Teaching Board Certified Behavior Analysts Supervisory Skills

Ellie Kazemi, Ph.D., BCBA-D
California State University, Northridge

Supervisory Skills Matter

- Effective supervision
  - Improves <u>and</u> maintains
    - skills and performance
      - supervisees
      - consumers
  - Involves
    - training
    - monitoring
    - delivering feedback
    - effective supervisor-supervisee relationship
      - leading and mentoring supervisees

Feedback is…

- Relevant to all aspects of training
  - Acquisition, generalization, and maintenance
- Used for performance management
  - Motivation
- Effective in comparison to:
  - Other components of behavioral skills training
  - Instructions alone

Effective feedback

- Must tell supervisee
  - where they stand relative to some goal
  - what to do to improve
- Involves
  - ongoing monitoring and visibility
  - using performance measurement tools
    - note improvement and effort

- give specific information
- leaving room for questions

Training supervisors
- Parsons & Reid (1995)
  - Trained 10 supervisors to implement procedures
    - improved implementation but not how they gave feedback
  - Had to target feedback giving skills for training
    - All supervisors met criterion
    - Staff's skills maintained longer
- DiGennaro Reed & Henley (2015)
  - Found supervisors reported
    - lack of training
    - feeling only *somewhat* prepared

Purpose of this study
- Use the 8-Hour Supervision Training that is required by BACB to
  - Train Board Certified Behavior Analysts (BCBAs) to
    - Use performance monitoring tools
    - Observe and record staff performance
    - Provide BST
      - Deliver feedback
  - Increase BCBAs' confidence in delivering feedback

Method
- Setting
  - Classroom style
  - 2-Day training (9-3pm both days with breaks)
- Participants
  - 8 BCBAs working at a local ABA agency
    - 7 women + 1 man
    - Between 3-15 supervisees
    - At least one year of experience as supervisor
- Workshop team
  - One instructor (teacher and supervisor)
    - Three Behavior Skills Trainers
      - Two data collectors
        - Pyramidal training

Kazemi (2017) CalABA Symposium at Anaheim, CA

- Materials
  - Toys
  - Data Sheets
  - Writing utensil
  - Scripts for role-play
    - 10-trials (Graff & Karsten, 2012)
      - 50% typical responses
      - 50% atypical
    - Four different scripts
      - Randomized order of responses

Response Measurements
- Procedural integrity of behavioral procedure
  - Paired stimulus preference assessment (Graff & Karsten, 2012)
  - IOA (100% of sessions) = 94% (range, 80-100%)
- Feedback delivery skills
  - Collecting performance data
  - 8 components of feedback (Parsons & Reid, 1995)
  - Our additions
    - modeling
    - Instructive feedback (Delmolino et al., 2013)
    - Explanation feedback (Butler et al., 2013)
  - IOA (77% of sessions) = 95% (range, 72-100%)
- Supervisor confidence in delivering feedback
  - 5 questions on a scale of 1-5 (1 = doubtful, 5 = confident)
- Social validity of training
  - One question, "Would you recommend this workshop to others?"
    - Scale of 1-5 (1 = poor, 5 = excellent)

Procedures
- Baseline
  - Randomly selected 4 to serve as supervisors
  - Other 4 were considered partners
  - Asked partners to implement PA and collect data
    - Conducted a feedback delivery skills probe
- Training on PA implementation and data collection
  - Instruction and model
  - Feedback
    - Conducted a feedback delivery skills probe

•Training on feedback delivery skills
  • Instruction
  • Feedback
•Completed confidence scales pre and post workshop
•Completed workshop evaluation post workshop

