



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2015

EDSE 790 S01: Internship in Special Education

CRN: 42946, 3-6 Credits

BCBA supervisor: ABA Practicum Coordinator: Dr. Kristy Lee Park, BCBA-D, LBA kparkc@gmu.edu, 703 993 5251	Meeting Dates: 5/18/2015 - 8/5/2015 weekly supervision 3cr- 7.5% of worked hours supervised 6cr- 10% of worked hours supervised
Phone: 7039935251	Meeting Day(s): 3cr- 1 visit weekly 6cr- 2 visits weekly
E-Mail: kparkc@gmu.edu	Meeting Time(s): 3cr- recommended 20 worked hours (10 direct/10 indirect) 6cr- recommended 20 worked hours (10 direct/10 indirect)
Office Hours: Please email to set up a time to meet	Meeting Location: As scheduled with BCBA supervisor
* No more than 50% of supervised hours can be in a group format. Groups must less than 10 students. * No more than 50% of worked hours can be working directly with clients.	

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Supervised internships that apply university course work to instruction of children and their families in school and community settings. Notes: Students enroll in two separate internships appropriate to the area of study for a total of 6 credits. Applications for field internships are due on February 15 for fall; September 15 for spring; and March 1 for summer.

Prerequisite(s): Passing scores on Praxis I prior to final internship, and permission of advisor

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Application activities
2. Small group activities and assignments
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of the course, students will be able to:

- Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
- Demonstrate the integration of the theoretical methodology with the practical applications in the field.
- Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
- Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
- Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.

- Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
- Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).
- Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
- Develop developmentally, educationally and functionally appropriate IEPs.
- Select and utilize workable and useful data/record keeping strategies.
- Monitor and analyze teaching performance.
- Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Required Textbooks

None required

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

None

Required Resources

BACB Tasklist (most recent version), which can be downloaded at www.bacb.com
Complete Online Supervision module on the BACB website

Additional Readings

None

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

- You are expected to attend each supervision meeting scheduled with your BCBA supervisor (or supervisor designee for those participating in group supervision). You may miss no more than two of these meetings in the 11 week semester, with prior notice of at least 6 hours given for each. Should circumstances necessitate tardiness, you are expected to phone your supervisor and notify her or him. You will be responsible for making up any time lost due to absence or tardiness.

Late Work.

- At the beginning of the semester, you must sign and submit the
 - Practicum Supervision contract
 - Confidentiality policy, and
 - Declaration of Professional Practicumno later than the end of the second week of the academic semester. Consent forms must be obtained prior to disclosing information or audio/video recording sessions. Failure to obtain proper consent forms may result in removal from the practicum placement.
- At the end of each semester, you must submit the Summary of Experience Verification form along with each Session Experience Supervision Forms to Taskstream by the last day of the semester. Failure to submit forms will result in an incomplete for the practicum.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Clinical Experience Continuum AND Log of Hours (All Programs)* Functional Behavior Assessment and Behavior Intervention Plan (Adapted Only) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

Practicum is graded on a Pass / Fail system. To obtain a passing grade, the following tasks and performances must be met

1. Receive a Satisfactory rating on more than 80% of the Session Experience Verification forms during individual supervision sessions.
2. Initial documents (i.e., Practicum Supervision Contract, Confidentiality policy, Declaration of Professional Practice, and necessary consent forms) must be uploaded onto Taskstream.
3. End of the semester documents (ie., Summary experience verification form and Session experience verification forms) must be uploaded onto Taskstream.

Assignments

Performance-based Assessment (TaskStream submission required).

The following 3 documents must be uploaded at the start of the semester:
Practicum supervision contract, Confidentiality Policy, Declaration of Professional Practice
*consent forms as needed

The following documents must be uploaded at the end of the semester:
- Each session feedback form (i.e., 15 supervised sessions = 15 forms)
- Summary Verification Form (copy) – Student keeps original document

Performance-based Common Assignments (No TaskStream submission required).

None

Other Assignments.

