



Concentrated Supervised Fieldwork Handbook

On-Campus (Melbourne and Orlando)

Applied Behavior Analysis (ABA), Organizational Behavior Management
(OBM) and Applied Behavior Analysis + Organizational Behavior
Management (ABA + OBM) Programs

**School of Behavior Analysis
Florida Institute of Technology**

Academic Year

2023-2024

Table of Contents

Introduction	3
Pre-fieldwork Requirements	3
Fieldwork Requirements	3
CSF Contract	4
Approved Sites	4
Remote Sites	4
Research as CSF Hours	5
Non-approved Sites	5
Monthly Supervision Form.....	5
Final Experience Verification Form.....	5
CSF Grading	6
CSF Registration	6
Ethical Guidelines	6
ABA Faculty & Staff Interests	7
Appendices	10
Approved CSF Sites	10
Sample Syllabus	21
CSF Contract.....	30
Monthly Verification Forms.....	32
Final Experience Verification Forms.....	33
Experience Backup Form.....	34
Vocal Verbal Competency Checklist Example	36

Introduction

This handbook has been developed to orient students to the concentrated supervised fieldwork (CSF) model used by the Applied Behavior Analysis (ABA) and Organizational Behavior Management (OBM) and ABA + OBM programs at Florida Tech. This handbook should serve as a reference and supplement to the guidance of a faculty supervisor and a fieldwork site supervisor (a Board-Certified Behavior Analyst [BCBA] working on site). Students are expected to coordinate with both their faculty supervisors and the site supervisors. Documentation of supervised experience hours and supervision time will be coordinated by all parties involved but is ultimately the responsibility of the student.

The CSF experience embeds the scientist-practitioner model within applied settings. The concepts, principles, technologies, techniques, and theoretical framework learned during a student's tenure at Florida Tech will be practiced in educational, clinical, and community settings. Students will be asked to demonstrate the skills needed by behavior analysts in applied settings as set forth by the Florida Tech ABA program and Behavior Analyst Certification Board (BACB). Some of the applied settings allow students to concurrently work in service delivery and/or research settings. Service delivery hours may be counted towards practical experience as long as services are behavior analytic in nature. Faculty and adjunct faculty provide individual supervision for students in CSF.

Pre-Fieldwork Requirements

Enrollment in the CSF experience does not have specific pre-requirements; however, it is required that students start fieldwork during the first year in the program and continue through the second year. Enrollment in CSF each semester is required to graduate on time. Students generally begin CSF in their first fall semester of coursework. Exceptions to this are made only in special cases with permission by the faculty. The concepts, principles, and techniques learned throughout graduate study at Florida Tech will be used as the basis for fieldwork experience and some courses/skills may be a prerequisite for employment/service delivery at approved fieldwork sites (i.e., certain sites may only be able to support a student if they demonstrate a certain skill set needed by the agency).

Fieldwork Requirements

The CSF experience consists of six semesters of classes; each class is 1-3 credit hours and consists of a mixture of individual meetings, group meetings, in-vivo observation, and training in applied settings. Students are expected to complete 200-300 hours of behavior analytic training during each semester of enrollment. No more than 130 hours per month can be counted towards the 200-300 hour total for a given semester (BACB rule). Students should meet with their faculty and/or site supervisor at least once per week for 10 weeks of the 11-week summer semester and for 15 weeks of the 16-week spring and fall semesters. Generally, students should obtain at least 14 hours per week of experience (including supervision) in the first fall and spring semesters, 30 hours per week (including supervision) of experience in the first and second summer semesters,

and 17 hours per week (including supervision) of experience in the second fall and spring semesters. If a student is not available or needs to cancel supervision due to emergency reasons, s/he should coordinate make-up experience and supervision hours with the faculty supervisor. It is the responsibility of the student to ensure that a sufficient number of fieldwork experience AND supervision hours are maintained during the semester.

NOTE: If a student has a GPA less than 3.0 by the start of the first semester in which s/he takes CSF OR has earned a C or below in one or more courses, the student must get approval from the program chair to take CSF.

Restricted activities in CSF include working directly with a client (e.g., discrete trial teaching, incidental teaching). Unrestricted activities include planning, designing, evaluating, or supervising services (e.g., writing a behavior support plan, training others to implement a plan, graphing data, meeting with caregivers to describe assessment or treatment results). A minimum of 60% of student hours must be unrestricted activities across the six semesters of fieldwork so students should work closely with supervisors to plan, arrange and participate in unrestricted activities.

CSF Contract. By the end of the first day of each semester during which CSF is taken, each student should sign a CSF Contract, and have a site representative and the faculty supervisor sign the same CSF contract. The contract documents the expectations and responsibilities of the CSF student, the training site supervisor, and the faculty supervisor. The contract describes several skill sets that a student should experience and practice throughout the CSF coursework. Prior to a change in placement a student is highly encouraged to review the document with potential CSF sites to ensure they will be allowed to adhere to the requirements. Should a student change placement during the CSF coursework sequence, they should secure a new contract and forward to their faculty supervisor. Changing sites during a semester is highly discouraged. Changing between semesters is acceptable, with approval of the program chair and acceptable notice (typically 30 days in human services).

Approved Sites. Students are expected to complete their practical experience at an approved CSF site. A list and brief description of approved CSF sites is included within this handbook. Each site lists the population with whom they work, the services provided, and contact information. Students are encouraged to contact CSF sites early in their program of study and must secure placement at a site at least two weeks before each semester begins. Any changes in CSF must be coordinated with the student's faculty supervisor and the program chair. Changes may not be permitted until the beginning of the next semester. At least 66% of experience hours must be clinic-based. Students can do up to 33% of their hours in-home, but no more than 33%.

Remote Sites. Remote CSF experience sites (i.e., located more than 40 miles from either campus [Melbourne or Orlando]), may not be approved. If they are approved, they are expected to provide all on-site CSF experience supervision. If on-site supervision cannot be provided by an approved BCBA, the student must arrange for remote supervision (e.g., provide videos of work, or supervision using a web camera)

with the faculty supervisor. Students will attend group supervision with their designated faculty supervisor and provide written documentation of their individual supervision completed on-site each month. All remote sites are subject to approval by the faculty. Due to distance, many sites may not be eligible to become approved sites.

Research as CSF Hours. Students may use time that they conduct research for up to 25% of their required CSF hours (i.e., a total of 14 hours are required each week in the first fall and spring, 30 are required in each summer, and 17 are required in the second fall and spring semesters, so a maximum of 3.5 hours per week in the first fall and spring, 7.5 hours per week in summer, and 4 hours per week in the second fall and spring semesters is permitted). These hours must be conducted under the supervision of a Florida Tech faculty member.

Non-approved Sites. Students may **not** use hours from non-approved sites for CSF. If a student wants to get a new site approved, the student must request all changes and amendments prior to the start of the semester; such requests should be documented via a memo channeled through the faculty supervisor, the Director of Experiential Training, and ABA Program Chair. The on-site BCBA will be asked to submit answers to a series of questions about the students' likely experiences at the site and the type of supervision provided at the site. The Director of Experiential Training or a faculty member may visit the site. At the next scheduled faculty meeting, the ABA faculty will meet as a group to determine whether the site is appropriate for CSF (e.g., the site is center-based, has at least one on-site BCBA, will provide an appropriate level of supervision, is at an appropriate distance for faculty to visit, etc.).

Monthly Supervision Form. Supervision of the CSF experience hours should be documented at the end of each month on a BACB Monthly Experience Verification Form <https://www.bacb.com/experience-standards-monthly-system/>. The supervision form should be filled out within the first few days after each month of supervision. The student should make two copies of all supervision forms. At the end of the semester, one copy of the supervision form should be submitted to the Director of Experiential Training (ahouvouras@fit.edu) or the SoBA administrative assistant. This copy will be kept in the student's file. The student is expected to maintain at least one other copy and should use the original CSF supervision forms if requested by the BACB. A sample copy of this form is contained within the appendices of this handbook.

Final Experience Verification Form. At the end of each semester the student should complete a Final Experience Verification Form. Students should maintain the original of this form and use it to verify completion of supervision hours for the BACB. A sample copy of this form is contained within the appendices of the practical experience handbook. One copy should be sent to the Director of Experiential Training (ahouvouras@fit.edu) at the conclusion of each semester. *Sample copies of the forms are contained within the appendices of this handbook.

CSF Grading

CSF grading is based on the satisfactory completion of 200, 250, or 300 hours (depending on the semester) of training during each semester of practical experience as well as other duties (see syllabus for each course). CSF is a graded course (A-F); it is not Pass/Fail.

CSF Registration

Students should register for six semesters of fieldwork experience. Generally, students register for BEH 5261 CSF I during the first fall and spring semester, BEH 5263 CSF 3 during each summer, and BEH 5261 CSF 1 during the second fall and spring semesters. Under special circumstances, the timing of CSF may be altered with the consent of the faculty supervisor, the site supervisor, and the student.

Ethical Guidelines

Students should follow the ethical guidelines as presented in the three-class ethics sequence (BEH 5044, BEH 5045, and BEH 5046) and as documented in The Ethics Code for Behavior Analysts. If a student observes behavior that is unethical, s/he should report this behavior to their faculty fieldwork supervisor as well as the proper individual at the CSF site. Please note that recording meetings or any other interaction(s) without permission is not permitted.

Note about BCaBA's becoming BCBAs:

If opting to take the BCaBA® exam while earning your graduate degree at Florida Tech, students are encouraged to do so prior to starting their third semester of CSF. Students might have to accrue additional hours following the completion of the program if they take the BCaBA exam during their second year (or later) in the program. For additional information, see: <https://bacb.com>

FACULTY & STAFF INTERESTS OF THE BEHAVIOR ANALYSIS PROGRAM

Eb Blakely, Ph.D. BCBA, Western Michigan University

Eb Blakely earned a Ph.D. in 1988 from Western Michigan in Psychology with a specialty in Applied Behavior Analysis. He has worked in the fields of developmental disabilities, mental health, behavioral pharmacology, experimental analysis of behavior, organizational behavior management, and database design. Dr. Blakely has co-authored 24 articles and one book. The articles address research questions in the experimental analysis of behavior, conceptual issues, and behavioral pharmacology. Current research interests are in instructional design and conditioned reinforcement.

Jonathan K. Fernand, Ph.D., BCBA-D, University of Florida

Dr. Jonathan K. Fernand received his M.A. in Psychology from the California State University, Sacramento and his Ph.D. in Psychology from the University of Florida. His primary clinical and research interests include the assessment and treatment of pediatric feeding problems and promoting healthy eating, evaluation of procedures for restrictive and repetitive behavior, and design of effective caregiver and staff training programs. Dr. Fernand has over 10 years of experience providing clinical care to both pediatric and adult populations within home environments, public and private schools, and clinic and hospital settings. In addition to promoting compassionate care for humans, Dr. Fernand also has a passion for increasing animal welfare in homes, shelters, and zoos. He has presented his work at regional, national, and international conferences and continues to consult internationally in an effort to disseminate behavior analytic interventions worldwide.

Mark Harvey, Ph.D., BCBA-D, University of Oregon

Dr. Mark T. Harvey earned a Ph.D. from the University of Oregon. He coordinates the undergraduate ABA degree program at Florida Tech, teaching both undergraduate and graduate courses. Dr. Harvey publishes in Educational and Behavior Analytic journals. Dr. Harvey's areas of interest for research include behavior-based instructional practices in schools, technology in education, physiological indices of behavior, and evidence-based best practice. Recently, he has developed an interest in behavioral gerontology.