Results

Kazemi (2017) CalABA Symposium at Anaheim, CA
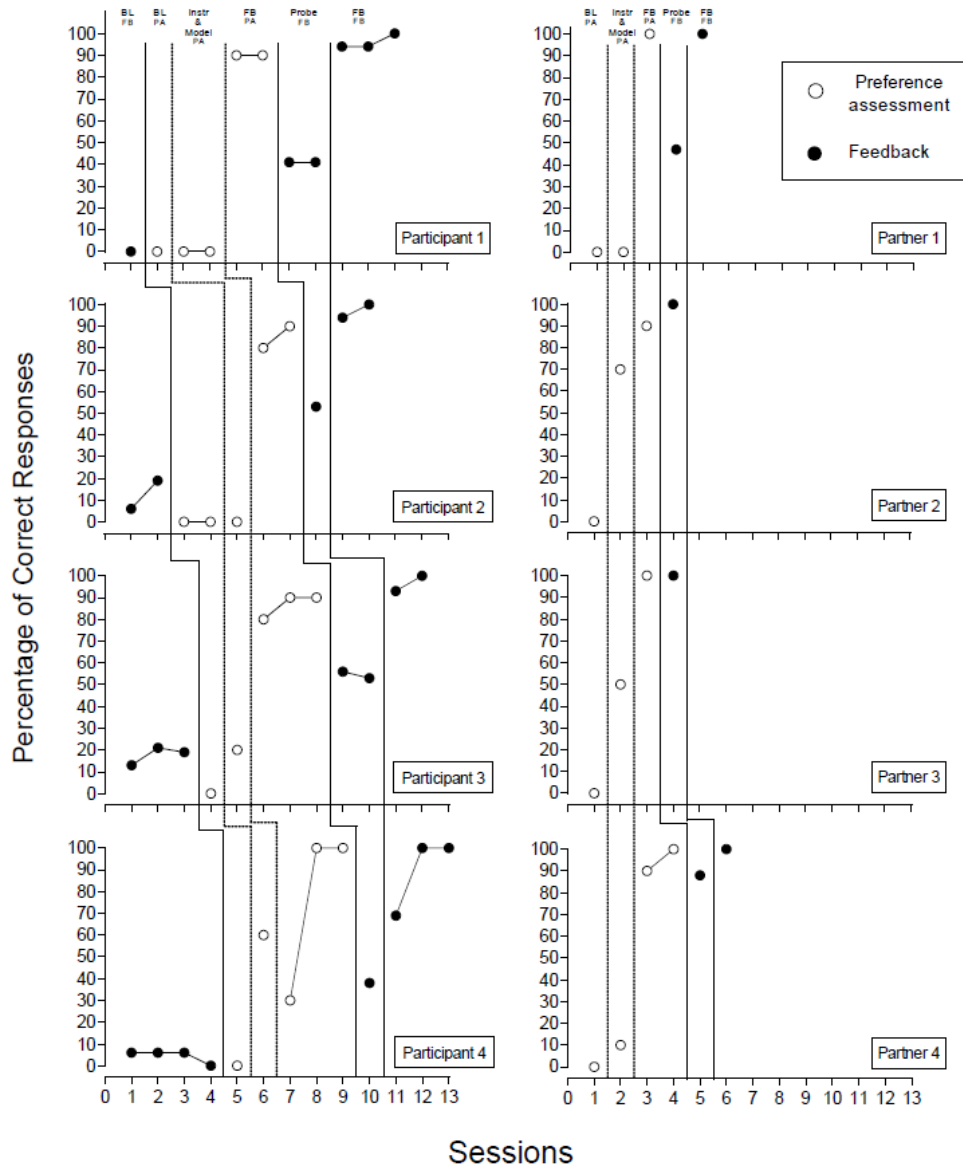
Supervisor confidence in delivering feedback

Question	Pre M	Pre SD	Post M	Post SD	t (8)	p
Q1. I feel comfortable giving feedback to my supervisees about how well they are doing	4.38	0.52	4.88	0.35		
Q2. I feel comfortable giving corrective feedback to my supervisees	4.00	.54	4.75	.46		
Q3. I am confident I can provide good feedback to my supervisees	4.13	.64	4.75	0.46		
Q4. I am confident my feedback will be received well by my supervisees	3.75	0.46	4.50	0.54		
Q5. I feel my supervisees find my feedback valuable	4.00	0.54	4.63	0.52		
Total Scores	20.25	2.12	23.50	2.0	-4.08	p =.005

Note. Scale of 1-5 (1 = very uncomfortable or doubtful, 5 = very comfortable or confident)

Feedback on feedback giving is needed
- All participants selected a score of 5 (i.e., excellent) for "would you recommend this training to others."

Limitations
- We don't know if feedback delivery skills will generalize
  - other procedures
  - outside of workshop environment
- If observer effects would be seen across participant
  - Should partners record procedural integrity data

Conclusion

- Feedback
  - building blocks of supervisory skills
- Knowing how to
  - will not cut it
- Knowing what it involves
  - will not cut it
- Watching others
  - will not cut it
- You must obtain feedback on your feedback giving to become effective in giving feedback!

Selected References

- Alvero, A. M., Bucklin, B. R., & Austin, J. (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings (1985-1998). *Journal of Organizational Behavior Management, 21*(1), 3-29.
- Butler, A.C., Godbole, N. & March, E. J. (2013). Explanation feedback is better than correct answer feedback for promoting transfer of learning. *Journal of Educational Psychology, 105* (2), 290-298.
- Daniels, A. C., & Bailey, J. S. (2014). Performance management: changing behavior that drives organizational effectiveness . Atlanta: Aubrey Daniels International. *Inc. Google Scholar.*
- Delmolino, L., Hansford, A. P., Bamond, M. J., Fiske, K. E., & LaRue, R. H. (2013). The use of instructive feedback for teaching language skills to children with autism. *Research in Autism Spectrum Disorders, 7*(6), 648–661.
- DiGennaro Reed, F. D. 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*(1), 16-26.
- Kazemi, E., Shapiro, M.., & Rylander, A. (2015) Predictors of intention to turnover in behavior technicians working with individuals with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 17. 106-115.
- Parsons, M. B., & Reid, D. H. (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. *Journal of Applied Behavior Analysis, 28*(3), 317-322.
- 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.
- 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*(4), 287-298.
- Ward-Horner, J., & Sturmey, P. (2012). Component analysis of behavior skills training in functional analysis. *Behavioral Interventions*, 27(2), 75-92.

Kazemi (2017) CalABA Symposium at Anaheim, CA

Special thanks to

- My team and members of the Training & Supervision Laboratory
  - Austin Chai
  - Chelsea Carter
  - Vahe Esmaeli
  - Michelle Padilla
  - Victor Ramirez
  - Shir Zion
- Sigmund Eldevik