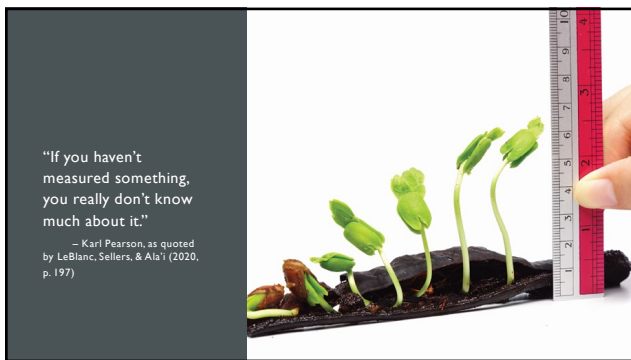
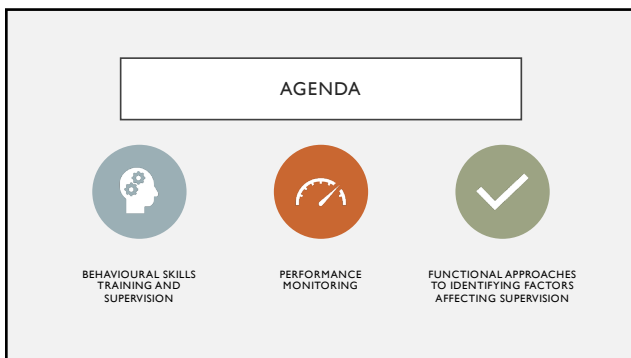




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2



3

AGENDA



BEHAVIOURAL SKILLS TRAINING AND SUPERVISION




PERFORMANCE MONITORING




FUNCTIONAL APPROACHES TO IDENTIFYING FACTORS AFFECTING SUPERVISION


4




Use a competency-based curriculum



Assess performance



Teach content (*use BST)



Monitor performance

COMPETENCY-BASED APPROACH TO SUPERVISION (LEBLANC ET AL., 2020)

5

BEHAVIOURAL SKILLS TRAINING AND SUPERVISION

- Behavioural skills training (BST) is a training framework
- Used to structure how supervisors train new skills to supervisees
- Builds in critical components necessary to deliver instructional content, provide practice opportunities, and evaluate training effectiveness
- Designed to ensure supervisees master skills supervisors set out to teach at onset of supervision

6

ADVANTAGES OF USING BEHAVIOURAL SKILLS TRAINING DURING SUPERVISION

- BST is an evidence-based, best-practice approach to training new skills
- Training expectations are clear
- Clear description of target skills
- Contact with various instructional formats
- Multiple practice opportunities
- Multiple opportunities to receive performance feedback
- Ability to monitor own performance over time

7

COMPONENTS OF BEHAVIOURAL SKILLS TRAINING

- Step 1 • Discuss rationale and describe target skill
- Step 2 • Provide succinct, written description of skill
- Step 3 • Demonstrate (model) target skill
- Step 4 • Require trainee practice of target skill
- Step 5 • Provide feedback during practice
- Step 6 • Repeat Steps 1 to 5 to mastery

8

COMPONENTS OF BEHAVIOURAL SKILLS TRAINING (CONTINUED)

- Step 1 • Discuss rationale and describe target skill
 - Identify skill to be taught
 - Direct observation
 - Formal evaluation of supervisee performance or knowledge base
 - Supervisee self-evaluation
 - List of supervision goals

9

COMPONENTS OF BEHAVIOURAL SKILLS TRAINING (CONTINUED)

Step 2 • Provide succinct, written description of skill

- Task analysis of target skill
 - Will make teaching skills easier because they are broken down into smaller, more manageable steps
 - Will assist with evaluation and feedback
- After task analysis is complete, create data sheet to assess performance of each skill

10

TASK ANALYSIS (GARZA, ET AL., 2018)

TASK ANALYSIS

Performance (What is the job or task?)
 Triggering Event (When should you begin the performance?)
 Ending Event (When do you know the performance is complete?)

Task: _____

Materials/Tools	Location of Materials

Task Steps:

1. Step 1
 - a. Sub-step (Describe what happens (if applicable))
 - b. Further rationale/justification (if applicable)
2. Step 2
 - a. Sub-step (Describe what happens (if applicable))
 - b. Further rationale/justification (if applicable)
3. Step 3
 - a. Sub-step (Describe what happens (if applicable))
 - b. Further rationale/justification (if applicable)
4. Step 4
 - a. Sub-step (Describe what happens (if applicable))
 - b. Further rationale/justification (if applicable)
5. Step 5
 - a. Sub-step (Describe what happens (if applicable))
 - b. Further rationale/justification (if applicable)

Performance Products: _____

11

COMPLETED TASK ANALYSIS (GARZA ET AL., 2018)

TASK ANALYSIS

Performance (What is the job or task?)
 Triggering Event (When should you begin the performance?)
 Ending Event (When do you know the performance is complete?)