Kaitlynn Gokey, Ph.D., BCBA, Florida Institute of Technology

Kaitlynn Gokey graduated with a Ph.D. in behavior analysis from Florida Institute of Technology, M.S. in ABA and OBM from Florida Institute of Technology, and B.S. in psychology and criminal justice from Western Michigan University. She has a decade of clinical experience across a variety of populations, including autism, traumatic brain

injury, ADHD, and dementia, and has provided OBM consultation to a variety of local businesses, including restaurants and hospitals. Dr. Gokey has a passion for teaching, with over 8 years of experience teaching behavior analysis at the graduate level. Dr. Gokey's primary research interests are delay discounting and self-control training, science literacy, and domestic cat behavior.

**Andrew J. Houvouras IV, M.A., BCBA, Marshall University
(Director of Experiential Training)**

Andrew joined the Florida Tech staff as the Director of Experiential Training in May 2019 after more than seventeen years as a behavior analyst with Brevard Public Schools. A co-instructor with FIT/ABA Technologies online ABA program since 2007, he spends time between the Melbourne campus, the Orlando Graduate Center and the many sites where students complete their fieldwork. Sometimes called "the school guy" after his many years providing behavior analysis services in schools, his areas of interest include ABA in schools and natural environments, autism, supervision, the assessment and treatment of severe challenging behaviors, applications of ABA to sports and behavioral skills training. Andrew was the 2018-2019 President of the Florida Association for Behavior Analysis and interviews distinguished luminaries in the field at the annual FABA Conference in a forum called Inside Behavior Analysis that he developed.

Katie Nicholson, Ph.D., BCBA-D, Florida Institute of Technology

Katie Nicholson earned her Ph.D. in Behavior Analysis at Florida Institute of Technology in 2013 and completed a postdoctoral research fellowship in the Center for Autism Spectrum Disorders at the Munroe-Meyer Institute, University of Nebraska Medical Center. She has worked in the field since 2001, primarily in the assessment and treatment of children with autism and related developmental disabilities. She has worked with individuals, age 18 months through 25 years old, in a variety of settings, including center-based programs, university and hospital-based clinics, public schools, community settings and home programs. Katie's research interests include improving learning efficiency, trouble-shooting ineffective procedures, verbal behavior and staff training.

Andressa Sleiman, Ph.D., BCBA-D, University of Florida

Dr. Sleiman earned her Ph.D. from the University of Florida. She was then a faculty member at the Florida State University. Her specialization is in organizational behavior management (OBM). Specifically, she is interested in feedback, behavior systems analysis, and behavioral safety. Dr. Sleiman has consulted with a variety of organizations on performance and safety, and has published more than 20 manuscripts in a variety of behavior analytic journals.

Kimberly N. Sloman, Ph.D., BCBA-D, University of Florida

Dr. Sloman joined the faculty at the Florida Institute of Technology's Scott Center for Autism Treatment in 2018 and serves as Director of Autism Services. She previously served as a Clinical Associate Professor at Rutgers, The State University of New Jersey and Associate Director of Behavioral and Research Services at the Douglass Developmental Disabilities Center. She has worked with individuals with developmental disabilities and autism spectrum disorder (ASD) since 2000. She earned a Ph.D. in psychology from the University of Florida in 2008. She has authored several research articles, presented at state and national conferences, and co-authored several chapters on best practices for individuals with ASD. Dr. Sloman's research interests include assessment and treatment of core symptoms of ASD and generalization of treatment effects.

David A. Wilder, Ph.D. BCBA-D, University of Nevada, Reno (Head of School and On-Campus Program Chair)

David Wilder earned a Ph.D. in Psychology (Behavior Analysis) from the University of Nevada and completed a postdoctoral fellowship at the Johns Hopkins University School of Medicine. Dr. Wilder has consulted at the individual and organizational level to businesses, schools, private homes, hospitals, group homes, and day treatment centers and is a Board Certified Behavior Analyst-Doctoral (BCBA-D). Dr. Wilder has published over 100 peer-reviewed journal articles and has served as an Associate Editor for the *Journal of Applied Behavior Analysis (JABA)* and is the current editor of the *Journal of Organizational Behavior Management (JOBM)*. He is also on the editorial boards of *Behavioral Interventions*, *Education and Treatment of Children*, and *Behavior Modification*. He has served as President of the Florida Association for Behavior Analysis (FABA) and the Organizational Behavior Management Network and is a recipient of the outstanding scientific contributions to behavior analysis award from FABA.

His research and applied interests focus on two areas:

i. Assessment and Treatment of Behavior Problems.

Dr. Wilder is interested in the assessment and treatment of behavior problems such as aggression, property destruction, and self-injury exhibited by both typically developing children as well as individuals with developmental disabilities. Most recently, he has been focusing on the assessment and treatment of compliance problems among young children. His research has involved conducting experimental analyses of the variables contributing to noncompliance and the evaluation of function-based interventions to treat noncompliance.

ii. Assessment and Improvement of Employee Performance Problems.

Dr. Wilder is interested in assessing the variables which contribute to poor performance among employees in human service as well as for-profit settings. Most recently, he has been evaluating various methods to assess the environmental events (e.g., insufficient prompts, lack of appropriate consequences) which may be responsible for employee performance problems. He has also been examining assessment-based interventions designed to improve employee performance.

Florida Tech Concentrated Supervised Fieldwork Approved Sites

The following is an inclusive list of pre-approved CSF experience sites. Students registering for CSF are required to work or volunteer for 14 to 17 hours per week at an approved site for fall and spring terms and 30 hours per week during the summer term. Students may work at multiple sites if their cumulative hours total the minimal requirements of the Behavior Analysis Certification Board and the ABA program at Florida Tech.

In addition to the sites listed below, some faculty may supervise students doing fieldwork work on Florida Tech's campus. Contact the Director of Experiential Training or the Program Chair for more details. *Please note that the name of each site includes the link to their website.*

[ABA Technologies, Inc. \(Melbourne\)](#)

ABA Technologies was founded by Jose Martinez-Diaz, Ph.D. and provides continuing education services to behavior analysts throughout the world. Certificate programs at the BCaBA and BCBA level are taught by masters and doctoral-level staff. In addition, ABA Technologies uses the top experts in various areas of behavior analysis to teach specialty topics. ABA Technologies serves thousands of up-and-coming behavior analysts each year. Many Florida Tech students interested in educational applications and OBM get fieldwork experience at this site.

Contact: Shauna Costello
shauna@abatechnologies.com
616-403-7876
930 S Harbor City Boulevard, Melbourne, FL 32901

[Able Academics \(Cocoa – Titusville\)](#)

Able Academics is a school which provides educational and clinical behavioral health services programs on behalf of Parrish Healthcare for children on the autism spectrum, or related conditions.

Contact: Julianna Knittel, Principal
juliek@ableacademics.com
321-888-3020
7075 US Highway 1, Cocoa, FL 32927

[Acorn Health \(Altamonte Springs\)](#)

Acorn Health is a standard-setting family of ABA treatment providers. Our behavior analytic professionals develop, apply, and share the latest advances in the science of ABA, always focused on data and outcomes. At our Central Florida location, we currently provide 1 to 1 services in-home (Seminole and Orange Counties) and at our center location in Altamonte Springs, FL. Clients include individuals ages 18 months and up,

with most clients being part of our EI or school age programs. We serve clients with Autism Spectrum Disorder, Down Syndrome, ADHD, ODD, and other diagnoses. Florida Tech students will have exposure and practice in parent training, programming, interdisciplinary collaboration, plan writing for medical necessity, use of assessment tools, and industry basics for ABA billing codes. We also seek to place students in at least 2 clinically different experiences while in CSF (i.e., home/clinic, EI client/older client, ASD/non-ASD cases) to ensure a well-rounded exposure to the field.

Contact: Aileen Maderal
amaderal@acornhealth.com
786-291-0940
324 Newburyport Avenue, Altamonte Springs, FL 32701

[Acorn Health East Orlando](#)

Acorn provides behavioral services for children and young adults with intellectual disabilities and severe behavior.

Contact: Fernanda Nunez, M.S., BCBA, Clinic Director
fnunes@acornhealth.com
786-291-0940
1160 S Semoran Boulevard, Suite A, Orlando, FL 32807

[Acorn Health Winter Garden \(provisional approval through Sept 2024: maximum of 3 students\)](#)

Acorn provides behavioral services for children and young adults with intellectual disabilities and severe behavior.

Contact:
13650 W Colonial Drive
Suite 150
Winter Garden, Florida 34787
844-854-1116

[Applied Behavior Center for Autism \(Orlando\)](#)

At Applied Behavior Center for Autism, we understand not every child learns in the same way. Through careful observation and interaction with each child, we can determine the best way to teach them, based on their individual learning styles. Our teaching methods are based on the science of Applied Behavior Analysis with an emphasis on Verbal Behavior. All our services are provided by trained behavior analysts and supervised behavioral instructors and are provided in both 1 to 1 and small group formats. Programmatic decisions and teaching strategies are constantly reevaluated to make sure that students are learning at their maximum potential. Although expressive language acquisition is our primary treatment focus, we also work on a variety of other skills as well.

Contact: Hyndi Khomutetsky, M.S., BCBA, Owner & CFO
Abc4autism@gmail.com
407-324-7772
3550 N Goldenrod Road, Winter Park, FL 32792

[Attain \(Orlando\)](#)

Attain, Inc. is an Orlando, Florida based agency serving the needs of individuals with developmental disabilities. Started in 1988, Attain, Inc. currently provides a vast array of community-based programs such as group homes, integrated adult day training services, specialized education, and behavior analysis services with a mission to build relationships and enhance the lives of individuals with developmental disabilities. Our goals are to support people with autism and other developmental disabilities ensuring they are safe, healthy and free of harm; enjoy their lives; become as independent as possible; live the normal routines of life; and overcome problem behavior.

Attain, Inc.'s fieldwork will provide relevant and beneficial experience to students seeking to become behavior analysts. Fieldwork experience is under the supervision and direction of a BCBA in applied, community-based settings. Participants of Attain, Inc.'s fieldwork can expect to gain both theoretical and practical application of behavior analysis concepts and principles. We hold firm to the tenants of applied behavior analysis and its application towards socially valuable outcomes.

Contact: Craig A. Cook, PhD, BCBA-D
ccook@myattain.org
407-965-3055
2710 Staten Avenue, Orlando, FL 32804

[Behavior Basics, Inc. \(Melbourne location only\) \(NO MORE THAN 6 FL TECH STUDENTS MAY DO CSF HERE AT ANY ONE TIME\)](#)

BBI provides applied behavior analysis and parent education services to children and families. Since its inception in 2004, BBI has evolved from a small office with a limited scope to a multi-faceted agency that proffers a myriad of care programs and services within the community.

Over the years, our behavioral analysis and education programs have helped countless victims of abuse and neglect connect with those who love them. These methods have been perfected by our team of expert clinicians and their unceasing dedication to advancing the field of child welfare and trauma-informed care. Additionally, we offer three parent education programs, funded by Communities Connected for Kids and Hibiscus Children's Center and South East Florida Behavioral Health Network. These parent education programs employ intense clinical approaches to improve child protection techniques and hone proactive behavior management strategies.

Contact: Paula Antonelli, M.S., BCBA, Vice President
pantonelli@behaviorbasicsinc.com
321-917-8248

2401 W. Eau Gallie Boulevard, Suite 5, Melbourne, FL 32935

[Behavior Change & Associates \(Longwood\)](#)

Behavior Change & Associates has a mission to teach skills that are essential for the learner. For our clients, this means teaching skills in context. Therefore, we teach in circumstances similar to those which occur in those settings, and we have created a clinic that holds the materials and layout that makes teaching in context possible. Our concurrent mission is to create a culture of learning and support for our team. Clinic settings offer the in house support from the team of our experienced BCBA's and Ph.D. level Analysts. We want to help train behavior analysts, not technicians, which involves supporting and participating in scientist-practitioner projects. Moreover, we also provide opportunities to participate and lead cases and OBM projects under supervision so we are preparing our practicum students for the field of Behavior Analysis.

