

LIDA OAT Report (Fall, 2013 –Spring, 2014)

Cohort 7

Goal 1: Mastery of Behavior Analysis Certification Board Task List Knowledge and Skills

Goal 2. Production of Scholarly Research Project

Cohort 7 2014	Score on Goal 1- Comprehensive Exams- <u>40</u> out of 50	Percent IRR on scores and range (min-max)	Score on Goal 1- FEBAT -80% on final score -improvement of 20% from initial to final	Score on Goal 2 - <u>128</u> out of 160 (80%) -improvement of 10% from Fall/Spring
01	44	90.8 (77.8-100)	23.5/58 (34.5%)	144/152 (5.6%)
02	36.5/40.5	91.6 (77.8-100)	23/42 (19%)	129/156 (20.9%)
03	45.5	90 (80-100)	45.5 initial	141/155 (9.9%)
04	46	91.5 (87.5-100)	32/61.5 (29.5%)	124/152.5 (23.0%)
05	44	90.9 (80-100)	37.5/64 (26.5%)	151.5/159 (5.0%)
06	30.5/40	84.7 (66.7-100)	11/35 (24%)	132/152 (15.2%)
07	41	100 (100)	8.5/41.5 (33%)	139/144.5 (4.0%)
08	23.5/40.5	91.6 (85.7-100)	13/42.5 (29.5%)	132/152 (15.2%)
09	35/40.5	91.1 (70-100)	33.5/65.5 (32%)	98.5/144.5 (46.7%)
10	36.5/40.5	82.4 (66.7-90)	11.5/39 (27.5%)	136/149 (9.6%)
11			56.5 final	104/152 (46.1%)
MEAN	38.09/42.25	89.7 (66.7-100)	23.9/50.55 (31.2%)	130.1/151.7 (18.3%)

Table 1. Scores on both goals are displayed for all students who graduated from the Low Incidence Disabilities and Autism Program with a M.Ed. (Students 01-10) and a certificate (Student 11) in 2014. The second column from the left displays scores on Goal 1; for any student with at least two scores, the first represents the initial score and the second represents the final score. Interrater reliability (IRR) scores for the comprehensive exams are presented in the third column from the left. Initial and final scores on the Formative Evaluation of Behavior Analytic Terms (FEBAT) are presented in the second column from the right; improvement percentages are presented in the parentheses. Interrater reliability scores for the FEBAT were 88.03% on average (78.2-100 range) for the 25% of tests scored by another independent observer. Scores on Goal 2 are presented in the far right column; scores on the rubric are presented for the final research papers in SPED 6314 and 6317.