Task: _____

Materials/Tools	Location of Materials
RASD or other interview tool	Clinic, server
Writing material or computer	Clinic, workroom/clinic, office

Task Steps:

1. Interviewed interview with relevant party (e.g. caregiver, teacher, clinician, staff etc.)
2. Conducted interview with relevant party
3. Review interview and generate a list of items
4. Provide list to relevant party and decide who will obtain which materials
5. Obtain materials

Performance Products: Interview or written assessment document

12

COMPLETED
TASK ANALYSIS
(GARZA ET AL.,
2018;
CONTINUED)

Items needed for assessment	Check items, dates or times
Equipment	Check server
Writing material	Check work notes
Timing device	Check server
Software for displaying text items (e.g., notes, e-mails, etc.) if needed	Check laptops

Task Steps:

1. Set up desktop.
2. Assign the items numbers from 1-8 and write the names of the items on the data sheet.
3. Set up server as usual.
4. Have the client sit at one side of a desk or table; you sit at the other side across from the client.
5. Place the items to be assessed in a spot where they are readily available to you but where the participant cannot easily access them.
6. At the task level, select 3 items appropriate to use on the data sheet.
7. Have the participant "select one" or "pick one"
 - a. Have the participant select the table 1 to 8 from the data sheet and 1 to 3 spot.
8. Say to participant "select one" or "pick one"
 - a. When participant does not select either item within 5 seconds of you delivering the verbal prompt record "NF" for no response and move to the next item.
9. If participant selects an item, remove the selected item immediately (before recording data).
10. When the participant arrives in the selected item for 5 seconds or until the item is observed and recorded.
11. Mark the time taken to observe on the data sheet.
12. If the client attempts to take both items at once or performs an action not placed on the table by you
 - a. Try to quickly block one or both of client's hands.
 - b. If the client tries to take both items, do not record data on that trial, but prevent the same items again.

13

COMPLETED
TASK ANALYSIS
(GARZA ET AL.,
2018;
CONTINUED)

13. Be present the items and rehearse the instructions.

14. Test the trial of the client alone, not coded on item within 5 seconds after you deliver the verbal prompt.

Performance Products: List item, and identify client from performance assessment

Table, Name and Analyze Performance Assessment Data	Definition of Materials
Describe three preference assessments	Check server or table

Task Steps:

1. Start with the first item (e.g., pencil).
2. Count up the number of times that item was presented.
3. Count up the number of times that item was selected.
4. Divide the number of times that item was selected by the number of times that item was presented and multiply by 100 to obtain a percentage.
5. Follow steps 1-5 above for all items used in the assessment.
6. High preference items (i.e., items you would use to teach this client a new skill) are those selected on 80% or greater of trials.
7. Moderate preference items are those selected on 50-79% of trials.
8. Low preference items are those selected on 0-49% of trials.

Performance Products: Document (documenting preference analysis) or list of preferred items by type (i.e., high, moderate, low)

14

COMPONENTS OF BEHAVIOURAL SKILLS TRAINING (CONTINUED)

Step 3 • Demonstrate target skill

- Live model with second trainer, video model, or role play with trainee
- Should be well-scripted and rehearsed to ensure accuracy and fluency
- Consider stopping and 'freezing' during demonstration
 - To provide further explanation
 - To draw trainee's attention to key actions

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COMPONENTS OF BEHAVIOURAL SKILLS TRAINING (CONTINUED)

Step 4 • Require trainee practice of target skill

- Majority of training should be spent on practice and feedback
- Practice should occur in natural performance setting
 - Academic 1:1 session with child with ASD
 - Social skills training in small group with youth with IDD
 - Mindfulness training with students at risk for BD
- Provide trainee with implementation checklist to self-monitor their performance.

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COMPONENTS OF BEHAVIOURAL SKILLS TRAINING (CONTINUED)

Step 5 • Provide feedback during practice

- Use an implementation checklist to evaluate supervisee's implementation fidelity and provide specific feedback
- Ensure feedback is meaningful, specific, and delivered in a culturally responsive, kind, and professional manner
- Provide both process and outcome feedback
- Failure to provide sufficient feedback can lead to poor learning outcomes

17

COMPONENTS OF BEHAVIOURAL SKILLS TRAINING (CONTINUED)

Step 6 • Repeat Steps 1 to 5 to mastery

- Demonstration of mastery is a critical step in BST
- *Combine supervisory feedback with self-generated feedback (i.e., self-monitoring)
 - Implementation checklists
 - Video self-evaluations

18

FORMATS FOR BEHAVIOURAL SKILLS TRAINING

- **In-vivo**
 - Training on the job
 - Matches workplace conditions
- **Role play**
 - Simulated work environment when in-vivo is not possible
 - Match work environment as closely as possible to increase likelihood of skill generalization
- **Video model**
 - Can be used when in-vivo and role play are not available
 - Convenient for groups or remote training
 - Match work environment as closely as possible to increase likelihood of skill generalization
 - Can be used for both training and feedback

19

BST AND SUPERVISOR SELF-MONITORING OF PERFORMANCE

- Importance of reflecting on own performance during BST
- How is supervisee performance related to your skills as a supervisor?
- Areas for improvement during each step of BST?
- Need for self-monitoring or formal self-evaluations?

