

Evidence-based Supervision and Training

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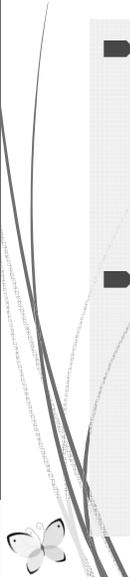
Tutorial presented at the 2016 CalABA Conference, Santa Clara

Evidence-Based

► Practice (Slocum et al., 2014)

- Best available research and
- Clinical expertise while
 - Taking into account the clients' characteristics

► Training and Supervision

- Best available research and
 - Supervisory expertise while
 - Taking into account the characteristics of your supervisees
- 

Tip 1.



Be a teacher



not a cop!

Tip 1. Be a teacher, not a cop!

- Pay attention to your staff's overall performance.
- Listen to them, not just when they are in trouble.
- If you anticipate they are going to struggle with something, try to teach it or lower the criteria *before* they fail.
- Conduct "Can't Do or Won't Do" assessments (VanDerHeyden & Witt, 2007) before jumping into conclusions.



Personnel Selection



- ▶ Use structured interviews
 - Pre-established benchmark developed for each question
 - Each applicant can be compared to other applicants
- ▶ Use analogue scenarios and role-plays
 - Present ethical dilemmas
 - Gauge their response to feedback
- ▶ Assess work samples (e.g., written materials)



(DiGennaro Reed, Hirst, & Howard, 2013)

It is Hard to Recruit and Maintain Qualified Staff

- ▶ 1/68 children (1/42 boys, 1/189 girls) in the U.S. with autism spectrum disorder (ASD; CDC, 2014)
- ▶ High turnover rates (compared to 17.9% across industries)
 - 45% to 75 % for residential facility support staff

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Predictors of intention to turnover in behavior technicians working with individuals with autism spectrum disorder

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ABSTRACT

Employee turnover has deleterious effects on clinical services such that it hinders service quality, damages the therapeutic relationship, and compromises the integrity of care.

37.5% highly or somewhat likely to leave

Recruit the right individuals for the job.



Make the best first impression!

The Most and Least Meaningful Occupations

- #1 Orthopedic surgeon
- #2 Police Chief
- #3 Youth Minister
- #4 Elementary School Principal
- #5 Assisted Living Administrator



6/20 SLIDES © Photo provided by Forbes

NO. 6 MOST MEANINGFUL JOB: APPLIED BEHAVIOR ANALYSIS (ABA) THERAPIST

National Median Pay: \$26,600

% High Job Meaning: 96%



Initial Staff Training

- ▶ Instruction alone is ineffective for implementation (Fixsen et al., 2005)
 - Less acceptable to staff (Sexton et al., 1996)
- ▶ Goal of training -> method to measure it's outcome
- ▶ Use Behavioral Skills Training (BST; Parsons, Rollyson, & Reid, 2012)
 1. Describe target skill
 2. Provide written instruction
 3. Demonstrate the target skill (model)
 4. Trainee practice of the target skill (rehearsal)
 5. Feedback delivered to the trainee about their performance during practice
 6. Repetitions of steps 4 and 5 until mastery

Conduct Behavior Skills Training (BST)

► Instruction

- Verbal (Petscher et al., 2007; Schepis et al., 2000)
- Written (Arnal et al., 2007; Salem et al., 2009)
- Class/Workshop (Burgio et al., 1983; Wallace et al., 2004)
- Individualized (Graff et al., 2012; Sarakoff et al., 2004)
- Videos (Barnes et al., 2011; Nosik et al., 2011)

► Modeling

- Supervisor “shows” (Crossland et al., 2008; Roscoe et al., 2008)
- Videos (Catania et al., 2009; Luiselli et al., 2010)

► Rehearsal (sometimes interspersed with modeling; Roscoe et al, 2008)

- Supervisor (Rosales et al., 2009)
- Peers (Wallace et al., 2004)
- Client (Lavie & Sturmey, 2002)

► Feedback

- During rehearsal, after training, and thereafter

Repeat these steps until supervisee meets mastery criteria



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Meta-analyses
Using more than one method may be more effective than using a single method



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Has been an effective method to teach

