FLORIDA TECH

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

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School of Behavior Analysis
Florida Institute of Technology

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Academic Year

2025-2026

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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 and group 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. <u>It is the responsibility of the student to ensure that a sufficient number of fieldwork experience AND supervision hours are maintained during the semester.</u>

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 beings. 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. form 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 Health is an award-winning, accredited national provider of applied behavior analysis (ABA) therapy for children as young as 18 months old diagnosed with autism spectrum disorder (ASD). We offer early intervention programs for children age 6 and under, as well as focused programs for kids after school. Services can be provided in-center, at home, or in-school where permitted.

Contact: Ciara Bello Sims, M.S., BCBA
Clinical Director of Acorn- East Orlando
cbello@acornhealth.com
www.acornhealth.com
302-334-8505
1160 S Semoran Boulevard, Suite A, Orlando, FL 32807

Acorn Health Winter Garden
(provisional approval through Sept 2024; maximum of 3 students)

Acorn Health is an award-winning, accredited national provider of applied behavior analysis (ABA) therapy for children as young as 18 months old diagnosed with autism spectrum disorder (ASD). We offer early intervention programs for children age 6 and under, as well as focused programs for kids after school. Services can be provided in-center, at home, or in-school where permitted.

Contact: Christiana Wells, M.A., BCBA
Clinical Director of Acorn- Winter Garden
13650 W Colonial Drive
Suite 150C
Winter Garden, Florida 34787
407-797-0672

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)

Behavior Basics, Inc. (BBI) is a BCBA-owned and operated agency, proudly serving the community since 2004. We specialize in providing high-quality Applied Behavior Analysis (ABA) services across a wide range of settings—including clinic-based, in-home, school, and community environments. Our goal is to offer individualized, evidence-based interventions tailored to meet the unique needs of each client. Our programs support children ages 18 months to 17 years, including those diagnosed with Autism Spectrum Disorder as well as children with other varying exceptionalities.

At BBI, we recognize that the future of our field depends on how we prepare the next generation of behavior analysts. That's why we are passionate about offering a robust, supportive, and enriching experience to our concentrated fieldwork (CSF) students from Florida Tech. Students placed at our site can expect top-tier mentorship and supervision from our dynamic and diverse

leadership team of experienced BCBAs. We are committed to developing not only clinical competence but also the soft skills essential for becoming a well-rounded, compassionate, and effective behavior analyst.

Florida Tech ABA students completing their fieldwork at BBI will have the opportunity to:

- Receive close, individualized supervision aligned with BACB guidelines
- Participate in functional behavior assessments (FBAs) and functional analyses (FAs)
- Collaborate on program development and individualized treatment plans
- Collect and analyze data across various settings and populations
- Learn and implement evidence-based interventions
- Strengthen professional communication and collaboration skills
- Engage in interdisciplinary team meetings and parent training sessions

Most importantly, BBI provides a nurturing learning environment where students are encouraged to ask questions, explore new ideas, and grow their clinical judgment through real-world application. We take pride in helping shape ethical, skilled, and thoughtful practitioners who will go on to elevate our field. For Florida Tech students looking to gain meaningful, well-rounded fieldwork experience, BBI is a place to learn, grow, and make a lasting impact.

Contact: Victoria Ryan, MS, BCBA- Director of Training and Development
vryan@behaviorbasicsinc.com
https://www.behaviorbasicsinc.com/
860-271-5654
2401 W. Eau Gallie Boulevard, Suite 2-5, 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: Elizabeth Erwin
321-639-9800
550 Solutions Way, Rockledge, FL 32955

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: Melanie Agrachov, MA, BCBA
Director of Human Resources
Camen   Behavioral   Services
5959   Lake   Ellenor   Dr
Orlando, FL 32809

Office: (866) 411-6619 x509
Direct: (407) 574-2014

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

[Direct Behavioral Strategies](#)
(Winter Park site– 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
6953 University Blvd.
Winter Park, Fl 32792
407-968-8349 (cell)
407-543-8356 (phone)
Robin@directaba.com
www.directaba.com

Ember ABA (Melbourne) (Provisional Approval – 1 student only through Aug 2025)

Ember ABA offers a distinctive learning and therapeutic environment tailored to meet the needs of our clients. Our year-round, full-time program delivers individualized ABA services through our dedicated team of BCBAs, BCaBAs, and RBTs.

