Special Education – Applied Behavior Analysis Concentration

Master of Education Program in Special Education with Applied Behavior Analysis (ABA) Concentration

ABAI VCS 5th Edition Task List (BCBA)
BACB Verified Course Sequence #51024

Handbook
College of Education
Texas Tech University
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www.educ.ttu.edu

Revised July 2019. Applicable for Fall 2019 onwards
Special Education

Master of Education – Applied Behavior Analysis

Program Overview

The M.Ed. in Special Education with a concentration in Applied Behavior Analysis (ABA) is unique in that it provides students the opportunity to advance their skills through an online learning program from anywhere in the world. In addition, the Behavior Analyst Certification Board, Inc.® has verified the following course sequence as meeting coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) Examination® 5th Edition Task List. Applicants will have to meet additional requirements to qualify for certification (for latest requirements refer to www.bacb.com).

Career Opportunities with this degree:

Behavior analysts often work as consultants to individuals, to schools, or to agencies such as child welfare organizations and residential treatment programs where their goal is to enhance abilities, performance, and overall quality of life of the children or adults who receive their services. Behavior Analysts often specialize in working with specific populations of individuals such as autism spectrum disorders, developmental disabilities, traumatic head injuries, mental health issues, early childhood populations, geriatric populations, etc.

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Professor
ADMISSION REQUIREMENTS

Due Date for Fall Admissions – August 1
Due Date for Spring Admissions – December 1

MEd Special Education with Concentration in ABA
- *Applicants will be admitted to begin coursework in the Fall and Spring semesters only.*
- All applications for Fall admissions must be received by August 1 and all applications for Spring admissions must be received by December 1 with all required components included (incomplete applications will not be reviewed).
- Applications will be deferred to following semester if they are not received by the due date or if they are incomplete.

Specific Application Requirements for the ABA programs:

a. GPA of 3.0 or better from undergraduate or most recent graduate coursework

b. Two recommendation letters required from professionals (preferably a BCBA, or a BCaBA, a special education teacher or behavior therapists/specialists, administrator, etc.).

c. Applied experience in behavior analysis or providing behavior services (e.g., work in a clinic, as a SPED teacher or paraprofessional) as evidenced in resume and personal statement.

d. A typed, two page, single-spaced personal statement covering the following areas: (1) prior coursework in or related to ABA, (2) applied/clinical/teaching/volunteer experiences in ABA (e.g., BCaBA, Registered Behavior Technician (RBT), psychology, special education teacher, paraprofessional, internship or volunteering in schools or centers for autism or developmental disabilities,) (3) Future career goals.

i.

All Admitted Students

*All admitted students are required to:*

1) Complete the TTU ABA orientation at beginning of first semester at TTU.

2) Purchase access to a commercially available ABA practice modules and BCBA certification exam practice test as specified by the program faculty.

3) Release ABA practice test module scores to program faculty.

4) Complete a **Comprehensive Project** as part of the internship course.
5) Complete any other concentration learning activities as required by the program faculty.

This Special Education Masters ABA Concentration contains the ABAI Verified Coursework (5th Ed) meeting towards BCBA coursework. The sequence number is 51024 (5th Ed).

“The Association for Behavior Analysis International has verified the following courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.”

Note: TTU has two BACB Approved Course Sequences, but you cannot take courses from the two Verified Course Sequence (VCS) concentrations. To complete an entire VCS, the student must only take courses within that VCS. Students may only take sections of ABA courses that are approved by their advisor. You will need the advisor’s permission to enroll in most of the ABA courses.