Contact: Hunter Williams
hunter@behaviorchange.com
321-972-6720
160 East Lake Brantley Drive, Longwood, FL 32779

[Behavior Education Center \(Rockledge\)](#)

Behavior Education Center provides a variety of services to individuals in the Brevard County area. Our service provision includes behavioral/educational services at our school. Behavior Education Center provides intensive behavior analysis and Pre-K–12 instructional services to individuals with autism and/or related disabilities. The Behavior Education Center is open Monday- Friday, and staffing hours are typically from 8:30am to 3:30pm.

All services are provided via approved function-based behavior programs. The level of abilities of the individuals served varies widely. Additionally, students will be afforded opportunities to work with graphic analysis, documentation, preference assessments, and development and/or revisions of behavior programs.

Contact: Stacey Jacquot, HR/Payroll Specialist
sjacquot@BsobBEC.org
321-639-9800
550 Solutions Way, Rockledge, FL 32955

[Breakthrough Behavior \(all Orlando area sites approved\)](#)

Breakthrough Behavior is an Applied Behavior Analysis organization that services Central Florida, Central California and Northern Virginia. Our mission is to provide a high-level of comprehensive and effective intervention services to children and families affected with Autism. We focus on research-based interventions and family involvement to produce best possible treatment outcomes. Our clinic is located at the RDV Sportsplex in northern Orlando. The clinic space offers a multi-service approach and can accommodate several therapy groups including an adaptive and life skills room, an individualized assessment

room, social skills groups and speech and circle time areas. Our clinic offers full-time, on-site Behavior Analyst support to all staff pursuing certification. (continue for Contact Info)

Contact: Nicole McMillan, Ph.D.
nmcmillan@breakthroughbehavior.com
2301 Maitland Center Parkway, Unit 240, Maitland, FL 32751

[Brevard County School District](#)

The Brevard County School District provides public education services for K-12 students in Brevard. The county employs several Board-Certified Behavior Analysts (BCBAs) who provide services in classrooms. The district can accommodate graduate students interested in obtaining practical experience under BCBAs working in classrooms. However, no compensation is available. *This is strictly volunteer.*

Contact: Jayson Loble, Ed.S, BCBA, LMHC
lobley.jayson@brevardschools.org
321-633-1000 ext. 11456
2700 Judge Fran Jamieson Way, Melbourne, FL 32940

[Camen Behavioral Services \(Orlando\)](#)

Camen Behavioral Services, LLC provides personalized, high-quality Applied Behavior Analysis in the clinic, in-home, and community settings. We are a full-service Applied Behavior Analysis practice of dedicated, experienced professionals who believe in working with our clients and their families to maintain and improve their behavior and quality of life. Our team-based approach incorporates family and parent training, social skills programs for Winter and Summer breaks to increase community involvement and peer relationships.

Camen Behavioral Services, LLC offers a secure foundation for graduate students to get a hands-on experience with children and adults with varying disabilities. Our BCBA's provide in depth training and supervision to all graduate students and will be training each student from the ground up. Each graduate student will have the opportunity to work 1 to 1 with clients, conduct the VB-MAPP, Essential for Living, conduct a functional analysis, collect data, research journal articles, develop task analysis for data collection, graph and analyze data, and develop a behavior improvement plan.

Camen Behavioral Services, LLC provides services for clients throughout Orange, Osceola and Seminole counties. Our clinics are located in Orlando and Kissimmee. Individual and group supervisions will be provided by a BCBA in compliance with CSF requirements. We are committed to creating a culture in which its employees are truly valued, and their growth and potential are fostered through training, great communication and continuous support.

Contact: Claire Rich Lottman, MS, BCBA
clottman@camenbehavioral.com
407-687-4439

148 Wilshire Boulevard, Casselberry, FL 32707

Creative Learning, Inc. (Cocoa)

Creative Learning employs the targeted use of specific behavior principles as hallmarks of our ABA therapy program. Depending on the client's individual needs, we utilize a myriad of evidence based direct and indirect evaluation tools. We have an extensive verbal behavior analysis program that is used with clients who have deficits in communication or are nonverbal. Individual behavior plans include antecedent manipulations, extinction procedures, acquisition/replacement skills for dangerous or challenging behaviors (employing the fair pair rule), VB, ABLLS-R, parent training, and pre-vocational training as appropriate. Behavior analysts are available onsite during all hours of operation to provide ongoing training to staff, supervise and work directly with clients, and continually update plans. At least one certified behavior analyst is regularly on the floor working directly with technicians as they implement individual behavior plans. All staff is trained and certified in crisis de-escalation, personal protective procedures, and the use of physical management focusing on a 'least to most' restrictive approach where the safety, well-being, and dignity of each client is paramount. As a part of ongoing development, staff is required to begin the process of certification as a Registered Behavior Technician through the BACB within 90 days of hire.

Contact: Kathryn Mendoza, Ph.D., Director
director@CLI-Therapy.com
321-633-5511
453 King Street, Cocoa FL, 32922

Devereux of Florida (Viera / North Melbourne) (Approval on hold as of 10-23)

Devereux employs behavior analysts for their children's treatment teams in their residential treatment center and on-site school. Devereux serves children and adolescents with intellectual impairments, developmental disabilities, and mental health concerns.

Contact: Deborah Stafford, Clinical Manager
321-242-9100
8000 Devereux Drive, Viera FL 32940

Devereux Goldenrod Road (Orlando) and Group Homes (Palm Bay) (Approval on hold as of 10-23)

This Devereux campus serves school-aged children to adults, with three community homes and two on-campus homes. These individuals vary in their intellectual and adaptive abilities with most displaying severe problem behaviors requiring intensive services. This campus also provides day programming for our residents along with others from other provider agencies in the area. There are numerous opportunities for CSF experience.

Contact: Deborah L. Stafford | Clinical Manager

dstaffor@devereux.org

(w) 321-242-9100 ext. 174943 | (c) 321-243-3618
8000 Devereux Drive, Viera, FL 32940

[Direct Behavioral Strategies \(Winter Park site only – provisional approval through Sept 2024- maximum of 3 students\)](#)

Direct Behavioral Strategies provides individualized ABA therapy for children ages 2-20 in a structured center, the home, school or community to teach the skills they need to be happy and productive. We will provide extensive parent training to ensure everyone understands the treatment in place and how to be most effective. We provide the most up-to-date ABA techniques and strategies that have been scientifically validated and proven to be effective for teaching new skills and decreasing problem behaviors.

Contacts: Robin Quinn, M.S., BCBA
EMAIL: ROBIN@DIRECTABA.COM
PHONE: (407) 543-8356
6953 University Blvd
Winter Park, Florida 32792

[Florida Autism Center \(the Apopka, Lake Mary & Viera sites are approved\)](#)

Florida Autism Center has numerous locations in Florida, providing early intervention services to children with Autism Spectrum Disorders for children six and younger to allow toddlers and preschoolers to achieve the skills they would need to go into traditional schooling.

The Florida Autism Center provides treatment based on the basic principles of Applied Behavior Analysis. A great, collaborative and fun attitude are necessary for our active clinics. Within our center-based program we provide one-on-one therapy, part and full-day school, summer therapy, social skills groups and parent training. Each center offers access to multiple BCBA's with experience in assessment and treatment of problem behavior, direct instruction, parent training, social skills training, feeding disorders, speech and language development, curriculum development and many more facets of ABA. Students joining FAC's team will work directly with clients from early intervention up through school age. They will gain experience in assessment, program creation, data collection, and aspects of skill generalization such as parent training and community integration. Our agency provides behavior analysis of the highest quality and is eager to partner with growing talent! If interested, apply for an RBT position through the site first!

Contacts: Apopka: Paula Rocha
apopka@flautism.com
407-613-2335
514 S Hunt Club, Apopka, FL 32703

**As of May 2021, currently not accepting new fieldwork applicants.*

Lake Mary: Margaret Rudd, M.A., BCBA, Center Director
mrudd@flautism.com

407-413-9550 (option 1)
791 Rinehart Road, Lake Mary, FL 32746

**Please apply for an RBT position through the website.*

Viera: Katelyn Webster
kwebster@flautism.com
321-426-7759
5500 Murrell Road, Suite 100, Viera, FL 32940

[Florida Tech ESports \(Melbourne\)](#)

Florida Tech hosts a dedicated esports facility and knowledgeable esports staff and coaches that help our esports athletes develop and perform to the best of their abilities. Throughout the year, our teams will compete in collegiate and open leagues, seasons, and tournaments, as well as travel to live events. Florida Tech behavior analysis students will have exposure to Organizational Behavior Management and sports ABA practice through data collection and analysis on e-athlete and staff performance, systems analysis, task clarification, material development, goal setting, and feedback.

Contact: Kaitlynn Gokey, Ph.D., BCBA-D, Supervising SoBA Faculty
kgokey2010@my.fit.edu
Ruth Funk Center
Florida Tech, 150 W. University Blvd, Melbourne, FL 32901

[Interventions Unlimited \(Oviedo / Orlando\)](#)

Interventions Unlimited is dedicated to providing applied behavior analysis services of the highest quality. We have a team of highly skilled behavior analysts and educators. Individuals we serve include children with autism, developmental delays, Down Syndrome, Cerebral Palsy, other developmental disabilities, ADHD, learning or behavioral difficulties, as well as children with no specific diagnosis.

We work with children with a wide range of behavioral difficulties such as not following directions, tantrums, aggression, property destruction, eating issues, sleeping problems, and self-injurious behaviors. Our services include home-based and clinic-based 1:1 behavior therapy, social and play skills training, language training, toilet training, school readiness training, parent consultation and training, school observation, consultation and shadowing, and academic tutoring for special needs children.

Contact: Julio Vanattia, Client Care and Center Manager
Julio.Vanattia@abaecare.com
407-953-9891
856 Executive Drive, Oviedo, FL 32765

[Magnolia School \(Orange County Public School in Orlando\)](#)

Magnolia School is an ESE school in Orange County that serves individuals with disabilities and severe problem behaviors. Magnolia has an intensive behavior program

that includes 2 behavior analysts, 3 behavior specialists, and 11 behavior techs. The behavior team trains and supports the staff with implementing behavior improvement plans and teaching replacement skills. Florida Tech students must be employees of Orange County Public Schools to do CSF at Magnolia.

Contacts: Jessica N. Dunn
jessica.dunn@ocps.net

Candace Y. Gomez
candace.gomez@ocps.net

1900 Matterhorn Drive, Orlando, FL 32818

[Nemours Children's Hospital Specialty Care \(Orlando\)](#)

Nemours provides early intervention to children with developmental disabilities and complex medical disorders using Applied Behavior Analysis (ABA). In addition, we provide intensive instruction in verbal behavior, feeding, toilet training, social and academic skills, problem behavior reduction, and parent training. Students who work at our site will have access to a BCBA for a minimum of 2 hours per week and a 40-hour online training program. These students will be trained and assessed according to the BACB Task List. All students are expected to participate in current research studies.

Contact: Ansley Hodges, Ph.D., BCBA
Ansley.Hodges@Nemours.org
321-443-6068
1717 S. Orange Avenue, Orlando, FL 32806

[New Way Day Services \(Telehealth Services\)](#)

New Way Day Services provides ABA therapy in Miami and dedicates our ABA work to enriching the lives of our patients and their families with Autism Spectrum Disorder (ASD), ADHD, and other neuropsychological and pathological difficulties. Our staff are equipped with board certification behavior analyst (BCBA) expertise and ready on-hand. Our ABA style has been successful in improving the quality of life of our patients by utilizing the many facets of behavior analysis such as decelerative procedures, verbal behavior therapy, natural environment teaching, discrete trial training, social skills training, and parent training.

