



# **The Handbook for Graduate Studies in Applied Behavior Analysis**

**Department of Psychology**

**Salve Regina University**

**2020- 2021**

This handbook supplements the general student handbook issued by Salve Regina University. ABA students should familiarize themselves with both resources. The general student handbook is available at (<https://salve.edu/dean-of-students>).

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## Mission and Program Goals

### Program Mission and Goals

Every student completing the Applied Behavior Analysis graduate program at Salve will leave connected to the university's mission, will demonstrate a strong understanding of the science of behavior analysis, and will have the skills necessary to implement effective and ethical clinical services to populations of need.

To accomplish this mission, the following goals are prioritized.

- Train students to use the principles of behavior analysis along with behavior analytic research designs to conduct thorough assessments and implement effective and socially valid treatment with populations of need.
- Teach students to identify, evaluate, and implement useful recommendations from behavior analytic research.
- Establish a professional and ethical framework to guide Salve graduates in practice.
- Provide tools to help students become contributors and leaders in their perspective organizations and careers.
- Help students meet the necessary standards to qualify to sit for and pass the BCBA exam.

### Salve's Mission and Goals

As a community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice. The university, through teaching and research, prepares men and women for responsible lives by imparting and expanding knowledge, developing skills and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives. In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the university encourages students to work for a world that is harmonious, just, and merciful.

## Admission Information

### Application Process

Salve Regina University evaluates the total application package. Individuals with a bachelor's degree in any undergraduate major from a regionally accredited college or university (or an equivalent degree from an accredited institution outside of the United States) are qualified to apply.

To apply to this program, students must submit the following materials to the Office of Graduate Admissions:

- Completed Graduate Application (<https://admissions.salve.edu/apply/>)
- Official Transcripts from Each College or University Previously Attended
- Personal Statement (describing their interest and experience in ABA)
- Resume or CV

### Admission Criteria

#### Content Areas

Each application submitted to the ABA program will be reviewed and scored across five domains: GPA, completion of related coursework, direct care experience, demonstration of understanding ABA, and style & organization of material. Additional bonus points are added to applications that demonstrate applicable professional accomplishments.

Each application is evaluated holistically, so applications do not need to score perfectly or meet the full domain for each category reviewed.

Applicants who have not taken ABA courses at the undergraduate or graduate level and do not have applied/practical experience working in an ABA setting, may be accepted into the program pending their completion of a prerequisite assigned by the program director. Qualifying prerequisites include completing PSY502: Survey of Behavior Analysis or an intensive workshop both offered through Salve's ABA program. PSY502: Survey of Behavior Analysis is offered in the summer and will provide the foundational knowledge essential for success in the highly focused coursework offered in the master's program. Successful completion of the 3-credit class satisfies the prerequisite only and does not count toward the master's degree.

#### Non-Discrimination Policy

In accordance with the University's Mission, as well as state and federal regulations under Title IX, Salve Regina University does not unlawfully discriminate on the basis of age, sex, race, religion, color, national or ethnic origin, veteran status, sexual orientation, disability, or any other basis protected under applicable federal or state law, in the administration of its employment policies, educational policies, or financial aid programs.

Salve Regina University neither condones nor tolerates discriminatory conduct and expects all faculty, staff, and students to promote an environment that is free of discrimination and supportive of this policy. Inquiries with regard to the application of this policy may be referred to the Title IX coordinator or the Office of Civil Rights. Contact information for both is in the Policies and Procedures section of this handbook.

#### Admission Categories

##### Admit

Applications that meet all acceptance criteria are admitted into the program.

##### Conditionally Admit

Applications from students in the final year of their undergraduate program are welcomed. However, if their applications meet the criteria for being admitted, they must first finish their undergraduate degree and send proof of completion before being officially accepted.

##### Waitlist

If an application meets all acceptance criteria, and the program is already at capacity, the applicant will be notified that they are on a waitlist. If space opens, applicants on the waitlist will be notified and asked if they would like to enroll. Otherwise, waitlisted applicants will be offered a delayed start in the program to begin one year after their desired start time.

##### Deny

Applications that do not meet the criteria described above.

#### **Transfer Credits**

Course transfers will only be accepted from ABAI accredited institutions. Any potential transfer must clearly align with any course it is substituting as demonstrated by the course syllabus and learning objectives. All transfers must be approved by the program director.

