

The Consulting Supervisor's Workbook

Supporting New Supervisors

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Introduction

On January 1, 2022, the Behavior Analyst Certification Board® (BACB®, 2021) instituted a requirement for oversight of the supervisory efforts of newly certified Board Certified Behavior Analysts® (BCBAs®). Any BCBA providing supervision to trainees accruing fieldwork experience toward certification in their first-year post certification must have oversight of that supervision by a Consulting Supervisor (CS). The BCBA and their qualified CS must meet every month for guidance on effective supervision practices (BACB, 2021). The CS, in this case you, must have been a BCBA for at least five years and be in good standing with respect to their certification, supervision training, and ongoing CE requirements. Although the term used by the BACB to refer to your role is CS, you are also in a position to serve as a mentor to the new BCBAs with whom you work. The term mentor refers to someone who is a positive, guiding influence in another person's life with accrued life and professional experience that informs the guidance they provide (LeBlanc, Sellers et al., 2020).

Based on the steep growth trajectory in our profession, the percentage of BCBAs considered new (i.e., certified in the last 5 years) will continue to become an ever greater majority of all BCBAs. This means that there will be a limited pool of qualified CSs to provide the necessary support for those newly certified BCBAs. You and your

services will be in high demand! This new requirement also presents a tremendous opportunity for the profession to fully embrace the value and power of meaningful and effective supervision as laid out by LeBlanc, Sellers et al. (2020). Those newly certified behavior analysts will have support and guidance to help them fully realize their valuable role as a supervisor. More senior behavior analysts like you have the opportunity to continue to grow in their professional roles by becoming a consultant and a mentor to their junior colleagues.

The BACB also provides general guidance about the structure of the consultation you will be providing (BACB, 2021). For example, the New Supervisor (NS) must meet with their CS for at least one hour per month until the NS has been certified for at least one year. The consultation meeting must be synchronous and one-on-one (online meetings are permitted). The purpose of consultation is to provide the NS with guidance and professional development for facilitating high-quality supervision of trainees (BACB, 2021). That is, the function of the CS under this requirement is NOT to provide ongoing supervision related to the general practice (e.g., caseload management activities with clients) of your newly certified BCBAs during this protected hour per month. Of course, new BCBAs should be receiving clinical support and oversight at other times from you or from others, but that support

should not usurp your focused consultation on supervisory practices.

The focus of the consultation should be supervision, training, and performance management. The consultation should focus on the formal requirements (e.g., understanding the fieldwork standards, designing a contract), as well as on the strategies used to supervise and the curriculum used when supervising, among other topics and skills. The overarching purpose of your efforts as CS is to convey to your NSs what you do as a supervisor for others and why it is important for the NS to do the same things with their supervisees (e.g., RBT[®]s, BCaBA[®]s) and trainees pursuing fieldwork experience. Most people qualified to serve as a CS will likely have been providing case consultation and oversight for other BCBA's or overseeing the clinical work of trainees, which could lead them to focus on clinical oversight in these consulting efforts. Thus, it is critical that you take a structured approach to this year of consultation so that the focus remains on the golden opportunity to shape supervisory repertoires.

These requirements established by the BACB represent the minimum requirements for providing consulting support within the first year of certification. However, newly certified BCBA's will often need more than the bare minimum of consultation to succeed. They may also need guidance to succeed in their supervision of RBT supervisees as well as trainees (i.e., those pursuing fieldwork experience). Thus, it may be useful for those who are within their first year since certification to receive consultation on their supervision efforts regardless of whom they are supervising. According to the

guidelines, a newly certified BCBA might never supervise someone who is pursuing fieldwork which would mean that they are not mandated to have a CS. However, providing great supervision using an organized curriculum is challenging the first time (at least) regardless of how long it has been since certification. Thus, we encourage the reader to consider offering a year of support to BCBA's on their initial supervisory efforts even if those efforts do not occur in the first year of certification. Those new BCBA's are likely supervising RBTs who are not trainees and would still benefit from support and mentoring on supervision.

The purpose of this workbook is to guide your efforts as a CS with the NSs whom you support. This workbook focuses on strategies to support the NS in managing tasks related to the supervision they provide. The accompanying *New Supervisor's Workbook* is a companion resource that the NS can use to enhance the effects of the consultation. These resources are designed to facilitate success whether the CS and NS are in the same organization or whether it is a separately contracted arrangement.

