Special Education – Applied Behavior Analysis Concentration

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

Handbook

College of Education
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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®. Applicants will have to meet additional requirements to qualify. Students who complete the program will be provided multiple opportunities to engage in collaborative consultation which is the trademark outcome for this program and which may be a skill valued by future employers.

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.

Graduate Faculty

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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 <u>Fall and Spring</u> 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:

  i. GPA of 3.0 or better from undergraduate or most recent graduate coursework
 ii. Two recommendation letters required from professionals (preferably a BCBA, or a BCaBA, a special education teacher or behavior therapists/specialists, administrator, etc.).
iii. 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.
 iv. 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.

All Admitted Students

All admitted students are required to:

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

2) Pay a course fee in order to access a commercially available BCBA certification exam practice test and ABA practice modules.

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.

TRADEMARK OUTCOMES

Trademark Outcome: Complete functional assessment of challenging behavior and match treatment recommendations to function within a collaborative consultation model. Or complete a preference and reinforcer assessment and complete a skill acquisition intervention within a single-case design within a collaborative consultation model.

Performance Skills: The candidate can:
Phase One
Conduct indirect assessment to identify primary target behaviors to treatment, and complete operational definitions
ICC10S10 Communicate effectively with families and educators of individuals with exceptional learning needs from all backgrounds
ICC10S3 Foster respectful and beneficial relationships between families and professionals
ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team
ICC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
Phase Two
Complete a functional assessment within a single-case design that is appropriate for the environment and stakeholders
ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations.
IGC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptional learning needs

Phase Three
Develop a function-matched treatment and evaluate the effects within a single-case design that is appropriate for the environment and stakeholders

> **ICC10S5** Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families
>
> **ICC8S4** Develops or modifies individualized intervention or assessment strategies using the collaborative consultation process
>
> **ACC4S2** Design and implement research activities to examine the effectiveness of instructional practices

Scope and Sequences of the Courses: Phase 1:

Communication Skills
- EDSP 5303 ABA in Special Education   A&E
- EDSP 5306: Strategies for children with Low incidence Dis A&E
- EDSP 5307: Collaborative problem solving in SPED   A&E
- EDSP 5320: Children & youth with Low Incidence Dis A&E

Phase 2: Plan and implement an intervention
- EDSP 5345 Data collection meth & single-subject designs A&E
- EDSP 5346 FBA and Function-based interventions   A&E
- EDSP 5347 Behavior Change Procedures   A&E
- EDSP 5348 Advanced Issues in ABA   A&E
- EDSP 5349 Ethical and Professional Conduct   A&E

Phase 3: Evaluate client change and monitor progress to make recommendations
- EDSP 5093 Internship   A&E

Program of Studies for Applied Behavior Analysis
Master's of Education (MEd) in Special Education

Core Courses 6 Semester Hours	EPSY 5379 EPSY 5331	Introduction to Educational Research Human Development in Education
Special Education Core 3 Semester Hours	EDSP 5307	Problems and Trends in Special Education
Specialization Courses	EDSP 5303*	Applied Behavior Analysis in Special Education
	EDSP 5306	Instructional Strategies for Teaching Students With Low Incidence Disabilities
	EDSP 5320	Children and Youth With Low Incidence Disabilities
27 Semester Hours	EDSP 5345	ABA II: Data Collection Methods and Single Subject Designs

	EDSP 5346*	ABA III: Functional Behavior Assessment and Function- Based Interventions
	EDSP 5347*	ABA IV: Behavior Change Procedures
	EDSP 5348*	ABA V: Advanced Issues in ABA
	EDSP 5349*	ABA VI: Ethics and Professional Conduct
	EDSP 5093**	Internship in Special Education
Total of 36 Semester Hours		
	EDSP 5300	*Exceptional Children and Youth* may be required as a leveling course.

"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 Examination®. Applicants will have to meet additional requirements to qualify.

The course sequence verification number for Texas Tech University is 4111.

*Required for BCBA® certification; Standards for the Behavior Analyst Certification Board also required. To access these standards please visit: http://www.bacb.com

**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.

Scope and Sequence for ABA*

	A&Es	A&Es	A&Es	A&Es	A&Es	Assessment
Phase 1: Communicate	EDSP 5303: ABA in Special Education	EDSP 5306: Low incidence methods	EDSP 5307: Collaborative consultation methods	EDSP 5320: Low Incidence characteristics		P1 Assessment: Communication skills mastery
Phase 2: Plan and Implement Intervention	EDSP 5345: Single Subject Design	EDSP 5346: Function	EDSP 5347: Behavior Change Process	EDSP 5348: Advanced Issues	EDSP 5349: Ethical and Professional Conduct	P2 Assessment: Plan & implement mastery
Phase 3: Evaluate and monitor progress	EDSP 5093: Internship					P3 Assessment: Evaluates intervention results and monitors progress
						Culminating P3 Assessment: Comprehensive Examination demonstrating mastery of all three skills

Required Course Sequence for Fall Cohort

Fall	Spring	Summer 1 & 2	Fall	Spring	Summer 1 & 2
EDSP5303 *(ABA I)* EDSP5320 ***Orientation Required***	*EDSP5345* *(ABA II)* **EDSP5307 (P1)**	EPSY 5331 *EDSP5346* *(ABAIII)*	***EDSP5347*** ***(ABAIV – P2)*** EDSP5348* (ABAV)	EDSP5349* (ABAVI) EDSP5093* (**ABA Internship with Comprehensive Project P3**)	EPSY 5379** EDSP 5306** **Graduate in August**

