

# INTERESTED IN BECOMING A TRAINEE WITH THE FLORIDA CENTER FOR INCLUSIVE COMMUNITIES?



## What is the FCIC?

The Florida Center for Inclusive Communities (FCIC) at the University of South Florida (USF) is a University Center for Excellence in Developmental Disabilities (UCEDD) established in 2005. FCIC is a division within the Department of Child and Family Studies (CFS) in the College of Behavioral and Community Sciences (BCS).

FCIC is one of 67 UCEDDs nationwide that provide service, education and research in developmental disabilities. FCIC is committed to developing leadership skills and a range of supports and services in the areas of Community Supports, Early Childhood Education, Transition Services, Education, Employment, Health, Interdisciplinary Training, Public Policy, and Cultural Competence.

FCIC encourages trainees to review and use the resources available through the Association of University Centers on Disabilities (AUCD). AUCD not only provides resources developed by the UCEDDs in the US and its territories, but also provides access to nationally developed resources and opportunities for trainee involvement, information about jobs in AUCD and other UCEDDs, access to webinars and other training, and information about fellowships and scholarships.

*To be an FCIC trainee means that you are developing leadership skills as you take courses, participate in clinics within FCIC, or are mentored through practicum, internship or thesis and dissertation research by FCIC faculty.*

## About the Interdisciplinary Training Program

Trainees include graduate or doctoral students in a discipline such as psychology, education, applied behavior analysis, public health, medicine, social work, or related disciplines. The Interdisciplinary Training Program provides an integrated education program that relies upon the interdependent contributions of a collaborating team of people. Team members may include people with disabilities and their families, health and allied health professionals, community providers, educators, and researchers representing a variety of disciplines.

Participation in the program provides students with instruction, support, and mentorship from faculty and staff who are nationally recognized in the field of developmental disabilities.

## Benefits of Becoming a Trainee

- Individualized access to the services, research, and resources within FCIC
- Additional education and development in the areas addressed in the FCIC mission (e.g., family-centered care, choice, inclusion, person-centered planning, strength-based approach to intervention)
- Opportunity and support for individualized areas of further study in Developmental Disabilities
- Access to FCIC Programs and Community Partners
- Access to the AUCD national network and resources throughout the country, including funding and job opportunities
- Opportunities for funding for presentations and conferences that align with the FCIC mission and values

## FCIC Trainee Programs

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*You are eligible to become an FCIC trainee if you participate in any of these interdisciplinary training programs and activities.*

### Graduate Certificate in Positive Behavior Support

The online certificate program includes classes focused on providing consultation and guiding collaboration, implementing school wide positive behavior support, addressing behavior challenges in young children, and intensive individualized interventions. <http://pbs.cbcs.usf.edu/>

### M.S. in Child and Adolescent Behavioral Health (CABH) Concentration in Developmental Disabilities

This degree prepares professionals to provide services for children and adolescents with developmental disabilities and mental health needs. Concentration courses focus on current issues and trends, evidence-based practice, family-centered interdisciplinary practices, individualized interventions, and systems and policy.

<http://cabh.cbcs.usf.edu>

### Project EBAS: Enhancing Behavior Analytic Services

Project EBAS aims to prepare high-quality scholars to serve as either Board Certified Behavior Analysts or School Psychologists who can contribute to the provision of focused instruction and individualized positive behavioral interventions and supports in an interdisciplinary team-based approach for school-aged children with severe emotional and behavioral disorders (EBD). <http://www.usf.edu/cbcs/cfs/academics/aba/masters/ebas-brochure.pdf>

### Project ABA: Preparing Related Services Personnel

The purpose of Project ABA is to prepare 20 highly qualified school-based behavior analysts to provide quality related services for high-need children with autism of all grade levels. <http://www.usf.edu/cbcs/cfs/academics/aba/documents/projectaba-brochure.pdf>

### M.A. or Ph.D. Applied Behavior Analysis Programs

The interdisciplinary Applied Behavior Analysis programs are affiliated with the FCIC. The programs are designed to train practitioners who can work effectively in the fields of developmental disabilities, education, autism, child protective services, rehabilitation, mental health, and business and technology. <http://aba.cbcs.usf.edu/>

### Interdisciplinary Center for Evaluation and Intervention: Clinical Rotation

ICEI provides comprehensive evaluations and interventions at no cost for school aged students who have complex behavior, developmental, and social/emotional challenges. The ICEI team includes professionals from applied behavior analysis,

communication sciences, pediatrics, psychology, social work, and special education. <http://icei.fmhi.usf.edu/>

### Training and Research Mentorships

Interdisciplinary trainees are mentored by FCIC faculty through individual studies, internships, practicums, and thesis and dissertation committees. FCIC faculty represent a variety of disciplines including psychology, education, special education, nursing, and public health.

### Ph.D. in Behavioral & Community Sciences

The Ph.D. in Behavioral & Community Sciences is an interdisciplinary program that prepares students to conduct research to enhance the quality of life and productivity of individuals with social, emotional, and behavioral & socio-cultural challenges. Students working with FCIC faculty and mentors can design an individualized specialization program in the areas of developmental disabilities and PBIS. <http://www.usf.edu/cbcs/graduate/bcs.aspx>

## Expectations of Trainees

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- **Enrolled in a Qualified Program.** Trainees are expected to maintain active enrollment in one or more of our programs.
- **Registered in the National Database of Trainees.** Trainees will be required to complete an enrollment form, which will be entered in a secure database.
- **Core Curriculum Training.** All trainees will receive core curriculum training through three online modules. Trainees are required to complete all three prior to exiting the program.
- **Professional Development.** Actively engaged in learning about developmental and intellectual disabilities provided through, seminars, and webinars developed by FCIC staff and through the Association of University Centers on Disabilities (AUCD).
- **Trainee Follow-up Surveys.** All trainees are asked to participate in an initial exit survey and three follow-up surveys to provide information on their professional activities after they have left USF.

**For more information on the FCIC  
Interdisciplinary Training Program  
contact Laura Rodriguez - (813) 974-3126  
or visit [www.flcic.org](http://www.flcic.org).**

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