An Introduction to Behavior Analytic Supervision

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Objectives

- The student will be able to:
  1. Discuss the history of credentialing in behavior analysis and supervision’s important role
  2. Identify the BACB requirements for supervised experience, including types of experience, nature and frequency of supervision meetings, and documentation requirements.
  3. Identify current models in clinical supervision in related fields
  4. Identify the professional skills sets required for effective supervision

A Brief History of the Profession

Columbia College, Keller 1st EAB Conference

“Operant Conditioning Methods Applied to Research in Chronic Schizophrenics”, Lindsley
A Brief History of the Profession

First list of competencies/skills for the professional behavior analyst

1979 MABA becomes ABAI

"The Behavior Analyst"

Certification of Behavior Analysts in Florida and Minnesota

Florida Certification Exam
(1st ed. Task List 1984)

2nd Edition Task List

2nd Edition Task List-Revised
A Brief History of the Profession

1968

1986

BACB incorporated

1998

2002

2012

1st BACB exam administered

1999

2003

2012

10,000+ Certified Behavior Analysts
Licensure in 8 states, with several more states considering
4th Edition task list

Nevada 1st state to license behavior analysts
In the introduction to this class, the presenter compares training in behavior analysis to:

A. A roller coaster
B. The Olympics
C. An airplane trip
D. An ocean voyage

True or False?
Research on the application of operant conditioning with individuals presenting behavior problems emerged as early as the 1950s.

A. True
B. False

The birth of the field of Applied Behavior Analysis is generally considered to be:

A. The first Conference on the Experimental Analysis of Behavior in 1945
B. The publication of Skinner’s Science and Human Behavior in 1958
C. The creation of Division 25 of the American Psychological Association: Behavior Analysis in 1964
D. The publication of the Journal of Applied Behavior Analysis in 1968

In 1972, allegations of abuse at a residential facility for individuals with disabilities arose from which city?

A. Miami, Florida
B. Des Moines, Iowa
C. Kansas City, Kansas
D. Kalamazoo, Michigan

The first set of competencies for a practicing behavior analyst was developed in:

A. 1968
B. 1975
C. 1999
D. 2010

ABAI developed from which previous organization?

A. Midwestern Psychological Association
B. Society for the Experimental Analysis of Behavior
C. Midwestern Analysis of Behavior Association
D. Florida Association for Behavior Analysis
Active Student Responding

In addition to Florida, which state was an early adopter of a means of certifying behavior analysts?

A. California
B. Minnesota
C. Pennsylvania
D. Nevada

Active Student Responding

The Behavior Analyst Certification Board administered its first exam in:

A. 1979
B. 1985
C. 1999
D. 2000

Active Student Responding

The BACB® has recently developed which edition of its task list?

A. Second
B. Third
C. Fourth
D. Fifth

Requirements for BACB® Certification

- Degree requirement
- Coursework
- Supervised Experience
- Certification Examination

Degree Requirement

- As of January 1, 2011, degree must be
- "from an accredited university, that was conferred in behavior analysis or other natural science, education, human services, engineering, medicine or a field related to behavior analysis and approved by the BACB."

Degree Requirement

- Approved related fields (as of March 2012):
  - Education
  - Clinical, counseling, or school psychology
  - Clinical social work
  - Occupational therapy
  - Speech/language therapy
  - Engineering
  - Medicine
### Coursework: BCBA

**NEW REQUIREMENTS** | **OLD REQUIREMENTS**
---|---
Ethical and Professional Conduct | 45 hrs | Ethical Considerations | 15 hrs
Measurement (including Data Analysis) | 25 hrs | Measurement of Behavior and Displaying & Interpreting Behavioral Data | 20 hrs
Experimental Design | 20 hrs | Experimental Evaluation of Interventions | 20 hrs
Identification of the Problem & Assessment | 30 hrs | Behavioral Assessment and Selecting Intervention Outcomes & Strategies | 35 hrs
Fundamental Elements of Behavior Change & Specific Behavior Change Procedures | 45 hrs | Behavioral Change Procedures and Systems Support | 45 hrs
Intervention & Behavior Change Considerations | 10 hrs
Behavior Change Systems | 10 hrs
Implementation, Management and Supervision | 10 hrs
Disciplinary | 10 hrs | Disciplinary | 45 hrs
**TOTAL** | 270 hrs | Disciplinary | 225 hrs

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### Coursework: BCaBA

**NEW REQUIREMENTS** | **OLD REQUIREMENTS**
---|---
Ethical and Professional Conduct | 15 hrs | Ethical Considerations | 10 hrs
Measurement (including Data Analysis) | 10 hrs | Experimental Evaluation of Interventions, & Measurement of Behavior and Displaying & Interpreting Behavioral Data | 20 hrs
Experimental Design | 5 hrs
Identification of the Problem & Assessment | 30 hrs | Behavioral Assessment and Selecting Intervention Outcomes & Strategies | 25 hrs
Fundamental Elements of Behavior Change & Specific Behavior Change Procedures | 45 hrs | Behavioral Change Procedures and Systems Support | 40 hrs
Behavior Change Systems | 5 hrs
Intervention & Behavior Change Considerations | 5 hrs
Implementation, Management and Supervision | 5 hrs
Disciplinary | 15 hrs | Disciplinary | 135 hrs
**TOTAL** | 185 hrs | Disciplinary | 135 hrs

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### Supervised Experience

- **Categories**
- Supervised Independent Fieldwork
- Practicum
- Intensive Practicum

### Supervised Experience: BCaBA

<table>
<thead>
<tr>
<th>Supervised Independent Fieldwork</th>
<th>Practicum</th>
<th>Intensive Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total hours required</strong></td>
<td>1500</td>
<td>1000</td>
</tr>
<tr>
<td><strong>Supervised hours: % of total hours</strong></td>
<td>5%</td>
<td>10% recommended (7.5% minimum)</td>
</tr>
<tr>
<td><strong>Total number of supervised hours</strong></td>
<td>75</td>
<td>100 recommended (75 minimum)</td>
</tr>
<tr>
<td><strong>Frequency of supervisor contacts</strong></td>
<td>1 every 2 weeks</td>
<td>1 every week</td>
</tr>
</tbody>
</table>

### Supervised Experience

- **Appropriate Supervisee Activities**
  1. Conducting assessment activities related to the need for behavioral interventions,
  2. Designing, implementing, and monitoring behavior analysis programs for clients,
  3. Overseeing the implementation of behavior analysis programs by others,
Supervised Experience