Clients enrolled at Ember ABA will be placed in classrooms where they are paired with peers who are of similar age, grade level, and behavioral needs. We serve school aged children, ages ranging from 5-21.

Each client will follow a personalized treatment plan developed by their assigned BCBA. These treatment plans are reviewed and updated every six months, with mandatory parent training sessions to discuss their content and application. We conduct consistent progress monitoring to ensure the effectiveness of our protocols and to track each client's progress towards mastery.

Contact: Melissa Knoll
Mailing address: 271 McClain Dr., West Melbourne, FL 32904
Site address: 2210 Sarno Rd.., Melbourne, FL 32935
321-960-3986
melissaknollbcba@gmail.com
emberaba@outlook.com
www.emberaba.com

Equip Behavioral Services, LLC

Equip Behavioral Services, LLC is a private ABA company dedicated to the serving the needs of children diagnosed with Autism Spectrum Disorder and other related disabilities. We focus on early intervention services for kids between the ages of 3-10 years old in building important

language skills, adaptive, and other essential skills, as well as implementing behavior reduction programs using empirically validated behavior technologies and teaching procedures. Equip Behavioral Services, LLC utilizes the constructional approach in the reduction of problem behaviors through the acquisition of functionally equivalent replacement skills. ABA services are delivered in clinic, home, school, and community to promote the proper acquisition, maintenance, and generalization of targeted skills.

Contact: OJ Nofuente
4401 East Colonial Drive, Suite 204 C, Orlando, Florida 32803
407-416-081
ojnofuente@yahoo.com
Equipbehavioralservices.com

Florida Autism Center (the Apopka, Lake Mary & Viera sites are approved) Viera site approval is on hold as of Oct 1, 2024 – no additional students are permitted to accrue hours at this site until further notice

Florida Autism Centers (FAC) a division of BlueSprig Pediatrics, operates numerous locations across Florida, providing high-quality early intervention services for children diagnosed with autism spectrum disorder.

Our Internship Program is designed for current employees who are pursuing national certification to become behavior analysts. Through this program, our goal is to deliver exceptional clinical training and fully prepare interns to launch successful careers in the field of behavior analysis.
With a community of over 150 interns nationwide, we foster collaboration and connection among participants. Each intern receives a customized skills map and workbook, along with free access to mock exams and test preparation resources to support success on the national board exam. The program also offers opportunities for paid unrestricted hours.

Interns at FAC work directly with clients ranging from early intervention to school age, gaining hands-on experience in assessment, program development, data collection, parent training, and community-based support.

FAC is committed to delivering the highest standard of behavior analytic services and proudly invests in developing emerging talent.

Interested applicants should first apply for a Registered Behavior Technician (RBT) position via our website, https://www.bluesprigautism.com/careers.

Contacts: Main Contact: Amanda Fulbright
Amanda.Fullbright@bluesprigpediatrics.com

Apopka
Jessica Ryan, BCBA, Director of Clinical Operations
514 S Hunt Club   Apopka, FL 32703
407-613-2335
Apopka@bluesprigpediatrics.com

Lake Mary
Jessica Ryan, BCBA, Director of Clinical Operations
791 Rinehart Road   Lake Mary, FL 32746

407-413-9550 (option 1)
LakeMary@bluesprigpediatrics.com

Kyo

Kyo Autism Therapy, provides play based ABA therapy in-homes, schools, and the community. We serve clients throughout Central Florida and in over 10 different states. We are a child-centric ABA therapy provider with a mission to provide high quality, effective, and convenient ABA therapy services to families of children with autism.

