



Responsive Supervision: Mapping the Supervision Journey with an Ethical Compass

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(HE/HIM/HIS)

A little about me...

Behavior analyst and clinical psychologist

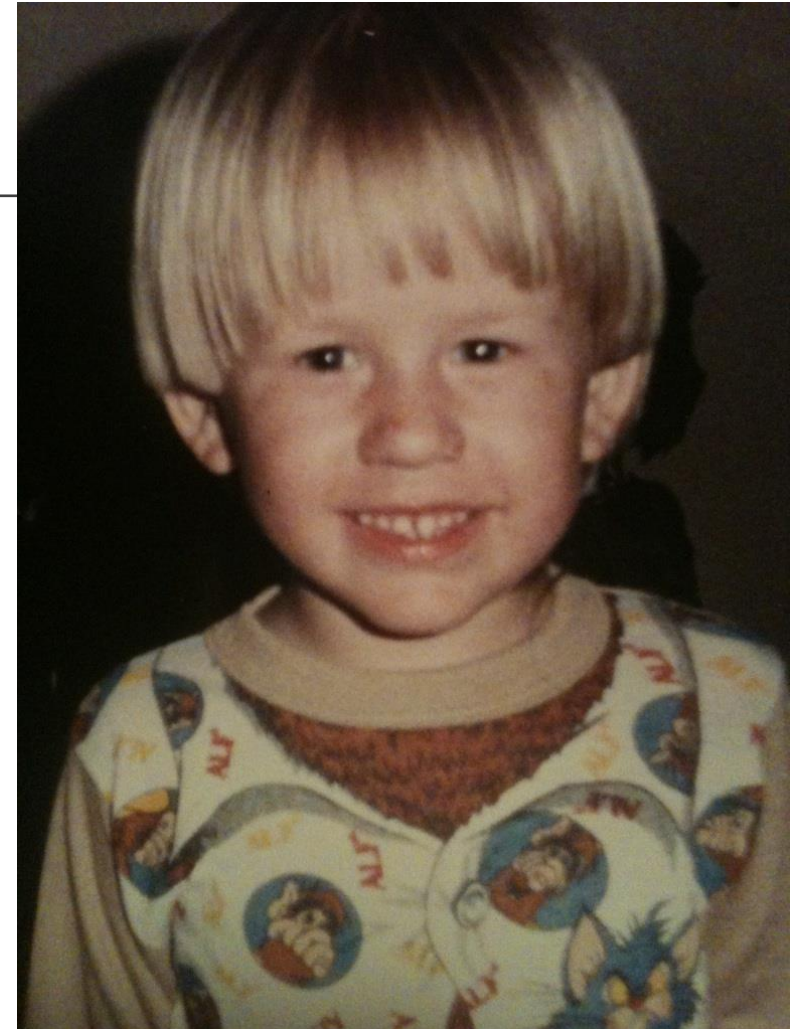
- In the field for ~13 years

Specialize working in crisis management and sexuality in home and community settings, training and supervision

Experience working in forensics, OBM, etc.

Play music, love reading, drinks too much coffee

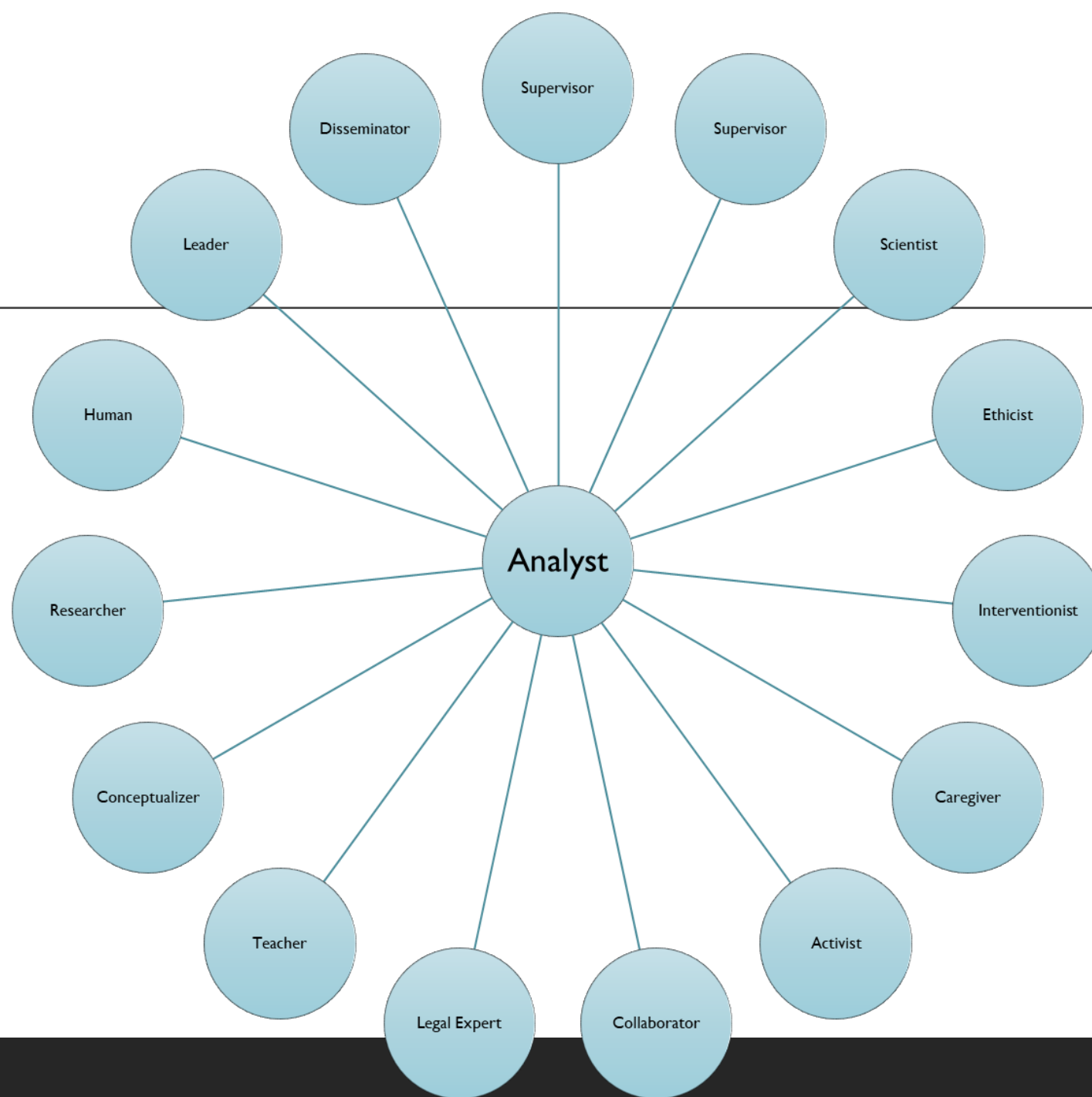
Little known fact: Graduate school concentration is in instructional design



