

**Practical Experience Handbook
On Campus (Melbourne and Orlando) Applied Behavior Analysis (ABA),
Organizational Behavior Management (OBM), and ABA + OBM Program**

**School of Behavior Analysis
Florida Institute of Technology**

**Academic Year
2017-2018**

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Introduction

This handbook has been developed to orient students to the intensive practical experience model used by the Applied Behavior Analysis (ABA) and Organizational Behavior Management (OBM) and ABA + OBM programs at Florida Tech. This handbook should serve as a reference and supplement to the guidance of a faculty supervisor and a practical experience site supervisor (a Board Certified Behavior Analyst [BCBA] working on site). Students are expected to coordinate with both the faculty supervisor and the site supervisor. Documentation of supervised experience hours and supervision time will be coordinated by all parties involved, but is ultimately the responsibility of the student.

The Intensive Practical Training (IPT) experience embeds the scientist-practitioner model within applied settings. The concepts, principles, technologies, techniques, and theoretical framework learned during a student's tenure at Florida Tech will be practiced in educational, clinical, and community settings. Students will be asked to demonstrate the skills needed by behavior analysts in applied settings as set forth by the Florida Tech ABA program and Behavior Analyst Certification Board (BACB). Many of the applied settings allow students to concurrently work in service delivery and/or research settings. Service delivery hours may be counted towards practical experience as long as services are behavior analytic in nature. Faculty and adjunct faculty provide individual supervision for students in IPT.

Pre-practicum Requirements

Enrollment in the intensive practical training experience does not have specific pre-requirements, however, it is highly suggested that students take IPT after one year of core curriculum classes. Students generally begin IPT in the summer after their first fall and spring semester of coursework. Exceptions to this are made only in special cases with permission by the faculty. The concepts, principles, and techniques learned within the first year of graduate study at Florida Tech will be used as the basis for practical training experience and may be a pre-requisite for employment / service delivery at approved intensive behavioral training sites (i.e., certain sites may only be able to support a student if they are an associate behavior analyst or demonstrate a certain skill set needed by the agency).

Practicum Requirements

The intensive practical training experience consists of three semesters of classes; each class is three credit hours and consists of a mixture of individual meetings, group meetings, in-vivo observation, and training in applied settings. Students are expected to complete a minimum of 250 hours of behavior analytic training during each semester of enrollment. No more than 25 hours per week can be counted towards the 250 hour total for a given semester without approval from the program chair, and no more than 30 hours can be completed in any given week (BACB rule). Students should meet with their faculty and/or site supervisor at least once per week for 10 weeks of the 11 week summer semester and for 15 weeks of the 16-week spring and fall semesters. If a student is not available or needs to cancel supervision due to emergency reasons, it is the responsibility of the student to ensure that a sufficient number of practical experience AND supervision hours are maintained during the semester.

NOTE: If a student has a GPA less than 3.0 by the start of the first semester in which s/he takes IPT OR has earned a C or below in one or more courses, the student must get approval from the program chair to take IPT.

Memorandum of Agreement (MOA)

By the end of the first week of IPT each student should document their IPT selection by completing an IPT MOA. The MOA documents the expectations and responsibilities of the IPT student, the training site supervisor, and the faculty supervisor. The MOA describes several skill sets that a student should experience and practice throughout the IPT coursework. Prior to a change in placement a student is highly encouraged to review the document with potential IPT sites to assure they will be allowed to perform the outlined behavior. Should a student change placements during the IPT coursework sequence, they should secure a new MOA and forward to their faculty supervisor. Changing sites during a semester is highly discouraged. Changing between semesters is acceptable, with approval of the program chair.

Approved Sites. Students are expected to complete their practical experience at an approved IPT experience site. A list of approved intensive practical experience sites is included within the ABA IPT Handbook. Each site lists the population they work with, a mission statement / facility philosophy, and contact information. Students are encouraged to contact practical experience sites early in their program of study and must secure placement at a practical experience site at least four weeks prior to starting practical experience. Any changes in practical experience sites must be coordinated with the student's faculty supervisor and program chair. Changes may not be permitted until the beginning of the next semester. At least 66% of experience hours must be clinic-based. Students can do up to 33% of their hours in-home, but no more than 33%.

Remote Sites. Remote intensive practical experience sites (i.e., located more than forty miles from either campus [Melbourne or Orlando]), may not be approved. If they are approved, they are expected to provide all on-site practical experience supervision. If on-site supervision cannot be provided by an approved BCBA, the student must arrange for remote supervision (e.g., provide videos of work, or supervision using a web camera) with the faculty supervisor. Students will attend group supervision with their designated faculty supervisor and provide written documentation of their individual supervision completed on-site each month. All remote sites are subject to approval by the faculty. Due to distance, some sites may not be eligible to become approved sites.

Research as IPT Hours. Students may use time that they conduct research for up to 25% of their required IPT hours (i.e., a total of 20 hours are required each week in fall and spring, 25 are required in summer, so a maximum of 5 hours in fall and spring and about 6 hours in summer) each week for the summer, fall, and spring semesters. These hours must be conducted under the supervision of a FL Tech faculty member.

Non-approved Sites. Students may not use hours from non-approved sites for IPT. If a student wants to get a new site approved, the student must request all changes and amendments prior to the start of the semester; such requests should be documented via a memo channeled through the faculty supervisor and ABA program chair. The on-site BCBA will be asked to submit answers

to a series of questions about the students' likely experiences at the site and the type of supervision provided at the site. The practicum coordinator or program chair may visit the site. At the next scheduled faculty meeting, the ABA faculty will meet as a group to determine whether the site is appropriate for IPT (the site is center-based, has at least one on-site BCBA, will provide an appropriate level of supervision, etc.) and will or will not be approved.

Supervision Form. Supervision of the intensive practical experience should be documented on an approved supervision sheet. The supervision form should be filled out following every individual and group supervision meeting. The student or faculty supervisor should make two copies of all documented supervision. One copy of the practical supervision form should be submitted to the faculty supervisor so it can be logged into the IPT database. This copy will subsequently be forward to the individual's student file. The student is expected to maintain a record of all documented supervision and should use their original IPT supervision forms if requested by the BACB.

A sample copy of this form is contained within the appendices of the practical experience handbook or can be downloaded from <https://bacb.com/wp-content/uploads/2017/07/170728-bcba-bcaba-experience-standards-english.pdf>

Page 8 needs to be completed for each supervision meeting.