Step 1

• Discuss rationale and describe target skill

Step 2

• Provide succinct, written description of skill

Step 3

• Demonstrate (model) target skill

Step 4

• Require trainee practice of target skill

Step 5

• Provide feedback during practice

Step 6

• Repeat Steps 1 to 5 to mastery

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PROBLEM-BASED LEARNING

21

7

A BRIGHT & ENTHUSIASTIC INTERN WRITES A SCHOOL OBSERVATION REPORT

- You have recently begun supervision with a new intern. You have worked with the intern previously and have been pleased with their performance as a BI but have only recently begun formal supervision.
- Following a school observation, your intern asks for the opportunity to write the report. You agree and ask the supervisee to send you the draft when it is completed.

22

A BRIGHT & ENTHUSIASTIC INTERN WRITES A SCHOOL OBSERVATION REPORT

- As you review the report, you find multiple spelling and grammatical errors, insufficient details for recommended strategies, and feedback for the school staff about sensitive issues discussed between you and the intern but not intended to be included in the document. You realize that you need to use BST to improve the supervisee's report-writing skills.
- How could BST be used to improve supervisee's report writing skills?
- How could self-monitoring be incorporated into BST in this example?
- What could you do differently to avoid this situation?


23

A BRIGHT & ENTHUSIASTIC INTERN WRITES A SCHOOL OBSERVATION REPORT: POTENTIAL SOLUTIONS


- Reflect on your own role in this situation
 - Apologize if necessary
- Moving forward:
 - Develop a task analysis of target skill set
 - Use BST to teach skills
 - Describe
 - Model
 - Practice
 - Incorporate self-monitoring
 - Feedback
 - Incorporate comparative evaluations

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AGENDA



BEHAVIOURAL SKILLS
TRAINING AND
SUPERVISION




**PERFORMANCE
MONITORING**




FUNCTIONAL APPROACHES
TO IDENTIFYING FACTORS
AFFECTING SUPERVISION


25




Use a competency-
based curriculum



Assess
performance



Teach content (*use
BST)



**Monitor
performance**

COMPETENCY-BASED APPROACH TO SUPERVISION (LEBLANC ET AL., 2020)

26

WHY EVALUATE THE EFFECTS OF SUPERVISION?

- BACB requirements for supervisors
 - *Supervisor Training Curriculum Outline* (BACB, 2018)
 - *Ethics Code for Behavior Analysts* section 4.10 (BACB, 2020)
- Important for optimized supervisee progress
- Important to ensure high-quality client services
- Evaluating effects of supervision reduces risk for future clients and future supervisees

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IMPORTANCE OF OBJECTIVE MEASURES (LEBLANC ET AL., 2020)

- Not enough to rely on one's own perceptions
 - Risk of bias
 - Counter to our field's use of direct and repeated measures to evaluate outcomes
- Without objective measures, supervisors may inadvertently focus on positive outcomes and minimize non-optimal outcomes
- Risk of overestimating own skills as a supervisor

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29


WHAT SKILLS SHOULD BE EVALUATED?

Individualized across supervisees, but may include:

- Targeted concepts and skills
- Problem-solving skills
- Interpersonal skills/compassionate care skills
- Cultural and diversity competencies
- Case conceptualization
- Organizational skills
- Time management skills
- Presentation skills
- Social validity of supervision




30



HOW WILL EVALUATION OCCUR?

- Data from supervisee
- Data from clients
- Data from caregivers and others
- Data from supervisor

31




HOW WILL EVALUATION OCCUR?

- **Data from supervisee**
- Data from clients
- Data from caregivers and others
- Data from supervisor

32

EVALUATION DATA FROM SUPERVISEE

- Self-evaluations
- Oral and written quizzes
- Review of permanent products
- Observations
- Rating scales for soft skills
- Social validity evaluations of supervision
- Individualized as needed across supervisees
- *Data from multiple supervisees can help supervisor to evaluate their own approach to supervision*



33

HOW TO INCREASE ACCURATE SELF-REPORT OF SUPERVISION SATISFACTION
(LEBLANC ET AL., 2020, P. 203)



Clearly outline your personal approach to supervision.



