School's Out for COVID-19: 50 Ways BCBA Trainees in Special Education Settings Can
Accrue Independent Fieldwork Experience Hours During the Pandemic

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Abstract

Due to the COVID-19 pandemic and nationwide executive orders closing schools, many trainees completing their supervised independent fieldwork in educational settings lost the ability to accrue hours linked to restricted activities of a therapeutic and instructional nature with students (i.e., clients). Given the impact on trainees of the pandemic restrictions, we present 50 suggestions for trainees in school settings to continue to accrue hours for both restricted and unrestricted activities throughout the course of the COVID-19 pandemic.

Keywords: COVID-19, Supervision, behavior analysis, pandemic

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Editor's Note

This manuscript is being published on a highly expedited basis, as part of a series of emergency publications designed to help practitioners of applied behavior analysis take immediate action to adjust to and mitigate the COVID-19 crisis. This article was submitted on 4/7/20 and received final acceptance on 04/11/20. The journal would like to especially thank Drs. Megan Aclan and Michael Cameron for their expeditious reviews of the manuscript. The views and strategies suggested by the articles in this series do not represent the positions of the Association for Behavior Analysis, International or Springer Nature.

Introduction

As of April 6, 2020, officials in all 50 states issued orders for school closures through the month of April in response to COVID-19. Such closures are an effort to decrease the spread of COVID-19 through antecedent/preventative measures such as social distancing. At present, many states have school closures through the month of May. However, some states have closed schools for the remainder of the academic year, while other states such as North Dakota, and New Jersey have closed until further notice. Officials in US territories, such as Puerto Rico, have also issued closures until the middle of April (Peele & Riser-Kositsky, 2020).

As a result of the nationwide closures, Board Certified Behavior Analyst (BCBA) trainees completing their supervised independent fieldwork in public and private school settings abruptly lost the ability to accrue hours at rates available prior to the pandemic. Since the function and nature of supervision is to support trainees in relation to ethical practice, quality of services, professional growth and competence, and work productivity (Kazemi, Rice, & Adzhyan, 2019), supervisors should continue to perform ethical supervision even under the present conditions, as well as provide opportunities for their trainees to continue to accrue hours for both restricted and unrestricted activities.

Given the limited number of contact hours trainees currently have with their students, those contacts may not even provide the opportunity to engage in behavior analytic activity. As a result, it is crucial to provide a means of accrual for this specific group of trainees to continue to engage in a comprehensive supervised experience during this unprecedented time. The purpose of this article is to present 50 ways trainees can accrue experience hours that are linked to both the Behavior Analyst Certification Board (BACB) 4th and 5th Edition Task Lists (BACB, 2102; 2017).

Overview of Potential Unrestricted Activities

Given the constraint on student (i.e., client) contact, which eliminates the ability to accrue restricted hours, we emphasize unrestricted activities aimed at building skills related to developing programs and plans for implementation with their students. Unrestricted activities are vital to the preparation of behavior analysts. Table 1 provides a detailed listing of potential activities, task list linkage, and sample supporting literature for selected activities. Moreover, supervisor observations / contacts of trainees can occur with many of these activities using various web-based conferencing technologies.

Analysis and Use of Data

Despite nationwide school closures, trainees may continue to have access to data and support plans that were in place prior to the pandemic. These data provide multiple opportunities for unrestricted hours. First, instructional/acquisition data that were collected prior to school closures can be graphed and analyzed to provide a summary of skill acquisition to be discussed with parents and other school staff. The graphed data can also identify future skill acquisition rates. Reviewing these data may result in data-based modifications to the current plans to facilitate skill acquisition. Trainees can also research the literature regarding data-based decision-making and how data inform instructional strategies to be used.

Additionally, trainees can analyze functional behavior assessment (FBA) data that were collected prior to school closures and summarize the data in graphical displays. Review of these data may result in a summary report that identifies conditions under which the behavior was occurring and related recommendations.