- PECS (Barnes et al., 2011)
- Functional analyses (Wallace et al., 2004; Iwata, et al., 2000)
- Preference assessments (Lavie & Sturmey, 2002)
- Discrete Trial Training (Arnal et al., 2007)
- Teachers were taught to implement over 100 skills, 20-33hrs/3 months (Weinkauff et al., 2011)



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Most effective components
(Ward-Horner & Sturmey, 2012)



The Ugly Truth



- ▶ DiGennaro Reed & Henley (2015) conducted a survey of staff training and performance management practices
 - 382 participants (75% were BCBA's)
 - 55% said orientation or training was available before working independently
 - 41% had initial orientation/training \leq 3 days
 - 56% said training topics were directly relevant to the job they performed daily
 - 47% mastery criterion for role-play or rehearsal (40% with clients)
 - 40% indicated their supervisor observes them working

How to be Time & Cost Efficient

- ▶ Provide brief, easy to digest, written instructions (e.g., Graff & Karsten, 2012)
- ▶ Use video-based training that includes didactic instruction, voice-over narration, video models of correct performance, and guided notes (DiGennaro Reed & Henley, 2015)
 - Models containing full range of behaviors staff will be required to emit (Moore & Fisher, 2007)
- ▶ When self-instructional package alone is ineffective, provide performance monitoring tool and brief session of feedback (Shapiro et al., in press)
- ▶ Allocate face-to-face time of supervisors to creating rehearsal opportunities and delivering feedback
 - ▶ Use pyramidal model (e.g., Pence et al., 2014; Page, Iwata, & Reid, 1982)



An Evaluation of a Preference Assessment Training Video Package

Hansard & Kazemi (in preparation)

Video of preference
assessment

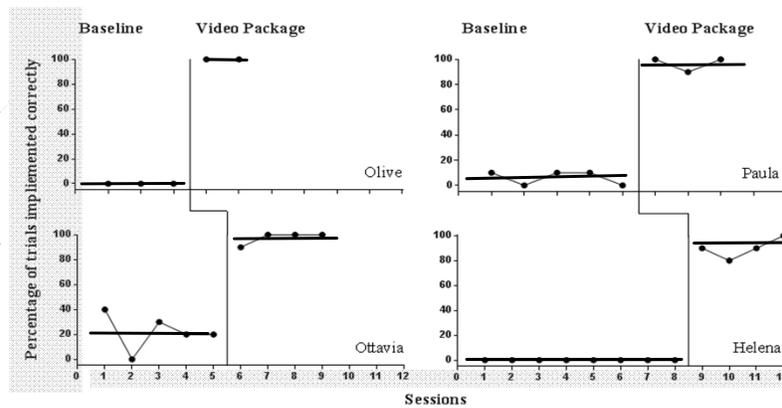
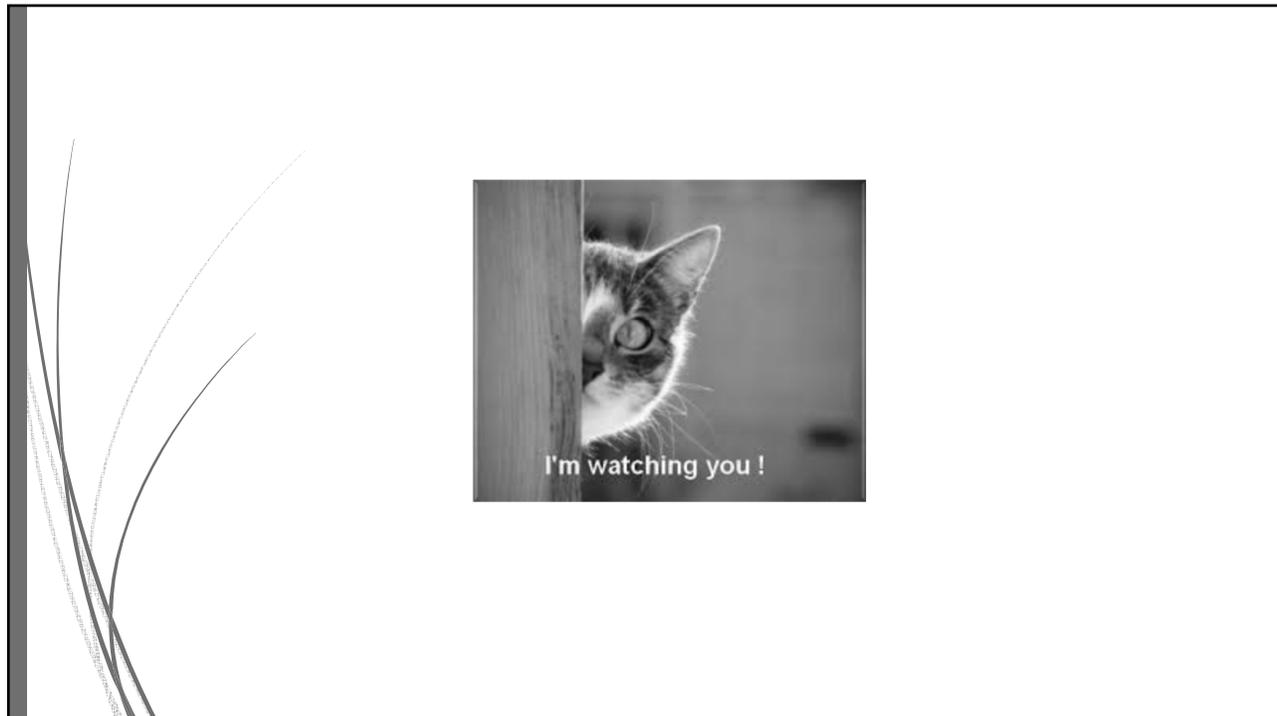