Contacts: Caridad Merida
cary@nwds-staff.com
786-646-9250

Jennifer Rey
jrey@nwds-staff.com
305-428-3989

Leatha Price
lprice@nwds-staff.com
786-646-9248

9600 NW 25th Street, Penthouse Suite, Doral, FL 33172

With an emphasis in telehealth, any student interested in New Way Day must gain approval from the SoBA faculty.

[Quest Kids \(Orlando\)](#)

Quest Kids specializes in helping children (infants-18) with autism, pervasive developmental disorder and other learning and behavior concerns with individualized 1 to 1 programs using Applied Behavior Analysis (ABA). Our programs and procedures are derived from effective ABA literature and are based on B.F. Skinner's analysis of verbal behavior. We design individualized programs based upon the ABLLS and in accordance with developmentally typical peers. We pride ourselves in integrating and maintaining educational placement in mainstreamed classrooms. Quest Kids works hand-in-hand with speech pathologists, occupational therapists and educational professionals to develop and implement an appropriate path of learning that meets each child's specific needs. We conduct intensive teaching coupled with natural environment training, so that our children make significant language and behavioral gains.

Contact: Sheldon Ebbeler, M.A., BCBA
sebbeler@questinc.org
407-218-4340
500 E Colonial Drive, Orlando, FL 32803

[The Scott Center for Autism Treatment \(Florida Tech – Melbourne\)](#)

The Scott Center for Autism Treatment at Florida Institute of Technology is dedicated to providing the highest quality treatment, education, training, and therapy for persons with autism in 7 central Florida counties. Currently, The Scott Center is serving clients with autism in an on-campus clinic and other clients in a social skills program. Florida Tech Applied Behavior Analysis Program graduate students provide direct clinical services in problem behavior reduction, skill acquisition, and social skills development. The Scott Center is also focused on conducting research in the area of autism interventions to assist in the identification of strategies that constitute "best practices" for those with this disorder.

Contact: Kimberly N. Sloman, Ph.D., BCBA-D
ksloman@fit.edu
321-674-8106
3251 Engineering Street, Melbourne, FL 32901

[Sonder Autism Center \(Melbourne\)](#)

Sonder Autism Center uses an innovative approach of immersing ABA into an educational environment. BCBAS oversee a clinical team that encompasses registered behavior technicians, behavioral paraprofessionals, and BCaBAs. We use the principles of ABA to ensure our clients receive an optimal educational experience. Our approach allows for our clients to receive the highest quality services in the most natural environment. Our BCBAs/BCaBAs are all located within the facility, allowing for consistent and frequent training and oversight of treatment fidelity and integrity for each client's programs. We also integrate technology into our program by using online graphing systems and web-based session notes systems. This allows us to have real time updates on behavior and

efficient systems to review data and session progress. Our facility services clients and families from ages 2-22 and most disabilities.

Contact: Amber Carty, Site Director
acarty@sonderautism.com
321-241-1170
475 S. John Rodes Boulevard, Melbourne, FL 32904

TACT ABA - Sanford <https://tact-aba.com/> (provisional approval – no more than 3 students)

We are a BCBA owned and operated, small sized company founded in 2022 that serves clients in the home and school setting. We strive to work with our clients in their natural environments so we can better shape behavior where it occurs and to have caregivers be an integral part of our treatment process. Our main goal is to provide quality ABA services that are accessible to everyone and individualized to meet each family's unique needs. We value our staff and want them to feel supported in all aspects of their career whether that means receiving more supervision or having opportunities for growth within the company.

Contact: Anabel Fernandez, MA, BCBA
407-205-9591
Anabel@tact-aba.com
1181 west airport Blvd Sanford, FL

[Teaching Interventions Keeping Individuality, Inc. \(T.I.K.I. Inc. – Brevard County\)](#)

Teaching Interventions Keeping Individuality, T.I.K.I., Inc. (TI) is a company providing applied behavior analysis (ABA) services in homes, the community and schools, both public and private. TI serves individuals mostly diagnosed with autism and developmental disabilities. Clients range in age from 2-50 years old, although we serve more children than adults with documented learning deficits and/or problem behavior(s). Students interested in working for TI must have at least 1 year of prior experience working in a behavior analysis position as a registered behavior technician.

Contact: Tiki Fiol, M.S., BCBA
assistant.tiki@outlook.com
321-917-7740
1650 David Drive, Merritt Island, FL 32952

****Being an in-home provider, any student interested in working for T.I.K.I., Inc. must have at least 1 year of experience working in home and must also obtain permission from SoBA faculty.***

SAMPLE SYLLABUS
BEH 5263: CONCENTRATED SUPERVISED FIELDWORK

Florida Institute of Technology

School of Behavior Analysis

Instructor:

Email:

Summer 2023

Course Meeting Times

Group Supervision: TBA

Individual Supervision: By appointment with instructor

Note: Concentrated Supervised Fieldwork is a class. As with any other class, you must schedule your other responsibilities around your group and individual meeting times.

Course Prerequisites

Admission to the M.S. program in Behavior Analysis at Florida Tech or by permission of the course instructor or program chair.

Course Description and Purpose

In this 3-credit course, students will gain 300 hours of experience (about 30 hours/week, but you can do more (up to 130 per month) if you are able to do so) implementing behavior analytic intervention strategies. Supervision of clinical or OBM work will be provided by Florida Tech-designated instructors (“Fieldwork Supervisors”) and BCBAs at approved sites (“Site Supervisors”), in both group and individual formats. During the summer term, Florida Tech faculty will provide most of the supervision. Students will primarily work on *restricted* and *unrestricted* activities as defined by the Behavior Analysis Certification Board (BACB) and competencies. The summer term runs from 5/17/21 through 7/30/21. There are 11 weeks in the summer semester, but students are permitted one “bye week”, so students are required to accrue hours for 10 weeks during the semester. Students should negotiate the dates of the bye week with their faculty Fieldwork Supervisor.

Course Objectives

- Acquire necessary experience and supervision in partial fulfillment of BACB requirements.
- Apply techniques learned in educational coursework in an applied setting.
- Cultivate communication skills (speaking and writing) using professional, behavior analytic terminology.
- Exhibit professionalism with colleagues, supervisors, clients and other relevant stakeholders.
- Develop the technical skills required to be a behavior analyst, and demonstrate competency executing specific skills, such as:
 - ✓ implementing a variety of skill acquisition procedures
 - ✓ implementing a variety of behavior reduction programs
 - ✓ collecting data using a variety of different measurement procedures
 - ✓ graphing data
 - ✓ conducting preference assessments

Required Readings

- BACB 5th Edition Task List: <https://www.bacb.com/wp-content/uploads/2020/08/BCBA-task-list-5th-ed-210202.pdf>
- SOBA Fieldwork handbook
- The Ethics Code for Behavior Analysts: <https://www.bacb.com/ethics-information/ethics-codes/>
- Various articles and chapters, as assigned by your Fieldwork Supervisor

Required Documents

- Experience Tracker (completed each day you work and/or receive supervision)
- SECOND “unique” form of documentation (back up documentation for fieldwork experience)
- Monthly Verification Forms (completed each month) and Final Experience Verification Form (completed when all fieldwork hours are completed; select the Multiple Supervisors at One Organization form): <https://www.bacb.com/bcba/#BCBADocuments> (forms under BCBA Documents and Resources)

Recommended Readings

- 25 Essentials Skills and Strategies for the Professional Behavior Analyst (Bailey & Burch, 2010)
- I’ll Stop Procrastinating When I Get Around To It (Malott, 2012)

Course Grading

You will be assigned a letter grade according to the total number of points earned across all areas described below AND the number of competencies passed. In addition, if you do not successfully complete all required fieldwork hours, you may fail the course for the semester. Students must receive a grade of a **B** or better to successfully pass fieldwork, regardless of number of hours completed or competencies passed.

Total Points Accumulated	Competencies Passed	Grade
468 - 520 (> 90%)	3	A
416 - 467 (80-89%)	2	B
364 - 415 (70-79%)	1	C
312 - 363 (60-69%)	1	D
0 - 311 (< 59%)	1	F

Summary of Course Requirements

1. Supervision contract (10 points)
2. Syllabus quiz (10 points)
3. Monthly documentation (40 points)
4. Experience (300 points)
5. Competencies (150 points)
6. Final Verification Form (10 points)
7. Timely Bonus (10 points)

Description of Course Requirements

1. **Sign and submit supervision contract (10 points).** You will be required to sign a standard supervision contract within the first week of the semester. This contract will be provided to you by the department and/or your Fieldwork Supervisor. After you review it with your Fieldwork Supervisor, you will both sign it. Then, you must scan it and submit a copy to your Fieldwork Supervisor and the Administrative Assistant for the School of Behavior Analysis. You must have a contract for each person who provides supervision to you.
2. **Complete syllabus quiz (10 points).** You must take a quiz on the expectations for this course, available on Canvas. This is an open-book, open-notes quiz. In other words, you may use any written materials you have at your disposal to help you answer the questions. You may NOT get help from another person to take the quiz. You must receive 100% accuracy on this quiz in order to receive credit for it. You will have up to 100 attempts to take the quiz.
3. **Submit documentation of fieldwork hours and supervision (40 points; 3X Monthly Experience Verification Form 10 pts. each; 1X Final Experience Verification Form 10 pts).** You must submit your Experience Tracker, backup documentation, and Monthly Experience Verification Form to your Fieldwork Supervisor within one week following the completion of each month of supervision. (For example, for May experience hours, you must obtain your Fieldwork Supervisor's signature and upload by the end of the first week of June). Upon examining the tracker and backup documentation, your Supervisor will sign your Monthly Experience Verification Form. Ten points will be awarded for each submission. Please note that it is YOUR responsibility to track your supervision and experience hours. If you need supervision, you must schedule a time with your Fieldwork Supervisor. All students who submit their monthly documentation on time will receive 10 bonus points. *Late submission of monthly documentation will result in the experience hours for that month not counting toward required Concentrated Supervised Fieldwork hours.*
4. **Experience (1 point per hour of fieldwork; total 300 points).** You are required to complete 300 fieldwork hours, which includes 30 supervision hours (10%) this semester. You will receive 1 point for each hour conducted in a professional and ethical manner, up to 30 points each week.
 - Points will be *deducted* for unprofessional or unethical behavior including (but not limited to):
 - ✓ Tardiness for supervision, other meetings or assigned sessions (-5 points)
 - ✓ Unexcused absences for meetings or sessions (-10 points)
 - ✓ Breaking site policy or not meeting job responsibilities (-5 points).
 - ✓ Receiving formal verbal or written feedback from Site Supervisor or administrative staff (-10 points)
 - ✓ Failure to complete assignments or inaccurately completing assignments given by Site Supervisor or Fieldwork Supervisor within 1 week (-5 points)

