A Review of Remote Fieldwork Supervision for BCBA® Trainees

by Lisa N. Britton and Matthew J. Cicoria

Emma S. Sipila-Thomas¹ · Matthew T. Brodhead¹

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Abstract

In this article we review Britton and Cicoria's (2019) *Remote Fieldwork Supervision for BCBA® Trainees (Remote Fieldwork Supervision)*, published by Academic Press. We describe the key features of *Remote Fieldwork Supervision* and then provide a brief overview and descriptive review of each chapter and its content. Where appropriate, we also provide our critical analysis of the book's content. We conclude with the positive recommendation that practitioners of behavior analysis and students who engage (or plan to engage) in remote supervision incorporate technology into their everyday supervisory practice, as well as that those who are interested in learning more about supervision should consider reading this book.

Keywords applied behavior analysis · book review · remote supervision

Remote Fieldwork Supervision for BCBA® Trainees (Remote Fieldwork Supervision), by Britton and Cicoria (2019), addresses a timely and important topic in applied behavior analysis (ABA): how to conduct remote supervision. The structure and tone of the book make it appropriate for practitioners of behavior analysis, supervisees, professors, and graduate students in university programs working in an applied service context. The authors organized *Remote Fieldwork Supervision* into three sections. In Section I ("[Are You Prepared to Supervise?](#)"), the authors describe considerations for determining whether to provide remote supervision, emphasize the importance of supervision, and review the logistics of the supervision process. In Section II ("[A Scope and Sequence to Structure Supervision](#)"), they review important considerations for developing the scope and sequence of what will be covered in supervision, as well as the structure of remote supervision. Each chapter in Section II follows a structured formula beginning with a description of the content, followed by a discussion of how to incorporate behavioral skills training (BST) into the supervision process. Chapters in Section II include sample rubrics that supervisors can use during supervision and end with a discussion of ethics related

to the topics covered. In Section III ("[Implementing Supervision Effectively](#)"), the authors discuss important interpersonal and decision-making skills necessary to be an effective supervisor.

Section I: Are You Prepared to Supervise?

Chapter 1: Introduction

The book begins with an overview of the behavior-analytic supervision process, along with considerations a behavior analyst should make when determining whether to provide supervision. The authors describe how the continuous growth in the field of ABA has led to an increased demand for behavior-analytic supervisors. They suggest remote supervision as one approach to meet this increased demand for supervisors.

The authors define remote supervision as a distance-based model in which supervision meetings are held in a non-face-to-face format. They note that a behavior analyst may agree to provide remote supervision for many reasons, such as the contribution it may provide to the organization for which the behavior analyst works, his or her own intellectual stimulation, or his or her own financial compensation. Despite the potential reinforcers associated with remote supervision, the authors urge that behavior analysts should refrain from providing remote supervision just because they have the opportunity to do so. They recommend that a behavior analyst decline providing

✉ Matthew T. Brodhead
mtb@msu.edu

¹ Department of Counseling, Educational Psychology, and Special Education, Michigan State University, East Lansing, MI 48824, USA

remote supervision if he or she does not have the necessary time to conduct the supervision, or if he or she lacks supervisory competence in a specific area (e.g., age of population, settings, and target behaviors). Though it is not mentioned by the authors, we also add that behavior analysts should not conduct remote supervision for the first time unless they are either receiving supervision themselves or have had the necessary training to make remote supervision effective.

Chapter 2: The Logistics of Supervision

In Chapter 2 the authors discuss the logistics and organizational systems of remote supervision. They suggest that preparing for remote supervision, such as deciding on the specific technology platform and when and where meetings will take place, is critical for two reasons. First, establishing strong organizational systems may provide the supervising behavior analyst some protection from claims of malpractice or legal actions that may arise during the supervision process. Second, by establishing organizational systems at the onset of supervision, the behavior analyst may increase the chances that the supervision process will be as efficient and run as smoothly as possible (saving both time and money).

