SUPERVISOR TRAINING
CURRICULUM OUTLINE (2.0)

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Overview

This curriculum outline is comprised of learning objectives, tasks, and considerations that are important for creating an effective supervisory relationship. Supervisors who oversee the work of (a) individuals acquiring fieldwork (i.e., experience) for BCBA or BCaBA certification (trainees) and (b) current BCaBA or RBT certificants who are required to have ongoing supervision (supervisees) are required to complete an 8-hour supervision training based on this curriculum before providing any supervision. Supervisors, supervisees, and trainees should confirm the date the supervisor completed the training prior to initiating the supervisor relationship.

Requirements for Training Providers

All ACE Providers are eligible to offer supervision training based on this curriculum outline. The cumulative duration of training must be at least 8 hours (but may be offered in units as brief as 1 hour). The training activities must include opportunities for trainees to demonstrate verbal or practical competence of the curricular areas below. Training may be conducted in person or online. Training providers must include a link to the BACB Supervisor Training Curriculum Outline, as well as the following text in all online and print materials for their training program:

“This training program is based on the BACB Supervisor Training Curriculum Outline (2.0) but is offered independent of the BACB.”

1 The term fieldwork will be used throughout this document to refer to the supervised practical experience required for obtaining BCBA or BCaBA certification.
Supervision of Ongoing Services

The section below applies to supervision of the ongoing delivery of behavior-analytic services and, thus, is particularly relevant to the supervision of BCaBAs and RBTs.

1) The supervisor should be able to state the purpose of supervision to the supervisee or trainee.
   a) Provide high-quality services that result in client improvement
      i) Create context for clear communication
      ii) Ensure procedural fidelity of service delivery
   b) Develop and maintain behavior-analytic, professional, and ethical repertoires of the supervisee (as relevant)
      i) RBT Task List and RBT Ethics Code
      ii) BCBA/BCaBA Task List and Professional Ethical and Compliance Code for Behavior Analysts
   c) Teach conceptual skills using applied case exemplars
      i) Philosophical underpinnings of behavior analysis
      ii) Concepts and principles of behavior analysis
   d) Develop problem-solving skills
      i) Responding to novel behavior and insufficient progress of clients
      ii) Addressing questions from clients/caregivers
      iii) Maximizing learning opportunities for clients
   e) Monitor and evaluate decision-making skills
      i) Professionalism decisions
      ii) Ethical decisions
      iii) Treatment decisions
   f) Model assistance-seeking skills
      i) Identifying problems
      ii) Providing opportunities for feedback
      iii) Seeking assistance from appropriate parties
   g) Improve and maintain beneficial repertoires of the supervisee or trainee
      i) Progress monitoring
      ii) Opportunities for advancement
   h) Model effective supervision practices
      i) Professional behaviors
      ii) Ethical behaviors
      iii) Training behaviors
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2) The supervisor should be able to describe the strategies and potential outcomes of ineffective supervision.
   a) Identify low-quality client services
      i) Insufficient client progress
      ii) Potential for harm to clients
   b) Identify poor performance
      i) Inadequate practice repertoires
      ii) Inadequate professional repertoires
   c) Monitor indicators of potentially unethical behavior
      i) Inability to identify ethical issues
      ii) Inability to problem solve and make decisions in novel or unfamiliar settings
   d) Evaluate modeling of effective supervision practices
      i) Missed training opportunities
      ii) Production of ineffective supervisors
   e) Reduce the risks associated with high-volume work hours
      i) Lower likelihood of compliance with supervisor recommendations
      ii) Costs of attrition

