

Course Description

This course prepares students seeking BCBA certification and special education leadership skills to serve as supervisors for staff disseminating procedures rooted in ABA and related fields. Students will learn how to supervise, train, mentor, and coach special education professionals and other human service staff based on foundational principles and methods of ABA by working collaboratively with each other and providing constructive feedback. The emphasis is on fostering a work culture that is motivating for all staff while maximizing work performance and minimizing unethical and counter-productive behaviors. Scientific foundations of behavior analysis are integrated in shaping future supervisors as effective trainers, mentors, and coaches. Ethical issues are also examined with careful consideration given to supervisory roles across environments and context.

Instructional Method

This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites/Corequisites

EEX 5612, EEX 6615, EEX 6609, EEX 6602, EEX 7618 with grades of "B" or higher; admission in Special Education graduate degree program or a closely related major OR permission from instructor.

Guidelines Used for Developing Course

- Behavior Analyst Task List-Fifth Edition- <u>www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf</u>
- BACB Ethics Code for Behavior Analysts https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-230119-a.pdf
- CEC Special Education Professional Preparation Standardshttps://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Preparation-Standards

Course Objectives/Student Learning Outcomes (see Appendix A)

By the end of this semester, students will have demonstrated their ability to describe the *Behavior Analyst Task List-Fifth Edition* and *CEC Special Education Professional Preparation Standards* in the following areas:

1. Identify the skills and qualities needed by behavior analysts to demonstrate competent leadership and assess current leadership styles (BACB Task List I-01; SEA.5.K1, 5.S5, 7.S7)

- 2. Demonstrate understanding and competency in training supervisees and/or family members in the implementation of behavioral analytic procedures (BACB Task List I-01-08; SEA.5.S5, 6.K1, 6.S1, 7.S1, 7.S6, 7.S7)
- 3. Develop and implement a coaching plan and strategy to foster increased and effective performance utilizing behavioral analytic strategies. (BACB Task List I-01-03, 08; SEA. 6.K1, 6.S1, 7.S1, 7.S6, 7.S7)
- 4. Implement behavior analytic instruction and intervention procedures utilizing the behavioral skills training model (BACB Task List I-01, 02, 04, 05, 07, 08; SEA.5.K1)
- 5. Provide clear and constructive performance feedback to supervisees, colleagues, and family members. (BACB Task List I-02, 04, 05, 07; SEA.6.S1, 6.S2)
- 6. Identify traits and skills needed to provide culturally responsive supervision of diverse populations (SEA.5.S5, 6.S2, 6.K4)
- 7. Review, analyze, and interpret literature outlining effective and ethical supervision practices as identified in the BACB Professional and Ethical Compliance Code for Behavior Analysts and reflect on how the dimensions of ABA guide our decision-making (BACB Task List A-05; I-01, 06, 08; SEA.6.K1)

Assessment Procedures

Assignment	Points	% of Course Grade
Development of CV/Résumé	10	8%
Leadership Report	10	8%
Chapter Presentations (3 @ 10 pts.)	30	24%
Supervision Practices Presentation	25	20%
Behavior Skills Training Presentations (2 @ 15 pts.)	30	24%
Group Participation Peer Evaluations (2 @ 5 pts.)	10	8%
Activities (2 @ 5 pts)	10	8%
TOTAL	125	100%

Points are subject to change due to academic calendar and syllabus adjustments

Department Grading Scale

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A = 90-92	B-= 87=89	B = 83-86
B - = 80 - 82	C+ = 77-79	C = 73-76	C = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

Course Assignments

1. Development of Curriculum Vitae (CV) / Résumé

Students will create a CV or résumé outlining all their professional accomplishments (i.e., work experience, achievements and awards, scholarships or grants earned, coursework, research projects and/or publications of work).

OBJ. 1

2. Leadership Report

Students will find and solicit an executive, administrator, or someone in a leadership position that is *currently* with an agency providing behavioral support. Interviews should be approximately 20 minutes and the interviewee must have at least 8 years of leadership experience. Since administrators in leadership positions often have a variety of leadership skills based on experiences held in various backgrounds, the years of experience do not have to be solely based on work in the field of ABA.

Students will be responsible for creating an interview protocol that aims to learn more about the communication skills and abilities the interviewee has found to be most important for his/her job as a leader. Students will include questions targeting the mentorship, guidance, and support of supervising diverse personnel. (For examples of interviews with entrepreneurs and business leaders, check out the NY Times' Corner Office Interviews.) The report will include:

- The **process** for obtaining and conducting the interview
- What was **learned** about leadership communication and style from the interviewee. (This section should include connections to prior readings.)
- How this interview **influenced** one's own leadership style. (A reflection of how the interviewee's communication, leadership style, and awareness and ability to supervise personnel with varied backgrounds could affect one's perception of personal leadership style is warranted.)

Final report should provide evidence that the interview was diligently pursued and thoughtfully executed, with main points clearly stated. Formatting must follow most current APA style. Please visit https://apastyle.apa.org for up-to-date information about APA requirements. Each summary should be between 3 and 5 pages in length (not including title page).

OBJ. 1 & 6

3. Chapter Presentation

BCBAs are expected to take on supervisory roles. Knowing how to promote maximum performance from supervisees and other employees is critical in developing effective supervision skills while promoting a productive and engaged work culture. For this assignment, students will select and provide multiple presentations about the behaviorally-based performance management skills outlined in *Bringing Out the Best in People-3rd ed.* Presentations will be between 10 - 15 minutes in length.