One of the more informative aspects of this book is the authors' emphasis on business considerations. For example, the authors note that if the behavior analyst is providing remote supervision independently as a self-employed professional, the behavior analyst should seek expert advice from an accountant so they can learn how to appropriately manage their finances (e.g., how to complete taxes and how to document payments from supervisees). In addition, the authors discuss the importance of seeking expert advice from a lawyer to obtain information on how to protect the behavior analyst, his or her supervisees, and his or her clients. The authors also provide considerations for using a technology platform (e.g., GoToMeeting, VSee), along with other privacy considerations, such as ensuring the location of the supervision meetings are secure and not conducted in public areas (e.g., a coffee shop). The authors conclude the chapter by emphasizing two critical points: (a) take issues of security and privacy seriously, and (b) seek assistance from tax and lia. Though this chapter covered aspects of the logistics of remote supervision, the chapter did not provide sufficient information on how supervisors can remotely work and connect with companies that employ their supervisees. In other words, if the supervisor works with a different company from the supervisee, the supervisor should address the considerations required to connect the supervisor with the supervisee's company in order to begin a conversation about any required steps that must be taken. Some considerations include steps for protecting consumer confidentiality, deciding on how to store and share protected information, obtaining consent to view or record clients or other employees, and obtaining the necessary licensure.

Although the authors provide examples of technology platforms and the importance of considering security and privacy while using these platforms, they do not specifically discuss how to use these platforms within remote supervision settings or ways in which supervisors and supervisees could further protect client confidentiality (e.g., using encrypted devices). Because the authors do not cover this content, readers may wish to consider obtaining additional resources to assist them in making informed decisions about technology and security.

Though it is not explicitly mentioned in this book, we highlight the importance of legal considerations prior to conducting remote supervision. First, the number of states with licensure laws for behavior analysts is increasing throughout the United States. In some cases, licensure laws vary considerably across states (e.g., the scope of practice for behavior analysts is restricted to autism treatment in the State of New York). Furthermore, ethical and legal guidance for remote behavior-analytic supervision and telehealth, in general, is not well established (see Quigley, Blevins, Cox, Brodhead, & Kim, 2019); therefore, a behavior analyst should understand any differences prior to conducting supervision. With supervision contracts, any contract between a supervisor and a supervisee should be written in such a way that it is legally defensible within and across states (if necessary). Relatedly, the contract should be tailored or individualized for remote supervision. Therefore, the supervisor and supervisee may consider adding specific remote supervision logistics (e.g., confirming what technology platform will be used and when and where meetings will take place, protecting client confidentiality) to their supervision contract.

Section II: A Scope and Sequence to Structure Supervision

Remote supervision presents unique challenges to effective instruction of behavior-analytic content. Therefore, in the second section of the book, the authors describe important considerations for developing the scope and sequence of the content that will be covered, as well as for the structure of remote supervision. For the graduate student supervised by a behavior analyst, this information provides a general primer on critical material that serves as the bedrock of ABA. For the seasoned behavior analyst, much of the content in this section may be review. In other words, the behavior analyst may already have knowledge about measurement, data display, behavior assessments, and behavior change procedures. Regardless of one's experience in the field, Section II of *Remote Fieldwork Supervision* provides important contextual considerations for teaching critical ABA concepts, principles, and procedures during remote supervision and is well worth a reader's time and attention.

Chapter 3: Measurement, Data Display, and Interpretation

In Chapter 3, the authors describe strategies for identifying target behaviors, developing operational definitions, and working with stakeholders. The authors also review continuous and discontinuous data collection systems, interobserver agreement, and graphing conventions in the context of remote supervision. Within the chapter, the authors emphasize the importance and application of these concepts, providing examples of how to teach concepts to a supervisee within the context of remote supervision.

Though supervisors should be familiar with the aforementioned information, remote supervision requires special care and attention because the context of remote supervision is different from traditional training contexts (i.e., face to face). For example, the supervisor may not be able to directly model how to provide immediate feedback to a frontline employee or how to have a difficult conversation with a parent of a client. Therefore, the authors' recommendations for engaging in some of the core and primary actions (e.g., defining, measuring, and analyzing behavior) of ABA serve as excellent and thoughtful points for the reader to consider.

