

Ins & Outs of Supervision & Field Experience

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OBJECTIVES


- Attendees will state the 3 levels of personnel to whom BCBAs may provide supervision.
- Attendees will state at least 2 requirements of supervising BCBA-trainees
- Attendees will state at least 2 requirements of supervising BCaBAs
- Attendees will state at least 2 requirements of supervising RBTs.
- Attendees will state at least 1 challenge encountered by BCBAs in providing supervision.
- Attendees will state at least 1 acceptable resolution of a challenge encountered by BCBAs in providing supervision

AGENDA


- Supervision shapes the future of our Profession
- Effective Training Components
- Break
- Purpose of Supervision
- BACB Guidelines of supervision

Love Shrimp & Gritts!


MEET ME, REGINA CRONE.




UNT
Masters & Ph.D




Cameron, Kaylee & Addy's Mommy




President of TxABA-OBM SIG
Executive Council Member for TxABA
Executive Council Member of TxABA PPG



Author of 2016 Published Study on
Effective Parent Training Research Article
Education and Treatment of Children



Carrollton, TX
Colleyville
Plano, TX
Fort Worth, TX
Houston, TX
Woodlands, TX
Conroe, TX
Tulsa, OK
OKC, OK
Denver, CO



Love Gumbo!

MEET ME, GORDON BOURLAND.



A FOUNDATION
Masters & Ph.D



Father & Grandpa



JOHNS HOPKINS
UNIVERSITY



Past-President of TxABA (twice)
President of TxABA Public Policy Group
Member of ABAI Licensing Committee
Presiding Officer of Texas Behavior Analysis Advisory Board



Residential Facilities
Schools
Groups homes
Family homes





Author of Journal Article: JABA, JEAB, Behavior
Modification, ect..
Editor to various Journals

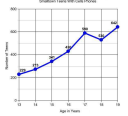
WHAT IS A BEHAVIOR ANALYST?





REFLECTION ON COMPONENTS OF BEING A BEHAVIOR ANALYST- IN GENERAL

Scientist



And What Else? Is that all we need?



PROFESSIONAL CHARACTERISTICS OF STRENGTHS & WEAKNESS

• Sticky note activities

Strengths: ABA terminology, graphing, analyzing, great with kids

Weaknesses: have only worked in one setting, never written a treatment plan, have had little opportunity to collaborate with others, parent training vs. clinical staff training



ARTISTRY OF BEHAVIOR ANALYSTS

What does Dr. Richard Foxx have to say about this and ABA?



ARTISTRY OF BEHAVIOR ANALYSTS

• [Artistry of Behavior\behavior article.pdf](#)

"Behavior analysts should be sensitive to how others react to and interpret our language because it is related to our image.... We therefore, adopt the role of ambassador and translator."

- R.M Foxx 1996
Translating the Covenant: The Behavior Analyst as Ambassador & Translator



**Our Actions shapes the
IMAGE of our Profession**



AS A SUPERVISOR....

• Supervision R+

- * Improve quality in treatment
- * Legacy of providers
- * Shaping the craft & art of treatment that goes beyond content



STEP #1 DESCRIBE THE TARGET SKILL



- Talk it through
- Give examples
- Give non-examples
- Encourage questions
- Ask questions



STEP #2 WRITTEN DESCRIPTION OF TARGET



Example



STEP #3 SUPERVISOR DEMONSTRATE TARGET SKILL



STEP #4 REQUIRE TRAINEE TO PRACTICE SKILL

(Alternative: role-play)



STEP #5 PROVIDE FEEDBACK



SUPERVISION HAS THE POWER TO STRENGTHEN OUR FIELD

Beyond the Science of Behavior Analysis, we must develop practitioner skills...

1. Trainee has diverse experiences across patients and settings
2. Writes an Effective Treatment Plan
3. Collaborates with other Professionals
4. Demonstrates proficiency with training staff vs. families



Defining scope of practice through Supervision



What is a Behavior Analyst's experience?

Settings...

- Clinic- public/ private
- School- public/ private
- Residential program- public/ private
- Private home
- Business setting



What about Consumer Diversity?

- Autism only?
- Students?
- Children?
- Adult?



Extending Scope of Practice...

