



Guidelines for Supervisors and IBA Candidates

IBAO 2021 v101



International Behavior Analysis Organization

Ethics, Education, Confidence

Disclaimer

The International Behavior Analysis Organization's (IBAO) Guidelines for Supervisors and IBA Candidates provides best-practice suggestions for the supervision of International Behavior Analyst (IBA) candidates and IBAs meeting their first recertification requirements. The guidelines are meant to provide responsible, ethical, and data-based methods to guide interaction between supervisors and candidates as well as others involved in the training and supervision process. These are best-practice suggestions and not requirements. Ultimately, the supervisor must make decisions that best guide their individual situations based on all of the variables at play, including the type of supervision being used, the case being supervised, the supervisor's experience in the area of practice, previous history, relationship with the candidate and other potential clinical, ethical, and cultural variables. The supervisor is responsible for the supervisor's own behavior.

The IBAO's Guidelines for Supervisors and IBA Candidates are copyrighted property of the IBAO and cannot be copied or distributed for any purpose other than training IBAO candidates.



International Behavior Analysis Organization's
Guidelines for Supervisors and IBA Certificates
Professional Advisory Board Committee

Sabrina Liebich, IBA, BCBA,
M. Hilary O’Gorman, M.A., IBA, BCBA,
Rebecca Trimbath O’Gorman, M.A., IBA, BCBA
Michael Mueller, Ph.D., IBA, BCBA-D
Clare Huff, M.S., IBA, BCBA
Adair Cordon, M.Sc., IBA, BCBA

Contents

Chapter 1: Routes to IBA Certification	4
Routes	4
Graduate Route	4
Experience Route	4
Supervised Practice Requirements for IBAs	4
Supervision Requirements	5
Continuing Education	7
Candidate Projects	8
Candidate Skills Tests	8
Recertification Requirements	11
Supervision vs. Mentorship	11
Chapter 2: Supervisor Accountability & Ethical Responsibility	13
Ethical Responsibility	14
Chapter 3: Documentation & Performance Evaluation	16
Delivering Performance Evaluations	16
Chapter 4: Use of Technology	19
Chapter 5: References	24
Appendix A Sample Modalities Decision Sheet	25

Chapter 1: Routes to IBA Certification

Routes

The IBAO allows candidates to reach IBA status through two different routes; the graduate route and the experience route. It is important to consider requirements in your country of practice to determine which is the best route for you.

Graduate Route

To reach IBA status within the graduate route, candidates must:

- Complete graduate degree
- Complete all Required Educational Objectives (REOs)
- Complete 1000 hours of supervised practice
- Complete Candidate Skills Tests
- Sit and pass the IBA exam

Experience Route

To reach IBA status within the experience route, candidates must:

- Complete all Required Educational Objectives (REOs)
- Complete 1000 hours of supervised practice
- Complete two required projects
- Complete Candidate Skills Tests
- Sit and pass the IBA online exam

Supervised Practice Requirements for IBAs:

For both routes, 1000 hours of supervised experience are required. These hours are categorized as either "Implementation" hours or "Programming" hours. Implementation hours are those where the candidate is implementing behavioral services with a client. Programming hours are those hours in which a candidate is doing supportive activities for service delivery.

Implementation hours can include: teaching a learner new language skills, administering the ABLLS-R or AFLS assessments, conducting a functional analysis, teacher training, implementing FCT, DRA, or other behavioral interventions, etc.

Programming hours can include: graphing, data analysis, creating teaching protocols, organizing the ABA session book, reading research articles in preparation for a behavioral intervention, making data sheets, etc.

At least 400 Implementation hours are required. At least 400 Programming hours are required. The remaining 200 hours can be made up of Implementation or Programming hours in any amount. For example, a candidate might have 600 Implementation hours and 400 Programming hours, or 510 Implementation hours and 490 Programming hours. Any combination totaling 1000 hours is acceptable as long as at least 400 Implementation hours and 400 Programming hours are included in the 1000.

The candidate should have 5% of their practice hours per training block. This would mean, for example, 1 hour of supervision for every 20 hours of experience accrued. 40 hours a week is the maximum number of hours that can be counted towards supervision. If you practiced for 40 hours in a week, 2 hours of supervision would be required in that week.