The authors note that the supervisor should use BST to teach the supervisee important topics, concepts, and skills (e.g., measurement and data display). In addition, the authors point out that it is important to include examples and nonexamples when teaching the supervisee how to identify a behavior to target. Last, the authors note that it is important to train the supervisee on how to involve stakeholders in decision-making and incorporate considerations around cultural differences when determining targets for intervention. Whereas the chapter emphasizes the importance of involving stakeholders within the process of selecting targets for interventions, the authors do not provide supervisors with information about the process of obtaining consent and permission from stakeholders. Though the authors address consent in a later chapter, they could have provided information or resources on how to present individuals with the opportunity to give informed consent and how licensing differences across states may affect remote supervision and involvement with stakeholders. This discussion would have been helpful to emphasize the importance of obtaining informed consent in the context of selecting interventions and measurement systems.

Chapter 4: Concepts and Principles

Chapter 4 covers schedules of reinforcement, motivating operations, rule-governed behavior, verbal operants, and derived stimulus relations. Although these topics are covered in supervisees' coursework, the authors provide considerations that are key to remote supervision. The authors emphasize the importance and application of these key concepts and provide

examples of how to teach them to a supervisee within the context of remote supervision. Many of the recommendations and examples provided by the authors also apply to a face-to-face context as well.

The authors raise the important point in this chapter that supervisors may need to attend workshops or conferences before teaching their supervisees about a specific topic or procedure. For example, supervisors should consider attending a workshop on derived stimulus relations if they feel they are unfamiliar with this topic. In addition, if supervisors have not successfully carried out application of these concepts and principles, the authors suggest that they should consider additional training and supervision from professionals fluent in the application of the relevant concepts and principles, and engage in the successful application in practice, before teaching others about them (see Brodhead, Quigley, & Wilczynski, 2018). At the very least, they argue, supervisors should remain mindful of their own knowledge, skills, and abilities and access additional training or supervised practice in order to master the content and supervisory knowledge to provide the best possible learning experience for their supervisees.

Despite the importance of the basic principles of behavior analysis, misapplication can put the client, the supervisor, the supervisee, and others in danger of harm. With the goal of preventing harm to clients, supervisees, and others, the authors discuss the importance of making sure that reinforcement procedures are always attempted before punishment procedures are used, and if a punishment procedure is needed, the supervisor and supervisee must ensure that reinforcement is heavily incorporated into the behavior change procedure as well. In addition, the authors note that supervisors and supervisees should use evidence-based interventions, use naturally occurring reinforcers (whenever possible), and thin schedules of reinforcement to resemble schedules likely to occur in the natural environment. Last, the authors note that the supervisor and supervisee must be aware of the potential dangers of using extinction to treat problem behavior.

The authors could have further expanded this chapter by discussing when the supervisor and supervisee should complete instructional activities about concepts and principles. More specifically, the book could benefit from discussing whether supervisors should periodically address these concepts and principles throughout the entire supervision experience or whether covering them once is sufficient. Another area of improvement is to include a discussion on how supervisors should incorporate applied examples of the concepts and principles and how they relate to supervisees' field experience or individual performance.

Chapter 5: Behavior Assessment

Chapter 5 covers behavior-analytic assessments, including preference assessments and functional behavior assessments

(FBA), in the context of remote supervision. When supervisors first introduce behavioral assessments to supervisees, the authors recommend the supervisor demonstrates (models) how to conduct each assessment (e.g., preference assessments and FBAs). The authors note that modeling the assessments with clients is ideal, though logistical (e.g., timing) or legal (e.g., privacy) issues may make such demonstrations difficult during remote supervision. The authors suggest, as an alternative to modeling with a client, that supervisors could create video models of themselves implementing the assessments with others (e.g., coworkers).

