



# SUPERVISOR TRAINING CURRICULUM OUTLINE (2.0)

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# SUPERVISOR TRAINING CURRICULUM OUTLINE (2.0)

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## Overview

This curriculum outline is comprised of learning objectives, tasks, and considerations that are important for creating an effective supervisory relationship. Supervisors who oversee the work of (a) individuals acquiring fieldwork (i.e., experience<sup>1</sup>) for BCBA or BCaBA certification (trainees) and (b) current BCaBA or RBT certificants who are required to have ongoing supervision (supervisees) are required to complete an 8-hour supervision training based on this curriculum before providing any supervision. Supervisors, supervisees, and trainees should confirm the date the supervisor completed the training prior to initiating the supervisor relationship.

## Requirements for Training Providers

All Authorized Continuing Education (ACE) Providers 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). The training activities must include opportunities for trainees to demonstrate verbal or practical competence of the curricular areas below. Training may be conducted in person or online. The training may be completed up to 180 days prior to the learner's<sup>2</sup> original BACB certification date.

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## Requirements for Documentation

ACE Providers must provide the learner with a one-page document showing that the learner completed the full training (see the [ACE Handbook](#) for documentation requirements). The training provided must include a link to the BACB Supervisor Training Curriculum Outline (2.0), as well as 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 (2.0) but is offered independent of the BACB.”

The learner must upload the documentation described above into their [BACB account](#). Once the documentation has been approved and they meet all other relevant supervision eligibility requirements, they may begin providing supervision.

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<sup>1</sup> The term *fieldwork* will be used throughout this document to refer to the supervised practical experience required for obtaining BCBA or BCaBA certification.

<sup>2</sup> We are using the term *learner* in this document to refer to those who are taking the supervision training.

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## Supervision of Ongoing Services

The section below applies to supervision of the ongoing delivery of behavior-analytic services and, thus, is particularly relevant to the supervision of BCaBAs and RBTs.

- 1) The supervisor should be able to state the purpose of supervision to the supervisee or trainee.
  - a) Provide high-quality services that result in client improvement
    - i) Create context for clear communication
    - ii) Ensure procedural fidelity of service delivery
  - b) Develop and maintain behavior-analytic, professional, and ethical repertoires of the supervisee (as relevant)
  - c) Teach conceptual skills using applied case exemplars
    - i) Philosophical underpinnings of behavior analysis
    - ii) Concepts and principles of behavior analysis
  - d) Develop problem-solving skills
    - i) Responding to novel behavior and insufficient progress of clients
    - ii) Addressing questions from clients/caregivers
    - iii) Maximizing learning opportunities for clients
  - e) Monitor and evaluate decision-making skills
    - i) Professionalism decisions
    - ii) Ethical decisions
    - iii) Treatment decisions
  - f) Model assistance-seeking skills
    - i) Identifying problems
    - ii) Providing opportunities for feedback
    - iii) Seeking assistance from appropriate parties
  - g) Improve and maintain beneficial repertoires of the supervisee or trainee
    - i) Progress monitoring
    - ii) Opportunities for advancement
  - h) Model effective supervision practices
    - i) Professional behaviors
    - ii) Ethical behaviors
    - iii) Training behaviors

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- 2) The supervisor should be able to describe the strategies and potential outcomes of ineffective supervision.**
    - a) Identify low-quality client services
      - i) Insufficient client progress
      - ii) Potential for harm to clients
    - b) Identify poor performance
      - i) Inadequate practice repertoires
      - ii) Inadequate professional repertoires
    - c) Monitor indicators of potentially unethical behavior
      - i) Inability to identify ethical issues
      - ii) Inability to problem solve and make decisions in novel or unfamiliar settings
    - d) Evaluate modeling of effective supervision practices
      - i) Missed training opportunities
      - ii) Production of ineffective supervisors
    - e) Reduce the risks associated with high-volume work hours
      - i) Lower likelihood of compliance with supervisor recommendations
      - ii) Costs of attrition
  - 3) The supervisor should be able to prepare for the supervisory relationship with the supervisee or trainee.**
    - a) Determine feasible supervision capacity based on available time and resources for the following activities:
      - i) Maintenance of effective services
      - ii) Available institutional/organizational resources
      - iii) Identification of billable vs. non-billable time, if relevant
      - iv) Access to supervision sites (e.g., travel time required)
      - v) Preparation of content for supervision
      - vi) Timely responding to correspondence (e.g., calls, texts, emails)
    - b) Verify and review BACB certification maintenance requirements
      - i) Supervision requirements
      - ii) Competency assessment requirements (RBT)
      - iii) Continuing education requirements (BCaBA)
    - c) Verify certification status
      - i) Use the BACB registry to check status of certification