Data sheets that trainees modify after analyzing pre-closure data, or data-sheets that are developed in conjunction with instructional or support plans can be used to demonstrate inter-observer reliability prior to use.

Modifications to Instructional Plans and Behavior Support Plans

As trainees review data and make data-based decisions, they can complete modifications to plans as well as develop additional behavior analytic instruction and related data sheets. Trainees might also review the literature to identify instructional strategies such as response and stimulus prompts as well as how to plan for skill maintenance and generalization and include these methods in instructional plans. This

research might aid trainees in developing plans for their learners to promote maintenance and generalization of skills through remote learning procedures being implemented.

Similarly, analysis of Functional Behavioral Assessment (FBA) results can then be used to develop or modify behavior support plans. Additionally, research can be conducted on relevant antecedent and consequence strategies as well as planning for maintenance and generalization. Just as researching generalization and maintenance strategies might be used in remote learning procedures related to instructional plans, they can also be used in remote delivery of services related to behavior support plans.

Developing New Instructional Plans

Trainees can continue to develop and write new instructional plans for their learners' continued skill acquisition via the virtual-teaching format or for use upon school reopening. Supporting literature for instructional plans can also be researched, read, and applied to instructional plans. This research can focus on any number of behavior analytic strategies such as response prompting, shaping, chaining, modeling and video modeling. Some of these strategies may be new to trainees and might require scripting and role playing to demonstrate competency prior to use with their students.

Assessment

Research of the literature can also be conducted regarding preference assessments for students, with resulting scripts, data sheets and other corresponding materials prepared. Using these materials, preference assessments can be role-played with a supervisor, or in a virtual group-supervision session, allowing trainees to demonstrate competence with the task prior to conducting it with a student

Although it is impossible to conduct direct observations of student behavior in the school setting when schools are closed, trainees might prepare for conducting certain assessments upon reopening of schools. For example, they may work on indirect assessment methods linked to conducting an FBA to lay the groundwork for conducting ABC analyses of behavior.

Trainees might also conduct assessments related to the identification of skill strengths and weaknesses for instructional planning. As one example, most standardized adaptive behavior instruments (e.g., Vineland Adaptive Behavior Scales) are done via third-party respondent and do not require direct observation. Trainees can complete such assessments, score, summarize, identify skill strengths and weaknesses, and use these results to plan for future instruction.

Research and Design of Supports Delivered via Telehealth.

Despite the limitations of applied service delivery via telehealth, there are opportunities for trainees to accrue hours for unrestricted activities. For example, trainees can research literature that demonstrates effective modalities of parent training and use the methods during role-play situations during individual and group supervision sessions. Additionally, trainees can demonstrate competence using parent training methods during the delivery of telehealth. Likewise, literature related to effective staff straining methodologies (i.e., behavior skills training) can be researched and demonstrated by trainees in various role play scenarios in order to demonstrate competence prior to implementation in a telehealth delivery format. Following competent performance, trainees can utilize the methods to deliver staff training to para-professionals and other school staff related to their learners' support plans. Lastly, trainees can contact the

literature and derived ethical activities created by their supervisors related to the practice of behavior analysis under the present pandemic conditions. Additional material can be acquired from various organizations, such as the Behavior Analyst Certification Board and Association of Professional Behavior Analysts, who are providing practice guidance through this unprecedented time.

If deemed ethically appropriate, trainees can provide instruction via telehealth format to accrue hours for restricted activities with their learners. The appropriateness of this technology should be gauged in a risk-benefit analysis, and implemented only with learners for which the delivery will lead to effective instruction. Table 2 provides a potential restricted activity, task list linkage, and sample supporting literature.

