Project 11: Ethical Supervision of Others

This project is designed to be used towards the end of supervision. The supervisee/trainee develops a complete supervision experience for a staff member under her or his direct supervision.

Pre-Assessment

Items are from the BACB 5th edition task list, but applicable to both BACB 4th and 5th edition task lists.

Mastery: 100% competency in both verbal and practice performance as assessed by supervisor.

Task list item	Can discuss fluently?	Observed to perform correctly?
I-1: State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervision performance).		
I-2: Establish clear performance expectations for the supervisor and supervisee		
I-3: Select supervision goals based on an assessment of the supervisee's skills		
I-4: Train personnel to competently perform assessment and intervention procedures		
I-5: Use performance monitoring, feedback, and reinforcement systems		
I-6: Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance		
I-7: Use function-based strategies to improve personnel performance.		
I-8: Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires)		
% of task list items performed correctly		

SupervisorABA

Activity Task Analysis and Rubric

Pre-requisite: Mastery of pre-assessment items.

Scoring: Rate supervisee on each step, and have supervisee self-assess prior to meeting. Compare ratings at meeting to check agreement.

Mastery Criteria: Satisfactory rating on 100% of steps. Repeat steps that are rated "Needs Improvement" or "Unsatisfactory" until rated "Satisfactory."

Step		Satisfactory	Needs Improvement	Unsatisfactory
1	Identify a staff supervision relationship in which the trainee is a supervisor for a staff member (e.g., TA or paraprofessional).	Identifies an appropriate staff member to be supervised	Needs assistance to identify an appropriate staff member to be supervised	Does not identify an appropriate staff member to be supervised
2	Develop or identify and perform an assessment of the staff member's skills in a specific area (e.g., DTT, NET, implementing BIP).	• If available, appropriate assessment selected for the environment • If not available, an appropriate and conceptually systematic assessment is developed • Clearly uses a functional assessment approach • Assessment is performed and evaluated or summarized in a timely manner • Assessment is conducted and communicated respectfully to staff member	Most components included	Most components not included

3	Use assessment results to develop goals for supervision of the staff member.	Goals are selected based on results of assessment	Goals are not clearly based on results of assessment	No goals selected
4	Create a list of performance expectations for staff member and self as supervisor.	• Clear • Complete • Concise	Most components included	Most components not included
5	Develop a training plan using Behavioral Skills Training and Performance Feedback to address goals of supervision of the staff member (see Project 7).	• Training plan is conceptually systematic • Includes BST • Includes PF • Targets goals identified	Most components included	Most components not included
6	With supervisor's approval of plan, and supervisor observation, trainee implements the training plan using BST and PF to address goals of supervision of the staff member (see Project 7).	Implements plan independently, without support or corrective feedback	Requires moderate support or corrective feedback	Requires significant support or corrective feedback
7	Develop data collection plan to assess effectiveness of training plan on staff member's target behavior.	• Objective • Practical • Includes procedural fidelity data • Includes IOA on client data	Most components included	Most components not included
8	Collect data on staff member's performance and client outcomes to assess the effectiveness of the training plan.	Implements data collection plan independently, without support or corrective feedback	Requires moderate support or corrective feedback	Requires significant support or corrective feedback
9	Interviews staff member to collect social validity data on acceptability and effectiveness of training.	• Questions are pertinent • Questions are asked respectfully • Staff member is encouraged to answer candidly	Most components included	Most components not included

10	Adjust training plan as needed based on results of assessment of effectiveness and social validity, and plan next step in training of staff member.	• Training plan is adjusted reasonably given results of assessments • Next step in training plan is appropriate given results of assessments	Most components included	Most components not included

Summary Feedback

Supervisor to supervisee feedback	Satisfactory	Needs Improvement	Unsatisfactory
Supervisee demonstrated understanding of feedback by changing or adjusting behavior and/or by restating feedback			
Supervisee completed activities in a timely fashion			
Supervisee asked for help or clarification as needed			
All work was professionally presented			
Is the supervisee ready to do this task independently, and if not, what further training/activities need to be conducted?			
Other comments and next steps:			

Supervisee to supervisor feedback	Satisfactory	Needs Improvement	Unsatisfactory
I was prepared to do this activity by meeting the pre-requisites			
My supervisor provided clear instructions			
My supervisor responded to questions in a timely, thorough way			
My supervisor provided positive and constructive feedback			
Was this activity useful in your training as a behavior analyst?			
Other comments and next steps:			