BEHV 5570

Training and Supervision of Staff in Human Service Settings

Course Syllabus

Class time: Tuesdays 6:00-8:50PM

Class location: CHIL 245

Class format: Face-to-Face

Professor: Shahla Alai-Rosales, Ph.D. BCBA-D, CPBA-AP
Pronouns: she/her
Office location: Chilton 361D
Office hours: Wednesdays, 1-2:30/ by zoom appointment **Email:** Shahla.alai@unt.edu

Communication Expectations: Please feel free to email me with any questions you have between class meetings. Emails will be answered within 24 hours during the weekdays. I usually will check email and answer over the weekend but may occasionally be unavailable to answer weekend emails. **Please do not write me using Canvas messaging! It often goes to junk, and I may miss your message** ☺

Teaching Assistant: April Linden, MS, BCBA
Pronouns: she/they
Office location: Chilton 361E
Office hours: Tuesdays 3-4pm/ by zoom appointment **Email:** AprilMyers@my.unt

Welcome to the Class!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus. Please also see course policies on respect and communication.

We are so happy you are here in this class, and we look forward to being part of your education.

Course Description

"The designer of training aids and courses must at all times be aware of the developmental stage of the student, so as to facilitate the trainee's advancement to the next stage, and to avoid the temptation to introduce intricate and sophisticated aids which, although they might improve performance at a particular level, would impede advancement to a higher stage, or even encourage regression to a lower one."
Dreyfus & Dreyfus, 1980

Includes analysis of political and social contingencies existing in most institutional settings. Describes training considerations and ways to establish a positive work environment for staff and clients. Principles underlying effective supervisory practices are described. Prerequisite(s): Formal admission to the MS in Behavior Analysis program or consent of instructor.

Communication Expectations

We hope to create an open and responsive communication system in several ways: Online Communication Tips (https://clear.unt.edu/online-communication-tips)
- ***Course announcements*** will be through Canvas, the online learning system.
- ***Emails*** will be responded to within 24 hours. If you do not hear back within 24 hours, try again to insure it did not get lost in clutter or spam.
- ***Office appointments*** are encouraged so that you can be sure that you are understanding the material and the expectations for assignments. All of the work is designed to teach ethical approaches to the practice and understanding of behavior science and we have tried to incorporate individualization that speaks to your area of interest and skill levels. The goal is that you make progress from baseline and learn to assess and self-direct your own learning. Talking through this process with the instructor is usually helpful.
- ***Clarifying Q&A period at the beginning and end of each class period.*** This is also a good time to ask questions about course content, materials, and assignments.

General Learning Outcomes & Competencies

It is our hope that engagement in this course will result in students learning to:

- Identify, define, provide rationales for, and give examples of staff training including the role of standards and values, the importance of responsiveness, and skills related to ongoing reflections and trusted counsel. *(BCBA Task List I-1; BACB Ethics Code 4.06)*
- Identify and describe differences between training, supervision, mentorship, collaboration, and sponsorship. *(BCBA Task List C-1; BACB Ethics Code 1.06, 2.08, 4.02)*
- Be able to identify and develop scope and sequences for analysis and training based on learner prerequisites, goals, and outcomes and adjust based on learner responses and needs. *(BCBA Task List I-2; BACB Ethics Code 2.14)*
- Be able to describe and reflect on past supervisory relationships and values to plan for future supervision practices. *(BCBA Task List H-9; BACB Ethics Code 1.06)*
- Develop the characteristics and skills associated with professionalism in a variety of contexts. *(BCBA Task List E-2, E-3, E-4; BACB Ethics Code 4.04)*
- Develop methods to assess progress, competency, and skill development of self and staff in relation to the principles of ABA, BACB guidelines, research evidence, and best practices. *(BCBA Task I-3, I-5, I-6, I-7, I-8; BACB Ethics Code 4.08)*
- Create projects that address training while including individual needs and professional considerations and demonstrate understanding of the process and indicators of effective, meaningful progress and care-based responding. *(BCBA Task List I-1, I-4; BACB Ethics Code 4.09, 4.10)*
- Shift in and out of other's perspectives through in-class activities, reflection exercises, scenario descriptions, and role plays. *(BCBA Task List E-2, E-3; BACB Ethics Code 1.15)*
- Consider culture and privilege in the context of staff training and intervention and create plans to navigate these areas responsibly and humbly. *(BCBA Task List E-4, E-5; BACB Ethics Code 1.07, 1.10, 1.13, 4.07)*
- Describe rationales and methods for identifying and navigating conflict in the supervisory relationship. *(BCBA Task List H-9; BACB Ethics Code 2.03, 2.04)*
- Produce accomplishments (papers, presentations, activities) that reflect effective and care-based embedded knowledge and skills in behavior analysis. *(BCBA Task List Sections 1 & 2; Ethics Code 2.01)*

Required Textbook: *LeBlanc, L. A., Sellers, T. P., & Ala'i, S. (2020). Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor. Sloan Publishing.*

Additional readings and resources will be provided by the instructors.