Consider Labor Laws

When assigning and supervising the unrestricted activities described in this article, give careful consideration to all applicable labor laws. If the trainee was working in an hourly paid position to perform these unrestricted activities before the COVID-19 crisis, then labor law may require that they get paid to do these activities now, in which case doing them voluntarily may be unintentionally violating labor law. Therefore, care must be taken to make it clear to everyone involved that the unrestricted activities are not part of any paid job and are purely for training / academic purposes. It is, of course, the responsibility of each BCBA providing supervision to ensure they and their supervisees comply with applicable laws, and no article such as this one could possibly give specific guidance that would be relevant to all labor laws in all regions.

Conclusion

Despite the unexpected impact of the COVID-19 nation-wide school closures, trainees accruing hours in the educational setting can continue their supervisory experience using the 50 tasks described in this paper. While this list is not inclusive of all opportunities for hours, it provides an easy reference for relevant activities for supervisors and trainees linked to both the BACB 4th and 5th Edition Task Lists (BACB, 2102; 2017) and relevant literature for selected activities, during this unexpected time.

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Table 1

Examples of Unrestricted Trainee Activities Linked to the BACB 4th and 5th Edition Task Lists

Activity	Corresponding 4 th Task List Item	Corresponding 5 th Task List Section	Relevant Literature Examples for Selected Activities
1. Summarize acquisition data collected prior to school closure (trials to criterion, etc.)	A-07; A-09; H-04; H-05; I-05	C-3; C-4; C-5; C-6; C-8; C-10; C-11	Barton, E. E. & Reichow, B. (2012). Guidelines for graphing data with Microsoft PowerPoint for Office 2007. <i>Journal of Early Intervention</i> , 34, 129-150.
2. Design, plot and interpret data in various graphical formats	A-10, A-11	C-10	Dixon, M. R., Jackson, J. W., Small, S. L., Horner-King, M. J., Ker Lik, N. M., Garcia, Y., & Rosales, R. (2009). Creating single-subject design graphs in Microsoft Excel 2007. <i>Journal of Applied Behavior Analysis</i> , 42, 277-293. Fuller, T. C., & Dubuque, E. M. (2019). Integrating phase change lines and labels into graphs in Microsoft Excel®. <i>Behavior Analysis in Practice</i> , 12, 293-299
3. Assess and interpret interobserver agreement	A-08	C-8	Ledford, J. R., Lane, J. D., & Gast, D. L. (2018). Dependent variables, measurement, and reliability. In J. R. Ledford, & D. L. Gast (Eds.). <i>Single case research methodology</i> (3 rd ed., pp. 97-131). New York: Routledge.
4. Review graphed data of learner performance and make data-based decisions for future modifications to instructional plans	I-05	H-7, H-8	Browder, D. M., Demchak, M., Heller, M., & King, D. (1989). An <i>in vivo</i> evaluation of the use of data-based rules to guide instructional decisions. <i>The Journal of The Association for Persons with Severe Handicaps</i> , 14, 234-240.

			<p>Demchak, M., & Sutter, C. (2019). Teachers' perception of use and actual use of a data-based decision-making. <i>Education and Training in Autism and Developmental Disabilities</i>, 54, 175-185.</p> <p>Jimenez, B. A., Mims, P. J., & Browder, D. M. (2012). Data-based decisions guidelines for teachers of students with severe intellectual and developmental disabilities. <i>Education and Training in Autism and Developmental Disabilities</i>, 47, 407-413.</p>
5. Review data collection methods to determine most appropriate methods for plans	H-01 to H-05	C-2, C-7, C-9	<p>Fiske, K., & Delmolino, L. (2012). Use of discontinuous methods of data collection in behavioral intervention: Guidelines for practitioners. <i>Behavior Analysis in Practice</i>, 5(2), 77-81.</p> <p>LeBlanc, L.A., Raetz, P. B., Sellers, T. P., & Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. <i>Behavior Analysis in Practice</i>, 9, 77-83</p>
6. Develop data sheets for behavior support plans	A-01 to A-14, as applicable I-01	C-1 to C-9	Bambara, L. M., & Knoster, T. P. (2009). <i>Designing positive behavior support plans</i> (2 nd ed.). Washington DC: AAIDD.
7. Develop data sheets for instructional plans	A-01 to A-14, as applicable I-01	C-1 to C-9	Chapter 2 Developing Data Sheets and Collecting Baseline Data: Collins, B. (2012). <i>Systematic instruction for students with moderate and severe disabilities</i> . Brookes.