*Indicates the course requires completion of specific learning modules before proceeding to next ABA course in the sequence
**** If you are interested in completing in 5 semesters, contact your advisor at the beginning of your program.**

Course Sequence for Spring Cohort

Spring	Summer 1 & 2	Fall	Spring	Summer 1 & 2	Fall
EDSP5303* (ABA I) EDSP5320 ***Orientation Required***	**EDSP5307 (P 1)** *EDSP5345* (ABA II)*	*EDSP5346* (ABAIII)* ***EDSP5347* (ABAIV – P2)***	EDSP5348* (ABAV) EDSP5093 (**ABA Internship with Comprehensive Project P3**)	EPSY 5331 EDSP5349* (ABAVI)	EPSY5379** EDSP5306** **Graduate in December**

*Indicates the course requires completion of specific learning modules before proceeding to next ABA course in the sequence
** If you are interested in completing in 5 semesters, contact your advisor at the beginning of your program.

Master's Program Options:

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

<u>Thesis Option</u>

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/).

Evaluation for the Master Degree Thesis
1. Check with your advisor, and with your advisor's help, choose at least a 2-member thesis 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 Examination 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.

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

- **ED6S1 Communicates** with team members to determine assessment needs
- **ICC8S4 Develops or modifies individualized** intervention or assessment strategies   using the collaborative consultation process
- **ICC8S8 Evaluates** instruction or therapy and monitors progress of individuals with exceptional learning needs

5. <u>**Steps for Completion of the Comprehensive Examination Project:**</u>

   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. Completed Evidence Template in bulleted format
      ii. Information about the participant's characteristics
      iii. Operational definition of problem behavior or skill deficit
      iv. Assessment report (e.g., summaries of ABC analysis, MAS, FAI, functional analysis if relevant).
      v. Description of intervention plan (clearly describe your intervention in detail)
      vi. Baseline and intervention graph and interpretation of data
      vii. 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:

      <u>**Unlisted You-Tube Instructions:**</u>

      - Instructions for Video Submissions via UNLISTED You Tube
      - *Set up a YouTube Account (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. 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 and describe the descriptors for the Collaborative Consultation skills.

The project will be scored using two rubrics: 1) Collaborative Consultation Rubric; 2) ABA Content Mastery Rubric. Candidates must receive 3 (Meets Expectations) or better score on all items of both rubrics to pass the required Master's Comprehensive Project.

Evidence Template for the Special Education Comprehensive Examination

Subskills	Descriptions of Specific Evidence of Mastery
ICC10S10 Communicate effectively with families and educators of individuals with exceptional learning needs from all backgrounds	
ICC8S4 Develops or modifies an individualized challenging behavior or skill acquisition intervention plan using the collaborative consultation process	
ACC4S2 Design and implement research activities to **examine the effectiveness** of challenging behavior or skill acquisition intervention plan	

Scoring Rubric for Collaborative Consultation (P3):

Trademark Skill: Complete functional assessment of challenging behavior and match treatment recommendations to function within a collaborative consultation model. Or complete a preference and reinforcer assessment and complete a skill acquisition intervention within a single-case design within a collaborative consultation model.

Distinctive Outcome: Engage in collaboration with stakeholders to improve educational outcomes for individuals with challenging behaviors or skills deficits in all relevant settings.

Subskill	Exceeds Expectations -5	4	Meets Expectation-3	2	Unacceptable-1
ICC10S10 Communicate effectively with families and educators of individuals with exceptional learning needs from all backgrounds	• Always pays close attention to speaker and maintains eye contact with speaker • Always summarizes or asks questions for clarification • Always uses I messages, states behaviors objectively • Always asks direct, informational questions		• Sometimes pays close attention to speaker • Sometimes offers advice, direction or labeling • Sometimes uses you messages and but instead of and statements • Sometimes asks questions		• Rarely pays attention to speaker • Often engages in directing, advising and labeling without regard • Has trouble maintaining eye contact and does not relate to the group • Does not ask direct questions

ICC8S4 Develops or modifies individualized intervention or assessment strategies using the collaborative consultation process	• Always identifies and prioritizes target behavior/skill deficit • Always keeps meeting focused on target behavior/skill • Clearly describes the intervention to be implemented		• Sometimes identifies the target behavior/skill deficit • Sometimes keeps group focused on target behavior/skill deficit • Somewhat describes the intervention to be implemented		• Discusses a variety of behaviors/skills • Allows the group to stray from discussing the target behavior/skill • Does not describe the intervention to be implemented
ICC8S8 Evaluates instruction or therapy and monitor progress of individuals with exceptional learning needs	• Clearly describes data collection methods to stakeholders • Clearly explains the progress to stakeholders using data • Clearly describes a decision about future goals based on data		• Somewhat describes data collection methods to stakeholders • Somewhat explains the progress to stakeholders using data • Somewhat describes a decision about future goals based on data	⬚	• Does not describe data collection methods to stakeholders • Does not explain the progress to stakeholders using data • Does not describe a decision about future goals based on data

___Content Issues   ___Technical Issues   ___Quality of Work Issues____Synthesis Issues

ABA Scoring For ABA Content Mastery:

Subskill	Exceeds Expectations -5	4	Meets Expectation-3	2	Unacceptable-1
Conduct indirect assessment to identify primary target behaviors for treatment, and complete operational definitions	• Provides a complete operational definition with examples and non-examples; based on social validity analysis		• Provides a complete operational definition with examples and non-examples		• Incomplete operational definitions
Complete a comprehensive functional assessment	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		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		Complete some type of functional assessment semi-structured interview, descriptive data collected

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