Figure 1. The percentage of trials in which participants correctly implemented a PS preference assessment after viewing the full video package.



Other Solutions for Remote Areas

- Fisher et al. (2014) used RCT to evaluate a 40-hr virtual training program
 - Participants
 - 7 women and 1 man (ages 21-50)
 - Completed at least 12 semester credits at accredited college
 - Had no prior training implementing ABA interventions
 - Training
 - E-learning modules (17, each lasting 40-60 min; total of 15 hrs)- ended with quiz
 - Role-play and feedback through GoToMeeting rest of the hours (mastery \geq 80%)
 - Confederate instructed through earpiece (engage in play, aggression, stereotypy, etc.)
 - Results
 - Found robust improvements in accurate skill implementation (work and play activities)
 - Training model was rated as highly acceptable

Best Practices and Considerations for Effective Service Provision via Remote Technology

Rios, Kazemi, & Peterson (in preparation)

Table 1

Summary of Technology Recommendations

1. Practitioners will need to balance cost, portability, and quality of video feed when making decisions about the hardware they will purchase.
2. Purchase the highest quality, most user-friendly equipment your budget allows.
3. Try to select equipment that comes with good technical support from the company, whenever possible.
4. Develop specific protocols for users at both ends for troubleshooting when technology glitches occur, including alternative telecommunication devices when necessary.
5. Provide regular, structured training on equipment usage to all parties involved in the teleconsultation process.
6. Ensure that your software is HIPAA compliant and provides for a Business Associate's Agreement.

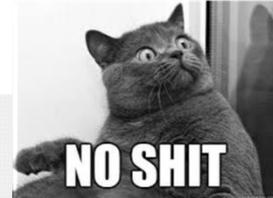
Training Matters!

► Poor training compromises

- Procedural Integrity
 - Higher levels of problem behavior (Wilder et al., 2006; DiGennaro et al., 2007)
 - Lack of consumer improvement (DiGennaro Reed et al., 2011)
- Rate and quality of staff-consumer interactions (Finn & Sturmey, 2009)
- Opportunities for teaching (Schepis et al., 2001)
- Opportunities for consumers to make choices (Reid, Green, & Parsons, 2003)
- Consumer quality of life (Jahr, 1998)
- Consumer engagement (Szczech, 2008)
- Consumer progress toward identified goals and objectives (e.g., Gresham et al., 1993; Dib & Sturmey, 2007)
- Consumer safety and risk of harm (e.g., DiGennaro Reed & Reed, 2014)

► Effective training results in

- Improvements for both trainees and consumers (Nigro-Bruzzi & Sturmey, 2010)



Tip 1. Be a teacher, not a cop!

Tip 2.

Establish a positive working relationship with everyone around you.



