

Utilizing Behavioral Skills Training in a Remote Supervision Model

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Overview

- Review of behavioral skills training (BST)
- Review of Behavior Analysis Certification Board's (BACB's) requirements for fieldwork supervision
 - Using a scope and sequence for delivering supervision meeting all content areas
- How to use BST when conducting remote fieldwork supervision



BEHAVIORAL SKILLS TRAINING



Behavioral Skills Training

- BST is a method of training performance-based skills to competency
- Steps of BST (Parsons, et al., 2012)
 1. Provide instructions
 2. Provide **succinct** written description of the skill
 3. Model skill
 4. Rehearsal of skill
 5. Performance feedback
 6. **Repeat process until competent**



Steps 1 and 2 of BST

1. Provide instructions
 - Include a rationale of the importance of the skill being training
 - Provide a description of the behaviors necessary to perform the skill
2. Provide **succinct** written description of the skill
 - Trainers often struggle in this area as they do not provide a written description that is succinct and specific to the target skill (Parsons, et al., 2012)



Steps 3 and 4 of BST

3. Modeling

- This can be done via role play
 - Role plays must be well-developed and rehearsed for them to be effective
- An alternative method is to develop a video model of the target skill

4. Rehearsal

- Ensure that all trainees perform the skill in a role play or with clients
- Time consuming, but critical component



Steps 5 and 6 of BST

5. Performance feedback
 - Include positive and corrective feedback once role play is complete
 - Provide this feedback to all trainees
6. Repeat Steps 4 and 5
 - Continue process until each trainee performs the target skill to competence
 - Use a rubric
 - Competency criterion needs to be determined prior to the start of training



BACB'S CURRENT REQUIREMENTS FOR FIELDWORK SUPERVISION



Fieldwork Supervision

- 1500 fieldwork hours are required to be eligible to sit for the exam
- Eligible to accumulate those hours
 - Once they have completed the supervision module
 - After starting the first course
 - Once a contract is established and signed
- People start their fieldwork hours with varying levels of experiences



Group Supervision

- 50% of one's supervision can be in a group format
- Advantages
 - Learn from one another
 - Develop a cohort of folks who are in similar circumstances
- Disadvantages
 - Varying skill level of participants
 - Assessing mastery of information can be more challenging in this context



Fourth Edition Task List

[Fourth Edition Task List](#)



Scope and Sequence for Supervision

- Use the 4th Edition Task List to develop a scope and sequence of information covered during group supervision
- Example
 - Operational Definitions
 - Data Collection
 - Interobserver Agreement
 - Graphing



Scope and Sequence Cont.

Session 1: Target Behaviors, Operational Definitions, and Data Collection

- Review the literature regarding determining target behaviors, developing operational definitions, and various forms of data collection
- Observe videos of behavior and practice the skills of determining target behaviors, developing operational definitions based on the behaviors observed and collecting data using frequency, rate, duration, and latency.
- Assignment: Determine target behavior and operational definition of behavior that would be appropriate for event recording. Develop a data system and collect data using event recording.
- Task List Items Covered: A-01, A-02, A-03, A-04, A-12, H-01, I-01, FK-47, FK-48



Scope and Sequence Cont.

Session 2: Data Collection Continued, Interobserver Agreement (IOA), and Graphing

- Continue reviewing the literature regarding data collection, review IOA, and graphing conventions
- Observe videos to practice collecting data using partial interval, whole interval, and momentary time sampling procedures
- Practice calculating IOA based on data provided
- Observe the process for graphing data into a simple line graph, reversal design, multi-element design, bar graph, and multiple baseline graph in Excel
- Assignment: Develop a data system and collect data using a discontinuous measurement procedure. Select the most appropriate measurement procedure based on the behavior and goal (i.e., increasing the behavior or decreasing the behavior). Practice graphing each type of graph discussed based on data and task analysis provided.
- Task List Items Covered: A-06, A-08, A-10, A-13, H-01, FK-47, FK-48



