Effective Supervision and Mentoring in Applied Behavior Analysis

Introduction

Throughout a behavior analyst's endeavors within the field of applied behavior analysis (ABA), one may encounter the need to deliver effective supervision strategies and techniques. It is vital that strong relationships are built, and higher-order skills are taught throughout any supervisory endeavor. Therefore, it is key that a behavior analyst is able to draw from a conceptually sound set of supervision practices that will guide their actions in becoming a better supervisor or mentor at any point in their career.

Within one's supervisory experience, a behavior analyst should work toward celebrating people from diverse cultural backgrounds and life experiences (e.g., race, ethnicity, gender identity). Self-reflection can be used as a tool to guide the development of plans for a behavior analyst's professional growth and for fostering the growth of others. Throughout the supervisory process, it is ideal that different strategies are identified that can be used to build a strong and collaborative supervisory relationship and that a competency-based approach is used toward the development of effective supervision.

In this course, participants will learn to (1) identify strategies for building a strong and collaborative supervisory relationship, (2) discuss the impact that culture can have on a supervisory relationship, and (3) identify a competency-based approach toward effective supervision.

Section 1: Supervision and Mentorship of Relationships within ABA

The overall development of the field of ABA is impacted by effective supervision and how this supervision promotes the delivery of behavioral services that are high in quality as well as the development of both the supervisee and supervisor.

Within the field of ABA, a Board Certified Behavior Analyst® (BCBA®) provides direct supervision to Registered Behavior Technicians® (RBTs®) and Board Certified Assistant Behavior Analysts® (BCaBAs®). Additionally, a BCBA® may supervise individuals who are seeking certification as a BCBA®. These individuals may not have previously been a RBT® or BCaBA®.

Within the area of supervision, the Behavior Analyst Certification Board® (BACB®) delineates that there are several purposes that should help to guide the process (BACB, 2020). One of the main purposes that is outlined is that the supervisor should direct the actions and behaviors of supervisees that are less experienced as well as increase the service quality and outcomes directly associated with the client. Another purpose of supervision is that it should not only improve but also maintain the skills of the supervisee within areas of the field that are relevant to their own practice. This is indicative that the supervisor will participate in the direct training and performance management of the supervisee as it relates to their current performance. A third purpose of supervision is that it should be devised in a manner that allows for the development of the behavior analytic, professional, and ethical repertoire of the supervisee. An additional purpose of supervision is that it should direct behavioral case conceptualization, solving of problems, how to make decisions, and how to seek out assistance for the supervisee. Lastly, supervision should provide the opportunity for modeling effective supervision practices for the supervisee as they may, in turn, supervise others when they become credentialed.

Supervision is important and can impact the professional development of supervisees as it relates to their treatment skill sets, ethical skill sets, values and professional behavior, and their interpersonal and communication skills. The supervisor is a monumental figure in shaping the repertoires of potential behavior analysts and how these individuals can produce valued behavior change for clients and represent the profession and field of ABA. Additionally, the supervisor

functions as the individual who establishes professional values, coaches individuals on their own interpersonal skills, and helps to shape organizational and time management skills so that supervisees are successful behavior analysts after their training has been completed. After a supervisee has become credentialed, this behavior analyst will still benefit from continued training and oversight from individuals that are more experienced professionals. This allows them to continue to receive guidance on how to develop into a professional. Furthermore, supervision should be looked at as an opportunity to develop and maintain a meaningful and rewarding relationship between the supervisor and supervisee that guides the professional growth of both individuals.

The supervisor is responsible for the outcomes of the client and the supervisee's professional growth. When a supervisor views a supervisee as an individual that they are in a relationship with, they are then more likely to care about the long-term effects that their supervision will have on the supervisee. A healthy relationship within supervision allows for the individuals to be more responsive to each other's needs. It also guides each individual to think about how their own actions will impact one another and the relationship as well as demonstrate how much one another cares for each other. It is important for both parties to understand that a relationship is always evolving and dynamic. A relationship may not develop into a positive and productive collaboration if both individuals in the relationship are not aware that they are in a relationship or if they do not commit to making the relationship a positive experience.