3) The supervisor should be able to prepare for the supervisory relationship with the supervisee or trainee.
   a) Determine feasible supervision capacity based on available time and resources for the following activities:
      i) Maintenance of effective services
      ii) Available institutional/organizational resources
      iii) Identification of billable vs. non-billable time, if relevant
      iv) Access to supervision sites (e.g., travel time required)
      v) Preparation of content for supervision
      vi) Timely responding to correspondence (e.g., calls, texts, emails)
   b) Verify and review BACB certification maintenance requirements
      i) Supervision requirements
      ii) Competency assessment requirements (RBT)
      iii) Continuing education requirements (BCaBA)
   c) Verify certification status
      i) Use the BACB registry to check status of certification
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d) Create a secure record system to document the supervisory relationship with the following information:
   i) Supervision contracts and forms
   ii) Supervision and work logs
   iii) Background checks
   iv) Supervision performance evaluations
   v) Required documentation for a BACB audit

4) The supervisor should be able to establish a plan for structured supervision content and evaluation of competence for supervisees and trainees.

   a) Review the nature of supervision and include the following:
      i) Set performance expectations
      ii) Observe, implement behavioral skills training, and deliver performance feedback
      iii) Model technical, professional, and ethical behavior
      iv) Guide strategies for developing behavioral case conceptualization, problem-solving, and decision-making repertoires (e.g., consider motivating operations, discriminative stimuli, functions of behavior)
      v) Review written materials (e.g., behavior programs, data sheets, reports)
      vi) Oversee and evaluate the effects of behavioral service delivery
      vii) Provide ongoing evaluation of the effects of supervision

   b) Review frequency, type, and structure of supervision sessions and consider the following:
      i) Schedule
      ii) Location
      iii) Individual vs. group supervision
      iv) Meeting agendas
      v) Multiple supervisors

   c) Review expectations for behavior while feedback is being delivered, including the following:
      i) Engagement in active listening (eye contact, posture) and engagement (question asking, paraphrasing) strategies
      ii) Taking notes during feedback meetings
      iii) Restatement of feedback to check for understanding
      iv) Requests for clarification, examples, or models as needed
      v) Acknowledgement of responsibility for errors (take responsibility)
d) Review expectations for behavior after feedback has been received, including the following:
   i) Acknowledgement of the feedback received
   ii) Goal setting for behavior-change goals
   iii) Progress monitoring plan

e) Set appropriate boundaries
   i) Response-time expectations
   ii) Multiple relationships
   iii) Preferred means of communication (e.g., face-to-face, phone, text, email)

f) Review supervisee or trainee performance evaluation processes
   i) Frequency
   ii) Type (e.g., written correspondence, meetings)
   iii) Formal and informal reviews
   iv) Areas of performance (e.g., professionalism, organization, time management, program implementation, ethics)

g) Review supervisor performance evaluation processes
   i) Frequency
   ii) Type (e.g., written correspondence, meetings)
   iii) Formal and informal reviews
   iv) Areas of performance (e.g., professionalism, time management, effectiveness, ethics)

h) Identify the conditions under which a supervisory relationship may end
   i) Identification of a new supervisor
   ii) Continued failure to meet learning goals

5) The supervisor should be able to create committed and positive relationships with supervisees or trainees.
   a) Use positive body language when interacting
      i) Eye contact
      ii) Posture
      iii) Affirmative movements
   
   b) Communicate regularly
      i) Follow-up
      ii) Regular check-ins
      iii) Timely responses to questions and concerns
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c) Review and provide timely feedback on documents, including:
   i) Data sheets and graphs
   ii) Written protocols and reports
   iii) Treatment notes
   iv) Behavior plans
   v) Professional correspondence
   vi) Training materials
   vii) Portfolios

d) Provide undivided attention during supervision
   i) Engage in active listening strategies
   ii) Take notes
   iii) Remove distractions (e.g., phone and email notifications)

6) The supervisor should be able to use behavioral skills training to improve supervisee or trainee performance.

