Supervision Sidekick

Digital Supervision Curriculum

Implementation Guide

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SidekickLearning

Curriculum Contents

UNIT SEQUENCE

Foundations

1. **Introduction to Supervision and Professional Practice**

   A summary of the fieldwork process and structured time to establish norms and expectations for supervision by both parties.

2. **Foundations of Professional Practice**

   A general overview of professional repertoires that promote effective behavior analytic practice, such as establishing therapeutic relationships, using everyday language with stakeholders, and time management.

3. **ABA as a Science**

   An overview of the philosophical assumptions, goals of behavior analysis as a science, and the branches of behavior analysis.

4. **Foundations of Ethical Practice**

   While ethical practice is embedded throughout the curriculum, this module provides a foundation of the purpose of the Ethics Code and the Core Principles within the Code.

5. **Behavior 101**

   An introduction to foundational concepts related to behavior, response, response class, conditioning, and writing operational definitions.

6. **Selecting and Prioritizing Behavior**

   This module covers how to prioritize behavior based on social significance based on factors such as client values, outcomes, behavioral cusps, and pivotal behaviors

7. **Measurement and Data Collection**

   A general introduction into the purpose and types of measurement, matching measures to behaviors of interest, and designing data collection systems.

8. **Graphing and Visual Analysis**

   A controlled introduction into the foundations of graphing and visually analyzing data for client programs.

9. **Consequences of Behavior**

   An introduction to foundational concepts related to reinforcement, punishment, extinction, as well as risks and benefits.

10. **Shaping**

    Planning and practice of shaping across multiple dimensions of behavior.

11. **Basic Schedules of Reinforcement**

    An introduction into the basic schedules of reinforcement and how and when they are used for different client programming needs.

12. **Stimulus Control and Motivating Operations**

    An introductory look at the foundational concepts around discrimination, stimulus control, motivation, and designing instructional materials and antecedent strategies with these things in mind.

13. **Verbal Behavior**

    A primer on the verbal operants and implementation of verbal behavior programs.

14. **Applications of ABA**

    Part 1: An introduction to the 7 Dimensions of ABA, the right to effective treatment and education, and how they relate to client programming.

    Part 2: An introduction to the various application areas of ABA, scope of competence vs. scope of practice, and developing competencies in new areas.

15. Reading Research and Experimental Design

A primer on the types of research designs typically used in ABA, finding research articles, and consuming research.

Assessment

16. Preference Assessments

A primer on the types, selection, and administration of stimulus preference assessments.

17. Component-Composite Analysis

An overview of how to break skills down into their element parts to promote effective skills development and generativity.

18. Skills Assessment

An overview of different types of assessments typically employed, selecting appropriate assessments, and implementation of assessment procedures.

19. Goals and Objectives

A primer on writing measurable, actionable goals and behavioral objectives.

20. Writing Assessment Reports

An overview of writing reports based on assessment data with a focus on strengths-based approaches and sharing results with stakeholders.

Instructional Methods

21. Common Teaching Arrangements

An overview of commonly used teaching strategies employed in ABA, such as NET and DTT.

22. Prompting, Prompt Fading, and Errorless Learning

An overview of different response and stimulus prompting methods used in ABA, selecting prompts, and implementing prompting procedures.

23. Task Analysis and Chaining

A primer on behavior chains, breaking down skills, and teaching using chaining procedures.

24. Stimulus Equivalence

An introduction to the stimulus equivalence and first steps to programming using equivalence based instruction.

25. Generalization and Maintenance

A primer on the technologies of generalization and how to program from generalization from the start.

26. Writing Program Plans

A synthesis of previous modules to promote the effective design of teaching programs using a structured framework.

27. Monitoring Progress

A follow up to foundations of measurement and graphing, this module focuses on interobserver agreement, implementation fidelity, and visual analysis.

Behavior Change Procedures

28. Selecting Behavior Change Procedures

An introduction to the evidence-based practice model, and selecting interventions based on evidence, contextual, and client factors.

29. Establishing Rules

An introduction to rule-governed vs. contingency shaped behavior and using rules in practice.

30. Differential Reinforcement

An overview of the types, selection, and implementation of differential reinforcement procedures.

31. Group Contingencies

Guidelines for the design and development of dependent, interdependent, and independent group contingencies.

32. Token Economies

An overview of generalized conditioned reinforcement and the uses, components, and design considerations for token economies.

33. High-P Request Sequence

An overview of behavioral momentum, high-probability requests, low-probability requests, and implementation of high-probability instructional sequences.