This guide provides 4 structured months and 8 months that can be individually designed for the BCBA's needs along with a month's worth of preparatory activities. In each month, we provide a pre-meeting reflection activity and deliverables for the NS to complete and a discussion guide for the CS to use during the subsequent meeting. A template for a meeting agenda is provided and all agendas include review of technical details (e.g., signing contracts, tracking hours and activities), as well as discussion of the deliverables. Suggestions for post-meeting tasks are provided so that the NS

can implement follow-up actions throughout the month with their supervisees (e.g., RBTs, BCaBAs) and trainees pursuing fieldwork experience.

The topics for each month generally follow the content of LeBlanc, Sellers et al. (2020), including:

- a. creating a positive, collaborative supervision relationship with trainees,
- b. identifying pivotal professional skills (e.g., problem-solving, interpersonal and therapeutic relationship skills, learning-to-learn skills) that a trainee needs to develop or that the NS needs to more fully develop,
- c. identifying and resolving problems in the supervisory relationship,
- d. developing organizational and time management systems for supervision activities,
- e. evaluating the effects of supervision,
- f. and creating a curriculum and competencies to use in supervisory efforts.

In some months, the CS and NS can select the monthly consultation topic from a list based on the NS's recent self-assessment and needs identification. Although this pair of workbooks is intended to be used as a stand-alone resource to organize your efforts, it may also be useful to use the LeBlanc, Sellers et al (2020) text as an additional resource if you need more detailed information than is provided here.

In instances where the consulting relationship will not be intact for 12 full months, the CS can combine the content of certain chapters into one month or assign the NS to complete the final chapters independently using their guide and the

resources provided in LeBlanc, Sellers et al. (2020). The CS who is supporting several NSs could also create a monthly group meeting for the NSs to provide additional support once the mandatory time frame for consultation has passed. Such a group could be opened up to individuals who are not required by the BACB to receive support (e.g., in their first year as a certificant but not yet supervising trainees, in their second year as a certificant without having supervised a trainee). However, remember that any group meetings will not meet the BACB requirement (i.e., these are extra supports rather than mandated ones).

As a CS, you can enhance the benefits of this year-long experience by engaging in your own series of self-reflection and assessment activities and logistics planning activities prior to beginning consultation. In the "Getting Ready" section, we provide tools to assist you with these efforts. You will evaluate your own skills and confidence as a supervisor. You will also explore your own learning history and examine the influences of your environment on your supervisory repertoires. You will explore your values related to supervising others, including NSs. You will decide where things related to your consulting efforts will be stored and accessed and you will gather resource materials for the NS. You will develop a document that describes the terms and expectations for your consulting relationship. If you are employed within the same organization, this document will likely be considered an agreement with a list of the CS's and NS's rights rather than a formal legal contract. If you and the NS are not employed in the same organization, you will definitely want an official legal contract document for your consulting services as you would have for any other consulting services.

Finally, we provide an agenda and resources for a pre-meeting to discuss the upcoming consultation, review the agreement/contract, and answer questions.

The material in this workbook may help you reflect on the strategies that you have been using and why you have used these strategies. It may give you additional perspective or new ideas and help you to share your wisdom, experience, and perspective with your junior colleagues. As a CS, you have an opportunity to shape the supervisory repertoires of new behavior analysts who will go on to supervise others in better and more meaningful ways because of your efforts. Both their current and future supervisees and clients will benefit from the support that you provide to the NS. The support you provide will create a powerful impact in their future supervisory efforts. In the profession of applied behavior analysis (ABA), BCBAs have many job responsibilities (e.g., managing a clinical caseload, conducting professional training, teaching courses, conducting research) in addition to supervising others. Some individuals may not feel prepared to provide supervision and, as a result, may not find supervision activities enjoyable. Your efforts during the next year are directly designed to prepare NSs to be capable and confident in their supervisory skills so that they find fulfillment and enjoyment in providing supervision.

You may find that you also benefit from the mentoring and consultation you provide. As you endeavor to put your goals, values, and strategies for effective supervision into words, you will likely grow professionally, become more flexible in your communication, and develop a deeper understanding of how and why you supervise the way you do (LeBlanc, Sellers et al., 2020). Perhaps you will experience renewed enthusiasm and passion for the discipline and satisfaction with this aspect of your professional life as you strengthen the skills of other supervisors. Your efforts represent a powerful way to do good in the world and to exponentially increase the positive impact you have on the profession (i.e., you mentor five people well who then each supervise five people and so on). We wish you well on this mentorship journey and we are honored to support your efforts with this workbook.