8. Develop and write instructional plans for (learner) skill acquisition	D-01 to D-21, as applicable E-01 to E-13, as applicable F-01 to F-08, as applicable G-01 to G-08, as applicable J-01 to J-15, as applicable	G-1 to G-22; H-1 to H-5; H-6 to H-9 if plan is to be implemented via tele-health	Collins, B. C., Lo, Y., Park, G. & Haughney, K. (2018). Response prompting as an ABA-Based instructional approach for teaching students with disabilities. <i>TEACHING Exceptional Children</i> , 50, 343-355.
9. Research literature to support instructional plans	B-01; B-02	H-2	
10. Research the literature on response prompting procedures to use within instructional plans for skill acquisition (e.g., least to most prompts, most to least prompts, constant time delay, progressive time delay, graduated guidance)	B-01; B-02	G-4	Cengher, M., Budd, A., Farrell, N., & Fienup, D. M. (2018). A review of prompt-fading procedures: Implications for effective and efficient skill acquisition. <i>Journal of Developmental and Physical Disabilities</i> , 30, 155–173. Demchak, M. (1990). Response prompting and fading methods: A review. <i>American Journal on Mental Retardation</i> , 94, 603-615.
11. Demonstrate competence in implementing response prompting procedures through role play with supervisor and other trainees	D-03	G-4	Walker, G. (2008). Constant and progressive time delay procedures for teaching children with autism: A literature review. <i>Journal of Autism and Developmental Disorders</i> , 38, 265-271.
12. Teach response prompting procedures	D-03; K-03	G-4, I-4	Sawyer, M. R., Andzik, N. R., Kranak, M. P., Wilke, C. P., Curiel, E. S. L., Hensley, L. E., &

specific to learners to parents and / or other educational staff			Neef, N. A. (2017). Improving pre-service teachers' performance skills through behavioral skills training. <i>Behavior Analysis in Practice</i> , 10, 296-300.
13. Research the literature on chaining procedures (i.e., forward chaining, backward chaining, total task) to use within instructional plans for skill acquisition	B-01; B-02	G-8	Slocum, S. K., & Tiger, J. H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. <i>Journal of Applied Behavior Analysis</i> , 44, 793-805.
14. Demonstrate competence in implementing chaining procedures through role play with supervisor and other trainees	D-06	G-8	Jameson, J. M., Walker, R., Utley, K., & Maughan, R. (2012). A comparison of embedded total task instruction in teaching behavioral chains to massed one-on-one instruction for students with intellectual disabilities: Accessing general education settings and core academic content. <i>Behavior Modification</i> , 36, 320-340.
15. Teach chaining procedures specific to learners to parents and / or other educational staff	D-06; K-03	G-8, I-4	
16. Research the literature on shaping procedures to use within instructional plans for skill acquisition	B-01; B-02	G-7	Ghaemmaghhamim M., Hanley, G. P., Jessel, J., & Landa, R. (2018). Shaping complex functional communication responses. <i>Journal of Applied Behavior Analysis</i> , 51, 502-520.
17. Demonstrate competence in implementing shaping procedures through role	D-05	G-7	Turner, V. R., Ledford, J. R., Lord, A. K., & Harbin, E. R. (2020). Response shaping to improve food acceptance for children with autism: Effects of

