**Introduction to supervision**

Group and Individual Supervision Activities

Supervisor’s Guide

First Group and /or Individual Meeting

**Tabs 1-2**

**Group or Individual Meetings**

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| Activities  |
| * Introduction to supervision. The supervisor should discuss the following:
	+ How group and/or individual supervision will be conducted
		- The meeting times and the frequency of the meetings
			* Group and individual supervision
			* Discuss number of hours required to meet the practicum and supervision requirements (refer to BACB website for this information)
		- The structure of the group and individual supervision
			* Group:
				+ No more than 9 supervisees per group
				+ Going over readings and strengthening understanding of the basic principals learned in the classroom setting
				+ Group activities to practice (e.g. role play) the skills described in tabs 2 to 31
				+ Receive and give constructive feedback to and from peers and the supervisor
			* Individual
				+ Site visits by the supervisor
				+ The role of the supervisor during site visits

Direct observation and feedback for application of the skills described in tabs 2 to 31 with various children or adults Review of reports, assessment and **data****Supervisee should present raw and graphed data with all cases** Case consultation * + Importance of receiving constructive feedback during group and individual meetings
		- The supervisees must be reminded that during group supervision meetings they will receive constructive feedback from the supervisor in front of their peers
		- Discuss how supervisee and the supervisor should respond to and give constructive criticism
	+ Discuss supervisor’s expectations and ask supervisee to include them in the contract (see tab 1)
		- The supervisor should inform the supervisee of the following:
			* Attending group or individual meetings consistently (no more than 1 absence for every 6 meetings) and prepared to discuss the days topics (e.g. doing the required readings, summarizing required readings, and bringing data or graphs)
			* Level of participation expected during group and individual supervision
			* Professional conduct and client confidentiality during group and individual meetings
			* Only behavior analytic work will be considered towards total practicum and supervision hours
			* Use of supervision folders and keeping all activities conducted during supervision in the folder
	+ Discuss supervisee’s expectations of supervision and the supervisor and have the supervisee include them in the contract (see tab 1)
	+ Set realistic timelines for completion of supervision hours
		- Discuss with the group the timelines for completion of 1500 hours
		- Emphasize that no more than 30 hours per week is allowed to report and that the group members will not finish their supervision hours till November of 2011
		- Ask the supervisees to create a realistic time-lines for supervision taking into account number of hours spend doing behavior analytic work at their current positions
	+ **Conclude the meeting by asking the supervisees to do the following before the next meeting:**
		- Finalize the contract and bring it to the next meeting
		- Complete steps 1 and 2 in tab 1
		- Complete all tasks outlined in tabs 3-7 and come to supervision meeting ready to discuss the documents
		- Bring to the next supervision meeting the following documents (these documents can are available on BACB website: http://www.bacb.com/consum\_frame.html)
			* BACB Guidelines for Responsible Conduct for Behavior Analysts
			* BACB Task List-third and fourth Editions
			* Autism Task list
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Group and Individual Supervision Activities

Supervisor’s Guide

Second Group and /or Individual Meeting

**Competency 2: Select & define target behavior for change (Tab 9)**

**Activities**

1. Begin the group by asking the group members if they brought to group supervision the summary of pages 55 to 69 from Cooper, Heron and Heward (2007).
2. Inform the group members that we are going to spend two or three group supervision sessions on Competency 2 by having:
	1. Each group member present a short case summaries from his or her case load and operational definition of the target behavior and why the behavior was chosen as a target (social validity)
	2. The group members discus the operational definition (functionally and topographically)
	3. The group members discus using specific forms to assess social validity of target behaviors
	4. Individually and as a group discuss prioritizing target behaviors when multiple problem behaviors have been identified by teachers and parents
3. **State that today’s activities will include items a), b) and c) from point 2.**
	1. Individually and as a group
		* Discussing and defining target behaviors functionally and topographically
		* Assessing social validity of target behaviors
4. **Ask the group members to give reasons why we are dedicating much time on selecting and defining target behaviors.**
	* The purpose of the discussion is to have the supervisees explain the importance of having observable and measurable operational definitions of behavior in assessment, intervention and progress monitoring.
5. **Determining the social significance of behavior is a critical step in the assessment process. Behaviors identified for change must be socially significant to the persons and contribute to the quality of their daily life.**
	* Give them the “Evaluating Social Significance of Target Behaviors” form and ask them if any of them created a form like the one you gave them as a summary for social significance of a behavior.
	* Spend few minutes discussing the importance of data based decision making and the usefulness of forms, when selecting behaviors for change, to guide the decision making process that will increase benefit to the student and provide structured, measurable and defendable (in due process) process
	* Generate a discussion where each supervisee:
		+ **Presents a case by:**
			- Explain why the behavior was chosen in terms of its social significance
				* **Using the** “**Evaluating Social Significance of Target Behaviors” form for the target behavior will help them stay on task**
		+ **Give operational definition of the target behavior and state if the definition is functional or is topographical**
		+ The group members will evaluate if the target behavior is:
			- Socially Valid by using the summary they made on Assessing the social significance of potential target behaviors
			- Technological
				* Must pass the **stranger rule** that is if someone who never seen the child will be able to use the definition to collect reliable data.
			- Observable
				* Pass the Dead Man’s test that is:

If the dead man can do it, it is not behavior

**Example: Instead of saying “not following directions”; Say what the student IS DOING instead (e.g.“ Talking to a peer next to him”)**

**Or what the alternative appropriate would be (e.g. “Follows directions such that within 5 seconds from the demand, he ….”)**

* + - * **Measurable**
				+ **Will the observer be able to collect frequency and/or duration or latency data on the behavior**
				+ **The intensity of the behavior is clearly stated and is measurable**
			* **Does the definition of the behavior require some exclusionary factors (e.g. a student can leave his or her seat if given permission)**
* **End the meeting by asking the group members to:**
	+ **Make all necessary changes to the definition of the target behavior and e-mail the definition of the behavior to you. After receiving the revised behavior definitions please forward them to** **Petros.adzhyan@lausd.net****.**
	+ **For group members that had the opportunity to discuss their cases they need to bring another case for the next meeting.**
	+ **Before attending next group supervision meeting with a new case:**
		- **They need to bring to supervision meeting the written definition of the target behavior**
		- **Indicate if the behavior is defined Functionally or Topographically**
		- **Complete the** “**Evaluating Social Significance of Target Behaviors” form**