Rubric – Operational Definitions

	+/-	Comments
Target behavior label is age-appropriate		
Target behavior label is culturally sensitive		
Operational definition is objective		
Operational definition is clear		
Operational definition is complete		
Operational definition is measurable		
An observer can see or hear the occurrence of the target behavior		
The target behavior is broken down into the smallest behavioral components possible		

Rubric – Data Collection

	Video 1	Video 2	Video 3	Comments
Data collection system selected				
Appropriate choice given behavior				
Correct explanation for choice				

Rubric – IOA

	Sample 1	Sample 2	Sample 3	Comments
Selects appropriate IOA equation				
Calculates IOA correctly				

Rubric – Graphing

	Line Graph 1	Line Graph 2	Line Graph 3
Correct labels used for title and axes			
Gridlines removed			
Data points are equidistance apart			
Percentage does not exceed 100			
Correct y to x axis ratio is used			

Structure of Supervision

- Didactic instruction
- Test knowledge
- Continue until reach criterion
- Model the skill in practice
- Demonstration of applying skill
- Performance feedback
- Continue until reach criterion



UTILIZING BST IN REMOTE FIELDWORK SUPERVISION



Need for Remote Fieldwork Supervision

- Many people say that our field is in its adolescence
- Currently there are over 300 universities offering the BACB's Verified Course Sequence around the world
 - Many of these programs are completely online
- Many of these students are working in environments where there are no Board Certified Behavior Analysts
 - The need for quality remote supervision is increasing dramatically



Step 1: Teaching about Verbal Behavior

- Provide instruction to ensure a minimum level of knowledge
- Test knowledge through polls where all participants are required to answer the questions
- Instruction followed by polling continues through individual supervision until the supervisee reaches criterion



Sample Poll

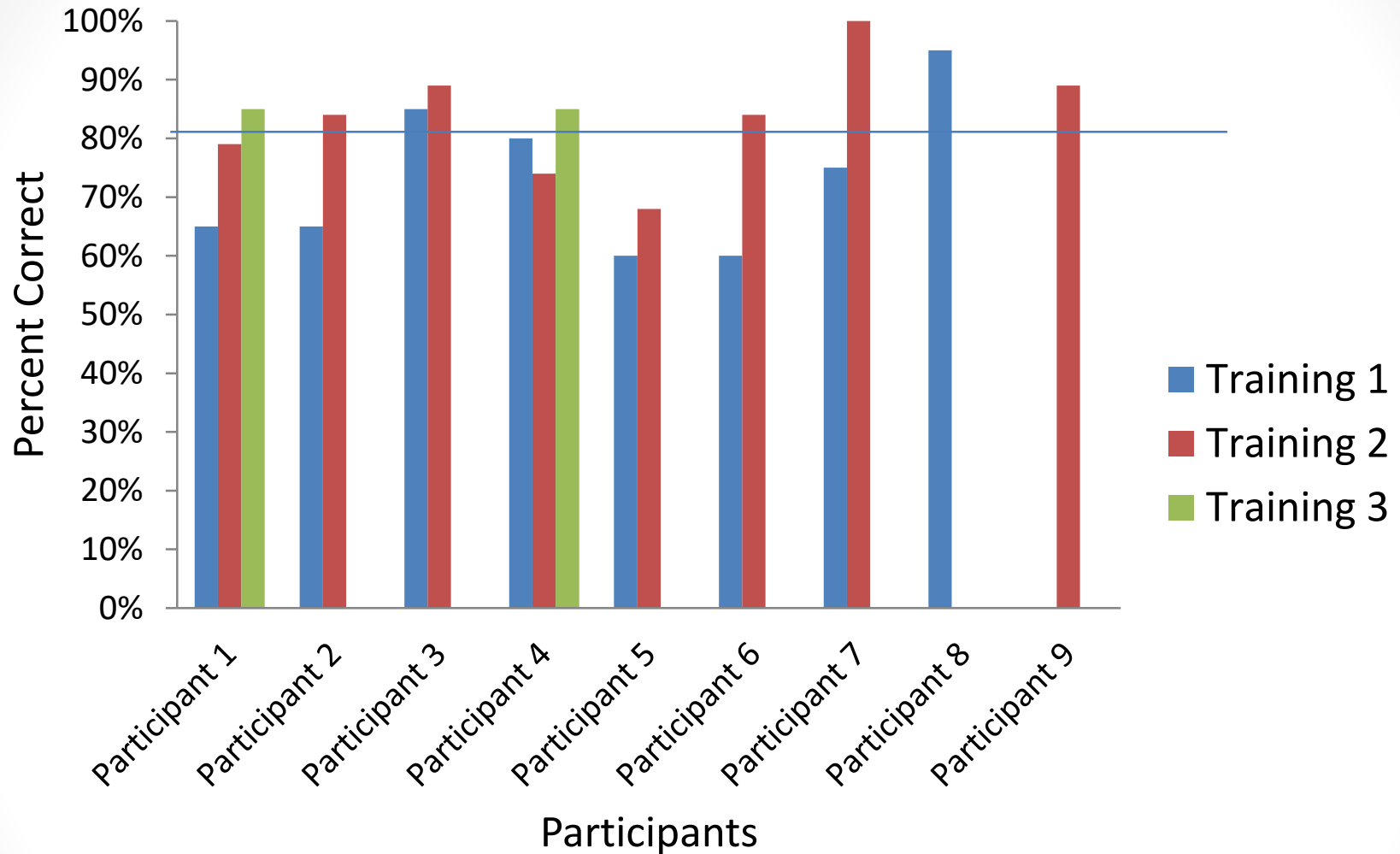
Lisa sends a text to her husband that says. Can you bring me a cup of coffee while I'm in this meeting?