Agenda

- Ethics as Your Compass
- Instructional Design Basics
- Non-Negotiables
- Adaptation and Flexibility
- Compassion as Your Value
- Building Your System
- Future Directions and Considerations

The Complete Analyst (Maybe)



Before You Start...Ask Yourself

Do I have the CAPACITY to supervise effectively?

4.01: Compliance with Supervisory Requirements

Is this person's desired experience within my SCOPE?

4.02: Supervisory Competence

Do I have the right DOCUMENTATION system?

4.03: Supervisory Volume

Am I willing to take ACCOUNTABILITY in supervision?

4.05: Maintaining Supervision Documentation

Am I willing to engage in effective TRAINING?

Can I effectively and ethical incorporate DIVERSITY?

4.07: Incorporating and Addressing Diversity

Ethics as Your Compass

The Structure of Supervision

Foundation: Requirements

- Documentation, training, etc.

Structure: Supervision Design

- Order of training, evaluations, feedback systems, etc.

Completion: Ending Supervision

- Fading, mentorship

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The Ethics of Supervision

Section 4: Responsibility to Supervisees and Trainees

- Note: See all the related subcodes?

Flavors ALL of our supervision experience

Supervision related ethics violations are some of the most common

Section 4—Responsibility to Supervisees and Trainees

4.01 Compliance with Supervision Requirements (see 1.02)

Behavior analysts are knowledgeable about and comply with all applicable supervisory requirements (e.g., BACB rules, licensure requirements, funder and organization policies), including those related to supervision modalities and structure (e.g., in person, video conference, individual, group).

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.

4.03 Supervisory Volume (see 1.02, 1.05, 2.01)

Behavior analysts take on only the number of *supervisees* or *trainees* that allows them to provide effective supervision and training. They are knowledgeable about and comply with any relevant requirements (e.g., BACB rules, licensure requirements, funder and organization policies). They consider relevant factors (e.g., their current client demands, their current supervisee or trainee caseload, time and logistical resources) on an ongoing basis and when deciding to add a supervisee or trainee. When behavior analysts determine that they have met their threshold volume for providing effective supervision, they document this self-assessment and communicate the results to their employer or other relevant parties.

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.

4.05 Maintaining Supervision Documentation (1.01, 1.02, 1.04, 2.03, 2.05, 3.11)

Behavior analysts create, update, store, and dispose of documentation related to their supervisees or trainees by following all applicable requirements (e.g., BACB rules, licensure requirements, funder and organization policies), including those relating to confidentiality. They ensure that their documentation, and the documentation of their supervisees or trainees, is accurate and complete. They maintain documentation in a manner that allows for the effective transition of supervisory oversight if necessary. They retain their supervision documentation for at least 7 years and as otherwise required by law and other relevant parties and instruct their supervisees or trainees to do the same.

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.

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).

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.

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).

Discussion

Who is responsible for the ethical behavior of trainees and supervisees?

How are you discussing, developing, reinforcing, and maintaining ethical behaviors inside of your supervision practices?

Ethical Behavior Serves a Function

Cox (2020)

What does this mean?

- Descriptive behavior (i.e., what we describe as the ethical “norm”) has a different function than what is actually occurring
- Witts et al. (2020): Behavior analysts accepted gifts, even though we weren’t supposed to

What does this mean?