Experience Verification Form. At the end of each semester the student should request faculty and on-site supervisors to verify the amount of supervised hours. Students should maintain the original of this form and use it to verify completion of supervision hours for the BACB. A sample copy of this form is contained within the appendices of the practical experience handbook or can be downloaded from <https://bacb.com/wp-content/uploads/2017/07/170728-bcba-bcaba-experience-standards-english.pdf>

Page 9 needs to be completed at the end of each semester.

Practicum Grading

Practicum grading is based on the satisfactory completion of 250 hours of training during each semester of practical experience as well as a grading form completed by the student's on-site practicum supervisor and the student's IPT faculty supervisor. IPT is a graded course (A-F); it is not Pass / Fail.

Practicum Registration

Students should register for three semesters of practical experience. Generally students register for the summer session after their first year of classes, and the following fall and spring semesters. The timing of IPT can be altered with the consent of the faculty supervisor, the site supervisor, and the student.

Ethical Guidelines

Students should follow the ethical guidelines as presented in the three-class ethics sequence (BEH 5201, BEH 5102, and BEH 5202 or BEH 5014 and BEH 5016 or a combination thereof) and as documented in Ethics for Behavior Analysts (Bailey and Burch, 2005). If a student

observes behavior this unethical, s/he should report this behavior to their faculty practicum supervisor as well as the proper individual at the practical experience site.

Note about BCaBA's becoming BCBA's:

If opting to take the BCaBA® exam while earning your graduate degree at Florida Tech, students are encouraged to do so prior to starting their second semester of practicum. The BACB® requires that students with a BCaBA complete an additional 500 experience hours *after* you get your BCaBA certification. This equates to an extra 250 Intensive Practicum hours (e.g., 1 semester) while you're taking Intensive Practicum as part of your Florida Tech graduate training. This means that students might have to accrue additional hours following the completion of the program if they take the BCaBA exam during their second year (or later) in the program. For additional information, see:

<https://bacb.com/bcaba-becoming-bcba/>

FACULTY INTERESTS OF THE APPLIED BEHAVIOR ANALYSIS PROGRAM**Associate Dean of the School of Behavior Analysis****Jose A. Martinez-Diaz, Ph.D. BCBA, West Virginia University**

Dr. Martinez-Diaz's research interests include instructional technology, outcomes of practitioner training programs, performance management in training and service settings, verbal behavior approaches to early intervention, and antecedent strategies in the treatment of severe behavior problems.

On-Campus Program Chair**David A. Wilder, Ph.D. BCBA-D, University of Nevada, Reno*****Assessment and treatment of behavior problems***

Dr. Wilder is interested in the assessment and treatment of behavior problems such as aggression, property destruction, and self-injury exhibited by both typically developing children as well as individuals with developmental disabilities. Most recently, he has been focusing on the assessment and treatment of compliance problems among young children. His research has involved conducting experimental analyses of the variables contributing to noncompliance and the evaluation of function-based interventions to treat noncompliance. This research has been recently published in the *Journal of Applied Behavior Analysis, Education and Treatment of Children, and Behavioral Interventions*.

Assessment and improvement of employee performance problems

Dr. Wilder is interested in assessing the variables which contribute to poor performance among employees in human service as well as for-profit settings. Most recently, he has been evaluating various methods to assess the environmental events (e.g., insufficient prompts, lack of appropriate consequences) which may be responsible for employee performance problems. He has also been examining assessment-based interventions designed to improve employee performance. This research has recently appeared in the *Journal of Organizational Behavior Management* and the *Journal of Applied Behavior Analysis*.

ABA Faculty**Eb Blakely, Ph.D. BCBA, Western Michigan University**

Eb Blakely received a Ph.D. in 1988 from Western Michigan in Psychology with a specialty in Applied Behavior Analysis. He has worked in the fields of developmental disabilities, mental health, behavioral pharmacology, experimental analysis of behavior, organizational behavior management, and database design. Dr. Blakely has co-authored 24 articles and one book. The articles address research questions in the experimental analysis of behavior, conceptual issues, and behavioral pharmacology. Current research interests are in instructional design and conditioned reinforcement.

Sample Course Syllabus

Lauren Beaulieu, Ph.D., BCBA-D, Western New England University

Dr. Beaulieu earned her MS in ABA from Florida Institute of Technology, completed a post-master's internship at the Johns Hopkins University School of Medicine's Kennedy Krieger Institute, and earned her PhD in Behavior Analysis from Western New England University. Dr. Beaulieu comes to us from Regis College in Weston, MA, where she founded and directed their M.S. program in Applied Behavior Analysis for the past five years. Prior to that she had a faculty appointment at the University of Massachusetts Lowell's ABA program. Dr. Beaulieu has been a practitioner and researcher in behavior analysis for more than 15 years across a variety of settings including preschools, grade schools, clients' homes, residential psychiatric hospitals, and group homes with individuals diagnosed with and without disabilities. She conducts research on improving compliance with young children and training parents to implement behavior analytic procedures. Lauren is currently on the editorial board of the Journal of Applied Behavior Analysis.

Adam Brewer, Ph.D., BCBA-D, University of Kansas

Dr. Brewer came to Florida Institute of Technology from Texas Tech University where he completed a post-doctoral experience at the Burkhardt Center for Autism and also served as a visiting assistant professor of special education and applied behavior analysis. During his graduate work at the University of Kansas, he conducted translational research using both animal models and humans with intellectual disabilities and autism to better understand/treat the effects of aversive transitions on maladaptive behavior such as self-injury. During his postdoc at the Burkhardt Center for Autism, he pursued translational research with individuals with autism on such topics as response persistence, and “insistence on sameness,” and also collaborated on several neuroimaging studies examining the neural correlates of reinforcement processes in autism and decision-making in typically-developing individuals. During his postdoc, he also developed clinical skills in autism, where he worked in an early intensive behavioral intervention classroom and taught social skills to adolescents. His current research interests are the assessment and treatment of transition-related problem behavior and fears/phobias. He is also interested in the behavioral economics of impulsive and risky decision-making.