Kyo provides a variety of behavioral intervention services for children with autism and related developmental disabilities: Assessment, Direct ABA Therapy, Behavior Consultation, School: Functional Behavior Assessments, School: Behavior Support Plans, School support - 1:1 Aides, Parent/Teacher Training Workshops

Contact: Chrystal Ayala M.S. BCBA, Regional Director
2281 Lee Rd Suite 105, Winter Park FL 32789
415-570-4155
Chrystal.Ayala@kyocare.com
kyocare.com

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

Catalyst (Oviedo / Orlando)

Catalyst 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
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)
Any interested student must gain approval from the SoBA faculty.

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   Jennifer Rey
cary@nwds-staff.com   jrey@nwds-staff.com
786-646-9250   305-428-3989

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

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

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)

Established in 2017, The Sonder Autism Center is a clinic-based ABA provider dedicated to providing services to children and young adults diagnosed with autism and other developmental

disabilities. Our dedicated BCBAs oversee a clinical team of RBTs and Student Analysts. The BCBA team is onsite, allowing for consistent oversight and hands-on guidance. At Sonder, we use the principles of ABA to provide high-quality support tailored to each client's individual needs. Our facility serves clients and families from ages 2 to 21, focusing on both Early Intervention and Life Skills development. At The Sonder Autism Center, we blend focused skill development with natural environment training to promote meaningful growth in skill acquisition programs including communication and social skills.

Contact: Amber Carty, M.Ed., BCBA - Regional Clinical Director
307 East New Haven Avenue Suite 1, Melbourne, FL 32901
321-241-1170   X-475
acarty@sonderautism.com

TACT-ABA (Sanford)

(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
941 W Morse Blvd., Suite 100, PMB 495, Winter Park, FL 32789

Teaching Interventions Keeping Individuality, Inc. (T.I.K.I. Inc. – Brevard County)
*Being an in-home provider, any student interested in working for T.I.KI., Inc. must have at least 1-year of experience working in home and permission from SoBA faculty

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

SAMPLE SYLLABUS
BEH 5263: CONCENTRATED SUPERVISED FIELDWORK
Florida Institute of Technology
School of Behavior Analysis
Instructor:
Email:
Summer 2025

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 <u>AND</u> 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 <u>**B**</u> 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 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.

<div align="center">

Website: https://www.fit.edu/hr/employee-benefits/
Telephone: 1-877-398-5816 for more information.

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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.

FIT 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 (14 hours per week for first-year MS students and 17 hours per week for second-year MS students in fall and spring semesters; 30 hours per week for all students in the summer).
2. Adhere to the BACB Eligibility Requirements: https://www.bacb.com/wp-content/uploads/2022/01/BCBAHandbook_230623-a.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 BACB Ethics Code for Behavior Analysts, available here https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Codefor-Behavior-Analysts-210902.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.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 1.75 hour (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% of individual supervision hours) 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.
6. 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 or Program Chair at 321-674-7516.

_____

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/Date   SOBA Faculty Fieldwork Signature/Date

Additional Supervisors   **Print Name**

_____
Additional Supervisor Signature/Date

_____
Additional Supervisor Signature/Date

_____
Additional Supervisor Signature/Date

_____
Additional Supervisor Signature/Date

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													

	Date	Ind	Grp	Obs		INDEP	SUP		R	UR	Activity	Task List	Sup Initials
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													

Feedback/Notes/Comments:

_____

_____

_____

_____

_____

[ ] Restricted   +   [ ] Unrestricted   =   [ ] Independent   +   [ ] Supervised   =   [ ] 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		
Define	+	-	*Define*	+	-	*Define*	+	-
When to use (example scenario)	+	-	*When to use (example scenario)*	+	-	*When to use (example scenario)*	+	-
Advantage	+	-	*Advantage*	+	-	*Advantage*	+	-
Disadvantage	+	-	*Disadvantage*	+	-	*Disadvantage*	+	-
Demo	+	-	*Demo*	+	-	*Demo*	+	-
PASS DATE:			PASS DATE:			PASS DATE:		

