

National University-
MSABA Program
TaskList 5



Presented by:

- **Dr. Sharlyn Crump, BCBA, IBA**

Associate Professor
MSABA Academic Program Director
ABAI-VCS Coordinator

Program Targets

- BCBA Pass Rate
- Research Based
- Connection between courses to build program
- Responsibility to Self, Community, Program, Profession
- Student Accountability
- Student Attendance during Collaborate Sessions
- Mind-Set Change/Adjustment as a Student
 - The journey, the process of learning-NOT Grades

PROGRAM LEARNING OUTCOMES

FOUNDATIONS (A, B, C, D)

- Explain Radical Behaviorism's foundational concepts and principles from a behavior analytic approach.
- Analyze measurement, data display and interpretation in experimental design format.

APPLICATIONS (E, F, G, H, I)

- Integrate the Code of Ethics during the behavior change process and assessment procedures.
- Integrate behavior management and performance monitoring during the behavior change process and assessment procedures.

RESEARCH

- The application of Applied Behavior Analysis in research and daily life.
- Conduct research using relevant design, statistical, measurements, data analysis and program evaluation methods to improve student outcomes.

MSABA PROGRAM COURSEWORK

Verified Course Sequence (VCS) Approved by BACB/ABAI

- 620-Philosophical Underpinning ABA
- 622-Concepts and Principles of ABA
- 624-Measurement and Design
- 626-Functional Behavior Assessment
- 628-Behavior-Change Procedures
- 630-Developing ABA Interventions
- 632-Ethics Compliance Code
- 634-Supervision and Management

Master Level Research

- 636-Application of ABA Skills
- 670-ABA Capstone Project

MSABA Program Direction

Precision Teaching Education

A system for precisely defining and continuously measuring the features of behavior, and graphing and analyzing behavior data on the Standard Celeration Chart (SCC) to make timely and effective data-based decisions to **improve behavior[skills]** (Evans, 2018)

The MSABA Program that supports a behavior study skills management system that focuses on the safety, well-being and the strength of our candidates as they embark on their personal journey of growth in the ABA Field

This is being accomplished at the following levels:

- Program Level
- Course Level
- Student Level

Roles and Responsibilities of Students

- Acting as the client
 - What do you need to be successful?
 - Strengths/Deficits
 - Study Skills development
- Acting as the Practitioner
 - Goals
 - Data Driven
 - Interventions

Course Assignments

- Assessments (Pre, Mid, Final)
- Collaborative Sessions (Participation/Alternative Assignment)
- Discussion Boards (Weekly)
 - ABA Self Care (Week 2)
 - ABA and SEL Competencies (Week 4)
 - ABA Cultural Humility/Diversity (Week 6)
- Intervention Write-ups include SCC Screenshot (Weekly)
- IOA-Video (Weeks 4 and 8)
- Portfolium Access (Week 8)
- Presentation (Week 8)
- Reflective Analysis-Signature Assignments (Week 8)

Course Assessments

- Pre-Assessment (Week 1-Tuesday)
 - Credit/No Credit-Baseline
- Mid-Term Assessment (Week 4)
 - Credit/No Credit-Progress Monitoring/Bench Marks
- Final Assessment (Week 8)
 - Points Earned-Multiple Choice-%

