

The Right to Effective Supervision

MassABA 11th Annual Conference
Friday May 14, 2021

Presented by:

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Please take note of the following:

1. Download the [PollEv.com/linaslim988](https://www.poll-ev.com/linaslim988)
2. Record your CEU SIGN IN CODE: 2418



PollEv.com/linaslim988

When you think about supervision,
what is the first thing that you think of?



PollEv.com/linaslim988

Are you currently supervising?



PollEv.com/linaslim988

How confident are you with your
supervisory skills?



PollEv.com/linaslim988

Did you receive competency-based training
to become an effective supervisor?

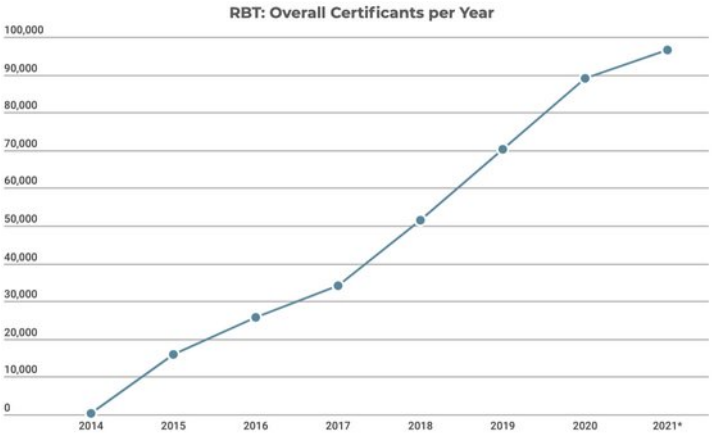
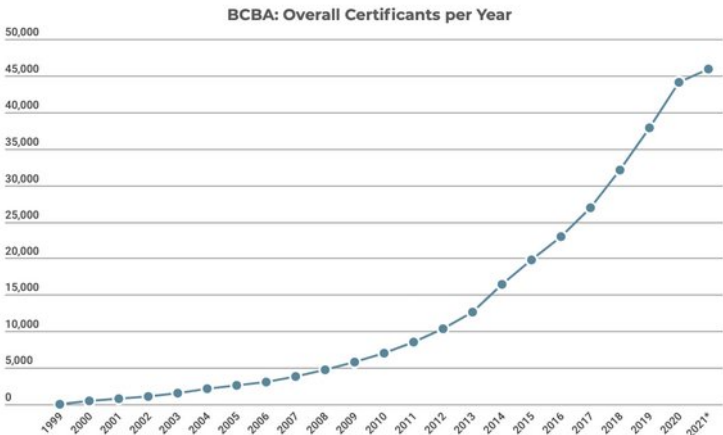
A photograph of a forest floor covered in a dense carpet of bluebells. The trees are tall and slender, with their trunks visible in the background. The ground is a vibrant blue, with some green grass visible in the foreground. The text "Certificant Data – Current State" is overlaid in the center of the image.

Certificant Data – Current State

As of April 1, 2021, the numbers of individuals holding BACB certification are as follows:

BCBA	BCaBA	RBT
45,915	4,885	96,607

TOTAL
147, 407



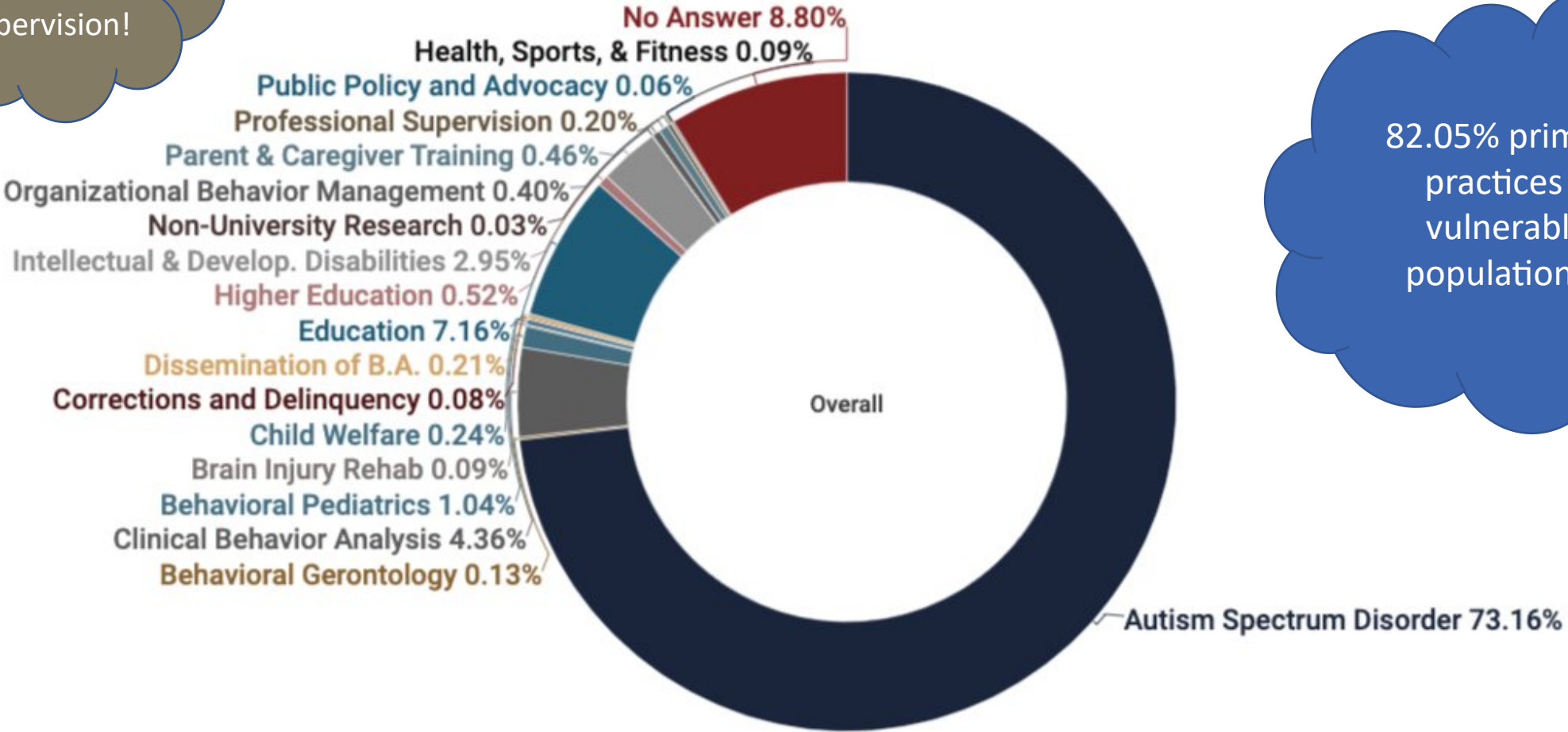
**These data points are current as of 4/1/2021. They will be updated as further data points for the 2021 year are gathered.*

