

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Departments of Elementary, Early, Special Education

Course No. AB 608

Title of Course: Intensive Practicum in Applied Behavior Analysis - III

Date: Spring 2016

Please check: New

I. **Catalog Description (6 Credit Hours of Course):** ABA Practicum at approved sites. Students will design, implement, and monitor intervention programs 15 hrs/week under the supervision of a BCBA. (6)

II. **Co/Prerequisite(s):**

- Prerequisite Courses: AB533, AB534, AB 403 or AB603
- **Prerequisite Training & Paperwork:**
 - Students must complete the BACB 90-minute Supervision and Experience Training Module and submit proof of completion before enrolling in the course.
 - Additionally, each student must arrange to meet with the instructor/BCBA supervisor prior to enrollment to review and sign the Practicum Supervision Contract. Both the training module and the contract are required by the required by the Behavior Analyst Certification Board in order for practicum hours to count towards the BACB certification requirements.
 - Remote students must obtain approval of a practicum site one full semester before enrolling in the practicum.
 - Students must provide documentation of Professional Liability Insurance prior to the start of the semester.

III. **Purposes or Objectives of the Course (optional):**

Objectives were taken from the Behavior Analysts Certification Board (BACB) Fourth Edition Task List and the BACB Experience Standards

Objectives pertaining to appropriate practicum activities and documentation of experience

- a. Engage in activities that are consistent with the dimensions of Applied Behavior Analysis (Baer, Wolf, & Risley, 1968) and approved by your BCBA Supervisor
- b. Select clients that are appropriate according to the BACB Experience Standards and approved by your BCBA Supervisor
- c. Attend and present case information in a weekly 1-2 hour group supervision meetings set by your BCBA supervisor

- d. Arrange and attend weekly individual supervision meetings with your BCBA supervisor
- e. Arrange weekly real-time, direct observations of your work with clients/students with your BCBA supervisor
- f. Maintain an organized record of documentation of ongoing supervision
- g. Complete a BACB Experience Verification form at the end of the practicum, retain a copy for your records, and provide a copy for your BCBA supervisor

Objectives pertaining to the identification of client/student concerns

- h. Review client/student records and available data at the outset of the case
- i. Conduct preliminary assessment of the client in order to identify the referral problem
- j. Explain behavioral concepts using nontechnical language
- k. Describe and explain behavior, including private events, in behavior-analytic (nonmentalistic) terms.
- l. Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.
- m. Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.
- n. Identify and make environmental changes that reduce the need for behavior analysis services.

Objectives pertaining to the measurement of client behavior

- o. Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
- p. Select a schedule of observation and recording periods.
- q. Select a data display that effectively communicates relevant quantitative relations.
- r. Evaluate changes in level, trend, and variability in graphs.
- s. Evaluate temporal relations between observed variables (within & between sessions, time series).

Objectives pertaining to the assessment of client behavior

- t. Define behavior in observable and measurable terms.
- u. Define environmental variables in observable and measurable terms.
- v. Design and implement individualized behavioral assessment procedures.
- w. Design and implement the full range of functional assessment procedures.
- x. Organize, analyze, and interpret observed data.
- y. Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.
- z. Design and conduct preference assessments to identify putative reinforcers.

Objectives pertaining to the intervention with clients

- aa. State intervention goals in observable and measurable terms.

- bb. Identify potential interventions based on assessment results and the best available scientific evidence.
- cc. Select intervention strategies based on task analysis.
- dd. Select intervention strategies based on client preferences.
- ee. Select intervention strategies based on the client's current repertoires.
- ff. Select intervention strategies based on supporting environments.
- gg. Select intervention strategies based on environmental and resource constraints.
- hh. Select intervention strategies based on the social validity of the intervention.
- ii. Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.
- jj. When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- kk. Program for stimulus and response generalization.
- ll. Program for maintenance.
- mm. Select behavioral cusps as goals for intervention when appropriate.
- nn. Arrange instructional procedures to promote generative learning (i.e., derived relations).
- oo. Base decision-making on data displayed in various formats.

Objectives pertaining to the implementation, management, and supervision of behavior intervention programs, systems, and services

- pp. Provide for ongoing documentation of behavioral services.
- qq. Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
- rr. Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.
- ss. Design and use effective performance monitoring and reinforcement systems.
- tt. Design and use systems for monitoring procedural integrity.
- uu. Provide supervision for behavior-change agents (e.g., parents, teachers, paraprofessional, behavior technicians).
- vv. Evaluate the effectiveness of the behavioral program.
- ww. Establish support for behavior-analytic services from direct and indirect consumers.
- xx. Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
- yy. Arrange for the orderly termination of services when they are no longer required.