• Appropriate Supervisee Activities

4) Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

Supervised Experience

• Appropriate Clients

• Persons

• Not related to applicant

• Must work with multiple clients

Supervised Experience

• Supervisor Qualifications

• BCBA in good standing, or

• Faculty member approved by BACB as instructor in board-approved course sequence

Supervised Experience

• Supervisor Qualifications

• NOT

• Relative

• Subordinate/employee*

*except for payment for supervision

Supervised Experience

• Contractual/Ethical Considerations

• Should execute contract

• Adherence to Guidelines

• Supervisor is client of supervisee

Supervised Experience

• Nature of Supervision

• Must observe once every two weeks

• Must provide specific feedback

• Observation should focus on supervisee-client interactions

• Group supervision may comprise no more than 50% of total hrs, in groups of 10 or less
Supervised Experience

• Documentation of Supervision
• Feedback Form
  • Number of hours experience
  • Number of supervised hours
  • Feedback on performance
  • Supervisor and supervisee signatures

Guidelines for Responsible Conduct for Behavior Analysts

5.0 The behavior analyst as teacher or supervisor

*Behavior analysts delegate to their employees, supervisees, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently.*

Guidelines for Responsible Conduct for Behavior Analysts

5.01 Designing competent training programs and supervised work experience

*Behavior analysts who are responsible for education and training programs and supervisory activities seek to ensure that the programs and supervisory activities:
• are competently designed
• provide the proper experiences
• and meet the requirements for licensure, certification, or other goals for which claims are made by the program or supervisor.*

Guidelines for Responsible Conduct for Behavior Analysts

5.02 Limitations on training

*Behavior analysts do not teach the use of techniques or procedures that require specialized training, licensure, or expertise in other disciplines to individuals who lack the prerequisite training, legal scope of practice, or expertise, except as these techniques may be used in behavioral evaluation of the effects of various treatments, interventions, therapies, or educational methods.*

Guidelines for Responsible Conduct for Behavior Analysts

5.03 Providing Course or Supervision Objectives.

*The behavior analyst provides a clear description of the objectives of a course or supervision, preferably in writing, at the beginning of the course or supervisory relations*
Guidelines for Responsible Conduct for Behavior Analysts

5.06 Providing Feedback to Students/Supervisees

The behavior analyst provides feedback regarding the performance of a student or supervisee at least once per two weeks or consistent with BACB requirements.

Guidelines for Responsible Conduct for Behavior Analysts

5.07 Feedback to Student/Supervisees

The behavior analyst provides feedback to the student/supervisee in a way that increases the probability that the student/supervisee will benefit from the feedback.

Guidelines for Responsible Conduct for Behavior Analysts

5.08 Reinforcing Student/Supervisee Behavior

The behavior analyst uses positive reinforcement as frequently as the behavior of the student/supervisee and the environmental conditions allow.

Guidelines for Responsible Conduct for Behavior Analysts

5.10 Requirements of Supervisees

The behavior analyst’s behavioral requirements of a supervisee must be in the behavioral repertoire of the supervisee. If the behavior required is not in the supervisee’s repertoire, the behavior analyst attempts to provide the conditions for the acquisition of the required behavior, and refers the supervisee for remedial skill development services, or provides them with such services, permitting them to meet at least minimal behavioral performance requirements.

Guidelines for Responsible Conduct for Behavior Analysts

5.11 Training, Supervision, and Safety

Behavior analysts provide proper training, supervision, and safety precautions to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically. If institutional policies, procedures, or practices prevent fulfillment of this obligation, behavior analysts attempt to modify their role or to correct the situation to the extent feasible.

So now, are you ready?
Active Student Responding

What is the exact wording of guideline 5.01?

Active Student Responding

Which of the following is NOT an acceptable related field for the degree requirement?

A. Occupational Therapy
B. Speech/language therapy
C. Engineering
D. Medicine
E. None, all of the other choices are acceptable

Active Student Responding

How many categories of supervised experience are there?

A. One
B. Two
C. Three
D. Four

Active Student Responding

A BCBA-level certificant must accrue how many hours of Supervised Independent Fieldwork?

A. 750
B. 1000
C. 1500
D. 2000

Active Student Responding

The Supervised Independent Fieldwork option requires what percent of experience hours to be directly supervised?

A. 1%
B. 5%
C. 10%
D. 15%

Active Student Responding

In what way are the requirements for Independent Supervised Fieldwork, Practicum, and Intensive practicum the same?

A. The number of experience hours required
B. The percent of supervised hours recommended
C. The number of supervised hours required
D. The frequency of supervision meetings
Active Student Responding

Which of the following best represents an appropriate behavior analytic experience activity?

A. Completing a monthly timesheet regarding billable hours
B. Attending a team meeting regarding a student’s academic concerns
C. Direct contact hours with a client conducting floortime exercises.
D. Reading a research article on an intervention for a challenging behavior similar to one you are facing.

Active Student Responding

Which of the following best represents an appropriate client for a certificant seeker to work with?

A. A nephew with ADHD.
B. Their disobedient Labrador mix.
C. A supervisor in a group home.
D. None of the above.

Active Student Responding

In which of the following situations would you NOT be able to provide supervision to an individual seeking certification?

A. The individual works with a BCBA during the day, but provides services independently in the evenings.
B. The individual is a licensed speech language pathologist who wants to incorporate the verbal behavior approach in her work.
C. A parent in India wants you to review video of her sessions with her neighbor’s children.
D. Your boss, a clinical psychologist, wants to become board certified, and you are the only BCBA® on staff.

Active Student Responding

Which is currently required in order to qualify as a supervisor of someone seeking BACB certification?

A. Certification as a BCBA, in good standing
B. 5 years of experience in the field as a certified BCBA
C. A Master’s degree or higher in Applied Behavior Analysis from an ABAI accredited university
D. Certification as a supervisor through a course sequence and supervision requirement.