- Ethical behaviors are TEACHABLE
- Ethical behaviors can CHANGE

Descriptive and normative ethical behavior appear to be functionally distinct

David J. Cox

Behavioral Pharmacology Research Unit, Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine

Many philosophers and scientists have described a scientific approach to ethical behavior. Historically, ethical behavior has been categorized as descriptive (i.e., what is right) or normative (i.e., why it is right). Whether this topographical distinction is functionally relevant is unknown. In 2 experiments, participants chose what behavior was correct and why. In Experiment 1, participants did not agree on either of these measures. Normative ethical behaviors were also well described by common Western theories of bioethics (i.e., consequentialism, deontology, and virtue theory). In Experiment 2, manipulating the ethical context led to within-subject changes in responses to what, why, or both. Importantly, change in what rarely coincided with change in why, suggesting descriptive and normative ethical behaviors are functionally distinct. A visual-descriptive model describing a functional approach to descriptive and normative ethical behavior is provided. Behavior analysts interested in observing, measuring, and changing ethical decision-making should consider collecting data on descriptive and normative ethical behaviors.

Key words: applied behavior analysis, choice, decision-making, ethical behavior, ethics, verbal behavior

Several recent publications have asked behavior analysts to reconsider how the current code of ethics for behavior analysts guides ethical decision-making (Brodhead, 2019; Graber & Graber, 2018; Rosenberg & Schwartz, 2019). The *Professional and Ethical Compliance Code for Behavior Analysts* (Behavior Analyst Certification Board [BACB], 2014; hereafter referred to as the Code) is currently a set of enforceable rules to which certified behavior analysts and behavior analyst applicants are obligated to adhere. However, contextual variables (Rosenberg & Schwartz, 2019) and the cultural background of clients sometimes make adherence to rules in the Code difficult (e.g., Fong et al., 2016; Fong & Tanaka, 2013; Rosenberg & Schwartz, 2019). Moreover, situations sometimes arise for which different guidelines in the Code suggest

incompatible responses (Brodhead et al., 2018; Rosenberg & Schwartz, 2019).

Behavior analysts take a scientific approach to understanding behavior. Thus, it makes sense that reconsidering how the Code is used would involve a scientific, behavioral analysis of ethical decision-making and ethical rules. Behavior analysis involves “breaking complex behavior down into its functional parts” (Catania, 2013, p. 430). Ethics involves determining what is the “right” thing to do (ethical decision-making) and emitting behaviors that track what is claimed as the right thing to do (ethical behavior; see Skinner, 1953 chapters on making a decision, group control, and Section V on controlling agencies). A behavioral analysis of ethics combines these two areas: 1) breaking ethical decision-making down into its functional parts and 2) breaking ethical behavior down into its functional parts.

A behavioral analysis of ethics could proceed in multiple ways. One way is to theoretically extend existing empirical research to situations and behavior labeled as “ethical” (e.g., Baum, 2005;

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Embedding Ethics as a Proactive Strategy

Treat teaching ethics as a prevention strategy

- To avoid ethical dilemmas
- To prepare trainees to address dilemmas when they arise
- To assess their ethical behavior on an ongoing basis
- To model decision making models regularly

When do you do this?

- Plan explicit time to focus on ethical dilemmas (supervision meetings)
- PRIOR to dilemmas occurring

Example: Ethics as a Proactive Strategy

As a supervisor, you create a meeting agenda for all of your supervision meetings. Each meeting includes the following elements:

1. Check-in and status updates
2. Review of current concerns and problems
3. Task list item reviews
4. Feedback for trainee
5. Feedback for supervisor
6. Review of current or potential ethical dilemmas

Create an agenda

Activity

Take a moment to write out your CURRENT supervision meeting agenda. Even if you don't have an agenda, write a loose outline of how your meetings typically go.

Where can you embed ethical discussions as a proactive strategy? How would you go about doing it?

Addressing Ethical Dilemmas

It is critically important to avoid punitive measures when ethical dilemmas arise

Why?

- Well, you're not likely punishing the dilemma issue, but the disclosure itself

So, what can we do to address dilemmas when they arise?

Reinforce the Disclosure

Ask Discovery Questions

Reflect on Possible Alternatives

Create an Action Plan/Corrective Action if Necessary

Addressing Ethical Dilemmas

Step	Example
Reinforce the Disclosure (and include Empathy Statements)	<p>"Thank you so much for coming to me with this. Let's see if we can figure out what to do next."</p> <p>"Thank you for trusting me with this. I know that situation was difficult. Let's sit down and talk about it some more."</p>
Ask Discovery Questions	<p>"What led you to make that decision? Can you pinpoint what events led up to that?"</p> <p>"Has someone modeled that or instructed you to do that in the past?"</p>
Reflect on Possible Alternatives	<p>"Now that it's happened, what would you do differently?"</p> <p>"What are some different resources you could have enlisted to support you more on this?"</p>
Create an Action Plan/Corrective Action	<p>"Ok, so for the next few weeks, we're going to..."</p> <p>"Let's take some time to review some available resources that might be helpful going forward."</p>

