

Friday, August 14, 2009

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling, and Special Education
Special Education Program
Fall 2009

SPED 6205
Capstone in Special Education
3 Semester Hours

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Office Hours: Tuesday — Wednesday 2:00 —5:00 p.m. and by appointment
Class Meets: Wednesday 5:00—7:45 p.m.
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Course Description

SPED 6205, Capstone in Special Education, is the culminating graduate course in the M.Ed. and MAT Special Education program. In this course candidates learn to evaluate, design, and implement single subject research. M.Ed. candidates will demonstrate advanced level competencies through an applied research project for one student in a P-12 class. The candidates will identify the student's area of need, search databases to identify appropriate research-based intervention strategies, apply strategies in a controlled single-subject study, and collect data. M.Ed. candidates will evaluate the results based on the student's response to intervention and present conclusions in the form of a writing manuscript and present findings in poster and oral form for the College of Education faculty and students.

MAT candidates will design and apply a research-based intervention to improve the functioning of one student in a P-12) class. Candidates will record results of intervention using a baseline and intervention (AB single subject) design. By critiquing levels of experimental control and conclusions of single subject studies, MAT candidates will demonstrate their ability to evaluate peer reviewed literature with a high level of expertise.

All candidates will document at least 30 hours of field experience in which they apply skills learned in SPED 6205. Candidates must pass Capstone with at least a B in order to graduate.

Textbook/Required Reading

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers*. (8th ed.). Upper Saddle River, NJ: Pearson Education. (Readings on WebCT)

American Psychological Association (2001). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Chandler, L. K. & Dahlquist, C. M. (2010). *Functional assessment: Strategies to prevent and remediate challenging behaviors in school settings (3rd ed.)*. Upper Saddle River, NJ: Merrill. (Readings on WebCT)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

To complete Capstone requirements, each student will design and implement a valid research-based intervention project that meets scholarly requirements described by the professor, list **competencies** describing how the research project relates to core courses completed in the M.Ed. program; present a **scholarly report** on the project experience; and demonstrate professional credentials in a comprehensive **portfolio** notebook. By successfully completing requirements for the Capstone course, a student will demonstrate a common core of knowledge and skills essential for special educators described in the following objectives:

1. Demonstrate graduate level ability to think, write, and speak critically about current issues and diverse topics in special education by developing, implementing, and presenting in written and oral forms a research-to-practice project that demonstrates use of competencies in knowledge, skills, dispositions, and evaluation to improve educational outcomes of diverse students with disabilities. [NCATE/PSC 1, 2, 3, 4; INTASC-1, 2, 3, 4, 7, 8, 9; CEC- CC3K5, 4S3, BoR- IH, IIB (1, 2), IIIA]
2. Demonstrate technology competencies associated with research, application, evaluation, and presentation, including: electronic database literature search, written reports using word processing, graphic display of student outcome data, and PowerPoint presentation. [NCATE/PSC-1, 2, 3; INTASC- 6, 8, 9; CEC- CC5S6, 7K4, 8S3; BoR- IIB (6)]
3. Demonstrate a high level of professionalism and integrity in practicing within the CEC Code of Ethics by choosing a socially valid project and in all verbal and written communication with special education and general education colleagues, parents, and community personnel. [NCATE/PSC- 1, 3, 4; INTASC-6, 9, 10; CEC- CC1S1, 7S3, 9S1-12; BoR- IIA (6)]

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program Specific Standards Addressed in This Course

As the culminating course in the graduate special education program, the Capstone course (SPED 6205) provides a forum for integrating special education theory and practice. Candidates who have completed core course requirements for M.Ed. Or M.A.T. in special education will demonstrate knowledge, skills, and dispositions by applying an original intervention project for an individual student with social or academic disabilities. The project will incorporate at least 12 competencies acquired in master level coursework. The graduate competency-based research-to-practice project is the culmination of the program of study leading to a master level graduate degree in special education.

The project must be appropriately implemented and accurately reported based on applied behavior analysis standards for objective and scientific intervention procedures implementing socially valid interventions for students with special needs (Cooper, Heron, and Heward, 2007). The Capstone course is designed to enable candidates for the graduate degree in special education to demonstrate their abilities to:

- 1) Take responsibility for planning and implementing a sustained application project
- 2) Understand data-based interventions and decisions related to application of principles for instruction and behavior change
- 3) Function using graduate level expertise. The final product of the Capstone semester is a largely independent project that requires a full semester of consistent work from candidates.

