

Mississippi Autism Board

P.O. Box 20

Jackson, MS 39205

Phone: (601) 359-6792; Website: www.msautismboard.ms.gov

Email: info@msautismboard.ms.gov

Temporary License for Behavior Analyst Supervisory Agreement Documentation

Behavior Analysts temporarily licensed by the Mississippi Autism Board are required to provide proof of ongoing supervision by a Mississippi Licensed Behavior Analyst when providing applied behavior analytic treatment services until permanently licensed.

Per Miss. Code Ann. § 73-75-17, Rule 3.6 Conditions of Temporary Licensure: A temporary licensee shall restrict his practice setting to the State of Mississippi.

- a. A temporary licensee shall practice under the supervision of a current licensee holding a corresponding, regular license issued by the Board.
- b. A temporary licensee may not supervise any other licensee or behavior technician.

Supervisory Period Requirements:

Qualifications. The Supervising LBA must have an active Mississippi LBA with no disciplinary sanctions. The Supervising LBA must also meet the ongoing supervision CEU requirements as designated by the BACB.

Training. As with the BACB, the Supervising LBA must have completed an 8-hour supervision training before providing any supervision to potential licensees.

Supervisor/Supervisee Relationship. The Supervising LBA may not be related to, subordinate to, or employed by the new supervisee during the supervision period. Employment does not include compensation paid to the Supervising LBA for supervision services.

Supervision Amount and Structure. The Mississippi Autism Board deems a supervisory experience related to the practice of Behavior Analysis within the state to require at minimum at least two hours per month until the Behavior Analyst completes the requirements for licensing. The supervision meeting must be synchronous and individual in structure. The attached evaluation form should be completed at each supervisory session by the Supervising LBA and copies of the forms submitted to the Board at time of jurisprudence examination.

Nature of Supervision. The Mississippi Autism Board deems practice of the Temporarily licensed Behavior Analyst to be an extension of the license of the Mississippi Autism Board's LBA supervising the Temporarily licensed BA. Therefore, Rule 7.1 and 9.7 apply. The purpose of the supervision is to provide the Temporarily licensed BA with guidance and professional development for facilitating high-quality Behavior Analytic services in Mississippi in compliance with Miss. Code Ann. § 73-75-9 and Miss. Code Ann. § 73-75-19 and Mississippi Autism Board Rules and Regulations.

Consequences of Not Receiving Supervision During Temporary Licensing: Any applicant for licensing through the Mississippi Autism Board found to be substantially noncompliant with supervision requirements may be denied permanent licensing or may have temporary licensing revoked at the discretion of the Board. A Complaint filed and further investigation requested to examine for the appropriateness of license suspension or revocation may be submitted against the Supervising LBA if the parties involved do not comply with the requirements of supervision.

Planned Supervisory Relationship Agreement:

Complete the form attached to provide the Mississippi Autism Board with the name, contact information, and license information of the agreed upon Supervisor Relationship.

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Behavior Analyst seeking Temporary Licensure:

Behavior Analyst's Name:		BACB Certification No.:	
Employer:			
Mailing Address:			
City, State:		Zip Code:	
Business Phone:		Fax:	
Email:			

Supervisor Registration Information:

Supervising LBA's Name:		MS License No.:	
Employer:			
Mailing Address:			
City, State:		Zip Code:	
Business Phone:		Fax:	
Email:			

Supervising LBA - Please complete the following attestations by initialing beside each statement of attestation:

	I attest that I understand that <i>Miss. Code Ann. § 73-75-9 and Miss. Code Ann. § 73-75-19</i> Rule 9.2 deems my license may be denied, suspended, or revoked should the Behavior Analyst to be Temporarily Licensed listed above under my supervision engage in unethical or questionable practices.
	I attest that I understand that <i>Miss. Code Ann. § 73-75-9 and Miss. Code Ann. § 73-75-19</i> Rule 9.2 deems my license may be denied, suspended, or revoked should I encourage or participate in any intentional act or act of omission that caused or assisted the supervisee listed above to violate any of <i>Miss. Code Ann. § 73-75-17</i> and/or any law.
	I attest that I understand that <i>Miss. Code Ann. § 73-75-9 and Miss. Code Ann. § 73-75-19</i> Rule 9.2 deems my license may be denied, suspended, or revoked should I fail to provide appropriate supervision of my supervisee listed above. Therefore, I attest that I will provide supervision of the Behavior Analyst to be Temporarily Licensed listed above for a minimum of 2 hours per month until the supervisee is permanently licensed through the Board.
	I attest that I understand that under <i>Miss. Code Ann. § 73-75-23 Rule 9.3E</i> the Mississippi Autism Board may audit my supervision record(s) of this supervisee at its discretion.
	I attest that I will maintain supervision records as designated in <i>Miss. Code Ann. § 73-75-23 Rule 9.3E</i> . These records will be available to the Board upon the Board's request without undue delay.
	I attest that I understand that <i>Miss. Code Ann. § 73-75-17</i> Rule 3.6 deems that a temporary licensee may not supervise any other licensee or behavior technician.
	I attest that upon termination of supervision I will notify the Board in writing of such termination with immediacy.