## Student Conduct Expectations

### Basic Expectations

ABA graduate students are expected to adhere to all policies outlined in Salve's student handbook and other official publications. These policies include the requirement that every Salve maintain high standard of academic integrity and respect for all persons whom they interact with.

In addition to Salve's general requirements for students, it is expected that every ABA graduate student adhere to the Behavior Analyst Certification Board (BACB)'s Ethics Code for Behavior Analysts AND all state laws applicable to the practice of behavior analysis.

### Ongoing Student Progress Evaluation

To help students advance through the program, ongoing evaluation of their progress is conducted by ABA faculty. Students are required to complete a Degree Progress Check-In once per semester during each semester they are enrolled in courses. Students scheduled to graduate at the end of the given semester are also asked to complete the Graduating Student Report.

The Degree Progress Check-In assessment collects information about each students' progress within the program (e.g., what courses they've taken, when they are planning to graduate, what courses they are planning to take next) and professional development (e.g., what conferences or professional talks they've attended, what professional associations they have been involved with, what research they are involved with). The Graduating Student Report collects similar information about each students' professional development and also collects information about the students' future plans and contact information.

These assessments are reviewed by the behavior analysis faculty each semester. Each individual student assessment is rated as exceeds expectations, meets expectations, or does not meet expectations. Students who do not meet expectations meet with the Graduate Program Director to create a remediation plan.

### Grounds for Dismissal

Students who engage in any professional or ethical violation and/or who make inadequate academic may be dismissed from the program. Examples of inadequate academic progress include:

- Receiving anything lower than a B- in two different courses or the same course twice.
- Failing to complete the steps outlined in a remediation plan.
- Taking an unexcused leave of absence from the program longer than a single semester.

Please see Salve's dismissal policies for more information.

## Program Faculty

**Program Director and Assistant Professor:** Cody Morris, Ph.D., BCBA-D, LBA  
Email: cody.morris@salve.edu

**Assistant Professor:** Emma Grauerholz-Fisher, Ph.D., BCBA-D, LBA  
Email: e.grauerholzfisher@salve.edu

**Assistant Professor:** Stephanie Jones, Ph.D., BCBA-D, LBA  
Email: stephanie.jones2@salve.edu

## Program Requirements/Advising Guide

### APPLIED BEHAVIOR ANALYSIS

Anyone interested in a career in applied behavior analysis should be aware of the two primary credentials that are often needed to do so. The first is Board Certified Behavior Analyst (BCBA), and the second is Licensed Behavior Analyst (LBA; sometimes called a Licensed Applied Behavior Analyst or LABA).

The BCBA credential is a nationally recognized professional credential focused on discipline-specific professional standards. The LBA credential is a state-established credential that is related to specific state regulations on the practice of applied behavior analysis. The requirements for each state's LBA credential vary. Some states require the BCBA credential to obtain the LBA credential, while others list the BCBA credential as one possible option for getting the LBA. For example, the state of Rhode Island permits two possible options for obtaining the LBA credential. The first is having a BCBA credential, but it is also possible to get the LBA credential through becoming a licensed Rhode Island Psychologist and completing behavior analytic coursework with 15 hundred hours of behavior analytic service experience. Students interested in other state licenses should review the desired state's criteria or contact Dr. Cody Morris at [cody.morris@salve.edu](mailto:cody.morris@salve.edu).

Because obtaining a BCBA credential is often the most efficient way of acquiring licensure in any state and is often recognized by insurance companies in states without licensure, the Applied Behavior Analysis Graduate Program at Salve Regina University is designed to help students meet the criteria for the BCBA credential (listed below). Again, in many states, including Rhode Island, obtaining a BCBA credential makes individuals eligible for licensure.

There are many available pathways for obtaining the BCBA credential (all described at <https://www.bacb.com/bcba/>). Salve's ABA program is set up to help students meet the criteria on the second pathway. To meet the requirements for the second pathway, four criteria must be met.