Nicole Gravina, Ph.D., Western Michigan University

Dr. Nicole Gravina is an expert in behavioral science and using behavior-based techniques to create positive change in organizations. Prior to joining the faculty at Florida Institute of Technology, she worked in the applied sector consulting with businesses in a variety of industries helping leaders to improve safety, performance, and engagement. Her research is focused on interventions to improve leadership behaviors, safety, self-management. Nicole has delivered presentations, workshops, and keynote addresses at national and international conferences and published numerous research articles. She earned her PhD from Western Michigan University and completed a research fellowship at Liberty Mutual Safety Research Institute

A. Celeste Harvey, Ph.D. BCBA, Vanderbilt University

Assessment and treatment of problem behavior

Sample Course Syllabus

Dr. Harvey employs functional analysis and functional assessment procedures to evaluate and treat problem behavior of children and adults with autism and related disabilities in community and research settings. Her experience extends from 18 years of work within clinical and research applications. Recent areas of interest include evaluation of medical conditions as potential motivating operations for problem behavior, study of gene-brain-behavior relations for severe problem behavior, skill acquisition in areas such as teaching verbal behavior, social skills, self-care, and daily living, and preparing families to implement effective behavior supports at home.

Teaching functional skills

Dr. Harvey is interested in assessment and development of programming to educate children and adults with special needs in areas such as language and communication, social skills, self-care, and activities of daily living. She is particularly focused on serving individuals with severe or profound intellectual delays, or severe symptoms of autism.

Mark T. Harvey, PhD. BCBA, University of Oregon

Dr. Harvey is currently working on developing four lines of research: Using technology to teach social skills, the use of applied behavior analysis in educational settings, the physiological indices of self injury, and the influence of motivating operations, specifically MOs with a physiological basis, on behavior.

Using technology to teach social skills. Current investigations use video self modeling, virtual reality, and gaming to teach social skills to students who have developmental disabilities.

ABA in Educational Practice. Using token economies, function-based interventions, and classroom-wide strategies to diminish the impact of problematic behavior while concurrently increasing adaptive behavior, within classroom and non-classroom (e.g., lunchroom, bus loading/unloading areas, playground) settings. Strategies to increase both student and staff/teacher participation are being evaluated.

Physiological Indices of Craniofacial Self Injury (SIB). Investigating the use of accelerometers to quantify the magnitude of craniofacial SIB (head to object or object to head).

Motivating Operations. Assessment of health conditions (e.g., sleep or sleep disturbance) which act as motivating operations for behavior (specifically problematic behavior) and strategies to diminish the impact of motivating operations on the lives of individuals with developmental disabilities. For example, embedding EEG electrodes into a helmet for ambulatory assessment of seizure activity pre or post behavioral episodes.

Michael Kelley, Ph.D., BCBA, Louisiana State University

Dr. Kelley is Executive Director of the Scott Center for Autism Treatment. He received his Ph.D. from Louisiana State University. He has worked at the Marcus Center for Autism and at the Munroe-Meyer Institute at the University of Nebraska, providing services to individuals with autism and other disabilities before coming to FI Tech. His interests include the assessment and treatment of severe behavior and translational research.

Katie Nicholson, Ph.D., BCBA-D, Florida Institute of Technology

Katie Nicholson earned her Ph.D. in Behavior Analysis at Florida Institute of Technology in 2013 and completed a postdoctoral research fellowship in the Center for Autism Spectrum

Sample Course Syllabus

Disorders at the Munroe-Meyer Institute, University of Nebraska Medical Center. She has worked in the field since 2001, primarily in the assessment and treatment of children with autism and related developmental disabilities. She has worked with individuals, age 18 months through 25 years old, in a variety of settings, including center-based programs, university and hospital-based clinics, public schools, community settings and home programs. Katie's research interests include improving learning efficiency, trouble-shooting ineffective procedures, verbal behavior and staff training.

Christopher Podlesnik, Ph.D., BCBA-D, Utah State University

Dr. Podlesnik was a faculty member at the University of Auckland in New Zealand before coming to Florida Tech. He is now an Associate Professor in the Behavior Analysis programs. His interests include basic behavioral research and translational research. He is particularly interested in resurgence, operant – respondent relations, and the matching law. Dr. Podlesnik serves as an Associate Editor for the *Journal of the Experimental Analysis of Behavior*.

Nicholas Weatherly, Ph.D., Western Michigan University (Hybrid Program Chair)

Dr. Nicholas Weatherly is an Associate Professor in the School of Behavior Analysis and chair of the Master of Arts program in Professional Behavior Analysis. He is based at our main campus and oversees programs across the USA and our new site in Abu-Dhabi. He came to FIT from Aubrey Daniels International where he led their instructional systems projects and consulted in numerous areas of business and industry including manufacturing, energy, banking, health insurance, and clinical services. He earned his MA and PhD in applied behavior analysis from Western Michigan University.

Dr. Weatherly's expertise is in developing and providing efficient training and leadership solutions designed to maximize performance and create sustainable impact. He has held advisory roles and served on the board of directors for a number of professional associations, advocacy groups and service facilities, including one of the first behavior analyst licensing boards. Most recently he has served as the President of the Association of Professional Behavior Analysts, Past-President of the Georgia Association for Behavior Analysis, and works on various ethics committees for the Behavior Analyst Certification Board. His research centers on developing sustainable business solutions that maximize training initiatives and strategically integrate organizational assessments and internal coaching systems.

**Florida Institute of Technology Behavior Analysis Programs
Intensive Practical Training in ABA – University Affiliated Site
Memorandum of Agreement**

Trainee/Student: _____ Semester: _____

Practicum Site: _____

Site Coordinator: _____

Florida Tech Faculty Supervisor: _____

This memorandum of agreement is a written contract between the above-named Florida Tech Applied Behavior Analysis (ABA) trainee/student, the student's site coordinator, and the designated Florida Tech faculty supervisor(s). The purposes of this agreement are threefold:

- 1) To ensure that each Trainee/Student meets specific academic and clinical standards in the development and delivery of behavior analytic programs and services.
- 2) To ensure that site coordinators afford each student the opportunity to develop and apply behavior analytic programs and services to assist them with meeting academic and clinical goals.
- 3) To ensure the commitment of the Florida Tech faculty supervisor(s) to each student and University affiliated site in the development and supervision of behavior analytic programs and services. Supervision by a BCBA will be provided by a Florida Tech Faculty Supervisor if requested by the student and/or Site Coordinator.