When supervised experience hours are entered onto the IBAO website, training blocks of 40 hours will be the maximum that can be reported. The period may be for between 1-4 weeks. These training blocks may contain either category of hour, in multiples of 10. This may end up being, for example, 20 programming hours and 20 implementation hours, 10 programming hours and 30 implementation hours, 10/20, 10/30, 40/0, etc. The maximum limit is 40 hours per documentation form, and the site will not allow more hours to be registered than this. The amount of supervision required per training block will automatically be generated on the website when experience hours are entered. For example, when 10 experience hours are put in, 0.5 supervision hours will be generated. The type of supervision hours (Direct observation or Non-observation supervision hours, please see below) will also appear corresponding to the type of experience hours obtained (implementation hours or programming hours). Entering, for example, 20 programming hours will generate a "1" in the category of non-observation hours. 40 hours will generate 2 hours of supervision, 30 hours will generate 1.5 hours of supervision, 10 hours will generate .5 hours of supervision. An error message will appear if more than 40 hours are entered per training block.

It is noteworthy to mention that without exception, each and every 20-hour block requires 1 hour of supervision to count. 1 supervised hour is not sufficient to cover 40 hours of experience. One cannot accrue 10 hours of practice with 4 hours of that being supervision. The aim of these regulations is to ensure that regular supervision is taking place to guide supervised practice. Over the course of a 4-week period, it is acceptable to accrue just 10 hours of practice. Again, up to 40 hours can be counted per week. Hours cannot be accrued outside of multiples of 10, meaning that 7 or 13 or 18 hours cannot count as such. 15 minutes of supervision cannot be counted, as supervision hours can only be in multiples of .5 (half an hour) in reference to multiples of 10 hours of experience.

It is up to the supervisor/supervisee dyad to allocate the best way to accrue these hours with regard to implementation hours or programming hours; it is common practice but not required to accrue both these types simultaneously. It is also up to the supervisor/supervisee dyad to allocate the best way to accrue these hours with regard to observation and non-observation hours. The only requirement is that supervision hours correspond to work experience type.

Supervision Requirements:

A total of 50 hours of supervision are required. Twenty hours must be Direct Observation Supervision hours and 20 hours must be Non-observation Supervision hours, with the remaining 10 to be either Direct or Non-observation 5 hours.

Direct Observation Supervision is when the supervisor observes the candidate implementing ABA services with a client present. It could include implementing skills taught during a verbal behavior session with a client. During Direct Observation Supervision, the supervisor must either provide feedback during or immediately after the session. The Direct Observation hours would be when the supervisor is physically present with the candidate, when the supervisor is present virtually (e.g., Zoom, GoTo Meeting, FaceTime, etc.), or through the review of recorded video (e.g., candidate records service delivery and supervisor watches the recording at a later time). Simply watching a recorded session does not count as Direct Observation Supervision as this type of supervision requires feedback to the candidate. If video review is used, the supervisor and candidate must communicate regarding what was observed in the video.

Non-observation supervision contacts would include helping with programming, conceptual discussions, talking about an article, giving in-depth feedback, etc. Acceptable activities during a non-observation contact may include: reviewing a supervision contract, discussing IBAO Ethics Guidelines (2021a), reviewing materials created by the candidate (either for Projects or for ABA service provision), the supervisor providing training, evaluating the effectiveness of supervision, setting and reviewing trainee goals, case conceptualization and more. One suggested practice is to allocate a certain percentage of each supervision session in which ethical issues are discussed. These hours would be when the supervisor is physically present to meet directly with the candidate or when the supervisor is present virtually such as through Zoom, GoTo Meeting, FaceTime, etc.

PLEASE NOTE: Non-observation Supervision hours cannot be completed through watching videos as the Non-observation hours are didactic and require the supervisor and candidate to communicate in real time.

Candidates are required to demonstrate their skills in both Implementation Hours and Programming hours. Both of these types of hours require supervision.

400 Implementation hours

20 supervision hours are required

400 Programming hours

20 supervision hours are required

200 hours are either Implementation or Programming

10 supervision hours are required

Of this total of 50 supervision hours

20 supervision hours are Direct Observation

20 supervision hours are Non-observation

*10 supervision hours are Direct Observation or Non-observation hours in any combination that corresponds to the activities of the final 200 hours. If all 200 are Implementation hours, then all 10 supervision hours would be Direct Observation hours. If all 200 are Programming hours, then all 10 supervision hours would be Non-observation hours. If the practice hours were split 100/100 then the supervision hours would be split 5/5 and so on.

Group supervision will be acceptable for at most 50% of hours towards the total number of supervised hours. Group supervision will be limited to groups of 5 supervisees in total.

Continuing Education

One of the most important aspects of being certified as an IBA is continuing to learn and develop professionally. 12 hours of continuing education units (CEUs) are required prior to certification.

Every candidate will need to document that they obtained CEUs. Documentation requires a physical document that clearly shows the content and duration of the training event, when the training occurred, and who provided the training. The following types of CEUs are acceptable.

