plot and interpret data using a cumulative record to display data</td>
</tr>
<tr>
<td>A-12</td>
<td>Design and implement continuous measurement procedures (e.g., event recording)</td>
</tr>
<tr>
<td>A-13</td>
<td>Design and implement discontinuous measurement procedures (e.g., partial &amp; whole interval, momentary time sampling)</td>
</tr>
<tr>
<td>A-14</td>
<td>Design and implement choice measures</td>
</tr>
</tbody>
</table>

## Experimental Design

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-01</td>
<td>Use the dimensions of applied behavior analysis (Baer, Wolf &amp; Risley, 1968) to evaluate whether interventions are behavior analytic in nature</td>
</tr>
</tbody>
</table>
Task List Tracker
# Training Content Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Content Area</th>
<th>Training Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Ethics</td>
<td>BACB Ethical Guidelines</td>
</tr>
<tr>
<td>August</td>
<td>Ethics</td>
<td>Programming/Client Mgt.</td>
</tr>
<tr>
<td>September</td>
<td>Definition/Characteristics</td>
<td>ABA vs. Non-ABA Approaches</td>
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<td>October</td>
<td>Principles/Proc/Concepts</td>
<td>Antecedents</td>
</tr>
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</tr>
<tr>
<td>December</td>
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</tr>
<tr>
<td>January</td>
<td>Behavioral Assessment</td>
<td>FBA</td>
</tr>
<tr>
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<td>FBA</td>
</tr>
<tr>
<td>March</td>
<td>Exper. Anal. Of Inter.</td>
<td>EFA/BIPs</td>
</tr>
<tr>
<td>April</td>
<td>Measurement of Beh.</td>
<td>Bx Measurement Options</td>
</tr>
<tr>
<td>May</td>
<td>Measurement of Beh.</td>
<td>Assessing Bx Measurement</td>
</tr>
<tr>
<td>June</td>
<td>Displaying/Interp. Data</td>
<td>Analyzing Graphic Displays</td>
</tr>
<tr>
<td>July</td>
<td>Select. Interp. Strategies</td>
<td>Prioritizing Treatment Targets</td>
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<td>August</td>
<td>Behavior Change Proced.</td>
<td>DTT/NET, Prompt Fading, Task Analysis</td>
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<td>Group Contingencies, Rule Governed Bx</td>
</tr>
<tr>
<td>December</td>
<td>Systems Support</td>
<td>ABA in Classrooms/Training Staff</td>
</tr>
</tbody>
</table>
Written Product Checklist

• Create a checklist for each supervisee (depending on type of experience/certification) regarding competency with written products
  – Data sheet creation
  – FBA/report
  – BIP
  – Treatment Plan
  – Progress Reports
  – Recommendations and Goals
  – Correspondence
### Supervisor Competency Checklist

<table>
<thead>
<tr>
<th>Competency Criteria</th>
<th></th>
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<tbody>
<tr>
<td>Conduct Observation of Supervisee</td>
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<tr>
<td>Give specific, contingent performance feedback</td>
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<td>Positive feedback</td>
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<td>Corrective feedback</td>
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<tr>
<td>Review previously discussed behavior targets</td>
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<tr>
<td>Check for competency</td>
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<td>Check for generalization</td>
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<tr>
<td>Provide Relevant Behavior Skills Training</td>
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<td>Provide rational</td>
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<td>Provide vocal/written description</td>
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<td>Provide demonstration of skill</td>
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<tr>
<td>Provide rehearsal opportunities for supervisee</td>
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<tr>
<td>Give specific performance feedback</td>
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<tr>
<td>Additional Competency Tasks</td>
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<tr>
<td>Ask questions to determine comprehension</td>
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<tr>
<td>Ask supervisee to identify exemplars/non-exemplars</td>
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<tr>
<td>Provide case scenarios for analysis/application</td>
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<tr>
<td>Review Written Materials of Supervisee</td>
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<tr>
<td>Check for behavior analytic content and accuracy</td>
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<tr>
<td>Check for use of professional language</td>
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<tr>
<td>Check for level of explanation relevant to audience</td>
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<tr>
<td>Provide relevant feedback to supervisee</td>
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<tr>
<td>Model/Encourage Appropriate Ethical/Professional Behaviors</td>
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Ethical and Practical Considerations for Supervision

• Tips for providing effective and efficient behavior analytic supervision
  – Group Supervision
    – Ability to combine and meet the needs of multiple supervisees at once
    – Can be effective for offering
      » Opportunities to work with partners, target professional behavior repertoires, develop training skills, develop public speaking and presentation skills
      » Offers a community of learners to support and collaborate during experience period and beyond
Ethical and Practical Considerations for Supervision

