



COLLEGE OF
**SOCIAL AND
BEHAVIORAL SCIENCES** &



TSENG COLLEGE
GRADUATE, INTERNATIONAL
AND MIDCAREER EDUCATION

Master of Science in Applied Behavior Analysis (MS-ABA) Program

Practica Handbook

*Adopted from CSUN Purchasing & Contract Administration Documents

**Adopted from CSUN Office of Insurance & Risk Management Documents

***Adopted from CSUN CIELO Documents

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Introduction to CSUN University-Based Practica

This handbook is updated to the best of our knowledge at the date listed in the footer. Updates and/or changes to this manual will be communicated as necessary.

The Purpose of University-Based Practica

The Master of Science in Applied Behavior Analysis (MS-ABA) program at California State University, Northridge (CSUN) is approved, by Behavior Analyst Certification Board (BACB®), to offer a university-based practica. The purpose of the CSUN University-Based Practica is to offer MS-ABA students supervision from CSUN MS-ABA faculty and a variety of high quality in-vivo experiences, during which students apply the skills acquired in their educational course-work.

Goals of University-Based Practica

To complete University-Based Practica, students are expected to meet the following minimum competencies (see the CSUN Structured Supervision Folder for a detailed task analysis for each competency) in their 2-year graduate program:

- I. Use BACB® professional and ethical guidelines with colleagues and clients
- II. Develop and use behavior measurement methods and record and analyze data
- III. Conduct behavior measurement methods and record and analyze data
- IV. Develop evidence-based intervention plans based on assessment results and baseline data
- V. Design and implement skill acquisition procedures based on initial assessment (e.g., implement a language acquisition program based on VB-MAPP results)
- VI. Design and implement behavior reduction procedures
- VII. Program and probe for generalization and maintenance
- VIII. Conduct ongoing assessment of interventions
- IX. Train another individual to conduct a procedure
- X. Develop and present a training module to individuals who are not familiar with behavior analysis
- XI. Develop the skills necessary to interact effectively with consumers, supervisors, families, and others.

Evaluation of Interns

All Practica grades are competency-based. Although students are advised to adhere to BACB® requirements for accruing their supervised experience hours, they are not evaluated based on their internship hours. Instead, students' grades are based on their participation, clinical professionalism (assessed on the Experience Tracker), and their achievements on the competencies.

Students' Practica Options and Eligibility Criteria

As a graduate student in the Master's program you are eligible to apply for University-Based Practica (options shown below) to obtain supervision (see www.bacb.com under categories of supervised experience). The following practica options, a professional requirement of the program, are offered by the CSUN MS-ABA graduate program at this time. Students enroll in Practica for each semester of the two-year program.

BACB® Requirements

- As a BACB® university approved Practicum Site, all of the CSUN Practica Options must adhere to the following BACB® guidelines (see.bacb.com).
 - *Distribution of Hours for Option I & II is as follows:*
 1. Students must complete 1,000 hours of University-Based Practica
 2. The distribution of hours must be no fewer than 20 hours per month but no more than 130 hours per month.
 3. All approved university experience must be completed for graduate academic credit with a passing grade (i.e., XBEH 903).
 4. Students must be supervised *at least* monthly for 10% (7.5% minimum) of the total monthly hours spent in University Practicum. Total supervision must consist of *at least* 4 contacts per supervisory period that includes observations of trainee with clients. The supervisory period is one month.
 - *Distribution of Hours for Option III is as follows:*
 1. Students must complete 1,500 hours of Supervised Fieldwork for Off-Site Practica
 2. The distribution of hours must be no fewer than 20 hours per month but no more than 130 hours per month.
 3. All approved university experience must be completed for graduate academic credit with a passing grade (i.e., XBEH 903).
 4. Students must be supervised *at least* monthly for 5% of their total monthly hours spent in University Practicum. Total supervision must consist of *at least* 2 contacts per supervisory period that includes observations of trainee with clients. The supervisory period is one month.
- Individuals pursuing certification at the Board Certified Behavior Analyst (BCBA) level must complete the "CSUN Pre-Experience Checklist" (located on the Practica Canvas Board) **prior to onset of experience**.
- Supervisees may accrue experience with multiple supervisors and in multiple settings in order to meet experience requirements. The BACB® defines "Combination of Experience Types" and "Multiple Supervisors/Settings" in the following way:
 - *Supervisees may accrue hours in a single category or may combine any of the types above to meet the experience requirement. With experience hours for Practicum have 1½ times the temporal value of Supervised Independent Fieldwork. Trainees must meet all other supervision requirements independently for each experience type. For example, the required percentage of supervision, number of observations, and number of contacts must be met independently for each experience type.*

- *It is permissible to use multiple supervisors and settings in order to meet the experience requirements. In such cases, all parties must take care to ensure that the supervision contract includes all relevant parties and clearly defines all roles and responsibilities.*
- CSUN has developed a Master Supervisor Contract Document to keep track of all supervisors working with a supervisee (pg. 67).
- Acceptable Activities identified by the BACB®: *The supervisees primary focus should be on acquiring the skills necessary to demonstrate competence of relevant tasks on the applicable BCBA Task List and the skills necessary to interact effectively with consumers, supervisors, families, and others.*
 - *Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment) or for evaluating behavioral interventions*
 - *Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs*
 - *Writing behavior/treatment plans, progress summaries, clinical notes, transition summaries, and professional correspondence*
 - *Overseeing the implementation of behavior-analytic programs by others*
 - *Training others, designing behavioral systems, and performance management*
 - *Communicating and collaborating effectively with caregivers and other professionals*
 - *Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior-analytic program and researching the literature that is relevant to a current client's programming.*
- Unacceptable Activities identified by the BACB®: *Only behavior analytic activities may be counted toward experience requirements. Non-behavior-analytic activities, while valuable, may not be counted. Examples of activities that will not count as experience include (but are not limited to):*
 - *Attending meetings with little or no behavior-analytic content*
 - *Providing interventions that are not based in behavior analysis*
 - *Performing nonbehavioral administrative activities*
 - *Non-behavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)*
 - *Completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis*
 - *Attending professional conferences, workshops, or university courses*
 - *Didactic-course assignments*
- Unrestricted Activities identified by the BACB®: *Activities that are unrestricted are those that best exemplify the work of a behavior analyst who develops programs and systems for others to implement. Unrestricted activities must comprise at least 50% of the total experience hours (i.e., not individual supervisor periods). Examples of unrestricted activities include (but are not limited to):*

- *Observation and data collection*
- *Training staff and caregivers on behavior-analytic programs or content*
- *Conducting assessments related to the need for behavioral intervention*
- *Meeting with clients about behavior-analytic programming and services*
- *Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)*
- *Data graphing and analysis*
- *Researching the literature relevant to a current client's programming*
- *Writing and revising behavior-analytic programs*
- *Restricted Activities identified by the BACB®: There is a restriction on the delivery of therapeutic and instructional procedures to ensure that experiences include the development and design of programs and systems for others to implement. Restricted activities may comprise no more than 50% of the total experience hours (i.e., not individual supervisory periods). Please note that this restriction does not necessarily refer to all time spent working with clients.*

CSUN University-Based Practica

The below titles will be referenced throughout the Practicum Handbook. Please note the individuals that currently fill these roles within the CSUN Master of Science in ABA program:

MS-ABA Academic Director – Dr. Tara Fahmie

MS-ABA Internship Coordinator – Ashley Rice

CSUN Practicum Instructors – Dr. Tara Fahmie, Dr. Stephanie Hood, Dr. Ellie Kazemi, Dr. Debra Berry Malmberg, Dr. Petros Adzhyan, Dr. Megan Aclan, and Brian Rice

I. University-Based Practica with Tenure-Track Faculty

This practica option provides direct supervision by MS-ABA tenure-track faculty with research labs. These positions are competitive, and students must apply and be selected by the faculty members. Meeting times and supervised experience vary based on the research laboratory (specific information provided by each MS-ABA faculty in their syllabi and supervision contract). Each intern's performance is evaluated by tenure-track faculty. Below, is a list of our four tenure-track faculty members conducting clinical work and behavior analytic research:

A. *Faculty member:* Dr. Tara Fahmie

Website: <https://tarafahmie.wixsite.com/tarafahmie>

Research & Clinical Interests: Dr. Fahmie's research interests include the assessment, prevention, and treatment of behavior disorders in children and adults with disabilities (intellectual, developmental, physical) and without disabilities. In addition, Dr. Fahmie conducts research to enhance the efficacy and efficiency of skill (social, academic, self-care, etc.) acquisition programs. Most of Dr. Fahmie's research is conducted in a community context (e.g., a local school or agency) and the results of her research are used to help inform teachers, parents, and caregivers, and ultimately, to improve the independent functioning of individuals.

Setting: Off-site community partnerships

Clients: School-aged individuals (ages 3-15) with and without disabilities as well as their caregivers (i.e., parents, guardians, teachers).

B. *Faculty member:* Stephanie Hood

Website: <https://ssail7.wixsite.com/hoodlab>

Research & Clinical Interests: Dr. Hood's primary research interests have been related to determining the extent to which efficacious teaching procedures produce socially important behavior change and promote maintenance and generalization, and expand the reach of behavior-analytic services. One of Dr. Hood's primary research lines is assessing procedures to teach complex social skills and assess the extent to which stimulus generalization occurs. Effective interventions to teach complex social skills is essential for adolescents and young adults with social skills deficits to become fully functioning members of the community (e.g., independent living, success in higher education, and employment). Some of Dr. Hood's current projects are

related to developing interventions for specific conversation deficits (e.g., articulation, discriminating and responding to sarcasm, identifying common interests and potential friends), job-training programs, college-student time management and study skills. In addition, Dr. Hood is interested in evaluating refinements to current functional analysis methodology to identify determinants of problem behavior. This line of research focuses on developing and refining intervention practices to produce effects that maintain in the natural environment.

Setting: Social Skills Assessment Intervention and Learning Research Lab and Clinic at CSUN

Clients: Individuals (ages 7 – 35) with and without disabilities as well as caregivers (parents, guardians, and teacher; when appropriate)

C. *Faculty member:* Dr. Ellie Kazemi

Website: <https://klab-csun.weebly.com>

Research & Clinical Interests: Dr. Kazemi's research interests involve training and supervision of caregivers (parents, teachers, and behavioral staff). Currently, she conducts research with a humanoid robot that simulates a client.

Setting: Training & Supervision Laboratory at CSUN and off-site with Community Research Partners.

Clients: In this lab, students provide trainings in a pyramidal model and sometimes conduct translational research. To accrue supervised experience hours, students are required to select the off-site practica option in addition to their work in lab. Therefore, this lab is only appropriate for MS-ABA students interested in pursuing doctoral training in ABA.

D. *Faculty member:* Dr. Debra Berry-Malmberg

Website: <https://autismclinic.wixsite.com/csun>

Research & Clinical Interests: The Autism Research Lab focuses on developing and evaluating behavioral interventions and parent education programs to promote socio-communicative skill development of children with autism.

Setting: Autism Clinic at CSUN

Clients: Young children with Autism Spectrum Disorders and their caregivers.

II. University-Based Off-site Practica

A. Students work directly at one of our CSUN-approved internship sites under the direct supervision of a CSUN-approved site supervisor.

- A. CSUN-approved internship sites are local ABA service providers who obtain **formal CSUN Internship Site approval as well as Site- Supervisor approval status**. The approval process is initiated by the local agency or a current MS-ABA student. Applications are reviewed and approved/denied by the MS-ABA review committee.

B. BACB® Guidelines for Field Supervisors

- A. Purpose of Field Supervision (the majority of which is in-person, onsite observation) is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee, and facilitate the delivery of high-quality services to his/her clients.
- B. In accordance with the BACB®, effective behavior-analytic supervision should include:
 - A. Monitoring the skills of the supervisee throughout the supervised experience
 - B. Developing and communicating performance expectations to the supervisee
 - C. Providing supervisee with opportunities to perform listed competences (Note* it is likely that some competences will not be met).
 - D. Observing the supervisee in the field and use performance feedback to give corrective feedback
 - E. Using Behavior Skills Training to teach and improve supervisee's skills
 - F. Modeling technical, professional, and ethical behavior
 - G. Guiding and providing feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires
 - H. Reviewing data and written materials (e.g., behavior programs, data sheets, reports)
 - I. Overseeing and evaluating the effects of the supervisees behavior-analytic service delivery
 - J. Conducting monthly evaluation of supervisee's performance and effects of supervision
 - A. These are to be completed in the natural environment during each supervisory period. In-person, on-site observation is preferred.

C. Practicum Instructor Responsibility

- A. The purpose of practicum is to improve behavior analytic, professional, and ethical repertoires of the supervisee, and monitor supervisee's performance in the field.
- B. The Practicum Instructors' will:
 - A. Execute a written contract prior to onset of experience
 - B. Develop performance goals with supervisees
 - C. Use Behavior Skills Training to teach and improve supervisees' skills in group setting
 - D. Model technical, professional, and ethical behavior
 - E. Guide and give feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires in group setting
 - F. Review data and written materials (e.g. behavior programs, data sheets, reports) and provide specific feedback
 - G. Meet with field supervisors to conduct monthly evaluation of supervisee's experience, performance, and effects of supervision (this only applies to CSUN approved supervisors, Option II Practica)
 - A. "Meet" is defined as email, phone, or in-person communication
 - H. Observe supervisee in-field a minimum of once each semester
 - I. Provide specific feedback to supervisee on performance in group supervision
 - J. Protect the time and space for supervision by keeping to agreed appointments and the time allotted.
 - K. Notify supervisee, at the earliest possible time, of any changes to schedule that may result in rescheduling a meeting.

III. Off-site Practica (Supervised Independent Fieldwork Model)

- A. Students must work at one of our CSUN-approved internship sites under the direct supervision of a site supervisor who is a BACB[®] approved supervisor.
 1. For this practica option, it is the intern's responsibility to seek and secure a qualified site-supervisor (see www.bacb.com).
 2. CSUN-approved internship sites are local ABA service providers who obtain formal CSUN Internship Site approval. The approval process is initiated by the local agency or a current MS-ABA student. Applications are reviewed and approved/denied by the MS-ABA review committee.

- B. BACB[®] Guidelines for Field Supervisors
 1. Purpose of Field Supervision (the majority of which is in-person, onsite observation) is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee, and facilitate the delivery of high-quality services to his/her clients.
 2. In accordance with the BACB[®], effective behavior-analytic supervision should include:
 - A. Monitoring the skills of the supervisee throughout the supervised experience
 - B. Developing and communicating performance expectations to the supervisee
 - C. Providing supervisee with opportunities to perform listed competences (Note* it is likely that some competences will not be met).
 - D. Observing the supervisee in the field and use performance feedback to give corrective feedback
 - E. Using Behavior Skills Training to teach and improve supervisee's skills
 - F. Modeling technical, professional, and ethical behavior
 - G. Guiding and providing feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires
 - H. Reviewing data and written materials (e.g., behavior programs, data sheets, reports)
 - I. Overseeing and evaluating the effects of the supervisees behavior-analytic service delivery
 - J. Conducting monthly evaluation of supervisee's performance and effects of supervision
 - A. These are to be completed in the natural environment during each supervisory period. In-person, on-site observation is preferred.

- C. Practicum Instructor Responsibility
 1. The purpose of practicum is to improve behavior analytic, professional, and ethical repertoires of the supervisee, and monitor supervisee's performance in the field.
 2. The Practicum Instructors' will:
 - A. Execute a written contract prior to onset of experience
 - B. Develop performance goals with supervisees
 - C. Use Behavior Skills Training to teach and improve supervisees' skills in group setting
 - D. Model technical, professional, and ethical behavior
 - E. Guide and give feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires in group setting
 - F. Review data and written materials (e.g., behavior programs, data sheets, reports) and provide specific feedback
 - G. Provide supervisee with individual supervision a minimum of once each semester
 - H. Provide specific feedback to supervisee on performance in group supervision

- I. Protect the time and space for supervision, by keeping to agreed appointments and the time allotted.
- J. Notify supervisee, at the earliest possible time, of any changes to schedule that may result in rescheduling a meeting

Differences among the three options:

	UNIVERSITY-BASED ON-SITE PRACTICA: OPTION 1	UNIVERSITY-BASED OFF-SITE PRACTICA: OPTION 2	OFF-SITE PRACTICA: OPTION 3
Direct Supervisor	Dr. Fahmie, Dr. Hood, Dr. Malmberg, Dr. Kazemi	CSUN Approved Off-Site Supervisor	BCBA in good standing
Practica Group Supervision	Dr. Fahmie, Dr. Hood, Dr. Malmberg, Dr. Kazemi	CSUN Practicum Supervisor	CSUN Practicum Supervisor
Students must enroll in 3-CE units of XBEH 903 practicum course each semester	X	X	X
Students must attend supervision meeting	Weekly - Specific to each faculty	Bi-weekly Practica Meetings	Bi-weekly Practica Meetings
Students must adhere to the course syllabus & "MS-ABA Internship Student Agreement"	X	X	X
Total required supervised experience by BCBA for BACB® standards	1000 hours (About 15 hours per week for 2 years)	1000 hours (About 15 hours per week for 2 years)	1500 hours (About 20 hours per week for 2 years)
Commitment to Internship	2 years to Faculty	1 Academic year to Internship Site	1 Academic year to Internship Site

To be **eligible** for CSUN-approved University-Based Practica experience, the student must meet the following criteria.

1. Be in good academic standing (i.e., a 3.0 or above cumulative GPA).
2. Submit "MS-ABA Internship Application & Agreement" by specified deadlines.
3. Interview for on-site or off-site position(s).
4. Be matched or selected for the University-Based Practica experience.
5. Enroll in 3-CE units of the XBEH 903 Practicum Course each semester.

Internship Learning Plan*- Filled out by Student in Practica

Learning Objectives: To meet the supervision competencies outlined by the CSUN MS-ABA Program in the Structured Supervision Folder (which are based on the BACB®'s 4th Edition Task List) and to accrue supervised experience hours to become eligible to sit for the Board Certification Exam.

1. I will devote _____ hours (based on the off-site internship options) per week, commit at least 1 academic year to the Internship Site _____ to _____ (or follow the guidelines laid out by the Internship Site), and agree to complete all paperwork required by the MS-ABA Program, the CSUN Practicum Supervisor, the approved Site Supervisor (if applicable), and Internship Site as part of this internship.
2. I will use the CSUN Structured Supervision Folder to meet the competencies listed.
3. I understand and acknowledge that there are potential risks (for which CSUN is absolved of responsibility) associated with my selected internship, some of which may arise from (a) my assigned tasks and responsibilities, (b) the location of the Internship Site, (c) the physical characteristics of the Internship Site, (d) the amount and type of criminal activity or hazardous materials at or near the location of the Internship Site, (e) any travel associated with the internship, (f) the time of day when I will be present at the Internship Site, and (g) the criminal, mental, behavioral, and social backgrounds of the individuals I will be working with or serving. I further understand and acknowledge that my safety and well-being are primarily dependent upon my acting responsibly to protect myself from personal injury, bodily injury, or property damage.
4. I have participated in orientation, read all guidelines, limitations, and understand my role as an internship student working with the community partner.
5. I agree to act in a responsible manner while representing the MS-ABA Program at CSUN at the Internship Site and abide by all the rules and regulations that govern the site in which I am interning.
6. I understand the connection between the course (i.e., XBEH practicum course) and the learning objectives to be fulfilled at the Internship Site.

Print Intern's Name _____

Intern's Signature _____ Date _____

Print CSUN Practicum Instructor Name _____

CSUN Practicum Instructor's Signature _____ Date _____

Print Internship Site Supervisor's Name _____

Internship Site Supervisor's Signature _____ Date _____

Internship Site's Clinical/Executive Director Signature _____ Date _____

CSUN Master of Science in Applied Behavior Analysis (MS-ABA) Program

Student Internship Application

Please complete the following information in preparation of an interview:

1. Name

a. Last name _____ First name _____ Middle initial _____

2. Gender: Female _____ Male _____

3. Street address _____

4. City, state, zip _____

5. Cell phone number _____

6. CSUN E-mail address _____

7. Emergency contact _____

8. Emergency contact phone number _____

9. Bachelor's in _____ **From** _____ **Year** _____

10. Other degrees _____ **From** _____ **Year** _____

11. Cumulative GPA, bachelors _____ **Cumulative GPA, other** _____

12. Citizen of the United States? Yes ☐ No ☐

13. Have you been convicted of a misdemeanor or felony? Yes ☐ No ☐

(If Yes, please contact the MS-ABA Academic Director and Internship Coordinator as soon as possible)

14. Which practica option (See Practica Handbook page 7-11) do you wish to select (please rank your choices, you will be contacted based on the information you provide)?

