



# Supervisor Training Curriculum Outline

## Introduction

This curriculum outline is a task list of the knowledge and skills required for the effective supervision of those who deliver behavior-analytic services and those who are pursuing BACB certification. After December 31, 2014, only individuals who complete a training experience based on this curriculum outline will be permitted to supervise individuals pursuing the BCBA or BCaBA credentials or practicing BCaBAs.

All Type 2 ACE Providers who hold the BCBA credential 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) and 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 provide a link to the BACB Supervisor Training Curriculum Outline and include 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 but is offered independent of the BACB.”*

ACE providers may offer Type 2 continuing education hours for supervision training to attendees who are already BACB certified, as long as the event fully meets the requirements for Type 2 continuing education.

## I. The Purpose of Supervision

- A. The supervisor should be able to describe the following reasons for effective, evidence-based supervision:
- To facilitate the delivery of high-quality services that result in client improvement
  - To develop behavior-analytic, professional, and ethical repertoires in specific areas of behavior-analytic practice as specified by the BACB’s current task list, *Professional*



*Disciplinary and Ethical Standards, and Guidelines for Responsible Conduct for Behavior Analysts*

- To guide behavioral case conceptualization, problem solving, decision making, and assistance seeking of the supervisee
- To improve current repertoires of the supervisee
- To maintain beneficial repertoires of the supervisee
- To model effective supervision practices for the supervisee

B. The supervisor should be able to describe the following potential outcomes of ineffective supervision:

- Low-quality services to clients that result in lack of client progress or harm
- Poor-performing supervisees with insufficient practice repertoires
- Poor-performing supervisees unable to problem solve and make decisions in novel or unfamiliar situations
- Supervisees who do not become effective supervisors in their own practices
- Supervisees who engage in unethical behavior

## II. Important Features of Supervision

The supervisor should be able to describe or demonstrate the following components of effective, evidence-based supervision:

- Establishment of performance expectations of both supervisor and supervisee
- Description of how supervision will proceed according to the BACB *Experience Standards* (e.g., frequency of individual supervision, group supervision)
- Description of potentially appropriate activities as described in the BACB *Experience Standards*
- Description of competency tests of understanding
- Development and review of contractual agreement of the nature of supervision and performance expectations
- Assessment of initial skills of supervisee
  - Interview
  - Observation
- Behavioral skills training of supervisee



- Scheduled observations that may include in-vivo, video, web-based, computer-assisted observations
  - Before, during, and after training
- Review of written materials developed by the supervisee, including written plans, data sheets, and reports
- Ongoing scheduled supervision meetings
  - Individual
  - Group
  - Web-based, computer assisted
- Performance evaluations (formal & informal) of the supervisee
  - Meetings
  - Written evaluations
- Evaluation of the supervision process and the supervisor by the supervisee
  - Meetings
  - Written evaluations

### III. Behavioral Skills Training

- A. The supervisor should be able to describe and demonstrate the following components of behavioral skills training of the supervisee:
- Provide a rationale for why the target skills are to be trained
  - Provide a succinct, written description (instructions) of the target skills
  - Provide a detailed, vocal description (instructions) of the target skills
  - Demonstrate (model) each of the target skills
  - Require supervisees to practice (rehearse) each target skill
  - Provide positive and corrective feedback to supervisee
  - Repeat the previous step until supervisee performs each target skill correctly
  - Assess application and generalization of skills to new targets, clients, and settings, when appropriate
- B. The supervisor should be able to describe the following formats for providing behavioral skills training:
- In person
    - Role-play assessment
    - In-vivo assessment



- Through visual media such as video, computer, and web-based technologies
    - With individual supervisees
    - With a group of supervisees
- C. The supervisor should be able to apply behavioral skills training across relevant skill areas including, but not limited to, those outlined in the tasklist. Examples include:
- Fundamental behavior-change procedures
  - Specialized procedures
  - Data collection and analysis
  - Case conceptualization
  - Problem solving
  - Decision making
  - Resource seeking (e.g., facilitating additional consultation, mentorship, collaboration)

## IV. Delivering Performance feedback

- A. The supervisor should be able to describe and demonstrate the following components of performance feedback:
- Positive feedback involving contingent, descriptive praise
  - Corrective feedback
    - Provide an empathy statement
    - Describe ineffective performance
    - Provide a rationale for desired change in performance
    - Provide instructions and demonstration for how to improve designated performance
    - Provide opportunities to practice the desired performance
    - Provide immediate feedback
  - Follow-up
- B. The supervisor should be able to describe the following ways of providing feedback:
- Vocal
  - Written
  - Modeled
  - Video



- Graphic
- Self-monitored
- Formal (e.g., in scheduled situations such as pre-arranged meetings)
- Informal (e.g., ongoing, on-the-job)

## V. Evaluating the Effects of Supervision

The supervisor should be able to describe methods to evaluate supervisory effectiveness:

- Evaluation of supervision based on client performance
  - Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
  - Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity / satisfaction questionnaires)
  - Matching observations and evaluation methods to the client goals and setting
- Evaluation of supervision based on staff performance
  - Objective measures of direct observation of staff behavior addressed in training and supervision
  - Interviews and direct observations of staff satisfaction with training and supervision
  - Matching observations and evaluation to the supervisee's goals and setting
- Evaluation of supervision fidelity based on evidence-based, intervention specific criteria for supervisory behavior
  - Specification of supervisory performance criteria
  - Self-observation of supervisory performance
  - Peer observation of supervisory performance
  - Mentor observation of supervisory performance

## VI. Ongoing Professional Development

- A. The supervisor should be able to describe the following methods for his/her ongoing professional development as a supervisor:
- Creating a continuous learning community to enhance supervisory and training behavior
  - Regular review of resources and research for best practices in supervision
  - Supervisory study groups



- Attending conferences
- Seeking peer review
- Seeking mentorship
- Regular review of resources and research relevant to supervisee's area of practice
- Seeking consultation when necessary

B. The supervisor should be able to describe the following methods for the ongoing professional development of the supervisee:

- Creating a continuous learning community to enhance behavior-analytic skills
- Regular review of resources and research for best practices in applied behavior analysis
- Creating study groups and journal clubs
- Attending conferences
- Seeking peer review
- Seeking mentorship
- Seeking consultation when necessary

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