Instructional Design Basics

Required Supervision Components

Documentation

Addressing Diversity

Training

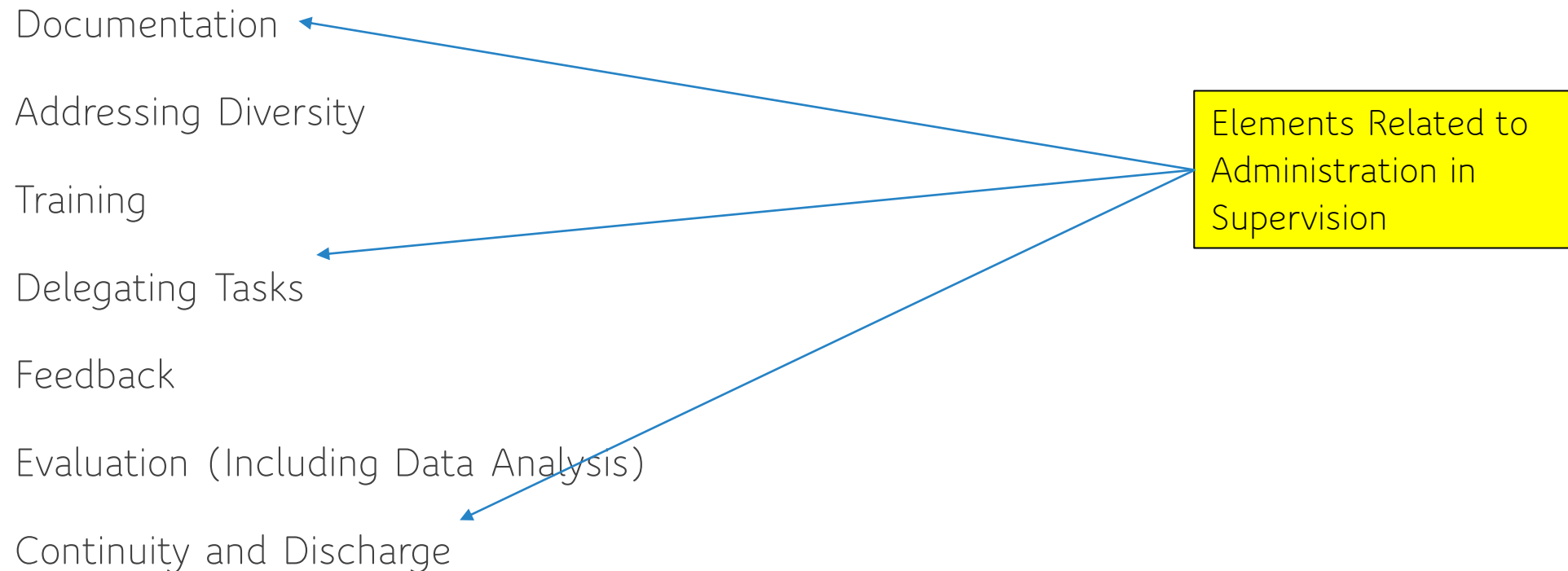
Delegating Tasks

Feedback

Evaluation (Including Data Analysis)

Continuity and Discharge

Required Supervision Components



Required Supervision Components

Documentation

Addressing Diversity

Training

Delegating Tasks

Feedback

Evaluation (Including Data Analysis)

Continuity and Discharge

Elements Requiring
Instruction

~~Elements Related to
Administration in
Supervision~~

*There is a distinct opportunity for
INSTRUCTION at each of these stages.
Errors in supervision can be alleviated
through clear and concise instructional
processes.*

Primary Instructional Design Questions

1. Where are we going?

2. How will we get here?

3. How will we know when we've
gotten there?

Put another way:

◦ 1. Goals

◦ 2. Instruction

◦ 3. Evaluation

◦ With revision if necessary

Instructional Design Basics

Definition: “*The creation of learning experiences and materials resulting in the acquisition and application of knowledge and skills.*”

Why do we use it?

- To improve learning outcomes, of course!

Relating this to supervision...

- Supervision is a specific learning context where the GOAL is to increase KNOWLEDGE and SKILLS in an applied way

Instructional Design Basics

Many versions/theories on how instructional design might look, but there are some basic elements:

1. Gain attention
2. Establish and describe learning objectives
3. Present information
4. Assess performance
5. Provide Feedback

Some Basics of Instructional Design

Appropriate Pace

Provide Context

Active Participation

Planned Evaluation

Instructional Design Basics

Applications of instructional design are all around us:

- Coursework and sequence
- Occupation related training
- Platform designs

GOOD instructional design does a few things for us:

- Increases efficiency in training
- Reduces costs
- Reduces learner stress
- Provides opportunity to monitor and provide feedback