None

Schedule

Week	Objective	Assignment	Readings
1	Meet with BCBA supervisor, practicum site personnel, clients Review Initial Documentation Packet	* Complete Initial Documentation Packet with BCBA supervisor & Practicum Site * Obtain Home/School Consent forms as needed * Develop practicum schedule	Bear, Wolf, & Risely (1968)
2	Meet with BCBA supervisor and clients Set up system to complete, organize, and store on-going documentation (supervision forms) Set up system to maintain log of hours	* Upload initial Documentation Packet to Taskstream * Set practicum goal(s)	As assigned by the BCBA supervisor
3	Meet with BCBA supervisor and clients Complete on-going documentation (supervision forms) Maintain log of hours	* Define goal and measurement system * Develop task analysis to complete goal	As assigned by the BCBA supervisor
4	Meet with BCBA	* Monitor progress on goal	As assigned by the BCBA

	<p>supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>		supervisor
5	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Monitor progress on goal</p> <p>* Progress review of supervision. Provide student with written and/or verbal feedback about whether adequate progress is being made.</p>	As assigned by the BCBA supervisor
6	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	* Monitor progress on goal	As assigned by the BCBA supervisor
7	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	* Monitor progress on goal	As assigned by the BCBA supervisor
8	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	* Monitor progress on goal	As assigned by the BCBA supervisor
9	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p>	<p>* Evaluate goal</p> <p>* Progress review #2</p> <p>Progress review of supervision. Provide student with written and/or verbal feedback about whether adequate progress is being made. (if 2 inadequate progress reviews, supervisor</p>	As assigned by the BCBA supervisor

	Maintain log of hours	<p>must determine whether supervision should continue, and provide in writing the required steps to allow for continued supervision.</p> <p>If the determination is made that supervision should stop, the supervisor must provide in writing to the supervisee what areas were lacking adequate progress and determine if any of the hours during that period should be counted toward supervision)</p>	
10	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Evaluate goal</p> <p>* Review hours and confirm documented hours accumulated</p>	As assigned by the BCBA supervisor
11	<p>Meet with BCBA supervisor and clients</p> <p>Complete on-going documentation (supervision forms)</p> <p>Maintain log of hours</p>	<p>* Develop summary of skills/experiences gained and skills/experiences you plan to work on</p> <p>* Submit Verification form and supervised forms onto Taskstream</p>	

Appendix

Practicum Supervision Contract (updated summer 2015)
 GEORGE MASON UNIVERSITY
 APPLIED BEHAVIOR ANALYSIS PRACTICUM

Practicum Student:

Address:	Phone: e-mail:
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BCBA Supervisor:

BCBA#

Address:	Phone: e-mail:
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Practicum Site and Contact:

Address:	Phone: e-mail:
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BCBA Supervisor Responsibilities. By signing below, I agree to abide by the following:

- Complete an 8-hour Supervision Training Workshop from a BACB approved Type 2 ACE provider
- Pass the competency-based Supervision and Experience Training Module on the BACB website
- Complete 3 CEUs for Supervision during each subsequent recertification cycle
- At the beginning of the semester, meet with practicum site personnel and practicum student to discuss responsibilities, sign ABA supervision contract, determine practicum schedule, and discuss ABA practicum goals that will help the student acquire new behavior analytic skills related to the BACB Task list. The goal is to work together to facilitate in-depth discussion/understanding of issues affecting practice – both personally and professionally – and developing a high level of behavior-analytic expertise.
 - a. Failure to meet with student within the time frame may result in an alternative placement setting for the student.
 - b. Failure to meet BACB guidelines for supervision may result in a required meeting with GMU’s ABA Practicum Coordinator and ABA Program Coordinator.
- Ensure BCBA supervisory time equivalent to 7.5% of the intern’s hours worked if the intern is participating in Standard Practicum, or equivalent to 10% of the intern’s hours worked if the intern is participating in Intensive practicum.
 - a. This time will be regularly scheduled and conducted throughout the semester (i.e., 15 weeks), which is at least once a week for Standard Practicum and twice a week if participating in Intensive practicum.
 - b. For 3 credits, GMU recommends 225 total hours worked, 17 hours of BCBA supervision, and no more than 6 hours in group supervision for each semester.
 - c. For 6 credits, GMU recommends 300 total hours worked, 30 hours of BCBA supervision, and no more than 12 hours in group supervision for each semester.
- Provide specific verbal and written feedback to the practicum student about their performance during and after every supervision encounter, using the Session experience verification form.
 - a. Satisfactory (S) ratings are provided when the student demonstrates at least 80% of the professional skills
 - b. Needs Improvement (NI) ratings are provided when the student demonstrates at least 30% of insufficient demonstrations of professional skills