Scope and Sequences of the Courses (36 hours required)

Special Education Courses (9 hours)
- EDSP 5306 Strategies for children with Low incidence Disabilities
- EDSP 5320 Children & youth with Low Incidence Disabilities
- EDSP 5093 Internship (3 credits)*

ABA Courses (VCS Approved Coursework Sequence; 21 hours)
- EDSP 5342 Concepts and Principles of ABA
- EDSP 5343 Single-subject Designs in ABA
- EDSP 5346 FBA and Function-based interventions
- EDSP 5347 Behavior Change Procedures
- EDSP 5349 Ethical and Professional Conduct
- EDSP 5360 Behavior Analytic Supervision and Management of Personnel
- EDSP 5390 (Seminar) Philosophical Underpinnings of ABA

Core Courses (6 hours)
- EPSY 5379 Introduction to Educational Research
- EPSY 5331 Human Development in Education

“The Association for Behavior Analysis International has verified the following courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.”

The sequence number is 51024 (5th Ed).
*This internship is for the MEd Special Education degree and does not contribute toward the supervised experience required by the BACB. The students must procure an appropriate supervisor on their own to obtain supervised experience hours for the BACB.

### Required Course Sequence for Fall Cohort

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer 1 &amp; 2</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDSP5342</strong>* (ABA 1) EDSP5320</td>
<td><strong>EDSP5343</strong>* (ABA 2)</td>
<td><strong>EDSP5347</strong>* (ABA4)</td>
<td><strong>EDSP 5390</strong>*: Seminar in SPED (ABA 5 Philosophical underpinnings of ABA)</td>
<td><strong>EDSP 5360 (ABA 7)</strong> <strong>EDSP5093</strong>* (ABA Internship with Comprehensive Project)</td>
<td><strong>EPSY 5379 EDSP 5306 Graduate in August</strong></td>
</tr>
<tr>
<td><strong>Orientation Required</strong></td>
<td><strong>EDSP5346</strong>* (ABA3)</td>
<td><strong>EPSY 5331</strong></td>
<td><strong>EDSP5349</strong>* (ABA6)</td>
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</tr>
</tbody>
</table>

*Indicates the course requires completion of specific learning modules before proceeding to next ABA course in the sequence

### Required Course Sequence for Spring Cohort

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer 1&amp;2</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer 1&amp;2</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDSP5342</strong>* (ABA 1) EDSP5320</td>
<td><strong>EDSP5343</strong>* (ABA 2)</td>
<td><strong>EDSP5347</strong>* (ABA4)</td>
<td><strong>EDSP5349</strong>* (ABA6)</td>
<td><strong>EDSP 5390</strong>*: Seminar in SPED (ABA 5 Philosophical underpinnings of ABA)</td>
<td><strong>EPSY 5379 EDSP 5306 Graduate in August</strong></td>
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<td><strong>Orientation Required</strong></td>
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<td><strong>EPSY 5331</strong></td>
<td><strong>EDSP5093</strong>* (ABA Internship with Comprehensive Project)</td>
<td></td>
<td></td>
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*Indicates the course requires completion of specific learning modules before proceeding to next ABA course in the sequence
Master’s Program Options: *(This section is currently under revision and changes may occur)*

The TTU Graduate School requires that all students earning a master’s degree must complete a thesis or comprehensive exam/project.

**Thesis Option**

Each Master’s Degree student will have an option of completing a thesis as part of the requirements for the Master’s Degree in Special Education. Under this option, students enroll in 6 semester hours of EDSP 6000, and this becomes part of the minimum of 36 semester hours on the degree plan. Students completing a Master’s thesis are exempt from taking the comprehensive evaluation. However, students must complete a final oral defense.

If interested in completing a Master’s thesis, students should discuss these plans with their advisor. A thesis committee of at least two full-time faculty members of the College of Education will be recommended by the advisor and approved by the Graduate School. This committee will provide ongoing guidance as the student prepares the proposal, carries out the research project, and completes the written document. The process of planning the thesis, ideally, should begin in the semester in which the student takes Introduction to Educational Research.

The final copy of the thesis is prepared in accordance with the requirements in Instructions for Preparing and Submitting Theses and Dissertations, available online and in the Texas Tech University Graduate Catalog [https://catalog.ttu.edu/](https://catalog.ttu.edu/).

