SupervisorABA

Compassionate Supervision: Uses competency-based assessment and continuous evaluation of the trainee and the supervisor to ensure that everyone is being heard and supported

Behavioral Artistry Defined

Skill	Definition
No negativity	- Does not speak poorly about a client or caregiver - Does not take negative actions or comments personally - Is able to state why the client or parent said something negative - Is able to problem-solve based on negative statements - Reassess situations that lead to negative statements for improvement - Never holds a grudge
Failure is not an option	- Is solution driven: when a problem arises, always has options rather than making statements like "we can't", "it didn't work" - Receives reinforcement by generating solutions to problems - Creative problem solver who is able to "think outside the box"
Likes people	- Demonstrates genuine concern for others - Is compassionate - Is forward thinking when discussing behavior change - Quickly develops rapport with client, caretakers and stakeholders - Enjoys the job
Optimism	- Sees small or slow behavior change as a "glass half-full" - Makes positive comments about progress - Describes how behavioral programming will be successful - States positives about clients, caregivers, and progress - States problems in a positive manner appropriate to the situation

Perceptive sensitivity	- Observes clients and caretakers for important indicators of moods, feelings, and perceptions - Notices small, subtle, and gradual changes that may indicate a need, preference, or aversion - Is perceptive, always observing what is going on in the environment and able to adapt quickly to needs
Self-actualized	- Assesses your own skill set to determine if you are prepared to contribute to the current situation - Seeks out new learning opportunities aligned with your values (e.g., CEs, conferences, etc.) - Constantly assesses if goals, assessments, strategies, etc. remained aligned with both your values and your clients' values - Plans how to reasonably handle situations where there is misalignment - Accepts others for who they are and values the contributions others make even if they differ from yours - Demonstrates creativity in problem-solving, building relationships, and achieving professional goals
Humor	- Approaches situations with a willingness to laugh, but sensitivity to individual differences - Identifies moments that are funny, silly, or light-hearted - Avoids any humor that could be perceived as being at someone else's expense - Models laughing at oneself, by pointing out humor in your own behavior, mistakes, or misunderstandings - Follows cues carefully and reduces attempts at humor if not well-received - Signals attempts at humor with a kind smile, nodding, and other positive gestures - Avoids sarcasm or dry humor unless sure that your audience is receptive

Callahan, K., Foxx, R. M., Swierczynski, A., Aerts, X., Mehta, S., McComb, M. E., Nichols, S. M., Segal, G., Donald, A., & Sharma, R. (2019). Behavioral artistry: Examining the relationship between the interpersonal skills and effective practice repertoires of applied behavior analysis practitioners. *Journal of Autism and Developmental Disorders, 49*(9), 3557-3570.

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Checklist for Ongoing Assessment in Compassion

Did you . . .

- ☐ Restate the problem in compassionate terms (from the other person's perspective)?
- ☐ Attempt to problem-solve according to contextual demands?
- ☐ Engage in compassionate action by actively listening, taking perspective, and then acting to help?
- ☐ Use critical thinking to analyze the situation?
- ☐ Demonstrate flexibility in your analysis and recommendations?
- ☐ Demonstrate tact in your interactions?
- ☐ Consider culture and context?
- ☐ Allow appropriate time to listen and learn from the other person?

Did you not . . .

- ☐ Interrupt the other person when they are speaking?
- ☐ Use jargon?
- ☐ Judge the actions, motivations, intentions, or emotions of others?
- ☐ Stereotype based on culture?
- ☐ Take an overly directive stance?
- ☐ Insist on only one viewpoint?

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Suggested Ways to Target Compassion in Supervision

Skill	As Supervisor	With Trainee
Being comfortable with uncomfortable situations and conversations	• Role-play difficult conversation scenarios • Solicit feedback after engaging in difficult conversation from others • Guided self-assessment post conversation	• Role-play difficult conversation scenarios with supervisor • Provide feedback to trainee after engaging in difficult conversation • Guided self-assessment post conversation
Translating jargon to friendly terminology	• Check in with self about audience • Solicit feedback after engaging in conversation others	• Practice pairing technical terms with lay terms • Review TL items by giving definitions and examples in lay terms
Be an empathetic listener	• Guided self-assessment following meetings • Practice restating others' statements • Self-monitor non-verbal behavior (e.g., smiling, nodding)	• Guided self-assessment following meetings • Practice restating others' statements • Self-monitor non-verbal behavior (e.g., smiling, nodding) • Provide feedback to trainee post conversation
Identifying everyone who is affected by supervision	• State all stakeholders before engaging in meeting, conversation, or event • Ensure that clients, family members, etc., are positively affected by supervision	• State all stakeholders before engaging in meeting, conversation, or event to supervisor • Have trainee state how clients, family members, etc., are positively affected by supervision
Be honest, but not punitive	• Model giving honest information and feedback to client and families in a tactful manner	• Role-play giving honest information and feedback to client and families in a tactful manner • Provide Trainee with feedback post a naturally occurring opportunity

Skill	As Supervisor	With Trainee
Accurate assessment of skills and identification of goals	- Identify age- and culturally-appropriate assessment tools - Choose and define goals together with client/stakeholder based on assessments	- Choose and define goals together with client/stakeholder based on assessments - Assign trainee client to do this with and evaluate the appropriateness together
Be responsive	- Create a timetable on responsiveness and review it throughout supervision - Solicit feedback from trainees - Develop social validity measures for before, during, and after programming	- Create a timetable on responsiveness and review it throughout supervision - Receive feedback from supervisor - Develop social validity measures for before, during, and after programming

Skill	As Supervisor and with Trainee
Understand culture	- Research cultures (of supervisor/trainee, clients, and other stakeholders) - Discuss considerations for relevant cultures, maintaining awareness of not stereotyping
Recognizing and interpreting responses in others	- Practice looking for indicators of emotional responses using videos, TV clips, etc. - Role-play situations from another person's perspective
Self-assessment of biases, avoidance behavior, covert verbal behavior, etc.	- Use bias assessment tools regularly - Self-monitor allocation of work, discuss why time is allotted the way it is and look for potential biases - Keep a reflection log for new situations
Professional collaboration	- Work on a project together (e.g., writing a paper) - Compare and share professional goals
Focus on skill acquisition, not behavior reduction	- Practice identifying target skills based on assessments using compassion and family considerations - Use rationales for goals and include interventions from the client or family's perspective