

Special Education MA/MED (Low Incidence Disabilities and Autism)
Assessment Plan Summary

Special Education MA/MED (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.

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 Analysis Certification Exam

Indicator Description:

The Special Education MA/MED (Low Incidence Disabilities And Autism) graduate program prepares students to take the Behavior Analysis 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.

The Behavior Analyst Certification Board reports the percentage of students passing the exam and the national average. In 2014, a total of 10 first-time test takers completed the BCBA exam; 5 passed the examination, resulting in a pass-rate of 50%. The reported national data for 2014 showed a passing rate of 60%; thus, our passing rate was slightly below national average.

Criterion Description:

As a measure of continuous improvement, the criterion for this objective is that the passing rate for each year exceed the passing rate for the previous year as it approaches the national standard. Annual data (starting in 2012) will be graphed and progress will be tracked as the program continues to expand and develop. Therefore, the passing rate for 2015 must exceed 50%. Note that data are available each academic year for the candidates who graduated the previous year.

Findings Description:

The Behavior Analyst Certification Board reports the percentage of students passing the exam and the national average. In 2015, SHSU did not have a minimum of 6 first-time test takers complete the BCBA exam; therefore, SHSU was not notified with official pass rate results. The reported national data for 2015 showed a passing rate of 65%.

RELATED ITEM LEVEL 3

BACB Exam action

Action Description:

To increase pass rates on the BACB exam, we plan to hold review sessions post-graduation with the students to aide in identifying areas of weakness that require additional studying. We will continue to have students subscribe to an exam preparatory system called Behavior Development Solutions. Additionally, we will aim to encourage students to take the exam immediately following graduation so that we can report our pass rates (rather than not having enough students take them).

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:

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

Criterion Description:

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

Because 66% of candidates scored above 80% on their initial attempt in 2014-2015, we will maintain the criterion of 90% of candidates. The domains identified to improve is the areas of research design and verbal behavior. We have set in motion some interventions for these areas.

Findings Description:

To evaluate progress on information related to the Behavior Analyst Certification Board's task list, our goal was for 90% of students to pass their initial comprehensive exam at or above 80%. Seven students took their oral comprehensive exam in Spring 2016 and all passed on the initial attempt. Scores ranged from 41 to 50 (our of 50 points) and averaged 45.75 points (91.5%). Therefore, we met the goal.

RELATED ITEM LEVEL 3

Comprehensive Exams Action

Action Description:

All of our students met the criteria of passing their initial comprehensive exam at or above 80%. However, we had a limited number of students take the exams and many required prompting during the exam. Therefore, we will aim to continue providing students with a comprehensive exam question bank 12 weeks in advance of the exam. We will also hold an optional review session for the students. Additionally, we plan to require students to review the Behavior Analyst Certification Board'd 4th edition task list to identify areas of weakness or gaps so that we can review them during class.

RELATED ITEM LEVEL 1

Formative Evaluation Of Behavior Analytic Terms (FEBAT)

Learning Objective Description:

Candidates will demonstrate mastery of knowledge and skills on the Formative Evaluation of Behavior Analytic Terms (FEBAT), referenced to the standards set forth by the Behavior Analysis Certification Board.

RELATED ITEM LEVEL 2

Formative Evaluation Of Behavior Analytic Terms (FEBAT)

Indicator Description:

The FEBAT is a formative evaluation that assesses knowledge on 25 standard behavior analytic terms at six points in the candidate's academic career (see attached- beginning of program, end of first semester, end of second semester, end of summer term, end of first semester of second year, and end of program). Candidates receive course points for completion of the FEBAT, 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 FEBAT is scored on a faculty-created rubric with a 5-point scale. Scores from 0-4 are administered based on the quality of the definition provided for each term; 4-point answers are those most similar to the definitions provided by Cooper, Heron, and Heward (2007), a textbook based on the Behavior Analysis Certification Board task list. At least 25% of FEBAT administrations are scored by two Board Certified Behavior Analysts to ensure interrater reliability.

Criterion Description:

Because the FEBAT is administered six times during a candidate's graduate career, it serves as a method of formative evaluation. All 15 students last year improved their scores on the FEBAT by at least 20% from the initial administration (average 53.3%). The large improvements in percentages were likely a function of low initial scores. Therefore, students will improve their performance from the initial administration of the FEBAT to the final administration by 40%.

Findings Description:

The goal was for students to improve their FEBAT scores by at least 40% from the initial administration to the final administration. Of the seven students, six students improved their scores by at least 40% (average of 46% improvement). The student that did not meet the goal improved her score from 12% correct to 41% correct. Therefore, the goal of all students improving by 40% was not met.

RELATED ITEM LEVEL 3

FEBAT action

Action Description:

To increase the likelihood of meeting the goal, we plan to explicitly review each term on the list during the program and require students to define it in behavioral terminology as well as layman terminology. We also plan to administer the FEBAT more frequently throughout the program so the students are more familiar with the terms they should master by the completion of the program.

RELATED ITEM LEVEL 2

Passing Rates On FEBAT

Indicator Description:

The FEBAT is a formative evaluation that assesses knowledge on 25 standard behavior analytic terms at six points in the candidate's academic career (see attached- beginning of program, end of first semester, end of second semester, end of summer term, end of first semester of second year, and end of program). Candidates receive course points for completion of the FEBAT, 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.

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Criterion Description:

50% of candidates will score 80% or better on the FEBAT rubric (see attached) at the final administration.

Findings Description:

The goal was to have 50% of candidates score 80% or better on the FEBAT rubric (see attached) at the final administration. Of the seven students who took the FEBAT, only one student scored at or above 80%. Four students scored above 70% and two students scored between 40 and 70% correct. Therefore, the goal was not met.