Participation in online or in-person seminars, workshops, or trainings on ABA or BA-related information.

Presentation of a seminar, workshop, or training on ABA or BA-related information

Teaching courses that align with the IBA/IBT content objectives

Publication of ABA or BA-related information

PRE-certification CEUs:

12 Continuing Education Units

2 Hours of Ethics

2 Hours in Supervision

2 Hours in Cultural Diversity and Awareness

6 in ABA Topics

Verification of CEUs is made by uploading the proof of attendance or completion into the candidate's IBAO account.

Candidate Projects

For candidates on the experience route, there is a requirement that two projects be completed over the course of the supervised practice hours. It is the responsibility of the supervisor to both assign and evaluate these projects. The candidate can be consulted and be a part of the decision-making process. The IBAO's REOs should be the source for the projects; projects should demonstrate a thorough knowledge of the concept. Projects should go beyond the expectations of an Approved Content Provider (ACP) and they should also be different from ACP projects.

Brookhart (2008) suggests choosing assignments that draw on the interests of the learner and serve a clear use.

When establishing the two candidate projects, remember that different types of projects are required. For example, if the first project is a Power Point presentation, the second project cannot be a Power Point presentation, even if the topic of the second presentation was different from the first.

A Candidate Project Evaluation Form is required for each project. These forms are completed by the candidate's supervisor, in the supervisor's IBAO account .

Examples of Acceptable Project Types:

Literature Review

Powerpoint Presentation

Video Implementing Behavioral Services

Assessment Report

Article Summary

Candidate Skills Tests

During the supervised practice hours, the candidate's supervisor will conduct Candidate Skills Tests on the implementation of a skill set expected of the candidate based on the roles and skills being demonstrated under supervision. Candidate Skills Tests can be different for every candidate. There is no preselected set of skills to be tested. Skills tested are those being supervised. For one individual, a Candidate Skills Test could evaluate the candidate conducting a functional analysis. Another Candidate Skills Test might evaluate administering the AFLS, VB-MAPP, EFL, PEAK, Functional and Developmental Assessment, ADI-R or FAI, to name some examples. Another could evaluate a candidate providing program feedback to an IBT.

From implementing pediatric feeding protocols, academic interventions, language instruction, Functional Communication Training or DRA, to collecting and entering data or interviewing for an FBA, there are many possibilities within the world of ABA to choose from.

The services and skills being supervised are those that will be evaluated. The supervisor is responsible for creating the form used for evaluation purposes.

The Candidate Skills Test must cover at least 10 components of a skill set in a session that lasts at least 10 minutes.

At least 80% accuracy is needed.

Two different Candidate Skills Tests are required.

A different skill is required for each Candidate Skills Test.

The Candidate Skills Test is a live evaluation of the candidate of service provision very much like a treatment integrity assessment.

To give an example of a Candidate Skills Test that covers at least 10 components of a skill set, a Test done on Discrete Trial Training for a listener responding trial might consider if the candidate 1) makes sure to arrange the items properly, 2) gains the learner's attention, 3) delivers the (correct) SD, 4) does not give any unintentional hints, 5) uses all item locations the same percent of the time, 6) always uses a minimum of three items, 7) requests all items the same percent of the time, 8) differentiates between correct and incorrect answers, 9) prompts if no response is given within three seconds, 10) prompts after an incorrect response, etc.

To create the Candidate Skills Tests:

Decide service or skill set to evaluate

Create task analysis of chosen service

Create at least 10 points to evaluate within the skill or task

Create scoring system (yes/no; +/-, etc.)

Score candidate's performance while demonstrating the chosen skill

The candidate's supervisor is required to submit Candidate Skills Testing Approval Forms to the supervisor's account, please see below for a sample form.

Candidate Skills Testing Approval Form



DATE: _____ CANDIDATE: _____

SUPERVISOR: _____

DESCRIPTION OF CST: _____

CANDIDATE SIGNATURE: _____

SUPERVISOR SIGNATURE: _____

Complete one form per CST. Two CSTs are required. Both CSTs need to be conducted on different skill sets. The candidate's supervisor is required to design, conduct, and approve (pass/fail) the candidate's skill set. The supervisor is required to upload the completed form to the supervisor's account. A form is required for both CSTs conducted. No form is required if the supervisor evaluated the project to be unsatisfactory. There is no limit on the number of CSTs can be attempted until two are passed.

The IBAO Online Exam

After all the requirements have been completed, a candidate becomes eligible to sit for the IBAO IBA Online Exam. The candidate will receive an email when all requirements have been met with directions to follow to prepare for and take the exam. The exam consists of 150 multiple choice questions. A passing score is 80% or better. After you take the exam, the exam is reviewed for exam integrity and a decision is delivered with a pass or fail. Passing scores will lead to certification. Failing scores will require retesting in order to become certified.