Behavior Analytic Supervision Defined

- Supervision of Behavior Analysts
- Different from supervision of all behavior change agents
- May not be bound by our code of Ethics
- Level of technical knowledge differs
- Ability to draw from broad range of conceptually systematic procedures
Behavior Analytic Supervision Defined

- May include supervision of those seeking certification or involved in training programs in ABA, or continual supervision of those practicing ABA as behavior analysts (BCaBA, for example)
- Analogous to clinical supervision, but includes behavior analytic practices IN supervision

Clinical Supervision Defined

- “Supervision is an intervention provided by a more senior member of a profession to a more junior member or members of the same profession. This relationship is evaluative and hierarchical
- extends over time, and
- has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession” (Bernard and Goodyear, 2009)

Clinical Supervision Defined

- “Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, the facilitation of supervisee self-assessment, and the acquisition of knowledge and skills by instruction, modeling, and mutual problem solving. In addition, by building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy. Supervision ensures that clinical consultation is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large.” (Falendar & Shafranske, 2004)

Clinical Supervision Defined

- Purposes of supervision:
  1. To Foster the Supervisee’s professional development (a supportive and educational function)
  2. To ensure client welfare (The supervisee’s gate-keeping function is a variant of the monitoring of client welfare” (Bernard and Goodyear, 2009)

Clinical Supervision Defined

- Purposes of supervision:
  - Improve professional skills and develop competence
  - Quality assurance and welfare of clients served

Clinical Supervision Defined

- Purposes of supervision:
  - Improve professional skills and develop competence
  - Quality assurance and welfare of clients served
Competence

- “The habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community being served” (Epstein and Hundert, 2002 quoted in Falendar & Shafranske, 2004)
- “sufficiency of a broad spectrum of personal and professional abilities relative to a given requirement” (Falendar & Shafranske, 2004)

Supervision Models

- Psychotherapy-based
- Developmental
- Process-based/Social Role

Psychotherapy Models

- Psychodynamic
  - Stems from Psychoanalysis and began with Freud
  - Early patient-centered focus on client dynamics, with a later shift to focus on supervisee dynamics
  - Didactic model- teach based on self-report

- Person-Centered
  - Carl Rogers
  - Use of recorded interviews and transcripts to discuss sessions
  - More Therapeutic focus
  - Supervisor models characteristics in supervisory sessions
Psychotherapy Models

- Cognitive-Behavioral
  - Rosenbaum & Ronen (1998): 7 major features of CBT
    - Therapy as a meaning making process
    - Systematic and goal-directed therapy
    - Practicing and Experiencing

Psychotherapy Models

- Systemic
  - Family-therapy supervision
  - Relationship between therapy and supervision
  - Boundaries between supervisor and supervisee
  - Paradoxical interventions

Psychotherapy Models

- Constructivist
  - Narrative
    - Supervisor assists therapist in role of editor of client’s narrative, and helps them develop their professional narrative
  - Solution-focused
    - Supervisor helps therapist learn to be resourceful, focus on collaborative relationship, and on strengths and successes, shaping

Psychotherapy Models

- Cognitive-Behavioral
  - Rosenbaum & Ronen (1998): 7 major features of CBT
    - Therapy and Supervision as a Collaborative Effort
    - Person-Focused Therapy

Active Student Responding

The definition of behavior analytic supervision provided includes all of the following except:

A. Supervision of individuals implementing behavior plans
B. Supervision of individuals seeking BACB® certification
C. Supervision of individuals already certified by the BACB®
D. None, all of the above were included in the definition of behavior analytic supervision.
The purpose of clinical supervision is both to develop the skills of the practitioner and to:
A. Develop the skills of the supervisor
B. Ensure the profession stays true to its core principles
C. Provide additional income for the supervisor
D. Protect the welfare of the client through quality assurance

“Sufficiency of a broad spectrum of personal and professional abilities relative to a given requirement” is a definition of:
A. Accreditation
B. Competency
C. Excellence
D. Supervision

Another term that might be associated with competency is
A. Fluency
B. Stimulus control
C. Generalization
D. All of the other choices are correct

Which of the following is NOT an example of a psychotherapy model of supervision?
A. Person Centered
B. Cognitive-Behavioral
C. Constructivist
D. Discrimination

The psychodynamic model of supervision was first introduced by?
A. Bernard
B. Freud
C. Halloway
D. Rodgers
Active Student Responding

This model of supervision utilizes recordings and transcripts of therapy sessions to conduct case review:

A. Psychodynamic
B. Person-Centered
C. Cognitive-Behavioral
D. Systemic
E. Constructivist

Active Student Responding

In this model of supervision, supervisor assists the therapist in their role of editor, or in helping the client achieve solutions to their problems:

A. Psychodynamic
B. Person-Centered
C. Cognitive-Behavioral
D. Systemic
E. Constructivist

Active Student Responding

This model of supervision focuses on the relationship between therapy and supervision, and the boundaries between the supervisor and therapist:

A. Psychodynamic
B. Person-Centered
C. Cognitive-Behavioral
D. Systemic
E. Constructivist

Developmental Models

• Integrated Development Model (IDM) (Stoltenberg)
  • Four stages/levels of supervisee development, and related motivation, autonomy and awareness
    • Level 1
    • Level 2
    • Level 3
    • Level 3i (Integrated)

Developmental Models

• Integrated Development Model (IDM)
  • Supervisor should engage in different strategies at each stage to foster transition to the next (Bernard and Goodyear, 2009)
  • Facilitative interventions:
    • Cathartic
    • Catalytic
    • Supportive
Developmental Models

• Integrated Development Model (IDM)
  • Supervisor should engage in different strategies at each stage to foster transition to the next (Bernard and Goodyear, 2009)
  • Authoritative interventions:
    • Prescriptive
    • Informative
    • Confronting

• Process Development Models
  • Reflective Models of Practice
    • Reflection starts with trigger event
    • Critical review leads to understanding

• Process Development Models
  • Loganbill, Hardy, & Delworth Model
    • Eight developmental issues
      • Competence
      • Emotional awareness
      • Autonomy
      • Theoretical Identity
    • Purpose & direction
    • Personal motivation
    • Professional Ethics

• Process Development Models
  • Event-based Supervision (Ladany, Friedlander, and Nelson)
    • Supervisor focus on specific events that occur in supervisee development
      • Remediating skill difficulties/deficits, heightening multicultural awareness, negotiating role conflicts, working through countertransference, managing sexual attraction, repairing gender-related misunderstandings, and addressing problematic thoughts

Developmental Models

• There are also several developmental models of supervisor development
  • Supervisor behaviors appear to be related to developmental level
  • However, “almost no theory or empirical investigation has addressed the impact of supervision on the development of trainee and consequently on client outcome or satisfaction” (Falendar & Shafranske, 2004)
Developmental Models

Life-span Developmental Models
Rønnestad and Skovholt Model
- Based on interviews of 100 counselors and therapists - 1st year of grad school to 40 years experience
- 6 stages of development and 14 themes

Rønnestad and Skovholt Model
Phase 1: The Lay Helper Phase
Phase 2: The Beginning Student Phase
Phase 3: The Advanced Student Phase
Phase 4: The Novice Professional Phase
Phase 5: The Experienced Professional Phase
Phase 6: The Senior Professional Phase

1. “Professional development involves an increasing higher-order integration of the professional self and the personal self.”
2. “The focus of functioning shifts dramatically over time, from internal to external to internal.”
3. “Continuous reflection is a prerequisite for optimal learning and professional development at all levels of experience”

4. “An intense commitment to learn propels the development process.”
5. “The cognitive map changes: beginning practitioners rely on external expertise, seasoned practitioners rely on internal expertise.”
6. “Professional development is a long, slow, continuous process that can also be erratic.”