The primary purposes of the Florida Tech ABA program are to ensure that each student learns and applies clinical skills to address problem behaviors of social importance and to teach pro-social, adaptive behaviors. This includes development and achievement of goals in the following areas:

1. Developing data collection systems
2. Conducting preference assessments
3. Conducting Functional Assessments and/or other Behavioral Assessments
4. Conducting Functional Analyses
5. Developing Behavior Support Plans
6. Developing task analyses and skill acquisition plans
7. Presenting Behavior Support Plans for approval at Local Review Committees, or other recommended review committees as appropriate for the designated setting).
8. Implementing Behavior Support Plans and applicable skill acquisition programs (including training with support persons)
9. Monitoring behavior support plans and skill acquisition programs including collection of Interobserver Agreement (IOA) and Procedural Integrity data.

10. Graphing data at least weekly and reviewing graphed data with team members involved in the person's support
11. Modifying Behavior Support Plans as needed based on data
12. Documenting Interobserver Agreement data for dependent and independent variables
13. Programming for maintenance and generalization
14. Developing plans that incorporate social validity
15. Conducting research projects as applicable

It is understood that a trainee/student may not have time to implement and complete all of these objectives within one, two, or three semesters, but we encourage development of some of the above goals specific to a person (or persons) within each intensive practical training setting. We further understand that goals may need to be modified to fit within the vision and mission of each site, and we encourage students to collaborate with professionals at their sites to develop meaningful goals. Each trainee/student will be asked to complete a program plan listing his/her practical training goals for the semester.

For the Trainee/Student:

- 1) I agree to abide by the rules and requirements of my intensive practical training site, including: arriving for work at scheduled times, notifying my supervisor if I am planning to be late or am unable to make it to work, and performing required activities of my job site. I understand that this includes notifying my supervisor of planned vacations or time off for holidays.
- 2) I agree to meet with my Training Site Supervisor and/or Florida Tech Faculty Supervisor at least twice weekly over a minimum of three weeks per month. I agree to meet for individual supervision at least 75% of the total supervised hours spent in Intensive Practicum. I agree to meet with my Training Site Supervisor and/or Florida Tech Faculty Supervisor for additional hours of group supervision (i.e., a total of 10% of the total hours enrolled in Intensive Practical Training) to comply with Behavior Analysis Certification Board ® requirements. I further agree to schedule these meetings with the designated supervisor(s).
- 3) I agree to develop specific practicum goals with my Training Site Coordinator and Florida Tech Faculty Supervisor(s) to achieve a passing grade for my practicum hour(s) each semester.
- 4) I agree to provide copies of documentation of practicum supervision by a BCBA to my Florida Tech Practicum Supervisor(s) and Training Site Coordinator monthly.

For the Intensive Practical Training Site Coordinator:

- 1) I agree to coordinate with the ABA Trainee/Student and Florida Tech Faculty Supervisor(s) to develop specific clinical objectives for the term.
- 2) I agree to allow the Florida Tech Faculty Supervisor(s) to monitor the student at his/her site, with completion of appropriate confidentiality agreements and other required documentation from the practicum site.
- 3) I agree to provide, in conjunction with the Florida Tech Faculty Supervisor(s), at least semiweekly individual and group supervision totaling 10% of the total hours spent in Intensive Practicum, in accordance with Behavior Analyst Certification Board® requirements. If such supervision is not available at the practicum site, I agree to refer the student to his/her Florida Tech Practicum Faculty Supervisor for this supervision.

For the Florida Tech Practicum Supervisor(s):

- 1) We agree to coordinate with the Florida Tech Practicum Student and the Practicum Site Coordinator to develop specific clinical objectives for each student during each practicum term.
- 2) We agree to provide, in conjunction with the Practicum Site Coordinator, at least semiweekly for a total of 10% of the total hours spent in Intensive Practicum (e.g., 20 hours per week of practicum = 2.0 hours [1 hour of individualized supervision AND 1 hour of group supervision]) as needed to fulfill the requirements of the Behavior Analyst Certification Board®. If students or Practicum Site Coordinators request additional supervision, we agree to provide this as needed.
- 3) We agree to develop specific practicum goals with the student and Practicum Site Coordinator each semester.

We, the above-named parties, agree to abide by the agreements specified within this memorandum. We further agree to ensure communication between the parties if there is any perceived breach of this contract or if modifications to this agreement are requested.

Florida Tech ABA Trainee/Student Date

Intensive Practicum Training Site Coordinator Date

Florida Tech Faculty Supervisor Date

Sample Course Syllabus
 BEH 5251: Intensive Practical Training in Behavior Analysis
 Florida Institute of Technology
 School of Behavior Analysis
 Summer, Fall, Spring 201_

Instructor:
 Class Time: Arranged by Student and Coordinator
 Email: name@fit.edu

Telephone: 321-674-8104
 Office Hours: By appointment
 Classroom: Practicum site

Course Objectives

The primary purposes of this course are to ensure that each student learns and applies clinical skills to address problem behaviors of social importance and to teach pro-social, adaptive behaviors. This includes development and achievement of goals in the following areas:

1. Developing data collection systems
2. Conducting preference assessments
3. Conducting Functional Assessments and/or other Behavioral Assessments
4. Conducting Functional Analyses
5. Developing Behavior Support Plans
6. Developing task analyses and skill acquisition plans
7. Presenting Behavior Support Plans for approval at Local Review Committees, or other recommended review committees as appropriate for the designated setting).
8. Implementing Behavior Support Plans and applicable skill acquisition programs (including training with support persons)
9. Monitoring behavior support plans and skill acquisition programs including collection of Interobserver Agreement (IOA) and Procedural Integrity data.
10. Graphing data at least weekly and reviewing graphed data with team members involved in the person's support
11. Modifying Behavior Support Plans as needed based on data
12. Documenting Interobserver Agreement data for dependent and independent variables
13. Programming for maintenance and generalization
14. Developing plans that incorporate social validity
15. Conducting research projects as applicable

Course Requirements

Students will work within an University Approved Intensive Practical Training Site under the supervision of a Board Certified Behavior Analyst (BCBA). Students will work directly with staff and/or clients; "clients" may be any persons for whom behavior analysis services are appropriate. However, students may not be related to the client or the client's primary caretaker. Students are expected to work with multiple clients during the experience period. Students, practicum supervisors, and the University Practicum Coordinator should work together to (1) identify goals and objectives, (2) document the activities of the practicum as they related to the practicum goals and objectives, (3) maintain documentation of all group mentoring activities related to the practicum (maximum of 22.5 minutes for every 5 hours of practicum training can be counted towards the total hours of intensive practicum hours), and (4) maintain

documentation for all individual practicum supervision (minimum of 22.5 minutes for every 5 hours of practicum training) as part of the practicum agreement.