Tip 2. Establish a positive working relationship with everyone around you.



- ▶ Do the people who work for you feel you care about how they are doing as a whole?
- ▶ Do the people who work with you feel you are a team player?
- ▶ Does your boss see you as a “can do” person?

Research Findings

- Employees report their relationship with their immediate supervisor as an important aspect of job satisfaction (Ray et al., 2013)
- Correlation between perceived supervisory support and special education teacher retention (Billingsley, 2004)
- Satisfaction with supervision is related to employee retention in large organizations (Eisenberger et. al., 2002)

What Does that Satisfaction Involve?

- We found (N = 146 direct staff from 19 ABA agencies)
 - Supervisor's personal relationship with supervisee
 - Supervisor really care(s) about my well-being
 - Supervisor care(s) about my general satisfaction at work
 - When I do the best job possible, supervisor notices
 - Supervisor's ethical conduct
 - Supervisor's professional relationships
 - How supervisor handles their coworkers



Kazemi, Shapiro, & Kavner (2015)

What Staff Say Matters

- Four variables predicted 37% of employees' intent to quit (Kazemi, Shapiro, & Kavner, 2015)
 - Satisfaction with
 1. Initial and ongoing training
 2. Behavior of supervisors
 3. Pay (not actual amount paid)
 4. Company structure and meaningfulness of job
- Turnover costs 15-200% of employee annual salary
 - ~\$5, 000 per technician
 - Not accounting for loss of continuity of care, client trust, loss of knowledge, lowered morale

Why People Quit Your Company And How Behavior Analysis Can Slow The Revolving Door At ABA Service Providers.

TOPICS: I Hate My Job I Want To Quit My Job Why People Quit Their Job



Source: //iStockphoto.com/5172

POSTED BY: BSCI21 JANUARY 14, 2016

By Daniel B. Sundberg, PhD

Tip 3.

Be willing and ready to have tough or difficult conversations with people



Tip 3. Be willing and ready to have tough or difficult conversations with people.

- ▶ 30% or more of a supervisor's jobs is dealing with difficult conversations
- ▶ Also, a supervisor has to give corrective feedback
 - not doing anyone a favor if you avoid conflict



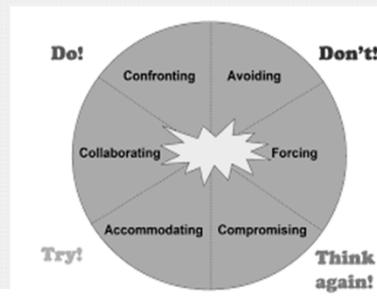
Supervisors Face Conflict

- Parent, teacher, and staff
- Funding agencies
- Various caregivers
- Co-workers and boss
- Multidisciplinary team



Conflict Resolution

- ▶ Your boss and staff look to you to resolve conflict when it arises
- ▶ Yet, most supervisors have never been trained to deal with conflict!
- ▶ We have developed a workshop we are testing soon.



Giving Corrective Feedback

- ▶ Employees who are not prepared to supervise others are more likely to burn out and self-report work related stress (Blache et al., 2011)
- ▶ 75% of BCBAs indicate they are responsible for supervising other staff
 - 66% reported current place of employment did not provide training about effective supervision practices (DiGennaro Reed & Henley, 2015)
- ▶ Training effects leave as quickly as one session post training (DiGennaro, Martins, and Kleinmann, 2007)
- ▶ Staff perform with higher integrity when monitored and observed (Brackett, Reid, & Green, 2007)

Train Supervisors to Provide Feedback

► Parsons & Reid (1995)

- Trained 10 supervisors to implement teaching programs themselves
- Training improved supervisors' teaching skills but did not improve the quality of feedback they provided to staff
- They trained target supervisors to give feedback and compared them to a control group
- **Results:** The teaching skills of staff whose supervisors were trained to provide quality feedback were maintained

► Kazemi & Eldevik (in preparation)

- 8-hr supervision workshop
 - Achieving mastery conducting a behavioral procedure did not result in achieving mastery in providing feedback



Establish Clear Expectations Up Front



- Set mastery criteria and adopt a competency (mastery) criterion based on actual performance
- Use performance checklists
 - Provide the checklist to supervisee(s) and be open to making changes according to their feedback.
 - Provide clear guidelines for monitoring (when and where) performance.
 - Use simple measurement tools.
 - Leave room for additional comments and specific examples.
 - Note if the observation was for baseline, on a typical day, or for a specific purpose.
 - Have a signature and date line for supervisor and supervisee.