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

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

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

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

Competency Checklist

A-10. Design, plot, and interpret equal-interval graphs			A-11. Design, plot, and interpret cumulative record		
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.	+	-	*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.*	+	-
Axis labels, condition labels, legend	+	-	*Axis labels, condition labels, legend*	+	-
IV	+	-	*Analyze trend, level, variability*	+	-
DV	+	-	*How different from equal-interval graph?*	+	-
Analyze trend, level, variability	+	-			
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		
Define	+	-	*Define*	+	-	*Why is choice important for your population?*	+	-
Name 3 types	+	-	*Name 3 types*	+	-	*Explain 2-3 methods of providing choices*	+	-
Difference between continuous and discontinuous measures	+	-	*Difference between continuous and discontinuous measures*	+	-	*How would you measure choices?*	+	-
PASS DATE:			PASS DATE:					

B-01. 7 Dimensions of ABA						B-02. Review and interpret articles from the BA literature		
Applied	+	-	*Define and Example*	+	-	*Reads article*	+	-
Behavioral	+	-	*Define and Example*	+	-	*Gives summary*	+	-
Analytic	+	-	*Define and Example*	+	-	*Give critique*	+	-
Effective	+	-	*Define and Example*	+	-	*Purpose, IV, DV, design*	+	-
Conceptually Systematic	+	-	*Define and Example*	+	-	*Procedures, Results*	+	-
Generative	+	-	*Define and Example*	+	-	*Limitations, Implications*	+	-
Technological	+	-	*Define and Example*	+	-	*Literature Search*	+	-
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

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

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

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

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

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

B-08. Multiple Probe Design		
Describe for increase & decrease behavior	+	-
How are variables manipulated	+	-
How is experimental control demoed	+	-
When would one use this design	+	-
PASS DATE:		

B-09. Combinations of designs		
Find in the literature***BRING IN	+	-
How are variables manipulated	+	-
How is experimental control demoed	+	-
When would one use this design	+	-
PASS DATE:		

B-10. Component Analysis		
Define	+	-
When would one use this design	+	-
How is experimental control demoed	+	-
How is design implemented	+	-
PASS DATE:		

B-11. Parametric analysis		
Define	+	-
When would one use this design	+	-
How is experimental control demoed	+	-
How is design implemented	+	-
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		
Unwanted effects of reinforcement	+	-	*Unwanted effects of punishment*	+	-	*Unwanted effects of punishment*	+	-
How to avoid such effects	+	-	*How to avoid such effects*	+	-	*How to avoid such effects*	+	-
Summarize Balsam & Bondy (1983)	+	-						
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		
Define Positive Reinforcement	+	-	*Describe prompt 1 (echoic, gestural)*	+	-
Positive reinforcement's effects on behavior	+	-	*Describe prompt 2 (manual, textual)*	+	-
Define negative reinforcement	+	-	*Describe prompt 3 (tact, verbal)*	+	-
Negative reinforcement's effects on behavior	+	-	*Describe prompt fading 1 (constant time delay, progressive time delay)*	+	-
			Describe prompt fading 2 (least to most, most to least)	+	-
			Describe prompt fading 3 (progressive time delay, graduated guidance, stimulus fading)	+	-
PASS DATE:			PASS DATE:		

