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

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.

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.

Criterion Description:

At least 51% of first time exam takers will pass the Behavior Analysis Certification Exam.

In 2014, our pass rate was 50% and in 2015, the data were unavailable due to a limited number of first time exam takers. As a result, we will maintain the goal of having a pass rate that exceeds the previous (available) year.

Findings Description:

In 2016, eight former students took the BCBA exam for the first time. Of the eight students, five passed on the first attempt, resulting in a 62% pass rate. We met and exceeded our goal of 51% of first-time test takers passing the BCBA exam.

RELATED ITEM LEVEL 3

BCBA Exam Scores

Action Description:

We exceeded the criterion of 50% of first time test takers passing the BCBA exam. Therefore, we will increase our criterion to 60% of first time test takers passing the BCBA exam.

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.

In 2015-2016, 100% of candidates scored above 80% on their initial attempt. However, some of those candidates did require prompting and probing for additional information by faculty. Because the participant pool was small (7 students), we will maintain the criterion of 90% of candidates scoring 80% or better on the rubric.

Findings Description:

Eleven students completed their oral comprehensive exam in April, 2017. Of the 11 students, 100% of candidates scored 80% or better on the rubric, exceeding our criterion. The mean score was 44.9 out of 50 points (89.8%) with a range of 41/50 to 48.5/50 (82-97%).

Comprehensive Exams

Action Description:

We will increase the criterion related to passing comprehensive exams from 90% of students passing with a score of 80% or above to 90% of students passing with a score of 85% or above.

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.

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:

Students will improve their scores on the FEBAT by at least 40% from the initial administration to the final administration.

In 2015-2016, the goal was for students to improve their FEBAT scores by at least 40% from the initial administration to the final administration. Six of seven students met this goal. Therefore, we will maintain this goal.

Findings Description:

Of the 11 students that completed the FEBAT, 9 of 11 students (89%) improved their scores by 40% or more. Many of the students improved by percentages much larger than 40% due to very low initial scores.

FEBAT scores

Action Description:

We will maintain the criterion that 50% of candidates will score 70% or better on the FEBAT rubric (see attached) at the final administration. We will no longer assess improvement from the first administration to the final administration because most students score very low on the initial assessment due to the requirement of behavioral terminology.

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.

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:

50% of candidates will score 70% or better on the FEBAT rubric (see attached) at the final administration.

In 2015-2016, the goal was to have 50% of candidates score 80% or above on the final administration; however, only one student out of seven met this goal. Therefore, we have reduced the goal for this year.

Findings Description:

In Spring 2017, 11 students completed the FEBAT. The mean score was 64.4%, with a range of 40-85%. Of the 11 students, six students (55%) scored 70% or above, meeting the criterion.

> RELATED ITEM LEVEL 3

> **FEBAT scores**

> **Action Description:**

> We will maintain the criterion that 50% of candidates will score 70% or better on the FEBAT rubric (see attached) at the final administration. We will no longer assess improvement from the first administration to the final administration because most students score very low on the initial assessment due to the requirement of behavioral terminology.

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

> > **Passing Rate On Research Project**

> > **Indicator Description:**

> > 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 attached rubric for the final research project.

> > In 2015-2016, we evaluated scores on the research proposal in SPED 6314. However, not all students were able to produce a high quality research proposal by the end of the course due to changes in jobs and delays to IRB approval. Therefore, we will modify the criteria and aim for 80% of students to achieve the 80% criterion on the final research project.

> > **Findings Description:**

> > In Spring 2017, 10 students were enrolled in SPED 6315 and completed a research project. Of the ten students, four students completed a literature review and six students conducted an experimental research project. The mean score out of 160 points was 141.5 (88.4%). The range of scores was 110/160 (69.8%) to 157/160 (98.1%). Of the 10 students, nine students (90%) received a score above 80%, exceeding the criterion.

> > > RELATED ITEM LEVEL 3

> > > **Research Project**

> > > **Action Description:**

> > > We will maintain the criterion that 80% of candidates will score 80% or better on the attached rubric for the final research project.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI:

All objectives were met this year for students enrolled in the LIDA program. We will continue to work closely with students, provide frequent advisement, and provide access to additional resources. Because all objectives were met, we will increase the criterion for the BCBA pass rate from 51% to 60% and the criterion for comprehensive exams from 80% of students passing with 80% or above to 90% of students passing with 85% or above. We are going to remove the objective that students must improve their FEBAT scores by at least 40% because most students are scoring extremely low during the initial attempt; the final administration score of the FEBAT is a better measure of information learned in the LIDA program.

Plan for Continuous Improvement

Closing Summary:

All objectives were met this year for students enrolled in the LIDA program. We will continue to work closely with students, provide frequent advisement, and provide access to additional resources. Because all objectives were met, we will increase the criterion for the BCBA pass rate from 51% to 60% and the criterion for comprehensive exams from 80% of students passing with 80% or above to 90% of students passing with 85% or above. We are going to remove the objective that students must improve their FEBAT scores by at least 40% because most students are scoring extremely low during the initial attempt; the final administration score of the FEBAT is a better measure of information learned in the LIDA program.