play with supervisor and other trainees			small and large food sets. <i>Research in Developmental Disabilities</i> , 98. https://doi.org/10.1016/j.ridd.2020.103574
18. Teach shaping procedures specific to learners to parents and / or other educational staff	D-05; K-03	G-7, I-4	
19. Research the literature on imitation, modeling, and video modeling for use in learner instructional plans	B-01; B-02	G-5; H-2	Aldi, C., Crigler, A., Kates-McElrath, K., Long, B., Smith, H., Rehak, K., & Wilkinson, L. (2016). Examining the effects of video modeling and prompts to teach activities of daily living skills. <i>Behavior Analysis in Practice</i> , 9, 384-388. Baker, S. D., Lang, R., & O'Reilly, M. (2009). Review of video modeling with students with emotional and behavioral disorders. <i>Education and Treatment of Children</i> 32, 403-420. Gilson, C. B., & Carter, E. W. (2018) Video-based instruction to promote employment-related social behaviors for high school students with intellectual disability. <i>Inclusion</i> , 6, 175-193
20. Interpret previously collected functional assessment data	G-01 to G-05; I-05	F-9	Cipani, E., & Schock, K. M. (2011) <i>Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings</i> (2 nd ed.). Springer.
21. Write support plans based on FBA data collected prior to district closures	D-01 to D-21, as applicable E-01 to E-13, as applicable F-01 to F-08, as applicable	F-9; G-1 to G-22, as applicable	Geiger, K. B., Carr, J. E., & LeBlanc, L. A. (2010). Function-based treatments for escape-maintained problem behavior: A treatment-selection model for practicing behavior analysts. <i>Behavior Analysis in Practice</i> , 3(1), 22-32.

	G-01 to G-08, as applicable J-01 to J-15, as applicable		<p>Lipschultz, J., & Wilder, D. A. (2017). Recent research on the high-probability instructional sequence: A brief review. <i>Journal of Applied Behavior Analysis</i>, 50, 424–428.</p> <p>Schieltz, K. M., Wacker, D. P., & Romani, P. W. (2017). Effects of signaled positive reinforcement on problem behavior maintained by negative reinforcement. <i>Journal of Behavioral Education</i>, 26, 137-150.</p> <p>Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. <i>Behavior Analysis in Practice</i>, 1, 16–23.</p>
22. Plan for training of others (e.g., parents, paraprofessionals) to implement behavior support plans with integrity	K-02; K-03	I-01 to I-03	Hogan, A., & Knez, N., & Kahng, S. (2015). Evaluating the use of behavioral skills training to improve school staffs' implementation of behavior intervention plans. <i>Journal of Behavioral Education</i> , 24, 242-254.
23. State and plan for unwanted effects of reinforcement, punishment and extinction in relation to acquisition instructional plans	C-01 to C03	H-05	Albarran, S. A., & Sandbank, M. P. (2019). Teaching non-target information to children with disabilities: An examination of instructive feedback literature. <i>Journal of Behavioral Education</i> , 28, 107–140
24. State and plan for unwanted effects of reinforcement, punishment	C-03 to C-03	H-05	Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). <i>Applied Behavior Analysis</i> (3rd ed.; pp. 252-286; 301-369). Pearson.

and extinction in relation to behavior support plans			Smith, R. G., & Iwata, B.A. (2020). Negative reinforcement. In J. O. Cooper, T. E. Heron, & W. L. Heward. <i>Applied Behavior Analysis</i> (3rd ed.). Pearson.
25. Given a video sample measure various dimensions of behavior.	A-01 to A-07	C-03 to C-07	LeBlanc, L. A., Raetz, P. B., Sellers, T. P., & Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. <i>Behavior Analysis in Practice</i> , 9, 77-83
26. Research stimulus preference assessments for learners	B-01; B-02	H-2	Tullis, C. A., Cannella-Malone, H. A., Basbigill, A. R., Yeager, A., Fleming, C. V., Payne, D., & Pei-Fang Wu. (2011). Review of the choice and preference assessment literature for individuals with severe to profound disabilities. <i>Education & Training in Autism & Developmental Disabilities</i> , 46, 576–595.
27. Script stimulus preference assessments for learners	I-07	F-5	Cannella-Malone, H. I., Sabielny, L. M., Jimenez, E. D., & Miller, M. M. (2013). Pick one! Conducting preference assessments with students with significant disabilities. <i>TEACHING Exceptional Children</i> , 45(6), 16-23
28. Role play conducting stimulus preference assessments in preparation for use with learners	I-07	F-5	
29. Train personnel (e.g., aides) to competently conduct stimulus preference assessments	I-07; K-03	I-4; I-5	Higgins, W. J., Luczynski, K. C., Carroll, R. A., Fisher, W. W., & Mudford, O. C. (2017). Evaluation of a telehealth training package to remotely train staff to conduct a preference assessment. <i>Journal of Applied Behavior Analysis</i> , 50, 238-251.