7. “Professional development is a lifelong process.”
8. “Many beginning practitioners experience much anxiety in their professional work.”
9. “Clients serve as a major source of influence and serve as primary teachers.”

10. “Personal life influences professional functioning and development throughout the professional life.”
11. “Interpersonal sources of influence propel professional development more than ‘impersonal’ sources.”
12. “New members of the field view professional elders and graduate training with strong affective reactions.”
Developmental Models

- Life-span Developmental Models
- Rønnestad and Skovholt Model

13. “Extensive experience with suffering contributes to heightened recognition, acceptance, and appreciation of human variability”

14. “For the practitioner there is realignment from Self as hero to Client as hero.”

Process-based/Social Role Models

- The Discrimination Model
- Systems Approach to Supervision (SAS)
- Experiential Learning Model

Process-based/Social Role Models

- The Discrimination Model (Bernard)
  - Three focus areas and three supervisor roles
    - Foci:
      - Intervention skills
      - Conceptualization skills
      - Personalization skills

Process-based/Social Role Models

- Systems Approach to Supervision (SAS) (Halloway)
  - Supervision relationship is core factor, with 6 other factors interacting and affecting this relationship
    - Contextual Factors
    - Institution
    - Client
    - Supervisor
    - Trainee

Process-based/Social Role Models

- Systems Approach to Supervision (SAS) (Halloway)
  - 5 functions and 5 tasks
    - Functions:
      - Advising/instructing
      - supporting/sharing
      - Consultation
      - Modeling
      - Monitoring/evaluating
Process-based/Social Role Models

- Systems Approach to Supervision (SAS) (Halloway)
  - 5 functions and 5 tasks
  - Tasks:
    - Counseling skills
    - Case conceptualization
    - Emotional awareness
    - Professional role
    - Evaluation

Process-based/Social Role Models

- The Experiential Learning Model (Milne & James)
  1. Experiencing
    B. Feelings, Reactions, "here and now awareness"
    C. Heighten awareness & the acceptance of affect. Create "optimal anxiety"; facilitate expression of feelings
    D. Challenging

Process-based/Social Role Models

- The Experiential Learning Model (Milne & James)
  3. Conceptualizing
    B. Receiving explanation & developing understanding
    C. Assist toward new understanding (e.g., research data); Challenge; provide alternative understanding; self-disclose perplex (e.g., disagree)

Process-based/Social Role Models

- The Experiential Learning Model (Milne & James)
  4. Planning
    B. Make choices & decisions (e.g., homework)
    C. Support learner to make changes (e.g., provide materials); undertake needs & task assessment; goal setting & prioritization
    D. Supporting & gathering information
Process-based/Social Role Models

- The Experiential Learning Model (Milne & James)
- Process Evaluation of Teaching and Supervision (Teacher’s PETS)
- Supervisor behaviors
  - 4. Summarizing
  - 5. Feedback
  - 6. Gathering Information
  - 7. Checking theoretical knowledge base
  - 8. Challenging
  - 9. Informing/educating
  - 10. Guided experiential learning: Modeling, role-play, other
  - 11. Self-disclosing
Process-based/Social Role Models

• The Experiential Learning Model (Milne & James)
• Process Evaluation of Teaching and Supervision (Teacher’s PETS)
• Learner behaviors
  1. Reflecting
  2. Experimenting
  3. Conceptualizing

Process-based/Social Role Models

• The Experiential Learning Model (Milne & James)
• Process Evaluation of Teaching and Supervision (Teacher’s PETS)
• Learner behaviors
  4. Experiencing emotion
  5. Planning
  6. Other

Active Student Responding

Developmental Models of supervision focus on:
A. The relationship between supervisor and therapist
B. The skills the therapist must develop
C. The stages or phases the therapist will go through
D. The processes involved in supervision

The Integrated Development Model has how many levels?
A. One
B. Three
C. Five
D. Seven

Active Student Responding

Which supervisor intervention involves asking open-ended questions intended to encourage self-exploration or problem solving?
A. Cathartic
B. Catalytic
C. Supportive
D. Prescriptive

Which of Loganbill, Hardy, & Delworth’s 3 phases involves the supervisee being unaware of an issue?
A. Stagnation
B. Confusion
C. Integration
Active Student Responding

The ______________ developmental models consists of 6 phases and 14 theme.

A. Integrated Development Model
B. Loganbill, Hardy, & Delworth Model
C. Event-based Supervision Model
D. Life-span Developmental Model

Process-based or Social Role models focus on the:

A. Role of the supervisor
B. Role of the therapist/supervisee
C. Welfare of the client
D. Relationship between the therapist and supervisee

Active Student Responding

Which of the following is one of the three supervisor roles in the Discrimination model

A. Mentor
B. Peer
C. Counselor
D. Hero

In addition to the supervisory relationship, institution, client, supervisor, and trainee Halloway’s Systems Approach to Supervision included which two other core factors?

A. Concepts and principles
B. Orientation and understanding
C. Thoughts and feelings
D. Functions and tasks

Active Student Responding

Milne and James’ Experiential learning Model centers around a core of 5 supervisee activities. These are Experiencing, Reflecting, Conceptualizing, Planning, and...