Instructional Design Approaches

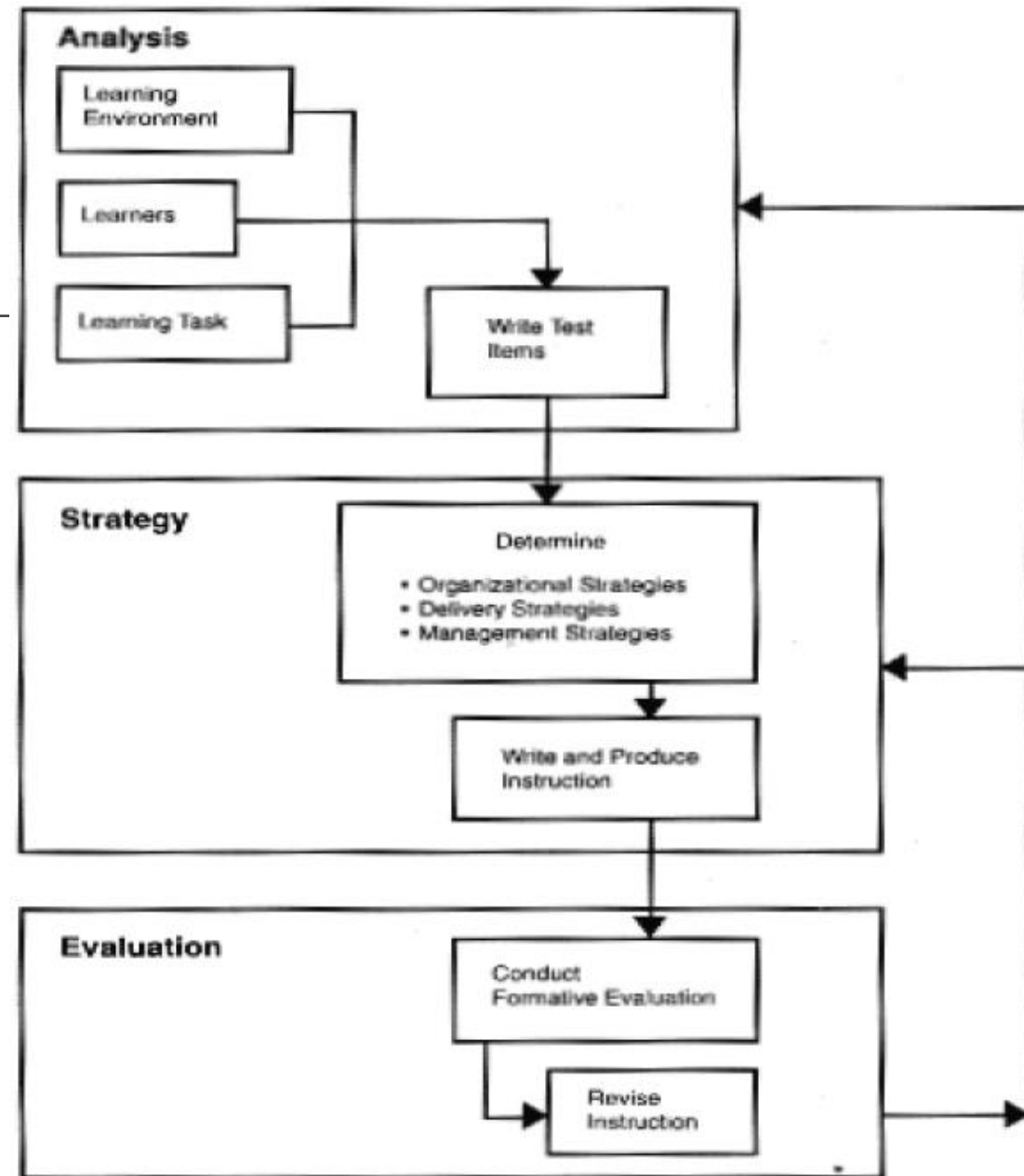
Morrison, Ross, and Kemp's Model of ID

Dick and Carey's Design Model

Smith and Ragan's Instructional Design Model

Behavior analysis is inherently build on instructional design principles!

- Intentional design based on objectives
- Intervention/teaching
- Evaluation
- Revision based on data/progress



Supervision Curriculum & Books

Get RESOURCES to start:

The ABA Supervision Handbook

The Supervisor's Guidebook

Performance Management

Radical Candor

Compassionate Leadership

Instructional Design Made Easy

Building and Sustaining Meaningful and Effective Relationships
as a Supervisor and Mentor

Fieldwork and Supervision for Behavior Analysts: A Guidebook

THE ABA SUPERVISION HANDBOOK

A GUIDE TO QUALITY FIELDWORK EXPERIENCE



Grab this at
KHYaba.com

HANA JURGENS KARLY CORDOVA YULEMA CRUZ

Principles of DI and SUPERVISION

All learners are able to be taught and have the potential for progress.

Learners with special needs or historically low performance should be taught at an accelerated rate to promote reaching performance levels of their peers.

All educational and behavioral practitioners are capable of learning how to implement the DI model.

The DI model is most effective in an environment that is structured and standardized to reduce the probability of the learners misunderstanding the materials or learning exercises and may increase the fluency of learning new material for the learner.

Activity

Take a moment to review the following skill domains:

- Administrative skills
- Ethical decision making
- Staff management
- Data collection and analysis
- Assessment
- Treatment development
- Parent training

Rank each of these skill domains in order of importance for trainees in a supervision context

Note which skill domains can be trained sequentially or concurrently with other domains