Applicant Signature

Date

Supervisor Signature

Date



Mississippi Autism Board
P.O. Box 20
Jackson, Mississippi 39205
(601) 359 – 6792

Evaluation of Supervisee in Behavior Analysis Form

Temporary Licensed Supervisee's Name:

Date Evaluation Completed:

Supervisor's Name:

Period of Evaluation:

As included in *Miss. Code Ann. § 73-75-17, Rule 3.6 Conditions of Temporary Licensure* is as follows:

- A. A temporary license shall be issued for a six (6) month period beginning on the date of issuance. All regular license requirements must be completed and submitted to the Board during the temporary licensure period. Supervision by a Licensed Behavior Analyst must be maintained until the temporary license is upgraded to a regular license by the Board.
- B. A temporary licensee shall restrict his practice setting to the State of Mississippi.
 - a. A temporary licensee shall practice under the supervision of a current licensee holding a corresponding, regular license issued by the Board.
 - b. A temporary licensee may not supervise any other licensee or behavior technician.
- C. A temporary license will not be issued to any individual who has had a temporary license revoked pursuant to the provisions of these regulations.

The attached evaluation is to be completed by the Mississippi Licensed Behavior Analyst supervising a Temporarily Licensed Behavior Analyst at each supervision session until the Temporarily Licensed Behavior Analyst sits for the jurisprudence examination and obtains permanent licensing or until the supervision agreement is terminated between parties. Copies of these evaluations must be supplied at the time of jurisprudence examination to the Board, if not earlier if requested.

Ratings:

5 = Performance is exceptional, demonstrating advanced skill, competency, and knowledge; supervisee is independent with performing these tasks and their performance is exemplary. Supervision is consultative.

4 = Performance reflects intermediate skill, competency, and knowledge. Performance is at level expected for a supervisee with adequate experience and supervisee is able to perform these tasks independently some of the time, but still requires feedback and support some of the time. Supervision is collaborative.

3 = Performance, competency, and knowledge is developing positively; supervisee requires support and feedback to complete tasks, but this amount of support is developmentally appropriate for the supervisee's experience and developmental level in the program. Supervision is mostly directive but at times is collaborative.

2 = Performance is at level expected for entry into the field of behavior analysis; supervisee depends on feedback and direction from supervisor but is responsive to supervision and feedback and implements plans with integrity, although support is necessary. Supervision is mostly directive in nature.

1 = Performance is below what is expected for the supervisee's professional level; supervision is directive and feedback is frequently required for the supervisee to complete tasks.

N/A= Supervisee did not have opportunity to engage in these behaviors so evaluation of the standard is not available.

Ethical and Legal Standards

Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve dilemmas.

Is knowledgeable of and acts in accordance with the *Professional and Ethical Compliance Code for Behavior Analysts* as well as abides by all relevant laws, regulations, rules and policies governing behavior analytic services at all levels.

Conducts self in an ethical manner in all professional activities.

Takes appropriate steps in patient and family endangerment situations and/or effectively defuses highly emotional situations.

Manages patient confidentiality issues effectively and acts in accordance with plans of action in high risk situations (e.g., suicidal or homicidal ideation, suspicion of child abuse/neglect, sexual abuse, substance abuse, etc.).

Identifies when supervision is needed and takes appropriate steps to contact supervisor.

Manages patient confidentiality issues effectively and acts in accordance with plans of action in high risk situations (e.g., suicidal or homicidal ideation, suspicion of child abuse/neglect, sexual abuse, substance abuse, etc.).

Individual and Cultural Diversity

Demonstrates understanding of how own personal/cultural history, attitudes, and biases may affect how they understand and interact with people from different backgrounds, cultures, or groups.

Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Integrates awareness and knowledge of individual and cultural differences in conduct of professional roles (research, services, other professional activities), including ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Demonstrates ability to independently apply knowledge and evidence-based interventions across a range of diverse individuals and groups encountered.

Professional Values, Attitudes, and Behaviors

Demonstrates deportment/conducts self in a professional manner, (is respectful, shows concern for the needs and welfare of client, family, staff, and supervisee, uses professional language, dresses appropriately) consistent with professional identity.