1st Recertification

After the candidate has become certified as an IBA, the certification period is 2 years. The first 2-year certification process is a slightly different from every other 2-year period that follows. To renew the IBA certificate in the first cycle, candidates must within the first 2-year period from initial certification:

1. Complete 24 Continuing Education Units (CEUs) (4 Hours of Ethics, 4 Hours in Supervision, 4 Hours in Cultural Diversity and Awareness, and 12 in ABA topics).
2. Complete 1 total year of mentorship of work in behavior analysis.

Mentorship needs to occur for 12 total months during the initial 2-year certification cycle. The mentorship months do not have to occur consecutively. In a mentored month, 2 hours of mentorship per month are required. The 2 hours can be in one meeting or in multiple meetings. No more than 2 mentoring hours can be accrued per month. Mentorship can be in person, via live video call/meeting, or by telephone, etc. Multiple mentors can be used. The IBAO Mentorship Documentation Form should be completed by the IBA recertification candidate and the mentor every time mentoring occurs. In the end, 24 hours of mentorship should be accrued, with no more than 2 for each one-month period.

2nd and subsequent Recertifications

During the second and all subsequent recertification periods there are the same continuing education requirements as the first recertification. There is no mentorship requirement after the first recertification cycle.

Supervision vs. Mentorship

IBAO IBA candidates must receive 1000 hours of supervised practice prior to obtaining the IBA certificate and subsequently 1 year of mentored practice during the first renewal period after the initial certification. It is important to note that supervisors and mentors must meet the same supervisor requirements set by the IBAO. Supervision and Mentorship are different processes, and we offer the following definitions for each term below:

Supervision is a formal process in which a supervisor, in a contractual agreement with a supervisee, provides corrective feedback, goal setting, coaching, teaching, and guidance on cases and clinical issues (Milne, 2007). The supervisor is responsible for the actions of the candidate by the supervisor's guidance and steering of the candidate's clinical decision making. The supervisor will help the candidate in completing the Candidate Skills Tests. Supervisees on the experience track will also have 2 projects chosen and overseen by the supervisor. The main goals of supervision is to teach the steps required for appropriate clinical practice and decision making.

Mentorship is an informal process in which the supervisee seeks advice and suggestions on clinical issues, professional practice, organizational operations, ethics, and additional areas of service provision. The mentor is not responsible for the decisions or actions of the mentee (the IBA seeking recertification). The main goals of mentorship are professional collaboration, networking, guidance, and advice on issues encountered in the IBA's initial service provision.

Chapter 2: Supervisor Accountability & Ethical Responsibility

The supervisor is responsible for the actions of the supervisee under the supervisor's guidance and steering of the supervisee's clinical decision making. The main goals of supervision are to educate the supervisee on the steps required for appropriate clinical practice and to guide them in decision making.

To be a supervisor one of the following criteria must be met:

An IBA in good standing

A credentialed behavior analyst from another credentialing board or body in good standing (examples: BCBA®, BCBA-D®, QABA®, state/regional/national licensure as a behavior analyst)

Hold a Masters or Doctoral degree from an ABAI-accredited program

Hold a Masters or Doctoral degree in a related discipline, with successful completion of ACP coursework, or equivalent

*Hold a Masters or Doctoral degree, have 5 or more years of direct employment in the ABA field with supervisory experience (*subject to portfolio review and approval from IBAO)

Accountability

The supervisor takes on responsibility by assuming a supervisory relationship with the candidate. As such, the supervisor has to be clear that agreeing to this relationship and taking on an IBA candidate will require time, effort, and responsibility. At the onset of the supervisor/supervisee relationship the IBAO supervision contract must be signed by both parties. As well as signing the contract the supervisor must ensure that informed consent/permissions are granted for observing the supervisee at their work site in the event they are working at a 3rd party site (e.g., the supervisee privately hires a supervisor and the work site is a public school). The supervisor will guide the candidate to IBA status through intense supervision, ethical guidance, and by providing a thorough knowledge of relevant content. The supervisor is responsible for structuring, guiding, and actively planning the process of the candidate's professional development by using evidence-based practice, while adhering to IBA requirements and the IBAO Ethical Guidelines (International Behavior Analysis Organization, 2021b; International Behavior Analysis Organization, 2021a). It is important to note that supervision is formative for the candidate's professional development and professional behavior, both of which contribute to the perception and advancement of ABA around the world.