- **Degree:** A graduate-level degree from a qualifying institution.
  - Salve Regina University is a qualified institution.
- **Coursework:** A sequence of courses is required focused on specific behavior analytic content.
  - The Association for Behavior Analysis International has verified the following courses (described in the next section) toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the exam.
- **Supervised Fieldwork:** A specified number of supervised fieldwork hours are required.
  - Salve's ABA program offers multiple practicum opportunities for students in need of supervised hours and will work with students who already have an arrangement for supervision.
- **BCBA Exam:** The final step of obtaining a BCBA credential is taking and passing the BCBA exam.
  - The coursework in Salve's ABA program is designed to help students build strong foundations and fluency in critical behavior analytic content.



**For more information, the following resources are available.**

- Information about the BCBA credential
  - <https://www.bacb.com/bcba/>
  - <https://www.bacb.com/about/>
- Information about state licenses
  - <http://health.ri.gov/licenses/detail.php?id=290#pgm>
  - <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>
  - <https://www.appliedbehavioranalysisedu.org/state-by-state-guide-to-aba-licensing/>
- Information about required courses.
  - <https://www.abainternational.org/vcs.aspx>

## SALVE'S ABA PROGRAM

Salve's ABA program offers two tracks for students to meet the coursework requirements toward becoming a BCBA. The following guide outlines various options of timelines for successfully completing an ABA graduate program degree. Because each required course is not necessarily offered every semester, it is important to follow one of the sequences outlined below. If any deviation from the outlined sequences is necessary, please consult with an advisor and refer to the course offerings list described at the end of this document.

- **Master's in Applied Behavior Analysis**
  - Who is Eligible:
    - Students who have already completed a bachelor's degree with applicable prerequisite coursework (see below).
  - Program Requirements:
    - Completion of all 11 required courses and 1 elective.
  
- **Accelerated (5<sup>th</sup> Year) Master's in Applied Behavior Analysis**
  - Who is Eligible:
    - Salve UG students in their 3<sup>rd</sup> year can apply to begin graduate work in their 4<sup>th</sup> year and add 1 additional year to complete the master's degree. To meet criteria to begin the accelerated program, students must be in good standing and have completed the applicable prerequisite coursework (see below).
  - Program Requirements:
    - Completion of all 11 required courses and 1 elective.

### Program Requirements

- 11 Required Courses Requirements (Complete All)
  - PSY510: ABA Ethics and Professional Conduct
  - PSY520: ABA Concepts and Principles
  - PSY530: ABA Research Methods
  - PSY535: Experimental Analysis of Behavior (EAB)
  - PSY540: ABA Intervention
  - PSY550: ABA Assessment
  - PSY560: ABA Supervision & Systems
  - PSY590: ABA Advanced Seminar in Behavior Analysis
  - PSY511: History of Behaviorism
  - PSY570: Applied Behavior Analysis: Practicum I
  - PSY571: Applied Behavior Analysis: Practicum II
- 1 Electives (Choose 1)
  - PSY513: Educational Psychology
  - PSY521: Health Psychology
  - PSY523: Autism Spectrum and Other Developmental Disabilities
  - PSY525: Abnormal Psychology
  - PSY531: ABA Consultation
  - PSY533: Organizational Behavior Management
  - PSY542: Behavior Analysis & Societal Issues
  - PSY551: Critical Thinking and Decision Making in Psychology
  - PSY580: Individual Research
  - PSY585: Thesis Research and Writing
  - PSY599: Special Topics

### Tentative Course Offerings

Fall	Spring	Summer	
		Summer I	Summer III
520	510	510 (Repeat)	
530	511	590 (Repeat)	
540	560		
550	590		
	530 (Repeat)		
	535		
Electives ▪ 523 ▪ 580		Elective ▪ 513	Elective ▪ 542
570 & 571	570 & 571	570 & 571	

### Recommended Course Sequence

Master's Track	Fall	Spring	Summer
1 <sup>st</sup> Year	520, 530, & 1 Elective	510, 511, & 535	570
2 <sup>nd</sup> Year	540, 550, & 571	560 & 590  <i>571<sup>2</sup> (Optional)</i>	

Accelerated Track	Fall	Spring	Summer
1 <sup>st</sup> Year	520 & 1 Elective	530	510 & 570
2 <sup>nd</sup> Year	540, 550, & 571	511, 560, & 535 <i>571<sup>2</sup> (Optional)</i>	590

## Practica Information

The Applied Behavior Analysis Graduate Program is proud to offer our students multiple options for completing their required supervised clinical hours. This form outlines each of our established practicum sites, the process for becoming involved with each site, and the process of enrolling in practicum credit.