30. If accessible, review records and existing data (e.g., educational, medical, historical)	G-01	F-1	None identified
31. Conduct assessments related to identifying skill strengths and weaknesses (e.g., Vineland Adaptive Behavior Scales)	I-03; I-04	F-4	Chapter 13 How to Evaluate a Test: Salvia, J., Ysseldyke, J.E., & Witmer, S. (2017). <i>Assessment in Special and Inclusive Education</i> (13 th ed.). Cengage. Chapter 8 Adaptive Behavior in a Cultural Context: Kritikos, E. P., McLoughlin, J. A., & Lewis, R. B. (2018). <i>Assessing Students with Special Needs</i> (8 th ed.). Pearson.
32. Score, interpret, and summarize results of assessments completed to identify skill strengths and weaknesses	I-05	F-2, F-3, F-4	Chapter 4 Test Scores and How to Use Them: Salvia, J., Ysseldyke, J.E., & Witmer, S. (2017). <i>Assessment in Special and Inclusive Education</i> (13 th ed.). Cengage.
33. Review results of previously completed assessments to determine priority goals	I-05	F-2, F-3, F-4	Chapter 7 Test Interpretation and Report Writing: Cohen, L. G., & Spenciner, L. J. (2015). <i>Assessment of Children and Youth with Special Needs</i> (5 th ed.). Pearson.
34. Prepare for conducting FBA upon reopening of schools by completing indirect assessment methods to lay the groundwork for conducting ABC analyses of behavior	H-01 to H-03; I-01 to I-04	F-7	OSEP Center on Positive Behavioral Interventions, Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., ... & Turnbull, A. P. (2000). Applying positive behavior support and functional behavioral assessment in schools. <i>Journal of Positive Behavior Interventions</i> , 2, 131-143.

35. Research literature for skill maintenance and generalization for existing learner instructional plans	B-01; B-02	H-2 G-21; G-22	Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. <i>Journal of Applied Behavior Analysis</i> , 10, 349–367.
36. Develop plans based on research targeting maintenance and generalization of skills	J-11; J-12	G -22; G-22; H-2; H-3	
37. Research literature regarding effective delivery of parent training	B-01; B-02	H-2; H-3	Black, M. E., & Therrien, W. J. (2018). Parent training programs for school-age children with autism: A systematic review. <i>Remedial and Special Education</i> , 39, 243-256.
38. Develop plans for compassionate delivery of intervention to parents / families (especially important during stress of pandemic)	K-02; K-03; K-08	H-9	Taylor, B. A., LeBlanc, L. A. & Nosik, M. R. (2018). Compassionate care in behavior analytic treatment: Can outcomes be enhanced by attending to relationships with caregivers? <i>Behavior Analysis in Practice</i> , 12, 654–666.
39. Research literature regarding telehealth	B-01; B-02	H-2	Tomlinson, S. R. L., Gore, N. & McGill, P. (2018). Training individuals to implement applied behavior analytic procedures via telehealth: A systematic review of the literature. <i>Journal of Behavioral Education</i> , 27, 172-222.
40. Conduct parent training via telehealth	K-01 to K-10	I-1 to I-8	Ferguson, J., Craig, E. A., & Dounavi, K., (2019). Telehealth as a model for providing behaviour analytic interventions to individuals with autism spectrum disorder: A systematic review. <i>Journal of Autism and Developmental Disorders</i> , 49, 582-616.

