

Special Education MA (Low Incidence Disabilities and Autism)

Mastery Of Behavior Analysis Certification Board Task List Knowledge And Skills

Goal Description:

Mastery of Knowledge and Skills based on Behavior Analysis Certification Board Task List.

Providing Department: Special Education MA (Low Incidence Disabilities and Autism)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Behavior Analysis Certification Exam

Learning Objective Description:

Candidates will pass the Behavior Analysis Certification Exam at percentages comparable to the national average.

RELATED ITEM LEVEL 2

Percentage Of Candidates Passing Behavior Analyst Certification Exam

Indicator Description:

Indicator Type: Behavior Analyst Certification Exam

The Special Education MA (Low Incidence Disabilities and Autism) graduate program prepares students to take the Behavior Analyst Certification Exam, the final step in becoming a Board Certified Behavior Analyst. Therefore, the true test of the program's effectiveness is the percentage of students passing the exam every year.

Criterion Description:

At least 55% of first time exam takers will pass the Behavior Analyst Certification Exam.

Findings Description:

Of the six LIDA first-time exam takers in 2022, five passed, yielding a pass rate of 83.33%. This was an improvement from 2021 when six out of nine LIDA first-time exam takers passed, yielding a pass rate of 66.67%.

RELATED ITEM LEVEL 3

Percentage Of Candidates Passing Behavior Analysis Certification Exam

Action Description:

The pass rate data for candidates taking the exam in 2022 showed improvement over those for 2021 (83.33% (6 test takers) vs 66.67% (9)), but over time the data have shown some variability with an increasing trend: 2017-2018: 47% (15), 2019: 60% (10), and 2020: 50% (6). We will monitor this data for the next assessment cycle (2023-2024), keeping in mind that the BACB releases data so belatedly that it tells us only about candidate performance from the preceding year.

RELATED ITEM LEVEL 1

Behavior Development Solutions (BDS) Modules

Learning Objective Description:

Students will demonstrate mastery of behavior analytic terms and concepts.

RELATED ITEM LEVEL 2

BDS Modules

Indicator Description:

Indicator Type: BCBA Exam

The BDS Modules are a set of BCBA exam preparatory questions that have been shown to improve first time BCBA exam pass rates. Currently, the first time BCBA exam pass rate for students that complete all of the modules to 100% accuracy is 98.5% (<https://www.behaviordevelopmentsolutions.com/>).

Students are required to complete portions of the modules throughout their second year in the LIDA program to prepare for the BCBA exam.

Criterion Description:

Of the assigned modules, 50% of students will complete the acquisition exam portions to 100% and the fluency exam portions to 80% with no limit on attempts.

Findings Description:

Two out of 15 students met criterion. On average, the students in the cohort graduating in 2023 completed 90% of acquisition exam portions at 100% and 91% of fluency exam portions at 80% with no limits on attempts. That was better than the completion performance of the previous cohort. That group completed 75% of assigned modules at criterion levels.

RELATED ITEM LEVEL 3

BDS Modules

Action Description:

Few students complete assigned BDS modules to criterion during SPED 6314 and SPED 6315 in their second year. LIDA faculty have discussed assigning modules across courses during the first as well as the second year in order to provide more opportunities to practice answering the types of questions that will appear on the BCBA exam, but purchasing a two-year subscription costs \$498. The faculty will need to find a solution that maximizes benefits to students without imposing an undue financial burden.

RELATED ITEM LEVEL 1

Comprehensive Exams

Learning Objective Description:

Candidates will demonstrate mastery of knowledge and skills on comprehensive examinations, referenced to the standards set forth by the Behavior Analysis Certification Board.

RELATED ITEM LEVEL 2

Comprehensive Exams Scoring Rubric

Indicator Description:

Indicator Type: Comprehensive Exam

Faculty-developed rubric scored by two independent faculty members following standards of the Behavior Analyst Certification Board Task List.

Criterion Description:

90% of candidates will score 80% or better on the rubric on their first attempt. Particular areas of emphasis include data analysis, experimental design, behavioral support plan development, and application of ethical principles.

Findings Description:

Of the candidates graduating in 2023, 100% scored 80% or better on their first attempt. This was an increase from 2022 when 87.5% scored 80% or better on their first attempt.

RELATED ITEM LEVEL 3

Comprehensive Exams Scoring Rubric

Action Description:

Candidates graduating in 2023 performed much better overall on their comprehensive exams than the preceding cohort. Assessing this indicator during 2023-2024 might reveal an improving trend over time.

RELATED ITEM LEVEL 1

LIDA Progress Assessment

Learning Objective Description:

Candidates will demonstrate mastery of behavior analytic knowledge and skills.

Attached Files

 [LIDA Program Assessment](#)

RELATED ITEM LEVEL 2

Improvement on the LIDA Progress Assessment

Indicator Description:

Indicator Type: LIDA Progress Assessment

The LIDA Progress Assessment is a 100-item multiple-choice test covering ABA principles and applications typically taught in an introductory Masters-level course.

Candidates receive course points for completion of the assessment, regardless of accuracy on the individual items. Therefore, the only environmental variables that evoke and maintain correct responding are instructional control in the classroom and a history of reinforcement for performing accurately on similar tasks. In addition, the students are urged to do well to provide an accurate assessment of their knowledge with respect to the material as they advance throughout the program.