Practical Training Sites and Site Visits

All practicum sites must be University Approved Intensive Practical Training Sites. The student must document the memorandum of agreement between the site, student, and University Practicum Coordinator. Students enrolled in practicum are expected to complete at least 10 hours of practicum related work, but no more than 25 hours per week, for a minimum of 3 weeks per month. If the approved site has a Board Certified Behavior Analyst (BCBA) the student can meet with the site's BCBA for 5% of 10-25 hours worked per week; documentation of the individualized supervision must be provided to the University Faculty Supervisor every two weeks. The student must also meet with the University Faculty Supervisor for an additional 5% of hours worked. Half of the supervised intensive practicum experience hours, whether on site or at FIT, may be conducted as a group with other practicum students. The Student and University Faculty Supervisor must meet for a minimum of 1 hour every other week, 3 weeks per month.

Grading

Practicum grading is based on the satisfactory completion of 250 hours of training during each semester of practical experience as well as a grading form completed by the student's on-site practicum supervisor and the student's IPT Faculty Supervisor.

Additional Information

- ✓ It is expected that each of you will abide by the University's Code of Conduct regarding Academic Honesty. Failure to do so will be taken seriously and dealt with accordingly.
- ✓ If you have a disability that may require assistance or accommodation, or if you have questions related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. Students may also contact the Academic Support Center (321) 674-7111 or Counseling and Psychological Services (321) 674-8050 with questions about such services.
- ✓ If you are unable to make it to class for emergency reasons, please let me know as soon as possible so we can arrange for you to get class information and assignments.

Florida Tech Intensive Practical Experience Approved Sites

The following is an inclusive list of pre-approved intensive practical experience sites. Students registering for intensive practical experience are required to work or volunteer for 20 hours per week at an approved site (25 in summer semester). Students may work at multiple sites if their cumulative hours total the minimal requirements of the behavior analysis certification board and the ABA program at Florida Tech.

ABA Technologies, Inc. (Melbourne)

ABA Technologies is run by Jose Martinez-Diaz, Ph.D. and provides continuing education services to behavior analysts throughout the world. Certificate programs at the BCaBA and BCBA level are taught by masters and doctoral-level staff. In addition, ABA Technologies uses the top experts in various areas of behavior analysis to teach specialty topics. ABA Technologies serves thousands of up-and-coming behavior analysts each year. Many FL Tech students interested in educational applications and OBM get IPT experience at this site.

Contact: Jose Martinez-Diaz, Ph.D., BCBA jose@abatechnologies.com

ABC Schoolhouse (Orlando)

At ABC School House, Inc. we understand that not every child learns in the same way. Through careful observation and interaction with each child, we can determine the best way to teach them, based on their individual learning styles. Our teaching methods are based on the science of Applied Behavior Analysis with an emphasis on Verbal Behavior. All of our services are provided by trained behavior analysts and supervised behavioral instructors and are provided in both 1 to 1 and small group formats. Most of the objectives we set for our students are based upon the A.B.L.L.S. (Assessment of Basic Language and Learning Skills by Drs' Sundberg & Partington) curriculum guide, although other curriculums are also used. Programmatic decisions and teaching strategies are constantly reevaluated to make sure that students are learning at their maximum potential. Each child's progress is tracked by a data collection system and all skills are taught to fluency. This means that a child must exhibit a particular skill independently, 100% of the time before moving on to the next skill. Establishing this type of criterion is very important to produce long lasting skill retention and successful introduction of more complex skills. Although expressive language acquisition is our primary treatment focus, we also work on a variety of other skills as well. Please review the list below for a more detailed description of some of the services we provide.

- Comprehensive behavior, communication and skill assessments
- Complete ABLLS/ABLLS-R and VP-MAPP assessments
- Brigance testing, PEP-R testing and GAR-2 testing available
- Behavior Management for mild-to-severe behavioral concerns
- Verbal Behavior / communication training

- Academics (use research-based and computer-based curriculums)
- Play & Social Skills
- Toilet Training
- Self-Care and Independent Living Skills
- Pre-Vocational Skills
- Computer, typing & mouse skills
- Gymnastics
- Field Trips
- Parent education
- Free Respite Care*
- Before & After Care Program**
- In-home parent –training and 1:1 ABA therapy
- After school 1:1 ABA therapy on site

Contact: Hyndi Khomutetsky - abcschoolhouse@abcschoolhouse.net

Attain (Orlando)

About Us

Attain, Inc. is a South Orlando, Florida based not-for-profit agency serving the needs of individuals with developmental disabilities. Started in 1988, Attain, Inc. currently provides a vast array of community based programs such as group homes, integrated adult day training services, specialized education, and behavior analysis services.

Our Mission

To build relationships and enhance the lives of individual with developmental disabilities.

Our Goals

- 1) To support people with Autism and other developmental disabilities ensuring that they are safe, healthy and free of harm.
- 2) To support people with Autism and other developmental disabilities in their enjoyment of life.
- 3) To support people with Autism and other developmental disabilities in becoming as independent as possible.
- 4) To support people with Autism and other developmental disabilities to live the normal routines of life.
- 5) To support people with Autism and other developmental disabilities in overcoming problem behavior.

Practicum Description

Attain, Inc.'s practicum will provide relevant and beneficial experience to students seeking to become behavior analysts. Field based experience is under the supervision and direction of a Master's Level, Board Certified Behavior Analyst. It is expected that the participant will perform assigned duties specific to BACB fieldwork and experience requirements, BACB ethical standards and in compliance to APD standards of practice.

Fieldwork experience will occur in applied, community-based settings including: group homes, adult day training, and the Education Resource Center. The population includes adolescents and adults with Autism and other developmental disabilities who have behavioral excesses such as but not limited to: aggression, self-injurious behavior, property destruction, and behavioral deficits such as but not limited to: daily living skills, self-care skills, vocational skills, and communication skills.