Rank 1-3 - Option I – _____ Option II _____ Option III _____

*** For Option I – please list faculty in order of preference**

1. _____
2. _____
3. _____
4. _____

15. Agency preferences/Internship Site (*Review the list of CSUN-MS-ABA Approved Internship Sites on your Practica Canvas Board and read their Internship Site Self-Assessment and Acknowledgement of Risk. By selecting a particular Internship Site, you are indicating you read, understand, and acknowledge the potential risks involved with working at your preferred site.)

16. If the agency you desire to do your internship with is not listed on our Practica Canvas Board as an approved internship site, please provide their name and contact email here.

17. Do you have any personal relationships with individuals associated with your preferred internship site? For example: internship site employs your significant other, spouse, parent(s), relative(s), or other close personal acquaintances.

Yes ☐ **No** ☐

If yes, please specify below: _____

18. What language other than English do you speak fluently? _____

a. Could you provide assessment or deliver services in that language?

Yes ☐ **No** ☐

19. What populations have you worked with in a clinical setting for at least 3 months - 1 year?
(*check all that apply*)

- | | |
|--|---|
| <input type="checkbox"/> Infants | <input type="checkbox"/> Developmental disabilities |
| <input type="checkbox"/> Toddlers | <input type="checkbox"/> Emotional disturbance/mental illness |
| <input type="checkbox"/> Preschool age | <input type="checkbox"/> Typically developing |
| <input type="checkbox"/> Elementary school age | <input type="checkbox"/> None |
| <input type="checkbox"/> Middle school age | <input type="checkbox"/> Other _____ (specify) |
| <input type="checkbox"/> High school age | |
| <input type="checkbox"/> Adults | |
| <input type="checkbox"/> Seniors | |

20. In what clinical settings have you worked for at least 3 months (*check all that apply*)?

- | | |
|---|---|
| <input type="checkbox"/> Homes | <input type="checkbox"/> Clinics |
| <input type="checkbox"/> Schools | <input type="checkbox"/> Group homes |
| <input type="checkbox"/> Camp settings | <input type="checkbox"/> After- school programs |
| <input type="checkbox"/> Other _____
(specify) | <input type="checkbox"/> None |

21. What is your schedule of availability for internship (Please list all availability. See bullet H, page 20 for further information)?

a. Days available (e.g., M-F, Saturday)

b. Times available (e.g., mornings until 2pm)

*Internships typically occur Monday-Friday, in the mornings, afternoons, and/or evenings

22. What is your schedule of availability for Practica group meetings? These typically occur in the mornings or evenings M-Sat. Please provide all availability.

23. How many hours a week are you able to commit to your internship site? (please check one)

☐ 15 hours a week

☐ 20 hours a week

☐ 20-30 hours a week

☐ More than 30 hours a week

24. In what geographical location(s) do you hope to intern?

25. Do you have a reliable form of transportation? Yes ☐ No ☐

- *Students are strongly recommended to have a working car and car insurance, as the majority of our internship sites require it. Please let the MS-ABA Academic Director and Internship Coordinator know if you have further questions about this.*

26. Briefly describe your academic background and coursework that is relevant to the internship(s) you selected:

27. Briefly describe your clinical experiences and any positions held that relate to the internship(s) experience you selected:

28. Briefly describe why you are interested in the internship(s) experience(s) you selected:

29. In a few sentences, indicate your long range professional plans and how the internship(s) you selected will help you attain these goals:

30. What are some skills that you feel you would bring to the internship site(s) you selected:

31. In addition to your graduate coursework, what additional commitments do you have or anticipate to have this next year:

32. Tell us other information that would facilitate assessment of your qualifications for this internship:

Practicum Option I - Lab Applications – Student to Fill-Out

If you are interested in being considered for a faculty member's research lab (Practicum Option I), fill out the form below. For each faculty member's lab that you would like to apply for, rank the faculty member's lab and provide one paragraph describing **a)** why you are interested in the lab and **b)** what makes you a good fit for the lab.

Dr. Fahmie (Functional Assessment & Healthy Behavior (FAHB) Laboratory)

Rank: _____

Paragraph:

Dr. Hood (Social Skills Assessment Intervention & Learning (SSAIL) Laboratory)

Rank: _____

Paragraph:

Dr. Kazemi (Training & Supervision Laboratory)

Rank: _____

Paragraph:

Dr. Malmberg (Autism Clinic/Autism Research Laboratory)

Rank: _____

Paragraph:

MS-ABA Internship Student Agreement

Please read the following statements carefully and sign:

- A. I hereby certify that the statements contained in this completed MS-ABA Student Internship Application Form are true and correct. I agree that and understand that any misrepresentation or omission of any material facts on my part may be cause for delay in internship evaluation, separation from the internship, and/or can initiate immediate review by the MS-ABA Academic Director or the CSUN Practicum Instructor.
 - B. I am responsible for meeting all the requirements agreed upon with my Internship Site Supervisor and CSUN Practicum Instructor.
 - C. I hereby give permission to the CSUN MS-ABA Program, the MS-ABA Academic Director, the CSUN Practicum Instructor, and any of the approved Site Supervisors and Internship Sites to verify any and all information contained within this application. This can include contacting former employers, clinical internship/practicum sites, and/or reviewing graduate school records, etc.
 - *Please be advised that if any information should come to our attention that can affect your professional student status and/or internship role, and thus the internship experience, the program shall be authorized to assess and discuss the significant information with the appropriate parties.*
 - D. I understand that any information contained in this Student Internship Application and/or any pertinent information relating to my professional student role can be discussed between the MS-ABA Academic Director, MS-ABA Internship Coordinator, CSUN Practicum Instructor, and the approved Site Supervisors and Internship Sites.
 - E. I understand that most Internship Sites request security background investigations, fingerprint checks, random drug screens, physical examinations, TB tests, immunization verification, and a valid Driver's License, etc. as requirements for their placement interview process and for Internship Site confirmation. Internship Sites may also require random drug screening(s) at any time during the year. If you are an International student, please consult with the CSUN Office of International Students and the MS-ABA Internship Coordinator for further assistance.
1. I am willing to participate in these additional screenings/evaluations and give permission for any results that affect my internship status to be provided to the MS-ABA Academic Director, MS-ABA Internship Coordinator, and CSUN Practicum Instructor. I also understand that if I fail these screenings, I will not be confirmed at the specified Internship Site, can become ineligible for school-based internships, and therefore not interviewed for an internship for an entire academic year. I also understand that if I fail a screening during the year, I will be removed from the internship site and not able to interview for another internship for the remainder of the academic year. The MS-ABA Academic Director, MS-ABA Internship Coordinator, and CSUN Practicum Instructor will review my case to determine whether I am eligible to continue the program, and if so, the timeline for returning to the internship site. In addition, I understand that engaging in activities that result in severing my relationship with the internship site can result in a failing grade in my practicum course. **I understand that my grade in the practicum course is contingent on my successful completion of the internship competencies in the internship setting.**

2. If a student has a prior felony conviction, they should inform the CSUN MS-ABA Academic Director and MS-ABA Internship Coordinator as soon as possible. Individuals with felony convictions may not be permitted to work with children or be placed in certain agencies.
- F. I have informed the MS-ABA program of any conflict of interest I may have with individuals at my internship site.
- G. I understand that I may be financially responsible to pay for clearances, health screenings, and trainings (e.g., CPR) if the Internship Site does not cover the cost.
- H. At all times, I shall maintain professional conduct in accordance with the school's academic standards, the BACB® Code of Ethics, professional work values, and laws regulating behavioral health providers.
- I. CSUN is not responsible for my internship placement. To enroll and pass practica, I understand it is my responsibility to seek, interview, and secure an Internship Site and a BCBA Supervisor (Option III). I understand that depending on the type of internship I seek, it is my responsibility to be flexible with my internship service hours and geographical location. If the current CSUN approved sites do not meet your internship needs, please contact your MS-ABA Internship Coordinator ASAP for consult.
1. I understand my site supervisor evaluates me at each supervised experience dependent on my practicum option. My evaluations include direct observations of my professional conduct (e.g., on time and consistent attendance to meetings or appointments), in-vivo performance assessments, and rating scales (see Experience Tracker and Sample Performance Assessment form). I understand my grade in my practicum course is influenced by these evaluations (see XBEH 903 course syllabus).
- J. I am aware that as an intern at a CSUN-approved Internship Site, I am required to enroll in 3-CE units of XBEH 903 each semester and adhere to the practicum course syllabus.
- K. I understand that I am opting to obtain my experience hours through a University-Based Practicum (see www.bacb.com) or supervised independent fieldwork. To become eligible to sit for the BACB® examination, a minimum of 1,000 hours of experience is required for Options I and II and 1,500 hours is required for Option III; therefore, I acknowledge that my internship hours, depending on my hours of commitment and duration of services, may not be sufficient for me to fulfill all required hours. I recognize that it is my responsibility to keep track of my hours on my Experience Tracker, to complete monthly experience verification forms, and to ensure those hours are sufficient to sit for the BACB® examination.
- L. If the situation arises and I need to terminate the internship before fulfilling my internship commitment, I shall terminate in an appropriate and professional manner as designated by the school and assigned Internship Site and provide written and verbal notice as required by the MS-ABA Academic Director, MS-ABA Internship Coordinator, and CSUN Practicum Instructor, and the Internship Site (e.g., provide at least 30 days' notice). **Steps to follow prior to terminating:**
1. Communicate with CSUN Practicum Instructor, verbally and in written format, about the specific concerns/situations
 - i. Be prepared to talk with the internship site and your internship site supervisor regarding your concerns as recommended by the BACB® code of ethics.

2. Meet with MS-ABA Academic Director and your Practicum Instructor if Step 1 did not result in a resolution.

I understand that any such termination will be done only with the written approval of the MS-ABA Academic Director, the CSUN Practicum Instructor, and the Internship Site. **If I terminate prematurely, I am aware that I may not be accepted in the same internship setting; I may need to reapply for internship and disclose my premature discontinuation or termination during the interview process of the new internship in order to participate in the university-based practicum to accrue my experience hours.**

- M. I shall fulfill the responsibilities of the student intern role and be in compliance with all policies and procedures as outlined in the Internship Learning Plan (pg.12), Student Internship Application (p.13-21), Student Internship Guidelines (pg.21-23), and Supervision Contract (from internship site and CSUN Practicum Supervisor).
- N. I have read and understand the potential health and safety risks (if applicable) associated with my Internship Site as indicated in their Internship Site Application (pg.36). I have discussed any concerns regarding risks with the MS-ABA Academic Director and/or MS-ABA Internship Coordinator and accept this internship site as presented.
- O. In the event that I suspect a potential conflict of interest (e.g., my practica grade is affected by a practica instructor' consultation contract), CSUN has a reporting process in place.
 1. First inform MS-ABA Internship Coordinator who will work with MS-ABA Academic Director.
 2. MS-ABA Academic Director will bring in Psychology Department Chair and/ or Dean of College of Social and Behavioral Sciences to work to resolve issue.

I have reviewed and understand the MS-ABA Student Internship Agreement which specifies my role as an intern and I agree to comply with all of the above. If I am not in compliance with the school's policies and procedures, I understand that I can be considered ineligible to participate in the university-based practicum to accrue my experience hours.

Student Name (Print) _____

Student Signature _____

Date: _____

Student Internship Guidelines**

The student agrees to abide by the following Guidelines and Limitations:

GUIDELINES:

- Ask for help when in doubt: Your internship site supervisor understands the issues at your internship site and you are encouraged to approach him/her with problems or questions as they arise. He/she can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your MS-ABA Internship Coordinator and/or CSUN Practicum Instructor with questions concerning your placement.

- Be punctual and responsible: You are participating in the organization as a reliable, trustworthy, and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your hours/project throughout your partnership.

- Call if you anticipate lateness or absence: Call your internship site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment; people are counting on you.

- Respect the privacy of all clients: If you are privy to confidential information with regard to the persons with whom you are working (i.e., organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. **Whenever you are referring to your clients or information that could identify the client, supervisor, or colleagues, in class or outside class, you should use pseudonyms.**

- Show respect for the partnership organization you work for: Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community, the community is serving you by investing valuable resources in your learning.

- Be appropriate: You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly, and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU's ongoing internship programs.

- Be flexible: The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing a positive outcome for everyone involved.

MAXIMIZE THE EXPERIENCE:

DO participate in orientation for your internship experience.

DO make sure you know who to contact at the internship site and at the university in case of an emergency.

DO make sure you know how to exit your internship site in case of an emergency.

DO ask for help from your internship site supervisor or another staff member at your internship site when in doubt.

DO call your internship site supervisor if you know you will be late or not able to come in at all.

DO show respect for your internship site, its staff, and its clients.

DO be aware that you are representing your university.

DO know that if you are having trouble at your internship site, you can talk with your MS-ABA Internship Coordinator, MS-ABA Academic Director, and/or CSUN Practicum Instructor about it.

DO sign-in at your internship site every time you are there, and record your hours. This will ensure you receive credit for the hours you have served.

DO know that you can request an alternative internship site if you are not comfortable with your current internship site. Please follow procedures outlined in Student Internship Agreement.

LIMITATIONS:

DON'T report to your internship site under the influence of drugs or alcohol.

DON'T give or loan a client money or other personal belongings.

DON'T make promises or commitments you cannot keep to a client.

DON'T give a client or agency representative a ride in a personal vehicle.

DON'T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of his/her age, race, gender, sexual orientation, ability, or ethnicity.

DON'T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.

DON'T engage in any type of business with clients during the term of your service.

DON'T enter into personal relationships with a client or community partner representative during the term of your service.

TRANSPORTATION:

Student understands and agrees that transportation to and from the internship site shall be the sole responsibility of each participating student. Neither the University nor the Internship site shall assume responsibility or liability for student transportation.

If you feel that your rights have been or may be violated, or that any of the above-stated limitations have been violated, please contact the CSUN Practicum Instructor, MS-ABA Internship Coordinator, and/or the MS-ABA Academic Director.

I have reviewed and understand the Student Internship Guidelines and I agree to comply with all of the above. If I am not in compliance with the school's policies and procedures, I understand that I can be considered ineligible to participate in the university-based practicum to accrue my experience hours.

Student Name (Print) _____ **Student Signature** _____

Date: _____

|

Waiver of Liability and Hold Harmless Agreement**- Student fill out

I, the undersigned participant, am requesting participation in the CSU, Northridge,

Name of department and College: Applied Behavior Analysis Graduate Program with the College of Social and Behavioral Sciences, Department of Psychology and Tseng College

Activity: Practica Experience

that begins on: _____ **and ends on:** _____

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California; the Trustees of The California State University; California State University, Northridge and their employees, officers, directors, volunteers, and agents (collectively “University”) from any and all claims, **including claims of the University’s negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from, and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other’s actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from, and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney’s fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from, and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant’s Signature

Date

Print Participants Name

Phone Number

Instructor’s Signature

Date

Print Instructor’s Name

Phone Number

CSUN Master of Science in Applied Behavior Analysis (MS-ABA) Program Internship Site & Supervisor Application Information

Thank you for your interest in becoming a CSUN Approved Internship Site and/or Site Supervisor offering MS-ABA students internship opportunities. As an approved BACB® program, we are obligated to document that students accruing experience at a CSUN University-Based Practica receive supervision in accordance with BACB® Code of Conduct (see www.bacb.com). You will receive a letter regarding the approval/denial of your application. Below we have provided some detailed information regarding internship site/site supervisor applications and the review process.

1. All submissions for consideration for the Fall cohort **must be received by the deadline posted on msaba.csun.edu (Go to Practicum tab – then General Timeline for Incoming Students) through electronic submission to msaba@csun.edu**. Once submissions are received by our MS-ABA review committee, they will review and **provide feedback and final decisions in about 60 days**. You will receive a letter regarding the approval/denial of your application from the MS-ABA review committee.
 - a. We will only review internship sites/site supervisors for each incoming Fall cohort during the Summer prior to their start. If there are special circumstances requiring reviews at other times, those will be approved by the MS-ABA review committee on a case by case basis.
2. **MS-ABA Review Committee Process** – Below is information regarding the general review process:
 - a. Applications are received and reviewed for completeness
 - b. Applications are sent to MS-ABA review committee
 - c. Reviewed applications are sent to the MS-ABA Academic Director for final approval
 - d. Letters are sent to applicants with decision
 - e. A specific review process for internship site and/or site supervisor application is below. This is not an exhaustive list but provides a general guideline:
 - i. Internship Site Application Review Process:**
 1. Look at internship site website and review for:
 - a. Evidence-Based Treatments advertised
 - b. Testimonials from clients; Are they **ONLY** from clients for whom you no longer provide services?
 - c. Does your website & job description use correct behavior analytic terminology? For example, “Applied Behavioral Analysis” is incorrect; the name of the discipline is “Applied Behavior Analysis”.
 - d. Personnel that are approved by BACB® to offer supervision
 - i. If personnel are not listed on company website, please provide a list of individuals, with contact information that matches BACB® gateway, with your application submission.
 - e. Organization Chart
 - i. If one is not listed on your website, please provide with your application submission (sample pg.61)

f. Sample Supervision Contract used by your agency

2. Look at the application to see if fully complete
 - a. Specifically, 'Self-Assessment and Acknowledgement of Risk' and that items indicated as "no" offer further explanations.
3. Look at mission statement and website to show evidence that your agency or organization uses only scientifically proven interventions.

ii. Site Supervisor Application Review Process:

1. Completed application which includes the following:
 - a. Supervisor application & Contract
 - b. Cover Letter stating interest in supervising CSUN interns and offering structured supervision
 - c. Curriculum Vitae detailing clinical experience and experience with supervision
 - d. **De-identified sample** of a written Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)
 - e. **De-identified** Permanent Product that reflects feedback given to supervisees
2. Minimum of one year with BCBA certification
3. Meet BACB® Requirements for Supervision
 - a. Completion of Competency-Based Post-Certification Supervision Workshop
 - b. Obtain Continuing Education related to Supervision during each certification cycle
4. FBA and BIP adhere to the dimensions of ABA
 - a. Please see sample rubric used to review FBA/BIP (page 97)

3. **Internship Site Applicants** - We will provide details of the review and decision only to the listed name of applicant and Clinical/Executive Director of the internship site and we will keep information regarding the denial of your application confidential. However, if you are approved, we will post your application on our CSUN MS-ABA Practica Course Website to provide MS-ABA students with information regarding approved internship sites each year. Therefore, we advise community partners to not prematurely tell prospective or incoming MS-ABA students about their application submission to protect the review process and confidentiality of the outcome of the review.

- i. To be approved as Option II, you may request that your site supervisors, who are eligible to supervise experience hours of MS-ABA students, submit site supervisor applications for MS-ABA review committee. We advise that this process be optional for your supervisors as it is an exhaustive review and not intended for any purpose other than selection of CSUN approved site supervisors. If you are seeking to become an Option II practica provider, please see the information below regarding site supervisor reviews.

4. **Site Supervisor Applicants** - We will provide details of the review and decision only to you, the site supervisor, using the contact information you provided in your site supervisor application. If you are approved as a site supervisor, we will notify you of the MS-ABA review committee's decision and it will be your responsibility to notify the Clinical/Executive Director of the site for which you work. The MS-ABA site supervisor review process should not be used beyond the scope of the MS-ABA Internship Program.
 - i. We will ask you to disclose the information indicated on the Consent to List Names & Credentials (see page 62) for our CSUN MS_ABA Practica Course Website
 - ii. We will ask you to sign a Conflict of Interest Document (see page 63) that will be reviewed by the MS-ABA Academic Director
5. MS-ABA review committee is released of any liability for the feedback and review conducted of your internship site and/or site supervisor application. Reviews are conducted for the purpose of the MS-ABA Internship Program alone.
6. There is no appeal process for internship site and/or site supervisor applications. Review of site supervisors is a blind review process. If you are denied, you may reapply the following year.
7. **Renewal process for Approved Internship Site and Site Supervisor** – We review internship sites and site supervisors on a yearly basis. We look at Intern and Practicum Supervisors' evaluations of site supervisors, review site applications, and determine if they have adhered to their applications, if internship sites are being selected by students, and if site supervisors are available to provide supervision. A letter from the MS-ABA review committee will be sent to each approved internship site and site supervisor with information about their renewal status. Please note, if you have not had a placement within the last two years, you will be listed on our CSUN MS-ABA Practica Course Website with an "*" indicating you have been approved but are currently expired.