OBJ. 2, 3, & 7

4. Supervision Practices Presentation

The addition of coursework hours dedicated to addressing personnel and supervision management has led to an increase in published works focused on identifying specific skills practitioners of ABA should attain to promote effective and ethical supervisory practices. Students will work in groups to highlight best-practice recommendations from a special edition of *Behavior Analysis in Practice* (October 2016). Presentations will be 20-25 minutes in length and will comprise of 2 parts: Part A will provide a brief summary of the article and Part B will be a role-play of a specific component featured in the selected article. Students will also be expected to create and disseminate a handout highlighting the article's recommendations and include specific connection(s) to the dimensions that guide ABA.

OBJ. 2, 3, & 7

5. Behavior Skills Training Presentations

Behavior analysts are often expected to train support staff as one of their job duties. Traditional staff training is usually didactic in nature and generally has not proven particularly effective. The use of Behavioral Skills Training (BST) has proven to be an evidence-based practice that focuses on developing a specific skill set. Working in groups, students will demonstrate the use of BST to teach a skill. One training will focus on working with a supervisee and another will focus on training parents. BST presentations will be 20-25 minutes in length. Students will select one of the following approaches from each category:

Supervisee:	Parents:
Preference assessment	Social skills
DTT	Delivering reinforcement and error correction procedures
Mand training	Mand training
Data collection	Data collection
Stimulus and response prompting & fading	Token economies
Other: TBD	Other: TBD

OBJ. 2, 4, 5, & 6

6. Group Participation Peer Evaluations

Even the most skilled supervisor benefits from feedback. In fact, Compliance Code 5.07 states that supervisors obtain ongoing evaluation feedback from their supervisees to evaluate the effects of their supervision. To promote the development of effectively providing and receiving feedback, students will be required to evaluate their own performance and the performance of their group members during the *BST Presentations*. The first peer evaluation will be completed during the development of the *supervisee-focused BST role play*. The second evaluation form will be completed later in the semester for the *parent-focused BST role play*. Students will identify skills and behaviors each group member demonstrated with competence as well as areas for performance improvement. Students will also use the form to self-evaluate their own performance and reflect on the feedback provided by their peers. Further details regarding the expectations of this assignment will be shared in class. A performance feedback form will also be provided.

OBJ. 2 & 3

Classroom Etiquette Policy

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." *Please be respectful of your instructor and classmates by adhering to this policy.*

Professional Ethics/Policies and Expectations (if applicable)

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program.

Technology

Email: Your FAU email address will be used.

Canvas: This course may be web assisted through FAU Canvas site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: https://canvas.fau.edu/ (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Canvas is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

Course Communication Policy

Please allow your instructor 24-48 hours to respond to an email. Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.___) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (https://odr.dc.gov/page/people-first-language)

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

- 1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
- 2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.
- 3. All written assignments must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
- 4. **Attendance is required**. Any more than 3 unexcused absences will result in a failing grade. Viewing of recorded class lessons does not supplant class attendance.
- 5. Due dates for assignments are provided in the course outline and will be enforced. Late assignments will not be accepted.
- 6. University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. You must request accommodations before you are absent from class.
- 7. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
- 8. Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
- 9. Computers/laptops are allowed for note taking purpose only.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which all students enjoy an equal opportunity to succeed. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see University Regulation 4.001.

Required Texts

Daniels, A. (2016). Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd ed). New York, NY: McGraw Hill Education

Reid, D. H., Parsons, M. B., & Green, C. W. (2012). The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff. Morganton, NC: Habilitative Management Consultants

Required Readings

Behavior Analysis in Practice (2016, December) Special Section: Supervision Practices, 9(4), 271-338.

Behavior Analyst Certification BoardTM Fifth Edition Task List- www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf

Bibliography

(A partial list of resources used in the development of this course)

Behavior Analysis in Practice (2016, December) *Special Section: Supervision Practices, 9*(4), 271-338. Behavior Analyst Certification BoardTM Fifth Edition Task List- www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf

Daniels, A. (2016). Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd ed). New York, NY: McGraw Hill Education

Reid, D. H., Parson, M. B., & Green, C. W. (2012). The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff. Morganton, NC: Habilitative Management Consultants

Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2012). *Behavior analysis for lasting change* (2nd ed.). Sloan Publishing, Cornwall-on-Hudson, NY.

Appendix A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

BACB® BEHAVIOR ANALYST TASK LIST-FIFTH EDITION

EEX 6626

CECTION 1 FOUND ATIONS		
SECTION 1: FOUNDATIONS		
#	A. PHILOSOPHICAL UNDERPINNINGS	
A-5	Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).	
SECTION 2: APPLICATIONS		
#	I. PERSONNEL SUPERVISION AND MANAGEMENT	
I-1	State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance)	
I-2	Establish clear performance expectations for the supervisor and supervisee.	
I-3	Select supervision goals based on an assessment of the supervisee's skills.	
I-4	Train personnel to competently perform assessment and intervention procedures.	
I-5	Use performance monitoring, feedback, and reinforcement systems.	
I-6	Use a functional assessment approach (e.g., performance diagnostics) to identify carriable 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).	

COUNCIL FOR EXCEPTIONAL CHILDREN SPECIAL EDUCATION PROFESSIONAL PREPARATION STANDARDS

SEA.5.K1	Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptionalities and their families
SEA.5.S5	Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families
SEA.6.K1	Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families
SEA.6.S1	Communicate and demonstrate a high standard of ethical administrative practices when working with staff serving individuals with exceptionalities and their families
SEA.6.S2	Develop and implement professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with exceptionalities and their families
SEA.6.K4	Effect of diversity on educational programming expectations for individuals with exceptionalities
SEA.7.S1	Utilize collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation
SEA.7.S6	Engage in leadership practices that support shared decision making
SEA.7.S7	Demonstrate the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptionalities