



WILLIAM JAMES
COLLEGE

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GRADUATE PROGRAMS IN APPLIED BEHAVIOR ANALYSIS HANDBOOK

2022 - 2023

About this Handbook

This Handbook provides program-specific information and supplements the William James College Graduate Student Handbook (GSH). The GSH can be downloaded by the webpage for the Office of Academic Affairs here: <https://www.williamjames.edu/academics/academic-affairs/index.cfm>

For clarification on any items within the Graduate Programs in Applied Behavior Analysis Programs Handbook (ABA Handbook) or the GSH, please consult the ABA Programs Director or the School Psychology Department Chair.

All policies and procedures within William James College are subject to change in response to the evolving needs or demands of the institution and its programs. Notification to the WJC community (faculty, staff, and students) of changes made will be issued the earliest possible time using various means of dissemination.

“A graduate student should be trained to become an *independent* scholar, researcher, and thinker.”

- Don Baer (as quoted by Wesolowski, 2002)

Wesolowski, M. D. (2002). Pioneer profiles: An interview with Don Baer. *The Behavior Analyst*, 25, 135-150. <http://dx.doi.org/10.1007/BF03392053>

Welcome Letter from the Program Director

Welcome to the Graduate Programs in Applied Behavior Analysis at William James College! Whether it be through the Master of Arts or Certificate in ABA program; the in-person or remote/online program, you are joining a community of researchers, practitioners, professors, and lifelong learners who share some important values. The ABA community is one that is built on the values of the bettering society members through an understanding of behavior that has been achieved through the scientific study of behavior.

You'll notice a quote from Dr. Donald M. Baer at the opening of this handbook. In time, you will learn about the work and contributions of founders in the of Applied Behavior Analysis such as Dr. Baer, his colleagues, and their students. For now, this quote sets the stage for goals of the ABA programs at William James College.

You can expect the process to be challenging. Any endeavor that will have the impact of changing the trajectory of your life in both professional and personal arenas should have an effort worthy of that outcome.

This process will result knowledge of principles and techniques that have had had decades of research to support their validity and efficacy. You will become a highly skilled practitioner. With this new and expanded repertoire, you will approach situations with a confidence that your skills will have an impact. You will be a practitioner that is more than a collection of procedures and your practice will be greater than the sum of its parts. You will learn to analyze behavior, data, what you see, what you hear: the world around you. You will cultivate this skill throughout your entire career, with each step moving you closer and closer to the goal of being an *independent scholar, researcher, and thinker*.

Throughout this process, my hope is that you will now also establish connections that you keep for a lifetime. You are a member of a community that shares a strong passion for the science of behavior because of the shared experience of helping *people* live more fulfilled lives armed with the science of behavior.

At times, the process will seem sluggish. Each class, each week, each semester will seem never-ending. The intersession breaks will come all-too-slowly. Despite this, I encourage you to recognize the value and impact of this time in your life. It will be too easy to lose sight of the moment when multiple demands, deadlines, and stressors are impacting you. But be mindful and aware of the present. When you reflect upon this time in your life, you will realize how short this time was, and how quickly the opportunities come.

I hope that with your upcoming experiences, you will find that you will be comfortable standing alone in your pursuit of your professional and personal goals, but you will find that you do not have to.

Best Wishes,

A handwritten signature in black ink, appearing to read 'Ron', followed by a long horizontal line extending to the right.

Ronald Lee, Ph.D., BCBA-D, LABA
Faculty Director, Graduate Programs in ABA

William James College

Accreditations

William James College is a recognized non-profit institution of higher learning offering graduate certificates and degrees. **The Board of Regents for Higher Education of the Commonwealth of Massachusetts** has authorized William James College to award the Psy.D., M.S., and M.A. degrees and the Certificate of Advanced Graduate Study C.A.G.S. (Contact information: The Board of Regents of Higher Education of the Commonwealth of Massachusetts, 1 Ashburton Place, Room 1401, Boston, MA, 02108; 617-994-6950.)

William James College is accredited by the **New England Council on Higher Education** (NECHE), the accrediting body for the six New England states. Accreditation by this association signifies that the institution has been determined to have the available resources to achieve its stated purposes through its educational program and gives evidence that it will continue to do so in the foreseeable future. (Contact information: The New England Council on Higher Education, 209 Burlington Road, Bedford, MA 01730; 781-271-0022.)

Course Verification

The Association for Behavior Analysis International has verified the course sequence offered by the graduate programs in Applied Behavior Analysis as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

GENERAL CAMPUS POLICIES/INFORMATION

This Handbook's Relation to the Graduate Student Handbook

This handbook provides information and policies specific to the graduate programs in Applied Behavior Analysis within the School Psychology Department. The information presented here is superseded by institutional policies as described in the Graduate Student Handbook (GSH).

The Mission of William James College

William James College strives to be a preeminent school of psychology and counseling that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.

The Core Values of William James College

Experiential Education

The William James College community believes that the integration of rigorous academic instruction with substantial clinical experience is a value-enhancing component of our educational experience, and the institution is committed to providing well-planned, systematic pre-professional experiences throughout the entirety of the various academic curricula.

Social Responsibility

The William James College community has accepted and embraced its responsibility to meet our diverse society's evolving psychological well-being and mental health needs, including assurance of cultural competence and language training. The School develops programs and partnerships to ensure access to mental health care for all persons.

Personal Growth

The William James College community is committed to fostering the development and maintenance of a supportive, challenging and available learning environment that pays careful attention to personal and professional development.

Program Personnel

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Graduate Programs in Applied Behavior Analysis

Introduction

Graduate education in applied behavior analysis took its initial form as a Certificate of Graduate Students (CAGS) program. Originally intended as a post-graduate supplement to the training provided to mental health professionals, the program was changed to a Master of Arts degree-conferring program in June 2016 to better meet the needs of prospective students seeking certification and licensure in the field of applied behavior analysis. The first cohort of MA in ABA graduate students at William James College was admitted in January 2017.

In January 2020, the MA in ABA program underwent its first major curriculum revision. During this process, several goals were addressed:

1. Review and revise the curriculum to ensure compliance with revised education requirements established by the Behavior Analyst Certification Board (BACB) scheduled to be in effect by January 1, 2022.
2. Review and revise fieldwork requirements and policies to ensure compliance with revised fieldwork standards established by the BACB scheduled to be in effect by January 1, 2022.
3. Review and revise course content so that the minimum number of courses that would meet the education requirements established by the BACB could be offered as a stand-alone certificate-program for post-graduate professionals seeking national certification in applied behavior analysis.
4. Develop updated course sequences and degree timelines for both on-campus and online course offerings.

The results of this work are manifested in the current offerings of the Graduate Programs in Applied Behavior Analysis. These are:

1. The On-Campus Master of Arts in Applied Behavior Analysis.
 - a. with optional Fieldwork and supervision.
2. The Online Master of Arts in Applied Behavior Analysis.
3. The On-Campus Certificate in Applied Behavior Analysis.
4. The Online Certificate in Applied Behavior Analysis.