The assessment will be scored as a percentage of responses correct.

Criterion Description:

Students will improve their scores on the test by at least 20% from the August administration to the April administration.

Findings Description:

Scores for Cohort 16, which graduated in 2023, decreased by .43% on average from August to April . Cohort 17 improved its scores by 4.9% on average.

RELATED ITEM LEVEL 3

Improvement on the LIDA Progress Assessment

Action Description:

We implemented the LIDA Progress Assessment for the first time during 2022-2023 without knowing how students would score. Now that we have found that no students met criterion, we will change the criterion to one that is more reasonable. For example, "Students will improve

their scores on the test by at least 10% from the August administration to the April administration."

RELATED ITEM LEVEL 2

Passing Rate on the LIDA Progress Assessment

Indicator Description:

Indicator Type: LIDA Progress Assessment

The LIDA Progress Assessment is a 100-item multiple-choice test covering ABA principles and applications typically taught in an introductory Masters-level course.

Candidates receive course points for completion of the assessment, regardless of accuracy on the individual items. Therefore, the only environmental variables that evoke and maintain correct responding are instructional control in the classroom and a history of reinforcement for performing accurately on similar tasks. In addition, the students are urged to do well to provide an accurate assessment of their knowledge with respect to the material as they advance throughout the program.

The assessment will be scored as a percentage of responses correct.

Criterion Description:

For the first-year cohort, 50% of candidates will score 70% or better on the test at the final administration. For the second-year cohort, 80% of candidates will score 80% or better on the test at the final administration.

Findings Description:

14.3% of first year candidates scored 70% or better on the test at the final administration. In the second-year cohort, 0% of candidates scored 80% or better on the final administration.

RELATED ITEM LEVEL 3

Passing Rate on the LIDA Progress Assessment

Action Description:

We implemented the LIDA Progress Assessment for the first time during 2022-2023 without knowing how students would score. Now that we have found that no students met criteria, we will change the criteria to ones that are more reasonable. For example, "For the first-year cohort, 20% of candidates will score 70% or better on the test at the final administration. For the second-year cohort, 20% of candidates will score 80% or better on the test at the final administration."

Production Of Scholarly Research Project

Goal Description:

Candidates will write a research paper, conforming to APA style

Providing Department: Special Education MA (Low Incidence Disabilities and Autism)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Match Data Collection Method to Problem Behavior

Learning Objective Description:

Candidates will select an appropriate data collection and design a measurement system for research project.

RELATED ITEM LEVEL 2

SPED 6314 Paper Measurement Rubric

Indicator Description:

Indicator Type: Measurement System

Candidates will develop a measurement system matched to a student's problem behavior.

Attached Files

 [Anthology_Meas_Rubric.docx](#)

Criterion Description:

SPED 6314 students will score at least 80% on the measurement rubric.

Attached Files

 [Experimental research or thesis rubric \(written paper\).docx](#)

Findings Description:

All four SPED 6314 students who chose to carry out an experimental research project scored 100% on the measurement rubric.

RELATED ITEM LEVEL 3

Action - SPED 6314 Paper Measurement Rubric

Action Description:

We added this learning objective in October 2022 to complement the Research Proposal learning objective under the Production of Scholarly Research Project goal. Because only four out of 15 students in the cohort graduating in 2023 chose to carry out experimental research projects, our results for this learning objective appear inflated. We will assess this learning objective again during 2023-2024 when a larger number of students might choose to carry out experimental research projects.

RELATED ITEM LEVEL 1

Research Proposal

Learning Objective Description:

Students will formulate research questions suitable for single-subject designs.

RELATED ITEM LEVEL 2

Passing Rate on Research Project

Indicator Description:

Indicator Type: Research Project

The research project will be scored by instructors of SPED 6315 or SPED 6317.

Criterion Description:

80% of candidates will score 80% or better on the rubric for the final research project or literature review.

Findings Description:

100% of candidates scored 80% or better on the rubric.

RELATED ITEM LEVEL 3

Passing Rate On Research Project

Action Description:

This was the second year that 100% of candidates scored 80% or better on the rubric. This might reflect the fact that by the time students receive a grade on the research project, they have written multiple drafts and received feedback from faculty and peers. We plan to collect this data during 2022-2023 in the hope that his trend will continue.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Our students have performed to the higher standards required by the BACB's 5th Edition Task List. We observed this when they met criterion in their Comprehensive Exams based on new, more difficult questions. We did not see improvement in performance on the Sugai-Horner Test, but we plan to replace the assessment with one that better reflects our new content. Students did reach criterion on the rubric measuring performance on their research projects, but we plan to replace the rubric with a more rigorous one.

Update of Progress to the Previous Cycle's PCI:

LIDA students showed improvement in their Comprehensive Exam scores but continued to struggle to meet our criteria for success in the BDS modules. Faculty will discuss alternative ways of implementing the modules in courses. We implemented the new LIDA Program Assessment, but students showed little improvement from August to April. Faculty will discuss ways of ensuring that students retain course knowledge. All students again met criteria for performance on their research projects.

New Plan for Continuous Improvement Item

Closing Summary:

Faculty will revise goals, learning objectives, indicators, and criteria to better align with the requirements of the LIDA self-study required by the Association for Behavior Analysis International for Tiered Model recognition. We plan to submit an application for Tier 2a recognition during the summer of 2025.