



# Touro University Nevada

## Pathway to BCaBA

### Program Need

From a health care (behavioral) perspective, the demand for Board Certified Behavior Analysts (BCBA) has grown 153% at the national level<sup>1</sup> (716 job postings in 2012 to 1,812 in 2014). Estimates from the state of Nevada indicate only 53 licensed BCBA's<sup>2</sup>, whereas the BACB registry lists 122. Nevada Medicaid approved coverage of ABA services beginning January 1, 2016. The maximum number of cases that a BCBA can independently manage is 15 for focused interventions (10-25 hours per week) and 12 for comprehensive interventions (30-40 hours per week). With the addition of a BCaBA, the maximum caseload increases to 24 for focused and 16 for comprehensive. Currently, Nevada only has 10 BCaBAs listed for providing services.

From a public school perspective, the number of children with Autism receiving special education services has increased 100.19% at the national level (256,586 in 2007<sup>3</sup> to 513,668 in 2014<sup>4</sup>) and 140.44% at the state level (2,023 in 2007 to 4,864 in 2014). Furthermore, the location of the services that the children are receiving has been shifting from a self-contained to a general education classroom, suggesting that special educators with a self-contained autism endorsement and/or resource endorsement need to have the necessary skills in order to meet the requirements of the Individuals with Disabilities Education Improvement Act of 2004. As of September 14, 2016<sup>5</sup>, 85 out of 393 positions in special education (68 Autism specific, 17 self-contained for Emotionally/Behaviorally Disturbed) were open to being filled by the Clark County School District (CCSD) for the 2016-2017 academic school year. These unfilled positions represent approximately 21.6% of the total licensed employees that the local district needs to hire.

From a population perspective, the estimated population of Nevada for 2015 is 2,890,845 people. The CDC estimates that 1 in 68 people have autism. This means that approximately 41,751 people within the state of Nevada have the signs/symptoms of autism. Not all of these individuals will require and/or request behavior analysis therapy. However, given the number of school-aged children with autism, in conjunction with the estimated population with autism, the state of Nevada does not have sufficient professionals to meet the demand and/or needs of those with autism. If we only look at the school-aged population with autism, a BCBA can oversee services for 636 (comprehensive) to 795 (focused) individuals. With a BCaBA, that number increases to 848 to 1,272.

With the lack of qualified personnel to provide behavioral services within the state of Nevada, in conjunction with the increasing number of children identified with Autism receiving services in the school system, the need exists within the community to develop, train, and produce BCaBAs that can increase the caseload of BCBA's and/or take their expertise back into the school system.

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<sup>1</sup> Burning Glass Technologies. (2015, October). *US Behavior analyst workforce: Understanding the national demand for behavior analysts*. Retrieved from [www.bacb.com](http://www.bacb.com).

<sup>2</sup> Division of Health Care Financing and Policy. (2015, October). *Applied behavior analysis summary*. Retrieved from [dhcfp.nv.gov](http://dhcfp.nv.gov)

<sup>3</sup> U.S. Department of Education (2007)

<sup>4</sup> U.S. Department of Education (2014)

<sup>5</sup> CCSD



## Touro University Nevada

### **Target Audience**

#### **Year 1-3**

The initial audience will be individuals who are either licensed to teach general or special education in the state of Nevada and who hold a Bachelor's degree.

#### **Year 3-5**

Community members who have an interest and who currently hold a Bachelor's degree.

### **Personnel**

#### **Briel P. Josephson, BCBA, LBA, MA**

Ms. Josephson is the clinic's Board Certified Behavior Analyst. Her role will be the supervision of students while they are in their practicum experience and teach two courses.

#### **Patrick A. Leytham, PhD**

Dr. Leytham is an Assistant Professor in the School of Education. His main role within this advanced studies certificate is to serve as the Approved Course Sequence Coordinator. Other functions include teaching coursework and overseeing the adjunct faculty who will teach the other courses.

#### **Adjunct Faculty**

Two individuals who are scheduled to sit for the BCBA exam next quarter have been invited to teach the remaining coursework.

### **Facilities**

For the coursework portion (Year 1), students will meet two times per week in one classroom on the TUN campus between 5:00 PM and 8:00 PM. For the practicum portion (Year 2), students will conduct the majority of their hours within their classrooms (if currently teaching) and/or within the CADD clinic. Ms. Josephson will be supervising them at their location. During the practicum portion students will also meet on campus once a month for a seminar related to their experiences.



# Touro University Nevada

## Applied Behavior Analysis

Tuesday/ Thursday ASC 18-Credit Program

### COMPLETE COURSE LISTINGS

#### **Ethical and Professional Conduct** (3 Credits)

This course will focus on the various professional and ethical compliance codes that a behavior analyst adheres to. Topics include responsibility to clients, assessment, behavior-change programs, supervision, colleagues, research, the Behavior Analyst Certification Board, and public statements.

#### **Conceptual Analysis of Behaviorism** (3 Credits)

This course will focus on the roots of behaviorism in terms of who has contributed to the field, how has the field evolved over time, what have we learned from prior research, and why the theoretical approaches influence the types of behavior change programs we select.

#### **Principles of Behavior Analysis** (3 Credits)

This course will focus on understanding behavioral terminology that is based in the concepts of and applies directly to the principles of behavior analysis. Students will also learn about and understand the principles and be able to articulate the strengths and limitations of behavior analysis.

#### **Initial Concepts of Applied Behavior Analysis** (3 Credits)

This course will focus on understanding and applying reinforcement, punishment and verbal behavior techniques, as well as how to increase behavior through imitation, shaping, and chaining, how antecedent techniques can be used to produce changes prior to an operant response, and determining how to combine techniques that utilize multiple principles and tactics.

#### **Research Methods in Behavior Analysis** (3 Credits)

This course will focus on measuring dimensions of behavior, planning single-subject designs, selecting and critiquing behavior analytic interventions, implementing measurement procedures, evaluating the effectiveness of interventions through reliability and inter-observer agreements, and interpreting collected data using component, parametric, and visual analysis.

#### **Advanced Concepts of Applied Behavior Analysis** (3 Credits)

This course will focus on how to apply all of the concepts learned in prior courses to the client-based, clinical setting. Students will identify, measure, and assess the target behavior using direct and indirect measures, identify, measure, and assess the replacement behaviors and/or desired behavior, and present findings in a manner that clients, guardians, and other stakeholders can understand.



**NO APPLICATION FEE!**

If interested,  
please complete  
the TUN admission  
application

**FOR MORE INFORMATION  
CALL**

**702-777-1750**

**OR EMAIL**

**[admissions@tun.touro.edu](mailto:admissions@tun.touro.edu)**

**[www.tun.touro.edu](http://www.tun.touro.edu)**

#### DISCLAIMERS:

These courses are not currently approved by the Behavior Analyst Certification Board as an "approved course sequence." It is anticipated that approval will be given by November 2016.

Internship hours are a requirement to sit to become a Board Certified Assistant Behavior Analyst (BCaBA).