*\*See the Salve's ABA Practicum Handbook for more information about the requirements of practicum.*

### OVERALL PROCESS

#### Step 1: Review Your Options

- Shown Below

#### Step 2: Contact the Site to Apply

- Email the designated contact and express interest in the practicum.

#### Step 3: Confirm Site Acceptance

- Following an application and/or interview process, the site will notify you if you are eligible to enroll.

#### Step 4: Enroll in Practicum Credit (PSY 570 or PSY571)

- The site will notify the Graduate Program Director of your acceptance. The GPD will inform the registrar that you have permission to enroll. The registrar may require additional forms.

	<b>Pathways Strategic Teaching Center</b>	<b>Family Behavior Solutions</b>	<b>Bradley Hospital</b>
Primary On-Site Supervisor	Jesse Perrin, BCBA	Lauren Maguire, BCBA	Olga Resendes, BCBA
Setting and Population	School Setting; Individuals with autism and other related developmental disabilities ages 3-22 and grades PK- 12.	In home-based services, Center based services for children ages 2-17 years of age.	PHP in freestanding private non-profit children's psychiatric hospital. Unit serves children ages 5 to 18 with autism/developmental delay and co-occurring behavioral, emotional, psychiatric disturbance.

## Research Opportunities and Requirements

### Basic Requirement

Every Salve graduate student must complete a master's thesis and/or project to fulfill the graduation requirements of the program. Students enrolled in practicum through the program will automatically be directed to complete a project as part of that experience. Students who would like to complete a thesis in addition to or in place of the project, can request permission to do so. Each option is described below.

### Master's Thesis

#### Purpose

Completing a thesis helps students develop skills in critically analyzing published research and utilizing research methodology to investigate questions/issues systematically. Additionally, theses help students build expertise in focused areas within the discipline.

#### Availability

Thesis options are not required for ABA Graduate Students completing their master's degree. Rather, they are available as an option for students interested in pursuing research. **Any student interested in conducting a thesis must begin the process before their last 12 months in the program.**

#### Topics

Students will select their topic contingent on approval from their committee. All thesis topics must be behavior analytic. Students can complete experimental/data-based studies or systematic literature reviews. *Systematic reviews require the use of PRISMA or another pre-approved process from systematically reviewing research.*

#### Process

Students who are interested in theses must complete the following:

- **Contact the Graduate Program Director to Declare Interest.**
  - If approved, students will enroll in thesis credits.
- **Select a Thesis Committee and Chair**
  - Committees must consist of three members with applicable expertise. At least two of the members must be a faculty member in Salve's psychology/ABA program. The third member can be from Salve or an outside organization.
  - Chairs must agree to serve as the primary mentor of the project.
  - A *Thesis Committee Appointment Form* (see **Appendix A**) must be completed when the final committee is confirmed.
- **Write a Thesis Proposal**
  - Thesis proposals must meet the requirements described below and be submitted to the thesis committee at least two weeks before the Oral Proposal.
- **Orally Propose the Thesis**
  - Students must present their thesis proposal to their committee and obtain permission to continue their research plan based on the written and oral proposal.
  - A *Thesis Topic Approval Form* (see **Appendix B**) must be completed when the committee agrees to allow the proposal topic.

- **Complete the Research**
  - Once approved, the research must be carried out with consultation from the committee.
  - Significant deviations from the research plan require that the committee be notified and approve any changes before continuation.
  - All research utilizing human participants must obtain Salve IRB approval before implementation. Approval documentation will be required with the final draft of the thesis document.
- **Write the Thesis Report**
  - Thesis Reports must meet the requirements described below and be submitted to the thesis committee at least two weeks before the Oral Defense.
- **Orally Defend the Thesis**
  - Students must present the final thesis report to their committee and obtain approval of their project based on the written report and oral defense.

### **Requirements for Thesis Proposals and Reports**

All documents completed throughout the thesis process must follow APA's 7<sup>th</sup> edition requirements.

#### **Thesis Proposal Requirements**

The purpose of a thesis proposal is to describe the research plan to the committee members. This proposal should be concise and completed using the Research Project Planning Form found in Appendix D.