Grade Expectations

Activities & Purpose	Description	Point Allocation
Reading Reflections To summarize, integrate and apply the concepts and knowledge presented within each unit.	A reflection on the required readings (500-700 words) and at least one discussion question you would like to explore with the instructors and your peers. These will be uploaded to canvas before each class.	**10 points each** **140 total points** (completion of refection and question)
In Class Activities Each of these in class activities are designed to help students integrate and understand concepts and objectives within central staff training themes.	The type of activities for each class will vary and are meant to integrate and extend the topic readings and lecture.	**10 points each** **170 total points** (participation & completion)
Mentor Interview To facilitate and understand the staff training process from the vantage point of trusted mentors.	Students will interview a mentor, supervisor, or trainer, write an article and share the information with the class. The questions should be about their mission, populations and settings, collaborators and their general approach and philosophy to training, supervision, mentorship, and collaboration. If you share mentors, you may interview together but prepare the article separately.	**50 points** (written interview content, organization and professionalism; presentation)
Change Agent Training Projects (Two in Total) To design and implement staff training programs with fidelity and validity.	Students will train two different people to successfully implement a behavior change program with two different beings/behaviors/population/settings. The two goals have importance for each learner and each trainee and some demonstrated evidence of social validity. Data should be included for primary, secondary and trainer progress. At least three (before, during and after) clips of training should be included in the final presentation.	**100 points each** **200 total points** (check-ins, graphs, videos, literature base, social validity, power point, discussion)
Planning for Supervision and Training Paper To integrate the course lessons and apply them to your intended staff training activities.	Students will describe the context in which they will likely be providing supervision and training, including a description of who is being served and the staff you will likely be training (college students, RBTs, other professional, etc). Next, students will create a working plan for initial and ongoing training and support. Please describe several considerations and strategies, with citations, that were discussed throughout the semester that are appropriate for your context, learners and trainees. This paper will be submitted by the last day of class.	**100 points** (context description; working plan organization and clarity; supporting literature and evidence-based features of strong training programs)
615 total points		

Grading Scale
A= 615-553; B= 552-492;1C= 491-430; F= 429 or below

BEHV 5570 Spring 2024 Course Schedule

Week	Topic	Readings	In Class Activities
Section 1: Approach to Supervising and Mentoring			
Week 1: **Jan 16th**	**Syllabus** **Course Structure** **Needs Assessment**	**None**	Introductions
Week 2: **Jan 23rd**	**An Introduction to Supervision and Mentoring as Relationships** *Definitions, Roles, & Evolving Relationships* *Communities of Practice* *Levels of Expertise*	***Required:*** Chapter one LeBlanc et al., 2020 Slocum, Detrich, Wilczynski, Spencer, Lewis, & Wolfe (2014). The evidence-based practice of applied behavior analysis. Sellers, Alai-Rosales, & MacDonald (2016). Taking full responsibility: the ethics of supervision in behavior analytic practice. ***Choice:*** Brodhead & Higbee (2017). Teaching and maintaining ethical behavior in a professional organization. Fraidlin, McElroy, Moses, Jenssen, & Stratton (2023). Designing a successful supervision journey: recommendations and resources for new BCBA supervisors. Gilbert (1978). Human Competence Chapter 1 Reid, Parsons, & Green (2021). Chapter 1	Activities: 1- Identifying Your Supervisory Relationships 2- Current and Past Roles 3: Working Mission

| Week 3:

Jan 30th | **When in Doubt, Remember Your Purpose**

Meta purpose of training & supervision

Orienting to client wellbeing happy progress, and meaningful outcomes | ***Required:***

Schwartz & Kelly (2021). Quality of Life for People with Disabilities: Why Applied Behavior Analysts Should Consider This a Primary Dependent Variable.

Wolf (1978). Social Validity: The Case for Subjective Measurement or How Applied Behavior Analysis is finding its heart.

Pritchett, Ala'i-Rosales, Re Cruz, & Cihon (2021). Social Justice is the Spirit and Aim of an Applied Science of Human Behavior: Moving from Colonial to Participatory Research Practices.

Choice:

Carr & Durand (1985). Reducing Behavior Problems through Functional Communication Training.

Ala'i-Rosales, Cihon, Currier, Ferguson, Leaf, Leaf, McEachin, & Weinkauf (2019). The Big Four: Functional Assessment Research Informs Preventative Behavior Analysis.

Kolu (2023). Providing Buffers, Solving Barriers: Value-Driven Policies and Actions that Protect Clients Today and Increase the Chances of Thriving Tomorrow.

Mpofu, Houck, Linden, & Fernandez (2020). Intellectual and Developmental Disabilities Wellbeing.