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- d) Create a secure record system to document the supervisory relationship with the following information:
- i) Supervision contracts and forms
  - ii) Supervision and work logs
  - iii) Background checks
  - iv) Supervision performance evaluations
  - v) Required documentation for a BACB audit
- 4) **The supervisor should be able to establish a plan for structured supervision content and evaluation of competence for supervisees and trainees.**
- a) Review the nature of supervision and include the following:
    - i) Set performance expectations
    - ii) Observe, implement behavioral skills training, and deliver performance feedback
    - iii) Model technical, professional, and ethical behavior
    - iv) Guide strategies for developing behavioral case conceptualization, problem-solving, and decision-making repertoires (e.g., consider motivating operations, discriminative stimuli, functions of behavior)
    - v) Review written materials (e.g., behavior programs, data sheets, reports)
    - vi) Oversee and evaluate the effects of behavioral service delivery
    - vii) Provide ongoing evaluation of the effects of supervision
  - b) Review frequency, type, and structure of supervision sessions and consider the following:
    - i) Schedule
    - ii) Location
    - iii) Individual vs. group supervision
    - iv) Meeting agendas
    - v) Multiple supervisors
  - c) Review expectations for behavior while feedback is being delivered, including the following:
    - i) Engagement in active listening (eye contact, posture) and engagement (question asking, paraphrasing) strategies
    - ii) Taking notes during feedback meetings
    - iii) Restatement of feedback to check for understanding
    - iv) Requests for clarification, examples, or models as needed
    - v) Acknowledgement of responsibility for errors (take responsibility)

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- d) Review expectations for behavior after feedback has been received, including the following:
    - i) Acknowledgement of the feedback received
    - ii) Goal setting for behavior-change goals
    - iii) Progress monitoring plan
  - e) Set appropriate boundaries
    - i) Response-time expectations
    - ii) Multiple relationships
    - iii) Preferred means of communication (e.g., face-to-face, phone, text, email)
  - f) Review supervisee or trainee performance evaluation processes
    - i) Frequency
    - ii) Type (e.g., written correspondence, meetings)
    - iii) Formal and informal reviews
    - iv) Areas of performance (e.g., professionalism, organization, time management, program implementation, ethics)
  - g) Review supervisor performance evaluation processes
    - i) Frequency
    - ii) Type (e.g., written correspondence, meetings)
    - iii) Formal and informal reviews
    - iv) Areas of performance (e.g., professionalism, time management, effectiveness, ethics)
  - h) Identify the conditions under which a supervisory relationship may end
    - i) Identification of a new supervisor
    - ii) Continued failure to meet learning goals
- 5) **The supervisor should be able to create committed and positive relationships with supervisees or trainees.**
- a) Use positive body language when interacting
    - i) Eye contact
    - ii) Posture
    - iii) Affirmative movements
  - b) Communicate regularly
    - i) Follow-up
    - ii) Regular check-ins
    - iii) Timely responses to questions and concerns

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- c) Review and provide timely feedback on documents, including:
  - i) Data sheets and graphs
  - ii) Written protocols and reports
  - iii) Treatment notes
  - iv) Behavior plans
  - v) Professional correspondence
  - vi) Training materials
  - vii) Portfolios
- d) Provide undivided attention during supervision
  - i) Engage in active listening strategies
  - ii) Take notes
  - iii) Remove distractions (e.g., phone and email notifications)

**6) The supervisor should be able to use behavioral skills training to improve supervisee or trainee performance.**

- a) Deliver clear, succinct, and detailed instructions
  - i) Describe rationale for why the target skills are to be trained
  - ii) Provide vocal and written descriptions of the target skills
  - iii) Use clear, concise, and simple instructions when describing the skill
  - iv) Require active participation from the learner
- b) Model the required skills across all relevant contexts
  - i) Incorporate role play, in vivo, and video modeling
  - ii) Use role models, peers, and self-modeling
  - iii) Deliver instructions concurrently with the model
- c) Find and create opportunities to rehearse skills
  - i) Use in vivo and role play scenarios
  - ii) Rehearse immediately after the skill is demonstrated
  - iii) Practice the skill in relevant settings
- d) Deliver effective feedback to shape performance
  - i) Provide contingent, descriptive feedback immediately after skill rehearsals
  - ii) Correct errors using empathy statements and descriptive information on how to improve
  - iii) Provide vocal, written, modeled, video, and graphic feedback
  - iv) Deliver feedback individually and to a group
  - v) Deliver feedback using formal and informal methods
  - vi) Incorporate self-monitoring