Example: Interview Performance Monitoring Form

Performance Monitoring
CSUN Social Validity Project

Supervisee: _____

Date: _____

Supervisor: _____

Checklist Item	Task Analysis	Criterion	Performance Feedback
First Impressions	<ul style="list-style-type: none"> Arrived ≥ 5 min before appointment 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> Arrived professionally dressed 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Came Prepared to the Interview by Bringing...	<ul style="list-style-type: none"> Business cards to give to caregiver(s) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> Response sheet to facilitate responding 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> Copy of Pervasive Developmental Disorders Behavior Inventory Protocol (PDDBI) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> Copy of Caregiver Satisfaction with Behavioral Services 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> Copy of Treatment Acceptability Rating Form- Revised (TARF-R) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> The Consumer's Assessment Packet 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> Gray boxes of demographic form were filled prior to the interview 	<input type="checkbox"/> Yes <input type="checkbox"/> No	



Clinical Professionalism	<ul style="list-style-type: none"> Adhered to training protocol when introduced self to the caregiver(s) <ul style="list-style-type: none"> <input type="checkbox"/> Introduced self with eye contact <input type="checkbox"/> Reminded caregiver of telephone conversation and appointment Introduced others (e.g. supervisor or shadow) in attendance Asked if caregiver is ready for the interview Asked where the caregiver would like to hold the interview 	<input type="checkbox"/> Yes <input type="checkbox"/> No (to meet this criterion must meet all tasks in this category)	
Informed Consent	<ul style="list-style-type: none"> Gave a copy to the caregiver Adhered to training protocol for consent <ul style="list-style-type: none"> <input type="checkbox"/> Project Description <input type="checkbox"/> Interviewer's Position <input type="checkbox"/> Confidentiality <input type="checkbox"/> Case Review and Submittal <input type="checkbox"/> Cost, duration, and withdrawal <input type="checkbox"/> Contact Information <input type="checkbox"/> Asked if caregiver has questions <input type="checkbox"/> Obtained signature 	<input type="checkbox"/> Yes <input type="checkbox"/> No (to meet this criterion must meet all tasks in this category)	
	<ul style="list-style-type: none"> Left a copy for the caregiver 	<input type="checkbox"/> Yes <input type="checkbox"/> No	



Performance Feedback

- ▶ OBM literature in the late 70s (Komaki, Barwick, & Scott, 1978).
 - ▶ Provides staff with information about their previous performance (Wilder, Austin, & Casella, 2009)
 - ▶ Is relevant to all aspects of training
 - Acquisition, generalization, and maintenance
 - ▶ Is socially valid
 - Supervisors reported feedback as one of the most important factors to motivate staff (Parsons, Reid, & Crow, 2003)
 - Staff prefer feedback to a no-feedback condition (Reid & Parsons, 1996)
 - ▶ Has been effective in producing behavior change across populations (e.g., hockey players, bank tellers, nursing home staff)
- 

Components of Performance Feedback

Recommendations from Parsons & Reid (1995)

1. Begin the feedback session with a positive or empathetic statement.
 2. Explain what specifically was performed correctly.
 3. Explain what specifically was performed incorrectly.
 4. Explain specifically how to correct what was performed incorrectly.
 5. Ask the staff member if he or she has any questions about what was said.
 6. Tell the staff member when the next feedback session will occur.
 7. End the feedback session with a positive or empathetic statement.
- 

Optimal Feedback Arrangements



- Supervisor utilizes the same system as the supervisee(s)
- Ongoing monitoring and consultation
- Private + public feedback
- Individual + group's performance, compared to a standard
- Written, verbal, + graphic feedback
- Explanation feedback better than correct answer feedback for generalization
- If a supervisor cannot directly observe supervisee
 - Video feedback

(Favell et al., 1987; Alvero et al., 2001; Butler, Godbole, & Marsh, 2013; van Vonderen, de Swart, & Didden, 2010)