CSUN Master of Science in Applied Behavior Analysis (MS-ABA) Program Site Supervisor Application & Contract

To be considered for CSUN approval, please complete the following form:

1. Name
 - a. Last name _____ First name _____ Middle initial _____
2. Gender: Female _____ Male _____
3. Street address _____
4. City, state, zip _____
5. Work phone number _____
6. Cell phone number _____
7. E-mail address (work) _____
8. E-mail address (alternative) _____
9. Master's in _____ From _____ Year _____
10. Bachelor's in _____ From _____ Year _____
11. Other degrees _____ From _____ Year _____
12. Citizen of the United States? Yes ☐ No ☐
13. BACB® certification number _____ Issue date _____
Expiration Date _____
14. Other professional licenses, certifications, and numbers

15. Internship Site at which you will provide supervision. *(please be reminded that Internship Site applications must be completed and approved)* _____
16. Current position title _____
17. Years of experience as a behavior analyst _____
18. What language other than English do you speak fluently? _____
 - a. Could you provide assessment or deliver services in that language?

Yes ☐ No ☐

19. What population(s) have you worked with in a clinical setting for at least 6 months? (*check all that apply*)

- | | |
|--|---|
| <input type="checkbox"/> Infants | <input type="checkbox"/> Developmental disabilities |
| <input type="checkbox"/> Toddlers | <input type="checkbox"/> Emotional disturbance/mental illness |
| <input type="checkbox"/> Preschool age | <input type="checkbox"/> Typically developing |
| <input type="checkbox"/> Elementary school age | <input type="checkbox"/> None |
| <input type="checkbox"/> Middle school age | <input type="checkbox"/> Other _____ (specify) |
| <input type="checkbox"/> High school age | |
| <input type="checkbox"/> Adults | |
| <input type="checkbox"/> Seniors | |

20. In what clinical settings have you worked for at least 6 months - 1 year? (*check all the apply*)

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Homes | <input type="checkbox"/> Clinics |
| <input type="checkbox"/> Schools | <input type="checkbox"/> Group homes |
| <input type="checkbox"/> Other _____ (specify) | <input type="checkbox"/> None |

21. What types of clinical settings do you currently provide supervision in?

22. What is your schedule of availability for providing internship supervision?

- a. Days available (e.g., M-F) _____
- b. Times available (e.g., mornings until 2pm) _____

23. What geographical area do you supervise in?

24. Describe the reasons you are interested in becoming a Site Supervisor who provides structured supervision to CSUN University-Based Practicum students:

25. Briefly describe your clinical experiences:

26. Briefly describe your experience with supervision:

27. Please provide your areas of expertise within ABA:

28. Tell us other information that would facilitate assessment of your qualifications for this supervision position.

* Adopted from CSUN Purchasing & Contract Administration Documents

**Adopted from CSUN Office of Insurance & Risk Management Documents

***Adopted from CSUN CIELO Documents

29. **Please attach the following items:

- a. A Cover Letter - stating interest in supervising CSUN interns and offering structured supervision
 - b. A Curriculum Vitae - detailing clinical experience and experience with supervision
 - c. A **De-Identified*** sample of a written Functional Behavior Assessment and Intervention Plan
 - d. A **De-Identified*** permanent product that reflects feedback given to supervisees
- Your application and supplemental materials will be reviewed by the MS-ABA review committee.

*** De-identified is defined as removal of anything that would identify association to an individual, company name, applicant name, client name, etc.**

MS-ABA Site Supervisor Agreement

Please read the following statements carefully and sign:

- A. I hereby certify that the statements contained in this completed MS-ABA Site Supervisor Application & Contract are true and correct. I agree and understand that any misrepresentation or omission of any material facts on my part may be cause for removal of my application and/or can initiate immediate review by the MS-ABA Academic Director, MS-ABA Internship Coordinator, and/or the CSUN Practicum Instructor. This can include contacting former employers, clinical internship/practicum sites, and/or reviewing graduate school records, etc.
- B. I hereby give permission to the CSUN MS-ABA Program, the MS-ABA Academic Director, and CSUN Practicum Instructor to verify any and all information contained within this application.
- C. I agree to supervise according to high ethical, legal, and professional standards as outlined by the BACB® and to work with my intern(s) toward professional growth and competence.
- D. I agree to seek consultation/support on best practices in supervision and on topics/issues outside of my scope of expertise.
- E. I agree to allow the CSUN Practicum Instructor to shadow me when supervising CSUN interns or to probe some supervision meetings. Such sessions and probes would be discussed with the Site Supervisor and be determined on a case-by-case basis.
- F. I agree that as a Site Supervisor, I, and not the CSUN Practicum Instructor, am solely responsible for the assessment, recommendations, and treatment provided to the site's consumers. The CSUN Practicum Instructor does not serve as a clinical consultant and is not liable for any suggestions, feedback, or recommendations provided to interns and site supervisor. It is ultimately my responsibility to approve and monitor any services provided to the approved site's consumers.
- G. I understand that the Internship Site agrees that the CSUN Practicum Instructor's main role is to monitor the quality of supervision offered to CSUN interns. Should the CSUN Practicum Instructor determine that the intern is not meeting the desired competencies (reasons related to the site, the site supervisor, or the intern); the CSUN Practicum Instructor will consult with the MS-ABA Internship Coordinator and MS-ABA Academic Director. They will then set a meeting with the site supervisor and the agency contact person to resolve the determined barriers. If the barriers cannot be resolved, the CSUN MS-ABA Program holds the right to terminate the students' internship or place the intern at a different approved site.
- H. I recognize that the CSUN Practicum Instructor will meet a group of interns (i.e., 8-9 interns) once every 2 weeks for 3 hours to discuss ethics and professionalism, data collection, data interpretation, case formulations, evidence-based interventions, and other case consultations. Interns may present cases under my supervision for consultation and review during these meetings.
- I. I agree to take the supervision time seriously, be on time, and be prepared to address questions/concerns that arise during the supervision process. I agree to be available to address crises related consumers served by the interns under my supervision during non-supervisory times.

- J. I agree to supervise 10% (7.5% minimum) of the experience hours of the intern per BACB® requirements (e.g., intern working 20 hours a month would be provided with a minimum of 1.5 hours of supervision in that month.)
- K. I agree that at least 50% of the interns hours will be unrestricted and 50% restricted as per the BACB® requirement.
- L. I recognize that my supervision will consist of at least 4 visits during a month where I will provide direct in-field supervision (working with a client), which includes in-field observations, modeling, and offering feedback.
- M. I agree to conduct any/all Internship Site-related training, modeling of assessment and procedures, and observation of my intern's first attempts at any behavioral work. I agree to guide my intern's work with direct verbal and written feedback and to submit a brief monthly and final evaluation of his/her performance; all of these items should be documented on the Experience Tracker. I agree to discuss any concerns about the intern's performance with the intern directly, and with the MS-ABA Academic Director, MS-ABA Internship Coordinator, and/or CSUN Practicum Instructor when necessary.
- N. I acknowledge that my intern(s) will be asked to rate their satisfaction with supervision by completing an evaluation form and results from such evaluations will be shared with other interns that I will supervise.
- O. I agree to adhere to CSUN's competency-based structured supervision model by using the supervision folder which includes conducting in-vivo performance assessment and providing feedback based on performance assessment results.
- P. I agree to comply with all documentation and correspondence/external communication requirements (specified by BACB®), including documenting supervision and signing off on clinical records and external correspondences (i.e., BACB® Experience Tracker)
- Q. I shall fulfill the responsibilities of the supervision role and be in compliance with all policies and procedures as outlined in the Site Supervisor Application.
- R. If our students report that they are not receiving supervision experience according to their Supervision Contract, BACB® standards, and/or the CSUN MS-ABA Practica Handbook, CSUN MS-ABA program reserves the right to contact you for more information, seek a resolution, and recommend placement at a different site if a resolution cannot be reached.
- S. If the situation arises and I need to terminate the internship before fulfilling my supervision commitment, I shall terminate in an appropriate, professional manner as designated by the school and assigned Internship Site, and provide written and verbal notice to CSUN MS-ABA program and the Internship Site (e.g., provide at least 30 days' notice).
- T. I understand that approval of the Internship Site does not result in automatic approval of the Site Supervisor, and both the Internship Site AND the Site Supervisor working at the Internship Site need to be approved BEFORE a CSUN MS-ABA student can schedule an interview. If the Site Supervisor leaves the Internship Site, the Internship Site can continue to be approved; however, the Site Supervisor will need to submit another application before supervising CSUN MS-ABA

students at their new site as well as inquire if the site is approved by the CSUN MS-ABA program.

- U. I agree to provide, to my site, if I am approved as a site supervisor after hearing from the MS-ABA review committee.
- V. Site Supervisor acknowledges that this Agreement shall remain in effect for 1 academic year after approval. This Agreement may be renewed by mutual agreement. This Agreement may be terminated at any time by written agreement or upon 30 days advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.
- W. I understand that the MS-ABA review committee is released of any liability for the feedback and review conducted of my supervisor application. Their reviews are conducted for the purpose of the MS-ABA Internship Program alone and should not be used beyond the scope of the MS-ABA Internship Program.
- X. I consent to my name, credentials, area(s) of expertise, and geographical location (or specific site) to appear on the CSUN MS-ABA Practica Course Website, as an “Option II CSUN Approved Supervisor” if I am approved.
- Y. I read and agree with the “Internship Learning Plan” (page 12 of this document).

I have reviewed and I agree with all of the above statements.

Site Supervisor Name (Print) _____

Site Supervisor Signature _____ ***Date:*** _____



CSUN Master of Science in Applied Behavior Analysis (MS-ABA) Program

Internship Site Application & Contract

You are seeking to become an approved site for (Check One) <input type="checkbox"/> Practica Option II <input type="checkbox"/> Practica Option III <input type="checkbox"/> Both		
Name and Position of the Person Applying for Site Approval:		
Phone:	E-mail:	
Agency Name:		
Agency Address:		
Agency City:	Agency State:	Agency Zip:
Agency Phone:		
Agency Website:	Agency Hours of operation:	
If you will not serve as the main contact, please provide the name & title of the main contact person for Internships:		
Main Contact phone:	Main Contact Email:	
Auspice of agency (check all that apply): <input type="checkbox"/> Public Organization <input type="checkbox"/> Non-Profit Organization <input type="checkbox"/> For-Profit Organization		

1. **Please provide instructions for how interested students may apply for internships with you (e.g., send a cover letter and CV to contact person for interview).** *Note: Option II Students will coordinate with CSUN MS-ABA Internship Coordinator for internship placement.*

2. **List the locations where interns will be able to receive on-site supervision and/or specific locations where intern(s) work will be located (e.g., Northridge, Torrance):**

3. To which populations will students be providing services? (*check all that apply*):

- | | |
|--|---|
| <input type="checkbox"/> Infants | <input type="checkbox"/> Developmental disabilities |
| <input type="checkbox"/> Toddlers | <input type="checkbox"/> Emotional disturbance/mental illness |
| <input type="checkbox"/> Preschool age | <input type="checkbox"/> Typically developing |
| <input type="checkbox"/> Elementary school age | <input type="checkbox"/> Other _____ (specify) |
| <input type="checkbox"/> Middle school age | |
| <input type="checkbox"/> High school age | |
| <input type="checkbox"/> Adults | |
| <input type="checkbox"/> Seniors | |

4. Settings in which student(s) will be providing services (*check all that apply*):

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Homes | <input type="checkbox"/> Clinics |
| <input type="checkbox"/> Schools | <input type="checkbox"/> Group homes |
| <input type="checkbox"/> Other _____ (specify) | |

5. Logistics:

a) Able to provide supervised experiences for (*check one*):

- | | | |
|---|--|-------------------------------|
| <input type="checkbox"/> Direct
Implementation of
Behavioral Procedures | <input type="checkbox"/> Indirect Services (Assessment, Report
Writing, Treatment Planning, etc.) | <input type="checkbox"/> Both |
|---|--|-------------------------------|

b) Internship Site provides (*check all that apply*):

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Paid
internships | <input type="checkbox"/> Unpaid
internships | <input type="checkbox"/> Mileage
reimbursements | <input type="checkbox"/> Other (e.g. stipends, academic
scholarships) |
|--|--|--|--|

Please specify Other:

c) Morning hours are (*check all that apply*):

- | | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|--|
| <input type="checkbox"/> Optional | <input type="checkbox"/> Possible | <input type="checkbox"/> Required | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available |
|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|--|

d) Afternoon hours are (*check all that apply*):

- | | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|--|
| <input type="checkbox"/> Optional | <input type="checkbox"/> Possible | <input type="checkbox"/> Required | <input type="checkbox"/> Available | <input type="checkbox"/> Not Available |
|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|--|

e) Evening hours are (*check all that apply*):

☐ Optional ☐ Possible ☐ Required ☐ Available ☐ Not Available

f) Weekend hours are (*check all that apply*):

☐ Optional ☐ Possible ☐ Required ☐ Available ☐ Not Available

g) Home visits are (*check one*):

☐ Required ☐ Not Required

h) Internship Site requires the following before internship placement:

		<i>If Yes, Paid for by Internship Site</i>
Orientation(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Citizenship	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
CPR training	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fingerprinting	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
TB tests	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Other: _____ (specify)		<input type="checkbox"/> Yes <input type="checkbox"/> No

6. What are the opportunities our interns will have at your site (*check all that apply*)?

- | | |
|---|---|
| <input type="checkbox"/> Implementation of behavior change procedures (appropriate for first year MS students) | <input type="checkbox"/> Monitoring intervention plans and making data-based decisions |
| <input type="checkbox"/> Data Collection and Behavior Measurement | <input type="checkbox"/> Training staff using evidence-based procedures |
| <input type="checkbox"/> Graphing and Visual Inspection of Data | <input type="checkbox"/> Training and consultations with others (e.g., parent, aide, teacher, etc.) |
| <input type="checkbox"/> Indirect Assessment (e.g., use and interpret findings from checklists, questionnaires, & interviews) | <input type="checkbox"/> Monitoring, management, and supervision of direct staff |
| <input type="checkbox"/> Skills Assessment (e.g., VB-MAPP, ABLLS) | <input type="checkbox"/> Staff training |
| <input type="checkbox"/> Functional Analysis | <input type="checkbox"/> Use group contingencies (e.g., class wide or school wide plans) |

- ☐ Writing comprehensive assessment reports ☐ Writing comprehensive behavior intervention plans
- ☐ Other _____ (specify)

7. Describe the general demographics of the Internship Site's consumers:

**If you have a job description, please provide a copy with the application*

8. List the skills necessary for this internship:

9. List the primary responsibilities of the student intern at the Internship Site:

10. Describe the training opportunities available to students including staff development:

11. Describe your new employee orientation process (please note, interns must complete your new employee orientation):**

12. Please list the process your agency requires for students to become interns and begin accruing hours (e.g., tests to complete, timelines with company, etc.):

13. Mission Statement: Please provide a brief description about how you want your Internship Site described to our graduate students*.

14. Often, students are current employees at the site they wish to obtain BCBA supervision. Please describe your terms and conditions for individuals who are employees of your agency and wish to accrue experience hours as CSUN MS-ABA interns. Please be specific about each step (e.g., pay changes, hour requirements, reimbursement clauses, etc.)

15. As you complete your Internship Site Application, please conduct the following self-assessment:

a. Are treatments advertised on your website or other forms of advertising evidence-based?

☐ Yes

☐ No

b. If your website or other advertising includes testimonials from clients, are they only from clients for whom you no longer provide services?

☐ Yes

☐ No

c. Do your website & job descriptions use correct behavior analytic terminology? For example, “Applied Behavioral Analysis” is incorrect, the name of the discipline is “Applied Behavior Analysis”.

☐ Yes

☐ No

d. Look at the application to see if fully complete

i. Specifically, the ‘Self-Assessment and Acknowledgement of Risk’ Form (pg.41) and do items indicated as “no” offer further explanations?

☐ Yes

☐ No

e. Look at mission statement and website. Does it show evidence that your agency or organization uses only scientifically proven interventions?

☐ Yes

☐ No

Internship Site Self-Assessment and Acknowledgement of Risks*

(We will provide interns with this information and ask them to sign an agreement stating they acknowledge the risks reported below)

1. Inherent Risks: Please list all known risks inherent to the internship environment associated with your organization (facility hazards, location concerns, personal issues, etc.) *
2. Please self-assess the following:

<u>Yes</u>	<u>No</u>	<u>N/A</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the site considered an “office exposure” only site?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are emergency plans current?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are hazardous materials or hazardous chemicals controlled?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are all manufacturing tools and equipment guarded?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are interns provided with safety training prior to starting work?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Will interns wear personal protective equipment, if necessary?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are working conditions and general environment safe?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there adequate employee parking on site?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are parking areas well lit as necessary?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is site accessible by public transportation?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Will interns be restricted from interacting with potentially violent clients?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is management and supervisory oversight adequate?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the site located in a crime-free area?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Driving is not required as a part of intern’s responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interns’ duties do not include heavy manual labor.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the site location you indicated on this application the only place the intern will work?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the site located in a crime-free area?

3. Please provide further detailed information for any items above for which you indicated “No”.
(e.g. If you provide training, such as crisis management, or how you mitigate harm to personnel & interns)

MS-ABA Internship Site Agreement

Please read the following statements carefully and sign:

- A. Internship Site certifies that the statements contained in this completed MS-ABA Internship Site Application & Contract are true and correct. I agree and understand that any misrepresentation or omission of any material facts on my part can initiate immediate review and possible rejection of my application by the MS-ABA Program.
 1. I hereby give permission to the CSUN MS-ABA Program, the MS-ABA Academic Director, and the CSUN Practicum Instructor to verify any and all information contained within this application.

- B. The Internship Site agrees to provide the intern with an explicit written agreement outlining the following before onset of the internship. The purpose of the written contract is to protect all involved parties and align experience activities with the purpose of supervision.
 - 1) Clearly stipulate what the supervisor and supervisee relationship will entail
 - 2) Include a description of the activities and instructional objectives (we expect all of our interns to use the CSUN Structured Supervision Folder and meet the practica competencies)
 - 3) Include a description of the nature of supervision (e.g., direct observations of performance in-field, review of written material, case meetings to discuss case conceptualization)
 - Supervisee must be observed working with a client in the natural environment during each supervisory period. In-person, onsite observation is preferred.
 - 4) Specify expectations of the supervisee
 - 5) Specify how the direct/indirect supervised experience hours (see www.bacb.com) will be provided
 - 6) Include objective and measurable circumstances under which the supervisor will sign the supervisee's Experience Verification form when the experience has ended
 - 7) Delineate the consequences should either party not adhere to their responsibilities (including appropriate methods to terminate the relationship)

- C. Internship Site agrees that as interns, students shall be considered members of Internship Site's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Internship Site's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Internship Site shall provide students with the same training that is provided to regular employees.
 - a. Site Supervisors at your approved Internship Site agree to conduct any/all Internship Site-related training, modeling of assessment and procedures, and observation of intern's first attempts at any behavioral work. They agree to guide intern's work with direct verbal and written feedback and to submit a brief monthly and final evaluation of his/her

performance via interns Experience Tracker. They agree to discuss any concerns about the intern's performance with the intern directly, and with the MS-ABA Academic Director, MS-ABA Internship Coordinator, and CSUN Practicum Instructor when necessary.