Trivette & Corr (2018). When Life Gets in the Way: The Complexities of Supporting Families Who Have a Child with Autism and Live in Poverty. | Activity:

Case scenarios |

| Week 4:

Feb 6th | **Starting Strong in a Collaborative Supervisory Relationship**

Strategies for Starting Strong

Understanding Past and Current Supervisory and Mentored Relationships

Reflection and Values Determination

The Mentor Tree Activity

Examples from the Authors

Planning for Continued Development | ***Required:***

Chapter 2 LeBlanc et al., 2020

Chapter 3 LeBlanc et al., 2020

Kelly & Tincani (2013). Collaborative Training and Practice among Applied Behavior Analysts who Support Individuals with Autism Spectrum Disorder.

Turner, Fischer, & Luiselli, (2016). Towards a Competency-Based, Ethical, and Socially Valid Approach to the Supervision of Applied Behavior Analytic Trainees.

Choice:

LeFrance, Weiss, Kazemi, Gerenser, & Dobres (2019). Multidisciplinary Teaming: Enhancing Collaboration through Increased Understanding.

Boivin, N., Ruane, J., Quigley, S. P., Harper, J., & Weiss, M. J. (2021). Interdisciplinary collaboration training: an example of a preservice training series.

Plathe, H. Solhein, E., & Eide, H. (2021). Nursing students' and preceptors' experiences with using an assessment tool for feedback and reflection in supervision of clinical skills: a qualitative pilot study.

da Silva Ferreira, Simões, Raña Ferreira, &Santana dos Santos (2020). What are Values in Clinical Behavior Analysis?

Jafar (2017). What is Positionality and Should it be Expressed in Quantitative Studies?

Huffhines, L., Herman, R., Silver, R. B., Low, C. M., Newland, R., & Parade, S. H. (2023). Reflective supervision and consultation and its impact within early childhood-serving programs: a systematic review. | Activities:

1- Exploring Collaboration Topics

2- How to Talk About Feedback

3- The Mentor Tree

4- Planning for Continued Development |

Week 5: Feb 13th	**Reflecting on and with Past Mentors**	None	Mentor Interview presentations and feedback

Section 2: Teaching Meaningful Repertoires			
Week 6: Feb 20th	**The Impact of Culture on Supervisory Relationships** *Collaboration as a Supervisory Strategy* *Behavior Analysis and Culture* *Opportunities for Learning* *Pathways to Cultural Responsiveness*	***Required:*** Chapter 4 LeBlanc et al., 2020 Alai-Rosales, Pritchett, Linden, Cunningham, & Syed (2022). Be Humble, Learn, and Care: Culturally Responsive Evidence-Based Practice. Cross, Bazron, Dennis, & Isaacs (1989). Towards a Culturally Competent System of Care. Tervalon & Murray-García (1998). Cultural Humility versus Cultural Competence: a Critical Distinction in Defining Physician Training Outcomes in Multicultural Education. ***Choice:*** Rios, D., Bell, M.C. & Fahmie, T.A. Survey of Faculty Perspectives, Actions, and Barriers to Culturally Responsive Mentorship. Wright (2019). Cultural Humility in the Practice of Applied Behavior Analysis. Barrera & Corso (2002). Cultural Competency as Skilled Dialogue. Miller, K. L., Re Cruz, A., & Alai-Rosales, S. (2019). Inherent Tensions and Possibilities: Behavior Analysis and Cultural Responsiveness Thompson (2012). Improving Family-Provider Relationships through Cultural Training and Open-Ended Client Interviews. (thesis) Hughes Fong, E., Catagnus, R. M., Brodhead, M. T., Quigley, S., & Field, S. (2016). Developing Cultural Awareness Skills of Behavior Analysts.	Activities: 1- Cultural Awareness Interviews 2- Exploring Your Place of Privilege 3- Exploring Your Perspective Activity 9: Community of Practice Assessment 4- Cultural Satisfaction Survey for Employees and Supervisees

| Week 7: Feb 27th | **Using a Competency-Based Approach to Supervision Part 1**

Considerations for a Competency-Based Curriculum

Determining Scope of Content and Skills

Addressing Ethics

Job Models and Curriculum

Determining Mastery Criteria

Considerations for Assessing Performance

On-Going Assessments

Considerations for Teaching Content | ***Required:***

Chapter 5 LeBlanc et al., 2020

Reid, Parsons, & Green (2021). Chapter 2

Reid, Parsons, & Green (2021). Chapter 4

Choice:

Dunst & Trivette, (2012). Moderators of the Effectiveness of Adult Learning Method Practices.

Cihon (2023). Shaping: A Brief History, Research Overview, and Recommendations.

Tavera (2019). The Effects of D.A.N.C.E. Training on Staff Teaching Interactions, Child Goal Responding, and Staff-Child Harmonious Engagement in an Autism Intervention Organization. (thesis)

Pryor, (1984) The Ten Laws of Shaping in *Don't Shoot the Dog*

Alai-Rosales, Toussaint, & McGee (2017). Incidental Teaching: Happy Progress.

