



ABA Scholars Frequently Asked Questions

Eligibility

Who is eligible to apply for Project MABAS?

Students admitted into the ABA masters program (on-campus or online). The faculty from Project MABAS will send the application materials to students after they have been admitted into the program.

Can international students apply?

Per requirements of the US Department of Education, you must be a U.S. citizen or permanent U.S. resident.

I reside in another state in the US. Am I eligible to apply?

Yes, but you are required to move to the Tampa Bay area because one component of Project MABAS is completing a school-based internship in a local public school district where you will collaborate with the Social Work students enrolled in Project MABAS. You can not complete this requirement at another district.

Funding

When does the Internship start?

All ABA students begin their school-based internship in August when the school year begins and continue until May of the following year. For students that begin the ABA masters program in August, the school-based internship will begin in August of their second year in the masters program. For students that begin the ABA masters program in January, they will begin the school-based internship in August of their first year in the masters program.

What funding support is provided?

The Project MABAS scholarship pays the students tuition (in-state rate) for the 6 semesters (duration of the program), provides a monthly stipend for 24 months, and provides a travel stipend for the two semesters of the school-based internship. Additionally, scholars have up to \$1,500 available to spend on travel related expenses (lodging, airfare, food, registration) to attend conferences.

Which day of the month do I receive the monthly stipend?

Monthly stipends are paid on a semester-by-semester basis. This means that at the start of each semester you will receive the stipend for the subsequent 4 months (e.g., in August you will receive a single payment deposited into your student account covering September, October, November, and December). The exact date when the funds will be deposited in your account vary, and it depends on the time the university takes to process the required paperwork.

The School-Based Internship

Is this a paid internship?

School-based internships are not paid. However, the MABAS scholarship provides paid tuition and a monthly stipend for the entirety of your masters program and you also receive a stipend to cover some of your travel (i.e., gas) expenses for driving to the schools.

Can I continue to work at my previous fieldwork site while completing the school-based internship?

Given your school-based internship consists of spending three full days (minimum of an average of 20 hrs per week, 300 hrs per semesters) in the school districts and the fact that you will also be completing the courses required for your master's program, we discourage students to continuing to work, especially students in the on-campus program because they also have a thesis project they will be completing at the same time.

During the two semesters when you would be doing the school-based internship, you will unlikely be able to remain at your current company. This is because you will be at the schools three days a week and at USF for classes two days a week. You will also need time to do your schoolwork and work on your thesis.

For online students, with proper time management, it may be possible to work at the same time as their school-based internship. However, the students must set aside three full days a week to work on school-based internship work.

What will I be doing during the school-based internship?

You will be supporting the school BCBA with all aspects of their responsibilities. Examples include developing and delivering trainings to school personnel, conducting classroom observations, assisting teachers in developing and refining their classroom management plan, conducting FBAs, creating or revising BIPs, attending meetings with school personnel and caregivers, etc.

What portion of my school-based internship will consist of restricted and of unrestricted activities?

Most, and in many cases all, of the activities you complete during your school-based internship are unrestricted.

How are school-based internship placements chosen?

The MABAS faculty will ask all ABA MABAS scholars their preference of school district (including where the scholar lives) and thesis topic, if applicable. Placements are determined based on these factors but also the number of spots available within each school district and the placement of the Social Work scholars.

When should I plan to transition to the school-based internship and what must I do before that date?

In general, students begin their school-based internship on Monday of the week when classes begin at their assigned school district. Prior to the start date you will be asked to contact the school supervisor to determine which paperwork/trainings you need to complete prior to that date. Regarding your previous fieldwork site, you should notify your supervisor in May (or earlier if required by the agency) that you will be transitioning to the school-based internship in August to ensure sufficient time to transition your cases. Additionally, you must attain your supervisor's signature on the final fieldwork verification form.

Employment Outside the School-Based Internship

I currently work for an agency as an RBT and was wondering if I could complete my full-time work with them?

Project MABAS focuses on preparing BCBA's to work in schools, which means the service obligation will consist of working as a BCBA in a school setting (anywhere in Florida)

Switching from current supervisor to internship/practicum supervisor?

Before transitioning from the previous site, you would have the supervisor at the ABA clinic sign a final fieldwork verification form which documents all the hours you accrued with them;

upon starting at the school, you would sign a new supervision contract with the BCBA supervisor.

Employment After Graduation

How long is the service obligation?

The service obligation is two years of full-time employment (or full-time equivalent basis as defined by your employer) for each year of funding received. Thus, if you receive funding for two years, your service obligation will be four years. You have the duration of the service obligation plus five additional years to complete the service obligation which means you have flexibility to work part-time or delay the onset of your service obligation.

Where can I work to meet the service obligation?

The only way to meet the service obligation is to work in a high-need local education agency (LEA; also known as school district) providing direct services to school-aged children with behavioral problems and/or mental health challenges. Ideally you will be employed by a school district in Florida. If, despite applying for positions, you cannot secure employment in Florida, an exception may be provided so that you can complete the service obligation in a high-need school district in another state within the US.

What is a high-need school district?

According to the US Department of Education, a high-need school district consists of a district that meets at least one item under A and also meets item B.

A: *(at least 1)*

- At least 20 percent of the children served by the agency are from low-income backgrounds
- Serves at least 10,000 children from low-income backgrounds
- Meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) program under section 5211(b) of the ESEA

- Meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) program under section 5221(b) of the ESEA

B:

- High student to qualified mental health services provider ratio as compared to other LEAs statewide or nationally.

Project iSED vs. Project MABAS

What are the differences in eligibility for Project iSED compared to MABAS?

The main difference regarding eligibility is that only students in our on-campus program can participate in Project iSED.