IV. Student Learning Outcomes (Minimum of 3):

SLO	Measurement Tool
1. Students will compose progress notes that summarize therapy sessions with clients.	Rubric
2. Students will graph client behavior data and analyze those data in order to determine the effectiveness of the intervention.	Rubric
3. Students will develop appropriate therapy goals for	Rubric

clients based on the results of a completed functional assessment.	
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V. Behavior Analysis Certification Board (BACB) Alignment:

Course Objectives	BACB
Objectives a-g: Pertaining to appropriate practicum activities and documentation of experience	BACB Experience Standards
Objectives h-n: Pertaining to the identification of client/student concerns	BACB 4th Edition Task List Section II Client-Centered Responsibilities: G-01 through G-08
Objectives o-s: Pertaining to the measurement of client behavior	BACB 4th Edition Task List Section II Client-Centered Responsibilities: H-01 through H-05
Objectives t-z: Pertaining to the assessment of client behavior	BACB 4th Edition Task List Section II Client-Centered Responsibilities: I-01 through I-07
Objectives aa – oo: Pertaining to the intervention with clients	BACB 4th Edition Task List Section II Client-Centered Responsibilities: J-01 through J-15
Objectives pp – yy: Pertaining to the implementation, management, and supervision of behavior intervention programs, systems, and services	BACB 4th Edition Task List Section II Client-Centered Responsibilities: K-01 through K-10

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Unit Topics	Clock Hours
<p>A. Direct implementation of behavioral programs with clients (see examples below)</p> <ul style="list-style-type: none"> • Implementing DTT programs directly with a client • Implementing problem behavior reduction strategies directly with a client • Implementing toilet training intervention directly with a client • Implementing direct instruction in a classroom 	<p>Combined total of 225*</p> <p>* No more than 50% (112.5) hours) of the total accrued hours can be from Topic A. Direct Implementation of behavioral programs</p>
<p>B. Engaging in ABA activities as outlined in the BACB Experience Standard (see examples below)</p> <ul style="list-style-type: none"> • Conducting assessments related to the need for behavioral intervention • Designing and systematically monitoring skill-acquisition and behavior reduction programs • Overseeing the implementation of behavior-analytic programs by others • Training, designing behavioral systems, and performance 	

management <ul style="list-style-type: none"> • Attending planning meetings regarding the behavior analytic program • Researching the literature related to a behavioral analytic program 		
C. Receiving direct observation of BCBA Supervisor of activities in A or B above	7.5	Total hours of C, D, & E must = at least 10% of the combined hours in A & B. Group supervision can account for no more than 50% of the total supervision provided.
D. Individual Supervision Meetings with BCBA Supervisor	7.5	
E. Group Supervision Meetings with BCBA Supervisor and up to 10 total supervisees	15	

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____
Chair

Signature: _____ Date: _____
Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

**AB 608: INTENSIVE PRACTICUM IN APPLIED BEHAVIOR ANALYSIS - III
SPRING 2016 SEMESTER: OFFERED ONLINE**

<p>Instructor: Dr. Jamie Severtson Phone: 573-986-6982 Office: Scully 401F E-Mail: jsevertson@semo.edu <i>(please include "AB 608" in the subject of your emails to me)</i></p>
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<p>Office Hours: Tuesday: 10:00am – 11:30 am (401F Scully) Wednesday: 1:30pm – 3:00 pm (401F Scully) 7:30pm – 8:30pm (Online using Google Chat: jamie.severtson) Also available by appointment</p>

<p>Questions, Comments, Requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Elementary, Early and Special Education Department.</p>

Course Purpose:

This is the first of 3 Intensive University Practica that you will be required to take as part of your Master's Degree program. This practicum is designed to shape your clinical and behavioral skills as well as your professional, ethical, and collegial behavior. Additionally, as part of your clinical work in this practicum you will complete data collection for your Capstone Project, which you will present during the semester to fulfill the GR 698 requirement for your Master's Degree. This practicum was designed in order to meet the standards of an Intensive University Practicum according to the standards of the Behavior Analyst Certification Board. Failure to achieve an A in this course may result the need for additional supervised fieldwork hours upon completion of your Master's Degree before you meet the requirements to sit for the BACB exam.