Importance of Timing of Feedback

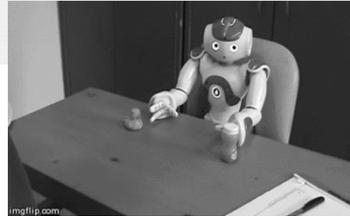


- Timing as a clear moderator of effect across studies (Scheeler et al., 2004)
- Some things to consider
 - Staff practice errors (Heward, 1997)
 - Students receive erroneous instruction (Scheeler et al., 2006)
 - Staff prefer immediate feedback (Reid and Parsons; 1996)
- Supervisor visibility is important (Reid, Parsons & Green, 2011)
 - Provides staff with easy opportunities to ask questions or seek direction
 - Staff report less satisfaction with workplace when they "rarely see the supervisor"

Effects of Feedback Warrants Further Research

► Immediate feedback has been any of the following:

- In-vivo (Scheeler et al., 2007; Rock et al., 2009)
- Immediately after observation session and before the next session (Roscoe et al., 2006)
- Same day (Coddling et al., 2005)
- Weekly (Myers et al., 2011; Mortenson & Witt, 1998)



The Tough Conversations

- Attire
- Overall demeanor and affect
- Listening skills
- Response to feedback
- Timeliness
- Communication skills
- Organization
- Hygiene
- Respect for others

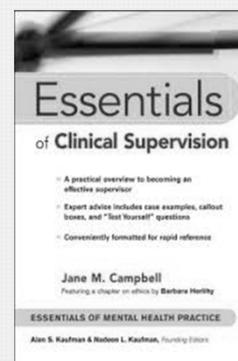


A Note on Personal skills & Professional Misconduct

- ▶ **An effective supervisor is trusted**
 - Purpose of the feedback is supervisee growth
 - Be mindful of your own history, which impacts your response
 - Remain calm and consistent
- ▶ **These are typically long-standing behaviors**
 - Likely developed and practiced since childhood
 - Individuals consider them a part of their “personality”
 - Take time to change
- ▶ **Think function**
 - What evoked the behavior?
 - What are the current contingencies for professional behavior?

Ineffective or Bad Supervisors

- ▶ 50% had bad supervision experiences of some type (Nelson & Friedlander, 2001)
- ▶ Foremost description = “lack of investment in supervision” on part of supervisors
 - Not available for supervision
 - Chronically late or cancelling
 - Failing to offer feedback of suggestions
 - Allowing continuous interruptions
 - Generally unproductive during supervision sessions
 - Excessive criticalness
 - Too much time on administrative detail and not enough on helping with clinical expertise



Tip 4.

Demonstrate commitment to the success of your staff.



Tip 4. Demonstrate commitment to the success of your staff.

- ▶ They must respect you, not because of a fancy role or title.
 - Make it clear that
 - you want to work with them
 - they won't fail under your watch
 - help them learn and succeed
 - They need to feel that their achievements are directly related to your role in their development
- ▶ Work on safety of your staff



Performance Management



- ▶ Use individual or group contingencies
- ▶ Staff that meet criteria can enter a weekly lottery (Luiselli et al., 2009; Green et al., 1991)
 - Monetary rewards
 - gift cards, coupons, meals
 - Additional privileges
 - better parking spot, schedules, vacation days
 - Negative reinforcement (DiGennaro et al., 2007)
 - cancelling a meeting to role-play poorly implemented intervention steps
 - Low or no cost reinforcers
 - public postings, E-mail announcements of appreciation, verbal praise

Using Incentives

- ▶ Conduct reinforcer surveys because supervisors often err about predicting employee preference for rewards (Wilder et al., 2011)
- ▶ Profit-Indexed Performance Pay (Abernathy, 2011)
 - Incentives based on performance *and* current financial climate
 - Performance, salary, an incentive basis calculated as a percentage of salary, and profit

Systems for Maintaining High Level Performance

- Performance Matrix (Daniels & Daniels, 2004)
 - Scorecard system the staff can be trained to use to keep track of critical performance