Each individual within the relationship should receive benefits from the relationship. This will allow the relationship to evolve in a constructive and positive manner. The supervisee may experience a multitude of benefits including: an individual that is competent and can model different technical skills, answers that can be provided to questions that they may have, assistance that can be provided when a difficult decision needs to be made, a variety of learning

opportunities that can be provided, and a safety net through the availability of a more experienced person that will have accountability for the quality of services provided. When supervision is delivered effectively and with high standards, additional benefits can be provided such as: a model that is effective at demonstrating how to approach and handle professional situations, a relatively high rate of reinforcement for performance approximations that are made when the skill is being initially learned, a clear explanation as to why or how a situation could have gone wrong, additional resources for how duties are able to be performed more efficiently and effectively, and opportunities for continued growth beyond that of the minimum requirements necessary within the context. As the relationship between supervisor and supervisee begins, the supervisor takes on the role of a mentor and teacher while the supervisee gains knowledge from direct teaching and the model that the supervisor provides during different aspects of the professional role. As time progresses, the supervisee should be able to gain more confidence, independence, competence, and higher order skill development while the supervisor will monitor as these changes take place and allow the supervisee more independence as challenging opportunities are presented.

Additionally, the supervisor will also benefit from engaging in a supervisory relationship. A supervisor that is happy and committed will understand that this supervisory relationship will be beneficial to them in the long run. Some of the benefits that a supervisor may experience can be: learning skills that are new to them, growing in a professional manner, and contributing to the field of behavior analysis; developing additional ways to communicate knowledge to others that are flexible; and developing a deeper understanding of the different concepts, principles, procedures, and the literature that are available to them. Additional benefits that may also be available to the supervisor include: a renewal of their

enthusiasm and passion for the field of behavior analysis, and development of a meaningful, human relationship that makes one's professional life better.

Ultimately, the greatest impact that a healthy supervisory relationship could have for the supervisor is that it can allow for a positive and lasting impact on the field of behavior analysis. The field can benefit not only from serving clients directly and teaching skills or reducing challenging behaviors for these individuals, but it can also benefit from knowledgeable individuals teaching others to demonstrate skills in a similar manner. Through teaching others, this can exponentially increase the impact that one individual may have on the field of behavior analysis. The supervisor should work to focus on instructing the supervisee on how to learn, reflect, solve problems, and make data-based decisions that are based on the literature when serving others. This will allow the supervisee to be the best version that they can be.

Section 1 Personal Reflection

When thinking about the supervisors that you have had, how strong were each of these relationships? What is something that either strengthened or weakened each of these relationships?

Section 2: Building a Solid Foundation for a Collaborative Supervisory Relationship

A supervisory relationship that is effective requires that a foundation based on collaboration between the supervisor and supervisee to exist. Both of these individuals will need to be able to contribute to the goals, activities, and outcomes that are delineated within supervision. The contributions that are made by both parties may not be equal or identical. These contributions will also change as the

supervisory relationship changes. Initially, the supervisor will have more influence on goal setting, but as time progresses, the supervisee will demonstrate greater influence. The main goal regarding a collaborative effort in supervision is that both individuals are able to communicate in a respectful and honest manner and that each individual feels that their input, effort, and ideas are heard and valued (Mohtady et al., 2016). Additionally, when individuals are able to participate, this can further enhance outcomes and the satisfaction of the individuals involved.

When evaluating collaboration within a supervisory relationship, collaboration may be viewed as focusing on skill development, prioritizing the goals for supervision, and maintaining the health of the supervisory relationship. Both the supervisor and supervisee should collaborate on the development of new skill repertoires for the supervisee. This skill development is likely to continue seamlessly and quickly if the supervisor and supervisee feel that they are a part of the process and responsible for the desired outcomes. The focus of supervision may change over time as new skills are developed and acquired and more difficult problems are faced and remedied. When both individuals are able to have input into the prioritization of the focus surrounding supervision, then complimentary goals may be able to be identified. Additionally, a collaborative supervisory relationship should involve bi-directional feedback and open dialogue about the interactions that occur during supervision. As a supervisor and supervisee continue to collaborate throughout the entirety of the supervisory relationship, they may never encounter barriers (i.e., frustration regarding goals of supervision). However, if a barrier were encountered, then this could be resolved quicker and more easily with a better result for progress for the supervisee and outcomes for the client.