Clearly communicate the purpose and logistics of feedback.



Create a culture of frequent bi-directional feedback.



Solicit anonymous feedback whenever possible.



Teach supervisees how to give feedback.

37

MEASURING SUPERVISEE SATISFACTION WITH SUPERVISION (LEBLANC ET AL., 2020)

- Periodically, Ask supervisee to complete formal evaluation of supervision
 - If possible, keep formal evaluation anonymous
- Ask supervisees directly for specific feedback during supervisory meeting or training session
 - This should only occur in well-established, trusting supervisory relationships
 - Consider intersections of gender, race, sexuality, religious, class, and culture
- Regular informal check-ins
- Provide anonymous feedback options
 - Typed, sealed envelope placed in feedback box or with a third party
 - Use free online survey systems


38

DISCUSSION: SUPERVISOR FEEDBACK

- Do you solicit feedback on your supervision?
- Do you use formal evaluation form(s)? If so, what was content of form(s)?
- If informal, how do discussion arise?
- Is feedback direct or anonymous?
- How do you help your supervisees to feel comfortable providing feedback?
- How has the feedback impacted your supervision?




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HOW WILL EVALUATION OCCUR?

- Data from supervisee
- **Data from clients**
- Data from caregivers and others
- Data from supervisor

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EVALUATION DATA FROM CLIENTS


- There is not a complete correlation between client outcomes and supervisee competence, but it is an important measure of supervision efficacy (Falender & Shafranske, 2006)
- No single way to measure relationship between supervision and client outcomes
 - Important to consider data from multiple sources

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EVALUATION DATA FROM CLIENTS




Overall progress




Rate of progress




Generalization and maintenance



Appropriateness and impact of strategies on targeted behaviours




Quality of therapeutic relationships



Client feedback

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HOW WILL EVALUATION OCCUR?

- Data from supervisee
- Data from clients
- **Data from caregivers and others**
- Data from supervisor

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EVALUATION DATA FROM CAREGIVERS AND OTHERS (LEBLANC ET AL., 2020)

- Additional sources of valuable information about effects of supervisory practices include:
 - Caregivers
 - Other professionals serving client (e.g., teachers, SLPs, OTs)
 - Supervisees that you supervise that supervise behaviour interventionists
- Information gathered through observation, conversations with stakeholders, and social validity measures


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DISCUSSION:
SUPERVISOR
FEEDBACK

- How do you evaluate social validity with clients, caregivers, and other stakeholders?
- How do you teach supervisees about social validity in service provision?
- How do you provide feedback to supervisees about issues with social validity should any client concerns arise?



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HOW WILL EVALUATION OCCUR?

- Data from supervisee
- Data from clients
- Data from caregivers and others
- **Data from supervisor**

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EVALUATION DATA FROM SUPERVISOR (LEBLANC ET AL., 2020)

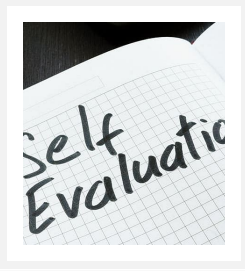
Bulk of evaluation data from supervisee, client, and other stakeholders

Also important for supervisor to assess own behaviour

Evaluate own responses to supervision (e.g. positive or negative thoughts, confidence or insecurity)

Evaluate supervisory processes (e.g. setting clear expectations; providing frequent, high-quality feedback; creating practice opportunities)

Reflect on how own practices have changed over time



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48

15

WHEN WILL EVALUATION OCCUR?

- Discuss timing of evaluation opportunities at outset of supervision
- Importance of frequent monitoring and evaluation
- Timeliness of evaluation opportunities
- Do not evaluate supervisee when frustrated or angry


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TRACKING SUPERVISEE EVALUATIONS AND PROGRESS


Create	Maintain	Review
Create a system to organize evidence of skill mastery (e.g., samples of permanent products, formal evaluations, written quizzes)	Maintain systematic, competency-based curriculum records with information about mastery of specific skills	Regularly review progress towards goals

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CHARACTERISTICS OF STRONG EVALUATOR
(CORMIER & BERNARD, 1982)



THE ABILITY TO EVALUATE EFFICIENTLY USING OBJECTIVE CRITERIA



THE ABILITY TO COMMUNICATE FEEDBACK CLEARLY AND TO CHECK SUPERVISEE'S UNDERSTANDING OF THE FEEDBACK



THE ABILITY TO BE COMFORTABLE AND EFFECTIVE WITH THE POWER INHERENT IN SUPERVISOR ROLE

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AGENDA



**BEHAVIOURAL SKILLS
TRAINING AND
SUPERVISION**



**PERFORMANCE
MONITORING**



**FUNCTIONAL APPROACHES
TO IDENTIFYING FACTORS
AFFECTING SUPERVISION**

52

“Avoidance has never been a great tactic in solving any problem. For most situations in life, not addressing what’s going on only makes matters worse”