After filling in your Mentor Tree, complete the Values Identification Activity to explore your professional values related to practice (i.e., the work you do with clients and families to create and deliver their programming) and supervising and mentoring others (i.e., the work you do with other professionals to strengthen their repertoires). Values are not the same as goals. While goals can be achieved, values are aspirational guides towards which we continually work (Chase et al., 2013). What are the top 2-3 things you value about providing supervision? Maybe it's consumer protection, establishing a passion for life-long learning in others, or the health and success of the profession. Identifying and responding toward your core values for supervision can help you make decisions and sustain your supervisory practices even when things are difficult.

Think about the individuals listed in the acorn section, how you want to influence them, and some of the strategies that you intend to use to build a strong collaborative bidirectional relationship with them. Describe your aspirational goals for yourself as a supervisor and the strategies that you want to use during supervision. You might refer to LeBlanc, Sellers et al. (2020) Chapter 3 for additional support and guidance in these self-reflection activities. As an example of a value related to practice, Linda LeBlanc identifies behaving compassionately as a value. An example of behaving consistently with this value is actively listening to a family's goals for services and involving the family in collaborative decision making about treatment. To convey this value to NSs, she uses perspective taking exercises to help an NS imagine what it might be like for families of children with autism. For a supervision related value, healthy relationships with supervisees are important to her. She tries to behave consistently with this value by getting to know each person that she supervises and supports. One strategy that she has used to help establish that value for an NS is introducing them to the Collaboration Activity in LeBlanc, Sellers et al. (2020) and describing how they might use it with their supervisees and trainees.

Appendix A: Yearly Planning Guide/Roadmap for New Supervisor

BCBA Initials: _____					
Month 1	Planning Logistics and Building Relationships	Planning Logistics and Building Relationships	Planning Logistics and Building Relationships	Planning Logistics and Building Relationships	Planning Logistics and Building Relationships
Month 2	Assessing and Self Assessing	Assessing and Self Assessing	Assessing and Self Assessing	Assessing and Self Assessing	Assessing and Self Assessing
Month 3	Curricular Roadmap and Competencies	Curricular Roadmap and Competencies	Curricular Roadmap and Competencies	Curricular Roadmap and Competencies	Curricular Roadmap and Competencies
Month 4					
Month 5					
Month 6					
Month 7					
Month 8					
Month 9					
Month 10					
Month 11					
Month 12	Professional Development Training	Professional Development Training	Professional Development Training	Professional Development Training	Professional Development Training

Appendix B: Self-Reflection on Culturally Responsive and Humble Practices

Self-reflection and self-assessment, particularly related to this content, should be a regular part of your professional experience as a behavior analyst. The following questions are meant to assist you in identifying any potential negative implicit biases that you may hold, along with identifying how many of your practices are consistently culturally responsive and humble. Some of the reflection questions may make you feel uncomfortable, and that is alright. Do your best to be honest and kind to yourself as you explore these topics. It is best to engage with these self-reflection questions under optimal conditions. For example, plan to review them during a time when you are not rushed or overly tired. Consider creating an environment to maximize thoughtful reflection such as playing soft music, making a cup of tea or glass of iced water, and sitting near a window for some natural light. You do not have to complete the entire list of self-reflection items all at once. It is fine to complete the content over a few reflection sessions.

Items for General Self-Reflection

1. I sometimes assume that people have bad intentions based on race, culture, religion, gender identity, sexual preference or other identity variable.
2. I generally assume that others share my values and preferences.
3. I am uncomfortable when people express their emotions around me.
4. I generally spend time with those who share my religious, cultural and racial identity
5. I sometimes fail to recognize my own privilege, power, and advantage compared to others.
6. I can fluently describe my cultural identity to others.
7. I consider my communication style more consistent with:
 - a. Low context - often rely on explicit and direct verbal instructions; equal control of conversational exchanges by communication partners; privacy and respect for personal space
 - b. High context – often rely on contextual cues and stories to direct behavior; voice tone, facial expressions, and other physical cues; allot differential importance and time to communication partners; and valuing of communal space
8. I regularly seek new experiences to learn about other cultures.
9. I have voluntarily enrolled in a cultural competency and responsiveness training course.
10. I am involved in a community of practice that is dedicated to inclusion and fairness.
11. I do not knowingly engage in behavior that is harassing or demeaning to persons based on their gender identity, gender expression, or gendered preferences, interests, or behaviors.
12. I am committed to TGNC-affirming practices.
13. My behavior analytic practices and professional activities actively challenge power imbalances for marginalized communities.