D-02. Schedules of reinforcement

Define & Describe Chained Schedules	+	-	*Define & Describe Concurrent Schedules*	+	-	*Define & Describe Continuous Schedules*	+	-
Chained Schedules (possible) effects on behavior	+	-	*Concurrent Schedules effects on behavior*	+	-	*Continuous Schedules effects on behavior*	+	-
Define & Describe Compound Schedules	+	-	*Define & Describe Conjunctive Schedules*	+	-	*Define & Describe Continuous Reinforcement*	+	-
Compound Schedules (possible) effects on behavior	+	-	*Conjunctive Schedules effects on behavior*	+	-	*Continuous Reinforcement effects on behavior*	+	-
Define & Describe Fixed interval Schedules	+	-	*Define & Describe Fixed ratio Schedules*	+	-	*Define & Describe Fixed time Schedules*	+	-
Fixed interval Schedules (possible) effects on behavior	+	-	*Fixed ratio Schedules effects on behavior*	+	-	*Compound fixed time effects on behavior*	+	-
Define & Describe Intermittent Schedules	+	-	*Define & Describe Multiple Schedules*	+	-	*Define & Describe Variable interval Schedules*	+	-
Intermittent Schedules (possible) effects on behavior	+	-	*Multiple Schedules effects on behavior*	+	-	*Variable interval effects on behavior*	+	-
Define & Describe Mixed Schedules	+	-	*Define & Describe Tandem Schedules*	+	-	*Define & Describe variable ratio Schedules*	+	-
Mixed Schedules (possible) effects on behavior	+	-	*Tandem Schedules effects on behavior*	+	-	*Compound variable ration effects on behavior*	+	-
Define & Describe Variable time Schedules	+	-	*Variable time Schedules effects on behavior*	+	-			
PASS DATE:			PASS DATE:			PASS DATE:		

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

Competency Checklist

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

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

D-09. Verbal Operants											
Define mand	+	-	Define tact	+	-	Define echoic	+	-	Define intraverbal	+	-
Example of mand	+	-	Example of tact	+	-	Example of echoic	+	-	Ex. of intraverbal	+	-
PASS DATE:			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		
Describe how to conduct echoic training	+	-	Describe how to conduct mand training	+	-	How to conduct tact training	+	-	How to conduct intraverbal training	+	-
PASS DATE:			PASS DATE:			PASS DATE:			PASS DATE:		

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

D-16. Positive & Negative Punishment			D-17. Parameters & schedules of punishment		
Describe positive & negative reinforcement	+	-	Parameters when to use punishment	+	-
Similarities and differences between Sr+ & Sr-	+	-	How schedules of punishment may influence behavior	+	-
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		
Define extinction	+	-	*How can combination of Sr + EXT be used*	+	-	*How to implement time-based procedures (e.g., NCR)*	+	-
How to effectively implement	+	-				*Effects of time-based procedures on behavior*	+	-
PASS DATE:			PASS DATE:			PASS DATE:		

D-21. Differential reinforcement procedures								
Define DRA or DRI	+	-	*Define DRO*	+	-	*Define DRL or DRH*	+	-
Example of DRA or DRI	+	-	*Example of DRO*	+	-	*Example of DRL or DRH*	+	-
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		
How to manipulate antecedent stimuli in interventions	+	-	*How to implement discrimination training*	+	-	*How to use instructions and rules in clinical setting*	+	-
Why important to do so	+	-	*Example scenario*	+	-	*What is the function of rules or instructions*	+	-
Example scenario	+	-						
PASS DATE:			PASS DATE:			PASS DATE:		

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

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

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

Competency Checklist

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

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

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

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

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

G-01. Review Recodes & Available Data			G-02. Biological / medical variables			G-03. Preliminary Assessment		
Why important	+	-	*Why important*	+	-	*What should be assessed*	+	-
What information to review	+	-	*How it affects behavior*	+	-	*How to assess each target*	+	-
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**		
Why important	+	-	*Why important*	+	-	*Why important*	+	-
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**		
What is "within one's limits of professional competence"	+	-	*When should behavior services be reduced?*	+	-
			Why is it important to do so?	+	-
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**		
How to decide which measurement system to select	+	-	*How to determine recording periods*	+	-	*When to use equal interval graph*	+	-
How can the measurement system affect the integrity of the data	+	-	*Which variables to consider*	+	-	*When to use standard celebration chart*	+	-
						When to use standard bar graph	+	-
						When to use scatter plot	+	-
PASS DATE:			PASS DATE:			PASS DATE:		