Requirement Differences — Project iSED vs. Project MABAS

MS ABA Requirement	Project iSED Requirement	Project MABAS Requirement	Comments
None	U.S. Citizen or permanent resident	U.S. Citizen or permanent resident; Florida resident (or willingness to move)	
1,500 hrs concentrated fieldwork	1,500 hrs. of concentrated fieldwork	1,500 hrs. concentrated fieldwork	<i>iSED/MABAS scholars complete 2 semesters in a public school</i>
Thesis	Thesis	Thesis (does not apply to the Online MA in ABA students)	<i>iSED/MABAS Scholars likely complete their thesis project in a public school</i>
2 CABA case studies (Spring 1 & 2)	CABA case study (spring 1) Prevent, Teach, & Reinforce Case study replaces CABA #2	CABA case study (spring 1) School-based case study replaces CABA #2	<i>Scholars begin the case study earlier; iSED and MABAS case includes a PowerPoint presentation</i>
None	Monthly seminars (1 hr. ish) January -December)	Monthly seminars (1 hr. ish)	
Optional	Summer Institute Trainings (4 x 3 hrs. in June)	Summer Institute Training (4 x 3 hrs. in June)	<i>Summer institute trainings are open to all students</i>
Optional	PTR training (8 hrs Fall 2)		<i>PTR training is open to all students/supervisors</i>
ABA Portfolio	iSED Portfolio	MABAS Portfolio	<i>There is overlap in content but iSED/MABAS requires some additional information and not all of the information included in ABA portfolio</i>
None	Monthly meeting with iSED scholar/faculty	Bi-Weekly or Monthly meeting with MABAS scholars/faculty	
None	Consultee feedback	Consultee feedback	<i>iSED/MABAS scholars are asked to give teachers a feedback form for them to complete</i>
None	Excel file with child data	Excel file with child data	<i>This entails copying/pasting data from case studies, thesis into a single excel file and submitting that to us & adding demographic info (replaces the monthly institute)</i>
Updated Vitae (submitted via ABA portfolio)	Updated vitae	Updated Vitae	<i>We ask scholars to submit updated vitae early in Spring 2 to ensure they have an updated version to include in their portfolio (replaces the monthly institute)</i>
Travel authorization paperwork	Travel authorization paperwork	Travel authorization paperwork	<i>All faculty and students receiving funding for conferences are required to submit these, independent of funding source</i>
None	3 semesters paid tuition (includes tuition for PBS courses)	6 semesters paid tuition (includes tuition for 3 courses in Children's Mental Health)	
None (paid fieldwork)	3 semesters of monthly stipend	6 semesters of monthly stipend	<i>School-based internship is unpaid</i>
None	FCIC Trainee Program	FCIC Trainee Program	<i>Additional resources and potential of additional funding for conference</i>
Funding for thesis materials might be available	Funding for thesis materials guaranteed	Funding for thesis materials might be available	
\$500 for conference if presenting	\$500 for conference	Up to \$1,500 for conference travel support	

MS ABA Requirement	Project iSED Requirement	Project MABAS Requirement	Comments
None	PBS graduate certificate	Graduate Certificate in Children's Mental Health	
None	1 year of funding support = 2 years of service obligation (school or other setting serving children with disabilities/IEP)	2 years of funding support = 4 years of service obligation (must be completed in public schools)	

Sample Programs of Study

1	2	3	Comments
Fall 1 courses <ul style="list-style-type: none"> Applied Behavior Analysis Basic Principles Observational Methods and Functional Assessment Single Case Experimental Design ABA Practicum 			
Spring 1 courses <ul style="list-style-type: none"> Behavior Analysis and Developmental Disabilities Ethics in Applied Behavior Analysis ABA Practicum Intro to research 	Spring 1 courses <ul style="list-style-type: none"> ABA in Complex Community Environments Ethics in Applied Behavior Analysis ABA Practicum Intro to research 	Spring 1 courses <ul style="list-style-type: none"> Behavior Analysis and Developmental Disabilities Ethics in Applied Behavior Analysis ABA Practicum Intro to research 	
Summer 1 courses <ul style="list-style-type: none"> Supervision in ABA Thesis 	Summer 1 courses <ul style="list-style-type: none"> Supervision in ABA Thesis CBT (online) 	Summer 1 courses <ul style="list-style-type: none"> Supervision in ABA Thesis MHS 6095 Family-Centered Interdisciplinary Practice 	
Fall 2 courses <ul style="list-style-type: none"> Behavior Theory ABA Practicum Thesis Experimental Analysis of Behavior 	Fall 2 courses <ul style="list-style-type: none"> Behavior Theory ABA Practicum Thesis Experimental Analysis of Behavior PBS Consultation (online) 	Fall 2 courses <ul style="list-style-type: none"> Behavior Theory ABA Practicum Thesis Experimental Analysis of Behavior MHS 6069 Child & Adolescent Behavioral Health 	<i>iSED scholars complete 2 additional courses (online)</i> <i>MABAS scholars complete 3 additional courses (online)</i>
Spring 2 courses <ul style="list-style-type: none"> ABA in Complex Community Environments ABA Practicum Thesis 	Spring 2 courses <ul style="list-style-type: none"> ABA Practicum Thesis School Wide PBS (online) 	Spring 2 courses <ul style="list-style-type: none"> ABA Practicum Thesis MHS 6027 Creating Cultural Competence in Bx. Health 	<i>iSED scholars complete School Wide PBS (online) instead of ABA & CC</i>
Summer 1 courses <ul style="list-style-type: none"> ABA Practicum Thesis 	Summer 1 courses <ul style="list-style-type: none"> ABA Practicum Thesis 	Summer 1 courses <ul style="list-style-type: none"> ABA Practicum Thesis 	