- You must be in compliance with all experience standards set forth by the BACB. The BACB occasionally updates their rules; it is your responsibility to read all information published by the BACB on the website and in monthly newsletters. This includes proper documentation of experience hours and supervision.
- If you reach 300 hours before the end of the semester, you can choose to obtain additional hours. However, you cannot receive more than 300 points for the Experience category in the gradebook if you choose to continue accumulating hours.
- You must obtain a minimum of 20 hours and a maximum of 130 hours in any given month. During the summer semester, you should accrue a minimum of 30 hours per week over 10 of the 11 weeks, including supervision time.
- At least 10% of all experience hours must consist of supervision time. For example, if you accrue 100 hours at the end of the month, at least 10 of those hours must have been supervised in order for the fieldwork hours to count toward your total. You should strive for 1.5 hours of individual supervision per week and 1.5 hours of small group supervision per week for 10 weeks during the summer semester. Your faculty advisor will make individual and small group supervision appointments with you each week. A maximum of 50% of your supervised hours can be in group format. In the event that you miss supervision, you can replace group supervision hours with individual supervision, but you CANNOT replace individual supervision with group supervision.
- It is *your* responsibility to track your supervision and experience hours. If you need supervision, schedule a time with your Fieldwork Supervisor or Site Supervisor. Do not wait until the end of the month to schedule meetings, as supervisors may not be able to accommodate last minute requests. Make it a habit to bring your Experience Tracker and backup documentation to your supervision at the beginning of an individual or group supervision session to review.
- Group supervision will be conducted by the Fieldwork Supervisor assigned to you by Florida Tech. In addition, the Fieldwork Supervisor will provide supervision for most of your individual supervision requirements.
- Please note that not all activities required by your work site will qualify as fieldwork hours (e.g., time spent billing, training on site policy & procedures).
- You may be required to complete tasks for fieldwork that your site does not pay you for (e.g., completing modules related to competencies) or only partially pays you for (e.g., it may take you 8 hours to write your first behavior plan, but your site can only pay you for 1 hour of that time).
- It is not up to your site to provide you with all the experiences you will require for fieldwork. Remember that the fieldwork sites are businesses whose primary concern is to provide services to their clients, so much of the work done by fieldwork students falls under the restricted category. If your site does not offer a particular experience, restricted or unrestricted, you **may** have to volunteer time at another site.
- It is your responsibility to frequently check the BACB 5th Edition Task List to ensure you are getting experience in all the areas described. If you are not getting certain experiences, you must mand for them from your site, other sites, and your Fieldwork Supervisor. You are *strongly encouraged* to seek out *additional* training experiences, such as observing sessions with clients you don't usually work with. You will get out of Fieldwork what you put into it!

- If you do not meet all of the requirements detailed above, you will automatically receive a failing grade for the semester. If unusual circumstances arise, the Fieldwork Supervisor may assign a grade of “incomplete” until you complete the hour requirements. This, however, is at the discretion of the Fieldwork Supervisor and will only be done under extreme circumstances.
5. **Competencies (50 points each; total 150 points).** You are required to attempt at least 3 competencies each semester. You will have up to two opportunities to demonstrate each competency in any given semester. If you fail a competency more than two times, you will not be allowed to attempt that competency again until the following semester. Each competency has its own grading system. The scores are converted as follows:

Competency Rating	Points Earned Toward Course
EXCEEDS expectations	50 points
MEETS expectations	40 points
BELOW expectations	0 points

- You must attempt 3 competencies within the semester; fewer than 2 attempted competencies will not result in a passing grade. In unusual circumstances, an incomplete may be granted at the discretion of the supervisor.
- If you fail then retake a competency, you may replace the score from 1 competency per semester. You may not make more than 3 total attempts to replace a competency.
- Some competencies can be completed on Canvas, some in individual meetings with Fieldwork Supervisors, and some in group supervision meetings. Fieldwork Supervisors will not hold extra meetings over and above those required for fieldwork for you to demonstrate competencies. Be sure to plan your supervision time accordingly.
- While you may have the option to attempt competencies using role plays with your Fieldwork Supervisor, you are *strongly encouraged* to demonstrate competencies with real clients and/or their data.

ABA/OBM
Summer
Data-Based Decision Making Identify Research Related to Client Problem Lead Meeting Select Single-Subject Design Select Data Display*

Please note: some competencies may require you to record events with clients.
YOU MUST ENSURE THAT YOU HAVE WRITTEN CONSENT TO 1) RECORD AND 2) SHARE THE RECORDINGS WITH YOUR FIELDWORK SUPERVISOR

All assignments / exams can be submitted digitally.

6. Submit final experience verification and monthly verification forms (10 points).

The BACB does occasionally audit students, so SOBA must retain a copy of your paperwork. You are required to submit the following forms to the SOBA Director of Experiential Training at the end of the semester:

- Scanned copies of all signed Monthly Experience Verification Forms
- Scanned copy of the Final Experience Verification Form
- Scanned copies of a backup forms
- Scanned copies of the Compassionate Exception Attestation (if applicable)

Course Policies

Health and Safety Requirements. As per Florida Tech’s “Return to Learn Fall 2020” policy, “use of face coverings [is] mandatory for students” in all classrooms. By attending class/supervision in person, you agree to (a) monitor for the symptoms of COVID-19 and report to a medical professional if you experience fever of 100.4°F (38°C) or higher, dry cough, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat or loss of taste or smell, (b) wash your hands often with soap and water or use hand sanitizer, (c) practice social distancing (at least 6 feet apart from others), (d) stay home if you feel ill or after exposure to someone who is ill or has tested positive for COVID-19, and (e) wear an appropriate face mask. For more information, please visit Florida Tech’ Coronavirus Central: <https://www.fit.edu/coronavirus/>

Communicating Concerns. We also want to make sure that students feel they have an outlet to voice concerns related to virtual components of classes or to any classroom policies/procedures put in place for COVID-altered learning. Here are some useful contacts:

- Academic Support Services are offering tutoring and writing appointments online, via Microsoft Teams. Visit their website for more information: <https://fit.edu/academic-support-center/>
- For Tech Support, email: techsupport@fit.edu or phone: <tel:1-321-674-7284>.
- For Canvas questions, visit this page for help/video tutorials: <https://it.fit.edu/training/canvas/>
Extra help can be enlisted by contacting support@instructure.com, or click ‘Help’ inside Canvas.
- For training on Google Apps (Hangouts, Forms, Sites, Drive, Calendar), Zoom, Microsoft Teams, Panopto, and more, visit <https://it.fit.edu/training/>.

If you have any concerns about your class experience, in general, your first point of contact should always be your course instructor. You may also contact the Director of Experiential Training, Andrew Houvouras at ahouvouras@fit.edu or the Program Chair, Dr. David Wilder at dawilder@fit.edu or the Dean, Dr. Robert Taylor at rotaylor@fit.edu.

Ethical Misconduct. Ethical misconduct *of any kind* will not be tolerated and will result in automatic failure of the course. This includes but is not limited to abuse or neglect of clients, discrimination, harassment, altering client records, fabricating data, and

breaching confidentiality. This also includes any violation of university policy, fieldwork site policy, the APA Ethical Principles of Psychology and Code of Conduct, the BACB Professional and Ethical Compliance Code and local, state or federal laws.

Academic Misconduct. Academic misconduct includes cheating, plagiarism, misappropriation of ideas, and fabrication of information. Academic misconduct may result in a failure of a course assignment, failure of an entire course, or mandatory withdrawal from all classes. For the Florida Tech Definition of Academic Misconduct and formal Policies, see: From the Florida Tech Student Handbook.

Attendance. You are expected to attend ALL individual and group supervision meetings scheduled with the supervising BCBA. If you are online, you need to keep your camera on for the duration of the session. If you are going to miss a scheduled meeting (group or individual), you must contact the supervisor **at least 24 hours in advance**. If you are unable to provide advanced notice (e.g., emergency or illness), you must contact the supervisor as soon as you know you will miss a meeting. In all cases, it is YOUR responsibility to reschedule any missed meetings to make up for supervision hours.

Tardiness. You are expected to be on time for all meetings. Please contact the supervisor with whom you are scheduled to meet if you will be late. If you do not contact the supervisor ahead of time and are more than **5 minutes late**, the supervisor has the right to cancel the meeting. If this occurs, it is your responsibility to reschedule the supervision meeting.

On-Task Performance. You are expected to remain on-task during all meetings. That means that during all meetings, you should be only attending to a presenter, relevant materials on your computer, Fieldwork Supervisor, or other attendee that is talking. You should not be working on other tasks during group supervision. If you are observed engaging in off-task behavior on your phone or computer, you will be asked to leave devices outside of the meeting room for all future meetings.

Remote Supervision. Professional conduct is expected during all meetings with supervisors, whether held live or via remote supervision. For remote meetings (e.g., via Zoom, Adobe Connect, or VSee):

1. You should join meetings in a quiet, professional location that is relatively free from distractions (e.g., meetings should not be held in loud restaurants, coffee shops, or bars). Video meetings must not be held while you are in bed.
2. Appropriate attire during video meetings is required. You should be fully clothed and refrain from wearing pajamas or clothing with inappropriate language that may be deemed offensive.
3. You should refrain from texting, using cell phones, checking social media accounts, or checking other smart devices during meetings, unless necessary for emergencies.
4. You must not drink alcohol, smoke, or vape during supervision meetings.
5. You should not attend meetings while under the influence of alcohol or drugs that impedes your learning.

Lecture/Supervision Broadcasting/Recording. In order to accommodate any students who cannot attend in-person, all lectures will be recorded and uploaded to Canvas for later viewing. We will also be simultaneously broadcasting lectures via Zoom to allow for any students attending virtually to interact with the class and pose questions. Here is the university's official policy on these recordings:

This course may be recorded for use by students or faculty. Enrolled students are subject to having their images and voices recorded during the classroom presentations, remote access learning, and online course discussions. Course participants should have no expectation of privacy regarding their participation in the class. Recordings may not be reproduced, shared with those not registered in the course, or uploaded to other online environments. All recordings will be deleted at the conclusion of the academic term.

Student Safety. Your physical and emotional well-being is important to me. In the event you are at a site and need assistance due to an ethical dilemma, injury or uncomfortable situation, please contact me immediately.

Students with Disabilities. If you require course adaptations or accommodations because of a documented disability, please see me as soon as possible. If you have emergency medical information that I should be aware of, please see me during my office hours.

Academic Accommodations. Florida Tech is committed to equal opportunity for persons w/disabilities in the participation of activities operated/sponsored by the university. Therefore, students w/documented disabilities are entitled to reasonable educational accommodations. The Office of Disability Services (ODS) supports students by assisting w/accommodations, providing recommended interventions, and engaging in case management services. It is the student's responsibility to make a request to ODS before any accommodations can be approved/implemented. Also, students w/approved accommodations are encouraged to speak w/the course instructor to discuss any arrangements and/or concerns relating to their accommodations for the class.

Office of Disability Services (ODS)

Telephone: 321-674-8285 / Email: disabilityservices@fit.edu

Website: www.fit.edu/disability

TITLE IX. Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors.

Reporting: Florida Tech can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.

Florida Tech is committed to providing a safe and positive learning experience. To

2023-2024 Academic Year

report a violation of sexual misconduct or gender discrimination, please contact the Title IX Coordinator at 321-674-8885.

***Please note that as your instructor, I am required to report any incidents to the Title IX Coordinator.** *Confidential support for students is available by contacting the Employee Assistance Program at 1-877-398-5816.*

Psychological Services. GRADUATE SCHOOL IS TOUGH! If you need help, **please** reach out to someone. Due to issues of confidentiality, behavior analysis students should use the Employee Assistance Program (EAP) instead of CAPS.

Website: <https://www.fit.edu/hr/employee-benefits/>

Telephone: 1-877-398-5816 for more information.

Student's Name: _____

Florida Institute of Technology
Fieldwork Contract for ABA, ABA + OBM, and OBM M.S. Students
 (To be completed by the student for each fieldwork site,
 discussed with & signed by on- site BCBA and SOBA faculty supervisor)

Site: _____ Semester(s)/Year: _____

TERMS OF CONTRACT

This Fieldwork is intended to partially fulfill the Fieldwork requirement
 for the M.S. degree in ABA, OBM, or ABA + OBM.