- Luvvie Ajayi, as quoted in LeBlanc et al. (2020)

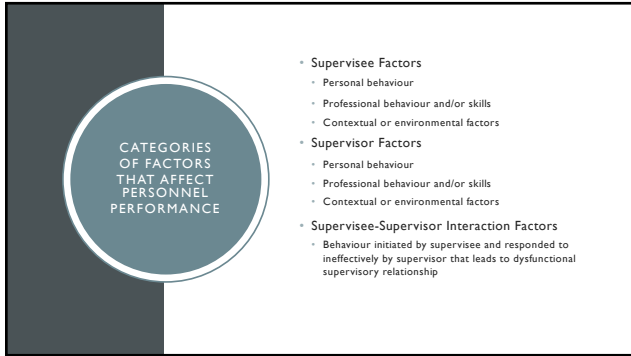


53

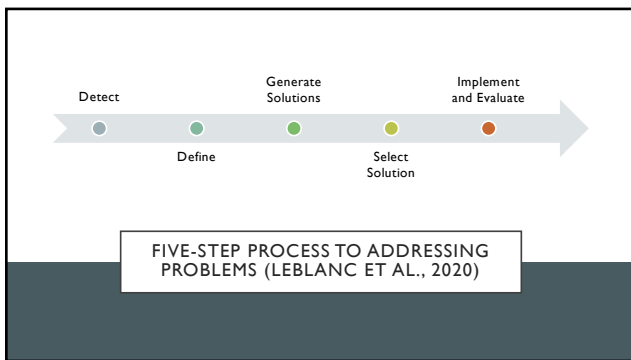
**CONTEXTS
OF
SUPERVISION**

- Supervisees providing direct support to children, youth or adults in home, school, or adult service settings
- Supervisees providing consultative support to parents, educators, and adult service provider
- Supervisees engaging in supervision of others
 - Behaviour interventionists
 - Practicum students

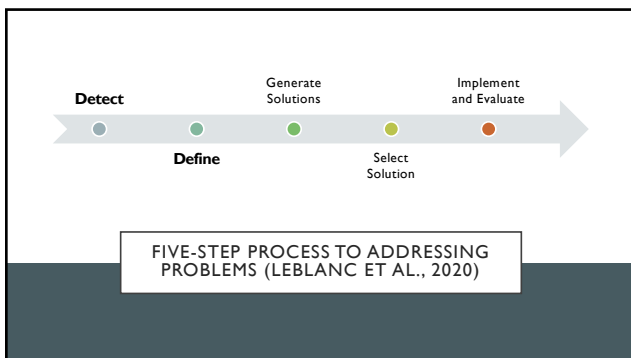
54



55



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DETECTING ISSUES IN SUPERVISORY RELATIONSHIPS (LEBLANC ET AL., 2020)

- Risky to assume supervision relationship is healthy without assessing how things are going
- Sometimes relationship that is satisfactory to you may be uncomfortable or even aversive to supervisee
- Early detection of problem increases likelihood of positive outcome
- Ongoing assessment is key in strengthening relationship and detecting emerging issues

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DETECTING ISSUES IN SUPERVISORY RELATIONSHIPS (LEBLANC ET AL., 2020)

Indicators of problems in a supervisory relationship

- Unfavourable affect (disengaged, unhappy, apathetic, fearful, sullen)
- Avoidance, tardiness, absenteeism

Indicators of health in a supervisory relationship


- Favourable affect (engaged, happy, laughter, approach, show interest)
- Both parties can describe tangible examples of supervisory satisfaction

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DETECTING INDICATORS IN SUPERVISEE BEHAVIOUR (LEBLANC ET AL., 2020)

- Monitor supervisee for overt and covert reactions to supervisor behaviour
- **Overt:** arriving late to scheduled meeting; cancelling supervision meetings, rude or disrespectful behaviour; passive aggressive behaviour; expressions of contempt; angry or emotional reactions to your feedback; multitasking during supervision meetings; failing to follow through on tasks; lying
- **Covert:** angry after meeting with supervisor; fear during interactions with supervisor; thoughts that they know better than supervisor and thus can ignore their instruction; thinking and planning ways to harm supervisor

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PROBLEMATIC INDICATORS IN SUPERVISEE BEHAVIOUR (FALENDER & SHAFRANSKE, 2006)