Primary Areas of Professional Emphasis

RBT	BCaBA	BCBA & BCBA-D
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0.20%
Professional
Supervision!

82.05% primary
practices –
vulnerable
populations!



Note: Total % of certificants who responded per category are 79.0% (BCBA/BCBA-D); 77.5% (BCaBA); 61.5% (RBT)

SUPERVISION, ASSESSMENT, TRAINING, AND OVERSIGHT

Overview of Qualifications by Role

Role	Responsible Individuals	Resources	8-Hour Supervision Training Required?
Supervising RBTs	<ul style="list-style-type: none"> BCBA (may serve as an RBT Supervisor or RBT Requirements Coordinator) BCaBA (may serve as an RBT Supervisor) Noncertified supervisor (may serve as an RBT Supervisor with oversight from the appropriate RBT Requirements Coordinator)** 	RBT Handbook (Ongoing Supervision section)	Yes
Assessing RBTs* (competency assessment)	<ul style="list-style-type: none"> BCBA BCaBA 	Initial Competency Assessment Packet Renewal Competency Assessment Packet	Yes
Training RBTs* (RBT 40-hour training)	<ul style="list-style-type: none"> BCBA BCaBA 	RBT 40-Hour Training Packet	No
Supervising BCaBAs	<ul style="list-style-type: none"> BCBA 	BCaBA Handbook (Ongoing Supervision section)	Yes
Supervising experience/fieldwork	<ul style="list-style-type: none"> BCBA Licensed or registered psychologist** Authorized Verified Course Sequence Instructor 	BCBA Handbook (Experience section) BCaBA Handbook (Experience section) BCBA 2022 Eligibility Requirements (Supervised Fieldwork section) BCaBA 2022 Eligibility Requirements (Supervised Fieldwork section)	Yes

* Some of the tasks associated with this role may be delegated to qualified and proficient assistant assessors or trainers with oversight from the BCBA or BCaBA who is responsible for and signs off on the assessment/training.

** These individuals must meet additional requirements. Visit the appropriate handbook to learn more.



Is Supervision Training, Supervising or Mentoring ?

Training generally used to refer to:

- Procedures and recommended training practices used to establish new skill sets:
 - Instructions
 - Live or video modeling
 - Rehearsal and performance feedback
 - Ongoing performance monitoring
 - Booster sessions(Reid, O’Kane, & Macurick, 2011; & Parsons, Rollyson, & Reid, 2012)

Supervision refers to:

- Broad set of activities involving oversight of a supervisee’s / trainee’s work
 - Training in new skill sets
 - Monitoring implementation of learned skills
 - Modeling and rehearsing
 - Providing feedback

(LeBlanc & Luiselli, 2016,p. 271)

Mentoring role:

- Helping to establish professional values
 - Coaching interpersonal social skills
 - Shaping effective organizational/time management skills
- (LeBlanc & Luiselli, 2016,p. 271)

ELIGIBILITY REQUIREMENTS (AS OF JANUARY 1, 2022)

Requirements for Supervision of Fieldwork Hours

Nature of Supervision: The purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the trainee and facilitate the delivery of high-quality services to the trainee's clients. Effective behavior-analytic supervision includes:

- ▶ monitoring the skills of the trainee throughout the supervised fieldwork
- ▶ developing and communicating performance expectations to the trainee
- ▶ conducting behavioral-skills training for the trainee
- ▶ observing the trainee's performance with clients and delivering feedback
- ▶ modeling technical, professional, and ethical behavior
- ▶ guiding the development of behavioral case conceptualization and problem-solving and decision-making repertoires
- ▶ reviewing the trainee's written materials (e.g., behavior programs, data sheets, reports) and delivering related feedback about the products
- ▶ overseeing and evaluating the effects of the trainee's behavior-analytic service delivery
- ▶ evaluating the effects of supervision throughout the supervised fieldwork

Responsibilities of the Supervisor: When behavior analysts are functioning as supervisors, they must take full responsibility for all facets of this experience. Therefore, it is the responsibility of the supervisor to ensure that the trainee abides by all ethical and legal requirements.

Responsibilities of the supervisor include:

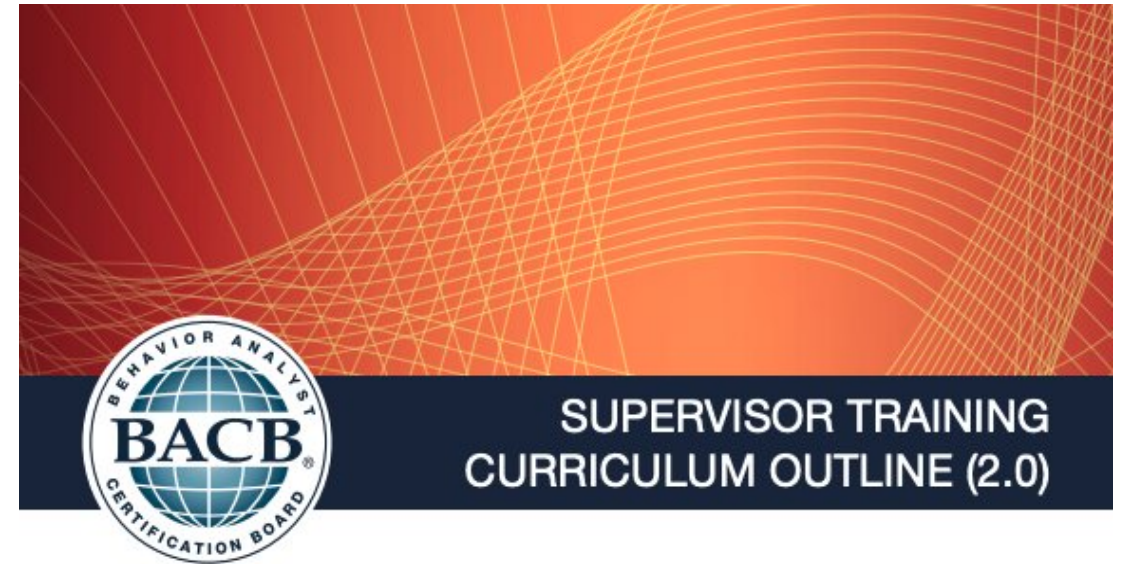
- ▶ being fluent in, current in, and compliant with all BACB requirements relating to fieldwork
- ▶ confirming that the trainee has met all requirements before the outset of supervised fieldwork
- ▶ consistently demonstrating technical, professional, and ethical behavior for the trainee
- ▶ ensuring that fieldwork activities are in the best interest of the client rather than strictly for the purpose of meeting the fieldwork requirements
- ▶ providing supervision only within their areas of defined competence
- ▶ taking on only a volume of supervisory activity that is commensurate with their ability to be effective
- ▶ delegating to their trainees only those responsibilities that trainees can reasonably be expected to perform competently, ethically, and safely, or providing the conditions for the trainee to acquire those skills in an ethical and safe manner
- ▶ ensuring that supervision, fieldwork activities, and trainings are behavior analytic in content, are effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals
- ▶ providing a clear written description of the purpose, requirements, evaluation criteria, conditions, and terms of supervision before the onset of supervision (i.e., behavior analysts are responsible for the development and execution of the supervision contract). See the [Supervision Contract](#) section.
- ▶ designing and implementing feedback and reinforcement systems in a way that improves trainee performance
- ▶ providing documented, timely feedback regarding the trainee's performance on an ongoing basis
- ▶ designing systems for obtaining ongoing evaluation of their own supervision activities




OVERVIEW

Supervisors ...

- Create Effective Supervisory Relationships:
 - Conducting baseline to select learning objectives
 - Selecting and practicing behavioral skills and tasks
 - Evaluating performance
 - Addressing considerations and making adjustments
- Oversee the work of:
 - Trainees: Individuals acquiring fieldwork (i.e., experience) for BCBA or BCaBA certification
 - Supervisees: Current BCaBA or RBT certificants who are required to have ongoing supervision
- Required to complete an 8-hour supervision training based on this curriculum before providing any supervision.