Supervisors Must:

- 1) Read the IBAO Guidelines for Supervisors and IBA Candidates prior to providing supervision.
- 2) Understand and adhere to IBA Requirements and the IBAO Ethical Guidelines. (International Behavior Analysis Organization, 2021b; International Behavior Analysis Organization, 2021a)
- 3) Know the IBAO's Required Educational Objectives (REOs) in order to focus on the skills and concepts necessary to practice effectively.
- 4) Complete and sign the IBAO's online Supervisor Agreement Form.
- 5) Follow documentation requirements. Sign documents according to requirements and when defined goals are met.
- 6) Provide supervision in an ethical and professional manner.
- 7) Conduct Candidate Skills Tests as the IBAO requires. Submit the Candidate Skills Testing Approval Forms.
- 8) Oversee projects (only for candidates on the Experience Route; projects are not required for candidates on the Graduate Route).

Ethical Responsibility

Knowledge of the IBAO's Ethical Guidelines: Supervisors should know the IBAO Ethical Guidelines and Ethical Problem Solving Model. This knowledge should be the basis for supervision and for teaching the candidate ethical behavior.

Supervisor Conduct: The supervisor will act with care, respect, and fairness. Supervisors will respect diversity and act in a manner that is free of prejudice and discrimination.

Number of supervisees: The supervisor should only agree to supervise the number of candidates that the supervisor has the time and capacity to supervise in an ethical and complete manner.

Expertise: The supervisor should only take on candidates for which the supervisor has adequate training and experience to provide supervision. Expertise should be in the candidate's area of practice (for example: early intervention vs. organizational

behavioral management). In any case in which the candidate seeks to practice in an area that is a smaller niche of practice within the world of ABA and requires an overarching knowledge of ABA geared towards a more specific use (for example: English as a second language, animal training, gambling, etc.) the candidate might be unlikely to find a supervisor match within the specific niche. The supervisor should make a point to educate themselves about the subtopic in a timely manner so as to serve as a competent and capable guide for the candidate. Please see item C4 in the IBAO's Ethical Guidelines for more information (International Behavior Analysis Organization, 2021a).

Provide Information: The supervisor is obligated to provide accurate and verifiable information about qualifications, areas of expertise, availability, and fees to the candidate before agreeing to the supervisory relationship and to update as needed as supervision progresses.

Positive Role Model: The supervisor should be aware of serving as a model for the candidate and that the supervisor's behavior affects the candidate's professional and ethical development. The behavior of the supervisor will also contribute to the perception of ABA by both society and other professionals working in this field.

Training: The supervisor will perform job responsibilities to the fullest extent to provide the candidate with optimal training opportunities to develop practical, theoretical, and professional skills.

Exploitation: The supervisor is not allowed to engage in exploitative relationships or actions with the candidate.

Costs of Supervision: The supervisor should refrain from overcharging for supervision; costs should be set as low as possible and at a fair and reasonable rate.

Conflict Management: If and when conflicts arise between the supervisor and the candidate, it is the supervisor's responsibility to model professional and ethical conflict- and problem-solving strategies to resolve the conflict in the best interest of all sides.

Honesty: The supervisor will engage in truthful and fair-minded supervisory practice. The supervisor will not falsify information about the candidate's performance, supervision hours, documentation information, etc.

Notification: If the supervisor is aware of a professional or ethical issue or observes a professional or ethical violation, necessary steps should be taken to resolve the issue.

Termination of supervisory relationship: If and when the supervisory relationship ends, the supervisor is responsible to provide the documents and signatures for met goals and requirements.

Chapter 3: Documentation & Performance Evaluation

After each supervision meeting, the candidate will log into their IBAO account. They will choose the Supervision Documentation Form and complete the information on the form. Information will contain session date and time, supervised practice hours and information such as the type of hours (Implementation or Programming), the type of supervision received (Direct Observation or Non-observation), and other relevant details. It is the responsibility of the candidate to complete these forms in a timely manner. It is the responsibility of the supervisor to make sure this happens. Completing a form will then trigger the IBAO to email the form to the supervisor who will add relevant information and sign the form. After the candidate and supervisor sign the form, it will be available in both the candidate's and the supervisor's accounts.

The IBAO will keep track of the hours recorded on the Supervision Documentation Forms so that both the candidate and supervisor can see the progress in practice hours and supervision hours to date in their respective accounts. The information stored on the IBAO account, including items such as the Candidate Skill Testing Form and the Candidate Project Evaluation Form as applicable, can be used to aid candidates in visualizing percentage of experience/supervision hours completed with a progress bar, projects completed, Candidate Skills Tests passed, mentorship hours, etc. The supervisor is responsible for maintaining documentation of records for 7 years post experience.