If the supervisory relationship is not developed with clear guidelines or mutual agreement and respect, then the relationship may become dysfunctional. Therefore, it is important to establish different components that can be used to

develop a strong relationship from the beginning. There are two core components that are ideal for beginning a strong supervisory relationship: understanding expectations and conditions and a committed and positive relationship.

Conditions and Expectations of Supervision

One component that can be identified for beginning a strong supervisory relationship relates to the shared understanding of both the supervision expectations and the conditions. It is vital that both the supervisor and supervisee understand their own roles, the supervisory process, and the scope of what supervision will entail. Specific expectations will vary based on the different conditions that the supervisee and supervisor are exposed to. However, some of the general areas that expectations may need to be established for include: interpersonal interactions and professionalism with others and within the field, timeliness for responding to others and attendance in meetings, how to meet deadlines of assignments and produce a high quality product, and how to respond to feedback. Within each of these areas, the supervisor should outline the expectation (i.e., the behaviors that the supervisor would like to see of the supervisee) as well as delineate examples of specific behaviors that would meet the criterion that is outlined.

After the supervisor's expectations have been discussed and clarified, the supervisor can direct the supervisee to discuss their own expectations and goals of supervision. The supervisor should be aware that the supervisee may not have well formulated goals or expectations of supervision. Therefore, the supervisor should be willing to teach the supervisee different strategies for thinking through the process in greater depth about their own goals and expectations for supervision so that they can determine their own personal and professional goals,

reflect on the supervisory relationship, and identify their own preferences concerning components involved in supervision.

These expectations should be established early on in the supervisory relationship, typically within the first or second meeting. Some supervisees may be fairly new to professional relationships and may not completely understand the etiquette and any ethical guidelines that are present concerning therapeutic or supervisory relationships. For example, the supervisor should address with the supervisee how they would like to be addressed during supervision. On the other hand, the supervisor may also ask the supervisee to brainstorm how they would like to be referred to by clients.

The supervisor should also make it clear that the supervisee is now partaking in a professional role and discuss what this role includes. There are professional expectations within this role for how one should dress, the time that one should arrive to work and meetings, interpersonal interactions, and how one should act professionally within a meeting (Kazemi et al., 2018). The supervisee should be able to understand this new professional role differs from any prior personal roles. Additionally, the supervisee should be prepared to ask questions if they do not know or understand something. The supervisor can help facilitate this by outlining this component within the expectations that are discussed. Lastly, the supervisor should also be able to provide texts or additional resources that can help develop professional behavior. Furthermore, the supervisor should also delineate that the ethical codes outlined by the BACB® should be adhered to for all interactions and actions that are conducted (BACB, 2020).

Committed and Positive Relationships

Within this component of effective supervision, the supervisor should work to convey a strong commitment to establishing a learning environment that is

positive. A committed and healthy learning environment includes several things. This environment should include an acknowledgement of the learning process, attentiveness, an inviting dynamic for different perspectives and diversity, and communication and feedback that is continuous. Even within the best learning environment, the supervisee is expected to both grow and make some mistakes. This expectation should be expressed by the supervisor so that the supervisee understands that the supervisor is committed to their learning process. Additionally, the supervisor should be attentive during supervision sessions. They should work to eliminate any distractions, ask questions, and explain information in detail. Commitment can also be conveyed through the supervisor being pleasant and caring, getting to know the supervisee, praising successes and accomplishments, and by being respectful and professional. These actions that are displayed by the supervisor act as a model for the supervisee's behavior and demonstrate that the supervisor values the supervisee and that of the supervisory role (Sellers et al., 2016a). Additionally, some of these actions between the supervisor and supervisee in an effort to build rapport with one another may also result in an increase in trust and comfort, greater productivity, and greater discretionary effort from the supervisee (Curry et al, 2019).

Throughout the supervisory process, the supervisor should ask the supervisee what their perspective is and their feelings regarding their commitment to the supervisory relationship. While this may be important to do in any relationship, it becomes even more vital to do as the life experiences between the supervisor and supervisee become more diverse. Certain actions may demonstrate a lack of commitment to the supervisory relationship or that the relationship is not valued. Additionally, being distracted during a supervision session or canceling supervision meetings may be just as damaging to the supervisory relationship as delivering harsh feedback.