“BACB® guidelines represent the form and structure of supervision rather than the functional components that are likely to produce well-trained young professional behavior analysts”
(LeBlanc et al., 2016)

8 hr. min. of supervision training:

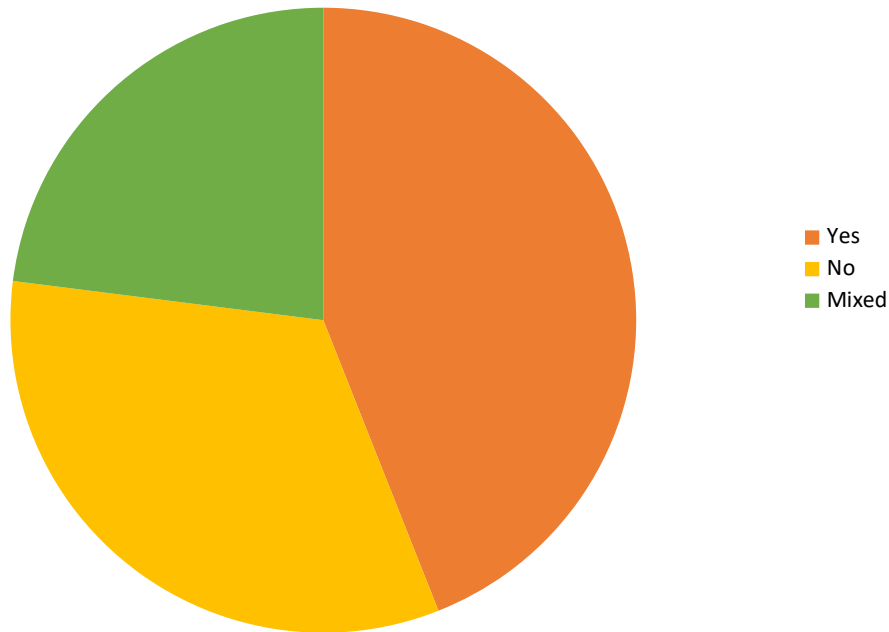
- A start towards improved supervision in our field
- Training that acknowledges minimum requirement NOT full preparation and mentoring to become an effective supervisor

“Despite clear requirements about eligibility from the BACB®, the specific activities used to mentor and teach supervisees are determined by individual BCBA supervisors. The specific content and strategies employed during supervision are not directly dictated by the BACB®.” (Behavior Analyst Certification Board, 2015a)