Delivering Performance Evaluations

Although it is acceptable to deliver performance evaluations verbally, it is ideal to deliver performance evaluations in a written format. This could be by way of a standardized form created by the supervisor, or by providing a more personalized write up. Written feedback is more interesting both because it provides the candidate with the opportunity to slowly digest the information and to reference it at a further point, and also because it provides more evidence that supervision is taking place; if the supervisor only mentions and gives feedback in passing about remembered parts of videos sent, the candidate may be unsure if all videos are being observed in full, whereas if the candidate receives a written evaluation with narrative information of the video and its progression along with day, date, and setting of the video, there is much less cause for doubt.

Chapter 4: Use of Technology

In order to provide oversight and documentation of supervisory experiences, it is necessary to implement the use of technology. These are guidelines to provide examples of best practices; however, as technology evolves and differences in regional norms and availability are diverse; these concepts serve as guiding principles and not a firm set of rules.

Goals

- To identify and implement best practices for technology use in supervision, establish clear policies and procedures related to telehealth, device use, and storage.
- To provide examples of technology use in how it relates to supervision and how it can support learners to increase behavior analytic skills.
- To ensure proper documentation and integrity is maintained through supervision thus advancing the field of behavior analysis.

Specifications

Remote supervision recommendations/considerations to be addressed prior to signing a supervision contract:

- Broadband/wi-fi which allows for clear communication between geographical regions which can support at least 1-hour long meetings.
- A backup internet connection (such as the cellular 4G network) in case of failure of the first. The candidate may need to confirm that they have prepaid for this network access before a meeting starts.
- Video conferencing software that complies with privacy laws in the region of both the candidate and the supervisor.
- Viewing of recorded sessions vs. in-vivo observation (i.e., advantages of asynchronous and synchronous methods).
- Feedback recommendations (e.g., list out IBAO REOs demonstrated, examples of the demonstration of various behavior analytic repertoires in video).
- A smartphone or laptop with video recording capability (smartphone recommended for mobility purposes) and 1 gigabyte of memory space.
- Headphones or earbuds as needed. A tripod is strongly recommended if a smartphone is to be used.
- Wireless Bluetooth earbuds if in-vivo coaching is to be used during client observation.
- Access to apps or programs that can: Complete video and audio calls, upload video files to the Cloud, and track hour progress. We recommend a secure, cloud-based system for file uploads such as HiRasmus <https://hirasmus.com>.
- Telehealth participation release from any 3rd party practice site.
 - 3rd party consent forms would be needed both for in person and telehealth services. This would be in cases such as if a school psychologist is working toward certification, and they find an IBA supervisor not employed by the district. Permission would need to be obtained from the school to use that as the practicum setting, and if telehealth they would need to make sure they had permission for audio/video etc. for the kids in the class. There are many different types of setting/supervision arrangements.

Special permission would need to be sought in situations where the supervisor is not employed at the same location as the candidate, or when neither the supervisor nor the candidate are employed at the therapy location (e.g., private day care setting and behavior therapist provides therapy there and has private contract with supervisor). A lawyer may need to be consulted in more complex cases to ensure that all parties and all situations are being considered.

The supervisor should have access to the same internet requirements as well as a device and application or program that can complete video and audio calls. It is recommended that the supervisor confirm with the candidate via a “pilot meeting” the knowledge and use of all materials as well as their availability before hour accrual begins. This would include testing the agreed-upon mode of communication (such as email vs a messaging application), testing a call, simulating a break in internet connection, confirming that all apps are downloaded and accounts made, and recording and/or uploading a test video.

Video length

Video recordings should cover a variety of activities and treatment goals. Videos are recommended to be between 10 and 30 minutes in length each, to best support supervisory tasks as well as digital upload capacities. Each 10-30-minute clip must be consecutive, though clips may contain various activities and goals within them. The number of videos uploaded will vary depending on the number of supervisory hours accrued each week. For example, if 20 hours per week are accumulated, the candidate would send between 2 and 4 videos to their supervisor within a 2-week supervisory period, accumulating to 1 total hour of video.

Uploading

Video recordings should be uploaded to the chosen cloud service at least 3 days before each pre-scheduled supervisory meeting to ensure that the supervisor will have enough time for review. The supervisor may include a contract clause detailing this policy and consequences of violation. The candidate must notify the supervisor once the upload is complete. Upload file names are recommended to include the date, the initials of the client, and a name of the current goal or activity to differentiate from other clips. Videos should include a description that notes which REO/learning objective/goal is being demonstrated. This will allow for efficient tracking and for supervisory checks for competency.

Video Quality

Video quality guidelines are as follows:

The video camera should be placed in a position that will capture the client for at least 80% of the activity time.