Course Assessment Examples

Pre/Mid Assessment-Credit/No Credit

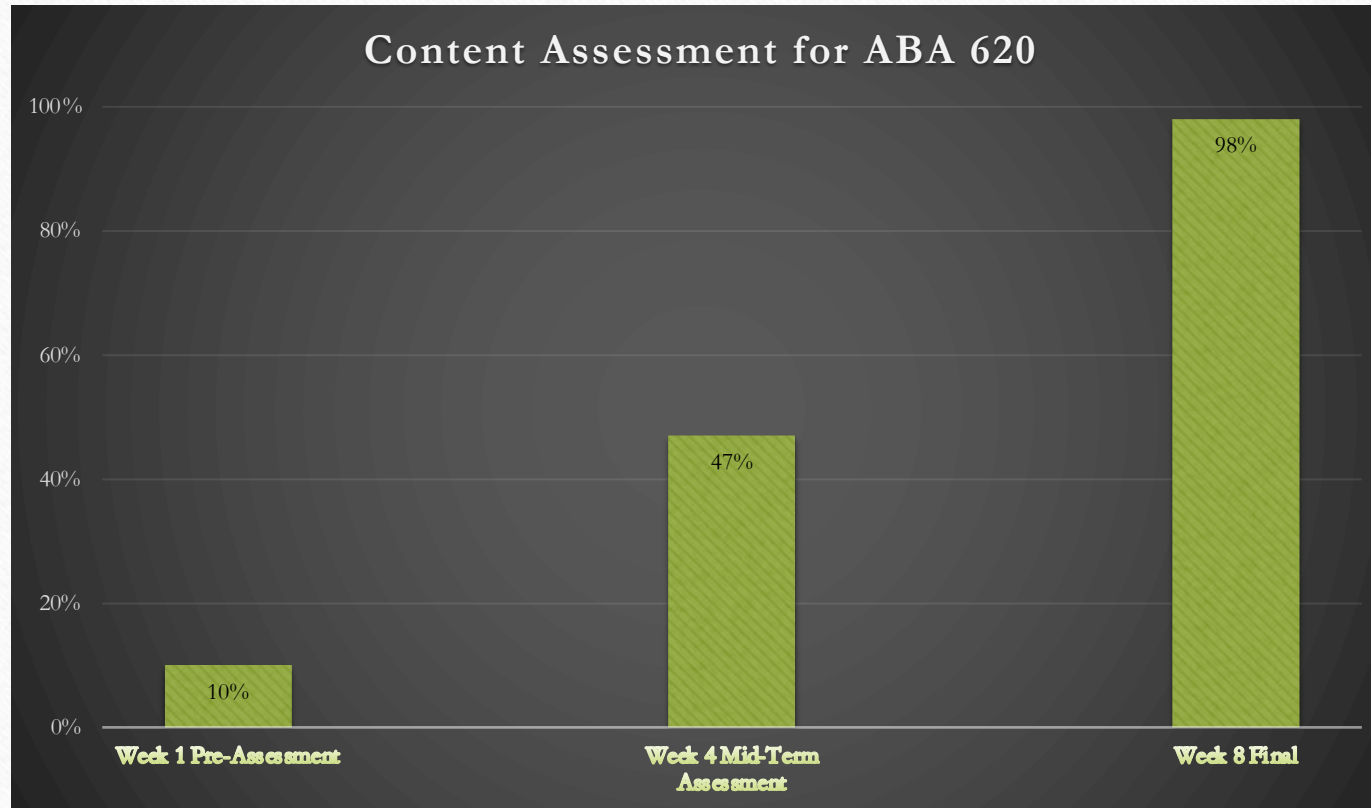
Cuddles only growls at Grover when she has food in a bowl and Grover is near Cuddles' food bowl. The fact that the growling behavior occurs at a higher rate in this condition compared to others indicates that there is a _____.

Final Assessment-Points Earned

Cuddles only growls at Grover when she has food in a bowl and Grover is near Cuddles' food bowl. The fact that the growling behavior occurs at a higher rate in this condition compared to others indicates that there is a _____.

- *a. Functional Relation
- b. Unconditional Stimulus (food)
- c. Conditional Stimulus (love)
- d. Relative Relationship

Course Assessment for ABA 620



ABA 620 course Assessment progression

Students: 133

Sections: Across 6

Diagnostic: 10% (2.8)

Formative: 47% (12.27)

Summative: 98% (25.62)

