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AGENDA



**Introduction to Supervision**



**Onboarding**



**Building a Supervisory Alliance**



**Cultural Humility and Supervision**

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"The supervision experience, at least for me... has sometimes involved sharing the best and worst of times. So, if I was to summarize the supervision experience in one phrase, it would be 'a shared journey of discovery'"

- Dermot Barnes-Homes (2018, p. 176, as cited in LeBlanc et al., 2020).

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**SUPERVISION:  
DEFINITION  
(HARRIS, 2015)**

- A relationship of rapport and trust in which the supervisor assists the supervisee to reflect on their practice in order to:
  - Develop the capacities to enhance their effectiveness when working with clients and key stakeholders
  - Process their cognitive and emotional responses to their work with clients and key stakeholders
- Supervision sessions are a place for the supervisee to reflect on their work with a more experienced practitioner
- Supervision has the dual purpose of:
  - Supporting the continued learning and development of the supervisee
  - Giving a degree of protection to the client and other key stakeholders involved in the work

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**KEY PURPOSES OF SUPERVISION**  
(LEBLANC ET AL., 2020)

- Guide actions to ensure high-quality services and desired client outcomes
- Improve and maintain clinical skills
- Develop behaviour-analytic, professional, and ethical repertoires
- Build behavioural case conceptualization, problem-solving, decision-making, and assistance-seeking repertoires
- Model high quality supervisory practices

A photograph of two women sitting at a desk, looking at a document together. One woman is pointing at the document while the other looks on.

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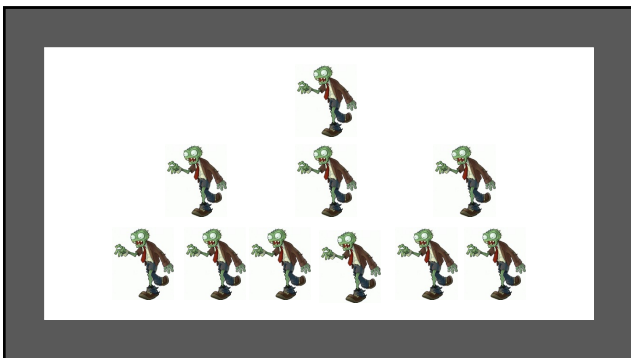
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<p>WHO DO BCBAS SUPERVISE?</p>	<p>Behaviour Interventionists</p>
	<p>Registered Behavior Technicians (RBTs)</p>
	<p>College or University students working to become BCaBAs</p>
	<p>BCaBAs</p>
	<p>Graduate students working to become BCBA's</p>

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- A supervisee is working **under the formal mentorship** of a BCBA and is expected to follow the **directions** of the supervisor within the bounds of competence and ethical considerations
- A consultee is an **independent decision-maker** who can accept or ignore the advice of a consultant

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ARE YOU READY TO PROVIDE SUPERVISION?

- Ensure you meet BACB requirements for supervisor qualifications
- Ensure you understand role and functions of supervisors in behaviour analysis, and the gravity of supervisor role
- Consider your availability to provide sufficient supervision
- Consider need for culturally competent supervision training
- Reflect on gravity of role as a mentor
- Consider own strengths and weaknesses
- Consider goals and needs of supervisee and your scope of competence as supervisor

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- \_\_\_\_\_ Technical skills
- \_\_\_\_\_ Interpersonal skills
- \_\_\_\_\_ Leadership skills
- \_\_\_\_\_ Supervision skills
- \_\_\_\_\_ Cultural humility and safety skills
- \_\_\_\_\_ Compassionate care skills
- \_\_\_\_\_ Time-management skills
- \_\_\_\_\_ Organizational skills
- \_\_\_\_\_ Ethical behaviour
- \_\_\_\_\_ Written communication
- \_\_\_\_\_ Etc.