Cup of coffee is an example of:

- A. Mand
- B. Tact
- C. Intraverbal
- D. Echoic
- E. Autoclitic



Identifying Verbal Operants



Results

- 9 individuals participated in the verbal behavior supervision group
- 1 stopped participating in supervision prior to reaching criterion
- 33% reached criterion after the first time participating in the training
- 33% reached criterion after the second training
- 22% reached criterion after the third training



Step 2: Applying Knowledge of Verbal Behavior

- Review videos of the supervisee teaching the verbal operants
- Use a checklist to assess components of instruction implemented
- Provide feedback
 - Identify steps completed well
 - Identify areas of improvement
- Repeat process with each verbal operant until supervisee demonstrates competency



Rubric – Teaching Mands

Skill	+/-	Comments
Assesses presence of motivating operation		
Uses appropriate prompting procedures given type of response		
Uses within session prompt fading		
Uses differential reinforcement to shape response		
Transfers control from presence of nonverbal stimulus to motivating operation		

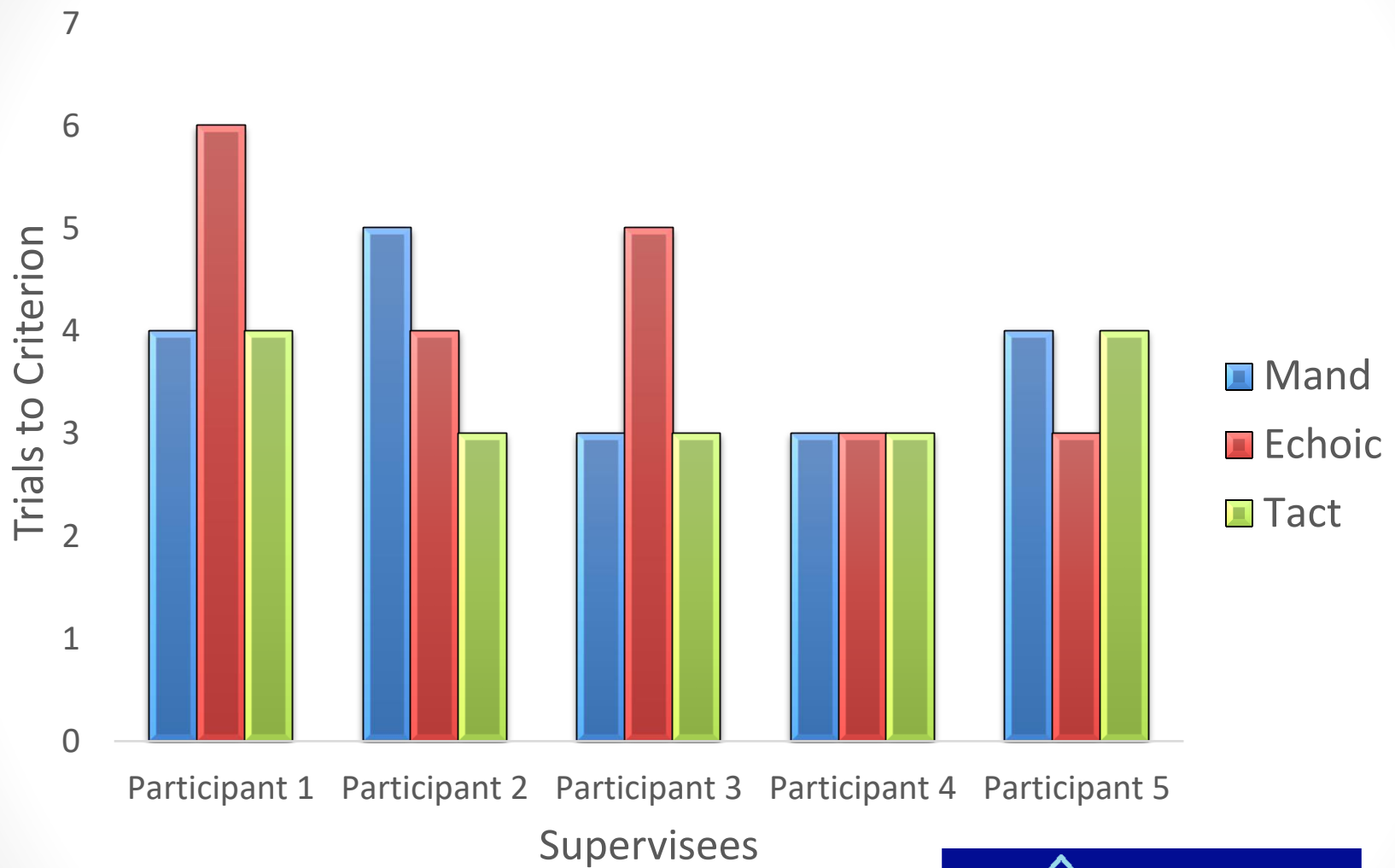
Rubric – Teaching Echoics

Skill	+/-	Comments
Uses appropriate prompting procedures given type of response		
Uses within session prompt fading		
Uses differential reinforcement to shape response		
Places echoic trial in mand frame if necessary		
Fades motivating operation and nonverbal stimulus		
Uses access to preferred stimulus if necessary and pair with generalized conditioned reinforcer		

Rubric – Teaching Tacts

Skill	+/-	Comments
Uses appropriate echoic prompts		
Uses within session prompt fading		
Fades presence of motivating operation when using a mand frame		
Transitions to the use of a generalized conditioned reinforcer		

Teaching Verbal Operants



Results

- Criterion: Three consecutive sessions with 100% of steps completed correctly
- Results:
 - One participant met criterion in three consecutive sessions for all three skills
 - Three participants needed additional feedback for at least one of the verbal operants to meet criterion
 - One participant required feedback on how to teach all three verbal operants to meet criterion