General Description of Programs

The coursework will provide students with a foundation in the philosophy of behaviorism, the principles of learning theory, and behavior-analytic research methods. Students will be exposed to current and best practices in behavioral assessment, intervention, and evaluation across settings and populations throughout the course of the program.

On-campus classes are generally offered in the early evening to accommodate the employment and field-placement schedules of students.

Online classes consist of approximately 50% asynchronous content and 50% synchronous content. Thus, in a weekly 3-hour class, 1 hour and 30 minutes is reserved for a live, web-based meeting. This synchronous meeting is typically scheduled in the early evenings. To accommodate students from various time-zones and geographic areas, live meetings will be recorded and accessible throughout the week. Online instructors will also provide office hours so that direct, in-person contact can be made with these learners.

Students are expected, but not required, to be employed or engaged in ABA work during their enrollment. This direct, hands-on experience in an applied behavior analytic setting will provide students with the link between coursework and real-world applications and is an example of the experiential model of the William James College. Students enrolled in the on-campus MA in ABA program have the option to enroll in a 4-semester sequence of field placement in an ABA-training site with individual supervision provided by an ABA program faculty-member.

Program Goals

Regardless of degree or mode-of-delivery, these programs have been developed with a consistent goal: To shape future ABA professionals who are knowledgeable of the principles of learning and who are skilled in the assessment, development, implementation, evaluation, and training of behavioral interventions.

The rigorous course sequence has been developed to meet or surpass the minimum education requirements set forth by the Behavior Analysis Certification Board, Inc. ® (BACB). Our goals for graduates of the ABA program are to:

1. Be knowledgeable and fluent in the principles of behavior analysis to the extent that graduates will be well-prepared for the national certification examination to become a Board Certified Behavior Analyst (BCBA).
2. Be skilled in the implementation of behavioral techniques such that our graduates will be qualified in the assessment, intervention, evaluation, and follow-up in the treatment of behavioral excesses and deficits.
3. Be sensitive to the needs, rights, and preferences of clients, consumers, families, communities, and other important stakeholders in the behavior-change process so that effective and meaningful behavior-change is achieved in the least restrictive and most acceptable manner.
4. Be aware of the role of the behavior analyst in multidisciplinary settings so that they can support therapeutic goals while also advocating for the rights of clients and consumers to access evidence-based approaches and techniques.
5. Be well-prepared for staff management and leadership positions as well as the professional opportunities and obligations of the professional practice of applied behavior analysts.

The William James College community is an engaging, interactive, intellectually-stimulating, and mutually-supportive environment. Our knowledgeable educators support a model that seeks to promote student success in this program so that they are the most effective professional afterwards. Our goal as instructors and advisors to our students are to:

1. Be available for meetings, discussions, consultation, and other advice regarding how to succeed in a class and in the program-at-large.
2. Be responsive to the queries of our students so that concerns can be addressed in a timely manner.
3. Be fair in the development and assignment of tasks and in the evaluation process for students.

4. Be aware of every student's individual needs and to help identify plans of action to assist each student in maximizing their chances of success.

Expectations

Instructors and students engage in a partnership to facilitate an efficient and effective interaction that endeavors to achieve the goals listed above. It is critical for instructors and students to share the same expectations to achieve a successful course. A successful course is defined as that course that is a reciprocal interaction between students and instructor leading to the sharing and acquisition of new knowledge, techniques, and ideas and should be an enjoyable and positive experience that is productive for all participants. The following behaviors are required for achieving this outcome:

Attendance

Regular course attendance is required. Per the William James College policy, two or more absences in any course may prompt action by the course instructor, student's advisor, and department, as needed. Aside from being a required component to each course, attendance exposes students to ideas, knowledge, and content that is not specified in a course syllabus. Unless otherwise stated, all content expressed during class meetings may be included in course examinations. When possible, students should notify their instructors of upcoming absences.

Preparation

Each student should ensure that assigned and scheduled activities are completed in advance of the class and students are prepared to contribute to class discussions and other in-class activities. Student participation is an important component of coursework and provides the instructors with information on how to meet the needs of the students.

Communication

Effective and proactive communication is the best tool for avoiding mistakes and frustration. Clarify assignments, deadlines, responsibilities, and other related issues by asking questions and confirming information from the instructor.

Professionalism

Students should convey a professional demeanor consistent with the mission and philosophy of William James College when in the classroom, on campus, and at their field placement. This includes, and is not limited to, completing assignments in a timely and diligent manner, meeting other class/work expectations and requirements, listening to others, and giving feedback to others. Genuine praise is appreciated, and constructive criticism is welcomed.

Courtesy

Students should display courtesy to others that one would appreciate in return when in the classroom, on campus, and at their field placement. Be willing to give help and be comfortable with asking for help. In the classroom, one should be actively engaged in the activities of the class or excuse themselves from the class. With the introduction of technology in the classroom, students are expected to avoid engaging in activities not related to the class – this is distracting to fellow students and the instructor.

Honesty

Honesty is a critical component to ethical high-quality performance in academic and professional settings. Students will not engage in nor abet plagiarism and cheating.

Independence

Students are expected to acquire and demonstrate a high level of independence in the areas listed above, as well as others not mentioned, to foster a positive and productive graduate-student experience.

Academic Requirements**Master of Arts in Applied Behavior Analysis (On-campus)**

The MA in ABA is a 34-credit program comprised of the following courses:

| Credit Value | Course Number and Title |
|--------------|---|
| 3 | PS 501 Concepts and Principles of Applied Behavior Analysis |
| 3 | PS 502 Research Methods in Behavior Analysis |
| 3 | PS 503 Behavioral Assessment |
| 3 | PS 504 Ethics and Professional Behavior |
| 3 | PS 505 Behavioral Interventions |
| 3 | PS 506 Evidence-Based Instruction |
| 3 | PS 507 Radical Behaviorism for Practitioners |
| 2 | PS 508 Autism and Developmental Disabilities |
| 2 | PS 515 Organizational Behavior Management |
| 3 | PS 516 Learning and Behavior Analysis |
| 2 | PS 551 Professional Practice and Research Seminar 1 |
| 2 | PS 552 Professional Practice and Research Seminar 2 |
| 2 | PS 553 Professional Practice and Research Seminar 3 |

Optional Fieldwork Track

Students enrolled in the on-campus MA in ABA program have the option to enroll in additional coursework that will provide placement in a William James College-approved field-placement setting and individual supervision by an ABA faculty member/field supervisor. This optional track includes the following courses and is described in more detail later in this handbook:

| Credit Value | Course Number and Title |
|--------------|----------------------------|
| 1 | PS 601 Practicum in ABA 1 |
| 1 | PS 602 Practicum in ABA 2 |
| 0 | PS 603a Practicum in ABA 3 |
| 1 | PS 603b Practicum in ABA 3 |
| 1 | PS 603c Group Supervision |
| 1 | PS 604 Practicum in ABA 4 |

Grades

All courses must be completed with a grade of B- or better. Please note, however, that 2 or more grades of B- will result in automatic dismissal from the program (please see the WJC GSH policies on Automatic Dismissal).