Practicum participants will perform the following duties:

- 1) Assistance with assessments including records review, direct observation, descriptive analysis, FASTs, interviews, and data collection
- 2) Design of function based behavior change procedures including manipulating antecedents, motivating operations, and consequences
- 3) Design of replacement skills and functional replacement behavior training
- 4) Behavioral data collection, summarization, graphing, and interpretation
- 5) Implementing behavior change procedures
- 6) Conducting discrete trials training and incidental training
- 7) Train other support staff to implement behavior change procedures
- 8) Provide feedback to support staff regarding the integrity of behavior change procedure implementation
- 9) Consider the ethics of humane treatment and intervention design including least restrictive and most effective alternatives
- 10) Maintain and submit required documentation such as progress notes, etc.
- 11) Meet with supervising behavior analyst on a weekly basis
- 12) Complete assignments prior to meeting with supervising behavior analyst
- 13) Ensuring completion of BACB Fieldwork and Practicum Experience Supervision Form

Participants of Attain, Inc.'s practicum can expect to gain both theoretical and practical application of behavior analysis concepts and principles. We hold firm to the tenants of applied behavior analysis and its application towards socially valuable outcomes.

Contacts:

Craig Cook, M.S., BCBA
Email: ccook@myattain.org

Address: 2201 E. Michigan St., Suite A, Orlando, FL 32806
Phone: 407-965-3018
Website: www.myattain.org

Behavior Services of Brevard, Inc. (Cocoa)

Behavior Services of Brevard, Inc. (Cocoa) Behavior Services of Brevard provides a variety of services to individuals in the Brevard County area. Our service provision includes behavioral/educational services at our Behavior Education Center, in-home behavior analysis, behavior assistant, and intensive personal care services. In-home services are provided to individuals with a wide range of diagnoses, ages, and abilities. The Behavior Education Center provides intensive behavior analysis and Pre-K–12 instructional services to individuals with Autism and/or related disabilities using the McKay Scholarship in combination with other ancillary funding streams.

All services are provided via approved behavior programs; each based on a functional assessment/functional analysis and designed to address dangerous and/or challenging behaviors, as well as socially inappropriate behaviors and skill deficits. The level of abilities of the individuals served varies widely, and there are unique opportunities for students to work with a variety of individuals in a variety of settings. Additionally, students will be afforded opportunities to work with graphic analysis, documentation, preference assessments, and development and/or revisions of behavior programs.

The Behavior Education Center is open Monday-Friday, and staffing hours are typically from 8:30am to ~3:30pm; the center is closed on most major holidays. Additional information can also be found on our webpages: Behaviorservicesofbrevard.com and BehaviorEducationCenter.org

Contacts:

Karen R. Wagner, PhD, LMHC, BCBA; President / CEO
kwbehavior@aol.com

Office phone: 321-639-9800
 550 St. John's St.
 Cocoa, FL 32922

Camden Behavioral Services (Orlando)

Camden Behavioral Services, LLC provides personalized, high-quality Applied Behavior Analysis in the clinic, in-home, and community settings. We are a full-service Applied Behavior Analysis practice of dedicated, experienced professionals who believe in working with our clients and their families to maintain and improve their behavior and quality of life. Our team based approach incorporates family and parent training, social skills programs for Winter and Summer breaks to increase community involvement and peer relationships.

Camden Behavioral Services, LLC offers a secure foundation for graduate students to get a hands on experience with children and adults with varying disabilities. Our BCBA's provide in depth training and supervision to all graduate students and will be training each student from the

ground up. Each graduate student will have the opportunity to work one on one with clients, conduct the VB-MAPP assessment, Essential for Functional Living Assessment, conduct a Functional Analysis, collect data, research journal articles, develop task analysis for data collection, graph and analyze data, and develop a behavior improvement plan.

Camen Behavioral Services, LLC provides services for clients throughout Orange, Osceola and Seminole counties. Our clinics are located in Orlando and Kissimmee. Individual and group supervisions will be provided by a Masters Level BCBA in compliance with practicum site requirements.

We are committed to creating a culture in which its employees are truly valued and their growth and potential are fostered through training, great communication and continuous support.\

Contact: Claire Rich Lottman, MS, BCBA

CLottman@camenbehavioral.com

www.camenbehavioral.org

Phone: (321) 782-4039

Devereux of Florida (Viera – North Melbourne)

Residential and on-site school
Children and adolescents with MR/DD, mental health issues

Contacts: Kim Reidel - KREIDEL@devereux.org
(321) 242-9100

Florida Autism Center (Lake Mary) – note: Only the Lake Mary site currently has approval

Florida Autism Center (Lake Mary) currently has six locations in Florida, and will be opening more centers to provide opportunities for students across the state. We primarily provide early intervention services to children with Autism Spectrum Disorders for children six and younger; it is our passion and where we can make the most impact. From the start, FAC's goal was to provide early intervention services allowing toddlers and preschoolers to achieve the skills they would need to go into traditional schooling.

The Florida Autism Center provides treatment based on the basic principles of [Applied Behavior Analysis](#), and has a specific focus on [early intensive behavioral intervention](#), [verbal behavior](#), and social skills. Our goal for every child in our care is a smooth transition to a mainstream (or least restrictive) environment. We want students who are passionate about ABA and talented both academically and clinically. BCaBA certification and experience writing behavior analytic programs for children is preferred. A great, collaborative and fun attitude are necessary for our

active clinics. Within our center based program we provide on-on-one therapy, part and full-day school, summer therapy, social skills groups and parent training.

Each center offers access to multiple BCBA's with experience in assessment and treatment of problem behavior, direct instruction, parent training, social skills training, feeding disorders, speech and language development, curriculum development and many more facets of Applied Behavior Analysis. All students joining FAC's team will work directly with clients from early intervention up through school age. They will gain experience in assessment, program creation, data collection, and aspects of skill generalization such as parent training and community integration. Our agency provides behavior analysis of the highest quality and is eager to partner with growing talent!

Contact: Allison Berard, M.S., BCBA
(386) 267-3161
Allison@flautism.com
www.FLAutism.com

The Fountains of Melbourne / Trahan Behavioral Services

The Fountains of Melbourne is a premier resort style senior living community. It includes independent and assisted living options. The Fountains expanded their award winning wellness program to include behavior support services for their residents with dementia or mild cognitive impairment. Trahan Behavioral Services contracts with The Fountains and manages all residents referred for behavior support services. Services include a) in-home behavior assessments, b) developing and monitoring goals of care, c) development and implementation of programs to decrease challenging behaviors (e.g., wandering, non-compliance) and maintain life skills (e.g., communication, activities of daily living), e) case management, and f) caregiver training (staff, family members).