Leaf, Cihon, Leaf, McEachin, & Taubman (2016). A Progressive Approach to Discrete Trial Teaching: Some Current Guidelines. | Activities:

1- Tracking Competencies

2- Examples for Assessing Competency |

| Week 8:
Mar 5th | **Using a Competency-Based Approach to Supervision Part 2**

Considerations for a Competency-Based Curriculum

Determining Scope of Content and Skills

Addressing Ethics

Job Models and Curriculum

Determining Mastery Criteria

Considerations for Assessing Performance

On-Going Assessments

Considerations for Teaching Content | ***Required:***

Wolf, Kirigin, Fixsen, Blasé, & Curtis (1995). The Teaching-Family Model: A Case Study in Data-Based Program Development and Refinement (And Dragon Wrestling).

Sarokoff, R. A., & Sturmey, P. (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis, 37,* 535-538.

Reid, Parsons, & Green (2021) Chapter 6

Choice:

Barton, E. E., Kinder, K., Case, A. M., & Artman, K. M. (2011). Finding your feedback fit: Strategies for designing and delivering performance feedback systems. *Young Exceptional Children, 14,* 29-46.

Creem, Shaw, Plattner, & Posey (2023). Using the Teaching Interaction Procedure and Behavioral Skills Training to Develop Skillsfor Individuals with Autism: An Evidence-Based Approach.

Kern Koegel, Ponder, Stolen Nordlund, & Koegel (2023). Pivotal Response Treatment (PRT): Research Findings Over 30 Years.

Lloveras, Tate, Vollmer, King, Jones, & Peters (2022). Training Behavior Analysts to Conduct Functional Analyses Using a Remote Group Behavioral Skills Training Package.

Coles, E., & Blunden, R. (1981). Maintaining new procedures using feedback to staff, a hierarchical reporting system, and a multidisciplinary management group. *Journal of Organizational Behavior Management, 3,* 19-33. | Activities:

1- Script for Explaining Feedback and Responding to Feedback |

Spring Break: March 11-15th NO CLASS

| Week 9: Mar 19th | The Benefits of Learning from Experts and Self-Managing Development *Considerations for Identifying an Expert* *Considerations for Teaching Effective Observing* *Considerations for Teaching Effective Self-Observation and Reflection* *Teaching Self-Management for Long-Term Success* *Considering Communities of Practice as Long-Term Supports* | *Required:* Chapter 6 LeBlanc et al., 2020 Dreyfus & Dreyfus (1980). A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition. Wenger (2000). Communities of Practice and Social Learning Systems. Benner, P. (2004). Using the Dreyfus model of skill acquisition to describe and interpret skill acquisition and clinical judgement in nursing practice and education. *Choice:* Miltenberger (2018). Perspectives from 30 Years of Training Behavior Analysts. Peña, A. (2010). The Dreyfus model of clinical problem solving skills acquisition: a critical perspective. | Activities: 1- Observational Learning Self-Checklist 2- Self-Management Planning |

| Week 10:
Mar 26th | **Structured Problem-Solving Skills**

Definitions: Problems and Problem-Solving

A Structured Approach to Problem-Solving

Problem Solving in the Supervisory Process | ***Required:***

Chapter 7 LeBlanc et al., 2020

Gilbert (1978). Human Competence Chapter 5

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.

Choice:

Reid, Parsons, & Green (2021). Chapter 10

Parsons, Rollyson, & Reid (2012). Evidence-Based Staff Training: A Guide for Practioners.

Carr, Wilder, Majdalany, Mathisen, & Strain (2013). An Assessment-based Solution to a Human-Service Employee Performance Problem: An Initial Evaluation of the Performance Diagnostic Checklist - Human Services.

Gilbert (1978). Human Competence Chapter 3 | Activities:

1- Problem Solving Worksheet

2- Assessing Common Difficulties with Problem Solving |

| Week 11: Apr 2nd | **Organizational and Time Management Skills**

OTM Skills | ***Required:***

Chapter 8 LeBlanc et al., 2020

Fixsen, Blase, Naoom, & Wallace (2009). Core Implementation Components.

LeBlanc & Nosik (2019). Planning and Leading Effective Meetings.

Britton, Crye, & Haymes (2021). Cultivating the Ethical Repertoires of Behavior Analysts: Prevention of Common Violations.

Choice:

LeLaurin & Risley (1972). The Organization of Day-Care Environments: "Zone" Versus "Man-to-Man" Staff Assignments.

Neef, Parrish, Egel, & Sloan (1986). Training Respite Providers For Families with Handicapped Children: Experimental Analysis and Validation of an Instructional Package.