Master of Arts in Applied Behavior Analysis (Online)

The MA in ABA is a 34-credit program comprised of the following courses:

| Credit Value | Course Number and Title |
|--------------|---|
| 3 | PS 501 Concepts and Principles of Applied Behavior Analysis |
| 3 | PS 502 Research Methods in Behavior Analysis |
| 3 | PS 503 Behavioral Assessment |
| 3 | PS 504 Ethics and Professional Behavior |
| 3 | PS 505 Behavioral Interventions |
| 3 | PS 506 Evidence-Based Instruction |
| 3 | PS 507 Radical Behaviorism for Practitioners |
| 2 | PS 508 Autism and Developmental Disabilities |
| 2 | PS 515 Organizational Behavior Management |
| 3 | PS 516 Learning and Behavior Analysis |
| 2 | PS 551 Professional Practice and Research Seminar 1 |
| 2 | PS 552 Professional Practice and Research Seminar 2 |
| 2 | PS 553 Professional Practice and Research Seminar 3 |

Grades

All courses must be completed with a grade of B- or better. Please note, however, that 2 or more grades of B- will result in automatic dismissal from the program (please see the WJC GSH policies on Automatic Dismissal).

Certificate in Applied Behavior Analysis (On-campus)

The Certificate in Applied Behavior Analysis is a 21-credit program comprised of the following courses:

| Credit Value | Course Number and Title |
|--------------|---|
| 3 | PS 501 Concepts and Principles of Applied Behavior Analysis |
| 3 | PS 502 Research Methods in Behavior Analysis |
| 3 | PS 503 Behavioral Assessment |
| 3 | PS 504 Ethics and Professional Behavior |
| 3 | PS 505 Behavioral Interventions |
| 3 | PS 506 Evidence-Based Instruction |
| 3 | PS 516 Learning and Behavior Analysis |

Grades

All courses must be completed with a grade of B- or better. Please note, however, that 2 or more grades of B- will result in automatic dismissal from the program (please see the WJC GSH policies on Automatic Dismissal).

Certificate in Applied Behavior Analysis (Online)

The Certificate in Applied Behavior Analysis is a 21-credit program comprised of the following courses:

| | |
|--------------|---|
| Credit Value | Course Number and Title |
| 3 | PS 501 Concepts and Principles of Applied Behavior Analysis |
| 3 | PS 502 Research Methods in Behavior Analysis |
| 3 | PS 503 Behavioral Assessment |
| 3 | PS 504 Ethics and Professional Behavior |
| 3 | PS 505 Behavioral Interventions |
| 3 | PS 506 Evidence-Based Instruction |
| 3 | PS 516 Learning and Behavior Analysis |

Grades

All courses must be completed with a grade of B- or better. Please note, however, that 2 or more grades of B- will result in automatic dismissal from the program (please see the WJC GSH policies on Automatic Dismissal).

Curriculum Map

Master of Arts in Applied Behavior Analysis (On-campus)

The on-campus MA in ABA program offers 3 course sequences: A 4-semester sequence, a 5-semester sequence, and a 6-semester sequence. The 4- and 6-semester sequences are available only with a Fall admission. The 5-semester sequence is available only with a Spring admission. Transition from one course sequence to another course sequence may not always be available and requires a meeting and with your advisor and the approval of the Program Director.

4-semester, 15-month course sequence (Fall admission only).

| Semester | Course Title | Credits | CORE MA | CORE MA + Field |
|-------------|--|---------|---------|-----------------|
| Fall | PS 501 Concepts and Principles of ABA | 3 | ✓ | ✓ |
| | PS 504 Ethics and Professional Behavior | 3 | ✓ | ✓ |
| | PS 507 Autism and Developmental Disabilities | 3 | ✓ | ✓ |
| | PS 551 Professional Practice and Research 1 | 2 | ✓ | ✓ |
| | PS 601 Practicum in ABA 1 | 1 | | ✓ |
| | Credits | | 11 | 12 |

| | | | | |
|---------------|--|---|----|----|
| Spring | PS 502 Research Methods in Behavior Analysis | 3 | ✓ | ✓ |
| | PS 503 Behavioral Assessment | 3 | ✓ | ✓ |
| | PS 510 Organizational Behavior Management | 2 | ✓ | ✓ |
| | PS 552 Professional Practice and Research 2 | 2 | ✓ | ✓ |
| | PS 602 Practicum in ABA 2 | 1 | | ✓ |
| | Credits | | 10 | 11 |

| | | | | |
|-----------------|---|---|---|---|
| Summer 1 | PS 509 Learning and Behavior Analysis | 3 | ✓ | ✓ |
| | PS 553 Professional Practice and Research 3 | 2 | ✓ | ✓ |
| | PS 603a Practicum in ABA 3 | 0 | | ✓ |
| | PS 603c Group Supervision | 1 | | ✓ |
| Summer 2 | PS 603b Practicum in ABA 3 | 1 | | ✓ |
| | Credits | | 5 | 7 |

| | | | | |
|-------------|-----------------------------------|---|----|----|
| Fall | PS 505 Behavioral Interventions | 3 | ✓ | ✓ |
| | PS 506 Evidence-Based Instruction | 3 | ✓ | ✓ |
| | PS 508 Radical Behaviorism | 2 | ✓ | ✓ |
| | PS 604 Practicum in ABA 4 | 1 | | ✓ |
| | Credits | | 8 | 9 |
| | Total Credits | | 34 | 39 |

6-semesters, 24-month sequence (Fall admission only).

| Semester | Course Title | Credits | CORE MA | CORE MA + Field |
|--------------------|---|---------|---------|-----------------|
| Fall, yr. 1 | PS 501 Concepts and Principles of ABA | 3 | ✓ | ✓ |
| | PS 504 Ethics and Professional Behavior | 3 | ✓ | ✓ |
| | PS 601 Practicum in ABA 1 | 1 | | ✓ |
| | Credits | | 6 | 7 |

| | | | | |
|----------------------|--|---|---|---|
| Spring, yr. 1 | PS 502 Research Methods in Behavior Analysis | 3 | ✓ | ✓ |
| | PS 503 Behavioral Assessment | 3 | ✓ | ✓ |
| | PS 602 Practicum in ABA 2 | 1 | | ✓ |
| | Credits | | 6 | 7 |

| | | | | |
|-----------------|---|---|---|---|
| Summer 1 | PS 509 Learning and Behavior Analysis | 3 | ✓ | ✓ |
| | PS 551 Professional Practice and Research 1 | 2 | ✓ | ✓ |
| | PS 603a Practicum in ABA 3 | 0 | | ✓ |
| | PS 603c Group Supervision | 1 | | ✓ |
| Summer 2 | PS 603b Practicum in ABA 3 | 1 | | ✓ |
| | Credits | | 5 | 7 |

| | | | | |
|--------------------|-----------------------------------|---|---|---|
| Fall, yr. 2 | PS 505 Behavioral Interventions | 3 | ✓ | ✓ |
| | PS 506 Evidence-Based Instruction | 3 | ✓ | ✓ |
| | PS 604 Practicum in ABA 4 | 1 | | ✓ |
| | Credits | | 6 | 7 |

| | | | | |
|----------------------|---|---|---|---|
| Spring, yr. 2 | PS 508 Radical Behaviorism | 2 | ✓ | ✓ |
| | PS 510 Organizational Behavior Management | 2 | ✓ | ✓ |
| | PS 552 Professional Practice and Research 2 | 2 | ✓ | ✓ |
| | Credits | | 6 | 6 |

| | | | | |
|-----------------|--|---|----|----|
| Summer 1 | PS 507 Autism and Developmental Disabilities | 3 | ✓ | ✓ |
| | PS 553 Professional Practice and Research 3 | 2 | ✓ | ✓ |
| | Credits | | 6 | 6 |
| | Total Credits | | 34 | 39 |