The authors remind the reader that the supervisor and supervisee should obtain consent from the client and/or parent or guardian prior to conducting any assessments (and to also explain assessment procedures and results to clients in an understandable manner). The authors also mention that the supervisor and supervisee should directly observe the targeted behavior, take baseline data, use behavior-analytic assessments, and conduct assessments before creating programs. Given that the context is within remote supervision, the supervisor and supervisee would engage in the aforementioned behaviors through the designated technology platform.

The authors thoughtfully emphasize the point that supervisees should learn the conditions under which each type of assessment may be appropriate. For example, when teaching how to administer preference assessments, the supervisor should ensure that the supervisee can select the assessment best suited for the individual client and context and demonstrate how to conduct multiple types of preference assessments (e.g., free operant, multiple-stimulus without-replacement, and paired-stimulus preference assessments). The authors make a similar point for skill assessments (e.g., Assessment of Functional Living Skills, Partington & Mueller, 2012; Verbal Behavior Milestones Assessment and Placement Program, Sundberg, 2008), noting that a behavior analyst should not be beholden to any one type of assessment. Similarly, for FBAs, they recommend that the supervisor should ensure that the supervisee can demonstrate how to conduct the three types of FBAs (i.e., indirect assessment, descriptive assessment, and functional analysis) and describe when each type of FBA may be appropriate. That is, each assessment must be appropriate for both the context in which it is being used and the information the behavior analyst is seeking to obtain. Finally, the authors note that the supervisee should become competent in various forms of assessments because competency will allow the supervisee to optimally develop and implement effective programs for his or her clients.

This chapter does not discuss how a remote supervisor who is not employed by the same company as the supervisee could assist the supervisee when implementing assessments with his or her clients. Therefore, readers will need to seek additional resources for support with this important consideration. In addition, the book does not discuss how the supervisor or supervisee can plan for any dangers or emergencies that may

arise during the supervision of these assessments. The supervisor and supervisee should consider developing a plan that includes procedural safeguards and session termination criteria in the event the client's behavior poses a safety risk to the client or those implementing the assessments. Last, though the book provides tools (e.g., rubrics) that supervisors and supervisees can use, some of the rubrics are broader than others (e.g., Table 5.1, Rubrics for Conducting Assessments of Skill Strengths and Deficits). It is important for the supervisor to evaluate the rubrics before using them and make any necessary changes to them. For example, for Table 5.1, Rubrics for Conducting Assessments of Skill Strengths and Deficits, the supervisor may consider creating a rubric that is specific to the assessment the supervisee will be conducting.

Chapter 6: Behavior Change Procedures

In Chapter 6 the authors describe interventions that behavior analysts can use to increase and decrease behaviors. The authors discuss behavioral procedures, such as stimulus and response prompts and prompt fading, imitation, shaping, chaining, discrete-trial teaching, and naturalistic teaching strategies in the context of remote supervision. The authors also outline interventions to decrease behavior, such as differential reinforcement procedures, time-based reinforcement, extinction, positive and negative punishment, token economies, group contingencies, contingency contracting, and self-management strategies.

The authors recommend that supervisors should first demonstrate to their supervisees how to implement the aforementioned interventions before having supervisees practice implementing these interventions by themselves. The authors remind the reader of the important consideration that the supervisor and supervisee should be aware that preparation should take place before they begin selecting and implementing interventions. The preparation should include obtaining consent from the client and/or parent or guardian for the interventions, setting criteria for discontinuing interventions, and describing the interventions in a manner that is understandable by a general audience. As the authors mentioned in Chapter 3, it is also important to involve the clients and stakeholders in the process of selecting interventions. The authors note that all interventions should be individualized to the needs of the client and that employees should be properly trained to accurately implement the interventions. As an important consideration, the authors also remind the reader that the supervisor and supervisee should select behavior-analytic interventions, describe interventions without using jargon, avoid harmful reinforcers, recommend reinforcement procedures before recommending punishment procedures, and recommend the least intrusive procedure. These important reminders serve as key characteristics of the book that aim to empower supervisors to promote a client-centered model of service delivery.