Contact: Maranda Trahan, Ph.D., BCBA-D
Maranda.Trahan@kiscosl.com

Phone: 321-775-5829

Interventions Unlimited: (Oviedo/ Orlando)

Interventions Unlimited is dedicated to providing applied behavior analysis services of the highest quality. We have a team of highly skilled behavior analysts and educators.

Individuals we serve include children with autism, developmental delays, Down Syndrome, Cerebral Palsy, other developmental disabilities, ADHD, learning or behavioral difficulties, as well as children with no specific diagnosis.

We work with children with a wide range of behavioral difficulties such as not following directions, tantrums, aggression, property destruction, eating issues, sleeping problems, and self injurious behaviors.

Our services include home-based and clinic-based 1:1 behavior therapy, social and play skills training, language training, toilet training, school readiness training, parent consultation and training, school observation, consultation and shadowing, and academic tutoring for special needs children.

Our newest adventure was the opening of our private school, Interventions Unlimited Academy in 2007 for children on the autism spectrum or with other developmental disabilities.

Our clinic and school are located in Oviedo. However, we serve the greater Orlando area including Orange, Seminole, Osceola, Volusia and Lake Counties.

We are an internship and practicum site for students from UCF and FIT. Supervision will be provided by BCBAs.

Contact: Jing Zhou – jing@interventionsunlimited.com
www.interventionsunlimited.com

Lodestone Academy

Lodestone Academy is located in Orlando, Florida and provides educational services for children and young adults with intellectual disabilities and severe behavior. Services are provided during the day and are contracted through school districts. The clinic associated with Lodestone academy (at a different location) is also approved.

Contact: Joshua Pritchard, Ph.D. josh@jkpanalysts.com

Magnolia School (Orange County Public School in Orlando)

Magnolia School is an ESE school in Orange County that serves individuals with disabilities and severe problem behaviors. Magnolia has an intensive behavior program that includes 2 behavior analysts, 3 behavior specialists, and 11 behavior techs. The behavior team trains and supports the staff with implementing behavior improvement plans and teaching replacement skills. Fl Tech students must be employees of Orange County Public Schools to do IPT at Magnolia.

Contact: Kimberly Bagley, M. A., BCBA
Kimberly.Bagley@ocps.net

Nemours Children's Hospital (Orlando)

Nemours provides early intervention to children with developmental disabilities and complex medical disorders using Applied Behavior Analysis (ABA). In addition, we provide intensive instruction in verbal behavior, feeding, potty training, social and academic skills, problem behavior reduction, and parent training. Students who work at our site will have access to a BCBA for a minimum of 2 hours per week and a 40 hour online training program. These students will be trained and assessed according to the 4th Edition task list. All students are expected to participate in current research studies.

Contact: Ansley Hodges, M.S., BCBA
Ansley.Hodges@Nemours.org

Kaleidoscope Interventions (Melbourne and Palm Bay) Provisional Approval (original approval 5-16-16 to 5-15-17, subsequent approval 5-16-17 to 5-15-18)

Due to the provisional approval for this site, no more than 3 Fl Tech students will be permitted to do their IPT work at this site in any one semester.

Puzzle Box Academy is a private school serving children impacted by Autism. We offer a comprehensive educational and Behavioral program. Puzzle Box provides students with a customized academic plan, behavior plans, integrating proven, research-based strategies into every learning task. Our school is unique from the public school settings, as Puzzle Box offers year-round school at 7 hours per day, low student to teacher ratio (5:1). Our students participate in music, art, behavior, social cognition, daily living practice, and peer buddies. Every classroom has a BCBA and RBT attending to behavioral needs full time. From 5-16-17 through 5-15-18, new students may not be permitted to do their IPT hours at the Kaleidoscope site.

Chana Gehrman
ChanaG@thepiecefits.com
321-265-4429

Quest (Orlando)

Quest, Inc. operates a variety of programs for people with developmental disabilities. These programs include group homes for adults and children, vocational training for adults, Supported Employment, Supported Living, Transitional Living, and early intervention for young children. Also, there are living arrangements for individuals with around-the-clock medical needs. The group homes and vocational programs emphasize acquisition of new skills such as self care, household maintenance, as well as managing problem behavior such as aggression, property disruption, and self injury. Many individuals move from these programs to the Supported Living and Supported Employment programs where the newly acquired skills can be used in more independent, community-based environments. Our early intervention program, Quest Kids, focuses on teaching language, socialization, and pre-academics. Problem behavior is also addressed.

The philosophy of care is to provide effective, humane treatment using the principles of Applied Behavior Analysis (ABA). These principles serve as the guide in assessment and developing programs that teach new skills and reduce problem behavior. At Quest Kids, we conduct functional analyses of problem behavior that serves as the foundation for each child's treatment plan. In addition, the language acquisition programs are based on the analysis of verbal behavior authored by B.F. Skinner.

Finally, Quest, Inc. serves as a practicum site for the ABA program at Florida Institute of Technology (FIT). The experience requirements will vary, depending on the practicum site within Quest. Some jobs require a certification in behavior analysis (BCABA), but others are entry level positions that do not require certification or experience. In practicum, FIT students work at a site, and learn to develop and implement behavior programs; moreover, the students receive supervision hours that will fulfill some of the requirements for the M.S. degree in ABA at FIT. Some FIT graduates are hired by Quest upon graduation.

Contact: Eb Blakely, Ph.D., BCBA (407-489-4202)
eblakely@questinc.org

Quest Kids (Orlando)

QuestKids specializes in helping children (infants-18.) with autism, pervasive developmental disorder and other learning and behavior concerns with individualized one-on-one programs using *Applied Behavior Analysis (ABA)*. Our programs and procedures are derived from effective ABA literature and are based on B.F. Skinner's analysis of Verbal Behavior. We design individualized programs based upon the ABLLS and in accordance with developmentally typical peers. We pride ourselves in integrating and maintaining educational placement in mainstreamed classrooms.

QuestKids works hand-in-hand with speech pathologists, occupational therapists and educational professionals to develop and implement an appropriate path of learning that meets each child's specific needs. We conduct intensive teaching coupled with natural environment training, so that our children make significant language and behavioral gains. Minimum staff requirement: Bachelor's in psychology or related field and working toward BCABA or BCBA certification.

