TPRA & Supervision

v.3.25.2021
• Application is not restricted to just clinical practice
• It refers to the application of the comprehensive nature of the program to behavior analysis
• All facets of the CABAS model employ behavior analytic systems
  • Mastery based proficiency standards are applied to skills for
    • Professors
    • University students
    • Clinicians and practitioners
    • Clients
    • Students
    • Parents
    • Other stakeholders
• Technicians and Parents are involved in intensive training on behavior analytic principles & tactics. We target the following areas via training:
  • acquiring fluency with ABA terminology- via quizzes and presentations - (verbal behavior of the science)
  • engaging in automatic use of best practices in the science of behavior - (contingency shaped repertoires)
  • using the literature, data collection and analysis for problem solving - (verbally mediated decision making)
  • mastery of specific sets of these components results in parent ed certifications and rank designations for staff. The rank designations for staff are correlated in pay increases and promotions
  • Completion of the staff ranks are functionally related to the progress of the client.
Teacher Performance Rate Accuracy (TPRA) Scale

• The TPRA is used in the CABAS® system as a measure of the accuracy and rate of learn unit presentation delivered by teachers/RLT to students/clients.

• Observation tool is used to train and evaluate teacher/RLT performance in the classroom/therapy room.

• It can also be used to identify areas that are affecting student/client learning such as errors in the teacher/RLT consequence or in the materials being used for the learning objective.
TPRA

- Data on antecedent presentations, reliability of recording student responses, and appropriate consequation of those responses are collected and evaluated.

- In addition, rates of correct and incorrect responses for both teacher and student are calculated.

- The data generated from TPRAs are shared with individual teachers and school staff as an instructional tool in order to analyze and correct components of instructional design and delivery.
Research

- The effects of implementing TPRAs have been tested in the applied literature and described in several conceptual and theoretical articles and book chapters (Greer & Ross, 2008; Ross, Singer-Dudek & Greer 2005; Greer, Keohane & Healy, 2002; Greer, 2002; Ingham & Greer, 1992; Albers & Greer, 1991).

- The results reported in these studies showed both correlational and functional relationships existed between the accuracy and optimal rates of instructional delivery and correct responding by students.

- Babbit (1986) and Greer, McCorkle & Williams (1989) also showed that increasing the number of TPRAs conducted led to measurable increases in effective instruction.
Traditional Performance Evaluators

- Many of the educational performance evaluators used today (lesson plan rubrics, work samples, philosophical reflections, etc) are designed to measure “artifacts” or at best indirect measures of teacher performance. They are highly subjective in nature.

- Arguably, these subjective measures serve cloud or mask true problems associated with ineffective instruction. Because of this ambiguity they may leave the teacher clueless when trying pinpoint instructional inefficiencies and likely result in little behavior change on the part of the teacher.

- The TPRA directly measures actual, in-situ teacher/student behaviors
# Registered Line Technician (RLT) Supervision Form

### Updated: 2/17/16

**Client:**

**RLT:**

**LBA:**

**Date:**

**Time:**

**Duration:**

**Initals:** RLT  
LBA

**Form of Supervision:** Group 1:1 On-Site Off-Site  
Client Present

### Description of Supervision Activities:

- [ ] TPRA  
- [ ] Mentor/Score Quizzes  
- [ ] Published Research
- [ ] Review and discuss assessment and treatment plans and procedures
- [ ] Client Assessment and progress data reports
- [ ] Ethical and Professional Standards and Guidelines
- [ ] Professional development needs and opportunities
- [ ] Relevant laws, regulations, and policies
- [ ] Other (specify):

### Suggestions related to:

- [ ] Tactics  
- [ ] Behavior  
- [ ] Programming
- [ ] Classroom/Environment  
- [ ] reinforcement schedule/token economy system
- [ ] Other (specify):

### Comments/Feedback:

- [ ] Quality of teaching-high expectations, knowledge of curriculum, well-structured session, teaching adapted to respond to strengths/weaknesses of client

### Areas of Development:

- [ ] Was the RLT prepared throughout?____
- [ ] Was there evidence of client progress?____
- [ ] Token Economy Present?____  
Was it effective?____
- [ ] Were opportunities for independence maximized?____
- [ ] Was the client offered choices throughout?____
- [ ] Were tactics utilized to keep client engaged?____

### Table:

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### Correctness:

- [ ] Pupil: Correct
- [ ] Pupil: Incorrect
- [ ] Teacher: Correct
- [ ] Teacher: Incorrect

### Notes:

- [ ] Problem Areas: A needs A needs A needs
- [ ] Goals: A needs A needs A needs
- [ ] Successes: A needs A needs A needs
- [ ] Obstacles: A needs A needs A needs

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*Note: This form is a sample and may require customization based on specific needs.*
### TPRA coding system

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<tr>
<td><strong>Antecedent</strong></td>
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<td><strong>Behavior</strong></td>
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<td><strong>Consequence</strong></td>
<td>R or C</td>
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\[ R = \text{Reinforcement} \]
\[ C = \text{Correction} \]
**Description of Supervision Activities:**
- TPRA
- Mentor/Score Quizzes
- Published Research
- Review and discuss assessment and treatment plans and procedures
- Client Assessment and progress data reports
- Ethical and Professional Standards and Guidelines
- Professional development needs and opportunities
- Relevant laws, regulations, and policies
- Other (specify):

**Suggestions related to:** Tactics, Behavior, Programming
- Classroom/Environment
- Reinforcement schedule/token economy system
- Other (specify):

**Comments/Feedback:** (Quality of teaching high expectations, knowledge of curriculum, well-structured session, teaching adapted to respond to strengths/weaknesses of client)

- **Student 2 - # 2, error in the consonants, don't forget to provide correction immediately.**
- **10th LM presentation - failing stimuli, letter printed on note card was hard to read.**

**Areas of development:**
- Review learn unit components and check all stimuli before presenting lesson.

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**Was the RLT prepared throughout?** Yes / No
**Was there evidence of client progress?** Yes / No
**Token Economy Present?** Yes / No
**Was it effective?** Yes / No
**Were opportunities for independence maximized?** Yes / No
**Was the client offered choices throughout?** Yes / No
**Were tactics utilized to keep client engaged?** Yes / No
Many qualified BACB certificants supervise, train, assess, and/or oversee individuals who are working towards BACB certification or providing behavior-analytic services. This oversight occurs in three primary roles:

**SUPERVISOR**
Supervisors oversee individuals who are accruing experience hours to become certified (e.g., trainees) and/or individuals who are providing behavior-analytic services (e.g., RBTs and BCaBAs).

**ASSESSOR**
Assessors conduct and/or oversee assessments of individuals who are pursuing or maintaining RBT certification to determine whether they are competent in specific tasks commonly conducted by behavior technicians.

**TRAINER**
Trainers develop and/or provide the RBT 40-hour training and/or oversee individuals who are providing the RBT 40-hour training.
On Site Tasks;
Complete CSR:

• Accurately presents 2 instructional programs within the communication domain of the C-PIRK across 2 errorless TPRAs. (C-05, F-02)

• Accurately presents a self-management program for at least two students across 2 errorless TPRAs (C-06, F-02)

• Accurately presents at least 2 instructional programs within the academic domain of the C-PIRK across 2 errorless TPRAs (C-07, C-08, F-02)
References