Chapter 7: Personnel Supervision and Management

High-quality personnel performance is critical to an effective behavior-analytic treatment program. Achieving and maintaining accurate performance from therapists and clinicians require personnel management and troubleshooting, and these are some of the most important skill sets a supervisee needs if he or she is to provide effective behavioral interventions in any sort of leadership or supervisory capacity. In Chapter 7 the authors focus on the critical and often overlooked skills required to successfully manage the behavior of the professionals who carry out ABA treatments.

The authors describe how the supervisor may develop function-based interventions when troubleshooting performance issues to address those issues, just as they would for their clients. The authors suggest becoming familiar with, and using, the Performance Diagnostic Checklist–Human Services (PDC-HS; Carr, Wilder, Majdalany, Mathisen, & Strain, 2013). The PDC-HS is an assessment, composed of 20 interview question items, that supervisors can use to determine variables that may impact performance. The authors recommend that, when a supervisor is teaching a supervisee how to use the PDC-HS, the supervisor model the implementation of the checklist, allow the supervisee to rehearse implementing it, and then provide feedback to the supervisee on his or her performance. The authors note that it is important to consider conducting assessments prior to intervening on employee performance issues, developing the most effective intervention, collecting data to evaluate the effectiveness of the intervention, and developing an ethical culture within the workplace. The authors highlight that effective performance management skills are especially important in the context of remote supervision because when supervisees encounter stagnant performance challenges in the workplace, they will have the skills necessary to effectively manage the behavioral challenges they are facing.

Despite Chapter 7 including information about assessing variables impacting personnel performance and developing function-based interventions, the authors could have provided more detail on how to assess and change employee behavior. For example, the authors recommended using the PDC-HS to assess performance; however, they did not provide additional resources as to how to interpret the results and put those results into practice. In addition, the authors did not discuss how a supervisor and supervisee could specifically address inadequate employee performance within the context of remote supervision. The supervisor and supervisee may consider discussing how (e.g., through the technology platform) the supervisor will join the supervisee in providing feedback to an employee. In addition, further discussion on when (e.g., immediately after observing the behavior) and where (e.g., in an individual meeting,) the supervisor and supervisee should provide feedback on an employee's inadequate

performance would provide supervisors and supervisees with additional steps they could take to appropriately address inadequate performance within the context of remote supervision.

Chapter 8: Beyond the Task List

Chapter 8 includes five additional content areas that a supervisor might cover within supervision, but that also require in-depth training and professional development. It is important for the supervisor to teach the supervisee to maintain awareness of, and undergo professional development in and training for, emerging or specialty topics in the field of ABA. The five examples provided are precision teaching, executive function, curriculum-based measures, direct instruction, and, not surprisingly, acceptance and commitment training (ACT). Although all five areas are important, we make note of the authors' treatment of ACT, giving its rising popularity in ABA.

The inclusion of ACT is especially timely because its dissemination through workshops and training is increasingly catching the attention of more members of the behavior analysis profession. As the reviewers of this book, we want to emphasize that we applaud the innovation in the application of behavioral principles and look forward to continued empirical demonstrations of ACT in ABA treatment for individuals with disabilities. However, we urge heightened caution if the supervisor is to integrate ACT (or any of the other additional topics discussed in this chapter) into the supervisory experience. If the supervisor does not have sufficient training, such that implementing ACT is not well within his or her area of competence, and has not successfully applied ACT in practice, he or she should consider seeking out additional training and supervised application from professionals fluent in ACT before teaching others about it (see Brodhead et al., 2018). As a reminder, competence in using behavioral principles and tools cannot be built overnight or from a workshop taken over a single weekend. One develops competence over time and under the careful and thoughtful supervision of a qualified supervisor.

Section III: Implementing Supervision Effectively

Across the final three chapters, the authors discuss important interpersonal and decision-making skills necessary to be an effective supervisor. From "soft" supervisory skills to ethical decision-making, these considerations, when left unaddressed, may lead to an incomplete supervisory experience, decrease the quality of consumer care and outcomes, and produce a less than competent supervisee. The discussion of these considerations in the context of remote supervision serves as an appropriate and informative end to an already engaging text.

