

**ADVANCED FIELD EXPERIENCE/INTERNSHIP
Experience Design**

DATE: _____

CANDIDATE: _____

ID#: _____

ADVISOR: Dr. Anna Young, BCBA-D

SUPERVISOR: Dr. Anna Young, BCBA-D

1. **Purpose of this field experience/internship (related to appropriate Advanced INTASC Standards):**

This professional development experience is intended to enhance the graduate student's knowledge of extant theory to practice in Applied Behavior Analysis. This practicum experience is intended to establish, support, and maintain professional skills in the application of Applied Behavior Analysis.

Prerequisite: Successful completion of at least one of the following courses (a) *SPED 593 Applied Behavior Analysis I*, (b) *SPED 551 Assessment and Program Planning*, and/or (c) *SPED 574 Data-Based Instruction*. Students must pre-arrange their practicum experience with the instructor and have completed standard protocol for field experiences (e.g., background check, malpractice coverage, etc.).

In order to be eligible for the BCaBA exam, students must complete, with a passing grade, 500 hours of intensive practicum in behavior analysis within a university practicum approved by the BACB and offered for academic credit. The distribution of intensive practicum hours must be at least 10 hours per week, but not more than 25 hours per week for a minimum of three weeks per month. See course outline for more details – **500 hours can be accomplished in two 15-week semesters.**

In order to be eligible for the BCBA exam, students must complete, with a passing grade, 750 hours of intensive practicum in behavior analysis within a university practicum program approved by the BACB and offered for graduate academic credit. The distribution of intensive practicum hours must be at least 10 hours per week, but not more than 25 hours per week for a minimum of three weeks per month. See course outline for more details – **750 hours can be accomplished in three 15-week semesters.**

This practicum meets the following COE Graduate Performance Outcomes (ACF). As part of their professional and pedagogical development, graduate students will:

1. Locate, read, and evaluate relevant professional and academic literature.
2. Demonstrate understanding of similarities and differences in human learning and development.
3. Demonstrate mastery in subject area content knowledge, understanding, and skill in applying that knowledge and understanding.
4. Demonstrate professionalism that extends beyond technically accurate knowledge and effective skills.
5. Integrate extant theory and evidence into one's professional activities.
6. Critically analyze policy and one's own practice in light of professional standards and applicable policy.

2. **Nature of the field experience/internship.**

- a. **Briefly set out critical experience/placement information: location, duration, expected work/activity, subjects (children), contacts with other professionals.**

Appropriate Internship Activities:

The ABA Intern's primary focus will be on learning new behavior analytic skills related to the BACB Third Edition Task List (professional organization key skills). 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*. Interns are encouraged to have experiences in multiple sites and with multiple supervisors.

Appropriate experience activities include:

1. Conducting assessment activities related to the need for behavioral interventions.
2. Designing, implementing, and monitoring behavior analysis programs for clients.
3. Overseeing the implementation of behavior analysis programs by others.
4. Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, 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.

Examples of activities that are not appropriate as experience activities include: attending meetings with little or no behavior analytic content, providing interventions that are not based in behavior analysis, doing non-behavior analytic administrative activities, or any other activities that are not directly related to behavior analysis.

Appropriate Clients:

Clients may be any persons for whom behavior analysis services are appropriate. This may include students, developmentally disabled adults, and children with autism. The applicant may be related to the client or the client's primary caretaker. Applicants must work with multiple clients during the experience period. The practicum will be established in a location approved by the instructor, where there is a need for behavior analytic treatment. Examples of locations might be (a) public school, (b) group home, (c) intensive therapy in-home program.

b. For each Advanced INTASC Standard that is appropriate to the internship, what will the candidate *do* to satisfy the criteria? Describe briefly as needed.