   a) Deliver clear, succinct, and detailed instructions
      i) Describe rationale for why the target skills are to be trained
      ii) Provide vocal and written descriptions of the target skills
      iii) Use clear, concise, and simple instructions when describing the skill
      iv) Require active participation from the learner

   b) Model the required skills across all relevant contexts
      i) Incorporate role play, in vivo, and video modeling
      ii) Use role models, peers, and self-modeling
      iii) Deliver instructions concurrently with the model

   c) Find and create opportunities to rehearse skills
      i) Use in vivo and role play scenarios
      ii) Rehearse immediately after the skill is demonstrated
      iii) Practice the skill in relevant settings

   d) Deliver effective feedback to shape performance
      i) Provide contingent, descriptive feedback immediately after skill rehearsal
      ii) Correct errors using empathy statements and descriptive information on how to improve
      iii) Provide vocal, written, modeled, video, and graphic feedback
      iv) Deliver feedback individually and to a group
      v) Deliver feedback using formal and informal methods
      vi) Incorporate self-monitoring
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e) Repeat behavioral skills training steps until skill reaches mastery
   i) Set a pre-determined mastery criterion for the skill
   ii) Measure procedural fidelity with the skill
   iii) Assess application and generalization of skill to new targets, clients, and settings
   iv) Schedule follow-up competency checks
f) Train across skill areas that are relevant
   i) Measurement, data displays, and interpretation
   ii) Assessment and treatment procedures
   iii) Professionalism
g) Describe the detrimental effects of withholding feedback
   i) Poor quality control
   ii) Development of an apathetic relationship
h) Describe the detrimental effects of performing skills independently prior to demonstrating competency
   i) Increase likelihood of harm to the client
   ii) Develop a history of incorrect responding
i) Describe the detrimental effects of avoiding practice opportunities for weak or absent skills within repertoires
   i) Lack of commitment to supervisee’s or trainee’s training
   ii) Failure to improve client services
Supervision of Trainees

In addition to the section above, supervisors have additional responsibilities when supervising trainees pursuing BCBA or BCaBA certification; these responsibilities are described below.

1) The supervisor should be able to comply with relevant BACB fieldwork requirements when supervising a trainee pursuing BCBA or BCaBA certification.
   a) Review the requirements for those pursuing BCBA or BCaBA certification that are specific to the trainee, including:
      i) Degree requirements
      ii) Coursework requirements
      iii) Fieldwork requirements
      iv) Maintenance requirements
   b) Develop, review, and sign a supervision contract prior to beginning supervision
      i) Write a comprehensive supervision contract
      ii) Review the supervision contract
      iii) Clarify and agree to scope of supervision
      iv) Review the conditions under which a supervisor may refuse to sign forms
      v) Provide copies of signed contracts to all parties
   c) Document the supervisory relationship
      i) Fieldwork verification forms
      ii) Supplemental documentation systems
      iii) Professional portfolios
      iv) Filing system
   d) Collaborate to establish training objectives aligned with the BCBA/BCaBA Task List based upon the following:
      i) Trainee interests
      ii) Trainee deficits
      iii) Coursework objectives
      iv) Goals
   e) Measure trainee progress towards training goals that are aligned with the BCBA/BCaBA Task List
      i) Knowledge-based evaluations
      ii) Performance-based evaluations
f) Identify training opportunities designed to develop and improve trainee skill sets that align with the BCBA/BCaBA Task List and fieldwork requirements
   i) Appropriate vs. inappropriate fieldwork activities
   ii) Restricted vs. unrestricted fieldwork activities

g) Provide a variety of fieldwork opportunities that are tied to the BCBA/BCaBA Task List
   i) Establish pre-determined mastery criterion
   ii) Incorporate behavioral skills training
   iii) Identify trainee and supervisor responsibilities for progression through the task list

h) Create assignments designed to improve and extend the trainee skill set that align with the BCBA/BCaBA Task List
   i) Assign type (e.g., written, oral, video)
   ii) Assign hour allocation
   iii) Set deadlines
   iv) Document evidence of completion