Florida Institute of Technology and the Fieldwork Site agree to the following:

1. The suitability of the fieldwork site (i.e., behavior analytic techniques and procedures are used at the site);
2. Florida Institute of Technology (FIT or Florida Tech) or the Fieldwork Supervisor may request withdrawal of any student whose performance record, conduct, etc. does not justify continuance at the site. Prior to withdrawal of the student, university and Site Supervisor(s) will discuss the circumstances and possible courses of action to remedy the situation;
3. Florida Tech and the fieldwork site understand the student shall be under the instruction and supervision of the agency's Board Certified Behavior Analyst (BCBA).
4. Nothing in this agreement shall be construed to create the relationship of employer and employee between the fieldwork site and the fieldwork student. Florida Tech does not require that its students are employed at fieldwork sites. The decision as to whether to employ the fieldwork student is made entirely by the site.
5. The site will provide the student with the necessary training and tools to safely perform his or her fieldwork duties.
6. The fieldwork site agrees to abide by all FIT policies regarding students, including but not limited to the Florida Tech Title IX policy, in their interactions with and management of the fieldwork student.
7. The fieldwork site agrees NOT to require the student to sign an employment contract stipulating that the student must work at the site for a specific time period or stipulating a financial penalty the student will be responsible for if s/he fails to work for a given time period.

Responsibilities of the Fieldwork Student:

1. The fieldwork student has the necessary availability to meet the Fieldwork requirements for that semester (roughly 20 hours per week in fall and spring, 25 hours per week in summer).
2. Adhere to the BACB Eligibility Requirements:
https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210212-2.pdf
3. The fieldwork student will study, understand, and abide by the policies and procedures of the fieldwork site.
4. The fieldwork student will abide by the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts, available here
https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english_190318.pdf
5. The Fieldwork Supervisor is in charge of monitoring the students experience hours during the semester and is responsible for signing the Monthly Experience Verification Form(s) and Final Experience Verification Form(s). However, the student understands that if s/he does not complete the experience hours satisfactorily, the Fieldwork Supervisor will not sign the forms and the student may not pass the course.

6. The fieldwork student may need to obtain written permission from the agency or site supervisor to perform some tasks requested the by the Fieldwork Supervisor.

Responsibilities of SOBA Faculty Supervisor

The Fieldwork Supervisor will:

1. Complete the 8-hour supervision training required by the BACB.
2. Adhere to the BACB Eligibility Requirements. https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210212-2.pdf The Fieldwork Supervisor will serve as consultant and supervisor for the fieldwork student in all activities at the fieldwork site. However, the Fieldwork Supervisor will not have any role in providing, managing, or overseeing services for the clients at the fieldwork site. The Fieldwork Supervisor is there to provide feedback to the student on his or her performance, not to provide or assist with services for clients. The Fieldwork Supervisor will also work on the Vocal-Verbal Competency Checklist with the fieldwork student.
3. The Fieldwork Supervisor will schedule approximately 1.5 hours (fall, spring) or 3 hours (summer) of regular weekly face-to-face (including video and in- vivo) supervision meetings (this includes individual and group).
4. The Fieldwork Supervisor agrees the fieldwork site will be able to provide the fieldwork student with the required number of clinical service and supervision hours (approximately 50%) in the fall and spring terms.
5. The Fieldwork Supervisor is in charge of monitoring the students experience hours during the semester and is responsible for signing the Monthly Experience Verification Form(s) and Final Experience Verification Form(s). If the student does not complete the experience hours satisfactorily, the Fieldwork Supervisor will not sign the forms and the student may not pass the course.

The supervisee / student understands that if hours cannot be verified, the supervisor will not sign monthly and / or final verification forms.

In the unlikely event that a problematic situation occurs between the on-site supervisor and the fieldwork student that is difficult to resolve, either the on-site supervisor or the fieldwork student may contact the Director of Experiential Training at 321-674-7314 (A. Houvouras) or Program Chair at 321-674-7516 (D. Wilder).

On-Site BCBA Supervisor or Site Coordinator Signature

Date

This contract must be fully completed and signed by the student and Fieldwork Supervisor and sent to Andrew Houvouras, the Director of Experiential Training at ahouvouras@fit.edu.

Verification of Contract

By signing this form you confirm that you have discussed this contract in detail with your faculty supervisor.

Fieldwork Student Signature

SOBA Faculty Fieldwork Supervisor Signature

Print Name

Print Name

Date

MONTHLY | FIELDWORK VERIFICATION FORM

BACB®
BEHAVIOR ANALYSIS
CERTIFICATION BOARD

**MULTIPLE SUPERVISORS
AT ONE ORGANIZATION**
2022 Fieldwork Requirements

Warning: Forms with missing information will be denied.
You may complete this form in *Adobe Acrobat Reader* on your desktop, but **not in a web browser**. This form contains dropdown menus that only work in *Adobe Acrobat*. Alternatively, if you prefer to print and manually fill out the form, please write your answers over the dropdown options. **If you attempt to complete this form in a web browser, the dates will not save correctly.**

Instructions: Please complete one form per organization, per fieldwork type. Complete this form in its entirety for consideration. Incomplete documents will not be accepted.

Trainee Name: _____

BACB ID #: _____ **Month/Year:** _____

Fieldwork Type (Select One): Supervised Fieldwork Concentrated Supervised Fieldwork

State Where Fieldwork Occurred: _____ Country Where Fieldwork Occurred: _____

Responsible Supervisor Name: _____

Certification # or BACB ID #: _____ Qualification: Choose One

Fieldwork Hours (this month only)

A. Independent Hours (*supervisor not present*): _____

B. Supervised Hours (*supervisor present*): _____

This fieldwork included prorated hours for a partial month.

Total Fieldwork Hours _____ 0
(add A & B)

Percent of Hours Supervised _____ %
(supervised/total)

Responsible Supervisor and Trainee Attestation

By signing below, we hereby attest that:

- ▶ The information contained on this form is true and correct to the best of our knowledge;
- ▶ All supervisors, including the responsible supervisor, met BACB supervision requirements during this month;
- ▶ The required number of supervisory contacts occurred during this month;
- ▶ Observation of the trainee with a client occurred during this supervisory period with a frequency appropriate for this fieldwork type;
- ▶ The trainee was supervised for the required amount of time for this supervisory period;

https://www.bacb.com/wp-content/uploads/2022/01/BACB-Monthly-Fieldwork-Verification-Form-Organization_230310-a.pdf

FINAL | FIELDWORK VERIFICATION FORM

INDIVIDUAL SUPERVISOR
2022 Fieldwork Requirements

Warning: Forms with missing information will be denied.
You may complete this form in **Adobe Acrobat Reader** on your desktop, **but not in a web browser**. This form contains dropdown menus that only work in Adobe Acrobat. Alternatively, if you prefer to print and manually fill out the form, please write your answers over the dropdown options. **If you attempt to complete this form in a web browser, the dates will not save correctly.**

Instructions: Please complete one form per supervisor. Complete this form in its entirety for consideration. Incomplete documents will not be accepted.

Trainee Name: _____

BACB ID #: _____ **Start Date:** _____ **End Date:** _____

State Where Fieldwork Occurred: _____ **Country Where Fieldwork Occurred:** _____

Fieldwork Type (Select One): Supervised Fieldwork Concentrated Supervised Fieldwork Mixed

Only complete the fieldwork type below for the fieldwork type selection you have made. For example, if you only completed Concentrated Supervised Fieldwork, leave the Supervised Fieldwork Hours section blank.

Supervised Fieldwork Hours		Concentrated Supervised Fieldwork Hours	
A. Independent Hours (supervisor not present):	_____	A. Independent Hours (supervisor not present):	_____
B. Supervised Hours (supervisor present):	_____	B. Supervised Hours (supervisor present):	_____
Total Supervised Fieldwork Hours:	0 <small>(add A & B)</small>	Total Concentrated Supervised Fieldwork Hours:	0 <small>(add A & B)</small>
Percent of Hours Supervised:	% <small>(supervised/total)</small>	Percent of Hours Supervised:	% <small>(supervised/total)</small>
Total Months of Supervised Fieldwork Obtained:	_____	Total Months of Concentrated Supervised Fieldwork Obtained:	_____

This fieldwork included prorated hours for partial months.

Supervisor and Trainee Attestation

Supervisor Name: _____

Certification # or BACB ID #: _____ **Qualification:** Choose One

By signing below, we hereby attest that:
Information presented on this Final Fieldwork Verification Form and the corresponding Monthly Fieldwork Verification Forms is

https://www.bacb.com/wp-content/uploads/2022/01/BACB-Final-Fieldwork-Verification-Form-Individual_230310-a.pdf

Experience Backup Form

Ind = Individual Sup / Grp = Group Sup / Ob = Observed
INDEP = Independent / SUP = Supervised / R = Restricted / UR – Unrestricted

	Date	Ind	Grp	Obs		INDEP	SUP		R	UR	Activity	Task List	Sup Initials
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													

26													
27													
28													
29													
30													
31													
32													
33													
34													
35													
TOT		0.00	0.00	0.00		0.00	0.00		0.00	0.00			
ADJUSTED													
	Date	Ind	Grp	Obs		INDEP	SUP		R	UR	Activity	Task List	Sup Initials

Feedback/Notes/Comments:

$$\boxed{} \text{ Restricted} + \boxed{} \text{ Unrestricted} = \boxed{} \text{ Independent} + \boxed{} \text{ Supervised} = \boxed{} \text{ TOTAL EXP HOURS}$$

Trainee Signature _____ BACB Account ID _____ Date _____

Site Supervisor Signature _____ BACB Account ID _____ Date _____

Vocal-Verbal Competency Checklist

Week 1: Section A — Basic Behavior Analytic Skills

A-01. Frequency			A-02. Rate			A-03. Duration		
<i>Define</i>	+	-	<i>Define</i>	+	-	<i>Define</i>	+	-
<i>When to use (example scenario)</i>	+	-	<i>When to use (example scenario)</i>	+	-	<i>When to use (example scenario)</i>	+	-
<i>Advantage</i>	+	-	<i>Advantage</i>	+	-	<i>Advantage</i>	+	-
<i>Disadvantage</i>	+	-	<i>Disadvantage</i>	+	-	<i>Disadvantage</i>	+	-
<i>Demo</i>	+	-	<i>Demo</i>	+	-	<i>Demo</i>	+	-
PASS DATE:			PASS DATE:			PASS DATE:		

A-04. Latency			A-05. Interresponse Time			A-06. % of occurrence		
<i>Define</i>	+	-	<i>Define</i>	+	-	<i>Define</i>	+	-
<i>When to use (example scenario)</i>	+	-	<i>When to use (example scenario)</i>	+	-	<i>When to use (example scenario)</i>	+	-
<i>Advantage</i>	+	-	<i>Advantage</i>	+	-	<i>Advantage</i>	+	-
<i>Disadvantage</i>	+	-	<i>Disadvantage</i>	+	-	<i>Disadvantage</i>	+	-
<i>Demo</i>	+	-	<i>Demo</i>	+	-	<i>Demo</i>	+	-
PASS DATE:			PASS DATE:			PASS DATE:		

A-07. Trials to criterion			A-09. Eval accuracy and reli of measurement procedures		
<i>Define</i>	+	-	<i>Define accuracy</i>	+	-
<i>When to use (example scenario)</i>	+	-	<i>Define reliability</i>	+	-
<i>Advantage</i>	+	-	<i>Differences</i>	+	-
<i>Disadvantage</i>	+	-			
<i>Demo</i>	+	-	PASS DATE:		
PASS DATE:					