I. Catalog Descriptions and Credit Hours of Course:

AB 608. Intensive Practicum in Applied Behavior Analysis - III

ABA Practicum at approved sites. Students will design, implement, and monitor intervention programs 15 hrs/week under the supervision of a BCBA. (6 Credits)

II. Co/Prerequisite(s):

a. **Prerequisite Courses:** AB533, AB534, AB 403 or AB603

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- i. Students must complete the BACB 90-minute Supervision and Experience Training Module and submit proof of completion before enrolling in the course.

- ii. Additionally, each student must arrange to meet with the instructor/BCBA supervisor prior to enrollment to review and sign the Practicum Supervision Contract. Both the training module and the contract are required by the required by the Behavior Analyst Certification Board in order for practicum hours to count towards the BACB certification requirements.
- iii. Remote students must obtain approval of a practicum site one full semester before enrolling in the practicum.
- iv. Students must provide documentation of Professional Liability Insurance prior to the start of the semester.

III. **Objectives of the Course:**

Objectives were taken from the Behavior Analysts Certification Board (BACB) Fourth Edition Task List and the BACB Experience Standards

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- xx. Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
- yy. Arrange for the orderly termination of services when they are no longer required.

IV. Student Learning Outcomes (Notations in Course Content & Schedule)

- a. Students will compose progress notes that summarize therapy sessions with clients.
- b. Students will graph client behavior data and analyze those data in order to determine the effectiveness of the intervention.
- c. Students will develop appropriate therapy goals for clients based on the results of a completed functional assessment.

V. Textbook(s):

Required Textbooks:

1. Behavior Analyst Certification Board (2014). *Experience Standards* [PDF document]. Retrieved from <http://www.bacb.com/Downloadfiles/ExamApplications/bcba/140113%20experience%20standards.pdf>.
2. Behavior Analyst Certification Board (2012). *Fourth Edition Task List* [PDF document]. Retrieved from http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf.
3. Most current BACB newsletters to can stay current with BACB requirements for becoming certified and maintaining certification

- a. When you create an account with the BACB, you will receive email notifications whenever a new newsletter is published. It is your responsibility to stay current BACB requirements during this practicum and after becoming certified.
4. Behavior Analyst Certification Board (2014). *Professional and ethical compliance code for behavior analysts* [PDF document]. Retrieved from http://www.bacb.com/Downloadfiles/BACB_Compliance_Code.pdf.

Supplemental Readings:

- Journal articles and other readings may be provided or recommended by the BCBA Supervisor throughout the semester based on the needs of each supervisee and his/her client.

VI. Required Technology:

- **iPad** (required): Students are required to use an iPad for
 - Capturing videos of working with clients to fulfill BCBA competencies
 - Using FaceTime to allow the BCBA Supervisor to conduct real-time, direct observations. FaceTime is encrypted, and with the right security settings, it allows us to maintain HIPAA compliance
 - Using FaceTime or other video conferencing platform for individual supervision meeting
- **iPad Protective Case** (recommended but not required unless rented from the University): Given the nature of your practicum work, there is potential for damage to the iPad, which would prevent you from obtaining the REQUIRED weekly direct observation. Your BCBA supervisor will not, under any circumstances, conduct real-time, direct observations using anything other than FaceTime.
- **iPad stand** (required): In order to for your BCBA supervisor to properly you're your work during real-time, direct observations, your iPad must be in a stand that allows for the best viewing possible. If you already have a tripod, you may be able to purchase an adjustable iPad mount that fits with your tripod. You should consider getting a tripod with the following features
 - Can be freestanding or set on a table
 - Allows the iPad to remain in the protective case
- **EarPods with Microphone** (required): During group supervision meetings, background noise and feedback can decrease the quality of the supervision experience. To prevent this, all students must use EarPods with a Microphone for every group supervision meeting. The [Apple EarPods with Mic](#) that come standard with an iPhone are highly recommended due to their quality and affordability.

VII. Required Professional Liability Insurance

All students enrolled in a practicum must purchase Professional Liability Insurance, and provide proof of the insurance prior to enrollment in the course. Failure to do so will result in being dropped from the course. Student members of the Association of Professional Behavior Analysts (APBA) enjoy the benefits of low-cost Professional Liability Insurance. The APBA membership rate is \$33 per year, and the Professional Liability Insurance by CPH and Associates costs about \$15 per year for students. For more information, you can visit www.apbahome.net.

VIII. Accessibility Statement:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact [Disability Support Services](#) to become registered as a student with a disability. Accommodations are implemented on a case by case basis.