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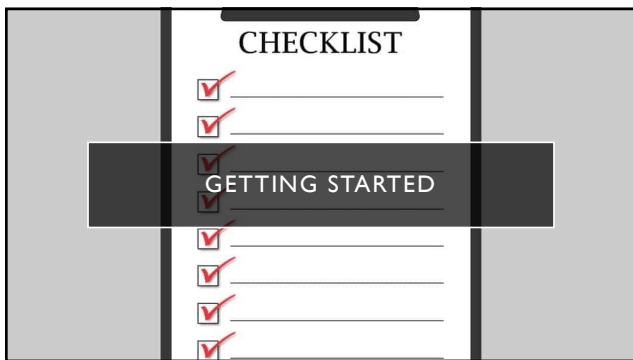
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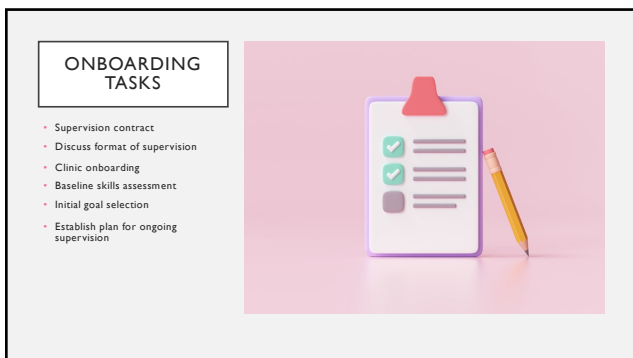
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**ONBOARDING  
TASKS**



- **Supervision contract**
- Discuss format of supervision
- Clinic onboarding
- Baseline skills assessment
- Initial goal selection
- Establish plan for ongoing supervision

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**BACB  
RESOURCES**

- **Sample supervision contract**
- Pre-Experience Checklist (completed by supervisee)
- BCBA Handbook
- Fieldwork Requirements guide
- Monthly and final fieldwork verification forms
- Fieldwork tracker
- Fieldwork checklist and tip sheet
- <https://www.bacb.com/supervision-and-training/>

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**REVIEWING  
THE  
SUPERVISION  
CONTRACT**

- Supervisor should provide supervisee with a written copy to review in addition to having a conversation together
- This meeting is an opportunity to formally describe the terms of the relationship and set expectations
- The process of reviewing and signing the contract is analogous to informed consent and should be done thoughtfully
- The contract should only be signed when both parties are confident they have a clear understanding of the terms and all questions have been answered
- Both parties should retain a copy of the contract for at least 7 years

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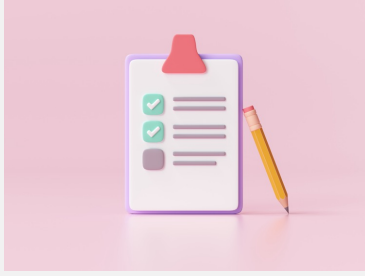
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**ONBOARDING TASKS**

- Supervision contract
- **Discuss format of supervision**
- Clinic onboarding
- Baseline skills assessment
- Initial goal selection
- Establish plan for ongoing supervision



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**DISCUSS FORMAT OF SUPERVISION**

- Frequency
- Location of supervision (in-person/virtual)
- Group vs. individual meetings
- Structure of supervision meetings
  - Who sets the agenda?
  - Who is responsible for taking notes?
- Role of feedback\*
  - Your philosophy about the role of feedback
  - When, where, how feedback will be provided
  - Importance of bi-directional feedback
  - Supervisee's previous experiences with feedback
- Additional expectations

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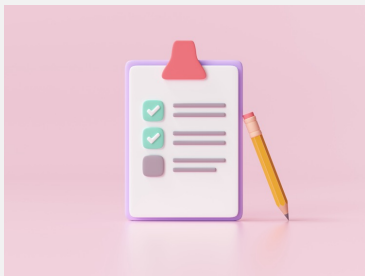
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**ONBOARDING TASKS**

- Supervision contract
- Discuss format of supervision
- **Clinic onboarding**
- Baseline skills assessment
- Initial goal selection
- Establish plan for ongoing supervision



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**CLINIC/  
AGENCY  
ONBOARDING**

- Clinic/agency culture and policies
- Human resources information and paperwork
- Clinic tour
- Introduction to digital record-keeping and/or communication systems
- Introduction to co-workers
- Etc.