The client's face should be visible at least 50% of the time while working on learning goals that require facial visibility, such as orienting and attending, eye contact, and imitation of facial expressions.

Lighting should render the subject clear and visible. Avoid silhouetted lighting when possible.

Videos must be relatively stable. The use of a tripod will minimize the need to hold the camera in the candidates's hands, which can interrupt treatment. If a tripod is not available, recruiting another individual to hold the camera may be best.

Background noise will need to be minimized when possible (i.e., other members of the client's household, pets, street noise).

Make sure the recording device is close enough to the subject that the supervisor can hear what is being said.

Distance Supervision Guidelines

Distance supervision, also referred to as remote supervision, online supervision, and tele-supervision is a great alternative to in-person supervision if a candidate cannot be physically close to their supervisor or when qualified local supervisors are not available. Distance supervision is a great option but can come with many challenges not present with in-person supervision. The following recommendations are intended to decrease your practice hours that will not count towards your required 1000 when planning, technology, and other problems arise when using this format. [Please see Appendix A for the Sample Modalities Decision Sheet.](#)

REMEMBER: PRACTICE HOURS DO NOT COUNT IF SUPERVISION DID NOT OCCUR DUE TO TECHNOLOGY ISSUES! SPEND THE TIME AND MAKE SURE ALL SYSTEMS ARE IN PLACE PRIOR TO DISTANCE SUPERVISION.

Meetings

Frequency and Length:

It is recommended that regular meeting times and dates be decided on before hours accrual begins, taking into account availability and time zone. Meetings will occur at least every 2 weeks. Meeting and direct observation time will be the same as in-person supervision:

Hours are accrued every 2 weeks

Maximum of 40 hours of practice per week can be accrued

One hour of supervision must occur for every 20 hours of practice

50% of all supervision must be Direct Observation

Scheduling Meetings

Schedule changes are recommended to be communicated 24 hours before the decided time and date when possible, with confirmation received from the other party. Both parties must be well aware that skipped meetings will result in a loss of accrued hours for that supervisory period. Frequent schedule changes (i.e., more than 50% of appointments changed within a 6-week period) must be addressed by both parties and resolved. The supervisor may create a contract clause defining consequences.

Rescheduling or cancelling a meeting due to a loss of internet connection must be communicated as soon as the internet is once again available (such as per switching to the alternate connection), or via text. Again, loss of internet connection or other technology issues that result in the supervision session becoming missed means that those practice hours cannot count towards the required 1000.

Recommended Materials

Before signing the supervision contract, the candidate should confirm that certain materials will be regularly available during the accrual of hours.

Technology to document supervision experience and feedback:

Frequent feedback is necessary for skill improvement; seek to regularly communicate feedback in a manner that is constructive and allows for two-way communication and questions.

Create an environment which is optimal for a supervisee to ask 'why' or seek clarification. Set a precedent which shows this is valued and allow your technology to support this.

Email and two-way chat messaging apps (e.g., Line, WhatsApp) can provide ways of communicating on non-specific topics (maintaining privacy of individual clients) and allow for discussions and dialogue (e.g., discussions and comments on readings/journal articles).

When discussing clients, be sure to follow country specific privacy guidelines to stay consistent with the Ethical Guidelines (International Behavior Analysis Organization, 2021a) and protect client privacy. One way to do this is through video-conferencing that provides such protection (HIPAA or country equivalent). Zoom, Adobe, and What'sApp are examples of programs which offer this level of protection.

Modalities of Distance Supervision

Meetings should occur via video conferencing when possible. Video conferencing allows for screen sharing to occur, as well as the presentation of other important visual information such as data and graphs. Video meetings should always be attempted before resorting to an audio call, in the case of a low internet connection. Screenshots may be sent after an audio meeting has ended to supplement the lost content of a video call.

Client Observation – In-vivo

Clients must be notified of all in-vivo client observation before the scheduled observation appointment. The goals for the in-vivo supervision session should be outlined ahead of time, before the observation begins, as well the length of the session.

Observation will begin with a video call to the candidate's device, which can then be paired via Bluetooth to their wire-free headphones. Bluetooth headphones will allow free movement of the supervisee with their client during the recording session. This may also allow the recording device to be turned so the screen is oriented away from the client to reduce distraction.

The supervisor may deliver in-vivo coaching through the headphones. The supervisor will have the option of recording their own screen with a secondary device during the observation, which will allow the video to be recorded and saved for review later. This video would be uploaded to the Cloud for access.

