**REPLICATING THE FACTOR STRUCTURE OF THE YORK MEASURE OF QUALITY OF IBI (YMQI)**

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**Objective**

Intensive Behavioural Intervention (IBI) is evidence-based and is the therapy of choice for many families with children with Autism Spectrum Disorder. However, IBI outcomes are variable. Researchers have examined the effectiveness of IBI by identifying potential factors that contribute to outcomes (e.g, child factors) and quantity of IBI. Yet, limited literature is available regarding the importance of the *quality* of the intervention, in part because of the lack of reliable and valid measurement methods for assessing quality of IBI.

To address this lack, the York Measure of Quality of IBI (YMQI; Perry, Flanagan, & Prichard, 2008) was developed, researched, and revised through a series of studies. The YMQI examines the frequency of correct teaching skills, occurrence of mistakes, and evidence of good teaching, to measure treatment quality. Two 5-minute-segments, randomly selected from videotaped IBI sessions, are evaluated based on nine major quality categories (e.g., Reinforcement) via 31 items that are each rated on a 5-point Likert scale. Previous research into its psychometric properties suggested that the YMQI is reliable and is multidimensional. Blacklock (2016) reported that a 4-factor model appears to explain the factor structure of the YMQI: (i) Pace and Organization; (ii) Technical Correctness; (ii) Engagement and Motivation; and (iv) Generalization. The current study further examines the psychometric properties and factor structure of the YMQI by replicating and cross-validating previous findings using a different subset of data from the initial study by Blacklock (2016).

**Methods**

The sample from Blacklock (2016) consisted of 39 children (36 males), aged 40 to 87 months, who were diagnosed with Autistic Disorder and receiving approximately 20 hours per week of publicly-funded IBI. Monthly videos of children in IBI were collected over 12 months and an average of 10 videos per child was recorded. Two 5-minute-segments from each video were scored using the YMQI by four undergraduate coders who were trained to criterion and received booster training session. An analysis of the YMQI’s psychometric properties and factor structure was performed on the second 5-minute-segments (n=402) and compared to the previously reported findings from the first 5-minute-segments.

**Results**

Overall inter-observer agreement for 20% of second segments that were scored by two coders (calculated based on agreement within one ½ point of one another) was high with an average of 87.9%.The alpha coefficient for the 31 items was .792, suggesting moderately high internal consistency but the item-total correlations for individual items was variable (*r=* -.167 to .879), suggesting that the YMQI is not unidimensional. Factor analysis is underway to examine the factor structure of the YMQI to see whether the same four factors found by Blacklock (2016) will be replicated in the current sample of second segment videos.

**Discussions/Conclusions**

This study reports on the psychometric properties of the YMQI by examining whether reliability can be demonstrated via replication, and whether the YMQI is multidimensional and best explained by a 4-factor model. Results from this study will enhance our understanding of the measure and how it could be utilized to improve specific aspects of quality of IBI.

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