BI-WEEKLY TEAM PERFORMANCE MATRIX

NAME: _____ POSITION: _____ DATE: _____ TEAM #: _____

Behaviors (measured in %)	Yes	No	Weight	Raw Score	Points
Problem list: Current raw data, appropriately graphed, and recent IR's brought to meeting (completed, dated & signed)			25		
Acquisition Program: Current raw data, appropriately graphed, completed, dated, & signed			20		
Manager has completed Program Implementation Checklist			15		
There has been at least one KIA measure during the last 2 weeks			15		
Action items from the last meeting completed; new action items set for upcoming weeks			15		
Medication changes reported to team			10		
				Total Score:	

PREVIOUS: _____
GOAL: 900

Lydon, Szabo, Newsome, & Williamns (2011)

Assess Environmental Determinants of Poor Employee Performance

- Performance Diagnostic Checklist (PDC; Austin, 2000)
- Carr et al. (2014)
 - Adapted and evaluated the utility of PDC-Human Services (i.e., PDC-HS)
- Interview supervisors about factors in four domains
 1. Training
 2. Task Clarification and Prompting
 3. Resources, Materials, & Processes
 4. Performance Consequences, Effort, and Competition
- 20 items (7 based on direct observation)
- Multiple deficits (answers of no) in a specific area leads to subsequent prescribed intervention

PDC-HS

Performance Diagnostic Checklist – Human Services

Employee's Name: _____ Interviewer: _____ Date: _____

Describe Performance Concern: _____

Instructions: Answer the questions below about the employee's specific performance problem (not the employee in general). The problem should be operationalized as either a behavioral excess or deficit. Items with an asterisk (*) should be answered only after the information is verified through direct observation.

TRAINING

1	<input type="radio"/> Yes <input type="radio"/> No	Has the employee received formal training on this task? If yes, check all applicable training methods: <input type="radio"/> Instructions <input type="radio"/> Demonstration <input type="radio"/> Rehearsal
2*	<input type="radio"/> Yes <input type="radio"/> No	Can the employee accurately describe the target task and when it should be performed?*
3	<input type="radio"/> Yes <input type="radio"/> No	Is there evidence that the employee has accurately completed the task in the past?
4*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	If the task needs to be completed quickly, can the employee perform it at the appropriate speed?*

TASK CLARIFICATION & PROMPTING

1	<input type="radio"/> Yes <input type="radio"/> No	Has the employee been informed that he/she is expected to perform the task?
2*	<input type="radio"/> Yes <input type="radio"/> No	Can the employee state the purpose of the task?
3*	<input type="radio"/> Yes <input type="radio"/> No	Is a job aid (e.g., a checklist, data sheet) for completing the task visibly located in the task area?

Tip 5.

Demonstrate commitment to your own growth and development.

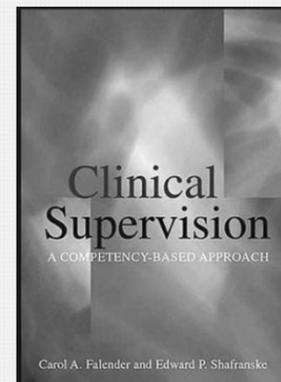


Tip 5. Demonstrate commitment to your own growth and development

- ▶ Lead by example and make sure your words match your actions
- ▶ Be open to hearing about your areas for improvement.
 - Staff see you doing something about your weaknesses and you set the tone that everyone works to make themselves better.

Read about Best Practices of Supervision

- ▶ Competency-based approach (Flander & Shafranske, 2007)
- ▶ Essential supervisory skills
 - Setting clear expectations (e.g., supervision contracting)
 - Problem solving *with the* supervisee
 - Planning and organization
 - Leading by example
 - Staff training
 - Performance management
 - Evaluation and feedback
 - Resolving conflicts
 - Strains and ruptures in supervisory relation
 - In the workplace



Rapid Reference 1.3

Effective Supervisory Behaviors

- Clarifies expectations and roles
- Is accessible and available
- Takes the role of supervisor seriously
 - Cares about the well-being of the supervisee
 - Provides frequent scheduled supervision
 - Is fully present in supervision session and not multitasking
 - Is invested in the supervisee's development
- Is able to create a safe learning environment
 - Recognizes and validates the strengths of the supervisees
 - Creates a relaxed learning environment
 - Encourages the exploration of new ideas and techniques
 - Is tolerant, open, and flexible
 - Open to ideas, thoughts, and feelings of supervisees
 - Fosters autonomy and risk-taking
 - Perceives growth as an ongoing process
 - Is curious
- Has the ability to communicate effectively
 - Works collaboratively
 - Is supportive and encouraging
 - Provides constructive criticism as well as positive reinforcement
 - Is genuine and congruent

