

APPLIED BEHAVIOR ANALYSIS PROGRAM

MINIMUM TECHNICAL STANDARDS FOR ADMISSION AND CONTINUATION

Please read this information sheet carefully and retain it for your records.

Introduction

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act require that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or denied the benefits of SUNY Downstate Health Sciences University's services, programs or activities or be subjected to discrimination by SUNY Downstate. The term "qualified individual with a disability" means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or for participation in programs or activities. Standards outlined in this proposal are necessary for admissions, continuance, and successful program completion.

Technical Standards

Behavior Analysis is the science of behavior that spans three domains: philosophy (behaviorism), basic research (the experimental analysis of behavior), and applied research (applied behavior analysis—ABA). The way behavior analysts view the world is through the relation between antecedents (what happens before behavior, or what you might think of as "context"), the behavior, and the consequences of behavior (or what effect behavior has on the environment). The Applied Behavior Analysis (ABA) program at SUNY Downstate Health Sciences University aims to educate entry-level behavior analysts to use this worldview to develop approaches for analyzing and changing behavior and, ultimately, to improve lives. Students will be guided through the conceptual, basic, and applied domains of behavior analysis through coursework and practicum requirements. Students must complete the program's academic and supervised experiential learning requirements to receive the MS degree in Applied Behavior Analysis. To perform the essential functions required of the profession, the student must learn, evaluate, integrate, and synthesize information quickly, accurately, and consistently.

A candidate for the MS degree in Applied Behavior Analysis (ABA) must have demonstrated a repertoire of behavior across the following areas:

- (1) Observation
- (2) Communication
- (3) Motor Coordination
- (4) Intellectual, including conceptual, integrative, and quantitative abilities and
- (5) Behavioral/Social

Note: In this document, we use the term "consumers" to refer to recipients of ABA services. In various settings, these recipients of services may also be called "patients," "students," "clients," or "learners."

1. Observation

Students must have sufficient vision to observe demonstrations, experiments, and laboratory exercises in the basic and applied behavior sciences. They must also be able to observe a consumer accurately at close range and from a distance. They must also obtain medical, educational, behavioral, and other relevant history directly from the consumer or their guardian or caregiver. Such observation necessitates the functional use of vision, hearing, and other sensory modalities.

2. Communication

Students must be able to communicate, understand, and observe consumers to obtain information, evaluate function, and describe changes in behavior. They must communicate effectively and sensitively, both orally and in writing, with consumers, their caregivers, and the consumer's education and healthcare team.

3. Motor Coordination and Strength

Students must demonstrate sufficient mobility, motor coordination, strength, and stamina to perform assessments and interventions with consumers with cognitive, emotional, behavioral, and/or mobility impairments or difficulties.

4. Intellectual—conceptual, integrative, and quantitative abilities

Students must demonstrate intellectual abilities necessary for attention, comprehension, measurement, calculation, memorization, integration, analysis, and synthesis of conceptual and clinical information. A core skill for behavior analysts requires critical thinking, problem-solving, judgment, and planning.

5. Behavioral and Social

Students must possess the emotional and mental health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities inherent in managing the care of consumers, and the ability to function under stress inherent in a variety of settings with teachers, fellow students, consumers and caregivers, and the ability to understand and comply with ethical standards.

Conclusion

Reasonable accommodations will be considered and may be made to qualified students who disclose a disability so long as such accommodation does not significantly alter the essential requirements of the curriculum and the training program, or significantly affect the safety of patient care. Students who disclose a disability are considered for the program if they are otherwise qualified. Qualified students with a disability who wish to request accommodations should provide the appropriate documentation of disability and submit a request for accommodation to the SUNY Downstate Health Sciences University's Office for Accessibility Services and Resources.

Signature

I have read, understand, and agree to the technical standards as published above.

Signature

Date