#### **Thesis Report Requirements**

The purpose of a thesis report is to summarize the project in manuscript form. The report should be written as if it were being submitted to a journal to be reviewed for publication. Report documents must include all required components of a research manuscript with an emphasis on the following components:

- Title Page
  - Each committee member should be included.
- Abstract
- Introduction
  - Review Relevant Research
  - Clearly Articulate Purpose
- Text (Body)
  - Methods
    - Description and Report of Reliability
    - *For Experimental/Data-Based Studies*
      - Independent and Dependent Variables
      - Experimental Design
    - *For Systematic Reviews*
      - Description of the search methodology
  - Results
  - Discussion/Conclusion
    - Limitations/Future Directions
- References
- Appendix
  - IRB Approval Documentation (if applicable)

### **Thesis Approval Requirement**

Thesis credits are pass/fail. Upon review of the written thesis report and oral defense, the committee will confer using applicable rubrics and issue a decision. A *Thesis Decision Form* (see **Appendix C**) will be completed at that time. Satisfactory projects will receive full credit, while unsatisfactory projects will require revision or result in no-credit.

## **Master's Project**

### **Purpose**

Completing a project will help students develop competency in the use the science of behavior analysis to address clinical issues associated with the treatment of their client(s).

Projects will demonstrate the student's ability to identify and define a problem, utilize published behavior analytic research to identify possible solutions, assess the selected solutions, and interpret the results of the assessment using the conceptual and empirical foundations of the discipline. Additionally, students will demonstrate the ability to write an APA formatted manuscript and orally present their project.

### **Availability**

Projects will be completed as part of each students' practicum experience. The project process will begin at the end of the first semester of practicum involvement.

### **Topics**

Students will select their topic contingent on approval from the faculty sponsor associated with their practicum placement. All project topics must be behavior analytic and directly related to the clients they serve in their practicum setting.

### **Process**

Students completing project must do the following:

- **Identify a Project Topic**
  - Students must work with the immediate supervisor to select an appropriate topic and obtain approval for the project from the faculty sponsor associated with their practicum placement.
  - Topics must be chosen at the end of the second semester in their practicum placement.
- **Write a Project Proposal**
  - Project proposals must meet the requirements described below and be submitted to the faculty sponsor before the project begins.
- **Complete the Project**
  - Once approved, the project must be carried out with consultation from the faculty sponsor.
- **Write the Project Report**
  - Project reports must meet the requirements described below and be submitted to the faculty sponsor at least two weeks before the Oral Defense.
- **Orally Defend the Project**
  - Students must present the final project report to faculty sponsor and obtain approval of their project based on the written report and oral defense.

**Requirements for Project Proposals and Reports**

All documents completed throughout the thesis process must follow APA's 7<sup>th</sup> edition requirements.

**Project Proposal Requirements**

The purpose of a thesis proposal is to describe the project plan to the practicum sponsor. This proposal should be concise and completed using the Research Project Planning Form found in Appendix D.

**Project Report Requirements**

The purpose of a project report is to summarize the project in manuscript form. The report should be written as if it were being submitted to a journal to be reviewed for publication. Report documents must include all required components of a research manuscript with an emphasis on the following components:

- Title Page
- Abstract
- Introduction
  - Review Relevant Research
  - Clearly Articulate Purpose
- Text (Body)
  - Methods
    - Independent and Dependent Variables
    - Experimental Design
  - Results
  - Discussion/Conclusion
    - Limitations/Future Directions
- References

**Project Approval Requirement**

Projects grading is embedded into the practicum grading system. Upon review of the written project report and oral defense, the faculty sponsor will use the applicable rubrics and issue a decision. Satisfactory projects will receive full credit, while unsatisfactory projects will require revision or result in no-credit.



## Graduate Application Instructions

Prior to applying to graduate, please review the required courses listed on the advising guide ([https://salve.edu/sites/default/files/filesfield/documents/aba\\_advising\\_guide.pdf](https://salve.edu/sites/default/files/filesfield/documents/aba_advising_guide.pdf)).

Students who plan to graduate must complete a file for degree form six months prior to their graduation date. Salve Regina has one Commencement ceremony in May and two additional completion dates: Aug. 31 and Dec. 31. Students who complete their requirements in August and December are invited to the May ceremony.