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- e) Repeat behavioral skills training steps until skill reaches mastery
  - i) Set a pre-determined mastery criterion for the skill
  - ii) Measure procedural fidelity with the skill
  - iii) Assess application and generalization of skill to new targets, clients, and settings
  - iv) Schedule follow-up competency checks
- f) Train across skill areas that are relevant
  - i) Measurement, data displays, and interpretation
  - ii) Assessment and treatment procedures
  - iii) Professionalism
- g) Describe the detrimental effects of withholding feedback
  - i) Poor quality control
  - ii) Development of an apathetic relationship
- h) Describe the detrimental effects of performing skills independently prior to demonstrating competency
  - i) Increase likelihood of harm to the client
  - ii) Develop a history of incorrect responding
- i) Describe the detrimental effects of avoiding practice opportunities for weak or absent skills within repertoires
  - i) Lack of commitment to supervisee's or trainee's training
  - ii) Failure to improve client services

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## Supervision of Trainees

In addition to the section above, supervisors have additional responsibilities when supervising trainees pursuing BCBA or BCaBA certification; these responsibilities are described below.

- 1) **The supervisor should be able to comply with relevant BACB fieldwork requirements when supervising a trainee pursuing BCBA or BCaBA certification.**
  - a) Review the requirements for those pursuing BCBA or BCaBA certification that are specific to the trainee, including:
    - i) Degree requirements
    - ii) Coursework requirements
    - iii) Fieldwork requirements
    - iv) Maintenance requirements

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- b) Develop, review, and sign a supervision contract prior to beginning supervision
  - i) Write a comprehensive supervision contract
  - ii) Review the supervision contract
  - iii) Clarify and agree to scope of supervision
  - iv) Review the conditions under which a supervisor may refuse to sign forms
  - v) Provide copies of signed contracts to all parties
- c) Document the supervisory relationship
  - i) Fieldwork verification forms
  - ii) Supplemental documentation systems
  - iii) Professional portfolios
  - iv) Filing system
- d) Collaborate to establish training objectives based upon the following:
  - i) Trainee interests
  - ii) Trainee deficits
  - iii) Coursework objectives
  - iv) Goals
- e) Measure trainee progress towards training goals
  - i) Knowledge-based evaluations
  - ii) Performance-based evaluations
- f) Identify training opportunities designed to develop and improve trainee skill sets that align with the fieldwork requirements and training objectives
  - i) Appropriate vs. inappropriate fieldwork activities
  - ii) Restricted vs. unrestricted fieldwork activities
- g) Provide a variety of fieldwork opportunities
  - i) Establish pre-determined mastery criterion
  - ii) Incorporate behavioral skills training
  - iii) Identify trainee and supervisor responsibilities for progression through training objectives
- h) Create assignments designed to improve and extend the trainee skill set
  - i) Assign type (e.g., written, oral, video)
  - ii) Assign hour allocation
  - iii) Set deadlines
  - iv) Document evidence of completion

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- i) Model and teach professionalism
    - i) Time management (e.g., measure planned activities vs. actual activities, adherence to deadlines)
    - ii) Organization (e.g., measure client programming, meeting preparation)
    - iii) Prioritization (e.g., measure appropriate allocation of time towards tasks based on criticality)
    - iv) Social skills (e.g., evaluate posture, adaptation to audience)
    - v) Interpersonal skills
  - j) Regularly monitor the supervision experience for effectiveness
    - i) Review the supervision contract and goals periodically to determine satisfaction with the trainee experience (e.g., evaluate frequency and structure of meetings, goals, areas of deficiency)
    - ii) Review supervisor competencies
      1. Identify self-selected goals for supervision
      2. Self-rate supervisory activities
      3. Use supervisor peer-overlap of supervision activities for the purpose of obtaining peer feedback when possible
  - k) End the supervisory relationship appropriately
    - i) Complete the accrual of supervised fieldwork hours
    - ii) Plan for fading supervisor-trainee contact
    - iii) Plan for continued mentorship
- 2) The supervisor should be able to evaluate the effectiveness of supervision of the trainee.**
- a) Assess baseline skills
    - i) Conduct interviews
    - ii) Conduct observations
    - iii) Consult with previous supervisors, given consent from supervisee or trainee
    - iv) Review writing samples and portfolios
  - b) Schedule observations with clients
    - i) Conduct in-vivo observations
    - ii) Conduct live video observations
    - iii) Conduct recorded video observations