Make a network of Providers
(including BCBAs)

F•R•I•E•N•D•S



2. Collaborates with other Professionals



Collaborates with other Professionals

Common examples of professionals with whom BCBAs could expect to collaborate?



Collaborates with other Professionals

Take the time to build a relationship & find common goals.

Teachers	Counselors	"Bureaucrats"
OTs	Principals	
PTs	Surveyors/ reviewers	
SLTs	Court personnel	
Physicians	Diagnosticsians	
Psychologists	Social workers	
Clinic managers	Insurance peer reviewers	



Collaborates with other Professionals

Repertoire to address with supervisee for effective collaboration?



Collaborates with other Professionals

Common examples of professionals with whom supervisee could expect to collaborate?

Repertoire for effective collaboration?

Respect	Attack person or profession
Politeness	Compromise on non-essentials
"Know" point of view	Refer to evidence base
Humility (arrogance)	Disagree respectfully
Focus on consumer	Patronizing/ condescending
Listen	Minimize technical jargon



Collaborates with other Professionals

Don't forget...

- Other professionals are resources
- Use communication skill
- Be mindful of consent
- Disagree respectfully



3. Professional Documentation of ABA



TYPES OF ABA DOCUMENTS?



TYPES OF ABA DOCUMENTS



Behavior Intervention Plan
Behavior/Actions/Consequences

Behavior	Antecedent	Behavior	Consequence	Notes
1. On task	Teacher instruction	On task	Verbal praise	
2. Off task	Teacher instruction	Off task	Verbal redirection	
3. Disruptive	Teacher instruction	Disruptive	Verbal redirection	
4. Inappropriate social interaction	Teacher instruction	Inappropriate social interaction	Verbal redirection	
5. Inappropriate language	Teacher instruction	Inappropriate language	Verbal redirection	
6. Inappropriate behavior	Teacher instruction	Inappropriate behavior	Verbal redirection	
7. Inappropriate response	Teacher instruction	Inappropriate response	Verbal redirection	
8. Inappropriate behavior	Teacher instruction	Inappropriate behavior	Verbal redirection	
9. Inappropriate behavior	Teacher instruction	Inappropriate behavior	Verbal redirection	
10. Inappropriate behavior	Teacher instruction	Inappropriate behavior	Verbal redirection	



PURPOSE OF INDIVIDUAL EDUCATION PLAN



- Educational Record
- Legal Document
- Demonstrates Historical Progress
- Living Document (updates)
- Created to **justify educational Services**
- Focuses on Services to address an **Educational need or eligibility**

EDUCATIONAL RESOURCES

- **Texas Education Agency** : IEP Model
- **IDEA Manual** : IEP process

PURPOSE OF BEHAVIOR INTERVENTION PLAN

Behavior Intervention Plan
Behavior/Actions/Consequences

Behavior	Antecedent	Behavior	Consequence
When the student is asked to complete a task, he/she will respond by completing the task within the allotted time.	When the student is asked to complete a task, he/she will respond by completing the task within the allotted time.	When the student is asked to complete a task, he/she will respond by completing the task within the allotted time.	When the student is asked to complete a task, he/she will respond by completing the task within the allotted time.

- Explanation of ABA procedures
- Procedural Behaviors defined
- May include examples
- Created to **guide Interventionist Behaviors**
- Parents, Educators, Practitioners
- Living Document



PURPOSE OF MEDICAL TREATMENT PLAN



- Medical Record
- Legal Document
- Demonstrates Historical Progress
- Living Document (updates)
- Created to **justify medical necessity**
- Focuses on Prescribed Therapeutic Services to address **medical need**



MEDICAL RESOURCES

Use Insurance Guidelines as a resource



WRITTEN & MEASURABLE FEEDBACK

• Report Writing & Quality Assurance Rubric

1. Train using clear criteria & examples (rubric)
2. Set clear expectations & Goals
3. Use a Rubric to give Performance Feedback
4. Set new goals

Professional Writing is Key!