Items for Self-Reflection Specific to Supervision and Clinical Work

1. I consider any cultural differences with my trainees or clients and ask about culturally important variables (e.g., asking open-ended questions, learning about comfortable communication styles, asking about the conditions for respect and inclusion, asking about the meaning assigned to important events for the trainee or client).
2. I consider the social and economic barriers that might impact a trainee's ability to maximize their fieldwork experiences or a client's ability to receive care.
3. I ask kind, open-ended, forthright questions about culture, identity, or potential differences of my trainees and clients.
4. I develop plans for addressing any significant power differentials that exist in supervisory and client relationships.
5. I identify and address various factors (e.g., cultural and religious, SES, ethnicity, race, sexuality, language barriers, and gender roles) that might impact my relationship with my trainees or clients.
6. I directly talk about privilege and disadvantage with my trainees.
7. I feel comfortable engaging in "skilled dialogues" which involve welcoming, sense-making, appreciating, allowing, joining, and harmonizing.
8. I feel comfortable with trainees and clients expressing emotions in a variety of different ways.
9. I am aware of the religious practices of my trainees and clients, and I try to act in ways that are respectful of their practices.
10. I make space for trainees and clients to name their own identities if they wish.
11. I have considered how my own cultural identities shape my worldview and potentially hinder my connections to trainees and clients.
12. When conducting preference assessments or reinforcer assessments, I include items typically associated with all genders available for all clients.
13. I make sure that the stimuli that I use in training and intervention are culturally and racially anchored and inclusive.
14. I take action to actively address inequalities experienced by my supervisees or clients.

Appendix C: NS Self-Assessments and Workload Assessment (for reference only)

New Supervisor Self-Assessment

Foundational Supervision Skills

Instructions: Rate each of the following supervision and mentorship skills as: **3) proficient, 2) developing, 1) not yet acquired.** Mark an asterisk (*) if your repertoire for this skill includes some problematic history and performance aspects (e.g., history of harsh feedback and you sometimes behave the same way when you give feedback).

- Score 3 for *proficient* if you perform the skill accurately and consistently with a little preparation, effort, and only minimal distractors.
- Score 2 for *developing* if you are not yet able to perform the skill consistently and accurately, even under optimal conditions.
- Score 1 for *not yet acquired* if you have not yet the opportunity to learn the skill.

New Supervisor Self-Assessment Foundational Supervision Skills		Score
BACB Supervision Requirements		
1.	Describe basic requirements (e.g., frequency of supervision, relevant activities, acceptable modalities, use of group supervision).	
2.	Name, describe purpose and how to use, and access required documents and forms.	
3.	Describe, create, use, and teach others how to use documentation systems.	
4.	Develop a contract and review the contract with a supervisee using an informed consent approach.	
TOTAL:		/12
Purpose of Supervision		
1.	Describe the purpose for implementing behavior-analytic supervision (e.g., the benefits and desired outcomes).	
2.	Describe the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).	
TOTAL:		/6

New Supervisor Self-Assessment Foundational Supervision Skills		Score
Structuring Supervision		
1.	Develop a positive rapport.	
2.	Schedule and run effective meetings based on LeBlanc & Nosik (2019) checklist.	
3.	Establish clear performance expectations for the trainee and supervisee.	
4.	Conduct assessments of the supervisee or trainee.	
5.	Select supervision goals based on an assessment to improve relevant skills (e.g., BACB Task List, code of ethics).	
TOTAL:		/15
Structuring Supervision		
1.	Develop a positive rapport.	
2.	Schedule and run effective meetings based on LeBlanc & Nosik (2019) checklist.	
3.	Establish clear performance expectations for the trainee and supervisee.	
4.	Conduct assessments of the supervisee or trainee.	
5.	Select supervision goals based on an assessment to improve relevant skills (e.g., BACB Task List, code of ethics).	
TOTAL:		/15
Training and Performance Management		
1.	Explain the purpose of feedback and discuss preferences for trainee to receive and give feedback.	
2.	Use Behavior Skills Training (BST) in teaching supervisees and trainees.	
3.	Train personnel to competently perform assessment and intervention procedures.	
4.	Use performance monitoring, feedback, and reinforcement systems.	
5.	Use a functional assessment approach (e.g., performance diagnostics) and tools (Performance Diagnostic Checklist—Human Services; PDC-HS) to identify variables affecting personnel performance.	
6.	Use function-based strategies to improve personnel performance.	
TOTAL:		/18