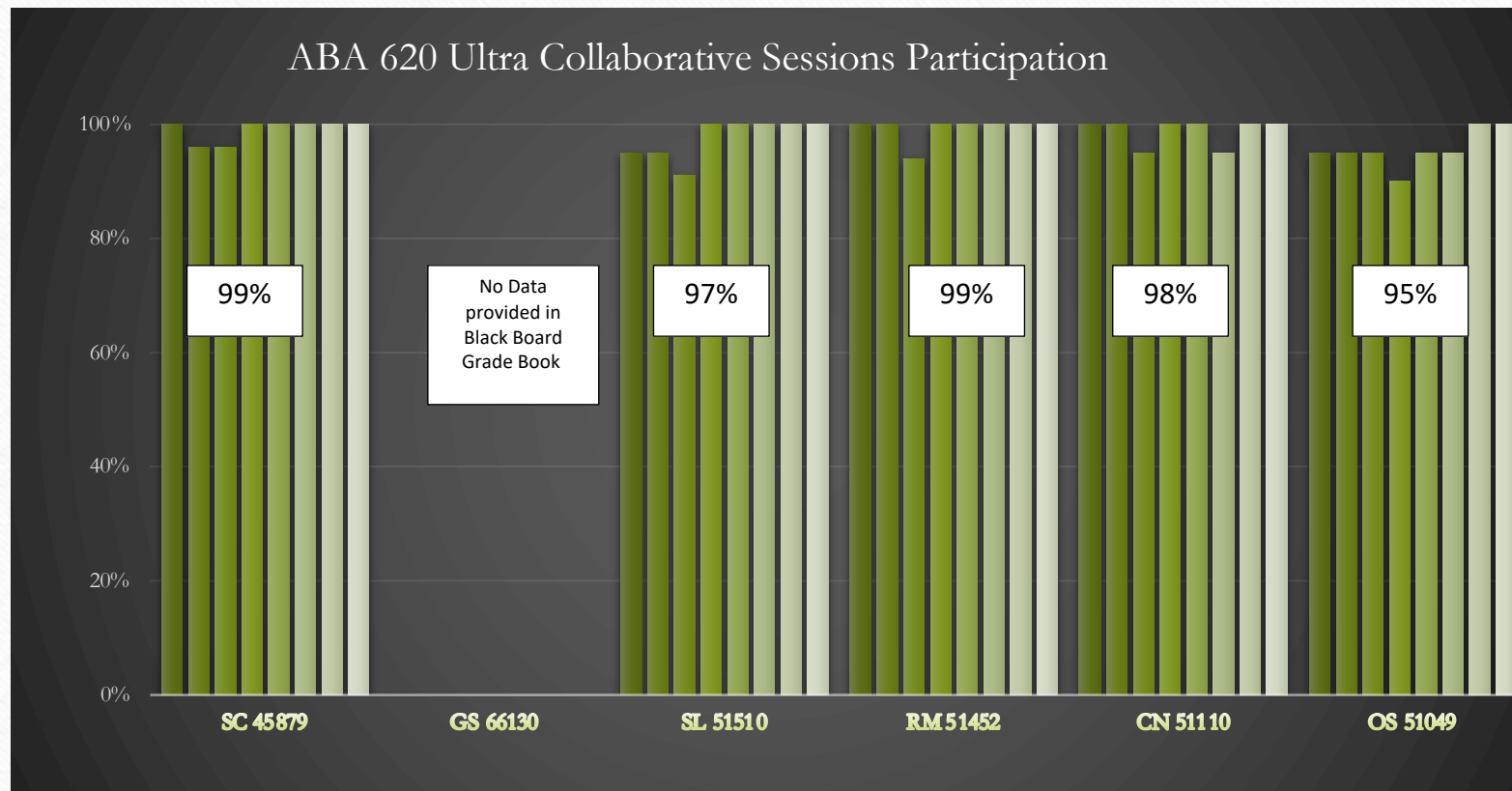
COURSE OUTLINE AND SIGNATURE TASKLIST ASSIGNMENTS

ABA 620 Philosophical Underpinnings

620 Readings:
Cooper: Ch- 1, 2, 7

WEEK	READINGS	CONTENT	DISCUSSIONS	ACTIVITIES/ASSIGNMENTS	EXAMS
1	Cooper et al (2020) Ch 1, Ch 7 (pp. 3-4, 156-158)	A-1	Discussion: Student Intro: Goals Discussion: A-1	A-1 Precision Teaching-Study Skills <ul style="list-style-type: none"> Data Collection Graphing 	Pre-Assessment A-1, A-2, A-3, A-4, A-5 Self-Care & SEL
2	Cooper Ch 1 & 2 (pp. 4-7, 33)	A-2	Discussion: A-2 Discussion: ABA and Self-Care	A-2 Precision Teaching-Study Skills <ul style="list-style-type: none"> Data Collection Graphing 	
3	Cooper Ch 1 (pp. 11-14)	A-3	Discussion: A-3 Discussion: A-3	A-3 Precision Teaching- Study Skills <ul style="list-style-type: none"> Data Collection Graphing 	
4	Cooper Ch 1, Ch 7 (pp. 14-16, 19-21, 155)	A-4	Discussion: A-4 Discussion: ABA and SEL	A-4 Precision Teaching- Study Skills <ul style="list-style-type: none"> Data Collection Graphing 	Mid-Term A-1, A-2, A-3, A-4, A-5 Self-Care & SEL
5	Cooper Ch 1 (pp. 16-23)	A-5	Discussion: A-5 Discussion: A-5	A-4 Precision Teaching- Study Skills <ul style="list-style-type: none"> Data Collection Graphing 	