- Coming to supervisory meetings unprepared
- Coming to supervisory meetings late
- Regularly requesting to reschedule supervisory meetings
- Casually using swear words during supervisory sessions
- Frequently checking or answering cell phone during supervisory meeting
- Attending supervisory session in inappropriate attire
- Engaging in micro-aggressions toward supervisor
- Engaging in disparaging comments about key stakeholders in consultative process (e.g., parents, teachers, related service professionals)
- Engaging in negative comments about other supervisees
- Consistently missing deadlines

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SUPERVISEE RESISTANCE (LIDDLE, 1986)

- Supervisee resistance is common in supervisory relationships
 - Supervisee verbal and nonverbal behaviors in response to supervision that disrupt supervisory process
- Primary goal of resistant behavior is self-protection in which the supervisee guards against some perceived threat
- Resistant behaviors are often coping mechanisms to reduce anxiety
 - Supervisee fear of inadequacy
 - Supervisee reaction to loss of control which evolves into power struggle
 - Supervisee threatened by change and responds with defensive behaviors
- Evaluative component of supervision provokes anxiety as negative evaluation by supervisor may result in dismissal
- Supervisee believes they are more competent than supervisor

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DETECTING INDICATORS IN SUPERVISOR BEHAVIOUR (LEBLANC ET AL., 2020)

- Self-monitor your overt and covert reactions to supervisee behaviour
 - **Overt:** cancelling supervision meetings, providing more corrective feedback than praise, providing low-quality feedback, multitasking during supervision meetings, failing to follow through on tasks
 - **Covert:** dreading upcoming meetings, feeling irritated by supervisee, feeling awkward around supervisee, attributing supervisee's behaviours to personal characteristics
- Self-monitor for indicators of dismissiveness and authoritarian responses

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SUPERVISOR BEHAVIOURS THAT HARM SUPERVISORY ALLIANCE (FALENDER & SHAFRANSKE, 2006)

- Discriminatory behaviour related to supervisees gender, race, ethnic background, age, or sexual orientation
 - Engaging in micro-aggressions toward supervisee
 - Use of sexist or racist language; devalue supervisee based on gender or race
 - Providing less supervision and/or fewer opportunities for professional development compared to peers receiving supervision
- Abuse of power inherent in role of supervisor
 - Assigning responsibilities beyond supervisee's role and responsibilities and not providing prerequisite supervision and training
 - Expressing anger toward supervisee
 - Making unwanted requests for personal information about supervisee
- Role boundary conflict
 - Supervisors attempting to be friends with supervisee
 - Supervisor confiding personal information with supervisee
 - Supervisor disparaging a colleague or other supervisee to supervisee



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SUPERVISOR BEHAVIOURS THAT HARM SUPERVISORY ALLIANCE (CONTINUED)

- Poor Supervision
 - Unavailable or lack of time to provide supervision
 - Often cancel supervisory sessions or allow for interruptions during supervisory sessions.
 - Lack of assessment of supervisee needs and unclear expectations
 - Developmentally inappropriate supervision not sensitive to individual developmental needs of supervisee
 - Lack in effective teaching strategies and role modelling
 - Does not provide safe environment for supervisee's professional development
 - Avoids problematic issues that arise between supervisor and supervisee
 - Authoritarian, encouraging conformity and punishing divergence from a limited theoretical framework




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SUPERVISOR BEHAVIOUR THAT HARMS SUPERVISORY ALLIANCE (CONTINUED)

- Negative Supervision
 - Engaging in harsh criticism and judgmental attitudes toward supervisee
 - Dismissing supervisee's case conceptualization in favor of your own
 - Focusing on negative instances of supervisee behaviour rather than areas of improvement
 - Misunderstanding supervisee
 - Responding to supervisee's complaints in a confrontational manner: defensive, accusatory and/or angry



66



SELF-REFLECTION ON SUPERVISORY PRACTICES
(LEBLANC ET AL., 2020, CH. 11 APP. C)

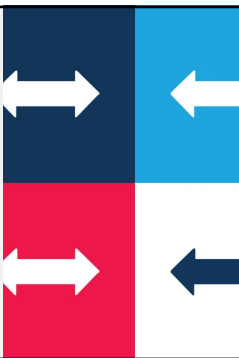
Questions to consider:

- Do you use a structured agenda for supervision meetings?
- Do you regularly (i.e., at least every other week) check in with your supervisee about how they are doing in general?
- Do you use a structured approach to identifying target skills?
- Do you provide frequent high-quality supportive and corrective feedback?
- Do you document your feedback and follow up to ensure it is implemented?
- Have you solicited feedback about your supervision practices?
- Do you engage in activities that help you to understand the diversity, cultural frameworks, and experiences of the people you supervise?