New Supervisor Self-Assessment Foundational Supervision Skills		Score
Evaluating the Effects of Supervision		
1.	Solicit, review, and respond to feedback from supervisees, trainees, and others.	
2.	Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).	
3.	Implement changes when needed.	
TOTAL:		/15
Monitoring And Managing Stress and Wellness		
1.	Monitor your own stress levels and detect the effects of stress on your supervisory skills and on others.	
2.	Engage in appropriate self-care strategies to manage stress (i.e., identify alternative behaviors when you notice you are impacted by stress).	
3.	Teach supervisees and trainees to monitor their stress levels and detect effects on others.	
4.	Teach supervisees and trainees to engage in appropriate self-care strategies to manage stress.	
TOTAL:		/12

New Supervisor Self-Assessment

Advanced Supervision and Mentor Skills

Instructions: Rate each of the following supervision and mentorship skills as: 3) proficient, 2) developing, 1) not yet acquired. Mark an asterisk (*) if your repertoire for this skill includes some problematic history and performance aspects (e.g., history of harsh feedback and you sometimes behave the same way when you give feedback).

- Score 3 for *proficient* if you perform the skill accurately and consistently with a little preparation, effort, and only minimal distractors.
- Score 2 for *developing* if you are not yet able to perform the skill consistently and accurately, even under optimal conditions.
- Score 1 for *not yet acquired* if you have not yet the opportunity to learn the skill.

New Supervisor Self-Assessment Advanced Supervision and Mentoring Skills		Score
Maintaining Supervision		
1.	Establish and continually evaluate the health of bi-directional, collaborative supervisory relationships.	
2.	Self-monitor your reactions to various mentees, trainees, and supervisees to detect potential fractures in the relationship.	
3.	Ask the supervisee or trainee open-ended questions to produce insight about their own actions, knowledge, and understanding.	
4.	Identify and address cultural variables in supervisory relationships.	
5.	Identify your own professional reinforcers to foster career sustainability.	
6.	Assist your supervisees and trainees to identify their professional reinforcers to foster career sustainability.	
TOTAL:		/18

New Supervisor Self-Assessment Advanced Supervision and Mentoring Skills		Score
Training and Performance Management		
1.	Teach supervisees and trainees how to discuss and train feedback delivery and reception skills.	
2.	Prepare for and have crucial conversations with your own supervisees, trainees, families, colleagues, and supervisors.	
3.	Teach supervisees and trainees to prepare for and have crucial conversations with supervisees, trainees, families, colleagues, and supervisors.	
4.	Describe your own performance and the reasons why you performed that way while performing (i.e., a running descriptive narrative while you are behaving).	
5.	Teach supervisees and trainees how to self-observe and describe their performance and the reasons for it while performing (i.e., how to use a running narrative to describe why they do what they do).	
6.	Teach supervisees and trainees to use Behavioral Training Skills (BST).	
7.	Guide supervisees and trainees through structured problem-solving analyses rather than solving problems for them.	
8.	Assess and address supervisees' and trainees' organization and time management issues that impact professional performance.	
9.	Assess and address supervisees' and trainees' interpersonal skill deficits that impact professional performance.	
TOTAL:		/27
Evaluating the Effects of Supervision		
1.	Teach supervisees and trainees to engage in self-evaluation.	
2.	Teach supervisees and trainees to solicit and evaluate feedback.	
3.	Teach supervisees and trainees to engage in self-monitoring.	
TOTAL:		/9
Monitoring and Managing Stress and Wellness		
1.	Create a structured self-monitoring plan to maintain self-care.	
2.	Access supports (e.g., colleagues, supervisors/mentors, professionals) to assist in problem solving and managing stress.	
3.	Enhance and refine organization and time management (OTM) and problem-solving to decrease stress.	
4.	Teach supervisees and trainees to create a structured self-monitoring plan to maintain self-care.	
5.	Teach supervisees and trainees to access supports (e.g., colleagues, supervisors/mentors, professionals) to assist in problem solving and managing stress.	
6.	Teach supervisees and trainees to enhance and refine OTM and problem-solving to decrease stress.	
TOTAL:		/18

Workload Assessment

Task	Average Weekly Time Requirement	Facilitators	Barriers
Client caseload management			
RBT caseload			
BCaBA caseload			
Trainee caseload			
Administrative responsibilities			
Other duties			
Total average weekly work hours			