At the beginning of the supervisory process, the supervisor and supervisee may have chosen to engage in this relationship together. When this is the situation, this may allow for a positive relationship to develop between the two individuals with very little effort. However, not all situations are like this. Sometimes, the supervisee may be assigned to the supervisor for supervision sessions. This may be less than ideal for both individuals and not produce excitement or an eagerness to start the supervisory relationship. When this is the situation, it is vital that a structured process is followed for the supervisor so that they are able to learn about the supervisee's goals and perspectives. When a structured process is not able to be used, the supervisor may be at a disadvantage and not be able to learn things about the supervisee that may help to increase their motivation so that the supervisor is able to guide the supervisee to pursuing a career that is meaningful.

Ultimately, the supervisor should want to develop a relationship with the supervisee that allows for feedback and guidance to be valued by the supervisee. In turn, the supervisee should want to be actively involved in supervision meetings, and the supervision process should result in the development of skills for the supervisee. A supervisor can help encourage interest and commitment from the supervisee by delivering frequent and specific feedback as well as praise (Sellers et al., 2016). There are some people that have a history where the delivery of feedback has been an aversive experience for them. Therefore, a supervisor should be cognizant of these experiences and initiate discussions with the supervisee regarding their preferences for supervision particularly when feedback is used as a main source of communication between the parties.

There are several recommendations that can be made when delivering feedback. First, refrain from using the "feedback sandwich." The feedback sandwich is referenced when corrective feedback is delivered in between positive statements. Although this approach is heavily recommended in management resources, this

strategy can lead to discounting the use of positive statements. It is recommended that feedback should be delivered frequently and specifically (Park et al., 2019). This feedback should include statements regarding the desired behavior as well as any behavior that needs to be corrected. The supervisor should provide descriptive statements to the supervisee about what they are doing well and the effects that their correct performance is having on their environment and situation. Another common recommendation that has been made surrounding the delivery of feedback is to deliver the feedback after a performance opportunity. While this may be preferred for some individuals, other individuals will prefer feedback prior to a session or not have a preference at all (Aljadeff-Abergel et al., 2017). Therefore, it is important that the delivery of feedback should be based on the preferences of the individual and their own history of learning. A supervisor should be willing to adjust various aspects of feedback dependent on the supervisee, monitor the effects that their feedback is having on the supervisee, and make changes to the delivery of feedback when it is necessary.

By setting the expectation that feedback can be both a positive and constructive process for the supervisor and supervisee, this will probably redefine feedback for the supervisee. This will allow the supervisee to understand that feedback should be a collaborative effort and that it will be used to improve their skill set. These expectations will also help to prepare the supervisee for sessions where they will receive feedback and model for the supervisee how to provide feedback within their current relationship. This is a vital component of feedback as a supervisee should also provide their supervisor with feedback due to this being a collaborative supervisory relationship.

Section 2 Personal Reflection

What does the term feedback mean to you? Have you experienced situations previously that make you nervous or uncomfortable to receive feedback from a supervisor? How can you alleviate these feelings moving forward?

Section 2 Key Words

Feedback sandwich - when corrective feedback is delivered in between positive statements

Section 3: The Impact of Culture on a Supervisory Relationship

Cultural differences can have an impact on supervisory practices even if the supervisor or supervisee are not aware of it. Within the field of behavior analysis, behavior analysts are required to perform various behavior analytic activities, even supervision, within diverse environments. The supervisory process should be a collaborative experience for both the supervisor and supervisee; however, this collaborative process can become challenging when a supervisee and supervisor have different life experiences and cultural identities. Therefore, it is important to understand the general concepts that surround culture.

In the field of behavior analysis, culture is defined as learning histories that are shared by different groups of people that result in similar patterns of behavior being exhibited by individuals involved in the group (Sugai et al., 2012). Although there have been increased efforts to understand, appreciate, and increase diversity within the field of behavior analysis, the discipline of behavior analysis is not particularly diverse. Despite this limited reach, the BACB® demands that responsibility be taken regarding this matter. In fact, the BACB® has developed ethical guidelines that even support the further development and expansion of

human diversity and inclusiveness within the field. A behavior analyst is to be competent in order to supervise individuals that are of a different "age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status" (BACB, 2020). If a behavior analyst does not feel that they are competent to supervise others, then they will need to search for guidance or refer the supervisee to someone who is competent to supervise.