A. Analyzing
B. Experimenting
C. Acting
D. Empathizing

The Teacher’s PETS consists of a

A. Likert scale of supervisee perceptions of the supervisor
B. Validated assessment of a supervisees personality traits
C. Series of questions designed to determine a supervisor’s style
D. A checklist of observable definitions of supervisor and supervisee behavior
Clinical Supervision
Models

• Conclusion
• Structured relationship
• Professional skills and competence
• Quality assurance and client welfare
• Models reflect practice
• Skills-based

Research in Clinical Supervision

• What does the literature tell us
  • about the effectiveness of supervision in general?
  • About the relative effectiveness of one model over another?
  • About the behavior necessary for quality supervision?

Research in Clinical Supervision

• Problems with research on clinical supervision
  • Methodological issues (Ellis, Ladany, Krengel and Schult, 1996)
  • Preference for across subject designs (Goodyear & Bernard, 1998)
  • Lack of clear independent variable
  • Control group would put client at risk
  • Reliance on self-report

Research in Clinical Supervision

• Follette and Callaghan (1995)
  • Goal of supervision
    • Philosophy of behavior and behavior change
    • Apply a distinct set of basic principles
    • Apply an analytic method to understand behavior problems in vitro

Research in Clinical Supervision

• Follette and Callaghan (1995)
  • Rule governed behavior
    • Can’t specify all the rules
    • Unique circumstances
    • Not all people will necessarily use all of the same rules

Research in Clinical Supervision

• Follette and Callaghan (1995)
  • Rule governed behavior
    • Rules are often too complex to communicate and teach
    • Therapy skills are most likely not learned merely through rules
    • Rules produce behavioral inflexibility
Research in Clinical Supervision

- Follette and Callaghan (1995)
- Contingency-shaped behavior
  - In-vivo feedback
  - Visual feedback
  - Therapeutic effectiveness
- Implications for future research
  - Measures of therapist success?
  - Client outcome?
- Goodyear and Bernard (1998)
  - Individual differences
  - Experience levels
  - Gender and supervision processes
  - Race and ethnicity
  - Trainee attributes
- Goodyear and Bernard (1998)
  - Supervision Context
  - Type of clientele
  - Supervisory relationship

Research in Clinical Supervision

  - Educational Pyramid
    - Consultant → Supervisor
    - Supervisor → Supervisee
    - Supervisee → Patient
Research in Clinical Supervision

- Educational Pyramid
- Longitudinal
- Objective measures
- Naturalistic settings
- 1972-1997

Research in Clinical Supervision

- 28 studies
  - 21: “Developmental disabilities field”
  - 11: JABA
  - 4: JOB M
  - Other behavioral journals

Active Student Responding

Which is not an issue with research in clinical supervision?

A. Paucity of research
B. Design Methodology
C. Preference for across-subject designs
D. Reliance on self-report

Active Student Responding

Why are group designs problematic for research in clinical supervision?

A. There aren’t enough trainees to construct adequate populations sizes
B. Psychology considers within-subject designs to be the gold standard
C. It would unethical to have no-supervision groups
D. Supervision doesn’t lend itself well to pre-and post- measures

Active Student Responding

What have most studies regarding clinical supervision relied on as a dependent variable?

A. Changes in supervisee behavior
B. Supervisee perceptions of supervision
C. Objective measures of supervisor behavior
D. Client outcome

Active Student Responding

Follette and Callaghan argued that typical training procedures led to what?

A. Contingency-shaped behavior
B. Rule-governed behavior
C. Schedule-induced behavior
D. Respondent behavior
Active Student Responding

Follette and Callaghan proposed in-vivo feedback using
A. Bug-in-the ear technology
B. A window through which the therapist could see the supervisor
C. Tactical Auditory Guidance
D. Visual feedback in the form of a light bar

In Goodyear and Bernards review of the literature, the supervision context included which?
A. Type of clientele
B. Gender and supervision processes
C. Race and ethnicity
D. Trainee attributes

Active Student Responding

Milne and James’ review sought expand on the Ellis’ et al how?
A. By updating the review to include more current research
B. By eliminating articles that used statistical analyses
C. By narrowing the methodological standards
D. By expanding to other fields

The majority of articles that met Milne and James’ standards came from:
A. Behavior Analytic Journals
B. Psychotherapy Journals
C. Medical Journals
D. Social Work journals

Active Student Responding

Research in Clinical Supervision
• Spence, et al (2001)
• Supervisory Style
• Perceptions of good and bad supervision

Research in Clinical Supervision
• Spence, et al (2001)
• Good supervision
• “Creating a climate and relationship that is nurturing, supportive, interactive, welcoming, and safe enough for open disclosure of information by both parties”
Research in Clinical Supervision

• Spence, et al (2001)
  • Good supervision
    • “being respectful and empathetic, validating, demonstrating concern for supervisee welfare; showing an interest in and listening to supervisee’s input and issues”

• Good supervision
  • “facilitating the processing of emotional material, the gaining of insight and creativity, and creating a ‘space for thinking’”

• Good supervision
  • “demonstrating an interest in, and valuing of, supervision”

• Good supervision
  • “showing enthusiasm, dynamism, and energy”

• Good supervision
  • “being available, punctual, and accessible for supervision and advice on crisis management”

• Good supervision
  • “encouraging supervisee to take increasing responsibility for their professional practice and professional development”
Research in Clinical Supervision

- Good supervision
  - “empowering supervisee, by affirming rights and strengths and establishing a process of informed decision making”

Research in Clinical Supervision

- Good supervision
  - “encouraging supervisee to take an active, rather than passive, role in supervision sessions”

Research in Clinical Supervision

- Good supervision
  - “being flexible; adapting style of supervision to the specific needs of the supervisee and the type of casework; allowing increased autonomy and self-direction with increased experience of supervisee”

Research in Clinical Supervision

- Good supervision
  - “addressing process issues within supervisory relationship; seeking feedback and regularly evaluating own performance as a supervisor”

Research in Clinical Supervision

- Good supervision
  - “adhering to boundaries and avoiding dual-relationship issues”

Research in Clinical Supervision

- Good supervision
  - “identifying, in association with the supervisee, the core skills, knowledge, attitudes, and competencies required for professional practice”
Research in Clinical Supervision

- Good supervision
  - “identifying, with the supervisee, the supervisee’s strengths and weaknesses relating to core skills, knowledge, attitudes, and competencies and developing goals for improvement”

Research in Clinical Supervision

- Good supervision
  - “focusing on specific, concrete examples of supervisee’s clinical activities”

Research in Clinical Supervision

- Good supervision
  - “clearly describing specific skills to be learned and demonstrating their use.”