34. Self-Management

An overview of guidelines for the design, development, and implementation of self-management systems.

35. Contingency Contracting

An overview of the uses, components, and design considerations of behavior contracts.

Behavioral Assessment

36. Functional Behavior Assessment

This module synthesizes previous modules into the steps of completing a comprehensive functional behavior assessment. Considerations for Functional Analysis are also included.

37. Problem Solving and Root Cause Analysis

A structured model for inquiry and analysis of the root cause of presenting problems.

38. Behavior Support Planning

This module builds on the previous module to develop a behavior support plan based on a functional behavior assessment.

Stakeholder, Staff, and Supervisee Support

39. Stakeholder Collaboration

A model for partnering with stakeholders to identify common goals.

40. **Behavior Skills Training and Training Others**
    An introduction to BST and other considerations for training staff and stakeholders.
41. **Root Cause for Workplace Performance**
    An overview of the Performance Diagnostic Checklist and other models for using a function-based framework for analyzing performance problems.
42. **Performance Interventions**
    Guidelines for the design and development of instructional and non-instructional interventions based on workplace root cause analysis.
43. **Supervising Others**
    An introduction to the importance, considerations, and related skills for supervising staff and behavior analytic trainees.

MODULE CONTENTS

Module Overview

Each module overview provides a general summary of the related 5th edition task list items, essential questions or "big ideas" to discuss, and related application activities.

Pre-Work

This is a handout designed to simplify providing application activities to your trainee. You should download and share the handout with your trainee. Each "Pre-Work" handout contains resources for the trainee to interact with (readings, podcasts, etc) to prepare for supervision, an application assignment to bring and share during supervision, and any follow up that should occur during or after the supervision session.

Presentation

Meeting presentations are meant to provide a supplementary structure to summarize the concepts covered in the application assignment to be reviewed during the meeting. These presentations can be used in either 1:1 or group formats.

Downloads

Downloads include downloadable resources related to the module, such as related worksheets and forms.

Supplemental Resource List

Supplemental Resource List includes a growing resource bank with links to related podcasts, webinars, articles, books, organizations, and any other related resources, such as curricula or online learning modules.

Assessment

Each assessment includes a downloadable rubric for written and/or observation based application activities by which the trainee can self assess and the supervisor can track corresponding progress in the Supervision Competency and Evaluation Tracker.

EVALUATION OF TRAINEE PROGRESS

Task-List Self Assessment

The task-list self assessment is designed for the trainee to self-assess their performance on discrete skills and competencies related to the task list. Each task is broken down into component concepts or procedures and is then rated on a scale of 0-3. We suggest that you have the trainee benchmark progress quarterly for graphing and visual analysis of progress.

Supervision Competency Evaluation Tracker

The Supervision Competency Evaluation Tracker is a set of rubrics that correspond to each application activity. We suggest that you update the tracker continuously as you progress through the curriculum.

Professional Practice Self Assessment

The Professional Practice Self Assessment is a self-rating scale for supervisees based on components of professional practice, such as timeliness, therapeutic rapport building, and openness to feedback. Based on the self-assessment, the document includes an action planner where trainees can collaborate with their supervisor to identify and define prioritized personal goals, action steps, and ways that the supervisor can support them towards their goals.

EVALUATION OF THE SUPERVISORY EXPERIENCE

Supervision Evaluation Form

It is critical that we reflect and improve as supervisors. In the member library, there is a Google Form based on the supervision evaluation survey developed by Turner et al. (2016). We suggest that supervisors have their trainees complete this form quarterly.

Adapted from Turner, L. B., Fischer, A. J., & Luiselli, J. K. (2016). Towards a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. *Behavior Analysis in Practice, 9*(4), 287–298. https://doi.org/10.1007/s40617-016-0121-4

INDIVIDUALIZING THE EXPERIENCE

Feedback Preference Survey

The Feedback Preference Survey is a written survey that the trainee can complete at the outset of supervision or any time that the team feels that it would be appropriate. The survey discusses general preferences, comfort, and attitudes surrounding both giving and receiving feedback. It can serve as a proactive means to facilitate discussions about feedback and to help the supervisor tailor their approach.

Trainee Interest and Goals Survey

The Trainee Interest and Goals Survey is a form that can be completed at the outset of supervision or at any point for the trainee to self-reflect on their strengths, areas for improvement, interest areas, populations of interest, short and long term goals, and ways that their supervisor can support them.