RELATED ITEM LEVEL 3

FEBAT action

Action Description:

To increase the likelihood of meeting the goal, we plan to explicitly review each term on the list during the program and require students to define it in behavioral terminology as well as layman terminology. We also plan to administer the FEBAT more frequently throughout the program so the students are more familiar with the terms they should master by the completion of the program.

Production Of Scholarly Research Project

Goal Description:

Candidates will write a research paper, conforming to APA style

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Research Proposal

Learning Objective Description:

Candidates will develop a high-quality research proposal in SPED 6314. Candidates will demonstrate mastery of this skill by the end of 6317.

RELATED ITEM LEVEL 2

Improvement Of Research Project From Fall (SPED 6314) To Spring (SPED 6317/6315)

Indicator Description:

The research proposal will be scored by instructors of SPED 6314.

Criterion Description:

Last year, we observed that many of the students showed decreases in scores from Fall to Spring, but the decrease was likely a function of high initial scores. In addition, decreases may have been a result of additional data and analyses that were included in the final project and not the intial project. Therefore, 80% of students will improve their initial score by 10%, or score above a 95% on the final paper to meet criteria.

Findings Description:

To evaluate improvements of student research projects from fall the spring, the goal was for 80% of students to improve their initial score by 10%, or score above a 95% on the final paper. Of the seven students, two students earned above 95% on the final paper and two students improved their initial score by at least 10%. Therefore, four of seven students (57%) met the criteria and the goal was not met.

However, it should be noted that of the three students who did not increase their initial score by 10%, two students showed small improvements and earned As on the final paper with scores of 145 and 151 out of 160 possible points. One student showed a slight decrease in her score from 138/160 to 133/160 resulting in a final grade of B.

RELATED ITEM LEVEL 3

Improvement of Research action

Action Description:

We will aim to increase the number of paper drafts submitted throughout the semester as well as the number of presentations in which students discuss and analyze their data.

RELATED ITEM LEVEL 2

Passing Rate On Research Proposal

Indicator Description:

The research proposal will be scored by instructors of SPED 6314.

Criterion Description:

To evaluate the research proposal in SPED 6314, 80% of the candidates will score 80% or better on the attached rubric.

Because 80% of students achieved the 80% criterion last year, but several students showed decreases in scores across semesters, we will maintain the criterion this year. Faculty will aim to improve written descriptions of procedures on the research proposal and will target written description of results.

Findings Description:

To evaluate the research proposal in SPED 6314, the goal was for 80% of the candidates to score 80% or better on the attached rubric. Seven students completed the research proposal in SPED 6314 and the average score was 132.3 out of 160 points (average score of B). The scores ranged considerably from 81/160 to 159/160. Of the seven students, five students (70%) earned a score at or above 80%; therefore, we did not meet the goal.

RELATED ITEM LEVEL 3

Passing Rate of Research Proposal Action

Action Description:

We will aim to increase the number of paper drafts submitted throughout the semester as well as the number of presentations in which students discuss and analyze their data. Faculty will aim to improve written descriptions of procedures on the research proposal and will target written description of results, as these seem to be the weakest areas.

Update to Previous Cycle's Plan for Continuous Improvement

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

This year, we will continue to make changes to improve the program. We have two faculty members who are both BCBAs and will be responsible for teaching all of the LIDA courses to ensure a strong behavioral foundation. Between the two faculty, they have several years of clinical and research experience, which will allow the students to take advantage of many interest areas. We plan to continue having the students identify areas of interest for their research projects during the Spring semester of the first year. We also plan to discourage the option of a formal literature review rather than a thesis so that students are less likely to abruptly change their research topics. Additionally, conducting research will better prepare the students for post-graduation positions as either a doctoral student or professional BCBA, both of which will be responsible for frequent data collection and analysis.

To improve BCBA pass rates, we plan to continue to hold review sessions with the students prior to their exam dates to answer any additional questions they may have. Additionally, we will continue having the students subscribe to a preparatory testing service called Behavior Development Solutions. All of our courses have been reviewed to ensure the students access the minimum requirements of content hours recommended by the BACB. Our courses exceed the minimum requirements and we plan to continue evaluating how we can revise the courses to best suit the students' needs in the future. We

Update of Progress to the Previous Cycle's PCI:

We are continuing to identify ways to improve outcomes for the LIDA students. Regarding research, we encouraged students to begin their research projects earlier, required multiple drafts, and met with students frequently to discuss progress on their research projects. To improve BCBA pass rates, we continued to incorporate a preparatory testing service called Behavior Development Solutions into the coursework and focused on the blend of conceptual, ethical, and practical issues related to behavior analysis in classes. We were very happy that all students passed their maintain comprehensive exams, demonstrating that our actions from last year may have been effective.

Plan for continuous improvement - LIDA

Closing Summary:

We will continue to identify ways to improve outcomes for the LIDA students. Regarding research, we will continue to encourage students to begin their research projects early, require multiple drafts, and meet with students frequently to discuss progress on their research projects. For the upcoming year, we plan to continue these initiatives and have some of our classes co-taught among the faculty to provide a wider perspective of data analysis.

To improve BCBA pass rates, we will continue to incorporate a preparatory testing service called Behavior Development Solutions into the coursework and focus on the blend of conceptual, ethical, and practical issues related to behavior analysis in classes. We plan to also increase in-class and online discussions to facilitate the learning process.

To maintain comprehensive exam scores, we will continue having the students subscribe to Behavior Development Solutions. We are also going to incorporate a skill check list into our practicum and internship courses so that students are required to read about a topic, observe the skill, and then practice implementing the skill. An emphasis of the practicum courses will now be data analysis and discussion to provide extra opportunities to practice these skills.