4. Proficiency in training families vs. staff



TRAINING STAFF

Antecedent	Behavior	Consequence
BACB criteria required to be eligible for credential	Demonstrating Intervention Procedures	More People credentialed by the BACB
- Employer requires Training		- Completion bonus or compensation for hours - Progressive Discipline
MO= Support and promotion of Behavior Analysis		Satisfaction in seeing therapeutic change



TRAINING FAMILIES

Antecedent	Behavior	Consequence
Values the behavior change	Demonstrating Intervention Procedures	Satisfaction in seeing therapeutic change within their child <ul style="list-style-type: none"> • Makes life easier • New skills developed • More Community Opportunities

This is key?

FAMILY-FOCUSED PARENT TRAINING

- Measures parent and child behavior
- Creates a Plan to shape and prompt both parent and child behavior
- Reinforces both child and parent behaviors



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PARENT TRAINING PLAN

1. Understand the perspective of the Family
2. Meaningful parent Training goals within natural routines
3. Create a Parent Training Plan
4. Measure progress



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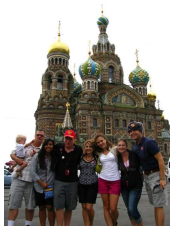
PERSPECTIVE TAKING: THIS CHILD OF MINE

from author Annalee Urban



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PERSPECTIVE TAKING

- You can not be an effective parent trainer if you do not take the time to understand who you are training.
- Take the time to get Parent Training history: has past training been effective?
- Are they excited or already feeling defeated when you start parent training?
- Are they willing participants in parent training or do they avoid parent training sessions?

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PERSPECTIVE TAKING

- Get specific about their routines?

Dinner skills:

Where do they eat dinner: couch, table, bar stools, in the car, at sister soccer games?

Getting dressed:

Where do they get their clothes: dresser, folded from kitchen table, clean laundry basket

Parent Training often fails because the routines we teach
are idealistic and not real life.

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PERSPECTIVE TAKING

- Capture parent motivation

Best question:

"what is one thing that would make your life easier?"

- Transitions
- Accepting No
- Sitting for a meal
- Getting into the car
- Bedtime routine



Keep it simple... but start here

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PARENT TRAINING GOALS

- Be Specific
- Keep it simple
- Pick one behavior per goal
- Parent need to come in contact with success quickly to buy in
- Have a different goal for Mom & Dad



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SELECT A NATURAL ROUTINE TO PRACTICE THE SKILLS

Mom's	Dad's
Bath-time routine	Walk to get mail.
Playing imaginary games	Get garbage bins.
Singing a silly song	Toss ball back and forth.

Mom will contrive requesting opportunities for at least 5 preferred items or activities during bath time. (ex. bucket, duck, off, on, splash)

Dad will contrive at least 3 receptive command response opportunities within the routine of getting the mail. (ex. Open door, lets get the mail, put on your shoes)

**SIMPLE & CLEAR =
SUCCESS**

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PARENT TRAINING PLAN

- Include the parent & identify behavior targets for change
 - Parent training was the most effective service in contributing to their child's growth (Hume et al., 2008; Lovaas, 1987)
 - They should play an instrumental part in their child's development (Lovaas, 1987; Swallows & Graupner, 2005)
- Focus on child and parent behavior (Crone & Mehta, 2016)
 - Measure the occurrence (+) & non-occurrence (-) of behavior
 - Use Antecedent & Consequence Strategies to shape behaviors

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PARENT TRAINING PLAN: CHECKLIST OF STRATEGIES OF DO'S & DON'T'S

Example

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PARENT TRAINING PLAN: MODEL EFFECTIVE STRATEGIES FOR PARENTS

- Have checklist available to parents
- As you model label what you are demonstrating from checklist
- If an error occurs label it out loud



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PARENT TRAINING PLAN: GUIDED PRACTICE FOR PARENTS

- From the onset of parent training always include guided practice
- Make first interactions easy, short (30 sec.- 1 min.)
- Set parent up for success (that might mean they jump in for only one step of routine or activity)

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MEASURING PROGRESS: IS THE PARENT TRAINING WORKING?

Crone & Mehta 2016

Parent Training on Generalized Use of Behavior Analytic Strategies for Decreasing the Problem Behavior of Children with Autism Spectrum Disorder: A Data-Based Case Study

Visual Analysis

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DEVELOP YOUR ARTISTRY ... YOUR CRAFT

Remember you are the
Ambassador & Translator of ABA!