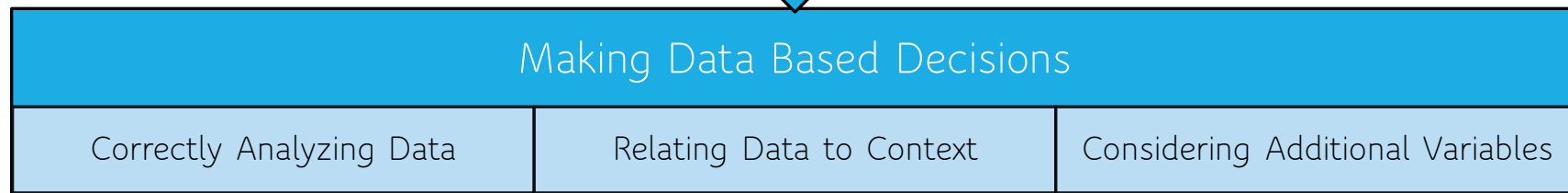
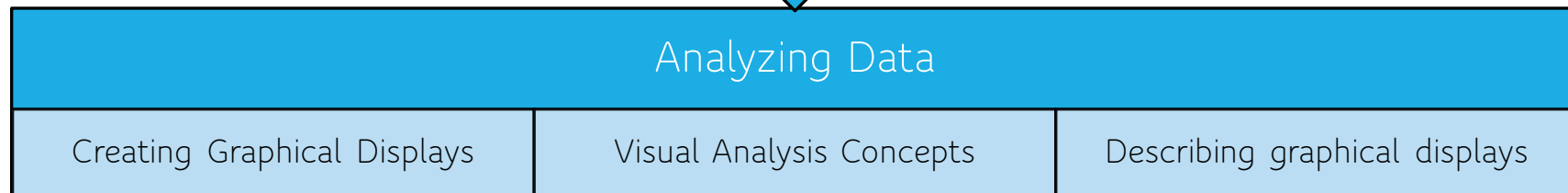
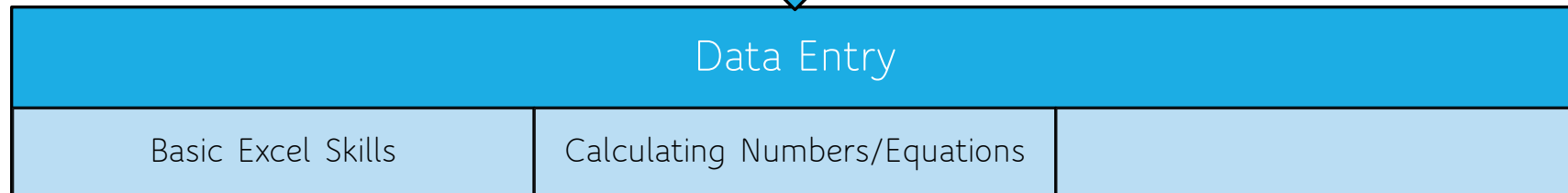
Component and Composite Skills

Component Skills:

- Skills that are incremental steps toward a terminal goal. Essentially, skills here lead to larger, more complex skills
- Example: Learning to identify colors of paint

Composite Skills:

- Skills that are made up of multiple steps or skills, creating a larger, more complex behavioral repertoire
 - Includes generalizing skills
- Example: Painting with multiple colors



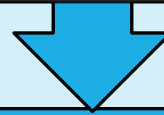
All of this is data related!