Cultural responsiveness refers to a set of practices that are consistent with appreciation and respect for the diversity of others. There are several core features that are included within approaches that are culturally responsive. One core feature is that these approaches stress the importance of assessing and understanding one's own cultural experiences. These approaches also understand the importance of learning from and appreciating the cultural experiences of other individuals. A third core feature is that these approaches suggest creating systems that are designed to meet the social, cultural, and linguistic needs of individuals that have experienced diverse backgrounds. Practices that are culturally responsive look to address any inequities that are related to one's identity (Riehl, 2000). Additionally, a professional obligation exists that seeks educational justice and inclusion for all individuals within a community.

Cultural humility stresses the importance of understanding the power differentials that are prominent in professional relationships as well as the benefits of being humble as it pertains to cultural knowledge. Humility allows supervisors to be able to admit when they are not sure or do not know something as well as engage in a pursuit of understanding and learning. When cultural differences exist between that of a supervisor and supervisee, this provides the opportunity for learning about how these differences can affect a supervisory relationship.

Differences between a supervisor and supervisee require constant evaluation and a willingness to alter the skills and strategies that are often used within supervisory relationships. There are different areas within the supervisory relationship that allow for an opportunity for cultural learning. One area is within

the different preferences and values that people have. Behavior analysis is based on the notion that people are motivated by a variety of things under different conditions and based on the learning history of the individual. Therefore, the supervisor and supervisee may vary greatly in the way in which they respond to different situations that occur. However, having relationships with individuals from diverse backgrounds can be beneficial in a multitude of ways. First, learning can occur regarding how to interact and engage with individuals from different backgrounds and learning experiences. Additionally, fluency will be established for how to respond to different kinds of problems.

There are times when a cultural difference between a supervisor and supervisee exists but it remains subtle. This can then, in turn, lead to discomfort that is present during the supervisory process. When individuals respond differently to the same stimuli based on their own personal learning history, this may further exacerbate the discomfort between the two parties. For example, one individual may feel that by being silent, they are demonstrating respect for the other person and thinking about what was stated. On the other hand, another individual may see this same moment of silence as being ignored and disrespected. Therefore, it is important for the supervisor to be able to determine when discomfort is present within the supervisory relationship and to know how to respond in these situations. When these situations occur, the supervisor should work to alleviate the discomfort by asking the supervisee kind and open-ended questions about the supervisee's experiences. Next, the supervisor should listen thoughtfully to the responses that the supervisee provides and be willing to ask the supervisee to elaborate on their response or provide examples of what they are referring to. Then, a plan of action should be developed that includes problem solving and a resolution process.

Another area within the supervisory relationship that allows for cultural learning is when power differences exist among individuals. These power differences can further be heightened by the differences that are present in one's culture and identity. Sometimes, group membership may determine the differences that exist

in power within a specific interaction or environment. Various group memberships may include gender, race, ethnicity, religion, or even education. When different backgrounds exist among a supervisor and supervisee, these dynamics can have an impact on the relationship between the two parties. One person may be viewed as having more authority over another person or that their opinions take priority over the opinions of others. These unspoken rules regarding power differences may result in a supervisee that feels uncomfortable or that they do not have the same access to opportunities as other individuals. When these differences exist, a supervisor should develop a plan to address the difficulties that are present. This can be accomplished by the supervisor discussing privilege and disadvantages with the supervisee directly so that specific areas can be highlighted that need to be addressed.