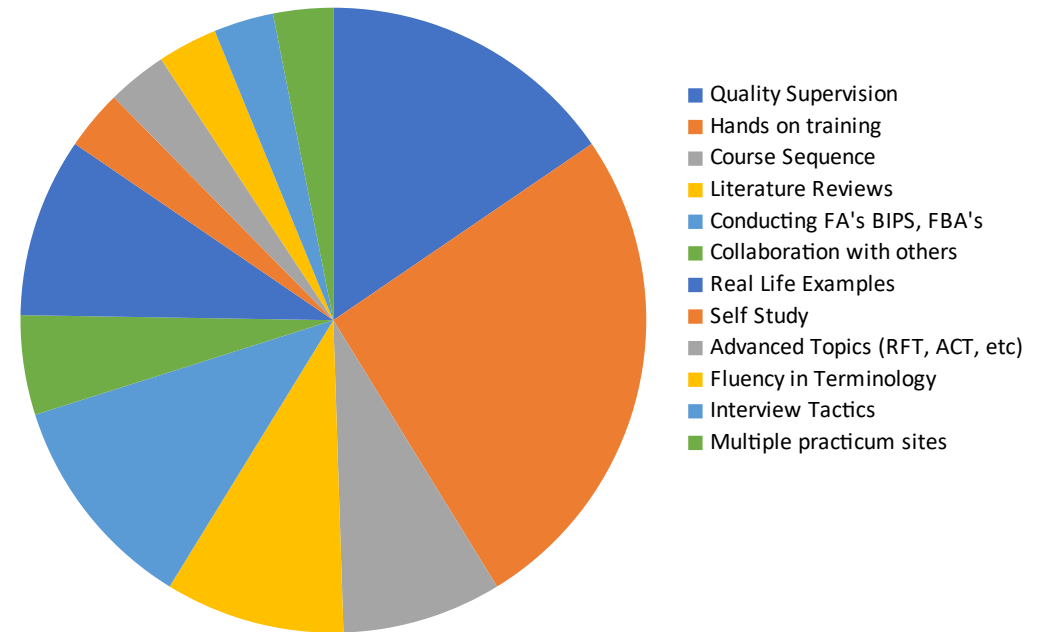


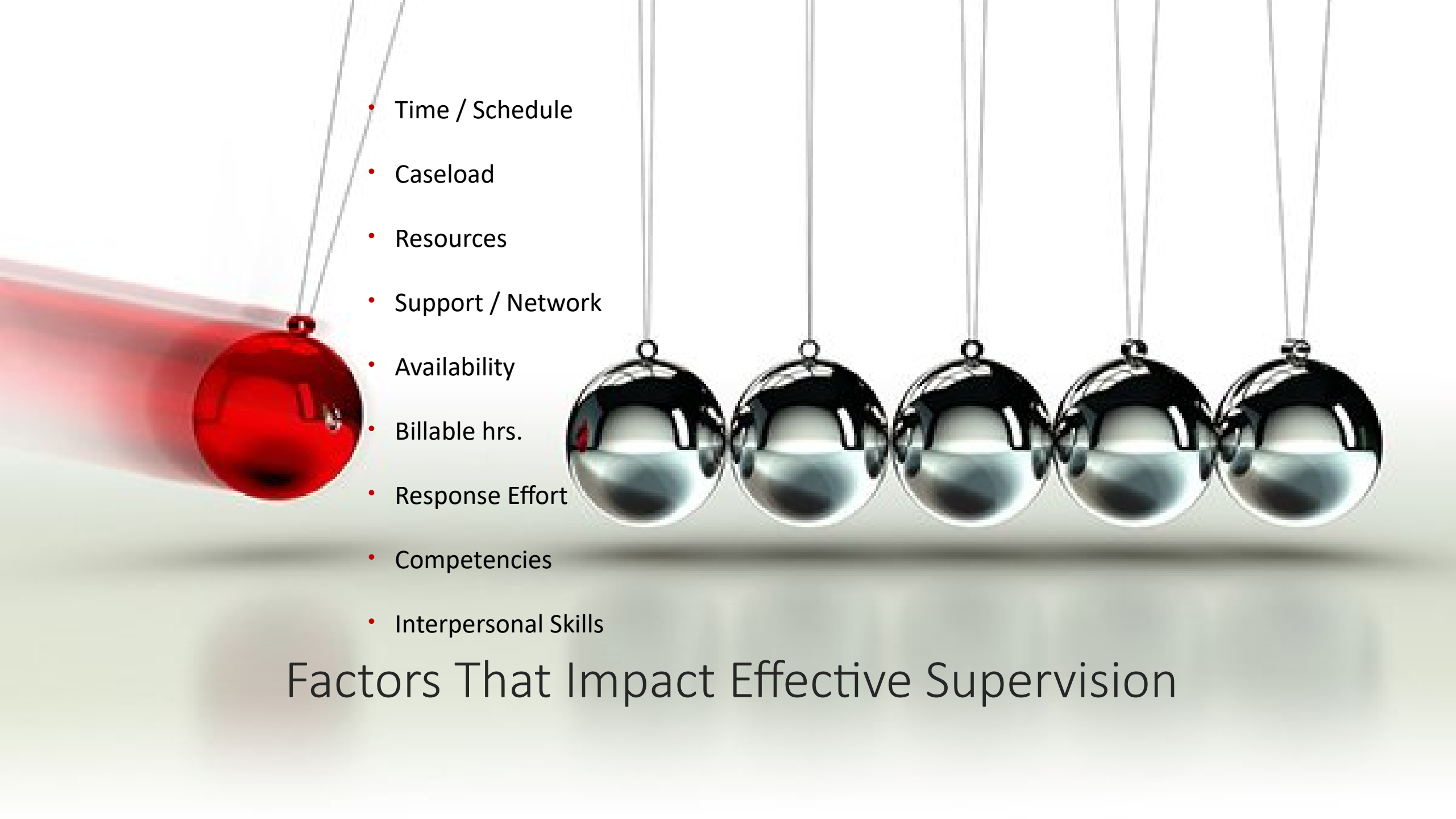
Data – Pilot Survey (Kasey Gerhart, 2020) – N=40

Did you receive Adequate Supervision?



What Prepared you the Most



- 
- A Newton's cradle with five spheres. The leftmost sphere is red and is in motion, having just struck or about to strike the other four silver spheres. The silver spheres are in a row and are stationary. The background is a light gray gradient.
- Time / Schedule
 - Caseload
 - Resources
 - Support / Network
 - Availability
 - Billable hrs.
 - Response Effort
 - Competencies
 - Interpersonal Skills

Factors That Impact Effective Supervision

A photograph of a forest floor covered in a dense carpet of bluebells. Several tree trunks are visible, rising from the flower-covered ground. The scene is brightly lit, suggesting a sunny day. The text "Why is Effective Supervision a RIGHT!" is overlaid in the center of the image.

Why is Effective Supervision a RIGHT!

Ethical Considerations in
Support of The Right to
Effective Supervision



Ethical Considerations in Support of The Right to Effective Supervision

- Right to a competent, qualified supervisor
 - Being competent in specific procedures does not guarantee competence in teaching them to others! (McGimsey et al., 2015; & Parsons & Reid, 2016)
 - Ethics Code 4.02; Supervisory Competence 1.05, 1.06:
 - Behavior analysts supervise and train others only within their identified scope of competence.
 - They provide supervision only after obtaining knowledge and skills in effective supervisory practices, and they continually evaluate and improve their supervisory repertoires through professional development.