A-08. Assess & Interpret IOA						PASS DATE:		
Total Count	<i>When used</i>	+	Exact Count per interval	<i>When used</i>	+	Total duration	<i>When used</i>	+
	<i>Formula</i>	+		<i>Formula</i>	+		<i>Formula</i>	+
Mean count per interval	<i>When used</i>	+	Trial by trial	<i>When used</i>	+	Mean duration per occurrence	<i>When used</i>	+
	<i>Formula</i>	+		<i>Formula</i>	+		<i>Formula</i>	+
Interval by interval	<i>When used</i>	+	Scored / Unscored Interval Agreement	<i>When used</i>	+	Occurrence / nonoccurrence agreement	<i>When used</i>	+
	<i>Formula</i>	+		<i>Formula</i>	+		<i>Formula</i>	+

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 2: Section A — Basic Behavior Analytic Skills (continued)

A-10. Design, plot, and interpret equal-interval graphs		A-11. Design, plot, and interpret cumulative record	
<i>Graph number of competency questions answered correctly each week. In assessment student 1 answered 0, 1, 3, 0 correctly. After SAFMED, student 1 answered 8, 10, 9 correctly.</i>	+	-	<i>Graph number of competency questions answered correctly each week. In assessment student 1 answered 0, 1, 3, 0 correctly. After SAFMED, student 1 answered 8, 10, 9 correctly.</i>
<i>Axis labels, condition labels, legend</i>	+	-	<i>Axis labels, condition labels, legend</i>
<i>IV</i>	+	-	<i>Analyze trend, level, variability</i>
<i>DV</i>	+	-	<i>How different from equal-interval graph?</i>
<i>Analyze trend, level, variability</i>	+	-	
PASS DATE:		PASS DATE:	

A-12. Design and implement continuous measurement procedures		A-13. Design and implement dis-continuous measurement procedures		A-14. Design and implement choice measures	
<i>Define</i>	+	-	<i>Define</i>	+	-
<i>Name 3 types</i>	+	-	<i>Name 3 types</i>	+	-
<i>Difference between continuous and discontinuous measures</i>	+	-	<i>Difference between continuous and discontinuous measures</i>	+	-
PASS DATE:		PASS DATE:		PASS DATE:	

Week 2: Section B — Experimental Design

B-01. 7 Dimensions of ABA				B-02. Review and interpret articles from the BA literature	
<i>Applied</i>	+	-	<i>Define and Example</i>	+	-
<i>Behavioral</i>	+	-	<i>Define and Example</i>	+	-
<i>Analytic</i>	+	-	<i>Define and Example</i>	+	-
<i>Effective</i>	+	-	<i>Define and Example</i>	+	-
<i>Conceptually Systematic</i>	+	-	<i>Define and Example</i>	+	-
<i>Generative</i>	+	-	<i>Define and Example</i>	+	-
<i>Technological</i>	+	-	<i>Define and Example</i>	+	-
PASS DATE:				PASS DATE:	
				**B-02 may need to be completed by another supervisor.	

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 3: Section B — Experimental Design

B-02. Systematically arrange IV to demonstrate effects on DV.	
<i>Provide example for your population</i>	+ -
<i>Describe experimental control in A-10 (above, last week)</i>	+ -
<i>Demonstrate appropriate experimental control</i>	+ -
<i>Describe how the IV influences the DV</i>	+ -
PASS DATE:	

B-04. Withdrawal / Reversal design		B-05. Alternating / Multielement design	
<i>Describe for increase & decrease behavior</i>	+ -	<i>Describe for increase & decrease behavior</i>	+ -
<i>How are variables manipulated</i>	+ -	<i>How are variables manipulated</i>	+ -
<i>How is experimental control demoed</i>	+ -	<i>How is experimental control demoed</i>	+ -
<i>When would one use this design</i>	+ -	<i>When would one use this design</i>	+ -
<i>Difference between withdrawal and reversal</i>	+ -	<i>Difference between alternating and multielement</i>	+ -
			+ -
PASS DATE:		PASS DATE:	

B-06. Changing Criterion design		B-07. Multiple Baseline design	
<i>Describe for increase & decrease behavior</i>	+ -	<i>Describe for increase & decrease behavior</i>	+ -
<i>How are variables manipulated</i>	+ -	<i>How are variables manipulated</i>	+ -
<i>How is experimental control demoed</i>	+ -	<i>How is experimental control demoed</i>	+ -
<i>When would one use this design</i>	+ -	<i>When would one use this design</i>	+ -
			+ -
PASS DATE:		PASS DATE:	

B-08. Multiple Probe Design		B-09. Combinations of designs	
<i>Describe for increase & decrease behavior</i>	+ -	<i>Find in the literature***BRING IN</i>	+ -
<i>How are variables manipulated</i>	+ -	<i>How are variables manipulated</i>	+ -
<i>How is experimental control demoed</i>	+ -	<i>How is experimental control demoed</i>	+ -
<i>When would one use this design</i>	+ -	<i>When would one use this design</i>	+ -
PASS DATE:		PASS DATE:	

B-10. Component Analysis		B-11. Parametric analysis	
<i>Define</i>	+ -	<i>Define</i>	+ -
<i>When would one use this design</i>	+ -	<i>When would one use this design</i>	+ -
<i>How is experimental control demoed</i>	+ -	<i>How is experimental control demoed</i>	+ -
<i>How is design implemented</i>	+ -	<i>How is design implemented</i>	+ -
PASS DATE:		PASS DATE:	

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 4: Section C — Behavior-Change Considerations

C-01. Unwanted effects of Reinforcement		C-02. Unwanted effects of Punishment		C-03. Unwanted effects of Extinction	
<i>Unwanted effects of reinforcement</i>	+ -	<i>Unwanted effects of punishment</i>	+ -	<i>Unwanted effects of punishment</i>	+ -
<i>How to avoid such effects</i>	+ -	<i>How to avoid such effects</i>	+ -	<i>How to avoid such effects</i>	+ -
<i>Summarize Balsam & Bondy (1983)</i>	+ -				
PASS DATE:		PASS DATE:		PASS DATE:	

Week 4: Section D — Fundamental Elements (Only D01-D03)

D-01. Positive & Negative Reinforcement		D-03. Prompts & Prompt Fading	
<i>Define Positive Reinforcement</i>	+ -	<i>Describe prompt 1 (echoic, gestural)</i>	+ -
<i>Positive reinforcement's effects on behavior</i>	+ -	<i>Describe prompt 2 (manual, textual)</i>	+ -
<i>Define negative reinforcement</i>	+ -	<i>Describe prompt 3 (tact, verbal)</i>	+ -
<i>Negative reinforcement's effects on behavior</i>	+ -	<i>Describe prompt fading 1 (constant time delay, progressive time delay)</i>	+ -
		<i>Describe prompt fading 2 (least to most, most to least)</i>	+ -
		<i>Describe prompt fading 3 (progressive time delay, graduated guidance, stimulus fading)</i>	+ -
PASS DATE:		PASS DATE:	

D-02. Schedules of reinforcement					
<i>Define & Describe Chained Schedules</i>	+ -	<i>Define & Describe Concurrent Schedules</i>	+ -	<i>Define & Describe Continuous Schedules</i>	+ -
<i>Chained Schedules (possible) effects on behavior</i>	+ -	<i>Concurrent Schedules effects on behavior</i>	+ -	<i>Continuous Schedules effects on behavior</i>	+ -
<i>Define & Describe Compound Schedules</i>	+ -	<i>Define & Describe Conjunctive Schedules</i>	+ -	<i>Define & Describe Continuous Reinforcement</i>	+ -
<i>Compound Schedules (possible) effects on behavior</i>	+ -	<i>Conjunctive Schedules effects on behavior</i>	+ -	<i>Continuous Reinforcement effects on behavior</i>	+ -
<i>Define & Describe Fixed interval Schedules</i>	+ -	<i>Define & Describe Fixed ratio Schedules</i>	+ -	<i>Define & Describe Fixed time Schedules</i>	+ -
<i>Fixed interval Schedules (possible) effects on behavior</i>	+ -	<i>Fixed ratio Schedules effects on behavior</i>	+ -	<i>Compound fixed time effects on behavior</i>	+ -
<i>Define & Describe Intermittent Schedules</i>	+ -	<i>Define & Describe Multiple Schedules</i>	+ -	<i>Define & Describe Variable interval Schedules</i>	+ -
<i>Intermittent Schedules (possible) effects on behavior</i>	+ -	<i>Multiple Schedules effects on behavior</i>	+ -	<i>Variable interval effects on behavior</i>	+ -
<i>Define & Describe Mixed Schedules</i>	+ -	<i>Define & Describe Tandem Schedules</i>	+ -	<i>Define & Describe variable ratio Schedules</i>	+ -
<i>Mixed Schedules (possible) effects on behavior</i>	+ -	<i>Tandem Schedules effects on behavior</i>	+ -	<i>Compound variable ration effects on behavior</i>	+ -
<i>Define & Describe Variable time Schedules</i>	+ -	<i>Variable time Schedules effects on behavior</i>	+ -		
PASS DATE:		PASS DATE:		PASS DATE:	

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 5: Section D — Fundamental Elements (Only D04-D17)

D-04. Modeling & Imitation		D-05. Shaping		D-06. Chaining	
<i>How to implement modeling or imitation training</i>	+	-	<i>Define shaping</i>	+	-
<i>MAT question</i>	+	-	Examples on how to implement shaping procedure	+	-
				Difference between forward, backward & total task chaining	+
PASS DATE:		PASS DATE:		PASS DATE:	

D-07. Task Analysis		D-08. Discrete-trial & Free Operants			
			<i>Define discrete trial</i>		
<i>Provide example how to use one</i>	+	-	<i>Define free operant arrangement</i>	+	-
PASS DATE:		PASS DATE:			

D-09. Verbal Operants					
<i>Define mand</i>	+	-	<i>Define tact</i>	+	-
<i>Example of mand</i>	+	-	<i>Example of tact</i>	+	-
PASS DATE:		PASS DATE:		PASS DATE:	

D-10. Use echoic training		D-11. Use mand training		D-12. Use tact training		D-13. Use intraverbal training	
<i>Describe how to conduct echoic training</i>	+	-	<i>Describe how to conduct mand training</i>	+	-	<i>How to conduct tact training</i>	+
						<i>How to conduct intraverbal training</i>	+
PASS DATE:		PASS DATE:		PASS DATE:		PASS DATE:	

D-14. Listener Training		D-15. Identify punishers			
<i>Listener training procedure 1 (Instructions, conditional discrimination)</i>	+	-	<i>Determine punishers from stimulus avoidance assessment</i>	+	-
<i>Listener training procedure 1 (Conditional discrimination, RFFC)</i>	+	-	<i>Determine punishers from punisher assessment</i>	+	-
PASS DATE:		PASS DATE:			

D-16. Positive & Negative Punishment		D-17. Parameters & schedules of punishment			
<i>Describe positive & negative reinforcement</i>	+	-	<i>Parameters when to use punishment</i>	+	-
<i>Similarities and differences between Sr+ & Sr-</i>	+	-	<i>How schedules of punishment may influence behavior</i>	+	-
PASS DATE:		PASS DATE:			

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 6: Section D — Fundamental Elements (Only D18-D21)

D-18. Extinction		D-19. Sr + EXT		D-20. Response-Independent Schedules of Sr	
<i>Define extinction</i>	+ -	<i>How can combination of Sr + EXT be used</i>	+ -	<i>How to implement time-based procedures (e.g., NCR)</i>	+ -
<i>How to effectively implement</i>	+ -			<i>Effects of time-based procedures on behavior</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

D-21. Differential reinforcement procedures					
<i>Define DRA or DRI</i>	+ -	<i>Define DRO</i>	+ -	<i>Define DRL or DRH</i>	+ -
<i>Example of DRA or DRI</i>	+ -	<i>Example of DRO</i>	+ -	<i>Example of DRL or DRH</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

