P6738-w3,4- functional behavioral supervision. First half a page: The goal of functional behavioral assessment (FBA) is determining the type and source of consequences (e.g., reinforcement contingencies) for problem behaviors and leveraging that knowledge to design interventions to decrease the undesirable behaviors or increase adaptive behaviors. Function-based supervision is supervisors applying the principles of FBA to design interventions that promote behavioral improvement in their supervisees. You will analyze and provide examples of applications of functional behavioral assessment (FBA) to supervision of behavior analysts in training. Post an explanation of how you can apply the knowledge you have learned about functional behavioral assessment (FBA) to the supervision of behavior analysts in training. Give two examples of an application of “function-based” supervision. 2nd half a page: Research regarding training of performance-based skills have found that behavior skills training (BST) is an effective approach. BST generally consists of instructions, modeling, rehearsal/practice, and giving feedback until a person has reached a predetermined level of mastery of the behavior or skill being trained (Parsons, Rollyson, & Reid, 2012). For this Discussion, you consider how you could use BST when supervising BCBAs in training and provide an example of such use. Post an explanation of what BST is and how it can be used in supervising BCBAs in training. Include an example of supervisee behavior amenable to BST. Reference: Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-based staff training: A guide for practitioners. Behavior Analysis in Practice, 5(2), 2–11. https://doi.org/10.1007/BF03391819