

Course Syllabus

CPSE 628: Supervision and Professional Issues in Applied Behavior Analysis

Semester: Variable

Credits: 2 credits (30 hours)

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TA: TBD

Course Description

The purpose of this course is to prepare graduate students to provide high-quality behavior-analytic supervision to those individuals for whom they will have supervisory/consultation responsibilities (e.g., RBTs, prospective BCBAs, school personnel, parents, etc.). The course will focus on applying the basic principles of behavior analysis to organizational systems and individual behavior with a focus on improving the performance of those in the supervisory/consultation relationship. Topics will include evaluation of systems level services, identifying behavioral deficits and excesses in the workplace, conducting function assessment of employee behavior, identifying the key elements of effective individual and group supervision, and other relevant topics.

BACB Coursework Requirement

Personnel Supervision and Management – 30 hours

BACB 5th Edition Task List Items

Item	Description
I-1	State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
I-2	Establish clear performance expectations for the supervisor and supervisee
I-3	Select supervision goals based on an assessment of the supervisee's skills.
I-4	Train personnel to competently perform performance assessment and intervention procedures
I-5	Use performance monitoring, feedback, and reinforcement systems
I-6	Use functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance
I-7	Use function-based strategies to improve personnel performance
I-8	Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires)

Course Requirements

- Attend weekly classes
- Participate in all discussion and class activities
- Complete all reading prior to class sessions
- Complete all applied assignments
- Complete all exams

Text: Daniels, A. C., & Whitener, B. (2000). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement*. New York, NY: McGraw-Hill.

Other Readings:

<https://www.bacb.com/supervision-resources/>

O'Donovan, A., Halford, W. K., & Walters, B. (2011). Towards best practice supervision of clinical psychology trainees. *Australian Psychologist*, 46(2), 101-112

Kaslow, N. J., Falender, C. A., & Grus, C. L. (2012). Valuing and practicing competency-based supervision: A transformational leadership perspective. *Training And Education In Professional Psychology*, 6(1), 47-54.

Sellers, T. P., Alai-Rosales, S., & MacDonald, R. P. F. (2016). Taking full responsibility: the ethics of supervision in behavior-analytic practice. *Behavior Analysis in Practice*, 9, 299-308.

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.

Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. *Journal of Organizational Behavior Management*, 29, 108-135.

Brodhead, M. T., Cox, D. J., & Quigley, S. P. (2018). Creating behavioral systems to support ethical behavior in autism treatment. In *Practical ethics for effective treatment of autism spectrum disorder* (pp. 35-52). New York, NY: Academic Press.

Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. *Journal of Organizational Behavior Management*, 29, 108-135.

Garza, K. L. McGee, H. M, Schenk, Y. A., & Wiskirchen, R. R. (2017). Some tools for carrying out a proposed process for supervising experience hours for aspiring Board Certified Behavior Analyst ®. *Behavior Analysis in Practice*, 11, 62-70.

LeBlanc, L. A., Raetz, P. B., Sellers, T. P., Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. *Behavior Analysis in Practice*, 9, 77-83.

Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for addressing barriers to successful supervision. *Behavior Analysis in Practice, 9*, 309-319.

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*, 320-328.

Brodhead, M. T., Quigley, S. P., & Wilczynski, S. M. (in press). A call for discussion about scope of competence in behavior analysis. *Behavior Analysis in Practice*.

Leaf, J. B. ... (2017). Concerns about the Registered Behavior Technician™ in relation to effective autism intervention. *Behavior Analysis in Practice, 10*, 154-163.

Newhouse-Oisten, M. K., Peck, K. M., Conway, A. A., & Frieder, J. E. (2017). Ethical considerations for interdisciplinary collaboration with prescribing professionals. *Behavior Analysis in Practice, 10*, 145-153.

Sipila, E. S., Byrne, S. E., & Brodhead, M. T. (under review). Conflict resolution in applied behavior analysis.

Carr, J. E., Nosik, M. R., & DeLeon, I. G. (2017). The Registered Behavior Technician™ credential: A response to Leaf et al. (2017). *Behavior Analysis in Practice, 10*, 164-166

Week and Topic	Readings and Assignments Due
Week 1: Introduction to Supervision in ABA	<p><u>Readings due</u> None</p> <p><u>Assignments due</u> 1. Participation</p>
Week 2: Responsibilities of the Supervisor	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Sellers, T. P., Alai-Rosales, S., & MacDonald, R. P. F. (2016). Taking full responsibility: the ethics of supervision in behavior-analytic practice. <i>Behavior Analysis in Practice, 9</i>, 299-308. 2. Section 5.0 of the Behavior Analyst Certification Board's <i>Professional and Ethical Compliance Code for Behavior Analysts</i> 3. The Peril of Traditional Management (p. 3-30) in Daniels, A. C., & Whitener, B. (2000). <i>Bringing out the best in people: How to apply the astonishing power of positive reinforcement</i>. New York, NY: McGraw-Hill. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (identify a location to conduct project) 4. Participation