Ethical Considerations in Support of The Right to Effective Supervision

- Right to a competent, qualified supervisor
- Right to a competency-based approach: a supervisor who practices within the boundaries of competence of a behavior analyst, and adheres to the ethics code

Important considerations :

- Identification of outcome at the outset
- Select the mastery criteria (considerations to fluency, audience, context)
- Identify the workplace relevance:
 - Decide on scope: provide alternative opportunities to learn (i.e., analog activities, videos etc.)
 - Design Curriculum (i.e., objectives, skills sequence etc.)
- Ensure continuous evaluations



The full scope of skills that a supervisor might teach is too large to leave unplanned

LeBlanc, Sellers, & Ala'i (2020)

Ethical Considerations in Support of The Right to Effective Supervision

- Right to a competent, qualified supervisor
- Right to a supervisor who practices within the boundaries of competence of a behavior analyst, and adheres to the ethics code
- Right to effective instruction/ intervention/ methodologies, including modeling, task clarification, goal setting, and feedback (Garza, et al., 2017)
 - Ethics Code 5.04: Designing Effective Supervision and Training.
 - Ethics Code 4.06: Providing Supervision and Training (see 1.02, 1.13 2.01)
 - Delivering supervision and training in compliance with applicable requirements.
 - Designing and implementing supervision and training procedures that are evidence based, focus on positive reinforcement, and are **individualized**.



Ethical Considerations in Support of The Right to Effective Supervision

- Right to a competent, qualified supervisor
- Right to a supervisor who practices within the boundaries of competence of a behavior analyst, and adheres to the ethics code
- Right to effective instruction/ intervention/ methodologies, including modeling
- Right to supervision that meets the qualification for which they are being supervised
 - 5.01 Supervisory Competence. Behavior analysts supervise only within their areas of defined competence
 - Need specific additional guidance and training to gain competency in supervising different conditions and settings



Ethical Considerations in Support of The Right to Effective Supervision

- Right to a competent, qualified supervisor
- Right to a supervisor who practices within the boundaries of competence of a behavior analyst, and adheres to the ethics code
- Right to effective instruction/ intervention/ methodologies, including modeling
- Right to supervision that meets the qualification for which they are being supervised
- Right to timely, thorough documentation
 - Code 5.05: Communication of Supervision Conditions
 - Ethics Code 4.05 Maintaining Supervision Documentation (1.01, 1.02, 1.04, 2.03, 2.05, 3.11)



Ethical Considerations in Support of The Right to Effective Supervision

- Right to a competent, qualified supervisor
- Right to a supervisor who practices within the boundaries of competence of a behavior analyst, and adheres to the ethics code
- Right to effective instruction/ intervention/ methodologies, including modeling
- Right to supervision that meets the qualification for which they are being supervised
- Right to timely, thorough documentation
- Right to a clear, structured, planned supervision curriculum based on mutual agreement and respect, that fully prepares the trainee to practice
 - Ethics Code 4.09: Delegation of Tasks (see 1.03) only after confirming that they can competently perform the tasks and that the delegation complies with applicable requirements.



Ethical Considerations in Support of The Right to Effective Supervision

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- Right to a supervisor who is available, present, attentive.



Ethical Considerations in Support of The Right to Effective Supervision

- Right to timely, thorough documentation
- Right to a clear, structured, planned supervision curriculum that fully prepares the trainee to practice
- Right to a supervisor who is available, present, attentive
- Right to continuity of care
 - Ethics Code 4.11 Facilitating Continuity of Supervision (see 1.03, 2.02, 3.14) by minimizing interruption/disruption by communicating to all relevant parties the steps being taken to facilitate continuity of supervision.
 - Ethics Code 4.12 Appropriately Terminating Supervision (see 1.03, 2.02, 3.15) to minimize negative impacts to the supervisee or trainee.



Ethical Considerations in Support of The Right to Effective Supervision

- Right to timely, thorough documentation
- Right to a clear, structured, planned supervision curriculum that fully prepares the trainee to practice
- Right to a supervisor who is available, present, attentive
- Right to continuity of care
- Right to meaningful, sincere, specific feedback
- Right to soliciting feedback from trainees (the ability to provide your supervisors feedback)
 - Ethics Code 4.10 Evaluating Effects of Supervision and Training (see 1.03, 2.17, 2.18) by documenting those self-evaluations and making timely adjustments to their supervisory and training practices as indicated.



A participatory or collaborative supervisory relationship typically involves periodic bi-directional feedback and open discussion about the supervisory interaction.

LeBlanc, Sellers, & Ala'i (2020)



The RIGHT to behave ...

- RESPONSIVELY!
- ACCOUNTABLY!
- RELIABLY!
- TRUSTWORTHILY!
- JUSTLY!
- COLLABORATIVELY!
- COMMUNICATIVELY!
- COMPASSIONATELY!
- HUMBLY!

The Right to behave
RESPONSIBLY with INTEGRITY!




“Effective supervision is critical to the quality of ongoing behavioral services, the professional development of the supervisee, the continued growth of the supervisor, and the overall development of our field and its practice.”

(Tyra P. Sellers et al., 2016)

Building A Culture for Healthy and Positive Supervisory Relationships!



Culture “reflects a collection of common verbal and overt behaviors that are learned and maintained by a set of similar social and environmental contingences (i.e., learning history), and are occasioned (or not) by actions and objects (i.e., stimuli) that define a given setting or context.” (Sugai, O’Keeffe, & Fallon, p. 200, 2012)



A Collaborative Culture to Empower Supervisors and Trainees

Supervision and Mentoring is bi-directional and dynamic!