Collecting Data

Defining Measures

Selecting Measures

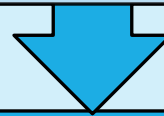
Designing Data Collection



Data Entry

Basic Excel Skills

Calculating Numbers/Equations

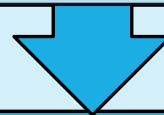


Analyzing Data

Creating Graphical Displays

Visual Analysis Concepts

Describing graphical displays



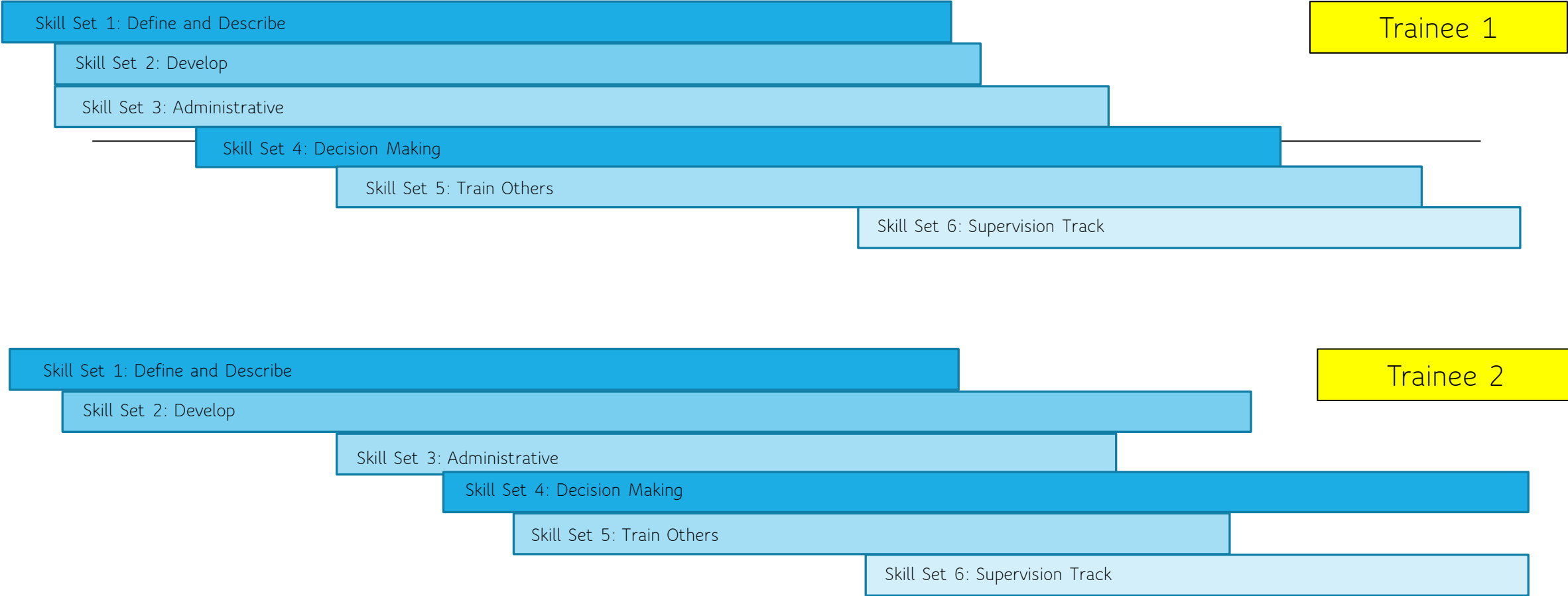
Making Data Based Decisions

Correctly Analyzing Data

Relating Data to Context

Considering Additional Variables

Instructional Groupings



Instructional Design is Intentional Design

Despite all the structure we can create for supervision, we must follow the data based on our trainee's skills

- We simply can't advance without "prerequisite" skills in certain areas

By shifting, changing, and altering instructional design features, we are creating RESPONSIVE supervision based on our trainee's needs

Consider the following:

- Which behavior analytic skills do you find that you learned quickly?
- Which skills did you struggle with?

Non-Negotiables

Discussion: Non-Negotiables

What are your non-negotiables within your supervision practice?

WHY are they non-negotiable for you?

Establishing Non-Negotiables in Supervision

This should be established before entering into a supervisory relationship

This serves a few purposes:

- Creates a pathway for developing supervision practices and tools
- Establishes structure for trainee/supervisee
- Ensures we're meeting requirements of supervision
- Models ethical supervision practices

Non-Negotiable: Scope of Competency

Ethically, we can't supervise outside of our scope of competency

Put this in your contract!

- Note the areas that you are willing and unwilling to supervise someone
 - Because you do NOT need to supervise everything and you do NOT need to supervise everyone

Important: Model how to ask curious questions and say things like "I don't know, but let's find out..." for your trainee

Non-Negotiable: Volume

Set a limit to how many people you are willing to supervise

- No matter what organization you work for, it's YOUR credential, not theirs

Remember: we are talking about how many people you can supervise and still be EFFECTIVE

- This includes RBTs

Is there a right number? Not even close

- Some trainees require more support
- Advanced trainees require less supervision (ideally)

Non-Negotiable: BACB Requirements

This is something that should go without saying since the BACB doesn't budge

Establish a structure and supervision policy that is clear, concise, and does not leave wiggle room (since the BACB doesn't allow for wiggle room)

Some examples of places to create policies:

- When forms are due and signed
 - In conjunction with UDS
- When evaluations take place
- Feedback systems
- How supervision is documented

Non-Negotiable: Ethical Behavior?

This one is a little tricky. For instance...

- What if they have a good point and the behavior was helpful?
- Are your own biases getting in the way of recognizing ethical behavior?

Great ways to mitigate this:

- Take time to establish safe discussion spaces about ethics, ethical behaviors, and problem solving
- Practice perspective taking and possibility training
- Discuss negotiable vs. non-negotiable ethical behavior

Non-Negotiables: Supervision Context Specific

You can specify WHERE and WHEN you are going to supervise

- And what happens when that person leaves the supervision context

This doesn't necessarily mean the person has left the organization, but rather they have left the context in which supervision is occurring

Examples:

- A trainee is interested in gaining skills working with adults who have specific sexuality behavioral concerns
- You work in a feeding clinic and get requests for support, mentorship, and supervision to develop feeding skills

Activity

Think about how you want to create your supervision boundaries.

Identify at least 5 non-negotiables that you want to include in the structure of your supervision

Adaptation and Flexibility

Life Gets in the Way

No matter what system we build, we have to follow data

- Each learner is unique

Part of following the data is also being aware of extraneous variables

- Which I'm sure you all love, right? Back to our experimental design language!

We are all vulnerable to the whims and waves of life

A System that Works is Responsive

We can develop the most perfect tools, but if they don't work, what's next?

Prepare yourself to adapt to different aspects of supervision:

- Feedback forms that are cumbersome
- Technology advancements that make access to documents/tools easier
- Telehealth/recording features that can enhance feedback

Discussion

What are some ways that your supervisor demonstrated flexibility while you were in supervision?

Quick Reminders

Supervision hours DO NOT need to occur in consecutive months

Certification hours can be accrued over a 5-year period

You can determine to hold supervision based on progress, action plans, etc.

You are not required to COMPLETE someone's entire supervision experience

Consider This...

Learning occurs best when folks have their needs met and they are stable

- Variability in treatment is a nightmare, right?

If we are considering supervision a training/teaching context, then our trainee is our learner, and we wouldn't intervene in non-stable states

The “Janet” Scenario

Compassion as Your Value

Discussion

Who here had “difficult” supervisors or instructors in school?