To apply to graduate, follow the steps listed below.

1. Log into My Salve
2. Scroll down and click ***graduation overview***
3. Select graduation application & complete the form

## Student Resources

In addition to the general university resources found in the general student handbook (<https://salve.edu/dean-of-students>) or through Salve's website, graduate students in ABA should be aware of the following resources.

### Downloading Microsoft Package

Faculty, staff, and students will have the ability to download the full version of Microsoft Office for up to 5 personal machines. Simply follow the directions below:

[https://salve.edu/sites/default/files/filesfield/documents/how\\_to\\_download\\_microsoft\\_office\\_to\\_your\\_personal\\_computer.pdf](https://salve.edu/sites/default/files/filesfield/documents/how_to_download_microsoft_office_to_your_personal_computer.pdf).

### Library Resources

Journals, databases, and other useful resources can be found at the McKillop Library website (<https://library.salve.edu>) and physical location.

### Troubleshooting a Grievances

Below is the recommended sequence for addressing a problem.

1. If the grievance is related to an issue in a class or with an instructor, contact the instructor to explain the situation professionally and suggest a remedy. If the grievance is not related to a course or instructor, or you attempted step 1 unsuccessfully, follow step 2.
2. Contact the Program Director, Cody Morris ([cody.morris@salve.edu](mailto:cody.morris@salve.edu)), to explain the situation. If the results of the conversation with the director are not agreeable, follow step 3.
3. Contact the Chair of Psychology, Paula Martasian ([martasip@salve.edu](mailto:martasip@salve.edu)), to explain the situation. If the results of the conversation with the chair are not agreeable, follow step 4.
4. Contact the Graduate College ([graduate\\_studies@salve.edu](mailto:graduate_studies@salve.edu)) to explain the situation.

**Note:** *For complaints about discrimination or sexual harassment, go directly to Title IX coordinators (<https://salve.edu/title-ix>).*

### Professional and Ethical Concerns

If you experience a professional or ethical concern related to the ABA program, you should seek appropriate resolution of the issue. When appropriate, a faculty member, Program Director, or Department Chair should be consulted when seeking resolution. Formal reporting resources and parameters can be found on the BACB's website (<https://www.bacb.com/ethics-information/reporting-to-ethics-department/>).

## Tips for Graduate School Success

The Applied Behavior Analysis program at Salve Regina University is designed to provide students with the knowledge necessary to be a successful clinician and meet the course requirements needed to sit for the BCBA exam. If students elect to complete practica through Salve in addition to core courses, students will be guided through all necessary criteria to sit for the BCBA exam. While meeting the required standards to sit and pass the BCBA exam is the highest priority, students are encouraged to seek additional enriching activities that will help make them a better behavior analysts and member of the community.

The following activities are highly recommended.

- Buy and keep your textbooks. You will be referencing them your entire career.
- All students should seek opportunities to attend local (and maybe national) conferences in applied behavior analysis and related fields. See a list of conferences under Professional Resources.
- All students should consider joining local (and maybe national) professional associations. See a list of associations under Professional Resources.
- All students should talk and collaborate with fellow ABA students. One of the founders of behavior analysis, Fred Keller, once said, “the most important thing I learned in graduate school was from another student” (Keller, 1982, p 7). Collaboration will help students expand their knowledge and challenge them to think from other’s perspectives. Suggested activities include study groups, book clubs, and research.
- If opportunities are available, collaborate on research projects. Helping with research, not only benefits students interested in continuing in academia, but it also helps students interested in clinical roles by providing further opportunities to practice analytic skills.

In addition to the activities recommended above, students should consider the following rules for success proposed by Steve Hayes (1998). Hayes, a very prominent behavior analyst, provided thirteen rules he believed would help every student of behavior analysis find success. For more information about these rules, see the article included in the packet.

- Care about the Process, Not Just the Outcome
- Talk and Write – A Lot
- Say “Yes” Easily and Mean It
- Work with Others and Share Easily
- Keep Your Commitments
- Even Dogs Never Urinate in Their Own Beds
- Acknowledge Your Own Power and Behave Accordingly
- Acknowledge Your Own Finitude and Behave Accordingly
- Network with Your Betters
- Guard Your Integrity
- Follow Your Bliss
- Say “No” Easily and Mean It
- Open Your Mail, Return Your Phone Calls, and Keep Your Desk Clean

## Professional Resources

### Behavior Analyst Certification Board (BACB)

The BACB is the professional credentialing organization for behavior analysts. Students of applied behavior analysis need to familiarize themselves with the information found in various tabs on the BACB's website. A list of high-priority items is included below with an explanation, but students are encouraged to explore the website and resources further.

- Main Page (<https://www.bacb.com>)
  - All information can be found using the main website page.
- Log In (<https://gateway.bacb.com/Account/Login.aspx>)
  - Every student should create a BACB account at the beginning of their involvement with the Applied Behavior Analysis program. This account will permit further access to information related to obtaining the BCBA credential.
- Ethics Code (<https://www.bacb.com/ethics/ethics-code/>)
  - Any student beginning supervision hours must familiarize themselves with the BACB Professional and Ethical Compliance Code. **Anyone with a BCBA (or related credential) or working to obtain the credential is required to adhere to this ethics code.** For convenience, the BACB's ethics code is included in this packet.
- Experience Standards (<https://www.bacb.com/experience-standards-monthly-system/>)
  - Any student receiving or soon to be receiving supervision hours should familiarize themselves with the experience standards outlined by the BACB. These standards provide the guideline for adequate supervision and experience.
- Verify Certification (<https://www.bacb.com/verify-certification/>)
  - Students obtaining supervision beyond the affiliated practica sites should take care to verify the credentials of their supervisor. By following this link, students can search the name of anyone with a BCBA credential. Note that when viewing a BCBA's credential, there is a section that specifies whether they have met the supervision requirements necessary to supervise students or not.
- Newsletter (<https://www.bacb.com/newsletter/>)
  - When the BACB issues a decree that one of their standards is soon to be changing, they announce it in a newsletter. Anyone with or working toward a credential should follow these changes.

### Professional Associations

Participation in professional associations gives students opportunities for continued education, collaborations, and networking. Students of applied behavior analysis are strongly encouraged to join and participate in their local professional organizations and to consider joining the national/international organizations. A list of local associations is provided here as well as the major national/international groups. Students interested in more specific groups should reach out to a faculty member at Salve.

- Local/Regional
  - Rhode Island Association for Applied Behavior Analysis (<https://www.rhodeislandaba.com>)

- RI ABA is the local professional association for Rhode Islanders.
- Berkshire Association for Behavior Analysis and Therapy (<https://babat.org>)
  - BABAT is the premier association for New England behavior analysts and is based out of Massachusetts.
- Massachusetts Association for Applied Behavior Analysis (<https://www.massaba.net>)
  - MassABA is another association centered in Massachusetts.
- Connecticut Association for Behavior Analysis
  - CT ABA is an association based out of Connecticut.
- International/National
  - Association for Behavior Analysis International (<https://www.abainternational.org/welcome.aspx>)
    - ABAI is the primary association for behavior analysts and hosts the leading conference for the field.
  - Association of Professional Behavior Analysts (<https://www.apbahome.net/default.aspx>)
    - APBA is an association aimed at working behavior analysts.

## Conferences

Attending conferences is one of the most beneficial practices an aspiring behavior analyst can begin. Students with the opportunity to attend a conference should see the list below of local and international/national conferences. In addition to the list provided, there are numerous conferences on a range of topics hosted every year. Students attending other conferences should speak to Salve faculty.

- Local/Regional
  - BABAT (<https://babat.org>)
    - BABAT hosts one of the most highly regarded conferences for behavior analysts every year in Worcester, MA.
  - MassABA (<https://www.massaba.net>)
    - MassABA has recently started a conference that is hosted in Marlborough, MA.
- International/National
  - ABAI (<https://www.abainternational.org/welcome.aspx>)
    - Every year ABAI hosts a conference at a new location. The ABAI annual conference is the largest and most respected conference for behavior analysts.
  - APBA (<https://www.apbahome.net/default.aspx>)
    - Similar to ABAI, APBA hosts a conference annually in different locations.

## Journals

Students new to behavior analysis should use these journals as a starting point to familiarize themselves with behavior analytic research.

- Journal of Applied Behavior Analysis (<https://onlinelibrary.wiley.com/journal/19383703>)
  - JABA is the flagship journal for applied behavior analysts.