IX. Civility Statement

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

X. Academic Honesty Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the [STUDENT HANDBOOK](#). The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style

and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

XI. Basis for Student Evaluations:

a. Group Supervision:

Students are expected to prepare client materials, graphs, and questions for every group supervision meeting. Each student is expected to attend and actively participate by presenting cases and responding to peers. Attendance will be recorded on the Weekly Student Feedback Form.

b. BCBA Competencies Form:

Throughout the semester, students are required to demonstrate competency in a variety of areas based on the BACB Fourth Edition Task List. Each competency is scored based on the scale below. Students have 2 opportunities to demonstrate the competency before receiving a final score. In order for a competency to be achieved, a student must receive a score of 2 or 3. Student are required to achieve 40% of the required items listed on the BCBA Competencies Form in order to obtain an A in the course.

3 = Exceeds Expectations

2 = Meets Expectations

1 = Requires some additional training/practice before unsupervised implementation

0 = Requires extensive training/practice before unsupervised implementation

c. Clinical and behavioral skills:

Each week, your clinical and behavioral skills will be evaluated based on direct observation of clinical work, submission of documents that you have prepared

(e.g., DTT program), and your presentations of client information in individual and group supervision meetings. Your skills will be rated, and both written and verbal feedback will be provided to you during individual supervision each week.

d. **Use of Supervision and Feedback:**

Your experience in this practicum will be shaped by the amount of preparation you put in and your response to feedback from your BCBA supervisor. You will be rated on both of these areas each week, and both written and verbal feedback will be provided to you during your individual supervision meeting via the Weekly Supervision Form.

e. **Professionalism, ethicality, and collegiality:**

Each student is expected to maintain high standards of professional, ethical, and collegial behavior. You will be rated on these areas each week, and both written and verbal feedback will be provided to you during your individual supervision meeting via the Weekly Supervision Form.

f. **Feedback from Cooperating Site Manager:**

Periodic feedback will be solicited from the manager of your practicum site regarding the areas noted above. This feedback will be reviewed with you during your individual supervision meetings.

g. **Weekly BACB Experience Form:**

A BACB Experience Verification Form will be completed each week. This is the official form that you and your BCBA supervisor must maintain for your records. You will be required to provide your BCBA supervisor evidence that you have maintained your records throughout the semester and again at the end of the semester before the signing of your BACB Verification Form.

h. **End of Semester BACB Verification Form**

The BACB Verification form is what you will submit to the BACB when you apply to take the national certification exam. Prior to completing this form, your supervisor will require that you show proof in the form of ALL of your BACB Experience forms before he/she will sign off on your total number of hours. If you are missing a BACB Experience form, the hours that you put in for that entire supervision period will not be included on your BACB Experience Verification Form. You must accrue a total of at least 250 hours in the semester (220 in categories A & B and 30 hours in categories C, D, & E below – See table for Categories for Supervision).

i. **Capstone Project**

Each student will execute data collection on an approved Capstone Project. This project should highlight some of the critical clinical skills that are required of a BCBA, and be of research quality. For example, a student might conduct an experimental functional analysis for a client, design a function-based

intervention package, implement said package, and evaluate the effectiveness of the package. Interobserver agreement and treatment integrity data would be required for this project. Another example would be designing a training system for implementing a particular intervention strategy that might be implemented by parents or behavior technicians, then implementing the training system, and finally measuring the outcome (i.e., performance of the trainees). Your project should be approved by your advisor and your BCBA Practicum Supervisor. You will present a description of your project, along with a summary of empirical evidence supporting your project, and the results of your project to a group of faculty as part of your GR 698 requirements. A presentation is not required for this course, although it is encouraged as a means of preparing for GR 698. For the purposes of this practicum, you will be required to submit a written paper(s) including (a) a project prospectus, including literature review, purpose of your project, and procedures, (b) the results of your data collection, (c) and clinical recommendations as a result of your project. You may use the prospectus written in AB 532. Most or all of your time spent on your Capstone project should count towards your overall supervised fieldwork hours, but be sure to consult with your BCBA supervisor regarding the coding of your time.

COMPONENT EVALUATION CHART AB 608

This is a tentative plan for the semester; however, your instructor has the right to add, remove, or change assignments throughout the semester.