Method of Instruction

This course is an opportunity for teachers of students in P-12 schools to demonstrate that they accept professional responsibility and understand the significant consequences if they fail to meet those responsibilities. If evidence indicates (missed classes, failure to meet assignment deadlines, poor quiz grades) that a candidate has not planned responsibly, grades will reflect the candidate's earned result. If a candidate fails to demonstrate competence (less than B grade), that person will be required to repeat Capstone in order to graduate with the M.Ed. in Special Education degree.

Candidates will choose a socially valid strategy for changing important social and/or academic student behavior, complete a literature review of current research findings in this intervention area, plan and implement a research-based intervention using principles of single-subject design, record objective data, present data in graphic form, analyze results, and share their conclusions in oral and written communication with colleagues.

The rubric (Syllabus pages 14-17) describes tasks necessary to plan, implement, and write an applied research-based intervention within teaching settings. Responsibilities include attending all seminars, completing assignments including those on Pipeline and WEB CT, submitting assignments on-time, meeting individually with Dr. Stephens as scheduled, attending the Writing Center if directed by the professor, and reporting on regular progress toward completing Capstone requirements throughout the semester.

Intervention strategies implemented will be applicable to students in a candidate's area

of concentration and based on current research in that field. Interventions will be applicable in a P-12 school setting for students with disabilities. Best-practice, socially valid, evidence-based strategies will be used to ameliorate academic and/or social functioning skill deficits.

The project process begins with each candidate completing an ABC chart appropriate for a functional behavior assessment (FBA) to identify repetitive student behaviors requiring intervention to change. The candidate then conducts an electronic literature search of data bases for peer-reviewed, current research on the behavior of interest (target behavior) and potential interventions to change that behavior. Based on the results of the literature review, the candidate develops an original intervention design proposal.

Operational definitions of behaviors to observe and measure enable the candidate to record data objectively. Technically correct line graph drawings (Excel software) enable the candidate to present and analyze the effects of intervention on behavior of the student participant. A final written report presents a literature review narrative and table, methods, results, line graph of data, interpretation of data (results), and implications for further teaching and research. Tables and figures are included in reports as appropriate to the intervention. The results of these intervention projects are presented in a written narrative (report) oral presentation (PowerPoint), and picture (poster presentation) format.

General process for completing the application project.
Systematic step-by-step details on are printed on pages 16—20.

- I. **A Literature Review** of previous literature is completed and used to identify appropriate interventions and plan for the project. (See Syllabus pp
 - a. Copies of 5 articles chosen for primary source review (as in SPED 6003)
 - b. Literature Review narrative (Professional APA writing)
 - c. 5 articles summarized in Literature Review Table (APA style)
 - d. References (APA style)

Literature Review Research Table

(See APA style manual (5th ed.) pages 147-175. Complete the checklist on pages 175-176).
Include the following 7 categories in the table:

Reference
Participants and settings
Research question
Dependent variable
Independent variable
Research design
Results

- II. Acceptance in **writing** of a written **project proposal** plan is required before implementing any aspect of the project. See Syllabus pp
 - a. Student demographic information table in APA style
 - b. ABC observation chart with at least 3 sequences
 - c. Written hypothesis for individualized assessment of the function of the student's repetitive problem behavior
 - d. Operational (observable and measurable) definition of dependent variable
 - e. Task analysis of intervention procedures proposed (replicable)
 - f. Research design chosen

- g. Line graph with hypothetical data to demonstrate understanding of research design

The project proposal must relate directly to students with a specific disability

- Be socially valid (i.e., benefit your students)

- Demonstrate the competencies learned while at ASU (complete a competency matrix to demonstrate)

- Be possible to complete in the time allotted approximately 5 weeks)

- Be useful for professional growth

- Be interesting to design and implement

Before implementing an intervention and writing a report in a final form for the project, the candidate must present the 7 part draft proposal that meets professional requirements for efficiency, effectiveness, and ethical conduct to Dr. Stephens for written approval. Completion time for the project depends on how the student responds to the intervention not a predetermined time-frame.

- III. Details describing the **Method** of intervention and data recording are written and approved before the study begins.

All details necessary to implement the intervention in a systematic manner must be included such as criteria for baseline, criteria for intervention, research design, line graph design, etc. Data is plotted on a line graph and results are interpreted daily. After a Method section is approved, **no changes** may be made during implementation **without discussion** with Dr. Stephens. Ethically, the candidate is responsible for a student receiving a benefit from the intervention project. If a student does not benefit from the project as it is planned, Dr. Stephens should be consulted as soon as possible.

- IV. **Final four sections** of the project report are written after criteria for intervention and the research design are completed.