STANDARD	ACTIVITY/RESPONSIBILITY
#1. Locate, read, and evaluate relevant professional and academic literature.	The candidate will read and orally report on relevant literature recommended by the supervisor as a result of ongoing discussion of ABA practicum activities.
#2. Demonstrate understanding of similarities and differences in human learning and development.	The candidate will develop interventions, selecting only those that are most appropriate for the client’s age and ability. The two required case studies will demonstrate this understanding.
#3. Demonstrate mastery in subject area content knowledge and understanding, and skill in applying that knowledge and understanding.	The candidate will be observed either in-situ or via webcam on a weekly basis. A report of practicum activities and follow-up meeting will be required weekly.
#4. Demonstrate professionalism that extends beyond technically accurate knowledge and effective skills.	The candidate will submit a supervision report weekly, and will allow the university supervisor to interview their on-site supervisor.
#5. Integrate extant theory and evidence into one's professional activities.	The candidate will integrate extant theory and evidence of ABA techniques utilized in their practicum experience.
#6. Critically analyze one's own practice in light of professional standards and applicable policy.	The candidate will reflect on their own practice and effectiveness in regard to the seven dimensions of behavior analysis as stated in Baer, Wolf, and Risley (1968; 1987).

3. Describe the manner(s) in which candidate performance in this experience/internship will be *assessed*.

a. Candidate generated products, performances, records, etc. will certify the nature of candidate engagement in this experience/internship.

1. Weekly reporting of hours/activities in applied behavior analysis (report from previous week must be submitted every Monday). Failure to provide reports on time (more than once) will result in failure of the course.
2. Weekly supervision of a practicum activity consisting of at least 1 hour (times prearranged with the instructor). Failure to notify the supervisor of a cancelled or changed appointment time (more than once) will result in failure of the course.
3. Completion of two case studies (e.g., behavior assessment, planning, teaching, progress monitoring, etc.) based on targeted individuals who were the focus of the student internship – practicum experience. Case study subjects must provide informed consent (or parent permission and assent) in order to participate in the practicum experience. Consent information for participants will be shared at the initial meeting during week 1.

b. For each standard addressed in 2.b. above, fill in the following table to indicate alignment of candidate generated product(s), etc. with assessments.

STANDARD	PRODUCT/PERFORMANCE	ASSESSMENT	SCORE [1-5]
#1	Literature Analysis Found in Weekly Report.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
#2	Completion of Two Case Studies.	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
#3	Weekly Report of Practicum Activity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
#4	Weekly Report of Practicum Activity; On-Site Supervisor's Report.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
#5	Supervision of Practicum – Weekly In-Situ or Webcam Observation.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
#6	Weekly Report of Practicum Activity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

Comments:

c. Professional Dispositions: The candidate demonstrates a belief that all students can learn and exhibits fairness in his/her actions.

	1 Performance Shows Little or No Evidence	2 Performance Demonstrates Inconsistent or Weak Evidence	3 Performance Demonstrates Some Evidence	4 Performance Demonstrates Adequate Evidence	5 Performance Demonstrates Competency	Score
Demonstrates an acceptance of differences in others	Fails to accept the differences of others	Is able to accept a few minor differences	Accepting of most differences in others	Approaching acceptance of all differences in others	Attains acceptance of differences in others	
Shows a respect of different perspectives	Weakness in considering other perspectives	Acknowledges other perspectives but still holds one viewpoint	Willingness to look at most viewpoints and see the reasoning behind the ideas	A reasonable and comprehensive examination of various points of view	Thorough and insightful – reveals a credible viewpoint by effectively critiquing other perspectives	
Demonstrates a belief that all students can learn	Discriminates against certain groups of students	Shows the belief that some students can learn	Shows the belief that most students can learn	Rarely excludes certain students from the learning process	Includes all students in the learning process	
Uses fair procedures in dealing with others	Uses inconsistent procedures	Uses a few consistent procedures	Tries to be fair to all students and treat all students equitably	Approaching equitable treatment for all students	Attains equitable treatment of all students	
Reflects on and analyzes practice	Superficial analysis of teaching	Does little analysis of teaching	Does analysis in most teaching situations	Analyzes teaching with regard to the whole group and most of the individual students	Analyzes lessons with regard to each student in the classroom	

Internship Design Agreement:

(Candidate Signature)

(Date)

Dr. Anna Young, BCBA-D

(Advisor Signature)

(Date)

Certification of Internship Completion:

(Candidate Signature)

(Date)

(Advisor Signature)

(Date)