i) Model and teach professionalism
   i) Time management (e.g., measure planned activities vs. actual activities, adherence to deadlines)
   ii) Organization (e.g., measure client programming, meeting preparation)
   iii) Prioritization (e.g., measure appropriate allocation of time towards tasks based on criticality)
   iv) Social skills (e.g., evaluate posture, adaptation to audience)
   v) Interpersonal skills

j) Regularly monitor the supervision experience for effectiveness
   i) Review the supervision contract and goals periodically to determine satisfaction with the trainee experience (e.g., evaluate frequency and structure of meetings, goals, areas of deficiency)
   ii) Review supervisor competencies
      1. Identify self-selected goals for supervision
      2. Self-rate supervisory activities
      3. Use supervisor peer-overlap of supervision activities for the purpose of obtaining peer feedback when possible

k) End the supervisory relationship appropriately
   i) Complete the accrual of supervised fieldwork hours
   ii) Plan for fading supervisor-trainee contact
   iii) Plan for continued mentorship
2) The supervisor should be able to evaluate the effectiveness of supervision of the trainee.
   a) Assess baseline skills
      i) Conduct interviews
      ii) Conduct observations
      iii) Consult with previous supervisors, given consent from supervisee or trainee
      iv) Review writing samples and portfolios
      v) Review the BCBA/BCaBA Task List
   b) Schedule observations with clients
      i) Conduct in-vivo observations
      ii) Conduct live video observations
      iii) Conduct recorded video observations
   c) Evaluate supervision based on client performance where appropriate
      i) Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
      ii) Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity/satisfaction questionnaires)
   d) Evaluate supervision based on supervisee or trainee performance
      i) Objective measures of direct observation of supervisee or trainee behavior addressed in training and supervision
      ii) Interviews and direct observations of supervisee satisfaction with training and supervision
   e) Evaluate professionalism using objective or subjective measures as appropriate
      i) Attire
      ii) Social interactions
      iii) Attendance
      iv) Time management
      v) Organization (e.g., measure client programming, meeting preparation)
      vi) Flexibility (e.g., evaluate problem-solving and responsiveness to changes in tasks)
   f) Evaluate the fidelity of implementation of specific interventions
      i) Objective measures
      ii) Self monitoring
      iii) Peer monitoring
      iv) Supervisor monitoring
g) Describe the potential outcomes of ineffective supervision practices, including the following:
   i) Limits the supervisor’s ability to replicate effects of effective supervision with subsequent supervisees or trainees
   ii) Disorganized supervisory fieldwork that is time and cost prohibitive
   iii) Discourages effective supervisors from supervising
   iv) Models ineffective supervisory practices to the supervisee who may later become a supervisor
   v) Increases potential risks of harm to current and future clients and supervisees or trainees

3) The supervisor should be able to incorporate ethics and professional development into supervision of trainees.
   a) Identify relevant ethical requirements and remain in compliance with them
      i) Professional and Ethical Compliance Code for Behavior Analysts
      ii) BACB code-enforcement systems
      iii) Licensure laws
      iv) Other policies (e.g., funding and institutional requirements)
   b) Analyze and solve ethical dilemmas
      i) Engage in problem-solving activities
      ii) Seek assistance when necessary (e.g., colleagues, supervisors, mentors)
   c) Identify and develop new areas of defined competency to ensure ethical supervision
      i) Review literature related to new competency areas
      ii) Engage with professional groups in new areas of practice
      iii) Pursue training and supervision in new areas
      iv) Identify necessary requirements for new areas of practice
   d) Pursue professional development opportunities for supervisors
      i) Create a continuous learning community to enhance behavior-analytic skills (e.g., study groups and journal clubs)
      ii) Read the literature (e.g., supervision, ethics, practice)
      iii) Attend professional development activities (e.g., conventions, workshops, webinars)
      iv) Engage in peer review
      v) Seek mentorship
      vi) Consult with colleagues
      vii) Participate in professional networks
      viii) Develop self-care strategies to maintain healthy and stable work environments
Selected Supervision Resources