An additional area within the supervisory relationship that allows for cultural learning is when assumptions are made by the supervisor that result in tension, conflict, and avoidance. There are a few assumptions that a supervisor may make. One assumption is that the supervisee has bad intentions. As a good rule of thought, it is better to assume good intentions of a supervisee, and the notion that most supervisees are seeking supervision because they value the opportunity that they have been provided to learn. If there is doubt regarding this based on the supervisee's behavior, then it is best for the supervisor to have an open discussion with them about this. Another assumption that a supervisor may make is that the supervisee has the same values and preferences that they do. This can sometimes be seen if there are conflicting values regarding clients. When these situations arise, it is important for a supervisor and supervisee to engage in perspective taking. Perspective taking is considered to be a critical skill that should be acquired for cultural responsiveness (Barrera & Kramer, 2009). It can be thought of as trying to view an issue from another person's point of view by placing oneself in the context. A third assumption that can be ade is that a particular behavior is exhibited based on an individual's cultural identity. This assumption can lead to stereotyping that can result in a supervisory relationship that is not ideal. It can often be human nature to attempt to classify events and

people and identify patterns of behavior; however, this can be dangerous to do if done incorrectly and the dangers may outweigh the benefits. Cultures are continually undergoing change and static assumptions about a particular group may often be incorrect. If an individual states that a person is doing something based on a specific identity, this individual should pause and reflect on their potential bias. A supervisor should strive to develop a responsive relationship with their supervisee where an environment is created that fosters learning about other's values, conditions, and histories.

An additional area within the supervisory relationship that allows for cultural learning is that people communicate in a variety of ways, and people respond differently to individuals in authority positions. Differences that exist when responding to individuals in authority positions can produce tension surrounding the supervisory and mentoring expectations that are present. Some supervisees may feel that they cannot make decisions without the input, instruction, and approval of their supervisor. Other supervisees may feel that the information provided by their supervisor is a recommendation that does not need to be followed strictly. Some supervisees may feel ashamed and devastated to receive constructive feedback from a supervisor while other supervisees may be upset that they are not receiving more feedback from a supervisor. These issues and expectations should be discussed at the beginning of each supervisory relationship so that misunderstandings are able to be minimized regarding cultural differences as they relate to authority. Additionally, communication is more likely to be effective if the supervisor has been made aware of the supervisee's different communication preferences and styles. Cultures often are evaluated based on a continuum of high and low context communication structures (Lynch & Hanson, 2011). When a culture is deemed to be low context: explicit and direct instructions are provided, there is equal control of exchanges among both parties, and privacy and respect for one's personal space is present. When a culture is viewed as being high context: behavior is directed by contextual cues and stories, implicit communication is based on voice tone, facial expressions, and physical cues, time is allocated to both parties, and communal space is present. Skilled

dialogue is a six step process that can be helpful for communication and used when problems exist across cultures. These six steps include: welcoming, sense-making, appreciation, allowing, joining, and harmonizing. Welcoming demonstrates recognition for the individual's dignity and receptivity to interaction. Sense-making allows for the individual to take perspective and see the behavior in the environment. Appreciation includes discussing one's feelings of gratitude for what the individual is able to add to the relationship. Allowing includes the recognition of the validity of the perspectives of others. Joining occurs when a discussion occurs that elaborates on how the different perspectives fit with each other. Lastly, harmonizing is experienced when third perspectives are developed and viewpoints are incorporated that transcend both cultures.

There are several suggestions available that can be used as an approach to cultural responsiveness for ensuring continual and social significant changes. One suggestion is to create an environment that is committed to practices that are responsive and caring. The greater that the cultural differences are between that of a supervisor and supervisee will then, in turn, also require more time to be invested to ensure success of the supervisory relationship. Another suggestion is to search out for new experiences that will allow for learning about other cultures. Making friends outside of your own cultural circles and enrolling in cultural competency and responsiveness trainings are ways to increase engagement with other cultures. Additionally, communities of practice that are committed to inclusion and fairness should be nurtured. Lastly, progress should be reflected upon and evaluated. One's own behavior should be assessed as well as aspects of the environment within the organization that they are a part of.

Section 3 Personal Reflection

What are some specific beliefs and values that are related to work performance and how do these beliefs and values relate to diversity? What qualities are important to you in a supervisor?

