



ET/P[®] Supervision Packet

A Guide for Supervision Toward Professional Membership

***This is just a sample document - You will receive a copy from the Supervision Chair once you are assigned hours.**

How to use this document:

Please upload this form as a Google document to fill out all the required fields. Upon completion of assigned supervision hours, submit this completed packet as a PDF to

supervision@aetonline.org

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Introduction to the ET/P® Journey

The multiple levels of AET membership offer educational therapists meaningful opportunities to connect, collaborate, and learn from peers within the organization. Candidates beginning the journey toward ET/P status typically bring extensive experience working with neurodivergent individuals. The process begins with an application that includes a master's degree, a professional résumé, and documentation of at least 1,500 hours of direct service.

Supervision is regarded as a privilege and an essential part of professional growth. The journey includes regular meetings with a Board Certified Educational Therapist, providing candidates the opportunity to learn from seasoned professionals and deepen their knowledge in a supportive, personalized way. The supervision process is thoughtfully tailored to each candidate's individual needs and professional goals.

This packet outlines the process and standards for AET supervision leading toward Professional membership.

Supervision Guidelines

- Supervision occurs at a 1:10 ratio, meaning one hour of supervision for every ten hours of direct service. Direct service hours include:
 - Individual sessions of remediation or teaching with students who are the focus of supervision. (Note: this does NOT include time spent on review of records.)
 - Individual sessions of assessment. (Note: this does NOT include time spent on report preparation.)
 - Classroom observations on behalf of a client or student when you are the special education provider or the private provider.
 - Parent conferences and/or attendance at IEP meetings on behalf of a client or student when you are the special education provider or the private provider.
 - Consultations with allied professionals on behalf of a client or student when you are the special education provider or the private provider.
 - Fieldwork or practicum hours from higher education and/or credential programs that meet the above criteria.
 - Direct service completed as part of supervision.
- The supervision period varies depending on training and experience, as determined by the Supervision Subcommittee.
- The needs of each Supervisee will be discussed at the initial meeting in order to establish the goals of supervision and determine the topics that will be discussed. These goals are subject to change as the supervision process proceeds to meet the needs of the Supervisee. There are several mandatory topics of discussion for all Supervisees, which include: ethics, psycho-educational evaluation analysis, writing in a “professional voice”, tracking one or more clients over the course of

supervision, AET's mission, vision, and core values, social justice considerations, and preparing for the BCET process. The remaining hours assigned are based on the individual's areas for growth, based on the application material, including areas the candidate personally wants to address.

- Both parties must sign a supervision contract, and Supervisors will be remunerated on an hourly basis as determined by the Supervisor and Supervisee.
- Supervisors must be Board Certified Educational Therapists (BCETs).
- Supervisees and Supervisors must maintain active AET membership.
- All participants must follow the AET Code of Ethics.
- The supervisee must demonstrate proficiency in communication skills, including written and oral expression in the language of the supervisee's clients and the language being used during educational therapy sessions.
- The supervisee must keep an accurate timesheet to log client hours and supervision meetings.
- The supervisee must create and maintain their own direct service hour notes to share with their supervisor. These notes can include:
 - Goals and objectives addressed in the session, including activities and materials
 - Observations of the client
 - Changes or shifts observed during the session
 - Reflections
 - Plans for future sessions
- The supervisor must observe the supervisee working with a client for at least one session, either in person or recorded (with proper release forms).

To be signed during the first session and submitted at the end of supervision.

The supervisor and supervisee have reviewed and agreed to the above guidelines.

Supervisor Name: _____ Supervisor Signature: _____

Supervisee Name: _____ Supervisee Signature: _____

Number of supervision hours assigned by AET: _____

Minimum number of direct service hours to be completed (assigned supervision hours x 10) : _____

Supervision Contract

I, (Supervisee), am contracting with (Supervisor) for (#) hours of BCET supervision at (\$) per hour.

Throughout my supervision, I agree to:

- A. Maintain active membership in AET.
- B. Maintain one or two clients whom I have permission to track and to share information with my supervisor.
- C. Complete any practicum assignments given in a timely manner, as agreed upon by the supervisor and supervisee.
- D. Respect the supervision sessions by keeping the appointments and being ready to work at the agreed upon time.

I understand that AET is committed to ET/Professional candidates' knowledge of ethical practice, the establishment of professional boundaries, client confidentiality, and their awareness of professional competency and personal limitations. At any time during the candidate's progress through the membership process, the Supervisee may reach out to the Supervision Subcommittee to discuss any concerns regarding their Supervisor. Additionally, should a significant concern regarding the candidate's suitability for the profession occur, in accordance with the AET Code of Ethics and based on the candidate's apparent behavior, the Ethics Committee shall convene to review the candidate's conduct and performance. The Committee shall interview the candidate and person(s) who raise the concern and consult with the AET Executive Committee. After careful deliberation, the Ethics Committee will determine whether or not there is a basis for concern and, if there is a basis for concern, will determine a course of action, which can include possible immediate membership disqualification or substantive remediation that can involve course or supervision repetition.