Skills Necessary for a BCBA

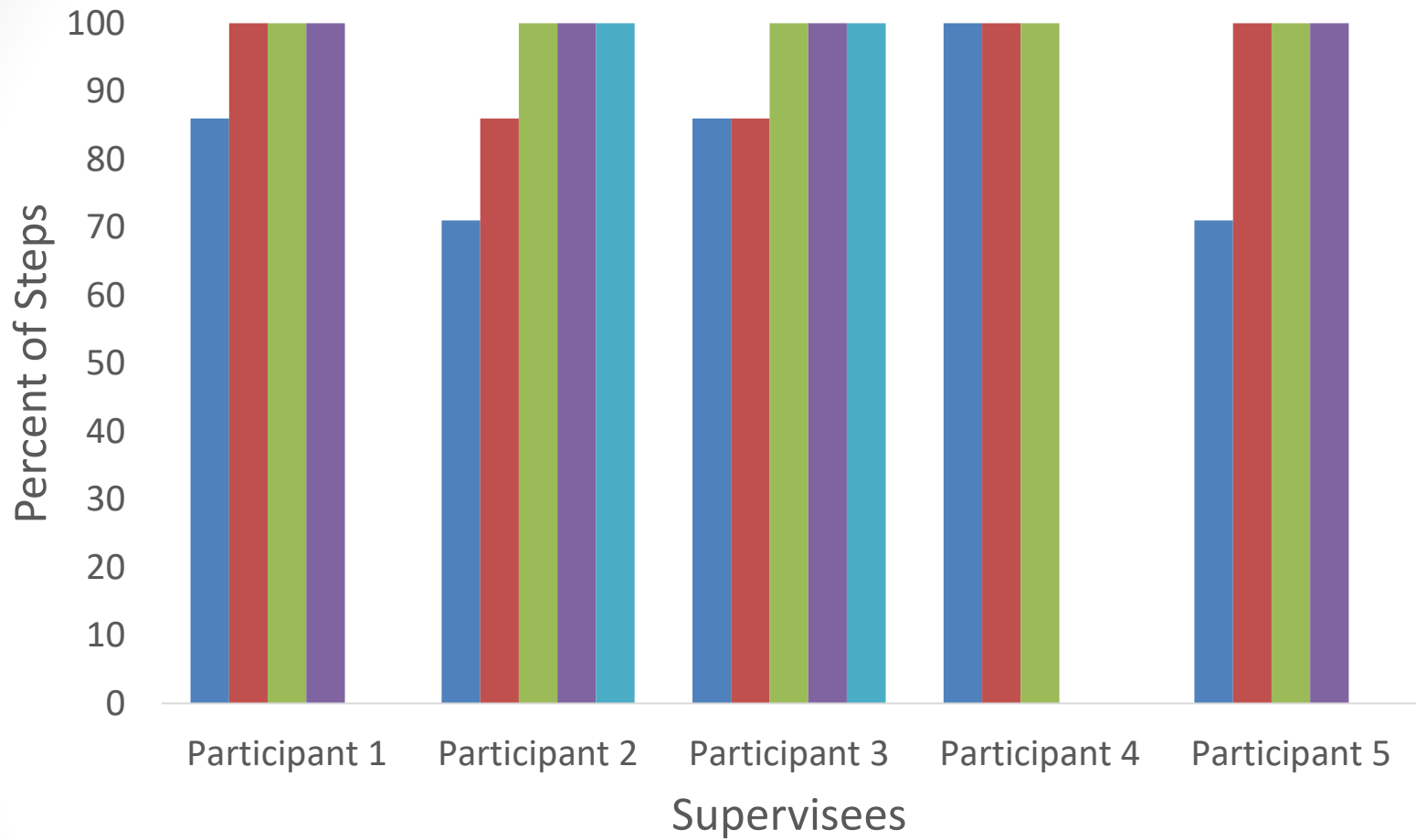
- A supervisor should always consider what the ultimate skill is that a supervisee will need to be a successful BCBA
- Being effective working with the clients is important, but insufficient
- A BCBA also needs to be able to implement BST while teaching others how to effectively work with clients
- Each activity should focus on this skill as well



Rubric – Utilizing BST

Skill	+/-	Comments
Provides instruction		
Includes written description		
Models skill		
Provides opportunity for rehearsal		
Provides performance feedback - positive		
Provides performance feedback - corrective		
Repeats process until criterion achieved		

Utilizing BST



Results

- Criterion: Three consecutive sessions with 100% of steps completed correctly
- Results:
 - One participant reached criterion immediately without additional feedback
 - Two participants required four trials to reach criterion
 - Two participants required five trials to reach criterion



Concluding Thoughts

- Need to ensure that a supervisee has an understanding of the concept first
- Follow with competency based skills assessment for application of concept
- Ensure the supervisee can teach the skill to others through BST
- All three components are necessary skills for a BCBA
- BST is the best format for ensuring competency of skills