The **Results** section includes what actually occurred when during implementation of the project. Evidence from the line graph is used to support descriptions about the results of baseline, intervention, maintenance, and generalization measures. Data analysis is presented in narrative description referring to the line graph figure (medians, levels, trends **across** and **within** conditions). Level of experimental control is described.

The **Discussion** includes how research literature cited at the beginning of the report compares to results from the current study and enables the author to comment about strengths, weaknesses, and further research needed. The Important anecdotal evidence that occurred during the study may also be included. The evidence should be related to the needs of the student in the study and other students with similar problem behaviors.

The **Reference** section is typed on the last page of the narrative report. References are printed in APA format. Each reference cited in the text must be included in the Reference section.

The **Abstract** includes the critical details about how the project was arranged, the purpose of the project, and the results in succinct language.

Note

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APA Manual (5th or 6th edition) - Final Paper Format
Person-First and other non-biased language
Orderly presentation of ideas
Smoothness and economy of expression
Precision and clarity
Grammar, Punctuation, Spelling, Capitalization
Headings and Subheadings
Citations in text and Reference page
Figure and Table styles and titles

Important resource for topics related to applied behavior analysis principles for intervention, standards for objective measurement, and presentation of results of intervention, ***Applied Behavior Analysis, Cooper, Heron, and Heward, 2007.***

<p>Seminar I August 19, 2009</p>	<p>Implementation of research-based intervention project (AB design for MAT, MPD, ATD, or changing criteria for M.Ed.) Presentation of findings</p> <p>Using My VIEW (WebCT)</p> <p>Overview of Capstone Project Functional Behavior Assessment Ethical Conduct Single Subject Research Written Report Presentation of Results</p> <p>Single Subject Topics: Experimental control (threats to validity) Baseline logic Reliable data collection Operational definitions of behaviors Interobserver reliability Procedural reliability Social validity Line graph decisions and use for evidence of intervention effectiveness</p> <p>Quizzes on single-subject research concepts</p> <p>Portfolio & Project Requirements</p> <p>Research literature for intervention evidence-base Baseline logic Data collection Interobserver reliability Procedural reliability Social validity questionnaire Line graph interpretation Research literature table</p>	<p>Quiz to review SPED 6003 and Single Subject research (by August 19)</p> <p>Read Cooper et al. textbook Chapters 1 & 2 (by August 26) Chapters 3 & 4 (by September 2) Read and complete an on-line quiz for each chapter by the due date listed.</p> <p>Choose a repetitive social or academic behavior to target for up to 3 students. Complete ABC Observation Recording (due on August 26)</p> <p>Complete a Literature Review table and submit with 5 copies of articles references (due by August 26)</p>
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<p>Seminar II August 26</p>	<p><u>Research project proposal description</u> (See page 9 of Syllabus Acceptance in writing of a written project proposal plan is required before implementing any aspect of the project. See Syllabus pp</p> <ol style="list-style-type: none"> a. Student demographic information table in APA style b. ABC observation chart with at least 3 sequences c. Written hypothesis for individualized assessment of the function of the student's repetitive problem behavior d. Copies of 5 articles chosen for a literature review on intervention will implement (similar to SPED 6003) e. Literature Review Table (APA style) summarizing 5 articles f. Operational (observable and measurable) definition of dependent variable g. Task analysis of intervention procedures proposed (replicable) h. Research design chosen i. Line graph with hypothetical data to demonstrate understanding of research design <p>Permission and information letter for signatures-distributed to student, parents, and other teachers (permission from parents and student)</p>	<p>Read Cooper et al. Chapters 5 & 6 (by September 2) ,,,Chapters 7 & 8 (by September 16) ,,,Chapter 8 & 9 (by September 23) Read and complete an on-line quiz for each chapter by the due date listed.</p> <p>Research proposal due by September 7-10 Upload into LiveText by September 16</p> <p>Permission and information letter to student, parent, & teacher due in class for peer review on September 23</p>
<p>Seminar III September 2</p>	<p>AB design for data collection Single subject experimentally controlled research designs--MBD, MPD, ATD, Changing criterion Research proposals returned with or without written approval of research proposed. Categories for narrative sections for final written project report: Title page Abstract Literature Review Method Results Discussion</p>	<p>Literature Review narrative, table, and references due September 2 Upload corrected version into LiveText by September 16.</p> <p>Read Cooper et al. textbook Chapter 10 (by September 2) Read and complete an on-line quiz for the chapter by the due date listed.</p> <p>Read models of research design articles on WebCT</p>