Research in Clinical Supervision

- Good supervision
  - “providing constructive, nonjudgmental feedback (verbal and written) in a clear but sensitive manner, with specific, concrete suggestions for improvement”

Research in Clinical Supervision

- Good supervision
  - “providing a competent model as a clinician, demonstrating and communicating high levels of clinical skills, knowledge, and ethical practice”

Research in Clinical Supervision

- Good supervision
  - “using a range of instructional methods, including information giving, providing guidance for reading, modeling, audiovisual demonstration, observation of supervisee practice (direct, taped, case-descriptions, reports), and providing opportunities for practice and problem solving.”
Research in Clinical Supervision

- Good supervision
  - “negotiating a clear contract prior to the onset of supervision, specifying boundaries, tasks, roles, and responsibilities of supervisor and supervisee in supervision.”

Research in Clinical Supervision

- Good supervision
  - “negotiating format, goals, methods, frequency, duration, content, and type of supervision, roles/responsibilities, and accountability of both parties.”

Research in Clinical Supervision

- Good supervision
  - “negotiating methods of record keeping, methods and timing of evaluation and feedback, review dates, nature and timing of reporting (if any) to external authorities, professional indemnity issues, legal reporting requirements, and duration of supervision commitment.”

Research in Clinical Supervision

- Bad supervision
  - “allowing administrative issues to dominate sessions, leaving insufficient time for clinical supervision”

Research in Clinical Supervision

- Bad supervision
  - “telling rather than suggesting or exploring, dominating the sessions”
Research in Clinical Supervision

• Spence, et al (2001)
  • Bad supervision
  • “providing guidance in a vague, unclear manner”

• Spence, et al (2001)
  • Bad supervision
  • “avoiding contentious or challenging issues”

• Spence, et al (2001)
  • Bad supervision
  • “having a laissez-faire approach, lacking direction and guidance; failing to provide feedback and targets for change; providing inadequate structure to sessions”

• Spence, et al (2001)
  • Bad supervision
  • “creating a hierarchical rather than collegial atmosphere”

• Spence, et al (2001)
  • Bad supervision
  • “becoming competitive with the supervisee”

• Spence, et al (2001)
  • Bad supervision
  • “setting unrealistic or unclear goals and expectations, or failing to specify goals”
Research in Clinical Supervision
• Spence, et al (2001)
  • Bad supervision
  • “insisting that the supervisee works in exactly the same manner as supervisor; being overly restrictive with respect to methods; failing to permit sufficient autonomy”

Research in Clinical Supervision
• Spence, et al (2001)
  • Bad supervision
  • “being overly critical and failing to point out strengths, achievements, and improvements”

Research in Clinical Supervision
• Spence, et al (2001)
  • Bad supervision
  • “being too busy and/or cancelling supervision sessions, or being unavailable to give advice for managing crises”

Research in Clinical Supervision
• Spence, et al (2001)
  • Bad supervision
  • “being arrogant, self-interested, egocentric, defensive”

Research in Clinical Supervision
• Spence, et al (2001)
  • Bad supervision
  • “being vague, distracted, inattentive, pre-occupied, disinterested, unempathic, or insensitive to supervisees’ concerns”

Research in Clinical Supervision
• Spence, et al (2001)
  • Bad supervision
  • “having inadequate professional knowledge or skills (or failing to demonstrate or communicate adequate clinical competence)”
Research in Clinical Supervision

- Bad supervision
  - “unethical supervisory behaviour, including breach of client/supervisee confidentiality, sexual harassment, formation of dual relationships”

Research in Clinical Supervision

- Bad supervision
  - “becoming the therapist in relation to personal issues”

Research in Clinical Supervision

- Milne, James, Keegan & Dudley (2002); Milne & James (2002)
- Teacher’s PETS
  - Workshop leader, ABA design
  - Supervisor and 6 supervisees

Research in Clinical Supervision

- Falendar & Shafranske (2004)
- Supportive Relationship
  - Sense of Teamwork
    - Empathy
    - Warmth and understanding
    - A sense of validation or affirmation
    - Approachability and attentiveness
    - Respect for personal integrity, autonomy, and strengths

Research in Clinical Supervision

- Falendar & Shafranske (2004)
- Supportive Relationship
  - Sense of Teamwork
    - Supervisors
    - Flexible
    - Genuine
    - Interested
Research in Clinical Supervision

- Falendar & Shafranske (2004)
  - Supportive Relationship
  - Sense of Teamwork
    - Supervisors
      - Experienced
      - Active as practitioner as well
      - Sense of humor
  - Facilitating Learning
    - Knowledge and experience relevant to supervisee
    - Open-minded approach to allow for maximal autonomy
    - Specialized expertise and skill
    - Theoretical, technical, and conceptual knowledge
  - Practices
    - Encouragement of exploration and experimentation
    - Encouragement of supervisee disclosures
  - Theoretical Orientation
    - Common theoretical orientation led to greater client outcome
    - Cognitive-behavioral supervisors more likely to assume consultative role
    - Focus on skills and strategies

- Supportive Relationship
  - Evaluation Practices
    - Feedback structured around agreed-upon goals
    - Constructive criticism balanced with encouragement
    - Regular feedback
    - Articulation of shared expectations and mutual goals for supervision
    - Constructive confrontation

- Supportive Relationship
  - Facilitating Learning
    - Open-minded approach to allow for maximal autonomy
    - Specialized expertise and skill
    - Theoretical, technical, and conceptual knowledge
  - Practices
    - Encouragement of exploration and experimentation
    - Encouragement of supervisee disclosures
  - Theoretical Orientation
    - Common theoretical orientation led to greater client outcome
    - Cognitive-behavioral supervisors more likely to assume consultative role
    - Focus on skills and strategies
Research in Clinical Supervision
• Falendar & Shafranske (2004)
  • Supportive Relationship
  • Emphasis on personal growth
  • Amount and quality of supervision
  • Differences in Supervisee vs. Supervisor perceptions
    • Autonomy giving vs. cognitive structuring
    • Directly taught vs. delivering feedback

Research in Clinical Supervision
• Falendar & Shafranske (2004)
  • Working Alliance
  • Relationship
  • Agreement on goals
  • Agreement on tasks

Research in Clinical Supervision
• Falendar & Shafranske (2004)
  • Working Alliance
  • Styles of supervision
    • “warm, supportive, friendly”
    • Task-oriented
    • Insight oriented