- c. Unsatisfactory (U) ratings are provided when the student demonstrates 50% of insufficient demonstrations of professional skills
- Supervisee and supervisor both agree to maintain a copy of each signed supervision document including all feedback forms identified in Clause 11, below, and this signed contract for supervision.
 - Maintain confidentiality with regard to the intern and to the internship site, disclosing only information necessary for training purposes, and only to the intern, site personnel, or appropriate university personnel, unless otherwise required by law.
 - Both parties will agree to protect the time and space for supervision, by keeping to agreed appointments and the time allotted. Privacy will be respected and interruptions avoided.
 - Any party requiring a variance in the schedule will notify the other party at the earliest possible time of variance to determine an appropriate time to reschedule.
 - During the supervision period, there will be progress reviews conducted after every 100 hours of supervision have been acquired. At these reviews, the supervisor will provide feedback to the supervisee and document whether adequate progress is being made. After two progress reviews during which inadequate progress has been made, the supervisor must determine whether supervision should continue, and provide in writing the required steps to allow for continued supervision. If the determination is made that supervision should stop, the supervisor must provide in writing to the supervisee what areas were lacking adequate progress and determine if any of the hours during that period should be counted toward supervision. As such, there is no guarantee that the supervisor will sign off on hours accrued during the 100-hour period during which supervisee performance was inadequate.
 - Check Student Log of Hours to verify that activities are behavior analytic and that hours worked match the hours of supervision.
 - a. **No more than 50%** of hours are in direct implementation of behavioral programs
 - b. 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
 - b. Examples of activities that **will not count** as experience include: attending meetings with little or no behavior-analytic content; providing interventions that are not based in behavior analysis; performing nonbehavioral administrative activities; and completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

Driving Policy

No student who is enrolled in the ABA Practicum at George Mason University may operate a motorized vehicle of any kind in which a student, client, or other service recipient at the Practicum Student's internship site, under any circumstances.

Practicum Site Responsibilities. By signing below, on behalf of _____

I agree to abide by the following: _____ (site name)

- Meet with BCBA supervisor and practicum student to discuss responsibilities, sign ABA supervision contract, determine practicum schedule, and discuss ABA practicum goals that will help the student acquire new behavior analytic skills related to the BACB Task list.
- To provide safe working conditions for the practicum student when he/she is on-site.
- To require of the practicum student only work that is consistent with developing their skills and repertoire in behavior analytic skills and related to the Task List items
- Provide 5-15 direct hours per week of activities that will help the practicum student to expand behavior analytic experiences with clients.
- To provide working materials unique to the client served by the practicum student
- To provide regular spoken and/or written feedback to the student with regard to her or his performance on-site.
- To fulfill all financial and other commitments made to this intern as part of this internship.
- To maintain confidentiality with regard to this intern, disclosing only information necessary for training purposes to appropriate university personnel, or as required by law.

Practicum Student Responsibilities. By signing below, I agree to abide by the following:

Professionalism

- Pass the competency-based Supervision and Experience Training Module on the BACB website
- To arrive at my practicum site and at all supervision meetings with necessary materials and prepared to work.
- To abide by all attendance, confidentiality, and conduct policies put forth as part of this practicum, by George Mason University, and by the practicum site.
- To refrain from participating in any dual relationship, other than a pre-existing employment relationship with the practicum site contact or supervisor during the semester for which I am registered as a student.
- Maintain confidentiality with regard to the intern and to the internship site, disclosing only information necessary for training purposes, and only to the intern, site personnel, or appropriate university personnel, unless otherwise required by law.
- After 100 worked hours, supervisor will provide a progress review to determine if adequate progress is being made to improve behavior analytic skills. If skills are identified to improve, I will accept the feedback professionally and if needed provide an action plan to document how skills will be obtained.

Attendance

- To arrange a working schedule with the practicum site personnel and my supervisor within 5 days of beginning my practicum, and updating that schedule when changes are made.
- To adhere to the practicum schedule, and provide prior notice of all instances of tardiness and absence to both my BCBA supervisor and to my practicum site personnel, by phone or other preferred method of communication.
- I will follow-up by providing in writing with my BCBA supervisor and practicum site personnel, the dates and length of time hours will be rescheduled.
- Failure to attend scheduled meetings may result in consequences determined by the BCBA supervisor which may include activities such as written examples that describe professional responsibilities. Repeated failure to attend scheduled meetings may result in unsatisfactory ratings on supervision forms, removal from practicum site, and unsatisfactory grade for the course.
- When special situations arise and accommodations need to be made, please include a written statement from the practicum site and BCBA supervisor.

Documentation

- Meet with practicum site personnel and BCBA supervisor to discuss responsibilities, sign ABA supervision contract, determine practicum schedule, and discuss ABA practicum goals that will help the student acquire new behavior analytic skills related to the BACB Task list.
- Upload supervision contract onto Taskstream within 10 days of the start of the semester.
- To maintain my own log of hours and other records that demonstrate my progress
- Supervisee and supervisor both agree to maintain a copy of each signed supervision document including all feedback forms identified in Clause 11, below, and this signed contract for supervision.
- Complete a Session experience verification form with the BCBA supervision after each session
- Complete the Summary experience verification form at the end of the semester
- Submit the Summary and Session experience verification forms onto Taskstream.