- Engage in learning with, about and from each other!
- Establish mutual respect and honesty by jointly:
 - Selecting goals
 - Evaluating outcomes
 - Addressing barriers and solving conflicts
 - Engaging in ongoing feedback/communication
 - Welcoming perspectives/diversity
- Build trusting and safe relationship that fosters professional and personal growth of both supervisor and trainee!



Culturally Aware Supervisory Practices

- Cultural Sensitivity and Responsiveness (Neely et al., 2019; Slim & Reuter-Yuill, 2021 under revision)
- Scientific Mindedness (Sue 1998)
- Cultural Humility (Mosher et al., 2016; Slim & Reuter-Yuill, 2021 under revision)



Cultural Humility

- Acknowledge own limitations
- Seek to increase awareness, understand of other's cultures
- Respect of others' cultures
- Overcome these limitations (Mosher et al., 2016)
- Self-Reflection & Self-Awareness
- “Our behaviors, biases, assumptions, the ways in which we perceive the world, and the decisions we make are all conditioned and influenced by our learning histories and our experiences” (Slim & Celiberti, 2020)
- Mindful Attention (Bishop et al., 2004; Hayes & Plumb 2007)
- Perspective taking (Catagnus & Rock, 2020)



It is Time to Self-Reflect and Plan for Action! What Can We Do Differently ...

- It is time to consider Supervision as a STAND-ALONE Professional Role and NOT yet another added task for practicing behavior analysts!
- It is time to EDUCATE and EMPOWER our future behavior analysts to advocate for their right to receive quality standards supervision!





PollEv.com/linaslim988

How confident are you with your
supervisory skills?

A photograph of a forest floor covered in a dense carpet of bluebells. Several tree trunks are visible, rising from the flower-covered ground. The scene is brightly lit, suggesting a sunny day. The text 'BASIGS' is overlaid in the center of the image.

BASIGS

Behavior Analysis SIG on Supervision

Mission and Vision

The mission of the BASIGS is to support our members by developing, promoting and advocating for exemplary training of Behavior Analysts as supervisors.

We will promote best practices in the supervision of Behavior Analysts to ensure effective and ethical service provisions that lead to improved quality of health and education for all those served.

To transform the provision of supervision through education, mentorship, and coaching to promote the professional and personal development of Behavior Analysts achieving elevated standards of performance and execution in the field.

Current Supervision Guidelines: Concerns

- 50% of BCBAs have been practicing less than 5 years ([BACB Certificant Data](#))
 - Currently 44,000. In 2015, there were 19,800.
- Appropriate oversight of those who can and should provide supervision
 - [The new guidelines for 2022](#)
 - One year of BCBA experience OR
 - Oversight by a BCBA with 5 or more years experience
- Supervision competency measures need improvement
 - No task list
 - Inconsistent and/or limited application and availability of mentorship
 - Inconsistent and/or limited oversight

Critical Components
to Supervisory
Practices

Cultural
Competencies &
Humility

Collaboration
Competencies

Diversity and
Inclusion

Conflict Resolution

Soft Skills

Pathway to Standardization

Standardize Supervision Education

Regulate the Supervision of Trainees

Certification (DREAM BIG)

How do we get there?

Create a
UNIFIED
PURPOSE
Across Behavior
Analytic organizations
and stakeholders

+

REACH
ACADEMIA
Learn, teach, and
grow

+

MANDATE
State legislation and
Reciprocity for
Supervision (due to set
standards set
nationally)



The Path to Strategy:

1. One Stop Shop
2. Collaborate and Create
3. Standardize and Organize

One Stop Shop

Task

Provide access to education on best supervisory practices



Resource Repository

Task

Maintain a directory of supervisors and mentors based on specific subject matters



Mentor and Supervisor Directory

Task

Create and extend upon current literature for best supervisory practices



Research and Surveys

Collaborate and Create

01

Finalize a training curricula for becoming a Supervisor for Trainees

Task List and Curriculum

02

Finalize a secondary Supervision Task List specifically geared towards supervisors overseeing Trainees

Task List and Curriculum

03

Collaborate with other Behavior Analytic Organizations to determine the best pathway for the certification process