**Evaluation for the Master Degree Thesis**

1. Check with your advisor, and with your advisor’s help, choose at least a 2-member committee. This committee should match your degree plan.
2. Set up a meeting with your thesis committee to talk about your selection for an appropriate topic.
3. Your thesis committee should guide you through the process, including the Need for Human Subject approval. However, it is the responsibility of the student to fill out and submit paperwork to his/her advisor.
4. Thesis defenses should be completed by early November for fall or late March for spring to file the thesis with the Graduate School. Remember that the Graduate School has deadlines for submission, and students must adhere to these guidelines. It is the student’s responsibility to keep track of all deadlines. Should a student miss the deadlines or fail the thesis defense, he or she has one semester to complete and successfully defend the thesis. Otherwise a failing grade will be recorded.
Master’s Program Options:

Non-thesis Option: Comprehensive Evaluation

Option 1: Comprehensive Project

For MEd (ABA) Students:

1. Register electronically with the College of Education Graduate Office for the Comprehensive Examination by the due date. Let your advisor know that you will be completing the Comprehensive Examination Project.

2. Submit your Intent to Graduate electronically with the Graduate School at the very beginning of your final semester. The College of Education (COE) may require additional documentation and notification. Failure to meet the deadlines may result in an inability to graduate and requirement to take additional coursework as required by the Graduate School. If you are pursuing additional certificates (e.g., Autism), you must submit a separate Intent to Graduate form for each certificate.

3. Candidates are required to complete a single-case experimental design or provide a rationale for utilizing a less comprehensive design to evaluate the impact of a behavioral or instructional intervention with individuals with challenging behaviors developed through the collaborative consultation process using data gathered from assessment procedures. This project will be completed in EDSP 5093 (ABA/Autism Internship course). The procedure should include:
   a. An initial consultation with parents and/or teachers to plan an intervention based on the assessment data. Select only one behavior or academic skill to change during this process.
   b. The intervention plan should include the exact methodology that you will use and presented to the stake holder for their input. Non-experimental designs must include a clear rationale for why such an approach is appropriate.
   c. Implementation of intervention and evaluation within a single-case design.
   d. Baseline and intervention data collection concerning behavior or skill deficits should be presented in graph format. It is recommended that you should have a stable baseline with sufficient data points and an intervention phase (6-10 data points are recommended), along with demonstrating functional control over the dependent variable or provide a clear rationale for why establishing functional control is not appropriate or possible.
   e. The results of the intervention should be presented to stakeholders (e.g., parents, teachers, administrators) in another collaborative consultation meeting utilizing graphs and future action plan.

4. Complete the Project by gathering data to demonstrate mastery of the following goals as addressed on the Comprehensive Examination rubric:
   • Conduct indirect assessment to identify primary target behaviors to treatment, and
complete operational definitions
• Complete a functional analysis within a single-case design that is appropriate for the environment and the stakeholders
• Develop a function-matched treatment and evaluate the effects within a single-case design that is appropriate for the environment and stakeholders

5. Steps for Completion of the Comprehensive Examination Project:

a. You will create one document. You will write no more than 6 pages of written report including graphs and data collection sheets. Make sure to de-identify the participant, school, agency, etc. You will include the following sections:
   i. Information about the participant’s characteristics
   ii. Operational definition of problem behavior or skill deficit
   iii. Assessment report (e.g., summaries of ABC analysis, MAS, FAI, functional analysis if relevant).
   iv. Description of intervention plan (clearly describe your intervention in detail)
   v. Baseline and intervention graphs and interpretation of data using an appropriate design
   vi. Description of future goals/plans (e.g., intervention modification, generalization)

b. You will make a 5-minute video presentation on above areas. Make sure to cover all areas in the evidence template. You will upload your videos on YouTube and provide the link to the faculty. All assessment reports and videos should have no identifying information about participants or schools, agencies, etc. Instructions to upload YouTube videos:

   Unlisted You-Tube Instructions:

   • Instructions for Video Submissions via UNLISTED You Tube
   • *Set up a YouTube Account ([http://www.youtube.com](http://www.youtube.com)).
   • *After you have recorded your Video, you need to save it to your computer.
   • *Sign in to YouTube and select the “Upload” link.
   • *You will be asked to give a title, description, tags (education, consulting, etc.) and a category.
   • *You will then be asked how you want to publish your video. The choices are “Public” (Everyone sees your video and it is searchable); Unlisted (Only those who have a link can view it) or Private (only you can view it).
   • *Select “UNLISTED”
   • After you have uploaded the video, go to “My Videos” and click on the video that you want to share. There is a share button. When you click on it, you will be given a URL that you can copy and paste to e-mail, Blackboard, etc. Make sure to watch it yourself before sending the link.
- *When your video is uploaded as “UNLISTED” this is the only way your information can be shared. It is not searchable and only those who have the URL can view your video.

c. Turn in the finished product to your course instructor, your graduate advisor, and to the Office of Dean of Graduate Studies during the semester you plan to graduate by the COE posted due date (which is earlier than the Graduate School deadline). This will serve as your comprehensive project. The TTU Graduate School will send the results of Comprehensive Projects within 5-7 weeks after the due date.

d. The COE will send information about the due dates for submission of Comprehensive Project at the beginning of each semester. It is the student responsibility to file all required paperwork including the ‘Intent to Graduate’ and other required documents to the Graduate School and/or the College of Education at the very beginning of their final semester.

6. A passing score for the Comprehensive Examination will reflect the candidate’s ability to perform skills as listed on the rubric.

***The project will be scored using an ABA Content Mastery Rubric. Candidates must receive 3 (Meets Expectations) or better score on all items to pass the required Master’s Comprehensive Project.***
**Scoring Rubric for ABA Content Mastery:**

<table>
<thead>
<tr>
<th>Subskill</th>
<th>Exceeds Expectations -5</th>
<th>4</th>
<th>Meets Expectation-3</th>
<th>2</th>
<th>Unacceptable-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct indirect assessment to identify primary target behaviors for treatment, and complete operational definitions</td>
<td>• Provides a complete operational definition with examples and non-examples; based on social validity analysis</td>
<td></td>
<td>• Provides a complete operational definition with examples and non-examples</td>
<td></td>
<td>• Incomplete operational definitions</td>
</tr>
<tr>
<td>Complete a comprehensive functional assessment</td>
<td>Complete some type of functional assessment semi-structured interview, descriptive data collected, hypothesis development for function or discriminating a skill vs motivation deficit for a behavioral acquisition program, and some form of direct observation of the target behavior in different environmental conditions</td>
<td></td>
<td>Complete some type of functional assessment semi-structured interview, descriptive data collected, hypothesis development for function or discriminating a skill vs motivation deficit for a behavioral acquisition program</td>
<td></td>
<td>Complete some type of functional assessment semi-structured interview, descriptive data collected</td>
</tr>
</tbody>
</table>
Develop a function-matched treatment and evaluate the effects within a single-case experimental design.

Non-experimental designs must include a clear rationale for why such an approach is appropriate.

| Treatment is matched to function or skill vs motivation deficit identified for skill acquisition programs, and the evaluation of the treatment is conducted within a single-case experimental design that demonstrates functional control of the treatment over the dependent variable; excellent interpretation of changes in slope, magnitude, and variability of data points on graph. | Treatment is matched to function or skill vs motivation deficit identified for skill acquisition programs, and the evaluation of the treatment is conducted within a single-case experimental design that demonstrates functional control of the treatment over the dependent variable. | Treatment is matched to function, or skill vs motivation deficit identified for skill acquisition programs, and the evaluation of the treatment is conducted within a single-case experimental design, but no functional control is demonstrated in the graph. |