5-semesters, 20-month sequence (Spring admission only).

| Semester | Course Title | Credits | CORE MA | CORE MA + Field |
|----------------------|--|---------|---------|-----------------|
| Spring, yr. 1 | PS 501 Concepts and Principles of ABA | 3 | ✓ | ✓ |
| | PS 502 Research Methods in Behavior Analysis | 3 | ✓ | ✓ |
| | PS 503 Behavioral Assessment | 3 | ✓ | ✓ |
| | PS 601 Practicum in ABA 1 | 1 | | ✓ |
| | Credits | | 9 | 10 |

| | | | | |
|-----------------|---|---|---|---|
| Summer 1 | PS 509 Learning and Behavior Analysis | 3 | ✓ | ✓ |
| | PS 551 Professional Practice and Research 1 | 2 | ✓ | ✓ |
| | PS 603a Practicum in ABA 3 | 0 | | ✓ |
| | PS 603c Group Supervision | 1 | | ✓ |
| Summer 2 | PS 603b Practicum in ABA 3 | 1 | | ✓ |
| | Credits | | 5 | 7 |

| | | | | |
|--------------------|---|---|---|----|
| Fall, yr. 2 | PS 504 Ethics and Professional Behavior | 3 | ✓ | ✓ |
| | PS 505 Behavioral Interventions | 3 | ✓ | ✓ |
| | PS 506 Evidence-Based Instruction | 3 | ✓ | ✓ |
| | PS 602 Practicum in ABA 2 | 1 | | ✓ |
| | Credits | | 9 | 10 |

| | | | | |
|----------------------|---|---|---|----|
| Spring, yr. 2 | PS 508 Radical Behaviorism | 2 | ✓ | ✓ |
| | PS 510 Organizational Behavior Management | 2 | ✓ | ✓ |
| | PS 552 Professional Practice and Research 2 | 2 | ✓ | ✓ |
| | PS 604 Practicum in ABA 4 | 1 | | ✓ |
| | Credits | | 9 | 10 |

| | | | | |
|-----------------|--|---|----|----|
| Summer 1 | PS 507 Autism and Developmental Disabilities | 3 | ✓ | ✓ |
| | PS 553 Professional Practice and Research 3 | 2 | ✓ | ✓ |
| | Credits | | 6 | 6 |
| | Total Credits | | 34 | 39 |

Master of Arts in Applied Behavior Analysis (Online)

At the current time, the online MA in ABA program can only be completed on a 6-semester sequence. Admission to the online MA in ABA program is only offered during the Fall semester.

| Semester | Course Title | Credits | CORE MA |
|--------------------|---|----------------|----------------|
| Fall, yr. 1 | PS 501 Concepts and Principles of ABA | 3 | ✓ |
| | PS 504 Ethics and Professional Behavior | 3 | ✓ |
| | Credits | | 6 |

| | | | |
|----------------------|--|---|---|
| Spring, yr. 1 | PS 502 Research Methods in Behavior Analysis | 3 | ✓ |
| | PS 503 Behavioral Assessment | 3 | ✓ |
| | Credits | | 6 |

| | | | |
|-----------------|---|---|---|
| Summer 1 | PS 509 Learning and Behavior Analysis | 3 | ✓ |
| | PS 551 Professional Practice and Research 1 | 2 | ✓ |
| | Credits | | 5 |

| | | | |
|--------------------|-----------------------------------|---|---|
| Fall, yr. 2 | PS 505 Behavioral Interventions | 3 | ✓ |
| | PS 506 Evidence-Based Instruction | 3 | ✓ |
| | Credits | | 6 |

| | | | |
|----------------------|---|---|---|
| Spring, yr. 2 | PS 508 Radical Behaviorism | 2 | ✓ |
| | PS 510 Organizational Behavior Management | 2 | ✓ |
| | PS 552 Professional Practice and Research 2 | 2 | ✓ |
| | Credits | | 6 |

| | | | |
|-----------------|--|---|----|
| Summer 1 | PS 507 Autism and Developmental Disabilities | 3 | ✓ |
| | PS 553 Professional Practice and Research 3 | 2 | ✓ |
| | Credits | | 6 |
| | Total Credits | | 34 |

Certificate in Applied Behavior Analysis (On-campus)

The on-campus Certificate in ABA program is completed in a 4-semester sequence. Admission to the on-campus Certificate in ABA program is only offered during the Fall semester.

| Semester | Course Title | Credits | ABA Certificate |
|-------------|---|---------|-----------------|
| Fall | PS 501 Concepts and Principles of ABA | 3 | ✓ |
| | PS 504 Ethics and Professional Behavior | 3 | ✓ |
| | Credits | | 6 |

| | | | |
|---------------|--|---|---|
| Spring | PS 502 Research Methods in Behavior Analysis | 3 | ✓ |
| | PS 503 Behavioral Assessment | 3 | ✓ |
| | Credits | | 6 |

| | | | |
|-----------------|---------------------------------------|---|---|
| Summer 1 | PS 509 Learning and Behavior Analysis | 3 | ✓ |
| | Credits | | 3 |

| | | | |
|-------------|-----------------------------------|---|----|
| Fall | PS 505 Behavioral Interventions | 3 | ✓ |
| | PS 506 Evidence-Based Instruction | 3 | ✓ |
| | Credits | | 6 |
| | Total Credits | | 21 |

Certificate in Applied Behavior Analysis (Online)

The online Certificate in ABA program is completed in a 4-semester sequence. Admission to the online Certificate in ABA program is only offered during the Fall semester.

| Semester | Course Title | Credits | ABA Certificate |
|----------|---|---------|-----------------|
| Fall | PS 501 Concepts and Principles of ABA | 3 | ✓ |
| | PS 504 Ethics and Professional Behavior | 3 | ✓ |
| | Credits | | 6 |

| | | | |
|--------|--|---|---|
| Spring | PS 502 Research Methods in Behavior Analysis | 3 | ✓ |
| | PS 503 Behavioral Assessment | 3 | ✓ |
| | Credits | | 6 |

| | | | |
|----------|---------------------------------------|---|---|
| Summer 1 | PS 509 Learning and Behavior Analysis | 3 | ✓ |
| | Credits | | 3 |

| | | | |
|------|-----------------------------------|---|----|
| Fall | PS 505 Behavioral Interventions | 3 | ✓ |
| | PS 506 Evidence-Based Instruction | 3 | ✓ |
| | Credits | | 6 |
| | Total Credits | | 21 |

Cross-enrollment (on campus – online programs).