- D. Internship Site agrees, for Practica Option II, to allow the CSUN Practicum Instructor to shadow the Site Supervisor at the Internship Site when supervising CSUN interns or probe some supervision meetings. Such sessions and probes would be discussed with the Site Supervisor and be determined on a case-by-case basis.
- E. Internship Site agrees that, for Practica Option II, if the CSUN Practicum Instructor determines that the intern is not meeting the desired competencies (reasons related to the site, the site supervisor, or the intern); the CSUN Practicum Supervisor will consult with the MS-ABA Academic Director, and MS-ABA Internship Coordinator. They will then set a meeting with the site supervisor and the agency contact person to resolve the determined barriers. If the barriers cannot be resolved, CSUN MS-ABA program holds the right to terminate the students' internship or place the intern at a different approved site.
- F. Internship Site agrees that for Practica Option III, the CSUN Practicum Instructor's main role is to provide supplemental supervision to CSUN interns. During Practica meetings the interns may be asked to discuss current caseloads, intervention plans, and other related activities for practical discussions. During these discussions interns will respect internship site, supervisor, and client privacy by de-identifying the case information.
- G. Internship Site agrees that Site Supervisor, and not the CSUN Practicum Instructor, is solely responsible for the assessment, recommendations, and treatment provided to the site's consumers. For Practica Options II & III, the CSUN Practicum Instructor does not serve as a clinical consultant and is not liable for any suggestions, feedback, or recommendations provided to interns and site supervisor. It is ultimately the site supervisor's responsibility to approve and monitor any services provided to the approved site's consumers.
- H. Internship Site must inform students of the need for a background check, fingerprinting and/or a tuberculosis test; obtain the student's background check, fingerprints, and/or tuberculosis test; and maintain the confidentiality of any results as required by federal and state law.
- I. Internship Site must provide student with a written description of the student's tasks and responsibilities.
- J. Internship Site understands that, for Practica Option II, approval of the Internship Site does not result in automatic approval of the Site Supervisor, and both the Internship Site AND the Site Supervisor working at the Internship Site must be approved BEFORE a CSUN MS-ABA student can schedule an internship interview. If the Site Supervisor leaves the Internship Site, the Internship Site can continue to be a CSUN approved internship site and have another qualified supervisor submit an "MS-ABA Site Supervisor Application & Agreement" form to be reviewed by the MS-ABA review committee.
- K. Internship Site acknowledges that it cannot advertise itself as a CSUN-approved Internship Site without the active approval of the Site Supervisor for Option II and/or CSUN approval for Option III. There is specific terminology to be used. CSUN will provide this terminology on approval letters to the internship site.

- L. Internship Site understands that they have the right to interview and accept CSUN MS-ABA students enrolled in a University-Based Practicum deemed appropriate for their site.
- M. Internship Site agrees that a contact person must be available to CSUN students and will answer all inquiries within 24-hours. Please provide this information to MS-ABA program coordinator if different than designee on application.
- N. Internship Site understands that CSUN MS-ABA students will be asked to evaluate their supervision experience at the Internship Site and that this information will be available to all CSUN interns.
- O. Internship Site acknowledges that they must notify the MS-ABA Academic Director, MS-ABA Internship Coordinator, and CSUN Practicum Instructor (within 30 days) of any changes to the Internship Site or MS-ABA Student Status which may affect the CSUN MS-ABA student internship. For example, change in contact, change in policy for accruing hours, change from Option II to Option III, change in student status at agency, etc.
- P. Internship Site acknowledges that this Agreement shall be effective for 1 academic year after approval. This Agreement may be renewed by mutual agreement. This Agreement may be terminated at any time by written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.
- Q. The Internship Site agrees that if the student intern reports, during practicum supervision meetings, that their contract is not being fulfilled, the MS-ABA Internship Coordinator, MS-ABA Academic Director and/or CSUN Practicum Instructor will contact the Internship Site contact person and work with them and the supervisee to address the problem. However, if no resolution can be reached, the MS-ABA program reserves the right to refer the student to another internship site to accrue their supervised experience hours.
- R. This written agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state, and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment.
- S. The parties expressly understand and agree that MS-ABA student interns provide clinical services for educational purposes, and such students are not considered employees of the university or of the Internship Site for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are considered members of Internship Site's "internship program" for purposes of HIPAA compliance.
- T. Internship Site read and agrees with the "Internship Learning Plan" (page 12).
- U. Internship Site agrees to adhere to the BACB[®] Experience and Supervision Standards. For the most recent changes please go to <https://www.bacb.com/newsletter/>
- V. Although we do not formally review or approve the site supervisors for Option III, it is expected that the internship site has BCBAs, in good standing, which meet the BACB[®] requirements and have agreed to supervise CSUN MS-ABA student interns. As of December 31, 2014, all potential supervisors will need to,

- 1) Have passed an 8-hr-post certification, competency-based, BACB[®] approved supervision workshop
- 2) Obtain 3 hours of continuing education related to supervision during each certification cycle

W. I understand that the MS-ABA review committee is released of any liability for the feedback and review conducted of the site application. Their reviews are conducted for the purpose of the MS-ABA Internship Program alone and should not be used beyond the scope of the MS-ABA Internship Program.

X. I consent to my company name being disclosed to CSUN MS-ABA students if we are approved as a CSUN approved Practica site.

I have reviewed and I agree with all of the above statements.

Internship Site Name _____

Applicant Name _____

Applicant Signature _____

Clinical/Executive Director Name (Print) _____

Clinical/Executive Director Signature _____ *Date:* _____

**Please note these documents will be sent to CSUN Purchasing and Contracts. They will send you a Clinical Practicum Agreement to read and sign. This will be a formal CSUN agreement in addition to the formal agreement with the MS-ABA program.*

CSUN MS-ABA Pre-Experience Checklist - Filled out by Student in Practica

Trainee Name: _____

Select the BACB® credential you are pursuing: ☐ BCBA ☐ BCaBA

Responsible Supervisor: _____

Prerequisites:

The CSUN MS-ABA program and the BACB® strongly encourage you (the trainee) to complete the checklist and share it with your CSUN Practicum Instructor, Internship Site Supervisor, and MS-ABA Internship Coordinator. You are required to meet the BACB® eligibility requirements in place at the time you submit a completed certification application. For example, if you apply in January 2022, your experience must meet the requirements in effect at that time even if the experience was obtained prior to January 2022.

☐ Create a Gateway Account

☐ Record Email Address used to Create Account: _____

☐ Record your BACB® Account ID#: _____

☐ Read the Experience Standards

☐ Start Qualifying Coursework (you may begin accruing hours after attending the first class meeting)

Coursework Start Date: _____

☐ Acquire an Appropriate Field Experience Supervisor(s)

Supervisor Name: _____

Supervisor Certification # and BACB® Account ID #: _____

Supervisor Name: _____

Supervisor Certification # and BACB® Account ID #: _____

☐ Confirm Date Supervisor(s) Completed 8-hr Training

Date listed on Supervisor's Registry Record: _____

Date listed on Supervisor's Registry Record: _____

Determine with your Supervisor(s) the Method for Documenting Ongoing Supervision Requirements (see Experience Standards). Please note CSUN has an Experience Tracker system and box account setup for each student that will be a required source for tracking. Please provide explanation of Method:

- ☐ Complete a Supervision Contract with your Supervisor(s). Please provide a copy of the supervision contract to your Practicum Instructor prior to execution.

Date Supervision Contract Signed: _____

Date Supervision Contract Provided to CSUN Practicum Instructor: _____

- ☐ Complete Student Internship Application

- Includes Internship Student Agreement, Student Internship Guidelines, and Waiver of Liability & Hold Harmless Agreement

☐ Complete Internship Learning Plan Date Submitted to CSUN Practicum Instructor: _____

☐ Complete Orientation Confirmation Date Submitted to CSUN Practicum Instructor: _____

Ongoing Responsibilities:

Contact Information: Each trainee must have a Gateway account that is current with their personal contact information (legal name, email address, phone number, mailing address). If any of these items change, it is the responsibility of the trainee to ensure they update this information in the Gateway account.

Requirement Changes: Remain current on changes to credential requirements by reading the BACB® Newsletter and reviewing the Upcoming Changes page of the BACB website.

Experience Planning:

Please complete the following information to the best of your ability:

- Start date of experience: _____
- Number of hours you plan to accrue each month: _____
 - Each month you must complete a minimum of 20 hours and no more than 130 hours.
- Expected completion date for experience: _____
 - In the table below, estimate the number of experience hours each month to determine how long it will take you to acquire the required hours.
 - Experience must be completed within a five-year period.
- Expected Date of Certification Application: _____
 - Review relevant Experience Standards that will be in effect on your application date.

	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month
Year 1												
Year 2												
Year 3												
Year 4												
Year 5												
TOTAL HRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Note: Fill in the first column with the month you plan to start your experience and enter subsequent months to the right.

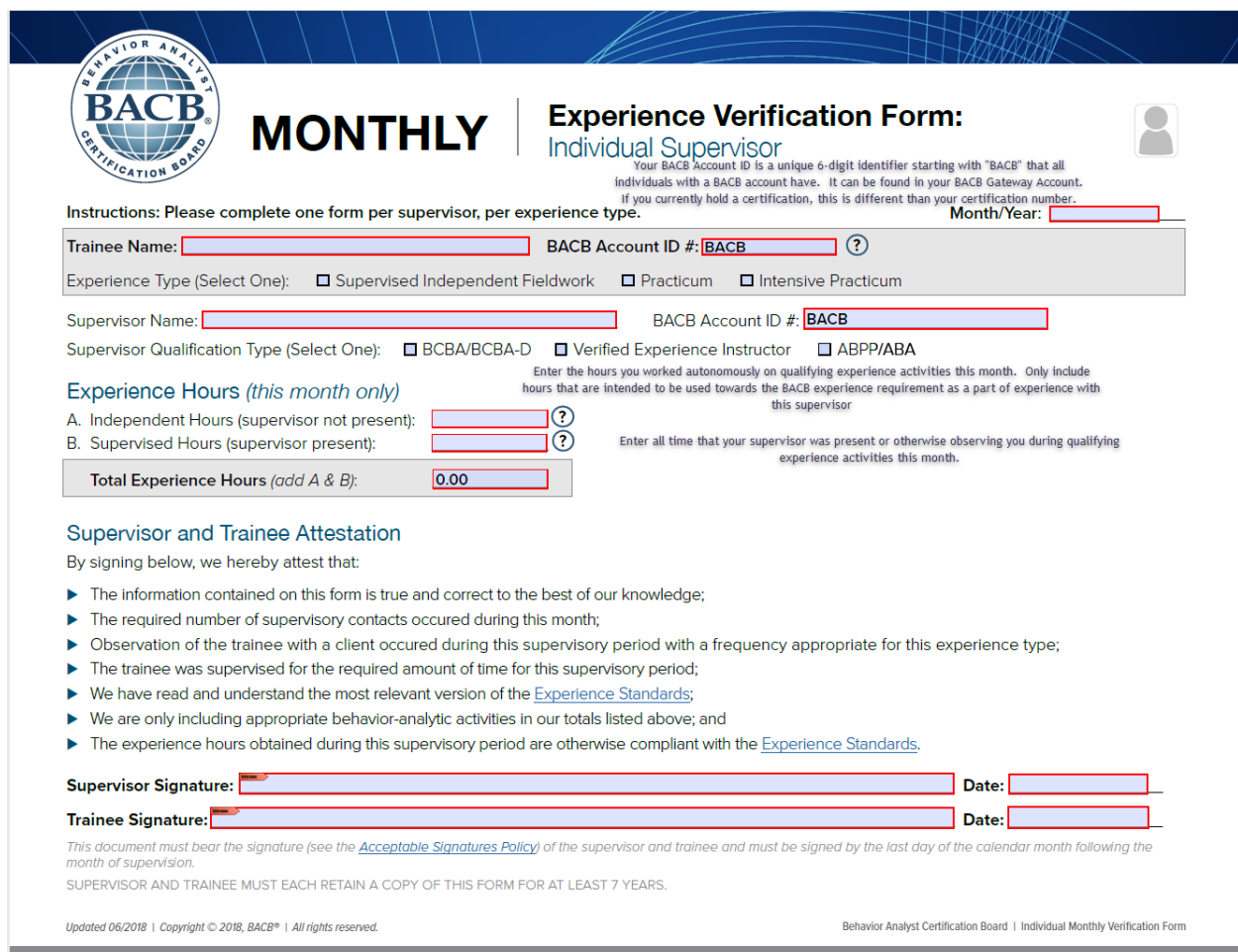
Experience Tracker Information

- This Information is currently being compiled. The Handbook will be updated with this information as soon as it is available and an addendum will be provided to all of our partners.

The following is the form provided by BACB®. The BACB® Monthly Experience Verification Form is to be completed alongside the Experience Tracker. The form can be found at www.bacb.com. BACB® Monthly Experience Verification Form should be completed for each supervisory period.

Note on Electronic Signatures for BACB® Forms

The BACB® accepts electronic signatures for applications and forms. Although it is preferred that documents are digitally signed using a third-party electronic signature service (e.g., Adobe Sign, DocuSign, HelloSign), the BACB® will accept any type of electronic signature (e.g., Adobe Fill & Sign, JPEG of a signature) provided the document is signed by the appropriate party with the intent of signing the document.



BACB® MONTHLY Experience Verification Form: Individual Supervisor

Your BACB Account ID is a unique 6-digit identifier starting with "BACB" that all individuals with a BACB account have. It can be found in your BACB Gateway Account. If you currently hold a certification, this is different than your certification number.

Instructions: Please complete one form per supervisor, per experience type. Month/Year:

Trainee Name: BACB Account ID #:

Experience Type (Select One): ☐ Supervised Independent Fieldwork ☐ Practicum ☐ Intensive Practicum

Supervisor Name: BACB Account ID #:

Supervisor Qualification Type (Select One): ☐ BCBA/BCBA-D ☐ Verified Experience Instructor ☐ ABPP/ABA

Experience Hours (this month only)

A. Independent Hours (supervisor not present): ?

B. Supervised Hours (supervisor present): ?

Total Experience Hours (add A & B): 0.00

Supervisor and Trainee Attestation

By signing below, we hereby attest that:

- ▶ The information contained on this form is true and correct to the best of our knowledge;
- ▶ The required number of supervisory contacts occurred during this month;
- ▶ Observation of the trainee with a client occurred during this supervisory period with a frequency appropriate for this experience type;
- ▶ The trainee was supervised for the required amount of time for this supervisory period;
- ▶ We have read and understand the most relevant version of the [Experience Standards](#);
- ▶ We are only including appropriate behavior-analytic activities in our totals listed above; and
- ▶ The experience hours obtained during this supervisory period are otherwise compliant with the [Experience Standards](#).

Supervisor Signature: Date:

Trainee Signature: Date:

This document must bear the signature (see the [Acceptable Signatures Policy](#)) of the supervisor and trainee and must be signed by the last day of the calendar month following the month of supervision.

SUPERVISOR AND TRAINEE MUST EACH RETAIN A COPY OF THIS FORM FOR AT LEAST 7 YEARS.

Updated 06/2018 | Copyright © 2018, BACB® | All rights reserved. Behavior Analyst Certification Board | Individual Monthly Verification Form

Evaluation of Site Supervisor (MS-ABA; CSUN)
To be completed each semester by intern via Canvas

Supervisee: _____

Site of Practicum: _____

Site Supervisor: _____

Date: _____

Duration of Supervision: _____

Please rate the following in regards to the Site Supervisor's Performance:

S – satisfactory **NI** - needs improvement- but acceptable **U** – unsatisfactory **N/A** – not applicable

	S	NI	U	N/A
1. Adheres to BACB® Ethical Guidelines (e.g., keeps confidentiality, minimizes conflicts of interest, remains within his/her scope of practice)				
2. Is a knowledgeable and competent behavior analyst				
3. Prepares me for supervision by explaining our roles, his/her expectations, and methods of evaluations				
4. Looks for opportunities to advance my behavior analytic experience				
5. Defines tasks clearly				
6. Plans and organizes work (e.g., establishes appropriate priorities)				
7. Determines appropriate action and follows through in a timely and decisive manner				
8. Recognizes when I do not understand information being presented and accommodates to my level of experience and style of learning				
9. Can be reached in case of emergencies				
10. Provides timely information on my performance and frequent verbal and written feedback				
11. Uses a variety of ways of providing feedback to me about my performance (e.g., videotape of the session, modeling, etc.)				
12. Allows me to work independently, yet provides adequate support and supervision when necessary				
13. Keeps appointments with me and arrives on time (or re-schedules missed appointments within 24 hours)				
14. Supervises at least 10% (7.5% minimum) of my monthly experience hours				

	S	NI	U	N/A
15. Is professional and approachable				
16. Is genuinely interested in my learning and performance				
17. Considers my needs, interests, goals				
18. Recognizes my efforts				
19. Includes me in his/her decision making				

What did you like MOST about your Site Supervisor?

What did you like LEAST about your Site Supervisor?

Would you recommend this Site Supervisor to another intern?

☐ Yes ☐ No

On which competency from the CSUN Supervision Folder are you currently working?

Other notes or comments:

Signature of Supervisee: _____

- This evaluation will only be used for CSUN MS-ABA purposes. This information will remain confidential.

Evaluation of Internship Site (MS-ABA; CSUN)
To be completed once a year by intern via Canvas

Supervisee: _____ Site of Practicum: _____

Option II Site Supervisor or BCBA Supervisor Option III: _____

Date: _____ Hours interned per week: _____

Please rate the following in regards to the Internship Site, you will have the opportunity to respond about your site supervisor elsewhere:

S – satisfactory NI - needs improvement- but acceptable U – unsatisfactory N/A – not applicable

	S	NI	U	N/A
1. Site's staff are helpful (e.g., human resources, administrative staff)				
2. Provides adequate orientation and training				
3. Assigns opportunities to perform meaningful tasks				
4. Recognizes my efforts				
5. Nurtures adherence to BACB® ethical guidelines				
6. Provides opportunities to acquire competencies and skills				
7. Provides opportunities for me to apply what I am learning in my classes				
8. Has a professional atmosphere				
9. Treats interns with respect and in a professional manner				
10. Experiences meet my training goals and interests				
11. Provides me with opportunities to accrue the minimum number of direct experience hours required by BACB® within a specified timeframe				
12. Requires a manageable workload				
13. Provides me with materials so that I can be successful in my internship setting and resources to meet my learning objectives				
14. Provide behavior analytic services that are conceptually systematic with science of behavior				

	S	NI	U	N/A
15. Company is aware that at least 50% of supervisee hours must be outside of direct implementation and provides, or will provide opportunities, for such experiences				

What did you like MOST about your Internship Site?

What did you like LEAST about your Internship Site?

What training/experience opportunities could the Internship Site improve upon?

Would you recommend this Internship Site to another intern?

☐ **Yes** ☐ **No**

Do you plan on working at this Internship Site after completing the MS-ABA Program?

☐ **Yes** ☐ **No**

Given your experience at this site, what additional information do you think would be beneficial to future students considering a practicum at this site?

Other notes or comments:

Signature of Supervisee: _____

- *This evaluation will only be used for CSUN MS-ABA purposes. This information will remain confidential.*

Evaluation of CSUN Practica Supervisor & Internship Coordinator

To be completed yearly by the practicum site and site supervisor

Practicum Site: _____

Site Supervisor Name (if applicable): _____

Date: _____

Please rate the following in regards to the CSUN's partnership with you:

S – satisfactory **NI** - needs improvement- but acceptable **U** – unsatisfactory **N/A** – not applicable

	S	NI	U	N/A	Feedback
1. CSUN nurtures and adheres to BACB® Professional and Ethical Compliance Code for Behavior Analysts (e.g., confidentiality or conflict of interest)					
2. CSUN explains roles and expectations of CSUN partnership effectively					
3. CSUN can be reached in case of emergencies and/or concerns with interns					
4. CSUN is professional and approachable					
5. CSUN Internship Coordinator is helpful					
6. CSUN practica instructor is helpful and professional during site visits.					

**Question 1-4 reference Internship Coordinator & Practica Instructor*

Do you have additional ideas or methods to support CSUN's efforts?