While reading these chapters, it is important to keep in mind that the authors do not address all considerations that might go into remote supervision. Prior to beginning the remote supervision process, the supervisor and supervisee should discuss a primary limitation of remote supervision: The supervisor's feedback and support are limited to situations in which the supervisor and supervisee are connected with each other (e.g., through video) or through the permanent products the supervisee provides. Additional considerations that the authors do not discuss are when and how the supervisor will provide feedback to the supervisee (e.g., during implementation using earbuds, immediately following an observation session) and how the resources (e.g., rubrics) provided within the book can be used specifically within the remote supervision context. Therefore, readers should take these considerations into account and decide if they need to seek out additional resources to help support these important missed points. Last, for the reader seeking additional supervision resources focusing on feedback, time management, and communication skills, we direct them to *Fieldwork and Supervision for Behavior Analysts: A Handbook* (Kazemi, Rice, & Adzhyan, 2018).

Chapter 9: Supervisory Interpersonal Skills

Despite successfully using behavioral principles with their clients, many supervisors fail to use the same principles, correctly or at all, with their supervisees. The authors address this in Chapter 9 by discussing how the supervisor should use positive reinforcement throughout the supervision process, both when promoting desirable behaviors and when correcting undesirable supervisee performance. Positive reinforcement, after all, is the key to effective behavior change, can make the supervisor more enjoyable to be around, and can make the supervisory relationship more pleasant for both parties.

To begin, the authors discuss strategies for how a supervisor may reinforce appropriate supervisee behavior. When the supervisor provides putative reinforcement in the form of praise to a supervisee, the authors recommend that the praise should be sincere, specific, immediate, and personal. Another important component of this chapter is the discussion about how to handle inadequate supervisee performance. If inadequate performance is observed by the supervisor (e.g., the supervisee arriving late to supervision meetings, the supervisee arriving to supervision meetings with incomplete assignments), the authors recommend that the supervisor should evaluate why this may be occurring (e.g., unclear expectations) and operationalize the behavior (i.e., write a clear and concise definition of the target behavior). In addition, the supervisor should provide corrective feedback to the supervisee during the individual meeting. The authors note that supervisors should provide feedback at the first sign of

an issue, include specific examples of when the behavior occurred, and avoid providing the corrective statement between two compliments. Last, it is important for the supervisor to continue to reinforce other desired behaviors and not focus solely on the behavior of interest. If the supervisee's behavior does not improve, the supervisor may need to implement a corrective action plan that includes an explanation of the desired behavior.

The authors conclude by emphasizing that the supervisor should exhaust all options to improve the performance of the supervisee before ending the supervision relationship. The authors note two reasons for why this is important. First, it may help the field of behavior analysis improve. In other words, if the supervisor improves a supervisee's performance, the supervisee may provide better behavior-analytic services resulting in an improved quality of care delivered to the individuals we serve. Second, if the supervisor terminates the supervision relationship and the supervisee seeks out another supervisor, there is no guarantee that the new supervisor will see the signs of poor interpersonal performance, which may result in the supervisee continuing to engage in the suboptimal behavior.

Chapter 10: Ethics in Supervision

Individuals credentialed by the Behavior Analyst Certification Board® (BACB®) or individuals who have submitted an application for examination by the BACB must adhere to the *Professional and Ethical Compliance Code for Behavior Analysts* (2014; hereafter referred to as the BACB Code). In Chapter 10 the authors note five sections from the BACB Code that are particularly important when providing supervision, including remote supervision. The five sections of the BACB Code include 1.0 (Responsible conduct of behavior analysts), 2.0 (Behavior analysts' responsibility to clients), 5.0 (Behavior analysts as supervisors), 8.0 (Public statements), and 10.0 (Behavior analysts' ethical responsibility to the BACB). Though all of the elements of the BACB Code apply during the supervision process, the authors focus on these five sections because they are directly relevant to the supervision process and because data reported by the BACB show that matters related to supervision generated the greatest number of violations to the BACB Code between the years 2016 and 2017 (BACB, 2018). The authors conclude the chapter by recommending the supervisor review the BACB Code with the supervisee, answer any of the supervisee's questions, and emphasize the importance of adhering to the BACB Code. The authors note that the supervisor should also take great care to model strict adherence to the BACB Code and model thoughtful and analytical decision-making when ethical issues arise.