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The New Supervisor's Workbook

Success in the First Year of Supervision

Tyra P. Sellers
TP Sellers, LLC

and

Linda A. LeBlanc
LeBlanc Behavioral Consulting



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Introduction

Congratulations on your recent success in becoming a Board-Certified Behavior Analyst® (BCBA®)! You are now part of an ever-growing community of BCBA's. Based on the steep growth trajectory in our profession, the percentage of BCBA's considered new (i.e., certified in the last five years, just like you) is increasing and will continue to make up well over half of all BCBA's (Behavior Analyst Certification board, n.d.a). One of the most important responsibilities of a BCBA is to supervise others who are practicing as a Registered Behavior Technician® (RBT®) or Board-Certified Assistant Behavior Analyst® (BCaBA®), and those who are pursuing certification (i.e., trainees) as you have just done. You have completed coursework and supervised fieldwork experience hours. Now it is your turn to master the art of meaningful and effective supervision. We are so excited to support you, in conjunction with your Consulting Supervisor (CS) on this supervisory journey!

Beginning January 1, 2022, the Behavior Analyst Certification Board® (BACB®, May, 2021b) instituted a new requirement for oversight of the supervisory efforts of newly certified BCBA's like you. Any BCBA providing supervision to trainees accruing fieldwork experience toward certification in their first-year post certification must have oversight of that supervision by a qualified CS (i.e., a BCBA for at least five years and in good standing). The overarching purpose of the consultation is to learn from a more experienced supervisor what to do as a supervisor, when and how to do it, and why

it is important to do these things with all your supervisees and trainees.

The BCBA and their CS must meet every month for guidance on effective supervision practices (BACB, May, 2021b). This new requirement presents a tremendous opportunity for you to fully embrace the value and power of meaningful and effective supervision as laid out by LeBlanc, Sellers et al. (2020). As a new supervisor, you will have support and guidance to help you fully realize your valuable role as a supervisor. The BACB also provides general guidance about the structure of the consultation you will be receiving (BACB, May, 2021b). For example, you must meet with your CS for at least one hour per month until you have been certified for at least one year. The consultation meeting must be synchronous, one-on-one (online meetings are permitted), and documentation needs to be completed for each meeting.

The purpose of consultation is to provide you with guidance and professional development for facilitating high-quality supervision of trainees (BACB, May, 2021b). That is, your CS is NOT intended to provide ongoing supervision related to your general practice of behavior analysis. The focus of the consultation should be supervision, training, and performance management. In other words, the content you and your CS cover should not be based on the full BACB Task List 5th ed. (BACB, 2017) and instead it should incorporate the content outlined in the Supervision Curriculum Outline 2.0 (BACB, 2018). Although the BACB requirement is

in effect for trainees pursuing fieldwork, you will find much of the content of this year of consultation is also useful for your supervision of RBTs and BCaBAs.

These requirements established by the BACB represent the minimum requirements for consulting support within the first year of certification. However, most newly certified BCBAAs will need more than the bare minimum of consultation to succeed. You'll need a structured plan for how to make the most of that precious hour per month of consultation. You'll benefit from taking a structured approach to leveraging the support of other supervisors or managers and your peers. Finally, you may need some improvements or guidance on your supervision of RBTs and BCaBAs.

This workbook is designed to do all of that! Use this resource during your first-year, post-certification providing BACB-required supervision to trainees during their independent fieldwork experience. Your experience may be enhanced if your CS simultaneously uses the companion workbook *The First Year of Supervision: The Consulting Supervisor's Guide*. If your CS does not use the companion workbook, this guide will still benefit you by providing structure and facilitating a planful approach to your first year of supervisory activities for trainees.

The goal is to increase the likelihood of three outcomes:

1. a successful supervisory relationship for you and your trainee(s),
2. trainee(s) who are likely to become successful supervisors, and
3. increased professional growth for you during this exciting, but stressful first year of supervisory practices.

The self-reflection and planning activities provided in this workbook will also positively impact the supervision you provide to RBTs and BCaBAs.

This workbook does not focus on “*the what*” of supervision (i.e., teaching behavior-analytic content to your trainees). This workbook does not outline the behavior-analytic content that you should cover with your trainees. You should already be well positioned to do that based on your academic coursework. If you do not feel fully prepared to teach the behavior-analytic content, you might use the self-assessment in LeBlanc, Sellers et al. (2020) to directly assess your areas of confidence or concern. That text and a comprehensive behavior-analysis text such as Cooper et al. (2020) can help you strengthen areas where you feel this is needed.