Neef (1995). Research on Training Trainers in Program Implementation: An Introduction and Future Directions. | Activities:

1- Sample Task Plan for Completing an Assessment Report

2- Agenda for Initial Supervision Session

3- Sample Agenda for Client Session

4- Assessing Organization and Time Management Issues |

Week 12: Apr 9th	Interpersonal and Therapeutic Relationship Skills	*Required:*	Activities:
		Chapter 9 LeBlanc et al., 2020	1-Therapeutic Relationship Self-Evaluation
	Core Interpersonal Skills	Cowan & Kodak (2023). Professional Skills for Behavior Analysts: A Survey on the Proficiency and Importance of Hard and Soft Skills.	2- Assessing Difficulties with Interpersonal Skills and Therapeutic Relationships
	Communication Skills	Rohrer, Marshall, Suzio, & Weiss (2021). Soft Skills: The Case for Compassionate Approaches or How Behavior Analysis Keeps Finding Its Heart.	
	Noticing and Self-Reflection Skills		
	Perspective-Taking Skills	*Choice:*	
		Boland & Tenkaski (1995). Perspective Making and Perspective Taking in Communities of Knowing.	
	Compromising and Harmonizing Skills		
	Integrity	Finlay (2008). Reflecting on "Reflective Practice".	
	Applying the Core Skills in Different Contexts	Bowman, Suarez, and Weiss (2021). Standards for Interpersonal Collaboration in the Treatment of Individuals with Autism.	
	Peer Workplace Relationships	Garden (2016). Creating a Verbal Community for Describing Emotional Responses within a Contingency Lens: The Effects of a Brief Training Workshop. (thesis)	
	Multi-Disciplinary Collaboration		
	Therapeutic Relationships with Clients and Families	Andzik, N. R. & Kranak, M. P. (2021). The softer side of supervision: recommendations when teaching and evaluating behavior-analytic professionalism.	

Section 3: Evaluating Supervision and Building Career Resilience			
Week 13: **Apr 16th**	**Evaluating the Effects of Supervision** *Evaluating Effects Using Data from the Client* *Evaluating the Effects Using Data from the Supervisee* *Evaluating the Effects Using Data from Caregivers and Others* *Evaluating the Effects Using Data from the Supervisor*	***Required:*** Chapter 10 LeBlanc et al., 2020 Reid, Parsons, & Green (2021). Chapter 5 Weinkauf, Zeug, Anderson, & Ala'i-Rosales (2010). Evaluating the effectiveness of a comprehensive staff training package for behavioral interventions for children with autism. Louise-Fowler, Alai-Rosales, Dracobly, Houck, Cunningham, Binder, Friesen (in review). Contextualizing Effectiveness in Staff Training Research: Yoking Treatment Integrity with Child Progress. ***Choice:*** Parsons, Rollyson, & Reid (2004). Improving Day-Treatment Services for Adults with Severe Disabilities: A Norm-Referenced Application of Outcome Management. Zanoli, Saudargas, & Twardosz (1997). The Development of Toddlers' Responses to Affectionate Teacher Behavior. Boutain, A. R., Sheldon, J. B., & Sherman, J. A. (2020). Evaluation of a telehealth parent training program in teaching self-care skills to children with autism. Linden (2018). A Comparison of Observation Systems for Monitoring Engagement in an Intervention Program. (thesis)	Activities: 1-General "Check-In" Questions 2- Supervision Monitoring and Evaluation Form

| Week 14:

Apr 23rd | **Identifying and Resolving Problems in the Supervisory Relationship**

Detecting Issues: Looking for Smoke

Detecting Indicators in the Supervisee's Behavior

Detecting Indicators of Problems in the Supervisory Relationship in Your Own Behavior

Evaluating and Addressing Contributors to the Issue

Supervisor Self-Evaluation

Addressing Issues

Case Examples

Ending the Supervisory Relationship | ***Required:***

Chapter 11 LeBlanc et al., 2020

Kazemi, Carter, & Davies (2022). Workplace Conflict in Applied Behavior Analysis: Prevalence, Impact, and Training.

Gilbert (1978). Human Competence Chapter 6

Choice:

Reid, Parsons, & Green (2021). Chapter 12

Barrera & Kramer (n.d.). Using Skilled Dialogue to Transform Challenging Interactions.

Reid, D. H., Parsons, M. B., & Jensen, J. M. (2017). Maintaining staff performance following a training intervention: Suggestions from a 30- year case example. Behavior Analysis in Practice, 10, 12- 21.

Cohen, B. S. & Boni, R. (2018). A holistic nursing simulation: a concept analysis. | Activities:

1- Looking for Smoke: Detecting Indicators of Issues in the Supervisory Relationship

2- Considerations to Determine Scope and Focus of the Issue

3- Self-Reflection on Supervisory Practices

4- Self Reflection on Personal History and Biases |

| Week 15: Apr 30th | **Planning for a Sustained Career and Lifelong Growth**

Transitioning into Your Career

Know Your Values and Reinforcers and Maintain Access to Them

Preventing and Addressing Burnout

Summary and Recommended Strategies for Sustained Career Engagement and Enjoyment

Failures and Successes Are Teachers

Conclusion | ***Required:***

Chapter 12 LeBlanc et al., 2020

Chapter 13 LeBlanc et al., 2020

Austin & Fiske (2023). Evaluating the Relationship between Compassion, Perceived Supervisor Support, and Burnout among ABA Staff.