Research in Clinical Supervision
• Falendar & Shafranske (2004)
  • Worst supervisors
    • Unbalanced
    • Developmentally Inappropriate
    • Poor modeling of professional/personal attributes

Research in Clinical Supervision
• Falendar & Shafranske (2004)
  • Worst supervisors
    • Inept
    • Disinterested, unavailable
    • Disagreed theoretically or conceptually
    • Inflexible and intolerant
    • Relationship
Research in Clinical Supervision

- Falendar & Shafranske (2004)
- Competencies
  - Capacity to enhance trainee self-confidence through support, appropriate autonomy, and encouragement
  - Capacity to model strong working alliances and develop strong supervisory alliances with the supervisee
  - Ability to dispense feedback, give constructive criticism, and provide formative and summative evaluation
  - Knowledge of multiple formats of supervision and skill in each of these formats
  - Adaptability and flexibility
Research in Clinical Supervision

- Falendar & Shafranske (2004)
- Competencies
  - Excellent communication of case conceptualization, with strong theoretical underpinnings

- Ability to maintain equilibrium and, as appropriate, a sense of humor, even in the face of crises

- Ability to identify and bring up potential conflict situations or areas of discomfort with the supervisee

- Openness to self-evaluation and to evaluation by supervisees and peers

Active Student Responding

Spence, et al (2001) reviewed the literature of 4 “allied mental health professions”, including clinical psychology, occupational therapy, social work, and…

A. Behavior Analysis
B. Nursing
C. Psychiatry
D. Speech pathology

Active Student Responding

Milne, et al.,(2002) and Milne & James (2002) used which design methodology in their studies?

A. Across subject
B. Within subject
One of the results of the studies involving the Teacher’s PETS assessment tool was:

A. High level of inter-observer agreement
B. High levels of social validity
C. Strong procedural integrity
D. High external validity

According to Falendar & Shafransky, the supportive relationship aspect of supervision refers to the supervisor’s facilitating attitudes, behaviors, and:

A. styles
B. feelings
C. practices
D. theories

In addition to facilitating a sense of teamwork, the supportive relationship also requires that the supervisor facilitate learning and engage in effective:

A. Self-reflection
B. Power Management
C. Non-disclosure
D. Evaluation Practices

This aspect of supervision includes the relationship, as well as agreement on goals and tasks:

A. Supportive relationship
B. Working Alliance

Which does NOT describe a role of a mentor?

A. Friend
B. Teacher
C. Adviser
D. Role Model

Which was the most important factor in bad supervision?

A. The supervisor’s skill as a clinician
B. The relationship between supervisor and supervisee
C. The length and extent of supervision
D. theoretical orientation differences
Active Student Responding

Which describes a high quality supervisor?
A. Inept
B. Inflexible and intolerant
C. Disinterested, unavailable
D. Non-defensive

Active Student Responding

True or False?
Falendar and Shafranske’s competencies are empirically supported by the research
A. True
B. False

Research in Clinical Supervision

• Conclusion
• Quantity vs. quality of research
• Traits, attributes, styles
• Supervisee satisfaction
• Objective measures of supervisor behavior

The Behavior Analytic Supervisor

• Model
  • Cognitive-Behavioral

The Behavior Analytic Supervisor

• Cognitive-Behavioral
  • Behavior Change
  • Modeling
  • Practice
  • Feedback
The Behavior Analytic Supervisor

- Attributes/styles
  - Respect for personal integrity, autonomy, and strengths

- Competencies/Skill sets
  - Uses positive reinforcement (pairing oneself with high rates)
  - Uses shaping and fading, and promotes generalization of skills

The Behavior Analytic Supervisor

- Attributes/styles
  - Research
  - Practices
  - Attributes/styles

- Competencies/Skill sets
  - Uses positive reinforcement (pairing oneself with high rates)
  - Uses shaping and fading, and promotes generalization of skills
  - Demonstrates fluency in verbal and behavior-change repertoires
The Behavior Analytic Supervisor

- Attributes/styles
  - Encouragement of exploration and experimentation

- Competencies/Skill sets
  - Develops a problem-solving repertoire

The Behavior Analytic Supervisor

- Attributes/styles
  - Encouragement of supervisee disclosures

- Competencies/Skill sets
  - Reinforces sharing of information in the context of problem-solving

The Behavior Analytic Supervisor

- Competencies/Skill sets
  - Business Skills
  - Business Etiquette
  - Assertiveness
  - Leadership
  - Total Competence
  - Ethics in Daily Life

The Behavior Analytic Supervisor

- Competencies/Skill sets
  - Basic Consulting Repertoire
  - Interpersonal Communications
  - Persuasion and Influence
  - Negotiation and Lobbying

The Behavior Analytic Supervisor

- Competencies/Skill sets
  - Applying your Behavioral Knowledge
  - Handling difficult people
  - Think Function
  - Use shaping effectively
  - Can you show me that?
  - Performance management

The Behavior Analytic Supervisor

- Competencies/Skill sets
  - Vital Work Habits
  - Time management
  - Become a trusted professional
  - Learn to deal behaviorally with stress
  - Knowing when to seek help
The Behavior Analytic Supervisor

- Competencies/Skill sets
- Advanced Consulting Strategies
- Critical thinking
- Creative problem solving and troubleshooting
- Understanding and using power
- Training, coaching, and mentoring
- Aggressive curiosity

A Proposed Task List

A. Professional Practice

1. Demonstrate fluency in minimal competencies of a behavior analyst, including but not limited to the current BACB® Task List.
2. Practice, train, and supervise within current level of competency, education, training, and experience.
3. Seek supervision or consultation when required activities surpass current level of competency, education, training, and experience.

4. Demonstrate professional skills & strategies in practice, including business etiquette, assertiveness, leadership, interpersonal communications, persuasion and influence, negotiation and lobbying, time management, critical thinking, creative problem solving and troubleshooting, and aggressive curiosity.

B. Organizing and Structuring Supervision

1. Accept as supervisees only those individuals practicing within the supervisor’s current level of competency, education, training, and experience.
2. Demonstrate familiarity with current requirements for supervised experience.
The Behavior Analytic Supervisor

A Proposed Task List

B. Organizing and Structuring Supervision

3. Negotiate a contract prior to the onset of supervision, specifying fees (if applicable), boundaries, tasks, roles, responsibilities of supervisor and supervisee, accountability and consequences should either party not adhere to the specified responsibilities, and an attestation of adherence to the BACB® Guidelines for Responsible Conduct.