Video Documentation - Client Observation

Within this modality, the supervisee would record video recordings themselves working directly with a client to send to the supervisor for review and feedback. Videos should be uploaded to a Cloud service as they will be large in size. As stated above, the supervisee must have the memory space on their recording device to support such large files. They may delete the video files from their device once uploaded to the Cloud.

Be sure to document examples of proficient demonstration of behavior analytic skills both to have in case of an audit or for review and discussion. Video modeling and feedback are ways to pinpoint areas for growth and areas of strength.

Depending on the country, some candidates/supervisors may not be able to keep recordings in which clients appear for an extended period of time. If so, perhaps consider documenting a written summary of the day, date, and time, skill or skills demonstrated, the lesson, feedback, etc.

The candidate must develop clear policies and procedures regarding telehealth provision. The candidate must ensure the device being used for telehealth is protected accordingly by means of password protection, encryption, etc. If cloud storage is used, assurances need to be made that the cloud adheres to HIPAA or region specific guidelines. If files are being transmitted, the candidate must ensure that the transmission is secure.

The supervisor must be able to view recordings and/or engage in synchronous telehealth in a location which ensures client privacy.

Storing videos of clients means considering privacy and security; be sure to use anti-virus software and don't share videos with other candidates or coworkers unless this was expressly written as a use in the parent/client consent form.

The IBAO Ethical Guidelines state (International Behavior Analysis Organization, 2021a), "Certificants store and keep records and identifying information safe and secure for at least 7 years and longer if local regulations dictate more than 7 years. These records may include assessments, direct consumer interactions such as observational note taking, after-session summaries, caregiver interviews, etc. as well as organizational, financial, and contractual documentation. Clients have a right to access their records and their consent is required for their records to be shared with third parties (e.g., involved professionals)," (p. 4).

Go React is an example of a secure way to share videos; the candidate can also make notes for each section of the video pointing out personal demonstration of behavior analytic skills, IBAO Required Educational Objective (REO) exemplars, and otherwise comment on concepts and the overall activity. The supervisor is able to provide feedback on each segment of the video and comment on the discussion/notes provided by the candidate.

Client Consent

Ensure that you have documented informed consent of the client and/or parent and from the organization at which the therapy is provided, if applicable (e.g., school, daycare, etc.). The client/family should know when telehealth might be provided, for what purpose a video would be taken, if it will be saved or not, who will be watching, etc. The client/family should have the ability to redact or change the informed consent agreement at any point throughout the therapeutic process. Ensure that the video is not being made simply to fulfill supervision requirements. Some clients may not perform to expectation when being filmed. Try to honor wishes if the client does not want to be filmed that day. If needed, find the least intrusive manner in which to provide telehealth (e.g., set the recording device in a less noticeable spot in the room with no screen showing the client or observer). Plan ahead for disruptions to timeframe so that there are ample opportunities to provide video evidence of candidate's abilities.

Client behavior may escalate or be different when you are filming. Be mindful of this and take necessary steps to ensure that the client's programming is not affected by video observation.

Staging of videos: Let the candidate know that it is fine to make mistakes and that perfection is not expected. It is much better to observe a real experience that exhibits challenges as this provides the ideal opportunity for feedback and growth. Alternatively, it might be advantageous to consider collecting video recordings in a more impromptu fashion when an unexpected event sets the occasion for acting out behaviors if it is less likely to be able to capture these situations by planning predetermined observation times.

Chapter 5: References

International Behavior Analysis Organization (2021a). IBAO Ethical Guidelines. Atlanta, GA: Author. Retrieved from www.theibao.com

International Behavior Analysis Organization (2021b). International Behavior Analyst Requirements. Atlanta, GA: Author. Retrieved from www.theibao.com

Milne, D. (2007). An empirical definition of clinical supervision. *British Journal of Clinical Psychology*, 46, 437–447.

Appendix A Sample Modalities Decision Sheet

Supervisee Name _____

Supervisor Name _____

Supervision Start Date _____

Preferred General Communication Modality

Text

Messaging application (_____)

Email

Phone call

Other

Preferred communication times: _____ (time zone _____)

Preferred Meeting Platform: _____

Meeting dates and times (to start):

_____ (time zone _____)

_____ (time zone _____)

_____ (time zone _____)

_____ (time zone _____)

Preferred Client Observation Modality

In-vivo

Video recording

Both (depending on supervisory needs)

Preferred Video Uploading Platform: _____

Materials Checklist

Internet connection

Backup internet connection (prepaid)

Headphones or earbuds

Smartphone/laptop

All needed apps downloaded; accounts created

1 gigabyte of space free

Functioning camera and microphone

Tripod (if necessary)

Wireless Bluetooth earbuds (if necessary)

"PILOT SESSION" COMPLETED w/ technology test