Evaluating Effects of Supervision
United Behavioral Services, L.L.C.

What are they?

- New teaching skills acquired by supervisee
- New behavior reduction skills acquired by supervisee
- New assessment skills acquired by supervisee
- New data collection skills acquired by supervisee
- New data management and analysis skills acquired by supervisee
- New professional skills acquired by supervisee
- New ethical skills acquired by supervisee

What are they?

- New and improved client / student skills
- Improvements in problem behaviors exhibited by client / student
- Identification of functional relations of which client’s / student’s behavior is a part
- Improved lifestyle for clients / students
- New skills acquired by those in client’s / student’s environments
- Improved lifestyle for those in client’s / student’s environments
- Increased ability of client / student and those in this person’s environment to handle things on their own
What are they?

- Low quality services to clients that result in lack of client progress or harm
- Poor performing supervisees with insufficient practice repertoires
- Poor performing supervisees unable to problem-solve and make decisions in novel or unfamiliar situations
- Supervisees who do not become effective supervisors in their own practice
- Supervisees who engage in unethical behavior.

The supervisor should be able to describe methods to evaluate supervisory effectiveness

- Evaluation of supervision based on client performance
  - Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
  - Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity / satisfaction questionnaires)
  - Matching observations and evaluation methods to the client goals and setting

- Evaluation of supervision based on staff performance
  - Objective measures of direct observation of staff behavior addressed in training and supervision
  - Interviews and direct observations of staff satisfaction with training and supervision (e.g., social validity / satisfaction questionnaires)
  - Matching observations and evaluation methods to the supervisee’s goals and setting

- Evaluation of supervision fidelity based on evidence-based, intervention specific criteria for supervisory behavior
  - Specification of supervisory performance criteria
  - Self-observation of supervisory performance
  - Peer observation of supervisory performance
  - Mentor observation of supervisory performance
Evaluation of supervision based on client performance

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
  - It’s the data!

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
  - Whose data?
    - The client’s data
    - Forms and data sheets completed correctly
    - Graphs constructed correctly
    - Data graphed correctly
    - Data graphed in a timely manner

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
  - The client’s data
  - Interobserver agreement data

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
  - What are the data telling you?
Evaluation of supervision based on client performance

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
- Whose data?
- The client’s data
- Interobserver agreement data and the story the data are telling.

Evaluation of supervision based on client performance

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
- Whose data?
- The client’s data
- Procedural integrity data and the story the data are telling.


Evaluation of supervision based on client performance

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
- Whose data?
- The client’s data
- Supervisee’s interpretation of the data
- Supervisee’s summary of and reports on the data
Evaluation of supervision based on client performance

- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
- The TEACHER-LEARNER-TASK Triad (Fraley, L.E.)

Teacher

Learner

Task

Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity / satisfaction questionnaires)

Two types of assessments must be done in each behavior change program
- Change in behaviors directly targeted by the program
- It’s the data!
- Lifestyle improvements for individual, family, classroom, worksite, etc.
- Talk to the people!

Social validity
- Significance of the behavioral goals
- Appropriateness of the behavioral procedures
- Importance of the behavioral effects

Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity / satisfaction questionnaires)

- Ask the kids.
- Use your words!
- Questionnaire


<table>
<thead>
<tr>
<th>Item</th>
<th>Social Validity Questionnaire</th>
<th>Method</th>
<th>Editor</th>
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<tbody>
<tr>
<td>1</td>
<td>How socially effective were the sessions you received?</td>
<td>5 (5)</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>How effective were the sessions you received?</td>
<td>4 (4)</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The treatment was effective in a way that was easy to understand</td>
<td>5 (5) 5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The treatment was effective and easy to understand</td>
<td>5 (5) 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>If you had to do this again, would you want to?</td>
<td>5 (5) 5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You would be willing to do this again?</td>
<td>5 (5) 5</td>
<td></td>
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<tr>
<td>7</td>
<td>You are satisfied with the treatment outcomes?</td>
<td>5 (5) 5</td>
<td></td>
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<tr>
<td>8</td>
<td>How satisfied were you with the treatment outcomes?</td>
<td>5 (5) 5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>How satisfied were you with the treatment outcomes?</td>
<td>5 (5) 5</td>
<td></td>
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<tr>
<td>10</td>
<td>How satisfied were you with the treatment outcomes?</td>
<td>5 (5) 5</td>
<td></td>
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<tr>
<td>11</td>
<td>How satisfied were you with the treatment outcomes?</td>
<td>5 (5) 5</td>
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<tr>
<td>12</td>
<td>How satisfied were you with the treatment outcomes?</td>
<td>5 (5) 5</td>
<td></td>
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<tr>
<td>13</td>
<td>How satisfied were you with the treatment outcomes?</td>
<td>5 (5) 5</td>
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*Scoring ranges from 1 (lack of social effectiveness or difficulty completing sessions) to 5 (excellent social effectiveness with willingness to do again). Figures in parentheses indicate median scores in 12-week follow-up.
Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity / satisfaction questionnaires)

- How are things going?
Interviews and direct observations of client and caregiver satisfaction with services (e.g., social validity / satisfaction questionnaires)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Yes/No</th>
<th>Frequency for items</th>
<th>Needs</th>
<th>Strengths</th>
<th>Needs</th>
<th>Strengths</th>
<th>Needs</th>
<th>Strengths</th>
<th>Yes/No</th>
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Evaluation of supervision based on client performance

- Matching observations and evaluation methods to the client goals and setting
- Contextual fit and social validity of your evaluation methods

Evaluation of supervision based on staff performance

- Objective measures of direct observation of staff behavior addressed in training and supervision

Objective measures of direct observation of staff behavior addressed in training and supervision

- TL G-04: Explain behavioral concepts using nontechnical language

Objective measures of direct observation of staff behavior addressed in training and supervision

- TL G-05: Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
Objective measures of direct observation of staff behavior addressed in training and supervision

- TL G-06: Provide behavior analytic services in collaboration with others who support and/or provide services to one’s clients.

Objective measures of direct observation of staff behavior addressed in training and supervision

- TL K-01: Provide for ongoing documentation of behavioral services.

Objective measures of direct observation of staff behavior addressed in training and supervision

- TL K-02: Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.

Objective measures of direct observation of staff behavior addressed in training and supervision

- TL K-03: Design and use competency-based training for those who are responsible for carrying out behavioral assessment and behavior-change procedures.
Objective measures of direct observation of staff behavior addressed in training and supervision

- TL K-04: Design and use effective performance monitoring and reinforcement systems.

Objective measures of direct observation of staff behavior addressed in training and supervision

- TL K-05: Design and use systems for monitoring procedural integrity.

Evaluation of supervision based on staff performance

- TL K-06: Provide supervision for behavior change agents.

Interviews and direct observations of staff satisfaction with training and supervision (e.g., social validity / satisfaction questionnaires)
Evaluation of supervision based on staff performance

- Interviews and direct observations of staff satisfaction with training and supervision (e.g., social validity/satisfaction questionnaires)
- TL K-09: Secure the support of others to maintain the client’s behavioral repertoires in their natural environments.

Evaluation of supervision based on staff performance

- Matching observations and evaluation methods to the supervisee’s goals and setting
- Contextual fit and social validity of your observation and evaluation methodology
- Support for all involved
- Preservation of and nurturing for working relationships

Evaluation of supervision fidelity based on evidence-based, intervention specific criteria for supervisory behavior

- Specification of supervisory performance criteria

Evaluation of supervision fidelity based on evidence-based, intervention specific criteria for supervisory behavior

- Self-observation of supervisory performance
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