Week 6: Section E — Specific Behavior Change Procedures (Only E01-E09)

E-01. Antecedent Interventions		E-02. Discrimination Training		E-03. Instructions & Rules	
<i>How to manipulate antecedent stimuli in interventions</i>	+ -	<i>How to implement discrimination training</i>	+ -	<i>How to use instructions and rules in clinical setting</i>	+ -
<i>Why important to do so</i>	+ -	<i>Example scenario</i>	+ -	<i>What is the function of rules or instructions</i>	+ -
<i>Example scenario</i>	+ -				
PASS DATE:		PASS DATE:		PASS DATE:	

E-04. Contingency contracting		E-05. Independent, interdependent, group contingencies		E-06. Stimulus equivalence	
<i>How to implement contingency contract intervention</i>	+ -	<i>Differences between independent, interdependent and dependent group contingencies</i>	+ -	<i>3 major relations in stimulus equivalence</i>	+ -
				<i>How to teach a skills using stimulus equivalence</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

E-07. Behavioral contrast effects		E-08. Matching Law		E-09. High Probability request sequences	
<i>What is behavior contrast</i>	+ -	<i>How to implement discrimination training</i>	+ -	<i>How to use instructions and rules in clinical setting</i>	+ -
<i>Why important to do so</i>	+ -	<i>Example scenario</i>	+ -	<i>What is the function of rules or instructions</i>	+ -
<i>Example scenario</i>	+ -				
PASS DATE:		PASS DATE:		PASS DATE:	

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 6: Section E — Specific Behavior Change Procedures (Only E10-E13)

E-10. Premack Principle				E-11. New conditioned Reinforcers or Punishers			
<i>Define</i>	+ -	<i>Explain how response-stimulus can establish new conditioned reinforcers</i>		+ -			
<i>Explain how implemented in clinical setting</i>	+ -	<i>Explain how stimulus-stimulus can establish new conditioned reinforcers</i>		+ -			
PASS DATE:				PASS DATE:			

E-12. Errorless Learning			E-13. Match-to-sample		
<i>Define</i>	+ -	<i>Describe procedures</i>		+ -	
<i>Explain how implemented in clinical setting</i>	+ -			+ -	
PASS DATE:			PASS DATE:		

Week 7: Section F — Behavior-Change Systems

F-01. Self-Management		F-03. Direct Instruction		F-04. Precision Teaching	
<i>Describe how to implement at least one strategy</i>	+ -	<i>Describe</i>	+ -	<i>Describe</i>	+ -
<i>Advantages</i>	+ -	<i>Components that allow it to be effective</i>	+ -	<i>What components make it effective</i>	+ -
<i>Disadvantages</i>	+ -				
PASS DATE:		PASS DATE:		PASS DATE:	

F-02. Token economies			F-05. Personalized Systems of Instruction		
<i>Describe conditioned reinforcer</i>	+ -	<i>Describe exchange production schedule</i>	+ -	<i>Describe PSI</i>	+ -
<i>Describe token production schedule</i>	+ -	<i>Describe back up reinforcer</i>	+ -	<i>Name components</i>	+ -
PASS DATE:			PASS DATE:		

F-06. Incidental teaching		F-07. Functional communication training		F-08. Augmentative communication systems	
<i>Describe</i>	+ -	<i>Describe</i>	+ -	<i>Describe</i>	+ -
<i>How does it differ from DDT</i>	+ -	<i>How to implement procedures</i>	+ -	<i>What do ACCs replace</i>	+ -
				<i>Examples of systems</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

Week 7: Section G — Identification of the Problem (only G01-G03)

G-01. Review Recodes & Available Data		G-02. Biological / medical variables		G-03. Preliminary Assessment	
<i>Why important</i>	+ -	<i>Why important</i>	+ -	<i>What should be assessed</i>	+ -
<i>What information to review</i>	+ -	<i>How it affects behavior</i>	+ -	<i>How to assess each target</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 8: Section G — Identification of the Problem (only G04-G08)

G-04. Explain using non-technical language	G-05. Explain mentalistic terms using behavioral terms	G-06. Providing services in collaboration with others
<i>Why important</i>	<i>Why important</i>	<i>Why important</i>
+ -	+ -	+ -
PASS DATE:	PASS DATE:	PASS DATE:

G-07. Practice within one's limits of competency	G-08. Identify and make environmental changes that reduce the need for ABA services
<i>What is "within one's limits of professional competence"</i>	<i>When should behavior services be reduced?</i>
+ -	+ -
	<i>Why is it important to do so?</i>
PASS DATE:	PASS DATE:

Week 8: Section H — Measurement

H-01. Select a measurement system	H-02. Select a schedule of observation and recording periods	H-03. Select a data display that communicates relevant relations
<i>How to decide which measurement system to select</i>	<i>How to determine recording periods</i>	<i>When to use equal interval graph</i>
+ -	+ -	+ -
<i>How can the measurement system affect the integrity of the data</i>	<i>Which variables to consider</i>	<i>When to use standard celebration chart</i>
+ -	+ -	+ -
		<i>When to use standard bar graph</i>
		+ -
		<i>When to use scatter plot</i>
		+ -
PASS DATE:	PASS DATE:	PASS DATE:

H-04. Evaluate changes in level, trend, variability	H-05. Evaluate temporal relations between observed variables
<i>How to determine level</i>	<i>Discuss sensitivity in data within session</i>
+ -	+ -
<i>How to determine trend</i>	<i>Discuss sensitivity in data between session</i>
+ -	+ -
<i>How to determine variability</i>	<i>What may account for changes</i>
+ -	+ -
PASS DATE:	PASS DATE:

Week 8: Section I — Assessment (only I01-I04)

I-01. Define behavior	I-02. Define environmental variables	I-03. Design and implement behavior assessment procedures
<i>Why important to use observable, measureable terms</i>	<i>Why important to use observable, measureable terms</i>	<i>Describe critical components of assessment</i>
+ -	+ -	+ -
<i>What dimension of ABA is considered?</i>	<i>What dimension of ABA is considered?</i>	<i>Why important to be individualized</i>
+ -	+ -	+ -
PASS DATE:	PASS DATE:	PASS DATE:

I-04. Design and implement full range of assessment procedures					
<i>Describe descriptive assessment and advantages & limitations</i>	+ -	<i>Describe FAST and advantages & limitations</i>	+ -	<i>Describe direct observation and advantages & limitations</i>	+ -
<i>Describe functional assessment and advantages & limitations</i>	+ -	<i>Describe structural assessments- advantages & limitations</i>	+ -		
PASS DATE:		PASS DATE:		PASS DATE:	

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 9: Section I — Assessment (only I05-I07)

I-05. Organize, analyze, and interpret data			I-06. Make recommendations on behaviors to be established, increased, or decreased		
<i>How to organize & assess data using indirect assessment</i>	+ -		<i>What variables may influence recommendations</i>	+ -	
<i>How to organize & assess data using direct observations</i>	+ -				
<i>How to organize & assess data using experimental FAs</i>	+ -				
PASS DATE:			PASS DATE:		

I-07. Conduct preference assessment					
<i>Describe paired-choice</i>	+ -	<i>Describe MSWO</i>	+ -	<i>Describe free operant</i>	+ -
<i>Advantage</i>	+ -	<i>Advantage</i>	+ -	<i>Advantage</i>	+ -
<i>Limitation</i>	+ -	<i>Limitation</i>	+ -	<i>Limitation</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

Week 9: Section J — Intervention (only J01-J13)

J-01. State intervention goals		J-02. Identify possible interventions based on assessment & evidence		J-03. Select intervention strategies based on task analysis	
<i>Describe the condition of behavior goal</i>	+ -	<i>What outcomes to take into account for an intervention</i>	+ -	<i>Describe to how intervene based on task analysis</i>	+ -
<i>Describe behavior of behavior goal</i>	+ -				
<i>Describe criterion of a behavior goal</i>	+ -				
PASS DATE:		PASS DATE:		PASS DATE:	

J-04. Select intervention based on client preferences		J-05. Select goal based on client's repertoires		J-06. Select goal based on supporting environments	
<i>Why important to take into account client preferences</i>	+ -	<i>Why important to base on current repertoire</i>	+ -	<i>Why important to base on supporting environment</i>	+ -
<i>Example</i>	+ -	<i>What variables to consider</i>	+ -	<i>What variables to consider</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

J-07. Select intervention based on environment and resources		J-08. Select goal based on social validity of intervention		J-09. Identify and address practical and ethical considerations for selecting designs	
<i>Why important to consider</i>	+ -	<i>Why important to consider</i>	+ -	<i>Practical and ethical considerations for AB, ABA, ABAB designs</i>	+ -
				<i>Practical and ethical considerations for MBL designs</i>	+ -
				<i>Practical and ethical considerations for multi-element designs</i>	+ -
				<i>Practical and ethical considerations for changing criterion designs</i>	+ -
PASS DATE:		PASS DATE:		PASS DATE:	

J-10. Select appropriate alternative behavior			J-12. Maintenance			J-013. Behavioral cusps		
<i>Importance of teaching alternative behavior</i>	+ -		<i>How to program for MT</i>	+ -		<i>Define</i>	+ -	
<i>Example</i>	+ -		<i>Why to program for MT</i>	+ -		<i>Example</i>	+ -	
						<i>Why targeted</i>	+ -	
PASS DATE:			PASS DATE:			PASS DATE:		

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO

Competency Checklist

Week 9: Section J — Intervention (only J11, J14)

J-11. Stimulus and response generalization					
<i>Define stimulus generalization</i>	+	-	<i>Describe difference between response and stimulus generalization</i>	+	-
<i>Define response generalization</i>	+	-	<i>Describe procedures to promote response generalization</i>	+	-
PASS DATE:		PASS DATE:		PASS DATE:	

J-14. Base decision-making on data displayed in various formats					
<i>How to make a decision based on ABAB data</i>	+	-	<i>How to make a decision based on multi-element data</i>	+	-
<i>How to make a decision based on MBL data</i>	+	-	<i>How to make a decision based on changing criterion data</i>	+	-
PASS DATE:		PASS DATE:		PASS DATE:	

Week 10: Section K — Implement, Management, and Supervision

K-01. Provide ongoing documentation		K-02. Contingencies governing behavior of those responsible		K-03. Design and use competency-based training	
<i>Describe importance of providing ongoing documentation</i>	+	-	<i>Describe why it's important to identify contingencies of behavior of service delivery providers</i>	+	-
			<i>How to identify contingencies</i>	+	-
PASS DATE:		PASS DATE:		PASS DATE:	

K-04. Design and use effective performance monitoring and Sr systems		K-05. Design and use systems for monitoring procedural integrity		K-06. Provide supervision for behavior-change agents	
<i>Describe how performance monitoring and reinforcement systems are used with providers</i>	+	-	<i>Describe how to monitor procedural integrity</i>	+	-
			<i>Why important to monitor</i>	+	-
PASS DATE:		PASS DATE:		PASS DATE:	

K-07. Effectiveness of program		K-08. Support for ABA services		K-09. Secure support from others (natural environments)		K-10. Arrange orderly termination of services	
<i>Importance of evaluating a behavioral program</i>	+	-	<i>How to establish support for ABA services</i>	+	-	<i>Describes how to arrange the termination of services</i>	+
<i>How to evaluate a behavior program</i>	+	-	<i>Why important</i>	+	-	<i>Describe necessary steps to east transition</i>	+
PASS DATE:		PASS DATE:		PASS DATE:		PASS DATE:	

Did student show instructor excel spreadsheet of total clinical and supervision hours? YES / NO