Cross-enrollment between the on campus and online programs is not typically offered. Cross-enrollment, however, may be considered if any student is encountering issues or obstacles to his/her continued matriculation that can be resolved through cross-enrollment. The following conditions must be met:

- 1) The student must provide documentation to the Program Director regarding the obstacle to enrollment with the student's regular program.
- 2) The intended cross-enrolled course must be offered as part of a course sequence for an already enrolled cohort.
- 3) The student agrees to take reasonable steps to return to his/her regular program in the subsequent semester (unless the conditions for cross-enrollment are met again).

Curriculum: Course descriptions

PS501 Concepts and Principles of Applied Behavior Analysis (3 credits)

This first-semester course will introduce students to the concepts and principles of behavior on which the discipline of applied behavior analysis was founded. Topics of study will include the history and dimensions of applied behavior analysis, defining and measuring behavior, procedures and factors related to behavior change, and the role of the basic principles of behavior (positive and negative reinforcement, punishment, stimulus control, and motivating operations) in establishing new behavior and decreasing problem behavior.

PS502 Research Methods in Behavior Analysis (3 credits)

This course will provide students with the skills needed to evaluate the efficacy of interventions to teach new skills and to reduce problem behavior, using single-subject designs. For each type of research design, students will be able to describe the procedures for its implementation, the situations for which it is appropriate and inappropriate, explain the logic by which it controls extraneous variables. Students will also learn to display data using popular graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data.

PS503 Behavioral Assessment (3 credits)

This course provides a survey of the purpose, rationale, characteristics and considerations of behavior-analytic assessment methods. The course is designed to teach students how to conduct behavioral assessments across needs such as skills assessments with learners with Autistic Spectrum Disorder, preference and reinforcer assessments, functional behavior assessments, and functional analyses of problem behavior. The course will review the research literature for assessment methods and as well as discuss contemporary variations and applications.

PS504 Ethics and Professional Behavior (3 credits)

This course will introduce students to the ethical and professional guidelines for Board Certified Behavior Analysts. The course will describe behavior analysts' responsibilities to their clients, and will review ethical guidelines for assessment, treatment, and research. Students will learn to describe and apply professional and ethical guidelines specifying the Behavior Analysts' responsibility to their clients, colleagues, and field and to society.

PS505 Behavioral Interventions (3 credits)

Pre-requisites: PS 501 and PS 503

This course will introduce behavioral interventions used for the purpose of treating aberrant and socially inappropriate behavior across populations and settings. Students will examine proactive measures that can help avoid or mitigate the occurrence of problem behavior and consequence-manipulations that more directly treats problem behavior. Factors that influence the effectiveness of interventions will be discussed, including but not limited to, function vs. non-function based treatment, choice, client preferences, and treatment integrity. Students will also review factors related to staff training, supervision, and implementation of behavioral interventions.

PS506 Evidence-based Instruction (3 credits)

Pre-requisites: PS 501 and PS 503

This purpose of this course is to provide students with a comprehensive review of evidence-based instructional behavior-analytic practices used across settings and populations. This will include an emphasis on individuals with autism, developmental disabilities, and intellectual disabilities and focus on topics such as simple and conditional discrimination, shaping, response chains, social skills, self-help and task analyses. The course will also prepare students for supervising others in the implementation of the behavioral techniques covered in this course and providing instruction in college and higher-education settings. This includes topics such as behavioral-skills training, fluency training, interteaching, and research from the area of organizational behavior management.

PS507 Autism and Developmental Disabilities (3 credits)

This course addresses some conceptual, methodological, and clinical issues surrounding the behavior analytic treatment of autism spectrum disorder (ASD) and related developmental disabilities. Topics include behavioral theory of autism, systems approaches to autism treatment, language interventions and verbal behavior, joint attention, behavioral cusps, early intensive behavioral intervention, evidence based treatment, and distinctions between behavior analytic approaches to autism treatment and other approaches.

PS508 Radical Behaviorism for Practitioners (2 credits)

This course is designed to introduce ABA teachers, clinicians and practitioners to radical behaviorism, the philosophy of science of behavior analysis. In this course, students will review basic assumptions about the nature of behavior, including the philosophical positions of free will and determinism. Significant emphasis will be placed on verbal behavior, and the problems that can arise when ABA practitioners are confronted with mentalistic explanations of behavior. Students will also explore more complex conceptual issues, such as knowledge and understanding, purpose and intention, problem solving, reasoning, creativity, culture, ethics, rights and values, in ways that illustrate how they are important to practitioners in their everyday work. The historical perspective of how radical behaviorism evolved, and how it compares to other conceptual systems will also be reviewed.

PS 515 Organizational Behavior Management (2 credits)

Pre-requisite: PS 501

This course will provide students with a basic introduction to Organizational Behavior Management (OBM) and supervision skills based in applied behavior analysis. The course will focus on the analysis of staff performance (pinpointing staff behavior, selecting a measurement system, contingency analysis) and antecedent and consequent interventions to improve staff performance. Supervision skills related to feedback, monitoring and maintaining staff performance will be also be a course focus. Students will gain experience applying course material through a semester long performance management project. The course will also review OBM literature from human services, safety and business and discuss The Code of Ethics for Behavioral Organizations.

PS 516 Learning and Behavior Analysis (3 credits)

Pre-requisite: PS 501

This course will follow up and expand on the principles of behavior analysis that were discussed in PS 501 Concepts and Principles of Behavior Analysis and introduce students to more complex issues in classical and operant conditioning. The course provides an in-depth review of classical conditioning phenomena (such as higher-order conditioning, sensory preconditioning, conditioned inhibition, and others) and discuss variables related to differential outcomes (such as contiguity and conditional probabilities between the CS and the US). This course will also cover behavior-analytic principles of learning in operant conditioning with topics such as reinforcement schedules, stimulus control, discrimination and generalization, concept formation, and avoidance learning.

PS 551 Professional Practice and Research Seminar 1 (2 credits)

This is the first in a three-course sequence designed to prepare students for the professional work commonly engaged in by Applied Behavior Analysts. This course will focus on writing activities across a variety of contexts. The overall emphasis will be on writing for understanding, with conceptual consistency, and when appropriate, technical precision. Activities will include writing activities that are commonly required for Applied Behavior Analysts, including, for example, writing assessment reports,

treatment rationale, behavioral goals, procedural descriptions, and the results of interventions. Students will follow structured writing guidelines such as those found in the most recent edition of the APA-style handbook. Students will also review the steps to and benefits of pursuing publication. Finally, students will review behavior analytic content outside of autism intervention as the context for some of the writing activities that are emphasized in this class.