4. Negotiate format, goals, methods, frequency, duration, content, and type of supervision.

5. Negotiate methods of record keeping, methods and timing of evaluation and feedback, review dates, nature and timing of reporting (if any) to external authorities, professional indemnity issues, and legal reporting requirements.

6. Identify, in association with the supervisee, the core skills, knowledge, attitudes, and competencies required for professional practice, including, but not limited to, the current edition of the BACB® Task List.

7. Schedule supervision sessions with appropriate advance notice with consideration of supervisee and supervisor schedules; cancel and/or reschedule supervisions when necessary with adequate prior notice; begin and end supervision sessions on time.

8. Be accessible for unplanned, unscheduled situations requiring supervision or consultation that may arise, e.g., crisis management.

9. Set an agenda for the supervision session, in consultation with the supervisee, and link content to the supervision contract.

10. Maintain appropriate documentation of supervision, including feedback form for supervision meetings, meeting notes and assignments, accumulated experience and supervised hours, and/or account balance for fees (if applicable).

11. Use high rates of reinforcement and pair with the delivery of reinforcement in supervision such that a) the supervisor becomes a conditioned reinforcer, and b) the supervisor becomes a discriminative stimulus for reinforcement.

12. Encourage, attend to, and praise supervisee disclosure; disclose to supervisees, when appropriate, in order to model appropriate problem solving and addressing of ethical concerns.
The Behavior Analytic Supervisor
A Proposed Task List

C. The Supervisory Relationship

3. Encourage, attend to, and praise supervisee critical thinking and problem solving, using shaping and fading, to increase supervisee independence and autonomy.

4. Know multiple formats of supervision, and adapt specific style of supervision to the specific needs of the supervisee, fading the level of guidance with increased supervisee competence.

5. Maintain a professional relationship, avoiding dual-relationships, and resolving any conflicts that arise immediately, in accordance with the BACB® Guidelines for Responsible Conduct

6. Address process issues within supervision; seek feedback and regularly self-evaluate performance as supervisor.

D. The Supervisor as Behavior Change Agent

1. Assess and identify, with the supervisee, the supervisee’s strengths and weaknesses relating to core skills, knowledge, attitudes, and competencies at the onset of supervision, and develop goals for improvement.

2. Clearly describe specific skills to be learned in supervision sessions and teach using modeling, behavioral rehearsal, and feedback.

3. Use a range of instructional methods in supervision, including modeling, behavioral rehearsal and feedback, guided reading or literature review, audiovisual demonstration, observation of supervisee practice (live or video-recorder), and provide opportunities for practice and problem solving.

4. Develop objective measures of supervisee performance and data collection methods designed to evaluate improvement; collect and share data on an ongoing basis.

5. Evaluate competency of supervisee based on direct measures of performance, including multiple occasions of observation (live or video-recorded), role-play, and or work sample.
The Behavior Analytic Supervisor
A Proposed Task List
D. The Supervisor as Behavior Change Agent

6. Provide verbal and/or written feedback on performance according to the BACB® Guidelines for Responsible Conduct: at least once per two weeks; in a way that increases the probability that the supervisee will benefit from the feedback; and using positive reinforcement as frequently as the behavior of the supervisee will allow (BACB, 2010); provide in-vivo feedback as often as possible.

D. The Supervisor as Behavior Change Agent

7. Demonstrate and model conflict resolution skills to address supervisee performance concerns, ethical dilemmas that may arise, or any other practice issues.

8. Use shaping and fading appropriately to increase the independence of the supervisee, and bring their behavior change repertoire under the stimulus control of the client and environmental conditions present in practice; teach to generalization.

D. The Supervisor as Behavior Change Agent

9. Develop a problem-solving and critical thinking repertoire in the supervisee, such that they are able to apply fundamental concepts, principles, and technologies to a variety of situations, independently.

Active Student Responding

The model of supervision most favorable to behavior analysts might be the
A. Psychodynamic
B. Person-Centered
C. Cognitive-behavioral
D. Developmental

Active Student Responding

From research that has given us supervisor attributes or traits, we would want to translate these into
A. Behavior analytic terminology
B. Competencies/skill sets
C. Theoretical orientations
D. Explanatory fictions

Active Student Responding

“empathy”, “warmth and understanding”, “approachability and attentiveness” might all be described from a behavior analytic perspective as:
A. Demonstrates fluency
B. Uses shaping and fading
C. Promotes generalization of skills
D. Uses positive reinforcement
Active Student Responding

“Respect for personal integrity, autonomy, and strengths” might be described from a behavior analytic perspective as:

A. Demonstrates fluency
B. Uses shaping and fading
C. Promotes generalization of skills
D. Uses positive reinforcement

Active Student Responding

Assertiveness, leadership, and total competence are all part of which essential skill set?

A. Business Skills
B. Basic Consulting Repertoire
C. Vital Work Habits
D. Advanced Consulting Strategies

Active Student Responding

A basic consulting repertoire consists of:

A. Interpersonal Communication skills
B. Persuasion and Influence
C. Negotiation and Lobbying
D. All of the above

Active Student Responding

Rather than relying on verbal report, a behavior analyst directly observes the behavior occurring in the natural environment. Which strategy does this represent?

A. Handling difficult people
B. Using shaping effectively
C. Can you show me that?
D. Performance management

Active Student Responding

Which of the following is NOT a section of the proposed task list for the behavior analyst supervisor?

A. Teaching Behavior Analysis
B. Organizing and Structuring Supervision
C. The Supervisory Relationship
D. The Supervisor as Behavior Change Agent

The proposed task list for the behavior analyst supervisor includes tasks regarding not only the skills required directly for supervision, but skills required:

A. for the supervisor’s own research
B. to teach courses in behavior analysis
C. for the supervisor’s own professional practice
D. to avoid liability and protect from litigation
Active Student Responding

The proposed task list for the behavior analyst supervisor is the result of:

A. A survey of hundreds of professionals working in the field
B. A committee’s year-long effort to draft a resolution
C. The speaker’s synthesis of summaries of clinical supervision research and publications on professional skills specific to behavior analysis
D. The speaker’s excessive temporal manual possession (too much time on his hands)

Conclusion

• Supervision’s important role
• Current guidelines insufficient
• Understanding of other models
• Research
• Attributes = Behavior
• Repertoire/skill sets

Next…

• Ethics!

References


References


References


References