Component Description	Weight of Grade
Group Supervision	5%
BACB Competencies (Must achieve 20% of standards listed for an A grade)	10%
Clinical and Behavior Skills	25%
Use of Supervision and Feedback	10%
Professionalism, ethicality, and collegiality	15%
Feedback from Cooperating Site Manager	5%
Maintaining Weekly BACB Experience Forms	5%
BACB Verification Form (documentation of total number of hours; must accrue at least 250 hours for an A. Accruing less than 250 hours may result in the need for you to obtain additional supervision after you complete your degree)	5%
Capstone data collection and write-up	20%

~~~A PASSING GRADE ON YOUR TRANSCRIPT IS REQUIRED BY THE BACB~~~
Regardless of the number of supervised hours that you accrued

j. Basis for Graduate Student Evaluation:

<p>Grading Scale: 90-100%=A 80-89% = B 70-79% = C 69 or less=F</p>

XII. Course Content and Schedule

Categories for Supervision (Unit Topics)	Clock Hours	
A. Direct implementation of behavioral programs with clients (see examples below) <ul style="list-style-type: none"> • Implementing DTT programs directly with a client • Implementing problem behavior reduction strategies directly with a client • Implementing toilet training intervention directly with a client • Implementing direct instruction in a classroom 	<p style="text-align: center;">Combined total of 225*</p> <p>* No more than 50% (112.5 hours) of the total accrued hours can be from Topic A. Direct Implementation of behavioral programs</p>	
B. Engaging in ABA activities as outlined in the BACB Experience Standard (see examples below) <ul style="list-style-type: none"> • Conducting assessments related to the need for behavioral intervention • Designing and systematically monitoring skill-acquisition and behavior reduction programs • Overseeing the implementation of behavior-analytic programs by others • Training, designing behavioral systems, and performance management • Attending planning meetings regarding the behavior analytic program • Researching the literature related to a behavioral analytic program 		
C. Receiving direct observation of BCBA Supervisor of activities in A or B above	7.5	Total hours of C, D, & E must = at least 10% of the combined hours in A & B.
D. Individual Supervision Meetings with BCBA Supervisor	7.5	
E. Group Supervision Meetings with BCBA Supervisor and up to 10 total supervisees	15	

XIII. References

- Behavior Analyst Certification Board (2012). *Fourth Edition Task List* [PDF document]. Retrieved from http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf.
- Behavior Analyst Certification Board (2014). *Experience Standards* [PDF document]. Retrieved from <http://www.bacb.com/Downloadfiles/ExamApplications/bcba/140113%20experience%20standards.pdf>.
- Behavior Analyst Certification Board (2014). *Professional and ethical compliance code for behavior analysts* [PDF document]. Retrieved from http://www.bacb.com/Downloadfiles/BACB_Compliance_Code.pdf.
- Fisher, W. W., Luczynski, K. C., Hood, S. A., Lesser, A. D., Machado, M. A., Piazza, C. C. (2014). Preliminary findings of a randomized clinical trial of a virtual training program for applied behavior analysis technicians. *Research in Autism Spectrum Disorders, 8*, 1044-1054.
- Gardner, J. F., & Chapman, M. S. (1993). *Developing staff competencies for supporting people with developmental disabilities: An orientation handbook*. Baltimore, MD: Paul H. Brookes Publishing Co.

- Green, C. W., Reid, D. H., & Parsons, M. B. (2010). *The supervisor training curriculum: Evidence-based ways to promote work quality and enjoyment among support staff*. Washington, D.C.: American Association on Intellectual and Developmental Disabilities
- Green, C. W., Reid, D. H., & Parsons, M. B. (2011). *The supervisor training curriculum trainee guide*. Washington, D.C.: American Association on Intellectual and Developmental Disabilities
- Parsons, M. B., Rollyson, J. H., & Reid, D. H. Evidence-based staff training: A guide for practitioners. *Behavior Analysis in Practice*, 5, 2-11.
- Reid, D. H., & Green, C. W. (2005). *Preference-based teaching: Helping people with developmental disabilities enjoy learning without problem behavior*. Morganton, NC: Habilitative Management Consultants, Inc.
- Reid, D. H., & Parsons, M. B. (1995). *Motivating human service staff: Supervisory strategies for maximizing work effort & work enjoyment*. Morganton, NC: Habilitative Management Consultants, Inc.
- Reid, D., & Parsons, M. (2002). *Working with staff to overcome challenging behavior among people who have severe disabilities: A guide for getting support plans carried out*. Chapel Hill, NC: Professional Press.
- Simpson, S. G., Rochford, S., Livingstone, A., English, S., & Austin, C. (2014). Tele-web psychology in rural South Australia: The logistics of setting up a remote university clinic staff by clinical psychologists in training. *Australian Psychologist*, 49, 193-199.