41. Conduct IOA on data collection sheets that will be utilized during services delivered via telehealth or by caregivers	A-09	C-8	Ledford, J. R., Lane, J. D., & Gast, D. L. (2018). Dependent variables, measurement, reliability. In J. R. Ledford, & D. L. Gast (Eds.). <i>Single case research methodology</i> (3 rd ed.). Routledge.
42. Conduct treatment integrity checks for programs delivered via telehealth or by caregivers	K-05	H-6	Rodriguez, K. (2020, March 30). Maintaining treatment integrity in the face of crisis: A treatment selection model for transitioning direct aba services to telehealth. <i>Behavior Analysis in Practice</i> . https://doi.org/10.31234/osf.io/phtgv
43. Make data-based decisions regarding the effectiveness of interventions delivered via telehealth or by caregivers	J-15	H-6 to H-9	Allen, K. D., & Warzak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. <i>Journal of Applied Behavior Analysis</i> , 33, 373–391.
44. Research literature related to effective staff-training methods	B-01; B-02	H-2	Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-based staff training: A guide for practitioners. <i>Behavior Analysis in Practice</i> , 5, 2-11.
45. Research literature related to effective performance feedback	B-01; B-02	H-2	Scheeler, M., Ruhl, K., & McAfee, J. (2004). Providing performance feedback to teachers: Review. <i>Teacher Education and Special Education</i> , 27, 396–407.
46. Conduct virtual staff training (with paraprofessionals) related	K-03	I-4; I-5	Tomlinson, S. R., Gore, N., & McGill, P. (2018). Training individuals to implement applied behavior analytic procedures via telehealth: A systematic

to plans for specific learners			review of the literature. <i>Journal of Behavioral Education</i> , 27, 172-222.
47. Conduct treatment integrity checks on staff training	K-05	H-6	Peterson, L., Homer, A., & Wonderlich, S. (1982). The integrity of independent variables in behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 15, 477-492.
48. Analysis of data regarding telehealth delivery of plans	H-04; H-05	C-3 to C-6; C-8; C-10 to C-11	Spriggs, A. D., Lane, J. D., & Gast, D. L. (2018). Visual representation of data. In J. R. Ledford, & D. L. Gast (Eds.). <i>Single case research methodology</i> (3 rd ed., 97-131). Routledge.
49. Ethical activities related to practice under the present pandemic conditions (i.e. risk/benefit analysis for support plans and possible intervention via 1-1 or telehealth)	B-01; B-02; G-07	E-1; E-2; E-6; E-7; H-2	Cox, D. J., Plavnick, J., & Brodhead, M. T. (2020, March 31). A proposed process for risk mitigation during the COVID-19 pandemic. <i>Behavior Analysis in Practice</i> . https://doi.org/10.31234/osf.io/buetn

Table 2

Restricted Trainee Activities Linked to the BACB 4th and 5th Edition Task Lists

Activity	Corresponding 4 th Task List Item	Corresponding 5 th Task List Item	Relevant Literature Examples
1. Telehealth delivery of instructional plans, under supervision	K	E-1 to E-6; F-4 to F-7; F-9; G-1 to G-22 as applicable; H-6 to H-9	<p>Lerman, D. C., O'Brien, M. J., Neely, L., Call, N. A., Tsami, L., Schieltz, K. M., Berg, W. K., Graber, J., Huang, P., Kopelman, T., & Cooper-Brown, L. (2020, April 2). Remote coaching of caregivers via telehealth: Challenges and potential solutions. <i>Journal of Behavioral Education</i>. https://rdcu.be/b3man</p> <p>Tomlinson, S. R., Gore, N., & McGill, P. (2018). Training individuals to implement applied behavior analytic procedures via telehealth: A systematic review of the literature. <i>Journal of Behavioral Education</i>, 27, 172-222.</p>