Slowaik & DeLongchamp (2022). Self-Care Strategies and Job-Crafting Practices Among Behavior Analysts: Do They Predict Perceptions of Work–Life Balance, Work Engagement, and Burnout?

Hamman, Coward, Johnson, Lambert, Zhou, & Indiatsi (2012). Teacher Possible Selves: How Thinking about the Future Contributes to the Formation of Professional Identity.

Choice:

Rodriguez, Tarbox, & Tarbox (2023). Compassion in Autism Services: A Preliminary Framework for Applied Behavior Analysis.

Slanzi, C. M. & Sellers, T. (2023). Paying for supervision: barriers, solutions, and opportunities.

Is Technology Our Savior — or Our Slayer? | Ruha Benjamin (2023)

Kranak, M. P., Andzik, N. R., Jones, C., & Hall, H. (2023). A systematic review of supervision research related to board certified behavior analysts. | Activities:

1-Recommended Practices for Career Resilience and Enjoyment

2- Identifying Your Preferred Work Activities

3- Identifying Your Personal Reinforcers

4- Write a letter to your future self. What do you want yourself to remember 10, 20, or 30 years from now? What are your values, hopes, dreams? What are the things that are difficult for you? |
| **Finals Week:**

May 7th | **Change Agent Project Presentations** | None | Presentations and feedback |

COURSE EVALUATION

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

POLICIES

Basic Needs Policy

Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students https://deanofstudents.unt.edu. If you want to talk or need help with making contacts, please feel free to reach out. I will help as best as I can.

Respect for Diversity

This is adapted from a statement developed from colleagues in Behavior Analysis: Corina Jimenez-Gomez (Auburn University), Lynn Hernandez (Brown University) and Marlesha Bell (University of the Pacific).

Although scientific endeavors strive to be objective, it is important to acknowledge these endeavors are the work of individuals whose unique perspective and experiences impact their work and interpretations of scientific findings. I acknowledge scientific work in the field of behavior analysis is disproportionately built by and influenced by a small subset of privileged individuals. As a result, it is possible there may be both overt and covert biases in the material assigned for this course due to the lens through which it was written, even though the material appears to be of a primarily scientific and objective nature. I invite you to critically consider issues of diversity as you read these texts and evaluate the potential implications for the work of applied behavior analysts. Integrating a diverse set of experiences is important so that science is reflective of the context, questions and methods that advance understanding and action for all.

It is my intent and sincere hope that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. I hope to present materials and activities that are respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important Note:

Applied behavior analysis is a science of behavior and environment interactions and encompasses many areas of inquiry and action. Throughout the semester we will discuss the science of applied behavior analysis across many areas of research and practice. Because the class is primarily discussion based, there will be diverse points of views, fluid understandings and, hopefully, learning.

> It is imperative that there be an atmosphere of trust and safety in the classroom for learning to occur.
>
> I will do my best, and continually try to improve, to foster an environment in which each class member is able to talk, listen and respect each other.
>
> It is critical that each class member show respect for the diversity and value of worldviews expressed in class.
>
> It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own.

Please let me know if something is said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to do so, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

- Discuss the situation privately with me. I try to be open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
- Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
- If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. This might include your academic advisor, a trusted faculty member, or a peer.

Policy on Children

Respecting parenting status is part of my overall commitment to respecting the wonderful diversity of our UNT classrooms. All exclusively breastfeeding babies are

welcome in class as often as necessary. While it is not meant to be a long-term care solution, bringing an older child or elder to class in response to unforeseen disruptions to life is also perfectly acceptable. I ask that other students work to reasonably create a welcoming environment for such individuals. If you do bring your child to class, I ask that you sit near the door so that if your little one needs special attention or starts behaving in a way that is disruptive to the learning of other students, you may step outside until their needs have been met. Please use good judgement where this is concerned.

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
 Phone: 940-565-2324
 In Person: Sage Hall, Room 130
 Walk-In Availability: 8am-9pm
 Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm

- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information

Class Participation

There are different ways to participate in class and please feel free to find the way that helps you learn best. I will also look for ways to allow different modes of participation and engagement. If you need to answer a call or text, please leave the classroom to do so. If you need to talk with a peer about a matter not related to the class topic, please leave the classroom to do so. In short, if you are in class, engage in the way you are best able. If you are not engaged, please do not be disruptive or disrespectful of the learning environment.

Late Work

All assignments are due as specified. If you have circumstances that may hinder your class progress, please reach out and I will work with you to find a solution.

Assignment Policy

All due dates are specified on the class schedule. If for some reason you fall behind, you can talk to the instructor for alternative and remedial activities to regain the points and master the material. If you experience server difficulties, please let me know and we will make adjustments. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Syllabus Change Policy

Any syllabus changes and updates will be posted on canvas and you will receive an email notifying you of the change.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. The first academic misconduct related to the think/write activities or the capstone project will result in loss of the grade and a counseling referral. The second misconduct will result in a failing grade for the class.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation.

Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field

trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.
Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and- wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing- services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing- services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in- person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.
Below is a list of additional resources regarding pronouns and their usage:

- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

Objective	BCBA Task List (5th ed)	BACB Ethics Code
Identify, define, provide rationales for, and give examples of staff training including the role of standards and values, the importance of responsiveness, the potential risks of ineffective supervision, and skills related to ongoing reflections and trusted counsel.	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).	**4.06 Providing Supervision and Training** (see 1.02, 1.13 2.01) Behavior analysts deliver supervision and training in compliance with applicable requirements (e.g., BACB rules, licensure requirements, funder and organization policies). They design and implement supervision and training procedures that are evidence based, focus on positive reinforcement, and are individualized for each supervisee or trainee and their circumstances.
Identify and describe differences between training, supervision, mentorship, collaboration, and sponsorship and the role of competency and scope of practice for each.	C-1 Establish operational definitions of behavior.	**1.06 Maintaining Competence** Behavior analysts actively engage in professional development activities to maintain and further their professional competence. Professional development activities include reading relevant literature; attending conferences and conventions; participating in workshops and other training opportunities; obtaining additional coursework; receiving coaching, consultation, supervision, or mentorship; and obtaining and maintaining appropriate professional credentials. **2.08 Communicating About Services** Behavior analysts use understandable language in, and ensure comprehension of, all communications with clients, stakeholders, supervisees, trainees, and research participants. Before providing services, they clearly describe the scope of services and specify the conditions under which services will end. They explain all assessment and *behavior-change intervention* procedures before implementing them and explain assessment and intervention results when they are available. They provide an accurate and current set of their credentials and a description of their area of competence upon request. **4.02 Supervisory Competence** (see 1.05, 1.06) Behavior analysts supervise and train others only within their identified *scope of competence*. They provide supervision only after obtaining knowledge and skills in effective supervisory practices, and they continually evaluate and improve their supervisory repertoires through professional development.
Be able to identify and develop scope and sequences for analysis and training with clear expectations, based on learner prerequisites, goals, and outcomes and make adjustments based on learner responses and needs.	I-2 Establish clear performance expectations for the supervisor and supervisee.	**2.14 Selecting, Designing, and Implementing Behavior-Change Interventions** Behavior analysts select, design, and implement behavior-change interventions that: (1) are conceptually consistent with behavioral principles; (2) are based on scientific evidence; (3) are based on assessment results; (4) prioritize positive reinforcement procedures; and (5) best meet the diverse needs, context, and resources of the client and stakeholders. Behavior analysts also consider relevant factors (e.g., risks, benefits, and side effects; client and stakeholder preference; implementation efficiency; cost effectiveness) and design and implement behavior-change interventions to produce outcomes likely to maintain under naturalistic conditions. They summarize the behavior-change intervention procedures in writing (e.g., a behavior plan).
Be able to describe and reflect on past supervisory relationships and values in order to plan for future supervision practices.	H-9 Collaborate with others who support and/or provide services to clients.	**1.06 Maintaining Competence** Behavior analysts actively engage in professional development activities to maintain and further their professional competence. Professional development activities include reading relevant literature; attending conferences and conventions; participating in workshops and other training opportunities; obtaining additional coursework; receiving coaching, consultation, supervision, or mentorship; and obtaining and maintaining appropriate professional credentials.