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BI-DIRECTIONAL CHALLENGES IN SUPERVISORY RELATIONSHIPS

- Overly harsh feedback
- Unclear performance expectations
- Lack of follow through
- Disconnect in communication styles
- Personal histories or biases
- Cultural differences



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HOW TO DETECT POTENTIAL RUPTURES IN SUPERVISORY RELATIONSHIP (LEBLANC ET AL., 2020)



Check in with supervisee during each meeting

"How are you feeling about our supervision?"
"Is the approach I take to providing feedback helpful?"

Questions and ensuing conversations must be genuine and compassionate



Supervisee may raise concerns

May be an indicator of healthy relationship

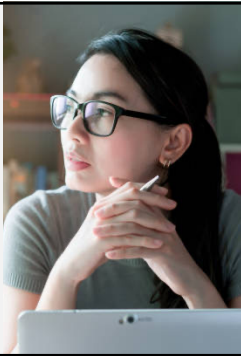
Attend to supervisee's affect when they raise a concern

Important to express appreciation for supervisee feedback

69

FUNCTIONAL APPROACH TO ASSESSING FACTORS


- Consider reflecting on the issue prior to having a conversation with the supervisee
 - Allows you to develop a clearer understanding of the problem
 - May help you to take a more supportive approach with the supervisee
 - May help you to prepare for a difficult conversation
- Be as objective as possible
- *Not meant to be done in place of speaking with the supervisee



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FUNCTIONAL APPROACH TO ASSESSING FACTORS (CONTINUED)


- What are the supervisee's specific behaviours of concern?
- Is problem with personal behaviour or professional skills?
- Is problem a combination of personal behaviour and professional skills?
 - If personal behaviour
 - What might be past history influences?
 - Are there setting events in person's life that are affecting their behaviour?
 - What appears to be antecedents that occasion the problematic personal behaviour?
 - What appears to be purpose or function of problematic personal behaviour?
 - If professional skill
 - What is professional skill set that supervisee is not demonstrating?
 - Within professional skill set, what parts or steps in skill set are they not performing with sufficient competence?
 - What is level of training and support they received for skill set in the past?
 - What is level of training and support you have provided to date for skill set?



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FUNCTIONAL APPROACH TO ASSESSING FACTORS (CONTINUED)

- Is supervisee's problematic personal behaviour associated with your supervisory behaviour
 - Have you ignored supervisee's problematic personal behaviour and thus inadvertently reinforced the behaviour?
 - Have you modelled problematic personal behaviour and thus inadvertently taught the behaviour?
 - Have you engaged in supervisory behaviours that have harmed the supervisory alliance?
 - Have you provided higher ratios of corrective to supportive feedback?
 - Are you late to or distracted in meetings?
 - Are your biases affecting the way you interact with your supervisee?



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PROBLEM-BASED LEARNING

73

Horizontal lines for writing notes.

SCENARIO: NISHI AND HER CASELOAD
Background: You are a BCBA supervising the work of Nishi, an intern with your organization. Nishi moved from India 5 years ago. Her family lives in India and she visits them 1-2 times a year. It has been great to have her skill set and language capacity to support some of the families in your area. Nishi has not been able to go home since the start of the pandemic. Recently, her grandmother has become quite ill.
Problem: Throughout the pandemic, Nishi supported her client families and led them to experience positive outcomes. More recently, however, you have observed that she has cancelled multiple scheduled supervision meetings and has had increasing delays in submitting her client reports. You also get an email from a family letting you know that they have not received a response from Nishi to their emails or phone calls.

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Horizontal lines for writing notes.

SCENARIO I: NISHI AND HER CASELOAD
What are the supervisee's behaviours of concern?
Is the problem with personal behaviour or professional skills?
If personal behaviour
What might be past history influences?
Are there setting events in person's life that is affecting their behaviour?
What appear to be antecedents that occasion the problematic personal behaviour?
What appears to be purpose of function of problematic personal behaviour?
Cancelling supervision meetings, not filing reports, not responding to client e-mails
Personal/Professional skills: Reliability
Family in India; not seen for several years
Grandmother is ill
Concern for grandmother may be interfering with work responsibilities

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Horizontal lines for writing notes.

SCENARIO I: NISHI AND HER CASELOAD

- If professional skill
 - What is professional skill set that supervisee is not demonstrating?
 - Within professional skill set, what parts or steps in skill set are they *not* performing with sufficient competence?
 - What is level of training and support they received for skill set in the past?
 - What is level of training and support you have provided to date for skill set?
 - Is the supervisee's problematic personal behaviour associated with your supervisory behaviour?
- The behaviours of meeting writing reports, and answering e-mails is in Nishi's repertoire.
- If a professional skill is implicated, it is the professional standard of reliably completing one's responsibilities to agency and clients irrespective of conditions in personal life.
- The context would be challenging for even the most reliable and dedicated of staff within the agency
- To date, there have been no discussions regarding how Nishi is coping with her personal stressors.