<p>Week 3: Pinpointing a Behavioral Problem</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. 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. <i>Behavior Analysis in Practice</i>, 9, 287-298. 2. The Scientific Approach to Leadership (p. 97-138) in Daniels, A. C., & Whitener, B. (2000). <i>Bringing out the best in people: How to apply the astonishing power of positive reinforcement</i>. New York, NY: McGraw-Hill. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (obtain consent and permission to conduct project) 4. Participation
<p>Week 4: Functional Assessment of Employee Behavior (The Organizational Level)</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. <i>Journal of Organizational Behavior Management</i>, 29, 108-135. 2. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (operationally defined behavioral problem) 4. Participation
<p>Week 5: Functional Assessment of Employee Behavior (The Process Level)</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. <i>Journal of Organizational Behavior Management</i>, 29, 108-135. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (map of organizational level) 4. Participation
<p>Week 5: Functional Assessment of Employee Behavior (The Performer Level)</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. <i>Journal of Organizational Behavior Management</i>, 29, 108-135. <p><u>Assignments due</u></p>

	<ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (map of process level) 4. Participation
Week 6: Intervention Design	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Brodhead, M. T., Cox, D. J., & Quigley, S. P. (2018). The decision-making process of evidence-based practice. In <i>Practical ethics for effective treatment of autism spectrum disorder</i> (pp. 67-84). New York, NY: Academic Press. 2. Garza, K. L. McGee, H. M, Schenk, Y. A., & Wiskirchen, R. R. (2017). Some tools for carrying our a proposed process for supervising experience hours for aspiring Board Certified Behavior Analyst ®. <i>Behavior Analysis in Practice, 11</i>, 62-70. 3. Turing Good Intentions into High Performance (p.139-214) in Daniels, A. C., & Whitener, B. (2000). <i>Bringing out the best in people: How to apply the astonishing power of positive reinforcement</i>. New York, NY: McGraw-Hill. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 4. Discussion questions 5. Quiz 6. Applied assignment (map of performer level) 7. Participation
Week 7: Intervention Measurement	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. LeBlanc, L. A., Raetz, P. B., Sellers, T. P., Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. <i>Behavior Analysis in Practice, 9</i>, 77-83. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (map of performer level) 4. Participation
Week 8: Intervention Implementation	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for addressing barriers to successful supervision. <i>Behavior Analysis in Practice, 9</i>, 309-319. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (proposed measurement system[s]) 4. Participation

<p>Week 9: Group Supervision</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Valentino, A. L., LeBlanc, L. A., & Sellers, T. P. (2016). The benefits of group supervision and a recommended structure for implementation. <i>Behavior Analysis in Practice</i>, 9, 320-328. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (data from intervention) 4. Participation
<p>Week 10: Scope of Competence</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Brodhead, M. T., Quigley, S. P., & Wilczynski, S. M. (in press). A call for discussion about scope of competence in behavior analysis. <i>Behavior Analysis in Practice</i>. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (data from intervention) 4. Participation
<p>Week 11: Supervising Complex Behavior (Interdisciplinary Collaboration)</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Newhouse-Oisten, M. K., Peck, K. M., Conway, A. A., & Frieder, J. E. (2017). Ethical considerations for interdisciplinary collaboration with prescribing professionals. <i>Behavior Analysis in Practice</i>, 10, 145-153. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (data from intervention) 4. Participation
<p>Week 12: Conflict Resolution</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Sipila, E. S., Byrne, S. E., & Brodhead, M. T. (under review). Conflict resolution in applied behavior analysis. <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (data from intervention) 4. Participation
<p>Week 13: Ethical Resolution in Supervision Practices</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Brodhead, M. T., Cox, D. J., & Quigley, S. P. (2018). Common errors and mistakes made during ethical analyses and application. In <i>Practical ethics for effective treatment</i>

	<p><i>of autism spectrum disorder</i> (pp. 97-104). New York, NY: Academic Press.</p> <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (data from intervention) 4. Participation
<p>Week 14: Controversies in Supervision</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. Leaf, J. B. ... (2017). Concerns about the Registered Behavior Technician™ in relation to effective autism intervention. <i>Behavior Analysis in Practice, 10</i>, 154-163. 2. Carr, J. E., Nosik, M. R., & DeLeon, I. G. (2017). The Registered Behavior Technician™ credential: A response to Leaf et al. (2017). <i>Behavior Analysis in Practice, 10</i>, 164-166 <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (data from intervention) 4. Participation
<p>Week 15: Final Presentations</p>	<p><u>Readings due</u></p> <ol style="list-style-type: none"> 1. None <p><u>Assignments due</u></p> <ol style="list-style-type: none"> 1. Discussion questions 2. Quiz 3. Applied assignment (data from intervention) 4. Participation 5. Final exam paper and presentation