Develop the characteristics and skills associated with professionalism in a variety of contexts.	E-2 Responsibility as a Professional; E-3 Responsibility in Practice; E-4 Responsibility to Clients and Stakeholders	**4.04 Accountability in Supervision** (see 1.03) Behavior analysts are accountable for their supervisory practices. They are also accountable for the professional activities (e.g., client services, supervision, training, research activity, public statements) of their supervisees or trainees that occur as part of the supervisory relationship.
Develop methods to functionally assess progress, competency, and skill development of self and staff in relation to the principles of ABA, BACB guidelines, research evidence, and best practices.	I-3 Select supervision goals based on an assessment of the supervisee's skills; I-5 Use performance monitoring, feedback, and reinforcement systems; I-6 Use a 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).	**4.08 Performance Monitoring and Feedback** (see 2.02, 2.05, 2.17, 2.18) Behavior analysts engage in and document ongoing, evidence-based data collection and performance monitoring (e.g., observations, structured evaluations) of supervisees or trainees. They provide timely informal and formal praise and feedback designed to improve performance and document formal feedback delivered. When performance problems arise, behavior analysts develop, communicate, implement, and evaluate an improvement plan with clearly identified procedures for addressing the problem.
Create projects that address staff training while including individual needs and professional considerations and demonstrate understanding of the process and indicators of effective, meaningful progress and care-based responding.	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-4 Train personnel to competently perform assessment and intervention procedures.	**4.09 Delegation of Tasks** (see 1.03) Behavior analysts delegate tasks to their supervisees or trainees only after confirming that they can competently perform the tasks and that the delegation complies with applicable requirements (e.g., BACB rules, licensure requirements, funder and organization policies). **4.10 Evaluating Effects of Supervision and Training** (see 1.03, 2.17, 2.18) Behavior analysts actively engage in continual evaluation of their own supervisory practices using feedback from others and *client* and supervisee or trainee outcomes. Behavior analysts document those self-evaluations and make timely adjustments to their supervisory and training practices as indicated.
Shift in and out of other's perspectives through in-class activities, reflection exercises, scenario descriptions, and role plays.	E-2 Responsibility as a Professional; E-3 Responsibility in Practice	**1.15 Responding to Requests** Behavior analysts make appropriate efforts to respond to requests for information from and comply with deadlines of relevant individuals (e.g., clients, stakeholders, supervisees, trainees) and entities (e.g., BACB, licensure boards, funders). They also comply with practice requirements (e.g., attestations, criminal background checks) imposed by the BACB, employers, or governmental entities.
Consider culture and privilege in the context of staff training and intervention and create plans to navigate these areas responsibly and humbly.	E-4 Responsibility to Clients and Stakeholders; E-5 Responsibility to Supervisees and Trainees	**1.07 Cultural Responsiveness and Diversity** Behavior analysts actively engage in professional development activities to acquire knowledge and skills related to cultural responsiveness and diversity. They evaluate their own biases and ability to address the needs of individuals with diverse needs/ backgrounds (e.g., age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status). Behavior analysts also evaluate biases of their *supervisees* and *trainees*, as well as their supervisees' and trainees' ability to address the needs of individuals with diverse needs/backgrounds. **1.10 Awareness of Personal Biases and Challenges** Behavior analysts maintain awareness that their personal biases or challenges (e.g., mental or physical health conditions; legal, financial, marital/relationship challenges) may interfere with the effectiveness of their professional work. Behavior analysts take appropriate steps to resolve interference, ensure that their professional work is not compromised, and document all actions taken in this circumstance and the eventual outcomes.

		1.13 Coercive and Exploitative Relationships Behavior analysts do not abuse their power or authority by coercing or exploiting persons over whom they have authority (e.g., evaluative, supervisory). **4.07 Incorporating and Addressing Diversity** (see 1.05, 1.06, 1.07, 1.10) During supervision and training, behavior analysts actively incorporate, and address topics related to diversity (e.g., age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status).
Describe rationales and methods for identifying and navigating conflict in the supervisory relationship.	H-9 Collaborate with others who support and/or provide services to clients.	**2.03 Protecting Confidential Information** Behavior analysts take appropriate steps to protect the confidentiality of clients, stakeholders, supervisees, trainees, and research participants; prevent the accidental or inadvertent sharing of confidential information; and comply with applicable confidentiality requirements (e.g., laws, regulations, organization policies). The scope of confidentiality includes service delivery (e.g., live, teleservices, recorded sessions); documentation and data; and verbal, written, or electronic communication. **2.04 Disclosing Confidential Information** Behavior analysts only share confidential information about clients, stakeholders, supervisees, trainees, or research participants: (1) when *informed consent* is obtained; (2) when attempting to protect the client or others from harm; (3) when attempting to resolve contractual issues; (4) when attempting to prevent a crime that is reasonably likely to cause physical, mental, or financial harm to another; or (5) when compelled to do so by law or court order. When behavior analysts are authorized to discuss confidential information with a *third party*, they only share information critical to the purpose of the communication.
Produce accomplishments (documents and presentations) that reflect effective and care-based embedded knowledge and skills in behavior analysis.	**Section 1: Foundations** A Philosophical Underpinnings; B Concepts and Principles; C Measurement, Data Display, and Interpretation; D Experimental Design **Section 2: Applications** E Ethics (*Ethics Code for Behavior Analysts*); F Behavior Assessment; G Behavior-Change Procedures; H Selecting and Implementing Interventions; I Personnel Supervision and Management	**2.01 Providing Effective Treatment** *Behavior analysts* prioritize *clients' rights* and needs in service delivery. They provide services that are conceptually consistent with behavioral principles, based on scientific evidence, and designed to maximize desired outcomes for and protect all *clients, stakeholders, supervisees, trainees*, and *research participants* from harm. Behavior analysts implement nonbehavioral services with clients only if they have the required education, formal training, and professional credentials to deliver such services. **6.08 Appropriate Credit** (see 1.01, 1.11, 1.13) Behavior analysts give appropriate credit (e.g., authorship, author-note acknowledgment) to research contributors in all dissemination activities. Authorship and other publication acknowledgments accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their professional status (e.g., professor, student). **6.09 Plagiarism** (see 1.01) Behavior analysts do not present portions or elements of another's work or data as their own. Behavior analysts only republish their previously published data or text when accompanied by proper disclosure.

Appendix 1. Objectives crosswalk