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**ONBOARDING  
TASKS**

- Supervision contract
- Discuss format of supervision
- Clinic onboarding
- **Baseline skills assessment**
- Initial goal selection
- Establish plan for ongoing supervision



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**BASELINE  
ASSESSMENT  
OF  
SUPERVISEE  
SKILLS**

- Supervisee self-evaluations
- Oral and written quizzes
- Observations and review of permanent products

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BASELINE  
ASSESSMENT  
OF  
SUPERVISEE  
SKILLS

- **Supervisee self-evaluations**
- Oral and written quizzes
- Observations and review of permanent products

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SUPERVISEE  
SELF-  
EVALUATIONS

Self-assessment of BCBA Task List items

Self-Development Interview

Compassionate Care Self-Evaluation

Others?

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**BACB TASK LIST SELF-EVALUATION**

<p><b>Section 1</b> Foundations</p> <p><b>A</b> Philosophical Underpinnings</p> <p><b>B</b> Concepts and Principles</p> <p><b>C</b> Measurement, Data Display, and Interpretation</p> <p><b>D</b> Experimental Design</p> <p><b>Section 2</b> Applications</p> <p><b>E</b> Ethics</p> <p><b>F</b> Behavior Assessment</p> <p><b>G</b> Behavior-Change Procedures</p> <p><b>H</b> Selecting and Implementing Interventions</p> <p><b>I</b> Personnel Supervision and Management</p>	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;"><b>3</b> Competent</td> <td style="background-color: #008000; color: white; padding: 2px;">I know it well, can teach it to others, and can apply it in clinical settings</td> </tr> <tr> <td style="text-align: center;"><b>2</b> Emerging</td> <td style="background-color: #ffff00; padding: 2px;">I am familiar with it but need to learn more</td> </tr> <tr> <td style="text-align: center;"><b>1</b> Unfamiliar</td> <td style="background-color: #ff0000; color: white; padding: 2px;">I am unfamiliar with this and/or not confident in my knowledge</td> </tr> </table> <p style="text-align: center; margin-top: 10px;"><b>Instructions</b></p> <p>Go through each item on the 5th Edition Task List and apply the rubric (above). Things scored "3" and coloured green will not be addressed in supervision. Items scored "2" (yellow) or "1" (red) will be targeted during supervision to help build your conceptual repertoire. The goal is to turn all the yellow and red items to green by the end of supervision.</p>	<b>3</b> Competent	I know it well, can teach it to others, and can apply it in clinical settings	<b>2</b> Emerging	I am familiar with it but need to learn more	<b>1</b> Unfamiliar	I am unfamiliar with this and/or not confident in my knowledge
<b>3</b> Competent	I know it well, can teach it to others, and can apply it in clinical settings						
<b>2</b> Emerging	I am familiar with it but need to learn more						
<b>1</b> Unfamiliar	I am unfamiliar with this and/or not confident in my knowledge						

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**BASELINE ASSESSMENT OF SUPERVISEE SKILLS**

- Supervisee self-evaluations
- Oral and written quizzes
- **Observations and review of permanent products**

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**OBSERVATIONS AND REVIEW OF PERMANENT PRODUCT**

Live (when possible) or video-based observations

- Technical skills
- Compassionate care skills
- Ability to train others

Review of permanent products

- Completed assessments
- Lesson plans
- Behaviour support plans
- Visual supports
- Graphed data

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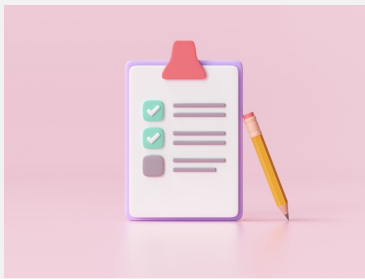
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**ONBOARDING TASKS**

- Supervision contract
- Discuss format of supervision
- Clinic onboarding
- Baseline skills assessment
- **Initial goal selection**
- Establish plan for ongoing supervision



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## INITIAL GOAL SELECTION

- Goal selection should be a collaborative and individualized process
- Select goals based on
  - Assessment of supervisee skills
  - Supervisee's interests
  - Supervisor's scope of competence
  - Available training opportunities
- Goals should be attainable and measurable
- Consider general case programming when planning for training opportunities
- Develop timeline for training opportunities

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### ONBOARDING TASKS

- Supervision contract
- Discuss format of supervision
- Clinic onboarding
- Baseline skills assessment
- Initial goal selection
- **Establish plan for ongoing supervision**



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## ESTABLISH A PLAN FOR ONGOING SUPERVISION (LEBLANG ET AL., 2020)