This workbook focuses on the “*how*” of supervision. Becoming a supervisor to trainees is a big responsibility. You are responsible for the outcomes of your trainee's clients and for developing your trainee's clinical application skills *and* their supervisory skills. This is a tall order, but the good news is that you will have the support of your CS and this workbook to help you meet the challenge. This workbook focuses on ensuring that you engage in and address the critical, often overlooked, and untaught tasks of successful supervision in a structured way. In other words, this workbook and activities will support you in developing your own supervisory skills and teaching those skills to your trainees and supervisees. In addition, this workbook will help you maximize the time you have with your CS. You may also find it useful to refer to LeBlanc, Sellers et al., (2020); Sellers, Valentino et al., (2016); Sellers, Alai-Rosales et al., (2016) for additional support.

Even if you are not a brand-new supervisor, this workbook can still serve as a valuable resource to guide your efforts! Even if you are already supervising trainees (or others), this guidebook can be used to help you evaluate and refine your supervisory practices. You could choose to start using the book with a brand-new trainee and compare it to your practices and outcomes with your past or other concurrent trainees. This will allow you

to take a structured approach to evaluating your supervisory practices, particularly related to focusing on the critical skills and activities that will position your trainees to transition into successful, independent practitioners. Alternatively, you could review the content and simply pick and choose the activities and areas of focus that you have specifically identified for growth.

This workbook is broken into five main sections:

1. pre-supervision activities to get you ready to supervise,
2. month-to-month guides for Months 1, 2, and 3 to ensure that you build a strong foundation,
3. month-to-month templates for Month 4 through Month 11 to facilitate you and your CS take an individualized approach to designing content that will maximize your growth,
4. a wrap-up section that includes the content for Month 12 and tips for concluding the consultation relationship, and
5. a skills-specific section with additional topics and resources that can be used to build the content for those latter months.

The pre-supervision activities are best completed in advance of supervising others and in advance of beginning the consultation relationship with your CS. Hopefully, you picked up this book a few months before you'll start supervising trainees. This will give you some time to engage in some self-reflection and planning activities that will set you up for success. If you are just finding this book at the same time you have started supervising, that's okay, too. You can still go through the pre-supervision activities, a little bit at a time, over the course of your first few months and revisit them anytime you need.

In the section covering the content for the early months (i.e., Month 1 through 3), each

month is comprised of pre-meeting reflection and preparation activities, meetings activities, and follow-up activities to provide structure to the supervision you are providing to your trainees, and to maximize the consultation you are receiving from your CS. You'll not only get guidance on how to maximize the tasks you can do independently and with your CS to positively impact your supervisory practices, but we have also included tips for activities you might consider completing with your colleagues, peers, or community of practice; (don't fret, we will talk more about this in a bit). For some topics we have also included discussion guides that you can use to help provide structure to conversations with your supervisees and trainees.

The first three months are laid out for you and your CS in an order that will help you start your supervisory relationship and manage your stress. These months will assist you in managing the many logistics associated with fieldwork experience while helping you build a solid foundation for your supervisory relationship. You will focus on developing basic, foundational skills such as skills assessment, values identification, collaborative goal setting, creating a feedback-rich environment, developing structured agendas, and running effective and enjoyable meetings. Months 4 through 11 are presented in template format, allowing you and your CS to build a tailored 8-month plan using the information

from your self-assessment, their assessment of your skills, your goals, and content from the available topics in the workbook. The 8-month plan that you create should be considered a flexible path that may need to be adjusted based on your needs and the needs of your trainees. The last section includes content for Month 12 and strategies for wrapping up your time with your CS with an eye toward planning your ongoing professional development and self-care for career longevity and developing a plan for success with your continued supervisory practices. We want you in this profession for the long haul, and we don't want to leave that up to chance.

Month 1 Appendix B

Sample Trainee Tracking Form

The BACB has specific requirements for what must be documented for trainees, including documenting the accrual of overall independent hours, specific types of experience hours (e.g., restricted and unrestricted), required supervision hours, and specific types of supervision hours (e.g., individual and group). It is up to you to know about these requirements, create a fieldwork- and supervision-hours tracking system, and regularly review it with your trainee. You should also facilitate your trainee creating or using a similar tracking system. Outside of tracking hours, you should track some other things for each trainee. We recommend creating a spreadsheet with these items, as a spreadsheet will allow you to build and use dropdown menus for efficiency and consistency. You should review your tracking system with your CS each month to identify issues related to meeting the BACB requirements and to facilitate questions related to providing effective supervision (e.g., how to proceed if a skill is not being acquired, how to address skills like timeliness), as well as to review progression of hours and activities.