How did that impact you? Did you become that type of supervisor or instructor? Or did something else happen?

Why do you think we should lead with compassion in supervision?

Trainees are Humans

Most of our trainees are busy:

- Completing graduate school
- Working full time
- Supporting families
- Personal challenges

Add to that they are LEARNING NEW SKILLS toward being a behavior analyst

- Talk about an intense context!

Compassion: The 8th Dimension

Supervision should be heavily influenced by the seven dimensions

We would be poor supervisors if we don't account for the 8th: Compassion

- Compassion for our clients, our families, and our trainees/supervisees

By being compassionate and creating a supportive learning context, you are creating greater opportunities for growth

Discussion

What are some ways that you can demonstrate compassion with your trainees? Or what are some ways you've shown compassion to your trainees in the past?

Building Your System

Building Your System

Foundation: Requirements

- Documentation, training, etc.

Structure: Supervision Design

- Order of training, evaluations, feedback systems, etc.

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- Fading, mentorship

Start with your Foundation

This comes from the BACB

- Task List (for guidance, not curriculum)
- Documentation
 - Contracts
 - Monthly Verification Forms
 - Unique Documentation Systems
 - Evaluations and Feedback Forms

Discussion

What are some challenges that you've experienced related to these foundational items?

What are some ways that you can leverage these challenges to teach your trainees?

Scenario

You have a trainee that you've been working with over the past several months. They have been fantastic in their role and learned so many new things under your stellar practices. During the month of June 2023, they had completed their monthly verification form, but forgot to send you the form until September 2023.

How would you address this situation with the trainee based on the guidelines from the BACB?

Some Tips...

Do NOT save documents from the BACB to your desktop

- Documents change REGULARLY and because of that, you might not be using

Set calendar invites for documentation due dates

- And be CONSISTENT about accountability

Regularly audit documentation

- And create a documentation tracker for these basic standards

Keep notes/logs about issues/concerns that come up

- And DATE THEM

Building Your System

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Building Your System

This is where your creativity can really shine!

Consider some things here:

- What are you going to teach (within your scope, of course)
- What ORDER are you going to teach skills?
- What tools are you going to use for evaluation and feedback?
 - The only requirement is that you HAVE to have these things, not what they are

Discussion

What are you currently using to evaluate your trainees?

What tools are you using for formal (and informal) feedback?

Diversity, Equity, and Inclusion

First, the behavior analysis field is JUST kind of catching up on this specific area of practice

- Meaning the majority of us do NOT have competency

Building Your System

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Discussion

What does your current fade process look like?

What does your termination process look like?

Fading Supervision

Our goal is to create self-sufficient, independent behavior analysts to go out into the world and save it, right?

So, let's talk about your plan for fading. What does this look like? What are your mastery criterion?

Everyone will have a different approach to this, but we have to build something into our process to ensure we are gradually fading out

Terminating Supervision

You can't just FIRE your trainee

- That's not going to look good
 - And will likely result in contested through the BACB, so document like crazy!

Discussion

What are some reasons you might decide to immediately terminate a trainee?

What kinds of problems might arise if a trainee is terminated suddenly?

Transfer and Discharge: An Issue of Poor Instruction?

What are some reasons why supervision ends?

- Trainee completes their hours successfully (Congrats, by the way!)
- Trainee moves on to another agency
 - Or just moves
- They aren't making progress in their supervision experience
- They terminate supervision on their own
- Supervisor terminates supervision based on volume/change in job, etc.



Disagreements about Termination

In some cases, you and your trainee might disagree about the cause for termination or how they were terminated

Here are some tips:

- Ensure that you have established clear expectations at the beginning of supervision
 - With regular reminders, similar to informed consent
- Continuously provide feedback in writing and verbally, and save related documentation
- Document ongoing performance issues and all attempts you've made to address them
- Make attempts to resolve the situation
 - And maintain documentation of AGREEMENTS

Mentorship

Fact: YOU do not get to choose to be a mentor

- The mentee chooses YOU

Mentorship can either be formal or informal

- I prefer informal

Occurs AFTER supervision has completed because there is no longer a “requirement” to receive supervision

So, what does this look like?

Consulting Supervision

Also occurs after “supervision” ends, but has a different flavor

- 1 hour per month for first 12 months (IF someone is supervising toward certification)
- Not needed for RBT supervision

Future Directions and Considerations

Discussion

What are some things you'd like to see to help improve supervision processes in behavior analysis?

Future Directions

Further research on supervision effects

- The discussion papers are REALLY good, though

Advancements in supervision requirements

Increased training requirements for supervision

BACB document uploads for supervision documents

Dedicated supervision course requirements in university programs

- Not just course content

Supervision specialties

Leaving Today...

Your supervision should be foundationally structured based on:

- Your personal scope of competency and established boundaries
- Requirements from the BACB

Further, you can add your personal “flavor” based on how you design things like:

- Instructional order
- Evaluations and feedback forms
- General supervision structure

Regardless of how you structure supervision, keep in mind that ETHICS and ETHICAL behavior is also taught and should be present in all aspects of your supervision experience design

What are you taking into
supervision starting
TODAY?

Questions?



Thank you!

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