Signature of Practicum Site Representative: _____

OR

Signature of Site Supervisor: _____

SAMPLE FORM
STRUCTURED SUPERVISION FOLDER
CSUN MS-ABA Program
FOLDER INDEX

Materials/Documents		Tabs
• Contracts & Important Forms		Important Documents
• BACB® Documents & Guidelines		BACB® Guidelines
I. Use the professional and ethical guidelines with colleagues and clients		Ethics & Professionalism
	Demonstrate knowledge of ethical, responsible, professional and disciplinary guidelines	Tab 1*
	Demonstrate knowledge of HIPPA and confidentiality rules	Tab 2*
II. Develop and use behavior measurement methods, record and analyze data		Behavior Measurement
	Select & define target behavior for change	Tab 3*
	Measure target behaviors using various direct observation measurement methods to collect baseline data	Tab 4*
	Assess quality of behavioral measurement (e.g., Accuracy & Reliability)	Tab 5*
	Graph & analyze gathered information	Tab 6*
III. Conduct behavior assessments (e.g., Functional Behavior Assessment, Preference Assessment, Reinforcer Assessment)		Behavior Assessment
	Conduct comprehensive functional behavior assessments	Tab 7*
	Conduct preference assessments (I-07)	Tab 8*
	Conduct reinforcer assessments	Tab 9*
	Design & conduct parametric analyses (B-12)	Tab 10
IV. Develop evidence-based intervention plans based on assessment results and baseline data		Intervention Planning
	Obtain, summarize, and evaluate research articles as part of recommendations & development of intervention plans	Tab 11*
	Recommend intervention strategies based on the assessment results and the best available scientific evidence	Tab 12*

V. Design and implement skill acquisition procedures based on initial assessment		Skill Acquisition
	Conduct formal assessment using VB-MAPP or ABLLS-R	Tab 13*
	Skill Acquisition Programs	Tab 14*
	<ul style="list-style-type: none"> Implement skills acquisition programs to teach verbal behavior, imitation and discrimination using direct instruction (e.g. DTT), precision teaching, and/or natural environment/incidental teaching 	14A*
	<ul style="list-style-type: none"> Develop skills acquisition programs to teach verbal behavior, imitation and discrimination using direct instruction (e.g. DTT), precision teaching, and/or natural environment/incidental teaching 	14B*
	Daily Living Skills	Tab 15*
	<ul style="list-style-type: none"> Implement daily living skills programs based on formal assessment results 	15A*
	<ul style="list-style-type: none"> Develop daily living skills programs based on formal assessment results 	15B*
	Social and Play Skills	Tab 16*
	<ul style="list-style-type: none"> Implement social and play skills programs based on formal assessment results 	16A*
	<ul style="list-style-type: none"> Develop social and play skill programs 	16B*
VI. Design and implement behavior reduction procedures		Behavior Reduction
	Antecedent-Based Interventions	Tab 17*
	<ul style="list-style-type: none"> Implement antecedent-based interventions 	17A*
	<ul style="list-style-type: none"> Develop antecedent-based interventions 	17B*
	Consequent-Based Interventions	Tab 18*
	<ul style="list-style-type: none"> Implement consequence-based interventions 	18A*
	<ul style="list-style-type: none"> Develop consequence-based interventions 	18B*
	Group Contingencies	Tab 19
	<ul style="list-style-type: none"> Implement group contingences 	19A
	<ul style="list-style-type: none"> Develop group contingences 	19B
	Self-Management	Tab 20
	<ul style="list-style-type: none"> Implement self-management strategies and contingency contracts 	20A
	<ul style="list-style-type: none"> Develop self-management strategies and contingency contracts 	20B

VII. Program and probe for generalization and maintenance		Generalization & Maintenance
	Program and probe for stimulus and response generalization	Tab 21*
	Program and probe for maintenance	Tab 22*
VIII. Conduct ongoing assessment of interventions		Ongoing Assessment
	Evaluate the effectiveness of the behavioral programs (K-07)	Tab 23*
	Conduct treatment fidelity checks	Tab 24*
	Evaluate effectiveness of components of an intervention package	Tab 25
	Compare effectiveness of different treatments	Tab 26
IX. Train another individual to conduct a procedure		Training
	Design and use competency based training for persons who are responsible for carrying out behavior change procedures	Tab 27*
X. Develop and present a training module to individuals unfamiliar with behavior analysis		Dissemination
	Develop and present a training module to individuals unfamiliar with behavior analysis	Tab 28*
	Explain behavioral concepts using non-technical language	Tab 29*
Supplemental Materials		Supplement Materials
	• Supplemental Documents (e.g. Performance Monitoring Tools, Contracts etc.)	Supplemental Documents

*competencies must be met to pass CSUN practica coursework

SAMPLE FORM FROM STRUCTURED SUPERVISION FOLDER

Sample Tab: Task Analysis for Each Competency

II. Develop and use behavior measurement methods, record and analyze data

Tab 3: Select & define target behavior for change

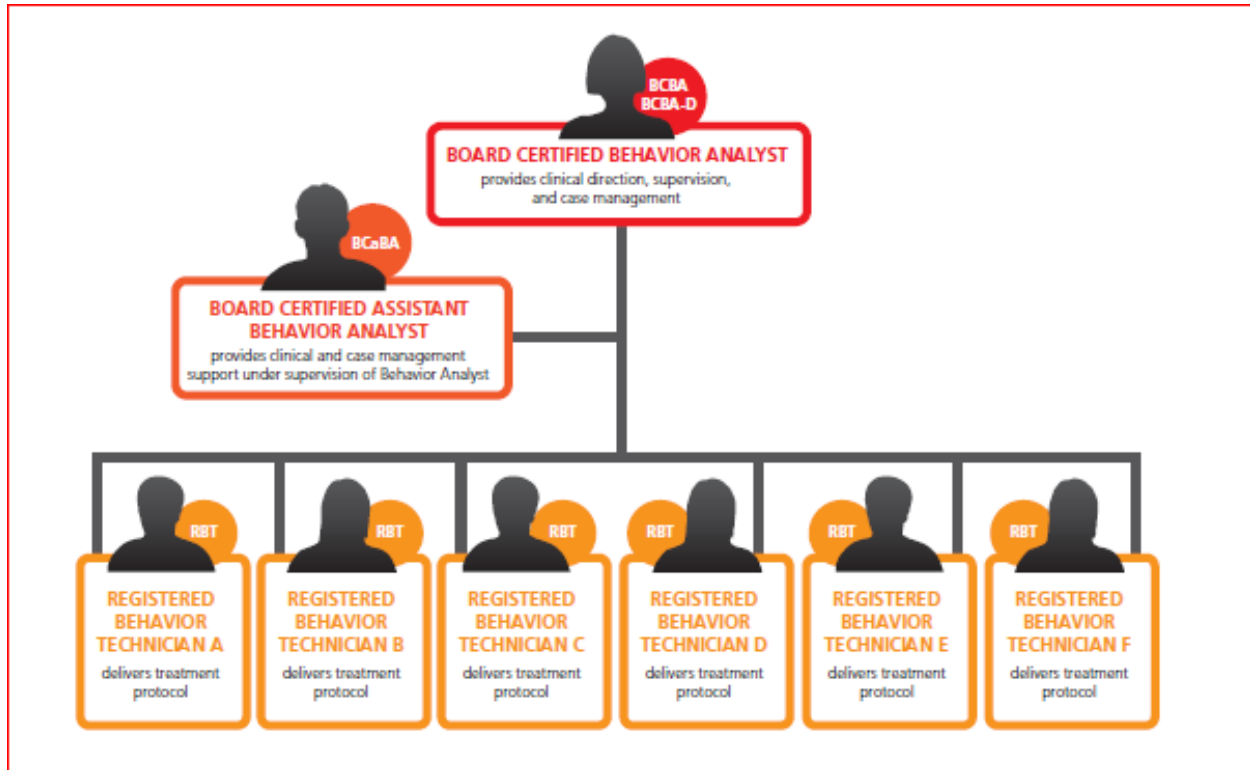
(Click to see sample of a Performance Monitoring Tool)		1 st Year Students	2 nd Year Students
I. Review BACB® ethical guidelines			
A. Review and discuss with supervisor	<ul style="list-style-type: none"> Ethical practices in selecting and assessing potential target behaviors 		
II. Develop and use worksheets to prioritize target behaviors			
A. Evaluating the social significance of potential target behaviors			
B. Prioritizing potential target behaviors			
III. Define target behaviors in observable and measurable terms (I-01)			
A. Define behavior topographically (define at least 10 different behaviors) in measurable and observable terms			
1. Discuss definitions with supervisor and make necessary changes			
2. Include the final written operational definitions in this tab			
B. Define behavior functionally (define at least 10 different behaviors) in measurable and observable terms			
1. Discuss definitions with supervisor and make necessary changes			
2. Include the final written operational definitions in this tab			
C. Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms (G-05)			
➤ Suggested Readings			
<ul style="list-style-type: none"> Bailey, J., & Burch, M. (2011). <i>Ethics in Behavior Analysis</i> (2nd ed). New York, NY: Routledge. Cooper J.O, Heron T.E, Heward W.L. (2007). <i>Applied Behavior Analysis</i> (2nd ed.). Upper Saddle River, NJ: Pearson. O'Neil, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Sorey, K., Newton, J. S. (1997). <i>Functional Assessment and Program Development for Problem Behavior: A Practical Handbook</i>. Pacific Grove, Ca.: Brooks/Cole Publishers Umbreit, J., Ferro, J., Liaupsin, C. J., & Lane, K. L. (2006). <i>Functional Behavioral Assessment and Function-Based Intervention: An Effective, Practical Approach</i>. Englewood Cliffs, NJ: Prentice Hall. Wolf M.M. (1978). Social Validity: The Case for Subjective Measurement or How Applied Behavior Analysis is Finding its Heart. <i>Journal of Applied Behavior Analysis</i>, 11, 203-214. 			

SAMPLE FORM FROM STRUCTURED SUPERVISION FOLDER

Sample Performance Monitoring Sheet

Supervisee: _____		Supervisor: _____	
Performance Monitoring			
Tab 3: Select and Define Target Behaviors for Change			
Competency	Criterion	Rating	Performance Feedback
I. Review BACB® ethical guidelines 2.0 and 3.0 and discuss with supervisor			
A. Ethical practices in assessing and selecting potential target behaviors	<ul style="list-style-type: none"> Presented a written summary of ethical practices in selection of target behaviors that included: <ul style="list-style-type: none"> Definition of client Responsibility to client and others Consultation and third party requests for services Client rights 	<input type="checkbox"/> Met the criterion as it is written <input type="checkbox"/> Did not meet the criterion as it is written	Given on ____/____/____
B. Include a written summary of ethical practices in selection of target behaviors in this tab			
II. Show competency developing and using worksheets to prioritize target behaviors			
A. Evaluating the social significance of potential target behaviors	<ul style="list-style-type: none"> Developed a worksheet for evaluation of social significance of potential target behaviors. The worksheet included: <ul style="list-style-type: none"> All the questions provided in the sample worksheet Identifying information Rating scale Comments section Correctly used the worksheet to evaluate social significance of potential target behaviors at least on two different occasions 	<input type="checkbox"/> Met the criterion as it is written <input type="checkbox"/> Did not meet the criterion as it is written	Given on ____/____/____
B. Prioritizing potential target behaviors	<ul style="list-style-type: none"> Developed a worksheet for prioritizing potential target behaviors. The worksheet included: <ul style="list-style-type: none"> Prioritization criteria provided in the sample worksheet Identifying information Rating scale and Comment section Correctly used the worksheet to evaluate social significance of potential target behaviors at least on two different occasions 	<input type="checkbox"/> Met the criterion as it is written <input type="checkbox"/> Did not meet the criterion as it is written	Given on ____/____/____

Sample Organization Chart



Consent to List Name & Credentials

The internship site, at which you will provide supervision, will be listed on the CSUN MS-ABA Practica Course website as a CSUN-Approved Internship Site. If you consent for us to release your name and location to MS-ABA students, your name, approval status, and credentials will appear with a list of other approved supervisors.

☐ **I consent to my name, credentials, area(s) of expertise, and geographical location (or specific site) appearing on the CSUN MS-ABA Practica Course website as an Option II CSUN Approved Site Supervisor. Please complete the information below.**

☐ **I decline to have my name and credentials appear on the CSUN MS-ABA Practica Course website as an Option II CSUN Approved Site Supervisor. Please note if you select this option, we will not be able to inform our students of your approval status.**

Approved Site Supervisor's Name (as it is to appear on our course website)

Credentials (e.g., degrees, certifications, and/or licenses; as it is to appear on our course website)

Areas of Expertise (as it is to appear on our course website)

Specific Site/Geographic Supervision Area (as it is to appear on our course website)

Approved Site Supervisor's Signature

Date

California State University, Northridge Conflict of Interest Disclosure Form*

Faculty/Site Supervisor Name: _____

CSUN Position/Title: _____

Department/College/Internship Site: _____

AT THIS TIME, I HAVE NOTHING TO DISCLOSE ☐

Conflict of Interest is defined as a potential or actual situation where commitments and obligations outside one entity are likely to be compromised by the Faculty/Site Supervisor's other material interests, or relationships. The CSUN M.S. in Applied Behavior Analysis Program is requesting faculty and site supervisors to disclose any work being done that is related to the field of Behavior Analysis, and/or other related entities outside of CSUN. Responses should include the Faculty/Site Supervisor, his/her spouse, and any dependent children in their household for whom this is relevant.

	Name of Non-CSUN Entity	Address of Entity	Principal Type of Business
1			
2			
3			
4			
5			

Are you a director, officer, partner, trustee, or employee of the any of the entities listed above? Yes ☐ No ☐

Do you have a financial investment in any of the entities listed above? Yes ☐ No ☐

Do you receive income from any of the entities listed above? Yes ☐ No ☐

Do you have an interest in any intellectual property rights belonging to the entities listed above? Yes ☐ No ☐

Faculty/ Site Supervisor Certification:

- I acknowledge that the information listed above is true and correct.
- I agree to update this disclosure as new, reportable information is obtained.
- I agree to cooperate in the development of a Resolution Plan to address any actual or potential conflict of interest identified in this Disclosure.
- I agree to adhere to the BACB Code of Ethics.
- I agree to comply with any conditions or restrictions imposed by CSUN to manage, reduce, or eliminate actual or potential conflicts of interest.
- I agree to include a clause about conflict of interest in my supervision contract.
- I agree to notify student interns that CSUN has a process for reporting potential conflict of interest.

Signed: _____

Date: _____

**Adopted from the CSUN Conflict of Interest Disclosure Form for the Office of Research and Sponsored Projects*

Off Site Practica Supervision Verification Form – to be completed once per semester

As a student enrolled in practica and working at a CSUN approved Option III Internship site, it is your responsibility to obtain a signature from your BCBA supervisor to confirm that you are receiving BCBA supervision at your internship site.

Please see the clause below pasted from your practica syllabi:

- According to BACB®, effective behavior-analytic supervision should include:
 - Monitoring the skills of the supervisee throughout the supervised experience
 - Develop and communicate performance expectations to the supervisee
 - Provide supervisee with opportunities to perform listed competences (Note* it is likely that some competences will not be met).
 - Observe the supervisee in the field and use performance feedback to give corrective feedback
 - Use Behavior Skills Training to teach and improve supervisee's skills
 - Model technical, professional, and ethical behavior
 - Guide and give feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires
 - Review data and written materials (e.g., behavior programs, data sheets, reports)
 - Oversee and evaluate the effects of the supervisees behavior-analytic service delivery
 - Conduct bi-weekly evaluation of supervisee's performance and effects of supervision

If you and your BCBA supervisor confirm you are receiving BCBA supervision that adheres to BACB® guidelines, please sign below.

Practica Student Signature

BCBA Option III Supervisor Signature

Practica Student Printed Name

BCBA Option III Supervisor Printed Name

Practica Student Date Signed

BCBA Option III Supervisor Date Signed

To be completed by Student

ORIENTATION CONFIRMATION**

This form is to be completed as soon as possible once the student has participated in an internship orientation. This is a confidential internal document and should not be given to unauthorized persons. The MS-ABA Internship Coordinator will process, follow-up, and maintain this document in the student's file.

Name (Please print)

Student ID No.

Address

Telephone No.

The internship student should check these items as confirmation that the department has discussed these issues with the student and that the student understands and accepts the general risks and expectations associated with internship participation.

- ☐ Know that you (the intern) can contact the Internship Coordinator whenever you need help.
- ☐ The student intern is responsible for transportation to and from the internship site and should carry automobile liability insurance as required by state law.
- ☐ If you take public transportation, select the safest route to the Internship Site.
- ☐ If driving your personal car, be sure to park close to the site in a safe, well- lighted area.
- ☐ In case of a breakdown or a mix up with transportation, carry enough money for an alternate ride home.
- ☐ Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (i.e., know the location of phones, 24-hour stores, police station, etc.).
- ☐ Abide by any other terms of employment and regulations required by the Internship Site.
- ☐ Make sure you know how to exit the Internship Site in case of an emergency.
- ☐ Keep all information about clients you work with confidential.
- ☐ Know that you can request an alternative site if you are not comfortable with your current site.
- ☐ You should not report to the Internship Site while under the influence of alcohol or drugs.
- ☐ You should not give or loan a client money or other personal belongings.
- ☐ You should not give a client or site representative a ride in a personal vehicle.
- ☐ Do not tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or site representative.
- ☐ Do not tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of his/her age, race, gender, sexual orientation, ability, or ethnicity.
- ☐ Avoid any type of business arrangement with clients during your internship period.
- ☐ Avoid any personal relationships with a client or site representative during the internship.
- ☐ You are reminded that your own personal choices in any situation can affect your safety and well-being, and you are responsible for those choices.
- ☐ Use common sense and conduct yourself in a professional manner at all times. Every Internship Site has its own rules, policies, procedures, protocol and expectations, for which you are responsible.
- ☐ Familiarize yourself with the workings of the Internship Site.

I have discussed the above items with my Supervisor and understand the risks associated with my internship.

Student Signature

Date

Master Supervision Contract for CSUN Interns

The following document identifies the individuals providing supervision to an MS-ABA Student acquiring experience in applied behavior analysis toward an eligibility requirement for BCBA certification. Each of these individuals has put together a Supervision Contract with the intern. For reference, the BACB® does not warrant or guarantee the legal enforceability of any provision contained in contracts. The BACB® recommends Supervision Contracts to be drafted by individuals familiar with local and state laws and requirements.

This document is to serve as a record of all individuals providing supervision to _____,

MS-ABA Student, from _____ to _____.

=====

MS-ABA Student:

By signing below, I am agreeing that my CSUN Practicum Instructor(s), and my offsite supervisor(s), can discuss my Field Experience, Practicum Course, and all documentation related to my Internship Experience with each other and the CSUN MS-ABA Academic Director and CSUN Internship Coordinator.

Student Name: _____

Signature: _____ Date: _____

CSUN Practicum Instructor:

Name: _____ Certification #: _____

Signature: _____ Date: _____

Name: _____ Certification #: _____

Signature: _____ Date: _____

Offsite Supervisor

Supervisor Name: _____ Certification #: _____

Internship Site: _____

Supervisor Signature: _____ Date: _____

Supervisor Name: _____ Certification #: _____

Internship Site: _____

Supervisor Signature: _____ Date: _____

Supervisor Name: _____ Certification #: _____

Internship Site: _____

Supervisor Signature: _____ Date: _____

SAMPLE BACB Supervision Contract

August 2018

Sample Supervision Contract for BCBA/BCaBA Trainees

The following sample contract describes a relationship between a supervisor and a trainee who is acquiring experience in applied behavior analysis toward an eligibility requirement for either BCBA or BCaBA certification. The sample contract is provided for general reference and informational purposes only and should not be construed as legal advice. The BACB does not warrant or guarantee the legal enforceability of any provision contained in the sample contract. Contracts should be drafted by individuals familiar with local and state laws and requirements.

The terms identified in the sample contract below are in no way intended to be comprehensive. We have identified key clauses as they relate to BACB requirements; however, each party may wish to consult with legal counsel to discuss the following contract elements: storage of and rights to client documentation; release and indemnification; mediation and arbitration; consequences for failure to pay/reimburse supervisor; legal remedies; injunctive relief; cost and attorney's fees; contract modifications; severability; waivers; governing law; contacts for receipt of notice; and if the experience is offered through a university, a statement about whether the supervision contract is supplemented with a syllabus (as opposed to replacing a syllabus). In addition, each party should address with legal counsel the comments embedded in the sample contract to ensure that the contract is individualized for each unique situation.

If the supervisor is not affiliated with the trainee's experience setting, as might be the case with an independently contracted supervisor or a university faculty member, it is strongly recommended that the supervisor and trainee meet with relevant personnel (e.g., program director, on-site clinical supervisor) at the trainee's experience setting to (a) ensure that all provisions in this contract can be faithfully executed in the setting, (b) familiarize the off-site supervisor with setting-specific rules, regulations, and practices, and (c) identify if and how the off-site supervisor's recommendations will be incorporated into the setting. Finally, trainees who are receiving their supervision from an employer should meet to discuss potentially challenging dual relationship (i.e., employer and experience supervisor) issues.

Sample Contract

This Supervision agreement is made on _____ (date) between _____ (supervisor name & certification #) and _____ (trainee name) for supervision of activities under the experience standards.

Experience Activities and Training Objectives:

During the experience, the trainee will engage in the following types of activities: ____

By the end of the experience, the trainee will: ____

Trainee Agrees to:

1. Provide proof of the completed Pre-Experience Checklist to the supervisor prior to the onset of experience.
2. Begin experience only after starting qualifying coursework.
3. Compensate the supervisor at an hourly rate of \$____. Payment will be made immediately upon conclusion of each supervision session or by a mutual agreement arranged at the outset of the supervisory relationship.
4. Attend additional professional meetings relevant to the experience, such as ____, which might not count towards the BACB's experience requirements.