Flexible Curriculum

While the curriculum is designed to promote foundational skills first and to sequence application in a scaffolded way, the curriculum can be individualized by utilizing the modules based on the trainees current skill set and areas of current workplace importance.

Suggested Implementation Structure

OUTSET OF SUPERVISION

Establish Documentation

- Signed Contract
- Select Unique Documentation System (UDS)
- Review deadlines and expectations for submitting UDS and Monthly Verification forms for approval

Determine Clients

- Select relevant clients
- Establish guidelines for client observations
  - Frequency
  - Duration

    - Contents
    - Feedback
    - Submission (if video)
- Obtain consents for client observation (if applicable)

Determine Relevant Tasks

- Review existing job tasks
- Discuss and identify any additional tasks outside of current duties

Tailor Supervision

- Conduct an initial assessment of feedback preferences
- Have trainee complete the Task List Self Assessment
- Have trainee identify strengths, areas for improvement, interests, and goals using the Trainee Interest and Goals Survey
- Have trainee self-assess current professional repertoires, goals, and action items using the Professional Practice Self Assessment
- Conduct baseline observations of trainee working with a client

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ONGOING

Documentation

- Trainee should complete UDS daily
- Trainee and supervisor should complete MVF before the end of the following month of each month
- Supervision contacts can be documented using the supervision log in the Competency Evaluation Tracker and meeting agenda templates found in the Supervisor's Library

Meetings

- Before the meeting

    - *Supervisor*: Sends "Pre-work" for trainee(s) to complete before you meet. You can edit the pre-work to meet your needs by making a copy. We suggest sending a digital copy to your trainee so that they are able to access all links.
    - *Trainee*: Completes all Pre-work, including planning worksheets, readings, and other resources so they are prepared to more deeply discuss during the meeting.
- During the Meeting
    - *Together*: Supervisor and trainee use the Meeting Presentation to facilitate a discussion of the related concepts, considerations, big ideas, and application (written or procedural) via Behavioral Skills Training). Supervisor and trainee should also discuss any feedback, case conceptualization, or other individualized concerns.
- After the Meeting
    - *Trainee*: Revises and sends any written assignments to the supervisor to review based on feedback and conducts any relevant assigned observations based in coordination with the supervisor.
    - *Supervisor*: Tracks the submission of any written documentation and facilitates assigned/related observations. Supervisor may also provide the trainee with a downloaded copy of the supplemental resource list from the module and/or a copy of the rubric to be used for the application assignment.

Observations

- *Trainee*: Either records or coordinates a live meeting time for the supervisor to observe them with the client. If video observations, the trainee can use the Video Observation form found in the supervisor's library. Before and after, the trainee should self-assess using the

corresponding rubric from the Supervision Competency and Evaluation Tracker (without marking on the official copy that the supervisor uses).
- *Supervisor:* Reviews observations and written materials and provides feedback using the Supervision Competency and Evaluation Tracker. They should also discuss the feedback with the trainee. If competency is not met, the supervisor should work with the trainee to resubmit written assignments or conduct additional observations for the skill until competency is met.

QUARTERLY +

Evaluate Progress

- Trainee should self-assess using the Task List Self Assessment
- Supervisor and trainee should review and discuss progress on the Supervision Competency and Evaluation Tracker
- Trainee should provide feedback to the supervisor using the Supervision Evaluation Form
- Trainee should self-assess using the Professional Practice Self-Assessment
- Trainee and supervisor should review and update the Trainee Interest and Goals Survey

Update Goals

- Using data from the above sources, the supervisor and trainee should set new goals for the quarter
- Supervisor should review feedback from the trainee and update any supervisory practices or seek out professional development and support based on the feedback
- Supervisor and trainee should determine any additional resources, support, or changes that need to be made to facilitate reaching the updated goals.

TERMINATING SUPERVISION

Before Hours are Completed

- Supervisor should provide PDF copies of the Supervision Competency Evaluation Tracker, current goals, and meeting agendas to facilitate continuity in supervision for the trainee as they move to a new supervisor. Ensure that you are sending PDF copies rather than the editable spreadsheets and forms, which require a supervisor subscription to access.
- Sign Final Verification forms documenting all completed hours to date.
- Ensure both parties have ongoing contact information should the need arise.

After Hours are Completed

- Sign Final Verification forms documenting all completed hours to date.
- Ensure both parties have ongoing contact information should the need arise.
- Consider facilitating means of ongoing contact for mentorship, if appropriate.

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