6	(See content week for readings)	Expand on course content CLOs (A-1, A-2, A- 3, A-4, A-5)	Discussion: Course Content Discussion: ABA & Cult Com/Diversity	A-1-5 Precision Teaching- Study Skills <ul style="list-style-type: none"> Data Collection Graphing 	
7	(See content week for readings)	Expand on course content CLOs (A-1, A-2, A-3, A- 4, A-5)	Discussion: Post Presentation link	A-1-5 Precision Teaching- Study Skills <ul style="list-style-type: none"> Data Collection Graphing Presentation <ul style="list-style-type: none"> Self-Reflections 2-4 min Outcomes A-1 -A-5 <ul style="list-style-type: none"> 6-8 pages 	
8	(See content week for readings)	Expand on course content CLOs A-1, A-2, A-3, A- 4, A-5	Discussion: <ul style="list-style-type: none"> Data Reporting link from Portfolio 	A-1-5 Precision Teaching-Study Skills <ul style="list-style-type: none"> Data Collection Graphing Reflective Analysis (Signature Assignment)-Demonstration of Student Portfolio Submission	Final Exam A-1, A-2, A-3, A- 4, A-5 Self-Care; SEL; Cult Diversity

Ultra Collaborative Session Participation Data



ABA 620

Collaborative Session Participation

Students: 113 (sample size)