Supervisor Agrees to:

1. Meet the BACB's supervision eligibility requirements (see BACB experience standards) and provide proof of eligibility to the trainee prior to the onset of experience.
2. Not accept remuneration from the trainee above the negotiated hourly rate or salary identified above.
3. Provide supervision in accordance with the Professional and Ethical Compliance Code for Behavior Analysts, including, but not limited to providing supervision to the trainee only within the boundaries of his/her competence.
4. Provide ongoing documented performance feedback to the trainee in accordance with sections 5.05 and 5.06 of the Professional and Ethical Compliance Code for Behavior Analysts including, but not limited to, providing feedback on the trainee's progress toward stated training objectives (e.g., including specific areas where the trainee is making adequate or inadequate progress) and client interactions.
5. Sign the Monthly and Final Experience Verification Forms if the experience hours are completed satisfactorily.
6. Withhold signature on the Monthly and Final Experience Verification Form in the following situations: ____
7. Terminate the supervision relationship in the following situations:
 - a. Experience hours are completed satisfactorily.
 - b. Progress is not made after ____ instances of corrective feedback.
 - c. Egregious violations of the BACB's Professional and Ethical Compliance Code for Behavior Analysts.

Trainee and Supervisor Agree to:

1. Meet and stay up-to-date on the BACB experience standards (e.g., requirements for documentation, acceptable activities) for the duration of the experience.
2. Abide by the Professional and Ethical Compliance Code for Behavior Analysts (e.g., confidentiality, consent for services, professionalism) and relevant laws.
3. Work together to facilitate in-depth discussion/understanding of issues affecting practice - both personally and professionally.
4. Keep all information relating to current or potential clients including, but not limited to, any medical or clinical information, confidential in whatever form.
5. Ensure that clients have consented to the observation of service delivery and sharing of confidential client information.
6. Work together to facilitate in-depth discussion and understanding of issues affecting practice to improve the trainee's behavior-analytic expertise.

7. Protect the time and space for supervision by keeping to agreed upon appointments and the time allotted. Privacy will be respected and interruptions avoided. Any party requiring a variance in schedule will notify the other party as early as possible if rescheduling of supervision is needed.
8. Retain this contract, documentation of experience and supervision, and the Monthly and Final Experience Verification Forms for seven years.

Termination:

This agreement shall be effective on ____ and shall remain in effect until either party terminates this agreement by providing ____ day's advance written notice to the other of the intention to terminate. In the event of termination, clause ____, shall survive and remain valid.

Miscellaneous Provisions

Entire Agreement. This contract contains the entire agreement between the Parties hereto with respect to the subject matter hereof.

All parties agree to the stipulations herein:

Trainee Name: _____

Trainee Signature: _____ Date: _____

Supervisor Name: _____ Certification #: _____

Supervisor Signature: _____ Date: _____

SAMPLE OPTION I SYLLABI

COURSE SYLLABUS: XBEH902/903

SUPERVISED PRACTICUM IN BEHAVIOR ANALYSIS:
TAKING STEPS TOGETHER: PACOIMA PARTNERSHIP

INSTRUCTOR/SUPERVISOR: Tara Fahmie, Ph.D., BCBA-D; Ramses Magana, BCBA
CLASS MEETINGS: SH 320, Tuesday 10:00am-11:00am + fieldwork hours
EMAIL ADDRESS: tara.fahmie@csun.edu
OFFICE HOURS: By appointment

Practicum Course Description

Students will work within the Pacoima schools under the supervision of Board Certified Behavior Analysts (BCBAs). Students in the practicum course receive supervision by the supervisor(s) at least once weekly for 10% of the total hours in the practicum (group and individual supervision). Students will collaborate with supervisor(s) to identify professional goals for the practicum, and students will be required to a) document the activities of the practicum as related to the practicum goals and objectives and b) maintain documentation for all individual and group practicum supervision. Methods of supervision may include bug-in-the-ear, individual supervision at the school site, direct feedback inside and outside (via email) of meetings, review of videos, role-plays, and regular review of progress on goals and assignments.

The purpose of practicum is to enhance students' training as scientist-practitioners by providing structured supervision and quality feedback regarding experiences in a clinical environment in which behavioral assessment and treatment is provided to children with various developmental and intellectual disabilities. The main objective of practicum is to offer multiple exemplars for generalization of concepts learned in graduate coursework. Professional and ethical conduct, how to seek, receive, and grow from feedback, assessment methods, treatment procedures, behavioral observation, data collection methods and interpretation will be emphasized. With faculty approval, students may register for this course as many times as needed during the time in which they are Master's in Applied Behavior Analysis students at CSUN. Each student's performance will be reviewed at the end of each semester for registration for the following semester; at this point at the end of each term, termination of the supervision relationship by the supervisor(s) is possible if a supervisee is not upholding their responsibilities in the practicum setting. Students must be enrolled in practicum for six (6) consecutive semesters for 2 years (Fall, Spring, & Summer semesters for the entire 2 years of the Master's

program) to be eligible to sit for the BCBA exam as a candidate who has fulfilled university-based practicum requirement.

Student Learning Objectives

In this course, students will learn to:

- Identify professional and ethical standards of clinicians and behavior analysts.
- Understand and use current research on behavioral technology with school-aged children with and without disabilities.
- Use and interpret indirect, direct, and experimental behavioral assessments.
- Develop and use data collection systems.
- Develop and implement behavior intervention plans.
- Monitor behavior support plans and skill acquisition programs.
- Collect interobserver reliability and procedural integrity data.
- Graph and review data weekly and monitor and modify intervention plans.
- Use appropriate methods to offer feedback to teachers, staff, paraprofessionals, and assistants.
- Apply feedback to show growth as a behavior analyst in training.

A more comprehensive list of learning objectives for this practicum site is included in the attached Competencies document for the Pacoima Practicum.

From the BACB:

In this course, the student's primary focus should be on learning new behavior analytic skills related to the BACB Fourth Edition Task List. Activities must adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article *Some Current Dimensions of Applied Behavior Analysis* published in the Journal of Applied Behavior Analysis. Students are encouraged to have experiences in multiple sites and with multiple supervisors.

Appropriate experience activities include:

- Conducting assessments related to the need for behavioral intervention
- Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs;
- Overseeing the implementation of behavior-analytic programs by others;
- Training, designing behavioral systems, and performance management;
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analytic program, researching the literature related to the program, and talking to

individuals about the program plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

The purpose of supervision is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high-quality services to his/her clients. Effective behavior analytic supervision includes:

- Development of performance expectations
- Observation, behavioral skills training, and delivery of performance feedback
- Modeling technical, professional, and ethical behavior
- Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
- Review of written materials (e.g., behavior programs, data sheets, reports)
- Oversight and evaluation of the effects of behavioral service delivery
- Ongoing evaluation of the effects of supervision

Expectations of Students

Students are expected to attend practicum with consistent punctuality, be prepared for practicum, complete homework (e.g., role-plays, development of materials) and readings, and participate in discussion regularly. Students are expected to maintain the *highest level of professionalism* and to work as a collaborative partner in a team of other professionals and school personnel. Students also are expected to adhere to school and classroom policies, as described in new employee orientation.

Grades

Students will have the opportunity to earn a grade for this course based on successful completion of assignments, participation, and meeting the competencies for the practicum. Students will be graded according to performance feedback on the BACB supervision forms. "Unsatisfactory" marks, or consistent "Needs Improvement" marks (with no noted performance growth) will result in lower final percentages for this course. Grades will be determined according to the following breakdown:

93-100% = A; 90-93% = A-; 86-89% = B+, 83-86% = B; 80-83% = B-; 76-80% = C+; 73-76% = C; 70-73% = C-; 66-70% = D+; 63-66% = D; 60-63% = D-; <60.0% = F

Successful Completion of the Course:

Successful completion of this practicum course involves meeting the competencies specified by the supervisor (see attached Competency list). Because this course will be facilitated with university graduate-level rigor and will maintain graduate-level expectations of students, successful

completion of this course is defined as earning a letter grade of B or better in the course. Students who receive an "Incomplete" in this practicum course are not eligible to sit for the BCBA exam; a grade is required in all 6 semesters of the course to fulfill the fieldwork experience requirement to qualify to sit for the exam. In addition, successful completion of this course requires attendance at all ABA Speaker Series events (any absences should be pre-excused with the instructor, and make up assignments will be required) and the CalABA annual conference.

Absences:

A student who is absent from scheduled supervision will not be able to make up that supervision. Students who are absent from practicum and/or supervision more than three times per semester will receive a percentage deduction in their final practicum grade. Absences should be pre-arranged with the instructor and alternative (make up) activities should be completed in a timely manner upon return to practicum.

Nature of the Contract:

This contract is to establish a supervisor-supervisee relationship between the students in the practicum course (supervisee) and the supervisor(s) named above. Each semester, the instructor(s)/supervisor(s) reevaluate whether students can continue in the practicum setting, and students are invited to re-enroll only when given permission for continuation. Should either party not adhere to their responsibilities, this contract may be terminated by either party upon written notice, immediately. Students may be placed on probation or terminated from the practicum site for one of four reasons: a) inadequate response to supervision, in the judgment of the supervisor (students are expected to respond to verbal and written feedback immediately), b) specific incident(s) of unacceptable, unprofessional behavior at the practicum site or while acting in the role of a supervisee, c) performance feedback that consistently demonstrates need for improvement or below acceptable performance, or d) noncompliance with site requirements or policies, for example but not limited to: failing to complete assignments, clinical work, or documenting work at the site; inappropriate or unprofessional behavior regarding appearance and general demeanor; displaying inappropriate behaviors that could impact others (supervisors, client families, colleagues, teachers or staff, etc.); excessive absences

If a student does not complete the requirements for a practicum course, is put on probation, or is terminated in the middle of a practicum course, an incomplete in the course will be given, and a clear description of requirements to complete that practicum section (if possible, given the violation) will be provided by the instructor(s). The BACB verification form will not be signed by the supervisor until all requirements are met. Both parties in the supervisor-supervisee relationship agree to adhere to the BACB Guidelines for Responsible Conduct for Behavior Analysts and the BACB Disciplinary and Ethical Standards.

Experience Forms

Field experience/supervision forms must be signed by the supervisor within one week (7 days) of completion of the supervisory period. The forms will not be signed by the supervisor if they are not received in hard copy prior to end of the week following the supervision period documented on the form. Forms may not be sent over email for signature and must be signed in person; the supervisee maintains responsibility for having forms signed by the supervisor. Field experience weeks only count when the supervisee receives at least 7.5% of the total hours of fieldwork supervised. The supervisor is not authorized to sign off on field experience hours unless there is contact with the supervisor at least one time that week (either on site or remote). The maximum number of supervised hours completed as a part of this practicum are outlined in the table below:

Semester	Max supervised hours
1	10
2	12
3	15
4	15
5	18
6	20

Experience Verification Form

The supervisor will sign the supervisee's Experience Verification Form at the conclusion of 2 years of practicum if *each* of the following conditions have been met: the student received a B or higher in practicum for six (6) consecutive semesters for 2 years (Fall, Spring, & Summer semesters for the entire 2 years of the Master's program); the student maintained professional contact and relationships with the work site and supervisor until the conclusion of the supervision experience; and the student completed all assignments required for the practicum. To obtain the supervisor's signature on the Experience Verification Form, the student is required to provide an electronic folder with scans of all signed experience forms that correspond with the number of hours reported on the Experience Verification Form.

(From BACB): PRACTICUM (1000 hours BCBA, 670 hours BCaBA): To qualify under this standard at the BCBA level, supervisees must complete, with a passing grade, 1000 hours of Practicum in behavior analysis within a university practicum program approved by the BACB and taken for graduate academic credit. To qualify under this standard at the BCaBA level, supervisees must complete, with a passing grade, 670 hours of Practicum in behavior analysis within a university practicum program approved by the BACB and taken for academic credit. A supervisory period is one week. In order to count experience hours within any given supervisory period, supervisees

must be supervised at least once during that period for no less than 7.5% of the total hours spent in Practicum. For example, 20 hours of experience would include at least 1.5 supervised hours.

No fewer than 10 hours but no more than 30 hours may be accrued per week.

DOCUMENTATION OF EXPERIENCE

As part of this contract, each student should maintain records of:

- Date and duration of each experience activity
- Date and duration of each supervisory meeting
- Format of each supervisory meeting (i.e., individual; group)

At the conclusion of each practicum course (i.e., 6 times over the 2 years), the student should compile: evaluations of supervisee performance, the total experience hours obtained, and the total individual and group supervision hours obtained. Electronic files of these materials should be provided to the supervisor (e.g., on Dropbox or a flash drive, depending on supervisor preference). A grade of "Incomplete" will be given if materials are not submitted electronically to the supervisor within one week (7 days) of the conclusion of the course.

These data should be retained for 7 years from completion of supervision. The BACB reserves the right to request this documentation at any time following an individual's application to take the certification exam. In addition, the supervisor(s) will be required to verify the applicant's supervision on the Experience Verification Form that is provided within the application for examination.

I have read the above and agree to the provisions set forth in this syllabus/contract.

Supervisee's Name	Supervisee's Signature	Date
Supervisor's Name	Supervisor's Signature	Date
Supervisor's Name	Supervisor's Signature	Date

SAMPLE OPTION II SYLLABI

First Year Summer XBEH 903; 3 CE units
Syllabus for Off-site Option II CSUN University-Based Practica

Days/Time: **Thursday, 7-10pm**
Time: **Biweekly Group Supervision Meetings; Minimum one site visit per semester**
Place:
Professor: **Dr. Peter Adzhyan**
Office Hrs: **By appointment**
E-mail: **Petros.adzhyan.87@csun.edu**

Course Description

The Applied Behavior Analysis (MS-ABA) graduate program at California State University, Northridge (CSUN) is approved, by Behavior Analyst Certification Board (BACB®), to offer a university-based practicum program. The purpose of the CSUN University-Based Practica is to offer CSUN ABA students supervision from CSUN ABA faculty and a variety of high quality in-vivo experiences, under the direct supervision of a CSUN-Approved Board Certified Behavior Analyst (BCBA), during which students apply the skills acquired in the course-work.

Student Learning Objectives

To complete university-based practica with a passing grade, students are expected to meet the following minimum competencies in their 2-year graduate program (see the CSUN Structured Supervision Folder for a detailed task analysis for each competency).

- I. Use BACB® professional and ethical guidelines with colleagues and clients
- II. Develop and use behavior measurement methods and record and analyze data
- III. Conduct behavior measurement methods and record and analyze data
- IV. Develop evidence-based intervention plans based on assessment results and baseline data
- V. Design and Implement skill acquisition procedures based on initial assessment (e.g., implement a language acquisition program based on VB-MAPP results)
- VI. Design and implement behavior reduction procedures
- VII. Program and probe for generalization and maintenance
- VIII. Conduct ongoing assessment of interventions
- IX. Train another individual to conduct a procedure
- X. Develop and present a training module to individuals who are not familiar with behavior analysis
- XI. Develop the skills necessary to interact effectively with consumers, supervisors, families, and others.

BACB® Requirements

Individuals pursuing certification at the Board Certified Behavior Analyst (BCBA) level must complete the CSUN Pre-Experience checklist adopted from the BACB. For those pursuing certification, the BACB® has the following requirements:

- All approved university experience must be completed for graduate academic credit with a passing grade.
- A minimum of 1,000 hours of supervised experience in behavior analysis.
- The distribution of hours must be no fewer than 20 hrs but no more than 130 hours per month.
- Students must be supervised *at least* four times per month for 10% (7.5% minimum) of the total hours they spend in University Practicum. Total supervision must be *at least* 100 hours (75 minimum) and supervisory period is **one month**.
- Supervisees may accrue experience in only one category at a time. The BACB® defines “Combining Experience Categories” in the following way:

Combination of Experience Types. Trainees may accrue hours in a single category or may combine any of the types to meet the experience requirement, with experience hours for Practicum having 1½ times the temporal value of Supervised Independent Fieldwork. Trainees must meet all other supervision requirements independently for each experience type. For example, the required percentage of supervision, number of observations, and number of contacts must be met independently for each experience type.

Individuals pursuing certification at the Board Certified Assistant Behavior Analyst (BCaBA) level can take the exam at the end of the first year of the graduate program. The BACB® requires that the supervisee has completed 670 hours of supervised experience with all other requirements stated above (note, these are not course requirements, but the BACB® requirement for supervisees to become eligible to sit for the certification exams).

Student Responsibility

- Register for 3 units of XBEH-903 each semester
- Print out and develop the CSUN Supervision folder
 - Keep copies of signed supervision forms in the folder
 - Keep records of all experience hours accrued. BACB® asks that you keep these records for 7-years. **If you or your supervisor is audited, you will be expected to provide the signed copies.**
- Select a site by applying and interviewing for internship positions with university approved sites
 - If you are employed and wish to obtain internship at your CSUN approved internship site, please discuss the requirements with the contact person on the site internship application.
- Complete CSUN MS-ABA Pre-Experience Checklist
- Complete Master Supervision Contract for CSUN Interns
- Attend all group meetings prepared for group supervision

- Adhere to the course syllabus and “MS-ABA Internship Student Agreement”
- Commit at least one academic year to the approved internship site
- Meet at least four times per month with field supervisor for supervision meetings.
- Protect the time and space for supervision by keeping to agreed appointments and the time allotted
- Document the activities of the practicum as related to the practicum goals and objectives
- Maintain documentation for all individual and group practicum supervision hours and activities
- Notify practica instructor, at the earliest possible time, of any changes to schedule that may result in rescheduling a meeting
- Update BACB® Experience tracker on a daily basis
- Provide the supervisor completed monthly verification forms within fifteen (15) days of the end of the prior month for signatures to be completed.
- Notify the practica instructor and the CSUN Practica Administrative Coordinator of any changes at the clinical site that may impact supervised experience
- Comply with all requirements of the approved clinical site
- Adhere to BACB® guidelines with regards to experience hours

BACB® Guidelines for Field Supervisors

- Information regarding the role and responsibilities of approved site supervisors can be found in the CSUN Practica Handbook. The purpose of field supervision (the majority of which is in-person, onsite observation) is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee, and facilitate the delivery of high-quality services to his/her clients.
- In accordance with BACB®, effective behavior-analytic supervision should include:
 - Monitor the skills of the supervisee throughout the supervised experience
 - Develop and communicate performance expectations to the supervisee.
 - Provide supervisee with opportunities to perform listed competences (Note* it is likely that some competences will not be met)
 - Observe the supervisee in the field and use performance feedback to give corrective feedback
 - Use Behavior Skills Training to teach and improve supervisee’s skills
 - Model technical, professional, and ethical behavior
 - Guide and give feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires
 - Review data and written materials (e.g., behavior programs, data sheets, reports)
 - Oversee and evaluate the effects of the supervisees behavior-analytic service delivery
 - Conduct monthly evaluation of supervisee’s performance and effects of supervision

Practicum Instructor Responsibility

- The purpose of practicum is to improve behavior analytic, professional, and ethical repertoires of the supervisee, and monitor supervisee’s performance in the field. Group supervision may count for no more than half of the total supervised hours each supervisee receives in a one week period.

- The practicum instructor will:
 - Execute a written contract prior to on-set of experience (that is this syllabus)
 - Develop performance goals with supervisees
 - Use Behavior Skills Training to teach and improve supervisees' skills in group setting
 - Model technical, professional, and ethical behavior
 - Guide and give feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires in group setting
 - Review data and written materials (e.g., behavior programs, data sheets, reports) and provide specific feedback
 - Meet with field supervisors to conduct monthly evaluation of supervisee's experience, performance, and effects of supervision (this only applies to CSUN approved supervisors, Option II Practica). Meet is defined as email, phone, or in-person communication.
 - Observe supervisee in-field a minimum of once each semester
 - Provide specific feedback to supervisee on performance in group supervision
 - Protect the time and space for supervision, by keeping to agreed appointments and the time allotted.
 - Notify supervisee, at the earliest possible time, of any changes to schedule that may result in rescheduling a meeting.

✦ Required Texts:

- Bailey, J. S., & Burch, M. R. (2016). *Ethics for Behavior Analysts (3rd ed.)*. New York: NY, Routledge.
- Bailey, J. S., & Burch, M. R. (2009). *25 Essential Skills and Strategies for the Professional Behavior Analyst: Expert Tips for Maximizing Consulting Effectiveness*. New York: NY, Routledge.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied Behavior Analysis (2nd ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.