Section 3 Key Words

Culture - learning histories that are shared by different groups of people that result in similar patterns of behavior being exhibited by individuals involved in the group

Cultural humility - stresses the importance of understanding the power differentials that are prominent in professional relationships as well as the benefits of being humble as it pertains to cultural knowledge

Cultural responsiveness - a set of practices that are consistent with appreciation and respect for the diversity of others

Perspective taking - a critical skill that should be acquired for cultural responsiveness; it can be thought of as trying to view an issue from another person's point of view by placing oneself in the context

Section 4: Competency-based Approach for Supervision

The overall goal of the supervisory process is to guide individuals into learning the knowledge and skills that are needed to perform various tasks that are related to the success of clients and progress of organizations. This can be achieved through the use of competency-based instruction that focuses on teaching specific outcomes based on a predetermined competence. Development of a curriculum by supervisors will be used to help support a structured approach to covering vital information needed.

One step that can be identified for use is to determine what will be included in a competency-based curriculum. The supervisor should ensure that the most recent version of the BACB® task list is included, that the fieldwork requirements are reviewed, and that specific content related to effective supervision outlined by

the BACB® is also incorporated. Additionally, instruction and discussion that involves ethical behavior should be intertwined into each topic and skill set and the Code of Ethics should be reviewed (BACB, n.d.).

Another step that can be identified is to determine the scope of content and skills. It may be beneficial to take a sequential approach by grouping specific skills and knowledge together and then determine the priority of the content within each group. Skill hierarchies should also be identified. A skill hierarchy includes reviewing all of the skills and deciding the relationships that exist among them to determine if specific content is enhanced by teaching in a certain order, teaching the material in groups, or teaching the information alone. Content can also be ordered so that the supervisee is motivated to engage with the information. A topic that is of high interest and that can be obtained in the first couple of supervision meetings can be discussed first while other areas of interest to the supervisee are interspersed throughout, providing the supervisee with some control over the topics that are addressed during supervision. Within this step, the supervisor should provide a clear description of the specific scope for which they are responsible in a contract and review this information with the supervisee in their first supervision meeting.

A third step that should be outlined is the focus that needs to occur on ethics throughout the supervisory process and how it relates to all areas of behavior analytic work. A supervisor should ensure that a supervisee has knowledge of the core principles that help to guide a behavior analyst's ability to respond in professional situations. Additionally, the supervisor should discuss the code of ethics in a series of steps: 1) rationale that is present for each code; 2) overarching principle(s) as they relate; 3) benefits that exist for responding in an ethical manner; 4) risks that could occur if a code is violated; 5) indicators that could arise in the case of a potential violation; 6) antecedent strategies that could be used to minimize any potential violations; and 7) possible solutions. As the supervisor is able to advance through the curriculum, they can ensure that the relevant codes are embedded into each task area as well as include examples.

Furthermore, the supervisor should also delineate specific instruction as to how a systematic approach should be used to address any ethical dilemmas. This should also include scenarios and case examples that can be used for practice. Reporting requirements for ethical violations should also be discussed as well as the process for reporting any violations with appropriate professional organizations.

As specific content is identified, the supervisor may find it helpful to create job models that can be used to highlight important skills. A job model is known as a list of work responsibilities required of a particular job that can then be expanded upon to include component tasks that are needed to complete the responsibilities, methods for measuring mastery and performance, and the outcomes that are desired (Rummler & Brache, 2013). After this information has been identified, the supervisor can then create task analyses to identify specific behaviors that are involved in a skill, the order that the behaviors will need to occur, and any requirements surrounding how the task will need to be completed.

After the content and skills that will be discussed and taught are determined, the supervisor should decide the mastery criteria that will need to be met for the content. The mastery criteria should be selected based on the skill or knowledge and the condition with which this learned information will be used. It should not be based on arbitrary measures or selected based on if that criteria has been used previously. After this has been determined, it would be beneficial for the supervisor to select how the acquisition of the knowledge and skills will be assessed. Initial and on-going assessments can be used and can be selected based on the supervisee's needs, information learned, and expectations set forth at the beginning of the supervision sessions.

Section 4 Personal Reflection

Have you ever used on-going assessments to determine progress for a supervisee regarding skill acquisition? What are some methods that you could use to assess skill development?

Section 4 Key Words

<u>Job model</u> - a list of work responsibilities required of a particular job that can then be expanded upon to include component tasks that are needed to complete the responsibilities, methods for measuring mastery and performance, and the outcomes that are desired

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