- Review frequency, format, and structure of supervision sessions
- Consider the following:
  - Schedule
  - Location
  - Individual vs. group supervision
  - Meeting agenda
  - Multiple supervisors
- Review how **supervisee** performance will be evaluated
- Review how **supervisor** performance will be evaluated
- Establish plan for training opportunities

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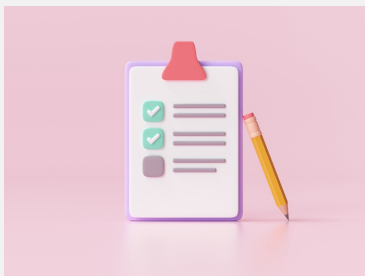
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**ONBOARDING TASKS**

- Supervision contract
- Discuss format of supervision
- Clinic onboarding
- Baseline skills assessment
- Initial goal selection
- Establish plan for ongoing supervision
- **Other tasks?**



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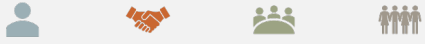
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**AGENDA**



- Introduction to Supervision
- Onboarding
- Building a Supervisory Alliance**
- Cultural Humility and Supervision

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**SUPERVISORY ALLIANCE**

- **Definition:** A working alliance consisting of a bond or trusting relationship, agreement on goals, and agreement on tasks

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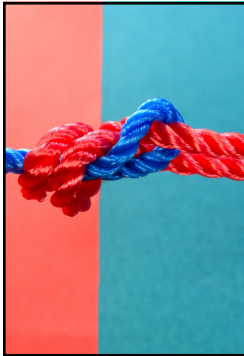
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### SUPERVISORY ALLIANCE

- The **supervisory alliance** is a collaborative relationship between a supervisee and supervisor
- The supervisory alliance involves variables such as values, expectations, reliability, interpersonal interaction patterns (e.g., capacity for empathy), and supervision techniques and supervision
- The strength of the alliance is critical, both in terms of fostering skill development, and in laying the foundation for the supervisee's alliances with clients

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### SUPERVISOR VS. MENTOR (LEBLANC, SELLERS, AND ALA'I, 2020)



• Someone who has direct oversight responsibility for performance and training purposes



• Someone who has a positive, guiding influence on someone's life

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### KEY CONSIDERATIONS FOR ESTABLISHING A SUPERVISORY ALLIANCE

- Mutual respect
- Focus on strengths-based supervision
- Collaborative and individualized goal selection
- Regular and consistent feedback opportunities
- Availability
- Opportunities for periodic bi-directional feedback and open discussion about supervisory interactions

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ADDITIONAL CONSIDERATIONS

- Ensure both parties understand their roles, the process, and the scope of supervision
- Establish clear guidelines, mutual agreements, and mutual respect
- Set intention of creating collaborative, committed, and positive supervisory relationship
- Set clear expectations regarding feedback

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RESEARCH ON HIGH QUALITY SUPERVISION (FALENDER & SHAFRANSKE, 2006)

- Empathy with supervisee learning new professional skills
- Creation of sense of teamwork between supervisor and supervisee
- Ability to handle power appropriately
- Warmth and understanding
- Respect for personal integrity, autonomy and strengths
- Flexible, genuine, and interested
- Experienced and currently engaged in practice themselves

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RESEARCH ON HIGH  
QUALITY SUPERVISION  
(CONTINUED)

- Competence in facilitating learning
- Openness to learning from supervisee
- Theoretical, technical, and conceptual knowledge
- Skills at analyzing events related to treatment of client
- Encouragement of exploration and experimentation
- Encouragement of supervisee disclosure of actions, feelings, attitudes, and conflicts
- Understanding of personal supervisee characteristics and the dynamics of supervisory relationship
- Knowing when to self-disclose to normalize supervisee's experience
- Humour, humility, and patience

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**13 Inspiring Traits of Exceptional Leaders**

1. They trust you to do the job you've been hired to do.
2. They seek your advice and input.
3. They find opportunities to let you shine.
4. They recognize your contributions.
5. They have your back during tough times.
6. They are master storytellers.
7. They challenge you to do bigger and better things.
8. They express appreciation.
9. They are responsive.
10. They know when to apologize.
11. They give credit where credit is due.
12. They treat others with dignity and respect.
13. They care.