✦ Course Website:

The class web site can be found when you log into **Canvas** (<https://www.csun.edu/it/canvas>). This site will contain announcements, links, hand-outs, research information, readings and a discussion board, and helpful resources. You will be expected to check the board for announcements daily.

✦ Class Meeting Times:

The following is a schedule of meetings for the semester, any changes will be communicated via Canvas or email from the CSUN Practica Instructor

Thursday, September 7th

Thursday, September 21st

Thursday, October 5th

Thursday, October 19th

Thursday, November 2nd

Thursday, November 16th

Thursday, November 30th

Thursday, December 14th

Students are required to attend specific CSUN MS-ABA Sponsored Events. The following dates are required for the semester:

Dates TBD - ABA Speaker Series Wednesday, 4-5:15pm in Whitsett Room

- If you have a valid excuse for missing the event, you may send an email to your Practica Instructor and complete an alternative assignment to make up for the missed learning opportunity.

✦ **Composition of Course Grade**

- Each student's performance will be reviewed at the end of each semester at which point termination of the supervision relationship by the supervisor(s) is possible if a supervisee is not upholding their responsibilities in the practicum setting.
- **Your grade in XBEH 903 will be based on your completion of the designated competencies, group attendance and participation, and professionalism as reported by your site-supervisor:**
- **Supervised Experience Competencies (40% of your grade)**

Each semester you will work on specific competencies in the Supervision folder (see the Selected Competencies below). You are expected to complete 80% or above the assigned competencies to obtain a passing grade in XBEH 903. Failure to meet the designated competencies will result in a grade of C- or below. In the event that there is a reasonable excuse for not meeting certain competencies during the semester (e.g., site supervisor turnover), the student may initiate a request for a grade of Incomplete ("I") by completing an Incomplete Contract <http://www.csun.edu/anr/soc/guides/incomplete.html> and specifying the terms and conditions by which the competencies will be met. Failure to complete the terms of the Incomplete contract before the deadline will result in a grade of Incomplete Charged ("IC"), which is equivalent to an "F".
- **Group Participation and attendance (25% of your grade)**
 - This is a graduate course on application of principles of applied behavior analysis, science and practice. Completing all required paperwork is part of the participation grade for this course. To gain the most from the practica, and to create a rich and interesting group dynamic, you are required to attend group meetings on time and engage in discussions. If you miss a group meeting, or arrive later than 30 min for a particular group meeting, you are required to make-up the missed group meeting by attending a group meeting held by one of the

other Practica supervisors. **Missing two or more group meetings for any reason will result in your grade being limited to a maximum of “C”.**

- **Professional and ethical behavior at practica meetings (15% of your grade)**
 - You are expected to provide your practica instructor with a BACB[®] Experience Supervision form at the end of each practica meeting. You should complete the top portion of the form (including the date and duration of the group supervision), the supervisory period, and check mark the characteristics of supervision conducted during the period. On the form, the instructor will note if your performance in particular areas was Satisfactory (S), Needs Improvement (NI), Unsatisfactory (U), or Not Applicable (NA). Table 1, below, will be used to determine this portion of your grade based on the Experience Supervision forms signed by your practica instructor.
- **Professional and ethical behavior at practicum sites (20 % of your grade)**
 - Your site supervisor will evaluate your performance on a weekly basis and you are required to present the weekly evaluations to the CSUN practica instructor, when asked, during group meetings (See “**BACB[®] Experience Supervision Form**”). You will also submit monthly evaluations to CSUN practica instructor. The evaluation is conducted not only on your skill acquisition but also your professional and ethical behavior. Some of the skills evaluated include appearance, attendance, asking for and receiving supervision and feedback, and professional relationships with clients and colleagues. The table below shows the relationship between weekly site evaluations and marks for in-field work.

Table 1: Relationship between your performance evaluation and course grade

Monthly Site Supervisor Evaluations	Mark for Professional and Ethical Behavior
No more than one NI working towards competences and satisfactory overall performance on all monthly supervision forms for given semester	100 %
No more than two NI working towards competences and satisfactory overall performance on all monthly supervision forms for given semester	90 %
No more than two NI working towards competences and Only one unsatisfactory overall performance on all monthly supervision forms for given semester	80 %
No more than 3 NI working towards competences and only one unsatisfactory overall performance on all monthly supervision forms for given semester	70 %
Two or more Unsatisfactory overall performance on monthly supervision forms during a semester	Fail

Grade Breakdown

As noted above, your course grade will be based on your cumulative score on participation and professional behavior. A plus-minus grading system (e.g., 93-100 % is A, 90-92 % is A -, 87-89 % is B+, 84-86 % is B) will be used with course grades.

Percent Range	Letter Grade
93-100%	A
90-92%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
69%	F

Academic Integrity

You MAY NOT plagiarize; meaning present ideas, opinions, or the writing of others as your own work (this applies to work of peers as well as experts and researchers). All students are expected to adhere to the University's Academic Dishonesty standards, and violations of these standards will be handled in accord with the University's policies (see the current CSUN catalog for the university policy on academic dishonesty). Failure to comply with these standards will result in academic sanctions, such as a failing grade in the course and a referral to the Student Academic Affairs Office or the Dean.

✦ Students with Disabilities

If you have a disability and need accommodations, please register with Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. The NCOD office is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

Selected Competences for the Fall semester – 1st year

I. Use the professional and ethical guidelines with colleagues and clients		Ethics & Professionalis
	Demonstrate knowledge of ethical, responsible, professional and disciplinary guidelines	1
	Demonstrate knowledge of HIPPA and Confidentiality rules	2

	Demonstrate professional conduct <ul style="list-style-type: none"> Develop resume and letter of intent by end of September Apply and secure internship positions no later than end of October Bailey & Burch, 2010 	2.1
II. Foundational Knowledge		
	Give examples of and explain philosophical assumptions of behavior analysis and concepts <ul style="list-style-type: none"> FK-01 to FK-46 	3
III. Develop and use behavior measurement methods, record and analyze data		Behavior Measurement
	➤ Select & define target behavior for change	4
	➤ Use various direct observation methods to collect baseline data <ul style="list-style-type: none"> A-01 Measure frequency (i.e., count). A-02 Measure rate (i.e., count per unit time). A-03 Measure duration. A-04 Measure latency. A-05 Measure interresponse time (IRT). A-06 Measure percent of occurrence. A-07 Measure trials to criterion. A-12 Design and implement continuous measurement procedures (e.g., event recording). A-13 Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling). H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording. H-02 Select a schedule of observation and recording periods. H-05 Evaluate temporal relations between observed variables (within & between sessions, time series). FK-47 Identify the measurable dimensions of behavior (e.g., rate, duration, latency, inter-response time). FK-48 State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling). 	5
	➤ Assess quality of behavioral measurement (Accuracy & Reliability) <ul style="list-style-type: none"> A-08 Assess and interpret interobserver agreement. A-09 Evaluate the accuracy and reliability of measurement procedures. 	6
	➤ Graph & analyze gathered information <ul style="list-style-type: none"> A-10 Design, plot, and interpret data using equal-interval graphs. A-11 Design, plot, and interpret data using a cumulative record to display data. A-14 Design, implement and graph choice measures. H-03 Select a data display that effectively communicates relevant quantitative relations. H-04 Evaluate changes in level, trend, and variability. 	7
IX. Conduct ongoing assessment of interventions		Ongoing Assessment
	➤ Evaluate effectiveness of interventions <ul style="list-style-type: none"> K-01 Provide for ongoing documentation of behavioral services. K-07 Evaluate the effectiveness of the behavioral program. 	20
	➤ Compare effectiveness of different treatments	21

If you, the practica student, meet the requirements listed below, your Experience Verification Form will be signed within 2 weeks of the semester ending unless otherwise explicitly specified between you and your Practica Instructor.

The hours included on the BACB® Experience Verification Form are **ONLY** those for semesters in which the supervisee:

- Obtained a grade of C or higher
- Met 80% or more of all supervised experience competencies
- AND either of the following occur:
 - All experience hours were completed satisfactorily
 - The supervisor-supervisee relationship was terminated under positive conditions (e.g., the instructor recommends that the supervisee accrue experience hours under a different faculty member's supervision)
- The following circumstances would justify a practica instructor (or supervisor) **refusing to sign off** on a supervisee's accrued hours on the Experience Verification Form (i.e., even though the hours were tracked through Individual Supervision Documentation Form).
 - Supervisee does not receive a passing grade in XBEH 903
 - Egregious violation of the BACB® Guidelines for Responsible Conduct for Behavior Analysts and/or behavior that jeopardizes the well-being of clients or other team members
 - Supervisor-supervisee relationship is terminated as a result of the supervisee not adhering to the internship agreement or policies of the internship/clinical site.

The responsibilities described in this document will be carried out in accordance with the BACB® *Guidelines for Responsible Conduct for Behavior Analysts and Professional Disciplinary and Ethical Standards*.

All parties agree to the stipulations herein:

I have carefully reviewed this syllabus and agree to the items listed.

Practica Instructor Signature

Date

Practica Student Signature

Date

SAMPLE OPTION III SYLLABI

First Year Fall XBEH 903; 3 units

Syllabus for Off-site Option III CSUN University-Based Practica

Days/Times:	Thursday 7-10pm
Format:	Biweekly Group Supervision meetings; Individual Supervision once per Semester
Place	EU108
Professor:	Brian Rice
Office Hrs:	By appointment
E-mail:	<u>Brian.Rice@csun.edu</u>

Course Description

The Applied Behavior Analysis (MS-ABA) graduate program at California State University, Northridge (CSUN) is approved, by Behavior Analyst Certification Board (BACB®), to offer a university-based practicum program. The purpose of the CSUN University-Based Practica is to offer CSUN ABA students supervision from CSUN ABA faculty and a variety of high quality in-vivo experiences, under the direct supervision of a CSUN-Approved Board Certified Behavior Analyst (BCBA), during which students apply the skills acquired in the course-work.

Student Learning Objectives

To complete university-based practica with a passing grade, students are expected to meet the following minimum competencies in their 2-year graduate program (see the CSUN Structured Supervision Folder for a detailed task analysis for each competency).

- I. Use BACB® professional and ethical guidelines with colleagues and clients
- II. Develop and use behavior measurement methods and record and analyze data
- III. Conduct behavior measurement methods and record and analyze data
- IV. Develop evidence-based intervention plans based on assessment results and baseline data
- V. Design and Implement skill acquisition procedures based on initial assessment (e.g., implement a language acquisition program based on VB-MAPP results)
- VI. Design and implement behavior reduction procedures
- VII. Program and probe for generalization and maintenance
- VIII. Conduct ongoing assessment of interventions
- IX. Train another individual to conduct a procedure
- X. Develop and present a training module to individuals who are not familiar with behavior analysis
- XI. Develop the skills necessary to interact effectively with consumers, supervisors, families, and others.

BACB® Requirements

Individuals pursuing certification at the Board Certified Behavior Analyst (BCBA) level must complete the CSUN Pre-Experience checklist adopted from the BACB. For those pursuing certification, the BACB® has the following requirements:

- All approved university experience must be completed for graduate academic credit with a passing grade.
- A minimum of 1,500 hours of supervised experience in behavior analysis.
- The distribution of hours must be no fewer than 20 hrs but no more than 130 hours per month.
- Students must be supervised *at least twice* per month for 5% of the total hours they spend in University Practicum. Total supervision must be *at least 75* hours and supervisory period is **one month**.
- Supervisees may accrue experience in multiple categories at a time. The BACB® defines “Combining Experience Categories” in the following way:
 - *Combination of Experience Types. Trainees may accrue hours in a single category or may combine any of the types to meet the experience requirement, with experience hours for Practicum having 1½ times the temporal value of Supervised Independent Fieldwork. Trainees must meet all other supervision requirements independently for each experience type. For example, the required percentage of supervision, number of observations, and number of contacts must be met independently for each experience type*

Individuals pursuing certification at the Board Certified Assistant Behavior Analyst (BCaBA) level can take the exam at the end of the first year of the graduate program. The BACB® requires that the supervisee has completed 670 hours of supervised experience with all other requirements stated above (note, these are not course requirements, but the BACB® requirement for supervisees to become eligible to sit for the certification exams).

Student Responsibility

- Register for 3 units of XBEH-903 each semester
- Print out and develop the CSUN Supervision folder
 - Keep copies of signed supervision forms in the folder
 - Keep records of all experience hours accrued. BACB® asks that you keep these records for 7-years. **If you or your supervisor is audited, you will be expected to provide the signed copies.**
- Seek and secure a qualified site-supervisor at a university approved site (see www.bacb.com).
 - If you are employed and wish to obtain internship at your CSUN approved internship site, please discuss the requirements with the contact person on the site internship application.
- Complete CSUN MS-ABA Pre- Experience Checklist
- Complete Master Supervision Contract for CSUN Interns
- Provide a copy of your signed supervision contract to CSUN supervisor
- Adhere to the course syllabus and “MS-ABA Internship Student Agreement”

- Commit at least one academic year to the approved internship site
- Meet at least two times per month with field supervisor for supervision meetings
- There also must be a minimum of two observations of supervisee in natural environment.
- Protect the time and space for supervision by keeping to agreed appointments and the time allotted
- Attend all group meetings prepared for group supervision
- Engage with Practica Supervisor once during semester for individual supervision
- Document the activities of the practicum as related to the practicum goals and objectives
- Maintain documentation for all individual and group practicum supervision hours and activities
- Notify practica instructor, at the earliest possible time, of any changes to schedule that may result in rescheduling a meeting
- Provide the supervisor completed supervision forms after each supervision meeting
- Notify the practica instructor and the CSUN Practica Administrative Coordinator of any changes at the clinical site that may impact supervised experience
- Update BACB Experience tracker on a daily basis.
- Provide the supervisor completed monthly verification forms within fifteen (15) days of the end of the prior month for signatures to be completed.
- Comply with all requirements of the approved clinical site
- Adhere to BACB® guidelines with regards to experience hours

BACB® Guidelines for Field Supervisors

- Information regarding the role and responsibilities of site supervisors can be found in the CSUN Practica Handbook. The purpose of field supervision (the majority of which is in-person, onsite observation) is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee, and facilitate the delivery of high-quality services to his/her clients.
- In accordance with the BACB®, effective behavior-analytic supervision should include:
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 - Develop and communicate performance expectations to the supervisee.
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 - Observe the supervisee in the field and use performance feedback to give corrective feedback
 - Use Behavior Skills Training to teach and improve supervisee's skills
 - Model technical, professional, and ethical behavior
 - Guide and give feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires
 - Review data and written materials (e.g., behavior programs, data sheets, reports)
 - Oversee and evaluate the effects of the supervisees behavior-analytic service delivery
 - Conduct monthly evaluation of supervisee's performance and effects of supervision

Practicum Instructor Responsibility

- The purpose of practicum is to improve behavior analytic, professional, and ethical repertoires of the supervisee, and monitor supervisee's performance in the field based on feedback provided to supervisee. Group supervision may count for no more than half of

the total supervised hours each supervisee receives in a one week period.

- The practicum instructor will:
 - Execute a written contract prior to on-set of experience (that is this syllabus)
 - Develop performance goals with supervisees
 - Use Behavior Skills Training to teach and improve supervisees' skills in group setting
 - Model technical, professional, and ethical behavior
 - Guide and give feedback on behavioral case conceptualization, problem-solving, program development, and decision-making repertoires in group setting
 - Review data and written materials (e.g., behavior programs, data sheets, reports) and provide specific feedback
 - Provide supervisee with individual supervision a minimum of once each semester
 - Provide specific feedback to supervisee on performance in group supervision
 - Protect the time and space for supervision, by keeping to agreed appointments and the time allotted.
 - Notify supervisee, at the earliest possible time, of any changes to schedule that may result in rescheduling a meeting.

◆ **Required Texts:**

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- Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied Behavior Analysis (2nd ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.

◆ **Course Website:**

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◆ **Class Meeting Times:**

The following is a schedule of meetings for the semester, any changes will be communicated via Moodle or email from the CSUN Practica Instructor

Thursday, September 7th

Thursday, September 21st

Thursday, October 5th

Thursday, October 19th

Thursday, November 2nd

Thursday, November 16th

Thursday, November 30th

Thursday, December 14th

Students are required to attend specific CSUN MS-ABA Sponsored Events. The following dates are required for the semester:

Dates TBD - ABA Speaker Series Wednesday, 4-5:15pm in Whitsett Room

- If you have a valid excuse for missing the event, you may send an email to your Practica Instructor and complete an alternative assignment to make up for the missed learning opportunity.

Individual supervision with CSUN Practica Supervisor

- This is a minimum requirement, if you would like additional time with your CSUN Practica supervisor, you may contact them and set additional appointment times.
- Your instructor will provide information on how these timeslots will be assigned.

Thursday, September 21st 6-7pm or 10-11pm

Thursday, October 5th 6-7pm or 10-11pm

Thursday, November 2nd 6-7pm or 10-11pm

Thursday, November 16th 10-11pm

Thursday, December 14th 6-7pm or 10-11pm

♦ Composition of Course Grade

- Each student's performance will be reviewed at the end of each semester at which point termination of the supervision relationship by the supervisor(s) is possible if a supervisee is not upholding their responsibilities in the practicum setting.
- **Your grade in XBEH 903 will be based on your completion of the designated competencies, group attendance and participation, and professionalism as reported by your site-supervisor:**
- **Supervised Experience Competencies (20% of your grade)**
Each semester you will work on specific competencies in the Supervision folder (see the Selected Competencies below). You are expected to complete 80% or above the assigned competencies to obtain a passing grade in XBEH 903. Failure to meet the designated competencies will result in a grade of C- or below. In the event that there is a reasonable excuse for not meeting certain competencies during the semester (e.g., supervisor turnover), the student may initiate a request for a grade of Incomplete ("I") by completing an Incomplete Contract <http://www.csun.edu/anr/soc/guides/incomplete.html> and specifying the terms and conditions by which the competencies will be met. Failure to complete the terms of the Incomplete contract before the deadline will result in a grade of Incomplete Charged ("IC"), which is equivalent to an "F".

- **Group Participation and attendance (50% of your grade)**
 - This is a graduate course on application of principles of applied behavior analysis, science and practice. Completing all required paperwork is part of the participation grade for this course. To gain the most from the practica, and to create a rich and interesting group dynamic, you are required to attend group meetings on time and engage in discussions. If you miss a group meeting, or arrive later than 30 min for a particular group meeting, you are required to make-up the missed group meeting by attending a group meeting held by one of the other Practica supervisors. **Missing two or more group meetings for any reason will result in your grade being limited to a maximum of “C”.**
- **Professional and ethical behavior at practica meetings (15% of your grade)**
 - You are expected to provide your practica instructor with a BACB® Experience Supervision form at the end of each practica meeting. You should complete the top portion of the form (including the date and duration of the group supervision), the supervisory period, and check mark the characteristics of supervision conducted during the period. On the form, the instructor will note if your performance in particular areas was Satisfactory (S), Needs Improvement (NI), Unsatisfactory (U), or Not Applicable (NA). Table 1, below, will be used to determine this portion of your grade based on the Experience Supervision forms signed by your practica instructor.
- **Professional and ethical behavior at practicum sites (15% of your grade)**
 - Your site supervisor will evaluate your performance on a bi-weekly basis and you are required to present the bi-weekly evaluations to the CSUN practica instructor, when asked, during group meetings (See “**BACB® Experience Supervision Form**”). You will also submit a form (provided by instructor) once during the semester confirming you are receiving supervision from a BACB. The evaluation is conducted not only on your skill acquisition but also your professional and ethical behavior. Some of the skills evaluated include appearance, attendance, asking for and receiving supervision and feedback, and professional relationships with clients and colleagues. The table below shows the relationship between weekly site evaluations and marks for in-field work.

• Table 1: Relationship between your performance evaluation and course grade

Supervision Experience Evaluation Forms	Mark for Professional and Ethical Behavior
No more than one NI working towards competences and satisfactory overall performance on all monthly supervision forms for given semester	100 %
No more than two NI working towards competences and satisfactory overall performance on all monthly supervision forms for given semester	90 %
No more than two NI working towards competences and Only one unsatisfactory overall performance on all monthly supervision forms for given semester	80 %

No more than 3 NI working towards competences and only one unsatisfactory overall performance on all monthly supervision forms for given semester	70 %
Two or more Unsatisfactory overall performance on monthly supervision forms during a semester	Fail

Grade Breakdown

As noted above, your course grade will be based on your cumulative score on participation and professional behavior. A plus-minus grading system (e.g., 93-100 % is A, 90-92 % is A -, 87-89 % is B+, 84-86 % is B) will be used with course grades.