PS 552 Professional Practice and Research Seminar 1 (2 credits)

Pre-requisites: PS 501 and PS 551

This is the second in a three-course sequence designed to prepare students for the professional work commonly engaged in by Applied Behavior Analysts. This course will focus on verbal presentation and interpersonal skills. Students will learn strategies for presenting behavior-analytic content to a variety of audiences, such as to students/clients, their family-members, trainees/employees, other professionals, and colleagues. Students will engage in and rehearse activities such as case presentations, research presentations, and mock training and consultation activities. Issues related to the public perception of behavior analysis and related factors will be discussed. This course will also continue to review behavior-analytic research in areas outside of autism intervention as the context for the verbal presentation skills that are emphasized in this class.

PS 553 Professional Practice and Research Seminar 1 (2 credits)

Pre-requisite: PS 552

This is the third in a three-course sequence designed to prepare students for the professional work commonly engaged in by Applied Behavior Analysts. This course will focus on the professional practice of behavior analysis within different systems, such as in educational and health-care settings. Students will learn the basic administrative requirements for practicing as a behavior-analyst while balancing regulatory and organizational demands with clinical best practices and research. Topics will include, for example, contracting and funding with payors, developing administrative policies and procedures for effective service delivery, client responsibility and employee responsibility, leadership in the workplace and collaboration among professionals, record keeping and maintenance of client's records and client confidentiality as defined by HIPPA and FERPA regulation. Finally, students will review required, recommended, and ethical practices in organizational management and treatment in such documents as the BACB 5th Edition Task List, the BACB's Professional and Ethical Compliance Code for Behavior Analysts, and the BACB's Autism Spectrum Treatment Guidelines.

PS 601 Practicum in ABA 1 (1 credit)

The supervised practicum in ABA will involve at least 20 hours per week of work in a supervised clinical practice, educational or research setting, in which procedures based on behavior analytic principles are implemented. Students will be directly supervised by a Board Certified Behavior Analyst for 2 hours per week; supervision will consist of direct observation and weekly 1:1 or group meetings. The supervisee's primary focus should be acquiring new behavior analytic skills related to the BACB Fifth Edition Task List as appropriate.

PS 602 Practicum in ABA 2 (1 credit)

The supervised practicum in ABA will involve at least 20 hours per week of work in a supervised clinical practice, educational or research setting, in which procedures based on behavior analytic principles are implemented. Students will be directly supervised by a Board Certified Behavior Analyst for 2 hours per week; supervision will consist of direct observation and weekly 1:1 or group meetings.

The supervisee's primary focus should be acquiring new behavior analytic skills related to the BACB Fifth Edition Task List as appropriate.

PS 603a Practicum in ABA 3 (0 credits)

This is the first half of 2 practicum courses to be enrolled in during the Summer session. The supervised practicum in ABA will involve at least 20 hours per week of work in a supervised clinical practice, educational or research setting, in which procedures based on behavior analytic principles are implemented. Students will be directly supervised by a Board Certified Behavior Analyst for 2 hours per week; supervision will consist of direct observation and weekly 1:1 or group meetings. The supervisee's primary focus should be acquiring new behavior analytic skills related to the BACB Fifth Edition Task List as appropriate.

PS 603b Practicum in ABA 3 (1 credit)

Pre-requisite: PS 603a

This is the second half of 2 practicum courses to be enrolled in during the Summer session. The supervised practicum in ABA will involve at least 20 hours per week of work in a supervised clinical practice, educational or research setting, in which procedures based on behavior analytic principles are implemented. Students will be directly supervised by a Board Certified Behavior Analyst for 2 hours per week; supervision will consist of direct observation and weekly 1:1 or group meetings. The supervisee's primary focus should be acquiring new behavior analytic skills related to the BACB Fifth Edition Task List as appropriate.

PS 603c Group Supervision (1 credit)

Co-requisites: PS 603a and PS 603b

This course will provide one-hour of weekly group supervision hours to students enrolled Practicum in ABA 3 courses during the summer session. A BCBA supervisor will lead interactive sessions discussing fieldwork experiences and their relation to the BACB Fifth Edition Task List.

Professional Credentials in Applied Behavior Analysis

Despite being a field of study and area of practice that some say started in the early 1960s (with roots as early as the early 1900s), Applied Behavior Analysis is a relatively young field in terms of professional credentialing (cf. the professions of Clinical psychology and Counseling). For example, a professional license in applied behavior analysis is not required across the United States. As of September 2020, 31 states have adopted licensure laws to regulate the practice of Applied Behavior Analysis. It is the trend, however, that more states will adopt licensure laws for those who wish to practice ABA in the future. As a result, the graduate programs in ABA at William James College have been designed to meet the educational requirements for these important credentials.

Board Certified Behavior Analyst (BCBA)

The Board Certified Behavior Analyst (BCBA) credential is a national certification – thus, one does not have to recertify when moving from one state to another. The BCBA is regulated by the Behavior Analyst Certification Board (BACB). Many of the resources attached to this handbook are guidance documents published by the BACB and obtained from their website (www.bacb.com).

For the majority of prospective certificants (and thus, ABA graduate students) there are four requirements for the BCBA. These are:

1. **Degree:** The candidate for certification must hold a graduate degree (Masters degree or higher).
2. **Coursework:** The candidate for certification must have completed graduate-level coursework in applied behavior analysis.
3. **Fieldwork:** The candidate for certification must have completed supervised and qualifying experience in applied behavior analysis.
4. **Exam:** The candidate for certification must pass a certification examination administered by the BACB.

Requirements #1 through #3 are prerequisites for #4, the BCBA examination. The following section describes if and how the graduate program in ABA at William James College meets these prerequisites.

Degree

Students who successfully complete the **MA in ABA program** will graduate with a Masters degree in Applied Behavior Analysis. This degree meets the BACB's degree requirements to sit for the examination.

Students who successfully complete the **Certificate in ABA program** must hold a graduate degree (master's degree or higher) prior to entrance into the program. As of January 2022, a graduate degree in *any* field will meet the BACB's degree requirements.

Coursework

Students who successfully complete the MA in ABA program or the Certificate in ABA program will complete, as part of their study, 21-credits of coursework that has been verified by the Association for Behavior Analysis International (ABAI) as meeting the coursework requirements for the BACB examination. The following table shows

- 1) The content areas in which behavior-analytic instruction is required along the top row,
- 2) The minimum number of hours of instruction for each content area for the BCBA credential,

- 3) The codes for the graduate courses that are included in the Verified Course Sequence at William James College in the first column, and
- 4) The number of hours of instruction that are provided within each of those courses.

| Content Areas and Courses | BACB Compliance Code and Disciplinary Systems; Professionalism | Philosophical Underpinnings | Concepts & Principles | Philosophical Underpinnings; Concepts & Principles (BCaBA use only) | Measurements, Data Display and Interpretation; Experimental Design | Behavior Assessment | Behavior-Change Procedures; Selecting and Implementing Interventions | Personnel Supervision and Management |
|---------------------------|--|-----------------------------|-----------------------|---|--|---------------------|--|--------------------------------------|
| BCBA (reference) | 45 | 90 | | | 45 | 45 | 60 | 30 |
| PS 501 | | | 45 | | | | | |
| PS 502 | | | | | 45 | | | |
| PS 503 | | | | | | 45 | | |
| PS 504 | 45 | | | | | | | |
| PS 505 | | | | | | | 30 | 15 |
| PS 506 | | | | | | | 30 | 15 |
| PS 516 | | 2 | 43 | | | | | |