Engages in self-reflection to assess own personal and professional functioning and engages in activities (asks relevant questions, participates in discussions, seeks feedback about performance and progress of cases) to maintain or improve performance, well-being, and professional effectiveness.

Demonstrates integrity in professional activities.

Demonstrates accountability by communicating relevant updates in an effective and timely manner with supervisor and other professionals.	
Demonstrates accountability by meeting report, protocol, and clinical correspondence deadlines, with suggested revisions incorporated.	
Demonstrates accountability by preparing thorough documentation of initial evaluation, progress notes, termination/transfer/discharge summaries, treatment protocols, and correspondence.	
Demonstrates openness and responsiveness to feedback and supervision without defensiveness and as evidenced by carrying out plans of action.	
Actively seeks feedback and supervision.	
Intervenes with client and/or caregiver to promote change in meaningful areas in the child's/family's life (advocacy, community support).	
Communication and Interpersonal Skills	
Initiates and maintains good rapport with clients and caregivers, demonstrating sensitivity to client/caregiver concerns and including them in decision making.	
Initiates and maintains effective relationships with families, school, pediatricians and other outside agencies throughout cases, communicating assessment and treatment results and keeping them informed of progress.	
Develops and maintains effective relationships with colleagues (supervisees, peers, supervisors, interdisciplinary professionals, support staff), communities, and organizations.	
Engages in communications (oral, nonverbal, written) that are informative and well-integrated, with demonstration of thorough grasp of professional language and concepts.	
Demonstrates effective interpersonal skills and the ability to manage difficult conversations well.	
Behavior Assessment	
Thoroughly reviews records and existing data at the outset of the case and is able to apply relevant data to case conceptualization.	
Identifies and prioritizes socially significant behavior-change goals.	
Selects and implements appropriate preference assessment procedures based on purpose of assessment as well as presentation of client.	
Able to design and conduct a functional behavior assessment of a variety of presenting problem behaviors.	
Draws correct conclusions about function of behavior based on results of functional assessment.	
Correctly incorporates assessment data into treatment development.	
Collects data using a variety of direct behavior assessment strategies.	

Independently selects most appropriate methods of data collection of target behaviors in assessment phase.	
Communicates results of assessment data to peers, caregivers, and other personnel in an organized and efficient manner using technical jargon only when appropriate.	
Behavior-Change Procedures	
Incorporates a variety of evidence-based behavioral procedures into development of treatment package.	
Implements positive/negative reinforcement/punishment and extinction procedures correctly.	
Correctly implements shaping, chaining, modeling, and imitation to teach novel behaviors.	
Is able to use a variety of reinforcement procedures to weaken a behavior (e.g., DRO, DRA, NCR).	
Correctly implements functional communication training procedures.	
Can correctly identify most appropriate treatment options based on presenting function of behavior, motivating operations, and discriminative stimuli.	
Frequently references graphed data when making decisions related to changes in treatment procedures.	
Effectively communicates treatment plan and associated procedures to clients and/or caregivers.	
Can train caregivers, teachers, and other personnel to implement intervention procedures with high integrity by using effective training techniques, including providing positive and constructive feedback.	
Experimental Design, Data Display and Data Interpretation	
Uses appropriate single-subject experimental designs to display data in order to determine treatment effectiveness.	
Can independently and correctly graph relevant data for a variety of target behaviors for clients.	
Can correctly interpret graphed data and use data to make treatment decisions.	
Can explain graphed data to supervisors, peers, caregivers, teachers, other personnel in a way that is meaningful and easily understood by others.	
Supervision and Personnel Management (can be simulated/role played – Should not be Supervising per Requirements of Temporary License)	
Uses theory, research, and literature to give clinical feedback to others.	
Applies knowledge of supervision models and practices with supervisee in direct or simulated practice.	
Consultation and Interdisciplinary Skills	
Demonstrates respect for the roles and perspectives of other professions.	
Is knowledgeable about the roles and activities of other related professionals and how they may be involved in mutual client care.	
Applies knowledge of consultation models and practices in consultation (informative and succinct) with individuals and their families and other health care professionals.	

Is able to identify when a client would benefit from services from another discipline and knows how to appropriately make those referrals.

Comments

Please comment on the supervisee's strengths.

Please comment on the supervisee's areas for further development.

Review of Evaluation

The LBA Supervisor should review this evaluation form with the supervisee upon completion. This review should serve as a time for the supervisor to provide direct positive and constructive feedback. After review of the evaluation form, both the supervisee and the supervisor should sign and date below. A copy of this form with dates and signatures shall be sent to the Mississippi Autism Board prior to the Temporary Licensed BA completing the jurisprudence examination for permanent licensing.

Supervisor Signature

Date

Supervisee Signature

Date