Percent Range	Letter Grade
93-100%	A
90-92%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
69%	F

✦ Academic Integrity

You MAY NOT plagiarize; meaning present ideas, opinions, or the writing of others as your own work (this applies to work of peers as well as experts and researchers). All students are expected to adhere to the University's Academic Dishonesty standards, and violations of these standards will be handled in accord with the University's policies (see the current CSUN catalog for the university policy on academic dishonesty). Failure to comply with these standards will result in academic sanctions, such as a failing grade in the course and a referral to the Student Academic Affairs Office or the Dean.

✦ Students with Disabilities

If you have a disability and need accommodations, please register with Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. The NCOD office is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

Selected Competences for the Fall semester -1st year

I. Use the professional and ethical guidelines with colleagues and clients		Ethics & Professionalis
	Demonstrate knowledge of ethical, responsible, professional and disciplinary guidelines	1
	Demonstrate knowledge of HIPPA and Confidentiality rules	2
	Demonstrate professional conduct	2.1
	<ul style="list-style-type: none"> Develop resume and letter of intent by end of September Apply and secure internship positions no later than end of October Baily & Burch, 2010 	
III. Foundational Knowledge		
	Give examples of and explain philosophical assumptions of behavior analysis and concepts	3
	<ul style="list-style-type: none"> FK-01 to FK-46 	
III. Develop and use behavior measurement methods, record and analyze data		Behavior Measurement
	➤ Select & define target behavior for change	4
	➤ Use various direct observation methods to collect baseline data <ul style="list-style-type: none"> A-01 Measure frequency (i.e., count). A-02 Measure rate (i.e., count per unit time). A-03 Measure duration. A-04 Measure latency. A-05 Measure interresponse time (IRT). A-06 Measure percent of occurrence. A-07 Measure trials to criterion. A-12 Design and implement continuous measurement procedures (e.g., event recording). A-13 Design and implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling). H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording. H-02 Select a schedule of observation and recording periods. H-05 Evaluate temporal relations between observed variables (within & between sessions, time series). FK-47 Identify the measurable dimensions of behavior (e.g., rate, duration, latency, inter-response time). FK-48 State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling). 	5
	➤ Assess quality of behavioral measurement (Accuracy & Reliability) <ul style="list-style-type: none"> A-08 Assess and interpret interobserver agreement. A-09 Evaluate the accuracy and reliability of measurement procedures. 	6

	<ul style="list-style-type: none"> ➤ Graph & analyze gathered information <ul style="list-style-type: none"> ○ A-10 Design, plot, and interpret data using equal-interval graphs. ○ A-11 Design, plot, and interpret data using a cumulative record to display data. ○ A-14 Design, implement and graph choice measures. ○ H-03 Select a data display that effectively communicates relevant quantitative relations. ○ H-04 Evaluate changes in level, trend, and variability. 	7
IX. Conduct ongoing assessment of interventions		Ongoing Assessment
	<ul style="list-style-type: none"> ➤ Evaluate effectiveness of interventions <ul style="list-style-type: none"> ○ K-01 Provide for ongoing documentation of behavioral services. ○ K-07 Evaluate the effectiveness of the behavioral program. 	20
	<ul style="list-style-type: none"> ➤ Compare effectiveness of different treatments 	21

If you, the practica student, meet the requirements listed below, your Experience Verification Form will be signed within 2 weeks of the semester ending unless otherwise explicitly specified between you and your Practica Instructor.

The hours included on the BACB® Experience Verification Form are ONLY those for semesters in which the supervisee:

- Obtained a grade of C or higher
- Met 80% or more of all supervised experience competencies
- AND either of the following occur:
 - All experience hours were completed satisfactorily
 - The supervisor-supervisee relationship was terminated under positive conditions (e.g., the instructor recommends that the supervisee accrue experience hours under a different faculty member's supervision)
- The following circumstances would justify a practica instructor (or supervisor) **refusing to sign off** on a supervisee's accrued hours on the Experience Verification Form (i.e., even though the hours were tracked through Individual Supervision Documentation Form).
 - Supervisee does not receive a passing grade in XBEH 903
 - Egregious violation of the BACB® Guidelines for Responsible Conduct for Behavior Analysts and/or behavior that jeopardizes the well-being of clients or other team members
 - Supervisor-supervisee relationship is terminated as a result of the supervisee not adhering to the internship agreement or policies of the internship/clinical site.

The responsibilities described in this document will be carried out in accordance with the BACB® *Guidelines for Responsible Conduct for Behavior Analysts and Professional Disciplinary and Ethical Standards*.

All parties agree to the stipulations herein:

I have carefully reviewed this syllabus and agree to the items listed.

_____ Practica Instructor Signature	_____ Date
_____ Practica Student Signature	_____ Date

Below, please see the general guide we developed for writing FBAs. We recognize the formatting of FBAs may differ based on the requirements of third party payees. We also recognize that assessments and interventions will differ based on the referral problem. However, we expect the assessment procedures, interpretations, and intervention recommendations to meet BACB® Guidelines for Responsible Conduct for Behavior Analysts (e.g., 1.01. Reliance on Scientific Knowledge, 2.10. Treatment Efficacy, etc.).

Functional Behavior Assessment

Criteria for Components of the FBA
<ul style="list-style-type: none"> Identifying information Reason for Referral <ul style="list-style-type: none"> a. Source of referral clearly stated (teacher, parent, Regional Center) b. The reason child/adolescent was referred, which includes general description of problem (target) behaviors (e.g. elopement or tantrum). c. If the target behaviors have been present in the past, included information on worsening or improvement in target behavior to justify the need for assessment The purpose of the FBA <ul style="list-style-type: none"> a. Gather baseline (e.g. frequency, duration) data on target behavior(s) b. Identify setting events that could support occurrence of the problem behavior(s) c. Identify antecedents that evoke the target behavior(s) d. Identify the function(s) of the target behavior(s) e. Recommend intervention strategies that address necessary environmental changes, function based interventions and also teaching strategies that will increase occurrence of socially acceptable behaviors and decrease occurrence of the problem behaviors
Reason for referral sentence structure
BACKGROUND INFORMATION
<ul style="list-style-type: none"> Includes information about the methods used to obtain background information: <ul style="list-style-type: none"> If records are available <ul style="list-style-type: none"> Record review and interviews with parents and or teacher(s) must be included as methods in this section
Format of Family History
Content of Family History
<ul style="list-style-type: none"> a. Family members with whom the child/adolescent lives b. Primary care taker and their availability for parent training c. History of household changes including changes in family members d. Recent moves e. Home Language f. Regional Center involvement <ul style="list-style-type: none"> Home base behavior services g. Department of Child and Family Services (DCFS) Involvement <ul style="list-style-type: none"> Placement in Foster home
Format of Medical History
Medical History (In a paragraph format)
<ul style="list-style-type: none"> a. Any health, vision and hearing issues that might impact learning and current behaviors b. Relevant medication information c. History of hospitalizations and recent injuries
Format of Educational History
Educational History (In a paragraph format)
<ul style="list-style-type: none"> a. History of schools attended b. Date of initial IEP and Eligibility (if applicable) c. Instructional setting(s) and past and current services d. History of specific behavior difficulties (e.g. difficulties that are documented in school records) <ul style="list-style-type: none"> Frequency, duration and intensity of each behavior

<ul style="list-style-type: none"> • Include all problem behaviors documented in school records with appropriate references <ul style="list-style-type: none"> ○ Example: according to IEP dated 11/14/2011 John exhibited aggressive behaviors towards peers and adults. • Discipline history <ul style="list-style-type: none"> ○ Office Discipline Referrals (ODR) ○ Suspensions or expulsions • Include a graph, if there is available data, to visually show the occurrence of problem behaviors over time. <p>e. Brief discussion on current achievement history to document impact of behavior on access to academic curriculum:</p> <ol style="list-style-type: none"> a. Report card information (if available) b. Current work samples and classroom test performance (if available)
Intervention history
Summary of Indirect Assessments
<ul style="list-style-type: none"> • Includes information about the methods used to obtain indirect assessment information: <ul style="list-style-type: none"> • If records are available <ul style="list-style-type: none"> ▪ Record review and interviews with parents and or teacher(s) must be included as methods in this section ▪ Use of a structured interview and/or rating scales (e.g., FAI, FAST, MAS, QABF) or unstructured interview (provide a sample of questions) ▪ Relevant dates of interviews included
<ul style="list-style-type: none"> • The table for identification of the problem behaviors must include: <ol style="list-style-type: none"> a. Behavior (general description is ok) b. Occurrence (could have a range) c. Duration d. Severity
<ul style="list-style-type: none"> • Possible response class hierarchy is described if the indirect assessment results show that the parents or the teachers observe sequence of behaviors ranging from less severe to more severe.
<ul style="list-style-type: none"> • Appropriate behaviors <ol style="list-style-type: none"> a. Appropriate behaviors in the child's repertoire (including any basic verbal operant, adaptive and social skills) are clearly described
<ul style="list-style-type: none"> • Immediate Antecedents • The table for identifying possible antecedents must include: <ol style="list-style-type: none"> a. Behavior (from indirect assessment) b. Immediate antecedents (from indirect assessment)
<ul style="list-style-type: none"> • Possible Maintaining Consequences • The table for identifying possible consequences must include: <ol style="list-style-type: none"> a. Behavior (from indirect assessment) b. Consequences (from indirect assessment)
<ul style="list-style-type: none"> • <u>Setting Events Effecting Problem Behavior</u> <ol style="list-style-type: none"> a. The setting events are described using language that is not technical
<ul style="list-style-type: none"> • <u>Setting Events Effecting Problem Behavior</u> <ol style="list-style-type: none"> a. If specific setting events are identified the report should address the following for each setting event: <ol style="list-style-type: none"> I. List the setting events identified and possible factors that could have evocative effect on the behavior II. The possible relationship between the setting event and the target behavior is addressed (e.g. poor sleep: On days when John gets less than 8 hours of sleep, the frequency and duration of tantrums have been reported to increase) <ol style="list-style-type: none"> I. Setting events are possible correlates. Without an experimental test, authors should refrain from making causal statements.
<ul style="list-style-type: none"> • Summary of Indirect Assessments and Hypothesized Predictor(s) (setting events and immediate antecedents) and potential function(s) of problem behavior(s) table must include for each target behavior: <ol style="list-style-type: none"> a. Setting events related to each target behavior b. Immediate antecedents that could evoke the target behavior c. Possible function(s) (from indirect assessments)

DIRECT ASSESSMENT
<ul style="list-style-type: none"> The table describing direct observation session must include: <ol style="list-style-type: none"> The observer The dates and times of each observation session Operational Definition of Target Behaviors <ol style="list-style-type: none"> Definition is objective, clear, and discriminates between what is and what is not an instance of Target Behavior Definitions are observable and measurable. Definitions are situation specific and individualized <ol style="list-style-type: none"> Target behaviors are defined topographically or functionally Baseline Data for Target behaviors <ol style="list-style-type: none"> Average level is reported References to graphs included Graphs are present and axes are correctly labeled (based on data collection method) Data is correctly plotted
DESCRIPTIVE ASSESSMENT (DA)
<ul style="list-style-type: none"> Description of DA method (e.g., ABC data, event recording) is technological Results <ol style="list-style-type: none"> Data is summarized using an appropriate measure (e.g., conditional probabilities for ABC data) Graphs of results are included and correctly labeled Summary <ol style="list-style-type: none"> Summary statements are relevant to the Indirect Assessment and the data collected in the DA Hypotheses about function are tentative
FUNCTIONAL ANALYSIS (FA)
<p>The procedures for FA are technological</p> <ol style="list-style-type: none"> You can act out the procedure without having any questions about how to do it Procedure includes a reference to an article that was used as a reference for the assessment
<p>If parametric analysis is used the procedure is technological</p> <ol style="list-style-type: none"> You can act out the procedure without having any questions about how to do it The materials used during the analysis are clearly described Procedure includes a reference to an article that was used as a reference for the assessment
<p>For severe problem behaviors (e.g. self-injury, elopement, aggression) the FA procedure describes how the child's safety was addressed. Also, the assessor lists that consent was obtained and by whom.</p>
<p>Results of Functional Analysis (see task analysis for sample)</p> <ul style="list-style-type: none"> For each Target behavior: <ol style="list-style-type: none"> Reference to the graph is made Function is stated and matches the results shown on the graph Antecedent evoking the TB is stated (antecedent manipulated during the FA)
<p>FA graph</p> <ol style="list-style-type: none"> All axis are correctly labeled Data is correctly plotted All graphing requirements (see Cooper) are met (e.g. black data points, conditions are labeled...)
SUMMARY of FUNCTIONAL BEHAVIOR ASSESSMENT
<p>Summary has three separate paragraphs</p>
<p>First paragraph includes the following:</p> <ol style="list-style-type: none"> Referral question School of attendance, grade and class Eligibility of special education and current services Current academic performance Previous and current interventions and their effectiveness Medical history
<p>Second paragraph includes the following:</p> <ol style="list-style-type: none"> Reported setting events match the setting events included in the report. Reported Baseline data matches the baseline data included in the report.

<p>Third paragraph includes the following:</p> <ul style="list-style-type: none"> • For each behavior <ul style="list-style-type: none"> a. Antecedents that have most control over the behavior b. Consequence that maintains the behavior
<p>RECOMMENDATION</p> <ul style="list-style-type: none"> • Recommended antecedent interventions are evidence-based
<ul style="list-style-type: none"> • Recommendations for antecedent interventions do not need to be technological but have to meet the following criteria: <ul style="list-style-type: none"> a. For each setting event there is an antecedent intervention that addresses the setting event b. For each problem behavior there is a recommended antecedent intervention c. All antecedent interventions include specific details (does not have to be technological) that will help in development of the intervention plans. <ul style="list-style-type: none"> i. Procedure for initial implementation ii. Use of prompts (if needed) iii. How to fade in and out the antecedent stimulus (criteria for fading)
<ul style="list-style-type: none"> • Recommended Consequence interventions are evidence-based <p>Consequence based interventions do not need to be technological but have to meet the following criteria:</p> <ul style="list-style-type: none"> a. For each problem behavior there is a recommend function based consequence based intervention b. Least intrusive interventions is recommended c. If recommending punishment strategies (time out or response cost) <ul style="list-style-type: none"> I. There is a statement as to why the assessor recommends a more restrictive intervention (e.g., research evidence that the intervention is most effective with the presenting problem or evidence that evidence-based less restrictive interventions were used but were ineffective) II. Punishment procedures are combined with reinforcement procedures (i.e., research based interventions that combined punishment strategies with reinforcement procedures). d. All consequence based interventions must include specific details that will help in development of the intervention plans. <ul style="list-style-type: none"> I. The initial schedule of reinforcement (based on the baseline data) II. Specific items or actions to be used as possible reinforcers (from preference assessment) III. Use of prompts IV. When to thin the schedule of reinforcement
<p>Data collections and analysis</p> <ul style="list-style-type: none"> a. How often data should be collected b. Data collection forms (include sample in the Appendix) c. Person responsible for data entry and analysis d. Clear criterion for review of effectiveness of the plan is set

We suggest reviewing the following selected references:

1. Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.
2. Bijou, S. W., Peterson, R. F., & Ault, M. H. (1968). A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis*, 1, 175-191.
3. Bloom, S. E., Iwata, B. A., Fritz, J.N., Roscoe, E.M.& Carreau, A. B. (2011). Classroom application of trial-based functional analysis. *Journal of Applied Behavior Analysis*, 44(1), 19-32.
4. Broussard, C. D., & Northup, J. (1995). An approach to functional assessment and analysis of disruptive behavior in regular education classrooms. *School Psychology Quarterly*, 10, 151-164.
5. Camp, E. M., Iwata, B. A., Hammond, J. L., & Bloom, S. E. (2009). Antecedent vs. consequent events as predictors of problem behavior. *Journal of Applied Behavior Analysis*, 42, 469-483.
6. Carr, E. G. (1977). The motivation of self-injurious behavior: A review of some hypotheses. *Psychological Bulletin*, 84, 800-816.

7. Carr, E.G., & Durand, V.M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.
8. Durand, V. M., & Crimmins, D. B. (1988). Identifying the variables maintaining self-injurious behavior. *Journal of Autism and Developmental Disorders*, 18, 99-117.
9. Gable, R. A. (1996). A critical analysis of functional assessment: Issues for researchers and practitioners. *Behavioral Disorders*, 22, 36-40.
10. Hanley, G.P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5(1), 54-72.
11. Hanley, G.P., Iwata, B.A., & McCord, B.E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*, 36(2), 147-185.
12. Iwata, B. A & Dozier, C.L. (2008). Clinical Application of Functional Analysis Methodology, *Behavior Analyst in Practice*, 3-9.
13. Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209. *Reprinted from Analysis and Intervention in Developmental Disabilities*, 1982, 2, 3-20.
14. Iwata, B. A., Pace, G. M., Dorsey, M. F., Zarcone, J. R., Vollmer, T. R., Smith, R. G., Rodgers, T. A., Lerman, D. C., Shore, B. A., Mazaleski, J. L., Goh, H., Cowdery, G. E., Kalsher, M. J., & Willis, K. D. (1994). The functions of self-injurious behavior: An experimental-epidemiological analysis. *Journal of Applied Behavior Analysis*, 27, 215-240.
15. Kahng, S., Iwata, B. A., Fischer, S. M., Page, T. J., Treadwell, K. R. H., Williams, D. E., & Smith, R. G. (1998). Temporal distributions of problem behavior based on scatter plot analysis. *Journal of Applied Behavior Analysis*, 31, 593-604.
16. Lerman, D. C., & Iwata, B. A. (1993). Descriptive and experimental analyses of variables maintaining self-injurious behavior. *Journal of Applied Behavior Analysis*, 26, 293-319.
17. Marion, S.D., Touchette, P.E., & Sandman, C.A. (2003). Sequential analysis reveals a unique structure for self-injurious behavior. *American Journal on Mental Retardation*, 108, 301-313.
18. Matson, J. L., Bamburg, J. W., Cherry, K. E., & Paclawskyj, T. R. (1999). A validity study on the Questions About Behavioral Function (QABF) scale: Predicting treatment success for self-injury, aggression, and stereotypies. *Research in Developmental Disabilities*, 20, 163-176.
19. Pence, S. T., Roscoe, E. M., Bourret, J. C., & Ahearn, W. H. (2009). Relative contributions of three descriptive methods: Implications for behavioral assessment. *Journal of Applied Behavior Analysis*, 42, 425-446.
20. Smith, R. G., & Churchill, R. M. (2002). Identification of environmental determinants of behavior disorders through functional analysis of precursor behaviors. *Journal of Applied Behavior Analysis*, 35, 125-136.
21. Sturmey, P. (1994). Assessing the functions of aberrant behavior: A review of psychometric instruments. *Journal of Autism and Developmental Disorders*, 24, 293-304.
22. Thomason-Sassi, J. L., Iwata, B. A., Neidert, P. L., & Roscoe, E. M. (2011). Response latency as an index of response strength during functional analyses of problem behavior. *Journal of Applied Behavior Analysis*, 44, 51-67.
23. Thompson, R. H., & Iwata, B. A. (2001). A descriptive analysis of social consequences following problem behavior. *Journal of Applied Behavior Analysis*, 34, 169-178.
24. Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatter plot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis*, 18, 343-351.
25. Vollmer, T. R., Borrero, J. C., Wright, C. S., Van Camp, C., and Lalli, J. S. (2001). Identifying possible contingencies during descriptive analyses of severe behavior disorders. *Journal of Applied Behavior Analysis*, 34, 269-287.
26. Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., & Roane, H. S. (1995). Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior. *Journal of Applied Behavior Analysis*, 28, 561-576.

27. Worsdell, A. S., Iwata, B. A., Conners, J., Kahng, S., & Thompson, R. H. (2000). Relative influences of establishing operations and reinforcement contingencies on self-injurious behavior during functional analyses. *Journal of Applied Behavior Analysis*, 33, 451-461.
28. Zarcone, J. R., Rodgers, T. A., Iwata, B. A., Rourke, D., & Dorsey, M. F. (1991). Reliability analysis of the Motivation Assessment Scale: A failure to replicate. *Research in Developmental Disabilities*, 12, 349-360.

In addition to the above, we strongly recommend the Special Issue of JABA, Spring 2013,
<http://onlinelibrary.wiley.com/doi/10.1002/jaba.v46.1/issuetoc>