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HOW TO DETECT POTENTIAL RUPTURES IN SUPERVISORY RELATIONSHIP (LEBLANC ET AL., 2020)

Detecting Indicators of Issues in the Supervisory Relationship (LeBlanc, Sellers, & Ala'i, 2020, p. 228-229)

Use this checklist to detect indicators of emerging issues in the supervisory relationship, either due to your behaviour or your supervisee's behaviour. This list is not exhaustive. In considering these indicators, remember that everyone has off days. These behaviours and characteristics are not necessarily problematic in and of themselves; therefore, only check an item if it is consistently problematic or represents an acute and severe problem. Use the 'Notes' section to include relevant contextual information. Reflect on the following questions: What specific behaviour makes you think an indicator is present? What does this behaviour mean to you? What does this behaviour mean to the supervisee? What are the risks associated with this indicator or issue?

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CHECKLIST: DETECTING INDICATORS OF ISSUES IN SUPERVISORY RELATIONSHIPS (LEBLANC ET AL., 2020)

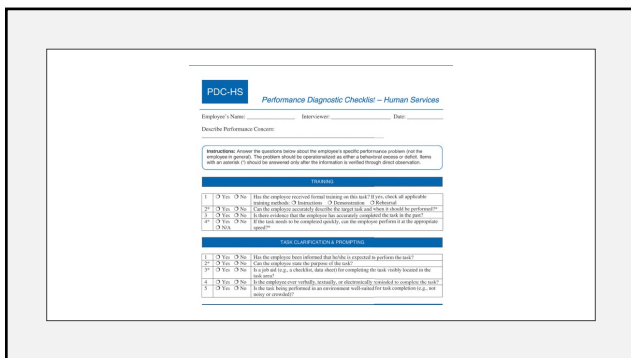
Indicators	Supervisor or S/E?	Notes
1. Absence	Supervisor S/E	
2. Broken rules	Supervisor S/E	
3. Change in style	Supervisor S/E	
4. Compliance with critical	Supervisor S/E	
5. Communication	Supervisor S/E	
6. Disruptive	Supervisor S/E	
7. Different response to assignments	Supervisor S/E	
8. Disoriented	Supervisor S/E	
9. Disruptive	Supervisor S/E	
10. Disorganized	Supervisor S/E	
11. Disruptive	Supervisor S/E	
12. Disruptive	Supervisor S/E	
13. Disruptive	Supervisor S/E	
14. Disruptive	Supervisor S/E	
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45. Disruptive	Supervisor S/E	
46. Disruptive	Supervisor S/E	
47. Disruptive	Supervisor S/E	
48. Disruptive	Supervisor S/E	
49. Disruptive	Supervisor S/E	
50. Disruptive	Supervisor S/E	

Use this checklist to detect indicators of emerging issues in the supervisory relationship, either due to your behaviour or your supervisee's behaviour. This list is not exhaustive. In considering these indicators, remember that everyone has off days. These behaviours and characteristics are not necessarily problematic in and of themselves; therefore, only check an item if it is consistently problematic or represents an acute and severe problem. Use the 'Notes' section to include relevant contextual information. Reflect on the following questions: What specific behaviour makes you think an indicator is present? What does this behaviour mean to you? What does this behaviour mean to the supervisee? What are the risks associated with this indicator or issue?

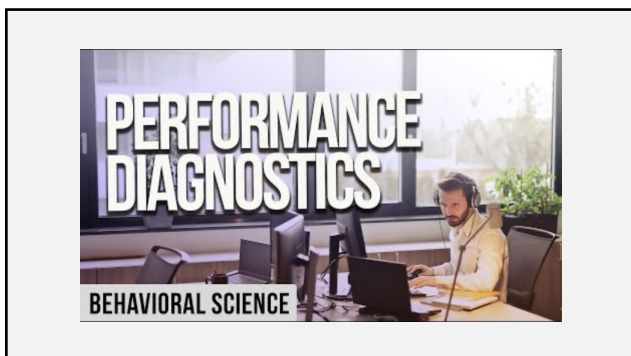
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ADDITIONAL SUGGESTIONS

- When there are concerns in a supervision relationship, document all conversations and meetings you have with the supervisee
- Be as objective as possible in your evaluations of your supervisee, as well as your own self-evaluations
- Consider all components of the three-part contingency
- Avoid completing evaluations or having discussions about concerns when you are angry or frustrated
- Review your supervision contract to ensure you are providing supervision in line with the agreement
- Seek another opinion: discuss supervision concerns with a trusted colleague*
- Consider the need for additional training in interpersonal skills
 - Mentorship
 - Webinars/podcasts
 - Books

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"If you haven't measured something, you really don't know much about it!"

- Karl Pearson, as quoted by LeBlanc, Sellers, & Alai'i (2020), p. 197



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