Fieldwork

As of September 2020, the accrual of fieldwork hours is no longer a requirement for the MA in ABA or Certificate in ABA program at William James College. The decision to eliminate required fieldwork for the graduate program was based on the following factors:

- 1) The BACB eliminated the *Practicum* and *Intensive Practicum* categories of fieldwork. These 2 categories provided students who completed fieldwork via University-sponsored coursework with an advantage of needing fewer accrued hours (due to a higher level of supervision).
- 2) In conjunction with #1, the ABA program at William James College found that nearly 100% of past graduate students were able to secure and receive mentored experience through places of employment. Thus, it was determined that in most cases, the accrual of fieldwork hours could be achieved through the normal course of employment, or in some cases, with the establishment of specific employer-employee agreements.
- 3) In some cases, employer-employee agreements described in #2 came into conflict with the requirements of the university-sponsored fieldwork. For example, some organizations might require a minimum period of time pass with satisfactory work performance before mentored experience could be offered. Meanwhile, students would be expected to accrue hours immediately upon enrollment in the graduate program in order to meet the required number of hours for graduation.
- 4) The minimum number of fieldwork hours needed to qualify for the BCBA exam was set at 1500 hours. This was deemed not to be able to be reasonably completed within the time-constraints of the graduate program in ABA (i.e., 4 semesters). Although possible, it is more likely that graduate students would continue to accrue fieldwork hours past graduation.

Due to these factors, the BACB's coursework and fieldwork requirements can be treated as mutually exclusive requirements. Despite this, all students are strongly encouraged to access mentored ABA work experiences as they complete their graduate studies. Furthermore, the discussion and sharing of ABA-work related activities is a common component of most courses.

Fieldwork in Applied Behavior Analysis (General)

Experiential education is a cornerstone to success in graduate studies in applied behavior analysis and in becoming a competent, skilled, and ethical ABA practitioner. One of the important roles that faculty advisors can fill is in assisting students with navigating the guidelines for and documenting their fieldwork experience in ABA during student advisement meetings. This can consist of assisting with a search of prospective employment opportunities as a trainee in ABA to assisting with communicating the needs for supervision (in accordance to the requirements of the BACB) with the employing organization. Thus, a fair amount of advisement time is devoted to reviewing fieldwork standards and each student's experience.

The specific requirements for fieldwork are described in the attachment titled, "BCBA Fieldwork Requirements" version 08/2020.

REVIEW THE DOCUMENT "BCBA FIELDWORK REQUIREMENTS" HERE

Checklist for Meeting the BACB's Fieldwork Standards

Students are recommended to take the following steps to begin accruing fieldwork hours as early as possible:

- Obtain and review the most recent version of the following documents from the Behavior Analyst Certification Board (BACB):
 - BACB Fieldwork Standards
 - BACB Professional and Ethical Compliance Code
 - BACB Fifth Edition Task List
 - BACB Fieldwork tracker
- Create a BACB-Gateway account with the BACB.
 - Go to www.bacb.com
 - Click on the "**Access/Create Account**" Tab located on the home page.
- Identify a BCBA/LABA Primary supervisor at your field site.
 - Discuss or obtain forms for documenting supervisory contacts (these include, minimally, a **Unique Documentation System** and **Fieldwork Tracker**)
 - Discuss and complete a **Supervision Contract** with your supervisor(s).
- Begin graduate coursework in ABA (experience hours may not accrue until coursework has begun).
- Schedule individual meeting(s)
 - Begin logging experience on BACB Fieldwork Tracker
 - Document supervisory contacts on the established Unique Documentation System.
- Monthly

- Review accruals and progress on at least a monthly basis.
 - Discuss strengths and needs of the experience; Establish, review, and modify goals for your experience appropriate.
 - Review accruals and audit categories from the Fieldwork Tracker as needed.
 - At the end of each supervisory period (i.e., 1 month period) obtain a signed **Monthly Experience Verification Form**
- Upon or nearing the end of the experience (i.e., final month of formalized fieldwork)
- Provide your supervisor(s) with a draft of the Final EVF with all experience numbers inputted.
 - Discuss steps for continuing supervision (post-fieldwork) as appropriate.

Fieldwork in Applied Behavior Analysis (Optional Track)

The following section is applicable only to students who enroll in the optional Fieldwork Track.

As stated earlier in this handbook, fieldwork is not a required component for the program. For some students, however, it may be important or helpful to have the ABA program at William James College play a larger role in their fieldwork supervision. The benefits of university-based field placement and supervision include the following:

- 1) The graduate student will be assigned an individual supervisor who is also a faculty member with the ABA program.
- 2) The graduate student will receive placement (and likely, employment) with an ABA partner organization. These organizations have an established track record for providing a range of training experiences that are well-matched to the educational curriculum of the graduate coursework.
- 3) The graduate student may access a higher level of support in the process for accruing and documenting fieldwork experience. This consists of ensuring that documented hours meet the requirements of the BACB with respect to type of activities, amount of supervision, and range of experiences.

At the current time, this fieldwork track is open only to students in the on-campus MA in ABA program.

This optional track consists of the following courses:

| Credit Value | Course Number and Title |
|--------------|----------------------------|
| 1 | PS 601 Practicum in ABA 1 |
| 1 | PS 602 Practicum in ABA 2 |
| 0 | PS 603a Practicum in ABA 3 |
| 1 | PS 603b Practicum in ABA 3 |
| 1 | PS 603c Group Supervision |
| 1 | PS 604 Practicum in ABA 4 |

Placement at an ABA-Training Site

Field placement is administered by the MA in ABA program and only select organization and settings have been pre-approved as a field-placement setting. Questions about field placement should be directed to the Field Coordinator or Program Director. The MA in ABA program will assist students in securing a training site that provides appropriate opportunities for observing and engaging in ABA-oriented tasks. A list of organizations that are approved as a field training site is available from the program director.

Assignment to a training site is based on any combination of several factors. Examples include:

1. Location/distance
2. Availability/shift hours
3. Number of practicum students that can be accommodated at the training site
4. Number of BCBA-supervisors available to supervise at the training site.
5. Student preference for type-of-work/population, etc.
6. Student’s familiarity with the population.
7. Student’s prior experience with ABA-based techniques and interventions.

Requirements for Fieldwork

Students who enroll in the fieldwork track will be expected to complete approximately 250 hours for each semester of Practicum. Thus, students will accrue approximately 1000 hours of fieldwork hours upon completing 4 consecutive semesters of practicum. Individual circumstances may differ due to various factors, including but not limited to the performance of the student in their fieldwork placement and the availability of qualifying fieldwork hours at the field placement setting.