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- c) Evaluate supervision based on client performance where appropriate
  - i) Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
  - ii) Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity/satisfaction questionnaires)
- d) Evaluate supervision based on supervisee or trainee performance
  - i) Objective measures of direct observation of supervisee or trainee behavior addressed in training and supervision
  - ii) Interviews and direct observations of supervisee satisfaction with training and supervision
- e) Evaluate professionalism using objective or subjective measures as appropriate
  - i) Attire
  - ii) Social interactions
  - iii) Attendance
  - iv) Time management
  - v) Organization (e.g., measure client programming, meeting preparation)
  - vi) Flexibility (e.g., evaluate problem-solving and responsiveness to changes in tasks)
- f) Evaluate the fidelity of implementation of specific interventions
  - i) Objective measures
  - ii) Self-monitoring
  - iii) Peer monitoring
  - iv) Supervisor monitoring
- g) Describe the potential outcomes of ineffective supervision practices, including the following:
  - i) Limits the supervisor's ability to replicate effects of effective supervision with subsequent supervisees or trainees
  - ii) Disorganized supervisory fieldwork that is time and cost prohibitive
  - iii) Discourages effective supervisors from supervising
  - iv) Models ineffective supervisory practices to the supervisee who may later become a supervisor
  - v) Increases potential risks of harm to current and future clients and supervisees or trainees

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- 3) The supervisor should be able to incorporate ethics and professional development into supervision of trainees.
- a) Identify relevant ethical requirements and remain in compliance with them
    - i) Ethics Code for Behavior Analysts
    - ii) BACB code-enforcement systems
    - iii) Licensure laws
    - iv) Other policies (e.g., funding and institutional requirements)
  - b) Analyze and solve ethical dilemmas
    - i) Engage in problem-solving activities
    - ii) Seek assistance when necessary (e.g., colleagues, supervisors, mentors)
  - c) Identify and develop new areas of defined competency to ensure ethical supervision
    - i) Review literature related to new competency areas
    - ii) Engage with professional groups in new areas of practice
    - iii) Pursue training and supervision in new areas
    - iv) Identify necessary requirements for new areas of practice
  - d) Pursue professional development opportunities for supervisors
    - i) Create a continuous learning community to enhance behavior-analytic skills (e.g., study groups and journal clubs)
    - ii) Read the literature (e.g., supervision, ethics, practice)
    - iii) Attend professional development activities (e.g., conventions, workshops, webinars)
    - iv) Engage in peer review
    - v) Seek mentorship
    - vi) Consult with colleagues
    - vii) Participate in professional networks
    - viii) Develop self-care strategies to maintain healthy and stable work environments

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## Selected Supervision Resources

- DiGennaro Reed, F. D., & Henley, A. J. (2015). A survey of staff training and performance management practices: The good, the bad, and the ugly. *Behavior Analysis in Practice*, 8, 16-26. doi:10.1007/s40617-015-0044-5
- Dubuque, E. M., & Dubuque, M. L. (2018). Guidelines for the establishment of a university-based practical training system. *Behavior Analysis in Practice*, 11, 51-61. doi:10.1007/s40617-016-0154-8
- Garza, K. L., McGee, H. M., Schenck, Y. A., & Wiskirchen, R. R. (2017). Some tools for carrying out a proposed process for supervising experience hours for aspiring Board Certified Behavior Analysts®. *Behavior Analysis in Practice*, 11, 62-70. doi:10.1007/s40617-017-0186-8
- Hartley, B. K., Courtney, W. T., Rosswurm, M., & LaMarca, V. J. (2016). The apprentice: An innovative approach to meet the Behavior Analysis [sic] Certification Board's supervision standards. *Behavior Analysis in Practice*, 9, 329-338. doi:10.1007/s40617-016-0136-x
- LeBlanc, L. A., Heinicke, M. R., & Baker, J. C. (2012). Expanding the consumer base for behavior analytic services: Meeting the needs of consumers in the 21st century. *Behavior Analysis in Practice*, 5, 4-14. doi:10.1007/BF03391813
- LeBlanc, L. A., & Luiselli, J. K. (2016). Refining supervisory practices in the field of behavior analysis: Introduction to the special section on supervision. *Behavior Analysis in Practice*, 9, 271-273. doi:10.1007/s40617-016-0156-6
- Sellers, T. P., Alai-Rosales, S., & MacDonald, R. P. (2016). Taking full responsibility: The ethics of supervision in behavior analytic practice. *Behavior Analysis in Practice*, 9, 299-308. doi:10.1007/s40617-016-0144-x
- Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. *Behavior Analysis in Practice*, 9, 309-319. doi:10.1007/s40617-016-0142-z
- Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended practices for individual supervision of aspiring behavior analysts. *Behavior Analysis in Practice*, 9, 274-286. doi:10.1007/s40617-016-0110-7
- 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, 287-298. doi:10.1007/s40617-016-0121-4
- Valentino, A. L., LeBlanc, L. A., & Sellers, T. P. (2016). The benefits of group supervision and a recommended structure for implementation. *Behavior Analysis in Practice*, 9, 320-338. doi:10.1007/s40617-016-0138-8