Glenn Lebowitz

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CHARACTERISTICS OF A  
POOR SUPERVISOR  
(KAZEMI, RICE, &  
ADZHYAN, 2019)

- Unprofessional or unethical behaviour
- Excessive use of critical feedback; failure to provide feedback about improvements
- Disorganized; supervision and client goals are unclear or missed
- Poor conflict resolution skills
- Unavailable for meetings, feedback, or changes to client interventions
- Inconsistent

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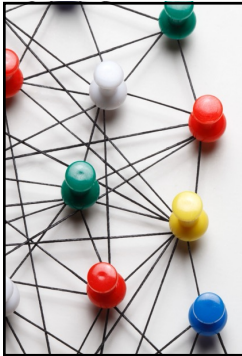
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**PAST AND CURRENT SUPERVISORY RELATIONSHIPS (LEBLANC ET AL., 2020)**

- Each person is a product of their own complex history
- Influences may be personal and professional
- Influences can have great impact on current behaviour

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**BENEFITS OF REFLECTING ON PAST RELATIONSHIPS (LEBLANC ET AL., 2020)**

- Active participation in own learning
- Increased gratitude for your 'influencers'
- Increased understanding of models you have observed
- Identification of examples and non-examples of effective supervision
- Identification of professional development needs and new areas of interest

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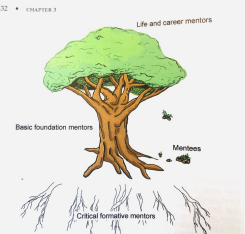
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**THE MENTOR TREE (LEBLANC ET AL., 2000)**



- Branches = influences throughout career
- Trunk = those who influenced your basic professional repertoires
- Acorns = mentees
- Roots = Critical formative mentors who influenced primary values, rules, and core repertoires early in life

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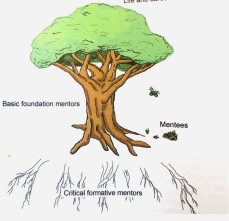
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**THE MENTOR TREE** (LEBLANC ET AL., 2000)

32 • CHAPTER 3



• Recognizing the impacts your influencers have had on you will help you to better understand the models you've observed and how they might influence you as a supervisor

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**AGENDA**



Introduction to Supervision    Onboarding    Building a Supervisory Alliance    **Cultural Humility and Supervision**

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“There is no shame in being wrong, only in refusing to learn”  
- Author unknown

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EXPLORING  
YOUR  
POWER  
AND  
PRIVILEGE

WHEEL OF POWER/PRIVILEGE

Adapted from ccrcv.ca @sghraduchworth

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EXPLORING  
YOUR PLACE OF  
PRIVILEGE

(LEBLANC ET AL., 2020, P 68)

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CULTURAL SAFETY  
CONTINUUM

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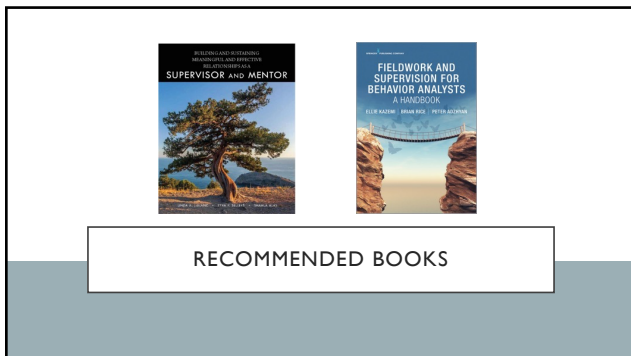
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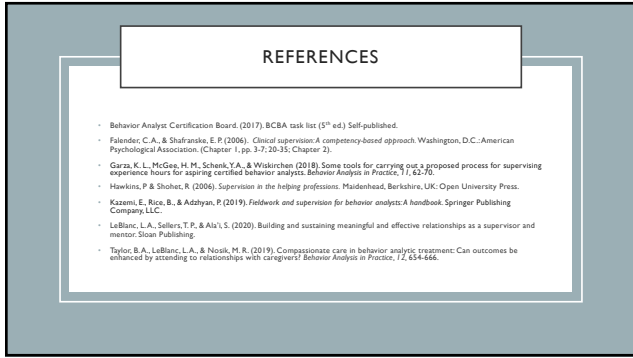
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