Chapter 11: Putting It All Together

Chapter 11 is the final chapter, and in it the authors focus on how individuals can implement the information discussed in the book in their supervision practices. The chapter serves as a summation of the key material in the book and provides additional and important considerations for applying that material. As an example, the authors remind the reader that if behavior analysts agree to provide remote supervision, they should determine if they need to consult a tax or liability insurance expert. The authors also recommend the behavior analyst identify an organizational structure for the supervision process, and they discuss how providing supervision can not only help the supervisor become a more well-rounded behavior analyst but also help build his or her professional network. The authors conclude the book by emphasizing that, for the field of ABA to continue to grow and meet the demands for supervision, behavior analysts must provide quality and competent supervision to supervisees. After all, the authors point out, quality supervision is likely to produce qualified behavior analysts and ultimately increase the quality of ABA services for those who receive it.

Who Should Read This Book?

This book is unique because it describes the supervisory process in a distinct context: remote supervision. Given the proliferation of telehealth, the booming technology sector, and the growing national and international demands for ABA services, it is hard to imagine a world where ABA services are not delivered, at least in part, through some sort of remote or technological medium. Therefore, we believe that any behavior analyst working in an applied context will benefit from reading this book.

Professors, instructors, supervisors, and graduate students in university programs may also benefit from reading this book. We see this book as being an important contribution to applied academic coursework in graduate training programs. Although the behavior-analytic content in *Remote Fieldwork Supervision* may not be novel to some readers, the context in which the authors discuss supervision is new, important, timely, and worth the reader's attention. This is just what the reader should expect—not an in-depth tutorial on behavioral principles and their application, but an excellent translation of those principles and applications to remote supervision.

The rubrics accompanying many of the chapters serve as a great resource for operationalizing the process of training individuals to engage in clinical activities. Therefore, this book may serve as a good reference for anyone looking for operationalizing core clinical skills. However, supervisors may find that they need additional resources that provide an emphasis on the process itself of training individuals to engage in clinical activities to fully establish a strong set of clinical skills in their supervisees.

Finally, the professional development-obsessed behavioral junkie (see Hayes, 1977) will also enjoy *Remote Fieldwork Supervision*. We found this book to be a quick, easy, and engaging read, and we believe it will appeal to a broad audience. We hope you consider reading it.

Conclusion

To conclude, Britton and Cicoria's (2019) *Remote Fieldwork Supervision* provides an engaging primer on remote supervision at a time when treatment of this topic is needed the most. As the field of ABA continues to grow, and the demand for ABA services continues to far exceed the supply of behavior analysts, including the supply of quality supervision, this book is likely to have a positive impact by providing an informative and thoughtful structure for how that growth may be remotely managed. We highly recommend this book to any practitioner of behavior analysis who is supervising or preparing to supervise trainees or others (e.g., Registered Behavior Technicians or Board Certified Assistant Behavior Analysts) in a remote supervision context. Professors, instructors, and supervisors may also enjoy this book, as they continue to shoulder much of the burden of training the next generation of behavior analysts.

Author Note Emma S. Sipila-Thomas, Department of Counseling, Educational Psychology, and Special Education, Michigan State University; Matthew T. Brodhead, Department of Counseling, Educational Psychology, and Special Education, Michigan State University.

Compliance with Ethical Standards

Conflict of Interest The first author declares she has no conflicts of interest. The second author discloses that on two occasions he has appeared as a guest on the *Behavioral Observations Podcast*, which is owned and operated by Matt Cicoria, coauthor of *Remote Fieldwork Supervision for BCBA® Trainees*.

Ethical Approval This article does not contain any studies with human participants or animals performed by any of the authors.

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