Sections: Across 5

Total Student Participation: 97.6%

Weeks 7-8: Highest 100%

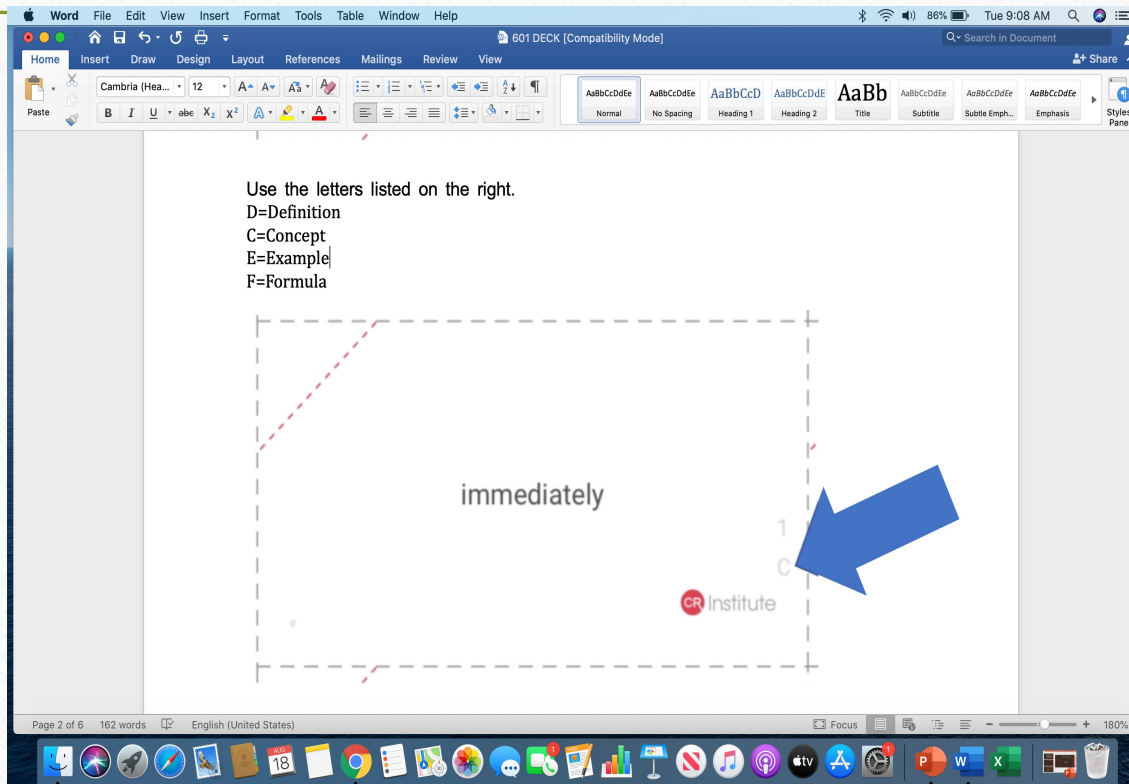
Week 3- Lowest 94%

SAFMEDS

SAFMEDS LEARNING SERIES

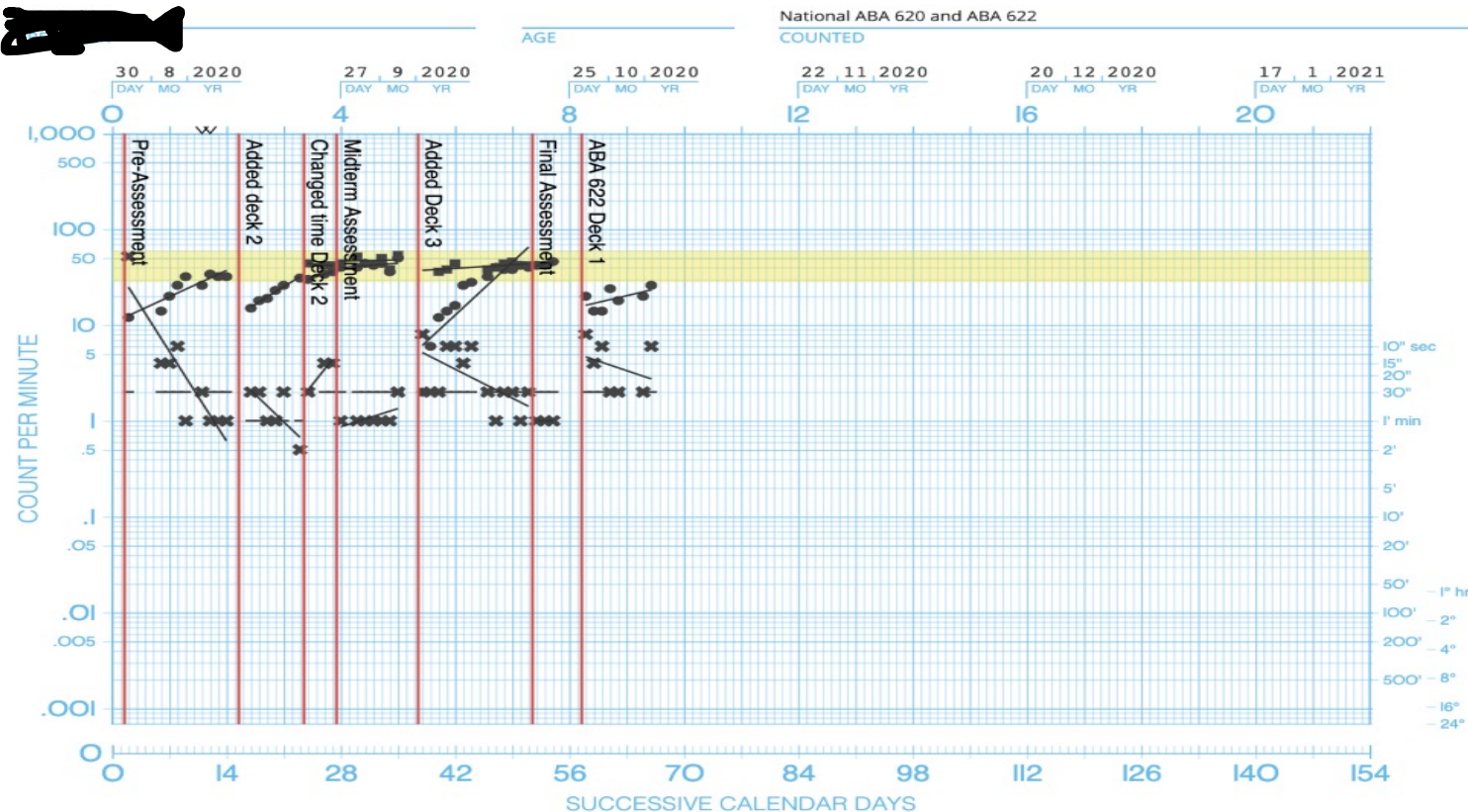
- Central Reach ABA Software & ABA Precision Teaching Management System (www.go.centralreach.com). SAFMEDS is an instructional program, and is aligned to textbook materials.
- Student Subscription Required
- Students will independently work on the SAFMED content Decks for the corresponding week within the course. The Decks' content are aligned to that week's Course Learning Outcome (CLO)/BACB Tasklist item. SAFMEDS system incorporates PrecisionX, that assists students with Standard Celeration Charting (SCC). Precision Teaching behavioral technology developed by Ogden Lindsley* uses standard celeration charts to measure progress over time, and may be maintained in a digital portfolio for maintenance of fluent learning.