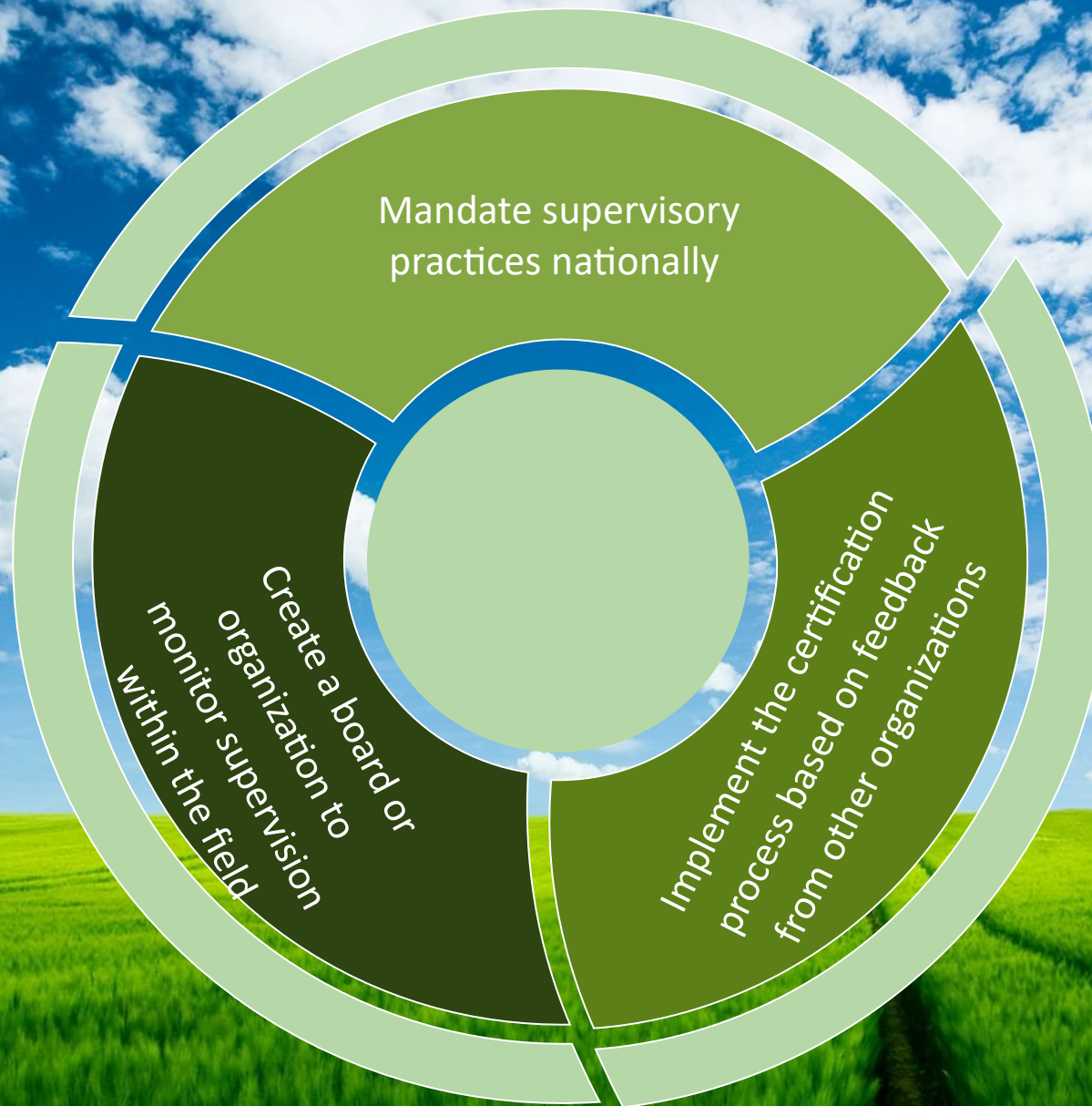
Collaborative Efforts

04

Create a certification process for Supervisors overseeing Trainees

Task List and Curriculum

Standardize and Organize: Action Plan



Currently Unfolding ...

Task Forces

Resource
Repository
(articles AND
materials)

Task List and
Curriculum
Finalization

Mentorship and
Supervisor
Directory

Survey for
Research/
Op-ed/ research
paper

ABAI Supervision
Track
Coordination

Creation of
By-laws

SIG Officer
Positions

SIG Meetings
(Monthly)

Membership
Guidelines,
fees, processes

Task Force Leads

Task List and Curriculum: Melissa Druskis, MS, BCBA

Surveys and Research: Susan Ansleigh, EdD, BCBA-D

Resource Repository: Maggie Parks, MS, BCBA

Mentor and Supervisor Directory: Jen Klapatch, PhD, BCBA-D

ABAI Theme Track: Lina Slim, PhD, BCBA-D, CCC-SLP

Collaborative Efforts: Kasey E. Gerhart, MA, BCBA and Lina Slim, PhD, BCBA-D, CCC-SLP

International Dissemination: Jacob Sadavoy, MA, BCBA

BASIGS Executive Committee Officers

Co-chairs: Kasey E. Gerhart, MA, BCBA and Susan Ainsleigh, EdD, BCBA-D

Secretary: Jane Carlson, PhD, BCBA-D

Treasurer: Cheryl Davis, PhD, BCBA-D

Chief Communications Liaison to ABAI: Dr. Lina Slim, PhD, BCBA-D, CCC-SLP

Membership Coordinator: Karrie Lindeman, EdD, BCBA-D

Student Membership Coordinator: Laura Rojeski, PhD, BCBA-D

Communications Coordinator: Jen Klapatch, PhD, BCBA-D

Research and Grant Competition Coordinator: Lilith Reuter-Yuill, MS, BCBA, CCC-SLP

Social Media Coordinator: Nathania Wong, MA, BCBA

Student Member Representative: Annabel Garza

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CEU SIGN OUT CODE: 6549

THANK YOU!