Contact: Eb Blakely, eblakely@questinc.org
www.questinc.org (click on QuestKids)

Scott Center for Autism Treatment (Melbourne)

The Scott Center for Autism Treatment at Florida Institute of Technology is dedicated to providing the highest quality treatment, education, training, and therapy for persons with autism in 7 central Florida counties. Currently, the Scott Center is serving 4 clients (ages 6-10) with autism in a temporary on-campus clinic and 25 clients (ages 2-13) with developmental disabilities in an off-campus facility: the Social Skills Workshop. Florida Tech Applied Behavior Analysis Program graduate students provide direct clinical services in problem behavior reduction, skill acquisition, and social skill development. The Scott Center is also

focused on conducting research in the area of autism interventions to assist in the identification of strategies that constitute “best practice” for individuals with this disorder.

Contact: Mike Kelley

mkelley@fit.edu

(321) 674-8106

<http://research.fit.edu/scottcenter/>

Devereux Goldenrod Road campus and Group Homes (formerly Threshold, Inc., Orlando)

This Devereux campus serves about 28 residents, school age and adults, with three community homes and two on-campus homes. These individuals range adaptive abilities with most displaying problem behaviors that require intensive services. These behaviors include: self-injurious behavior (including pica and rumination), physical aggression, property destruction, elopement, and inappropriate sexual behavior. Many also engage in behavior that places a barrier between them and others such as stereotypical behavior including perseverative speech, and loud and repetitive vocalizations. Coupled with problematic behavior are those who require psychotropic medication to address symptoms associated with depression and bi-polar disorder (crying, suicidal threats, sleep disturbance), and obsessive-compulsive disorder (checking/cleaning behavior). This campus also provides day programming for our residents along with others from other provider agencies in the area. There are numerous opportunities for practicum experience.

Contact: Kim Reidel

kreidel@devereux.org

Experience Supervision Form

BACB Experience Standards – ver. 7/24/2017

BACB Experience Supervision Form

This form (or equivalent) must be completed at least once during each supervisory period.

Supervisee: _____ Supervisor(s): _____

Supervisory Meeting Date(s) & Duration(s): _____

Supervisory Meeting Format (check all that apply): _____ individual _____ group

This document covers the supervisory period from ____/____/____ to ____/____/____

Type of Experience (check one): __ Supervised Independent Fieldwork __ Practicum __ Intensive Practicum

Experience Hours Accumulated During This Supervisory Period (complete all lines)

A) Number of independent experience hours accumulated (excluding time spent with supervisor): _____

B) Number of individual supervision hours accumulated: _____

C) Number of small-group supervision hours accumulated: _____

D) Total experience hours accumulated (add lines A through C): _____

Of the hours listed above, state the number spent in direct implementation of behavior-analytic programs: _____

Characteristics of Supervision Conducted During This Supervisory Period (check all that apply)

_____ BACB Task List skills covered (list Task numbers): _____

_____ Specific client(s) discussed

_____ Client privacy protected

_____ Observation of supervisee (video)

_____ Observation of supervisee (in-person)

_____ Supervisory discussion & feedback (in-person)

_____ Supervisory discussion & feedback (remote)

_____ Readings: _____

Evaluation of Supervisee Performance:

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

	S	NI	U	N/A
Arrives on time for supervision				
Maintains professional and courteous interactions with:				
Clients/consumers				
Other service providers				
Coworkers				
Maintains appropriate attire & demeanor				
Initiates professional self-improvement				
Accepts supervisory feedback appropriately				
Seeks supervision appropriately				
Timely submission of written reports				
Communicates effectively				
Written				
Oral				
Demonstrates appropriate sensitivity to nonbehavioral providers				
Supervisee self-detects personal limitations				
Supervisee self-detects professional limitations				
Acquisition of target behavior-analytic skills				

Overall evaluation of supervisee performance during this period (circle one): S NI U

Supervisee signature: _____ Date: _____

Supervisor signature: _____ Date: _____

TO BE COMPLETED DURING EACH SUPERVISORY PERIOD – BACKDATED FORMS ARE NOT ACCEPTABLE

DO NOT SUBMIT THIS FORM TO THE BACB WITH THE EXAM APPLICATION

SUPERVISOR AND SUPERVISEE MUST EACH RETAIN A COPY OF THIS FORM FOR AT LEAST 7 YEARS FROM THE DATE OF THE LAST SUPERVISION MEETING

Experience Verification Form

BACB Experience Standards – ver. 7/24/2017

BACB Experience Verification Form

SECTION A

Use one form per experience. Applicants may accrue only one type of experience at a time.

Applicant's Name: _____

Date Applicant Completed the Experience Standards Training Module at www.BACB.com: _____**Experience Hours Accumulated (complete all three lines):**

A) Number of independent experience hours accumulated (excluding time spent with supervisor): _____

B) Number of supervision hours accumulated: _____

C) Total experience hours accumulated (add lines A and B): _____

Of the hours listed above, state the number spent in direct implementation of behavior-analytic programs: _____

Experience Type Obtained (check only one):

- Supervised Independent Fieldwork
 BACB Verified University Practicum (transcript must show passing grade in verified courses)
 BACB Verified University Intensive Practicum (transcript must show passing grade in verified courses)

Experience Time-Frame:Starting date (MM/DD/YYYY) ___ / ___ / ___ - Ending date (MM/DD/YYYY) ___ / ___ / ___
(Must NOT be prior to April 1, 2005) (Indicate specific date; do not write "present")

Supervisor's Name: _____

Date Supervisor Completed the Supervisor Training Requirements: _____

Supervisor's Title: _____ Telephone: _____

Experience Setting: _____ City: _____ State/Country: _____

SECTION B

Must be completed by supervisor**By signing below, I hereby attest that:**

- The applicant completed the experience as specified in this policy document under my supervision and in compliance with all of the stated requirements.
- I am the responsible supervisor designated in the supervision contract with this supervisee.
- During the applicant's experience I was:
 - a Board Certified Behavior Analyst # _____; OR
 - a BACB authorized supervisor for Practicum or Intensive Practicum experience within VCS # _____ . I was authorized by the BACB on _____; OR
 - a licensed or registered psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in Applied Behavior Analysis, license/registration # _____

Supervisor: By signing below, you attest that ALL of the information contained on this Experience Verification Form is true and correct to the best of your knowledge.

Printed Name of Supervisor: _____

Signature: _____ Date: _____

This document must bear the original signature of the supervisor. Photocopies, faxed, or emailed copies of this document will not be accepted. Original documents that have been altered (white-out, strike-through, etc.) will not be accepted. Incomplete documents will not be accepted.