- Behavior Analysis in Practice (<https://link.springer.com/journal/40617>)
  - BAP is one of the most respected journals aimed at practitioners.
- Behavior Analysis: Research and Practice (<https://www.apa.org/pubs/journals/bar/>)
  - BARP is similar to BAP in scope and popularity.
- ABAI's Journal Collection (<https://www.abainternational.org/journals.aspx>)
  - ABAI publishes a collection of journals with various aims.
- Education and Treatment of Children (<http://www.educationandtreatmentofchildren.net>)
  - ETC is a prominent journal aimed at behavior analytic practices in school settings.
- Journal of Behavioral Education (<https://link.springer.com/journal/10864>)
  - JOBE is a journal aimed at behavior analytic practices in schools and educational settings.

## Appendices

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**Appendix A**

**Thesis Committee Appointment Form**

**Student Name:**

**Topic of Research:**

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**Expected Semester of Completion:**

**Thesis Committee Chair:**

**Thesis Committee Member:**

**Thesis Committee Member:**

**Signature of Student:** \_\_\_\_\_

**Date:**

**Signature of Thesis Committee Chair:** \_\_\_\_\_

**Date:**



**Appendix B****Thesis Topic Approval Form****Student Name:****Topic of Research:**  

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By signing this form, each committee member is confirming the following:

- The topic of interest is behavior analytic in nature and appropriate in scope
- The research question is well formed
- The student has an appropriate plan to address the research question
- The proposed research will contribute to the scientific endeavors of the field

**Thesis Committee Chair:****Thesis Chair Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_**Thesis Committee Member:****Thesis Committee Member Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_**Thesis Committee Member:****Thesis Committee Member Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_**Graduate Program Director:****Graduate Program Director Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_

**Appendix C**  
**Thesis Decision Form**

**Student Name:**

**Thesis Title:**

**Topic of Research:**

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**Thesis Decision**

Approve	Reject
<input type="checkbox"/> <b>Approve without Revisions</b>	<input type="checkbox"/> <b>Reject without an Opportunity to Revise</b>
<input type="checkbox"/> <b>Approve with Minor Revisions</b>	<input type="checkbox"/> <b>Reject with an Opportunity to Revise</b>
<b>Required Minor Revisions:</b>          	<b>Required Major Revisions:</b>          

By signing this form, each committee member is confirming the following:

- The project was appropriately conducted
- The research question was adequately addressed
- The written document and oral presentation effectively communicated the project

**Thesis Committee Chair:**

**Thesis Committee Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Thesis Committee Member:**

**Thesis Committee Member Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Thesis Committee Member:**

**Thesis Member Committee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Graduate Program Director:**

**Graduate Program Director Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Research Project Planning Form

Name:

Date:

Type of Proposal:

**What is your proposed research question?** *The research question should be a single sentence that includes the independent variable, dependent variable, and participant. The research question typically begins by stating, "the purpose of this study is to..." For example, "the purpose of this study is to compare the effectiveness of a DRA and DRO procedure with a client who engaged in disruptive behavior."*

**What is the current published research on this topic?** *Briefly summarize the research that informed your research question. That might consist of research that you are hoping to extend (i.e., answer a question created in a previous study) or research that validates the variables you are targeting (i.e., research that used the same IV or measured the same DV). Be sure to provide specific citations.*

**What research design do you plan to use to demonstrate experimental control?** *Specify the exact design you plan to use, and then explain what that design will look like in your study. Even include the number of data points you hope to obtain for each phase. For example, this study will utilize an ABAB design by first obtaining three sessions of baseline data (i.e., worksheets presented without the DRA) followed by at least three sessions of the intervention phase (worksheets presented with the DRA). After stable responding is obtained, the treatment will be withdrawn to return to baseline...."*

**What steps will you take to ensure this project meets ethical requirements?** *Specify what ethical considerations are applicable with this study. That might include obtaining special consent/assent or applying for IRB review.*

**What is your proposed protocol for the research procedures?** *Describe the specific steps you plan to take to implement the independent variable and measure the dependent variable. For example, “the DRA procedure consists of delivery and edible reinforcer (based on a preference assessment) after each worksheet is completed. The number of completed worksheets and instances of disruptive behavior will be measured by....”*