General Trainee Information

- Name
- Nickname
- Pronouns
- DOB (if comfortable sharing)
- Email
- Cell phone
- Name of employer and University program
- Date eligible for supervised fieldwork
- Date contract signed
- Name(s) of other supervisor (if applicable)
- Participation in group supervision?
- Type of fieldwork experience
- Anticipated BACB exam due date

Meeting/Contact Specific Information

- Date of the contact
- Start and end time
- Fieldwork type (supervised or concentrated supervised)
- Supervision type (1:1 or group)
- Format (in person or teleconsult)
- Activity category (restricted or unrestricted)
- Contact type (meeting or client observation)
- Timeliness and professionalism
- Topic of meeting/focus of observation
- Summary of activities completed
- Summary of feedback provided
- Data collected (procedural integrity, IOA, data on performance/knowledge tasks)
- Rating/Indication of progress (meeting expectations or not)

Trainee Tracking Form for Supervision with Name of Supervisor

General Trainee Information

Name:	DOB:
Nickname:	Cell phone:
Pronouns:	

University program:	Graduation date (actual or expected):
---------------------	---------------------------------------

Date eligible to accrue exp. hours:	
Prior independent fieldwork hours accrued, if any:	
Prior supervised fieldwork hours accrued, if any:	
Date expected to apply to sit for BACB exam:	
Applicable BACB Task List:	

Employer:	Primary work setting:
-----------	-----------------------

Other current supervisor:	Other current supervisor:
---------------------------	---------------------------

Date contract signed:	Date(s) contract amended:
Expected dates of formal reviews/assessments:	
Type of fieldwork:	
Expected average monthly independent fieldwork hours:	Expected monthly group supervision meetings/hours:
Day/time of standing meetings/observations:	

Other Notes:	
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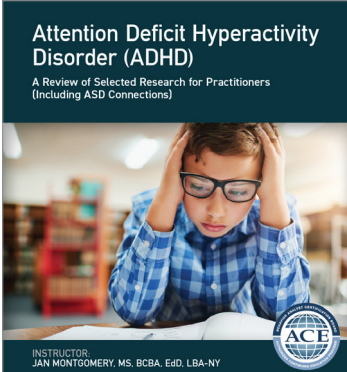
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OBM SPECIALIST CERTIFICATE
Est. 2020

INSTRUCTORS: ALLISON KING, PhD, BCBA, RYAN CURRAN, MS, BCBA


17 hr 30 min	\$650**
21 BACB Learning CEUs	
3 qualify as Supervision CEUs	



Attention Deficit Hyperactivity Disorder (ADHD)
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Episode 4: The Impact of Culture on Supervisory Relationships

FEATURING: Dr. LINDA LUBLANC, BCBA-D & Dr. TYRA SELLERS, JD, BCBA-D

57 min 28 sec	1.0 CEUs
\$15**	BACB Learning



"I like the module/phase chunking of the course, the recordings, and the interactive question-answer practice. The instructors were enjoyable to listen to, professional, and knowledgeable. I loved Jose's comments at the end, and the tribute to Jose was beautifully done."

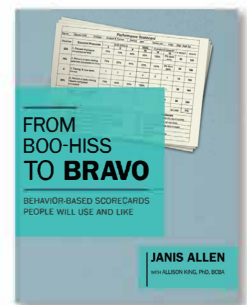
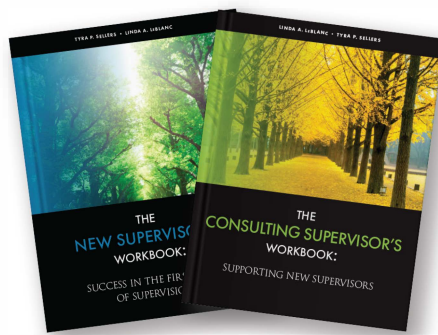
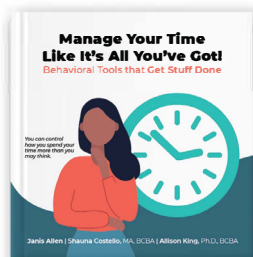
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