Driving Policy

- I understand that I may not operate a motorized vehicle of any kind in which a student, client, or other service recipient at my practicum site is a passenger.

Insurance

- To present documentation of liability insurance to my supervisor and to the site contact prior to beginning my work at that site. (*see student insurance options at <http://gse.gmu.edu/special-education/academics/applied-behavior-analysis-graduate-certificate/>*)

Practicum Student's Signature and Date: _____ BCBA Supervisor's Signature and Date: _____ Practicum Site Contact's Signature and Date: _____
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Confidentiality Policy

I, _____ (*practicum student name*) understand that, with regard to confidentiality, the Behavior Analyst Certification Board's *Guidelines for Responsible Conduct* states the following:

2.05 Rights and Prerogatives of Clients.

(c) Permission for electronic recording of interviews is secured from clients and all other settings. Consent for different uses must be obtained specifically and separately.

2.06 Maintaining Confidentiality.

(a) Behavior analysts have a primary obligation and take reasonable precautions to respect the confidentiality of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships.

(b) Clients have a right to confidentiality. Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) In order to minimize intrusions on privacy, behavior analysts include only information germane to the purpose for which the communication is made in written and oral reports, consultations, and the like.

(d) Behavior analysts discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning patients, individual or organizational clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

2.07 Maintaining Records.

Behavior analysts maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. Behavior analysts maintain and dispose of records in accordance with applicable federal or state law or regulation, and corporate policy, and in a manner that permits compliance with the requirements of these Guidelines.

2.08 Disclosures.

(a) Behavior analysts disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose, such as: 1) to provide needed professional services to the individual or organizational client, 2) to obtain appropriate professional consultations, 3) to protect the client or others from harm, or 4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve.

(b) Behavior analysts also may disclose confidential information with the appropriate consent of the individual or organizational client (or of another legally authorized person on behalf of the client), unless prohibited by law.

By signing below, I indicate that I understand and accept the following:

- I may only disclose information pertaining to the students I am serving and the families in whose home I'm working to my supervisor and to my supervision group when prior written authorization to disclose information from a parent or guardian in the family is given. In the context of individual or group supervision, only information pertinent to the service being provided or to the practicum student's training will be discussed.
- Information may be disclosed to others provided that:

- It is done consistent with the practicum student's or BCBA supervisor's duty as a mandated reporter;
- A family member with legal authority to do so has provided written authorization to disclose the information. This written authorization will specify: 1) the particular information that is to be disclosed, 2) the party to whom the information may be disclosed (and must include the name of the party to whom the information is disclosed), 3) the purpose for which the disclosed information may be used, and the date (no later than the end of the current semester) on which the authorization expires.
- This written authorization must be signed by a family member with legal authority to give the authorization, and reviewed and signed by the ABA Practicum coordinator before the disclosure
- The student will log all disclosures on the log of hours, and in the record book of the child served.
- I also understand these stipulations apply to all information seen, heard, or otherwise received in the context of group supervision, pertaining both to children, families, or organizations served, and to other students in the practicum or group supervision.
- I will refrain from disclosing information pertaining to my classmates, and the families, children, and organizations served by myself or others in the context of the practicum for which I am registered, without first obtaining written authorization, as specified above, that is reviewed and approved in writing by my BCBA supervisor, except in the event of a mandated reporting event.
- I understand that failure to abide by this policy would represent a violation of the Guidelines for Responsible Conduct, and may result in disciplinary action as determined appropriate by George Mason University, to include options up to expulsion from the graduate training program and/or George Mason University.

Practicum Student's Signature and Date:

Declaration of Professional Practice*

(Your Name, Highest Degree)
Practicum Student, Applied Behavior Analysis, George Mason University

(your e-mail address and telephone number)

For those I serve in the capacity of Applied Behavior Analysis Intern

I am in training to become a Behavior Analyst. I am enrolled in the Graduate Certificate Program in Applied Behavior Analysis at George Mason University, and my supervisor for this internship is _____. She / he can be reached at _____.
_____. The highest degree I hold is in _____, from _____.