H-04. Evaluate changes in level, trend, variability			**H-05. Evaluate temporal relations between observed variables**		
How to determine level	+	-	*Discuss sensitivity in data within session*	+	-
How to determine trend			*Discuss sensitivity in data between session*		
How to determine variability	+	-	*What may account for changes*	+	-
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**		
Why important to use observable, measureable terms	+	-	*Why important to use observable, measureable terms*	+	-	*Describe critical components of assessment*	+	-
What dimension of ABA is considered?	+	-	*What dimension of ABA is considered?*	+	-	*Why important to be individualized*	+	-
PASS DATE:			PASS DATE:			PASS DATE:		

I-04. Design and implement full range of assessment procedures								
Describe descriptive assessment and advantages & limitations	+	-	*Describe FAST and advantages & limitations*	+	-	*Describe direct observation and advantages & limitations*	+	-
Describe functional assessment and advantages & limitations	+	-	*Describe structural assessments- advantages & limitations*	+	-			
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**		
How to organize & assess data using indirect assessment	+	-	What variables may influence recommendations	+	-
How to organize & assess data using direct observations	+	-			
How to organize & assess data using experimental FAs	+	-			
PASS DATE:			PASS DATE:		

I-07. Conduct preference assessment								
Describe paired-choice	+	-	Describe MSWO	+	-	Describe free operant	+	-
Advantage	+	-	Advantage	+	-	Advantage	+	-
Limitation	+	-	Limitation	+	-	Limitation	+	-
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**		
Describe the condition of behavior goal	+	-	What outcomes to take into account for an intervention	+	-	Describe to how intervene based on task analysis	+	-
Describe behavior of behavior goal	+	-						
Describe criterion of a behavior goal	+	-						
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**		
Why important to take into account client preferences	+	-	Why important to base on current repertoire	+	-	Why important to base on supporting environment	+	-
Example	+	-	What variables to consider	+	-	What variables to consider	+	-
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**		
Why important to consider	+	-	Why important to consider	+	-	Practical and ethical considerations for AB, ABA, ABAB designs	+	-
						Practical and ethical considerations for MBL designs	+	-
						Practical and ethical considerations for multi-element designs	+	-
						Practical and ethical considerations for changing criterion designs	+	-
PASS DATE:			PASS DATE:			PASS DATE:		

J-10. Select appropriate alternative behavior			**J-12. Maintenance**			**J-013. Behavioral cusps**		
Importance of teaching alternative behavior	+	-	How to program for MT	+	-	Define	+	-
Example	+	-	Why to program for MT	+	-	Example	+	-
						Why targeted	+	-
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

Define stimulus generalization	+ -	Describe difference between response and stimulus generalization	+ -	Describe procedures to promote stimulus generalization	+ -
Define response generalization	+ -	Describe procedures to promote response generalization	+ -		
PASS DATE:		PASS DATE:		PASS DATE:	

J-14. Base decision-making on data displayed in various formats

How to make a decision based on ABAB data	+ -	How to make a decision based on multi-element data	+ -	How to make a decision based on group data	+ -
How to make a decision based on MBL data	+ -	How to make a decision based on changing criterion data	+ -		
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**	
Describe importance of providing ongoing documentation	+ -	Describe why it's important to identify contingencies of behavior of service delivery providers	+ -	Describe Behavior Skills Training procedures	+ -
		How to identify contingencies	+ -	Describe necessary components of BST	+ -
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**	
Describe how performance monitoring and reinforcement systems are used with providers	+ -	Describe how to monitor procedural integrity	+ -	Describe what components are necessary (feedback, Sr, observation)	+ -
		Why important to monitor	+ -	Describe strategies that make supervision effective	+ -
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**	
Importance of evaluating a behavioral program	+ -	How to establish support for ABA services	+ -	Describe methods for securing support of others to maintain repertoire in natural environment	+ -	Describes how to arrange the termination of services	+ -
How to evaluate a behavior program	+ -	Why important	+ -		+ -	Describe necessary steps to east transition	+ -
PASS DATE:		PASS DATE:		PASS DATE:		PASS DATE:	

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