SAFMEDS Cards/Deck Content



PrecisionX

Standard Celeration Charting (SCC)



PROGRAM OVERVIEW

GOAL	Acceleration
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LEGEND

DISPLAYED POINTS	Best
CELERATION METHOD	Least Squares
BOUNCE METHOD	90% Confidence Interval
LEVEL METHOD	Geometric Mean

●	correct responses
x	incorrect responses
■	neutral responses
-	counting time

CURRENT CONDITION

ABA 622 Deck 1

LEVEL	● 18.96	x 3.684	■ -
CELERATION	● x 1.38	x + 1.59	■ -
BOUNCE	● x 1.7	x x 3.5	■ -
IMP. INDEX	x 2.2		

CHANGE FROM PREVIOUS CONDITION

Final Assessment

LEVEL	● + 2.28	x x 3.68	■ -
CELERATION	● x 1.01	x + 1.59	■ -
BOUNCE	● x 1.55	x x 3.5	■ -
IMP. INDEX	x 1.6		

COUNTING TIMES

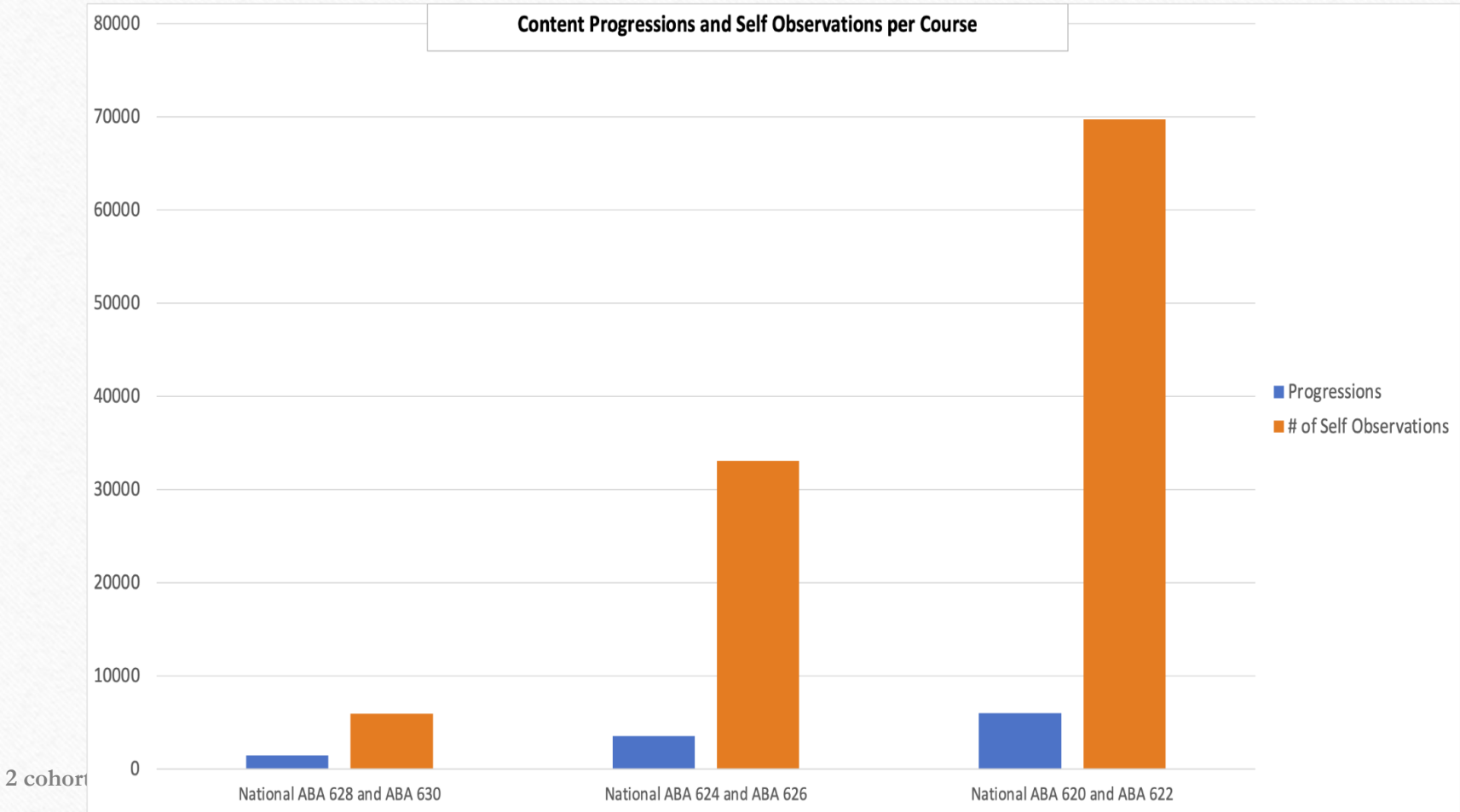
SAFMEDS Information

- SAFMEDS Link for student accounts
- <https://institute.centralreach.com/national-university/be56ce10-b208-4c17-a160-802dd997b68a>
- PrecisionX. Students will receive an email in 24 hours. If not, email, institute-support@centralreach.com
- Students then log in to [Institute.centralreach.com](https://institute.centralreach.com) to print their cards and review the instructional videos and [PrecisionX.centralreach.com](https://precisionx.centralreach.com) to chart