(continued)

Essentials
of **Clinical Supervision**

- A practical overview to becoming an effective supervisor
- Expert advice includes case examples, callout boxes, and "test yourself" questions
- Conveniently formatted for rapid reference

Jane M. Campbell
Featuring a chapter on ethics by *Barbara Healy*

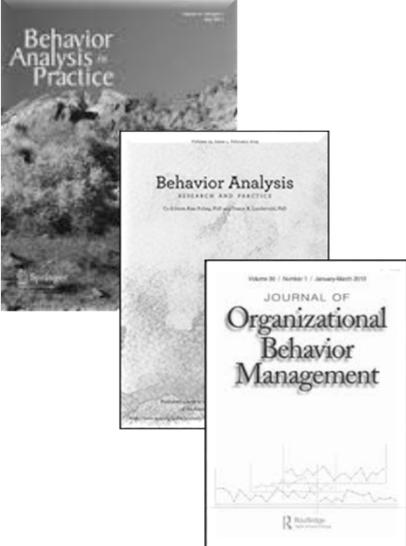
ESSENTIALS OF MENTAL HEALTH PRACTICE

Alan S. Kaufman & Ruben L. Kaufman, Founding Editors



Subscribe and Read Peer Reviewed Journals

- Designate some time for supervision meetings
- Discuss challenges and successes with other supervisors
- Share new findings with each other



Evaluate Your Supervision

► Social Validity:

- **Acceptability** (Salem et al., 2009)
- **Satisfaction** (Neef et al., 1991)
- **Effectiveness** (Arnal et al., 2007)

► Kissel et al. (1983)

- **Questionnaire:**
 - Efficacy, helpfulness, likability, and ease of applicability of training
 - 5-point Likert-type scale (1= disliked and 5 = liked very much)
- **Example item:** "I liked the methods used to teach me the behavior management skills"

► Social validity measures not representative of actual performance



Evaluating the Effects of Supervision

► Client performance as a result of training

- **Objective measures of client behavior addressed by services** (Nabeyama & Sturme, 2010)
- **Interviews and direct observations of client and caregiver satisfaction with services** (e.g., social validity)

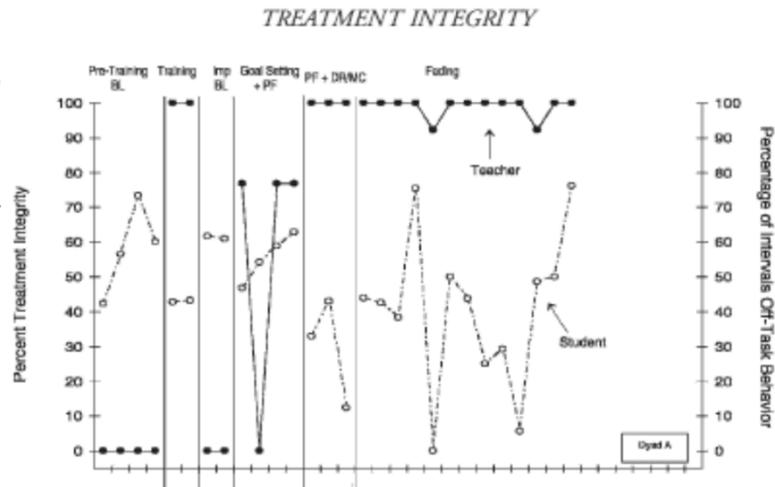
► Provide staff with visual graphs of data

- **Client improvement as well as their own accuracy** (DiGennaro, Martens, & Kleinmann, 2007)

► Ask staff to keep records of performance feedback (e.g., portfolios)



DiGennaro, Martens, & Kleinmann (2007)



Summary of the 5 Tips for Success!

1. Be a teacher, not a cop.
2. Establish a positive working relationship with everyone around you.
3. Be willing and ready to have tough or difficult conversations with people.
4. Demonstrate commitment to the success of your staff.
5. Demonstrate commitment to your own growth and development.



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