Students should become familiar with the BACB’s fieldwork criteria as stated in the BCBA Fieldwork Requirements (2020). The practicum and supervision structure for the fieldwork track are designed to meet the requirements set forth by the BACB for a **Concentrated Supervised Fieldwork**. The table below is an excerpt from the BCBA Fieldwork Requirements and summarizes the key requirements for the BACB’s 2 fieldwork types.

| Fieldwork Criteria | | |
|---|---|-----------------------------------|
| The table below summarizes the criteria for each fieldwork type. | | |
| | Supervised Fieldwork | Concentrated Supervised Fieldwork |
| Fieldwork Hours Required to Qualify | 2000 | 1500 |
| Supervisory Period | 1 calendar month | |
| Fieldwork Hours per Supervisory Period | min of 20 hrs. - max of 130 hrs. ? | |
| Minimum Number of Supervisor-Trainee Contacts per Supervisory Period (contacts must be at least 15 minutes) | 4 contacts | 6 contacts |
| Observation of Trainee with Client per Supervisory Period | 1 observation | 1 observation |
| Supervised Hours per Supervisory Period* | 5% of hours | 10% of hours |
| Individual Supervision Hours per Supervisory Period | At least 50% of supervised hours must be individual (i.e., group supervision may not exceed 50%). | |
| Unrestricted Activities | At least 60% of supervised fieldwork must be spent engaged in unrestricted activities. | |

*The supervision percentage is calculated by dividing the supervised hours by the total fieldwork hours.

Supervision

A BCBA-supervisor is assigned to each student to oversee and guide field-placement experiences and to provide direct training to students in ABA. The BCBA-supervisor and student will review cases, data, topics in ABA, research, and other areas relevant to the student’s field placement during weekly individual (and group) meetings. The fieldwork site and supervisor(s) will collaborate to provide students

with experiences that are consistent with the BACB's task list. The most current task list may be viewed and downloaded from the BACB website at www.bacb.com.

A supervision contract between BCBA-supervisors and the student is required at the outset of the supervisory experience. Both parties are required to sign the contract. The contract will review expectations for the course of supervision and provide a general structure for the supervisory experience.

Frequency and duration of supervision meetings

A **supervisory period** is defined as **1 month**. Each student must contact their BCBA supervisor(s) at least **6 times within each supervisory period**. Multiple supervisors within the organization may collaborate to meet these requirements. Also, attendance at seminar classes in which group supervision of fieldwork and cases is conducted may also be counted as a supervisory contact. At least half of the student's time in supervision must be accrued during individual supervision meetings (i.e., no less than 75 of 150 supervision hours).

Generally, students should prepare to commit 1 to 2 hours for each individual supervision meeting. Although in-person, face-to-face contact is strongly preferred, remote/distance-based supervision is acceptable if the contact is conducted synchronously. Asynchronous supervision is not accepted. The details of individual supervision meetings (e.g., time, duration, format) can be arranged with each individual supervisor.

Consistent and predictable expectations for individual supervision meeting times and durations are strongly recommended. Thus, students are advised to establish a consistent schedule for 1- to 2-hr weekly appointments with their individual supervisor. The BACB guidelines, however, permit flexibility due to changes in fieldwork and supervision circumstances. Regular communication should be established and documented between the student and supervisor regarding meeting times and necessary changes to an established schedule.

Documentation of BCBA-supervision

When applying for certification from the BACB, only original documentation will be accepted. Thus, **each student is responsible for maintaining his or her own official documentation of BCBA-supervision.** The MA in ABA program will only request copies of documentation throughout the program. These copies will be used to determine that the requirements for graduation are met but are considered unofficial by the BACB.

It is the joint responsibility of the student and the BCBA-supervisor to ensure that proper documentation of supervisory meetings is completed.

1. The **Supervision Contact Log** is completed by the BCBA-supervisor and student at the completion of each supervisory contact/meeting. This form serves as the Unique Documentation System that is required by the BACB.
2. At the end of each month, the student should provide their primary supervisor with a **Monthly Experience Verification Form for Multiple Supervisors** (Monthly EVF)
3. The student is required to upload each documented and signed Monthly EVF to the course management page for each semester of Practicum in ABA.
4. At each student's advisement meeting, the BACB fieldwork tracker will be reviewed. This is required for students enrolled in the fieldwork track. This is optional for students not enrolled in the fieldwork track.

5. At the completion of the final semester of fieldwork, the student will provide the primary supervisor with a **Final Experience Verification Form for Multiple Supervisors** (Final EVF).
6. The Final EVF should be uploaded to the course management page for the final semester of Practicum in ABA. A grade will not be issued until the Final EVF is received.
7. Upon receipt of the Final EVF, the Practicum Instructor will review and confirm the student's successful completion of the Fieldwork track.

In the student's final advisement meeting, the student's advisor will review the completed hours and discuss any requirements that must still be completed post-graduation from the program.

Resources

Professional Associations

International and national

Association for Behavior Analysis International (ABAI)

<https://www.abainternational.org/welcome.aspx>

Association for Professional Behavior Analysts (APBA)

<http://www.apbahome.net/>

State

Berkshire Association for Behavior Analysis and Therapy (BABAT)

<https://babat.org/>

Massachusetts Association for Applied Behavior Analysis (MassABA)

<http://www.massaba.net/>

Cambridge Center for Behavioral Studies

<http://www.behavior.org/>

Connecticut Association for Behavior Analysis (CTABA)

<http://www.ctaba.org/>

Credentialing

National Certification

Behavior Analyst Certification Board (BACB)

<http://bacb.com/>

State Licensure (MA)

Board of Registration of Allied Mental Health and Human Services Professions

<http://www.mass.gov/ocabr/licensee/dpl-boards/mh/>

Research

Scientific/peer-reviewed journals

Journal of Applied Behavior Analysis (JABA) subscription (* archived to 2012)

[http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1938-3703](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1938-3703)

Journal of Applied Behavior Analysis (volume 1, 1968 to 45, 2012)
<https://www.ncbi.nlm.nih.gov/pmc/journals/309/>

Journal of the Experimental Analysis of Behavior (JEAB) subscription*
[http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1938-3711](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1938-3711)

Behavior Analysis in Practice (* embargoed)
<https://www.abainternational.org/journals/behavior-analysis-in-practice.aspx>

The Psychological Record
<https://www.abainternational.org/journals/the-psychological-record.aspx>

The Behavior Analyst (* embargoed)
<https://www.abainternational.org/journals/the-behavior-analyst.aspx>

The Analysis of Verbal Behavior (* embargoed)
<https://www.abainternational.org/journals/the-analysis-of-verbal-behavior.aspx>

Also...

Research in Developmental Disabilities
Behavior Modification
Journal of Autism and Developmental Disorders

Non-peer-reviewed resources

Association for Science in Autism Treatment (ASAT)
<http://www.asatonline.org/>

Autism Spectrum News (ASN)
<http://www.mhnews-autism.org/>

Behavior Analysis Quarterly (BAQ)
<http://www.baquarterly.com/>