Capstone/Research

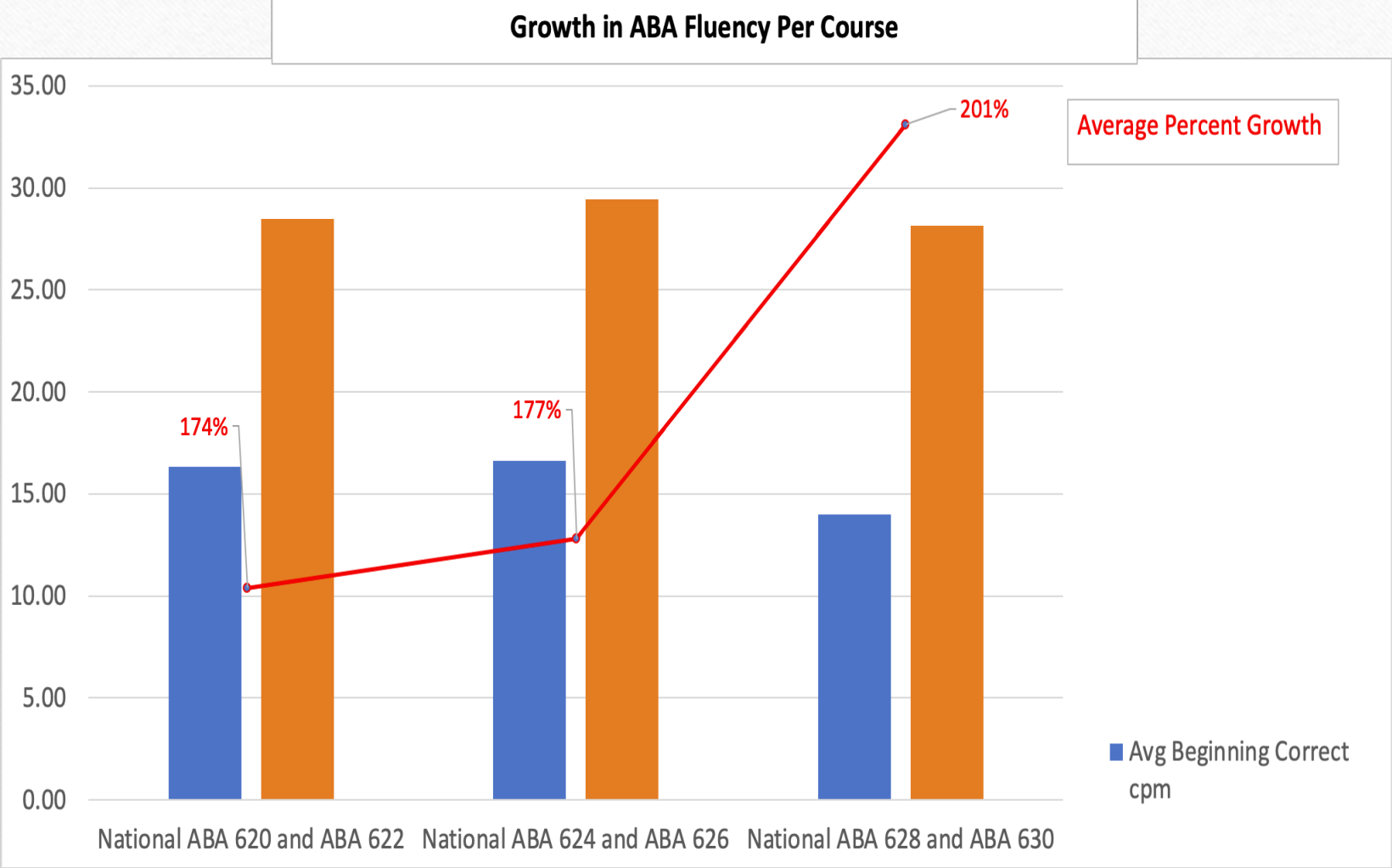
- Single-Case Design
- Collecting data, analyzing data, and executing interventions is key for mastering content
- Data collected over the course of the Program will culminate into a Capstone Research Project. This project will focus on your academic journey and the inquiry of your study skills
- This Project will support identifying candidate's content strengths and content needs

Student usage per course



National students have observed and recorded their data more than **70,000** times in ABA 620 and ABA 622 in one year

Growth in fluency per course



Students gain, on average, 184% growth in fluency per course.

Contact Information

Dr. Sharlyn Crump, BCBA, IBA

- Associate Professor
- MSABA Academic Program Director
 - ABAI/VCS Coordinator
 - MSABA Course Faculty Lead
- Sanford College of Education
- ASPEC Department (ABA, School Psy, Ed. Counseling)
 - National University
 - scrump@nu.edu