To be signed before or during the first session and submitted at the end of supervision.

Supervisee Signature: _____

Supervisor Signature: _____

Date: _____

Areas of Competency

Using the numbers submitted in your ET/P application on section G, transfer your rating for each of the categories onto this page. Then select 5 topics to prioritize during the supervision process.

Rating	Topic	Rating	Topic
_____	Ethics , including, but not exclusively: <ul style="list-style-type: none"> ● Identifying ethical issues and implicit biases ● Using an ethical decision-making process ● Applying the AET Code of Ethics ● Recognizing limits and seeking consultation ● Maintaining confidentiality and boundaries 	_____	Strategies for social/emotional aspects of learning & development , including: <ul style="list-style-type: none"> ● Supporting anxiety and frustration tolerance ● Teaching self-advocacy skills ● Integrating executive function strategies ● Identifying when a referral is needed ● Coaching families on applying the strategies introduced
_____	Business practices , including: <ul style="list-style-type: none"> ● Managing scheduling and billing systems ● Organizing documentation ● Developing promotional materials ● Maintaining liability insurance ● Discussing financial responsibilities such as taxes and business licenses 	_____	Forming supportive relationships with clients and their systems , including: <ul style="list-style-type: none"> ● Building rapport ● Maintaining professional boundaries ● Communicating progress clearly ● Partnering with caregivers and teachers ● Encouraging client independence
_____	Obtaining developmental, health, and school history , including: <ul style="list-style-type: none"> ● Creating parent/intake paperwork ● Using release-of-information forms ● Reviewing school files and prior evaluations ● Contacting team members and allied professionals ● Identifying key patterns and observations in historical information 	_____	Case management , including: <ul style="list-style-type: none"> ● Prioritizing services ● Participating in school or planning meetings ● Maintaining communication logs ● Maintaining collaborative communication with parents ● Coordinating with other professionals, including establishing shared goals ● Supporting transitions to other professionals or concluding services

	<p>Discussion and selection of informal and formal assessment tools permitted for use, including:</p> <ul style="list-style-type: none"> ● Exploring appropriate formal and informal assessment tools ● Conducting and interpreting assessments that are selected according to client needs, so the results can meaningfully inform targeted interventions. 		<p>Guided self-reflection of professional practice, including:</p> <ul style="list-style-type: none"> ● Identifying strengths and growth areas ● Reviewing intervention effectiveness to match the client’s needs ● Reflecting on biases ● Setting professional goals ● Applying feedback
	<p>Development of psycho-educational goals and treatment plan, including:</p> <ul style="list-style-type: none"> ● Creating a report template ● Summarizing history and assessment data ● Aligning goals with the client's academic difficulties, cognitive challenges, and emotional needs. ● Writing goals ● Making recommendations and referrals 		<p>Building a professional support system, including:</p> <ul style="list-style-type: none"> ● Using the AET website resources ● Joining or forming study groups ● Accessing AET support resources ● Volunteering in the Association committees of interest ● Connecting with local allied professionals
	<p>Analyzing psycho-ed evaluations and evaluations from allied professionals, including:</p> <ul style="list-style-type: none"> ● Interpreting terminology and score profiles ● Comparing multiple reports ● Identifying possible discrepancies ● Determining actionable recommendations ● Explaining findings to families 		<p>Personal communication skills, including:</p> <ul style="list-style-type: none"> ● Using a professional tone with clear language, both orally and in writing ● Communicating effectively with parents ● Addressing difficult or sensitive topics ● Collaborating with allied professionals ● Maintaining confidentiality
	<p>Implementation of remedial programs, including:</p> <ul style="list-style-type: none"> ● Selecting intervention materials ● Monitoring progress ● Adjusting interventions as needed ● Using multisensory and evidence-based methods ● Documenting session work 		<p>Other (specify):</p>

AET Supervisee Feedback Form

Please share any insight(s) that you have gained through this experience. If you have feedback you would like to share with the committee regarding your supervision hours, the value you gained from them, or your supervisor's role and support, we would appreciate hearing your perspective.

SAMPLE

AET Supervisor's Final Recommendation

Please take time to write a letter of recommendation to AET regarding your experience with the applicant. Be sure to include areas of strength and areas where some improvement might be beneficial. This letter can serve as a recommendation toward Board Certification level membership.

SAMPLE