Professional Relationships, Limitations, and Risks

Behavior analysis is a science that considers much of the behavior we exhibit to be learned, whether we knew we were learning it or not. Behavior is influenced by what happens before it, around it, and after it. When important events that happen before, around, or after behavior change, the behavior changes. My job as a behavior analysis intern will be to help you discover what those important events are, how to change them, and to accomplish those changes. I will ask you to change things and will need your participation. I will collect data, and will ask you to collect data. We will use those data to determine whether or to what extent the changes we're making are influencing the behavior in the direction we need it to go. I will consult with you and with my supervisor at each stage of the behavior change process (e.g., assessment, intervention, evaluation, and revision of intervention). I will ask about and incorporate your goals. I will explain my assessments, assessment results, and procedures in plain English. I will not participate in any assessment or intervention without your consent. If, at any point, you wish to terminate our relationship, I will cooperate fully. I cannot guarantee any particular result, or that progress will be made by any particular date. I will make no guarantees. Instead, I will put forth my best effort, and I trust that you will put your best effort forth.

If I believe that my work has become non-productive, I will discuss the situation with you and with my supervisor as soon as possible, with an eye toward resolving the situation in a way that is most helpful to all. Possible actions taken may include my receiving additional training or supervision, requesting that my work be altered in some way, or discussion of terminating or providing referral information, as is appropriate. I can only work with clients and practicum site personnel who fully inform me of any and all of their concerns, as early as the concerns arise as is possible. I will need your full cooperation as I try to understand the various behaviors that are problematic for you. I will ask questions and make suggestions and will need your total honesty with me at all times. I will show you data as part of my work, and expect that you will pay attention to the data, ask questions if you do not understand the data, and give me your true evaluation of how things are going.

I will make my decisions primarily, and to a great extent, on the data that are collected as

part of our work together. (I will also consider ethical and other technical factors, and will consider the needs of the recipients of my services, when making evaluations and decisions.) I will need to collect data (with your help) before an intervention begins, and continue throughout the intervention. This will permit us to evaluate how or whether the intervention is helping. We'll need to continue data collection after the intervention has ended to determine whether the behavior changes are durable. We will stop taking data when it is ethically and technically okay to do so.

Under my code of ethical conduct, I'm not allowed to have a relationship or work with you in any way other than as an intern under supervision of my faculty supervisor. Since I am a student, I cannot be left alone in a building responsible for a child or other vulnerable person without a responsible person (e.g., parent, guardian, or parent's or guardian's designee) present. I cannot drive you, your child, or others connected to the internship anywhere, and cannot babysit, or provide non-internship services. I cannot meet with you or interact with you except as part of this practicum for the duration of my internship. Our relationship is purely professional, and I will not be able to have a personal relationship with you. I may not accept gifts regardless of value, and may not accept meals. I cannot attend family or site events such as birthday parties, weddings, funerals, religious services, etc., unless doing so explicitly for the purpose of providing assessment, treatment, or instructional services during those events, and has been approved by my supervisor in advance.

When applicable, please provide a list of medications (prescription and over the counter) and diagnosed medical conditions for your child or for the student or client with whom I am working. I will keep this information (and all other information I get during the internship) confidential. I am trusting you to tell me when medications or dosages change. If the person(s) I serve at your site participate in other therapies or forms of instruction, please let me know. If other therapies or forms of instruction change, or you are thinking about adding new ones, please let me know. I will share with you information I have regarding how to measure effects of those treatments or instructional procedures on the student's or client's behavior, and will ask you to measure with me.

If you need to cancel or reschedule an appointment, please contact me as soon as far enough in advance as you can before the appointment. I will call you, as well, if I must cancel or be tardy to an appointment, and will do so as far enough as I can before the appointment. I am a student intern, in training to become a behavior analyst. My supervisor is a Board Certified Behavior Analyst who is employed by George Mason University to provide my supervision. Both my supervisor and I will behave in accordance with the professional and ethical standards set forth in the Behavior Analyst Certification Board's *Guidelines for Responsible Conduct*. If you would like a copy of these guidelines, please let me know, and I will provide you with one.

If, at any time and for any reason you are dissatisfied with our professional relationship, please do not hesitate to discuss the situation with me, with my supervisor, or with the ABA Practicum Coordinator, Dr. Kristy Park (703.993.5251). If, after this discussion, the situation has not been resolved to your satisfaction, you may contact the ABA Director, Dr. Pam Baker at

703.993.1787. Should Dr. Baker be unable to resolve the situation to your satisfaction, you may contact the Behavior Analyst Certification Board at

Behavior Analyst Certification Board, Inc
Disciplinary Matters
8051 Shaffer Parkway
Littleton, Colorado 80127

or through their website at www.bacb.com. By signing below, you indicate that you have received this document, have read it, understand its contents, and have had any questions answered or concerns addressed to your satisfaction.

_____, Practicum Student Signature & Date

_____, BCBA Supervisor Signature & Date

_____, Practicum Site Personnel Signature & Date