• Tips for providing effective and efficient behavior analytic supervision

  – Group Supervision
    – Can be facilitated with initial organization of curriculum by month
    – Development of set format for meetings
      » Round table discussion
      » Case review
      » Review of previous topic/competency checks
      » Presentation of new task list topic
      » Applied practice activity/assignment
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Ethical and Practical Considerations for Supervision

• How many should I supervise?
  – What are the resources you have to commit to supervision?
    • Group Supervision
      – Work with your organization or other supervisors to develop library of topics to use each month
        » Research articles
        » Power point trainings and videos
        » Applied activities
      – Once established, will facilitate organized, effective application of training activities according to relevant task list items
Ethical and Practical Considerations for Supervision

• What happens if it does not work out?
  – Lack of supervisee progress
    • Re-evaluate goals and objectives, revisit BST activities and effective performance feedback
    • Communicate with the supervisee to discuss issues and uncover any potential obstacles that the trainee may be experiencing
    • Evaluate your supervisory activities and ensure compliance and consistency with recommended and evidence based training practices
    • Document, document, document (and be honest in supervisor ratings)
    • Make necessary adjustments and continue to monitor progress towards goals over a specific period of time
BACB Experience Supervision Form

This form (or equivalent) must be completed at least once during each supervisory period.

Supervisee: ___________________  Supervisor: ___________________

Supervisory Meeting Date(s) & Duration(s): ____________________________

Supervisory Meeting Format (check all that apply): _____ individual  _____ group

This document covers the supervisory period from ___/___/___ to ___/___/___

Experience Hours Accumulated During This Supervisory Period (complete all four lines)
A) Number of independent experience hours accumulated (excluding time spent with supervisor):
B) Number of individual supervision hours accumulated:
C) Number of small-group supervision hours accumulated:
D) Total experience hours accumulated (add lines A through C): ______

Characteristics of Supervision Conducted During This Supervisory Period (check all that apply)
_____ BACB Task List skills covered (list Task numbers):
  _____ Specific client(s) discussed:
  _____ Client privacy protected:
  _____ Observation of supervisee (video):
  _____ Observation of supervisee (in-person):
  _____ Supervisory discussion & feedback (in-person):
  _____ Supervisory discussion & feedback (remote):
  _____ Readings: ______

Evaluation of Supervisee Performance:

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<tbody>
<tr>
<td>Arrives on time for supervision</td>
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<tr>
<td>Maintains professional and courteous interactions with:</td>
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<tr>
<td>Clients/consumers</td>
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<tr>
<td>Other service providers</td>
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<tr>
<td>Coworkers</td>
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<tr>
<td>Maintains appropriate attire &amp; demeanor</td>
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<td>Initiates professional self-improvement</td>
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<tr>
<td>Accepts supervisory feedback appropriately</td>
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<tr>
<td>Seeks supervision appropriately</td>
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<tr>
<td>Timely submission of written reports</td>
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<td>Communicates effectively</td>
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<td>Written</td>
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<td>Demonstrates appropriate sensitivity to nonbehavioral providers</td>
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<td>Supervisee self-detects personal limitations</td>
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<tr>
<td>Supervisee self-detects professional limitations</td>
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<tr>
<td>Acquisition of target behavior-analytic skills</td>
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Overall evaluation of supervisee performance during this period (circle one):    S  N.I  U

Supervisee signature: ___________________ Date: ___________________

Supervisor signature: ___________________ Date: ___________________

DO NOT SUBMIT THIS FORM TO THE BACB WITH THE EXAM APPLICATION
SUPERVISOR AND SUPERVISEE MUST RETAIN A COPY OF THIS FORM FOR AT LEAST 7 YEARS
Ethical and Practical Considerations for Supervision

• What happens if it does not work out?
  – Ethical or Professional Concerns
    • Discuss specific behaviors of concern and provide rationale why such behaviors are problematic
    • Review Ethical and Professional behavior codes
    • Use BST to teach alternative skills with repeated demonstration and rehearsal
    • Document, document, document ..... (EVERYTHING)
    • If concern is severe in nature, seek assistance from BACB for further guidance
Ethical and Practical Considerations for Supervision

• What happens if it does not work out?
  – If the problems are significant in nature or are not improving within an appropriate time frame with several attempts to remediate, it may be necessary to terminate the supervisory relationship
    • Provide written and verbal warning
    • Consider developing behavior contract as last attempt to address problems and to serve as documentation/warning
    • Have termination section in contractual agreement, including possible grounds for termination, termination procedures and timelines, and follow these procedures (With plenty of documentation)
In Summary

• We have reviewed recent changes and updates pertinent to behavior analytic supervision requirements
• We have reviewed tips and tools to facilitate effective and efficient behavior analytic supervision
  – Performance evaluation and tracking
  – Organizational systems for curriculum and structure for group supervision
  – Evaluating supervisor performance and fidelity checks
Practical Strategies for Effective and Efficient Behavior Analytic Supervision

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