<p>Due date September 9-10</p>		<p>Written research proposal due at office meeting September 9-10. Correct and resubmit non-approved proposal (Track changes made with red ink in Microsoft Word Tools) and re-schedule individual office meeting with changes by September 16</p>
<p>Optional Seminar September 16</p>	<p>If needed at discretion of CES</p>	
<p>Schedule individual office visits</p>	<p>Bring all returned products to the meeting. No discussion will be possible without each returned assignment.</p> <p>Written permission by CES is required before beginning baseline data collection (must begin by October 7)</p>	
<p>Seminar IV September 23</p>	<p>Topics related to Method section of paper (p. 14 & 15 of syllabus)</p> <ul style="list-style-type: none"> Experimental control Replication Baseline logic Reasonable for time allowed Socially valid Professional, scientific writing <p>Details for writing a Method section for a research proposal</p> <ul style="list-style-type: none"> Participants Setting and Materials Response Definitions and Recording Procedures <ul style="list-style-type: none"> Dependent variable Research design <ul style="list-style-type: none"> Experimental control (baseline logic of design) Baseline Procedures <ul style="list-style-type: none"> Criteria for baseline completion (Intervention—exact name) Procedures <ul style="list-style-type: none"> Independent variable Criteria for intervention completion Maintenance and Generalization Reliability <ul style="list-style-type: none"> Interobserver and procedural reliability Social Validity Results Discussion 	<p>Read Method section for Tiegerman & Primavera (1981) for ATD design and TBA for changing criteria design</p> <p>Complete permission and information letter to be given to participant student, parents, and other teachers that describes the graduate project assignment, systematic intervention chosen, and data collection methods, potential benefit to the student, absence of harm to the student, and anticipated time for implementation. Bring to class September 23 for peer review. Upload into LiveText by October 9</p>

<p>Seminar V October 7</p>	<p>Reliability and social validity</p> <p>Details for writing final sections of paper; abstract, result, and discussion sections. Contact CES immediately if problems occur with implementation, students, or data trends. Do not adjust design without permission.</p> <p>Discussion about Posters, PowerPoint presentations, and peer review</p>	<p>Method section narrative, data collection sheet with hypothetical data, other figures due October 5 Upload into LiveText by October 9</p> <p>Bring letter distributed to recipients with signatures before beginning data collection (due by October 7)</p> <p>Written permission from CES to begin data collection must be given in writing by CES by October 8</p>
<p>November 17</p>		<p>M.Ed. Posters set up in student lounge for review by COE due November 17</p>
<p>Seminar VI November 18</p>	<p>Presentation of research project Peer review of PowerPoint and Poster presentations</p> <p>Full manuscript due</p>	<p>Complete written manuscript with all corrected sections due by November 18</p> <p>Upload Results, Discussion, and Line Graph under correct CEC standard into LiveText by November 19.</p> <p>M.Ed. Poster sessions and presentations MAT peer review of projects Both due on November 18</p>
<p>December 2</p>	<p>Upload finished manuscript into LiveText</p>	<p>Failure to meet the due date for LiveText may delay graduation due December 2</p>

Dr. Stephens may change assignments, due dates, or other planned activities described in this syllabus if necessary to meet the academic needs of students in SPED 6205.

E-Portfolio

During fall semester components of Capstone will be uploaded into LiveText to meet College of Education unit requirements for an advanced student portfolio assessment. Most of the required artifacts from Capstone are listed above. Please note on the handout titled, College of Education Unit Assessment, that some artifacts from other courses are required. These are described in the handout. In addition due dates by which each artifact must be uploaded into the Unit Portfolio are printed below the information for each of the six CEC standards. Please record these dates in your planner. LiveText will not accept artifacts that are uploaded after a due date.

Evaluation for	Grade
Timeline for Completion of Requirements	
Class Participation and Attendance	
Seminar I August 19	
Seminar II August 26	
Seminar III September 2 Individual office visit scheduled Week of September 7—10 Research project proposal description due at office visit Seminar (scheduled at discretion of CES) September 16 Seminar IV September 23	
Schedule office visits as needed Seminar V October 7	
Begin research no later than October 8 Poster presentations, oral presentations, and peer review November 18	

Assignment due dates and points possible	Date Received	M.Ed. Points Possible	Total Points Possible
August 26 Bring ABC observation data to seminar for class discussion and feedback		Part of project proposal grade	Part of project proposal grade
August 26 Literature review table and 5 articles		Part of project proposal grade	Part of project proposal grade
September 9-10 Project proposal written description		20	20
September 16 Literature review corrected table, narrative section, references and 5 articles		10	10
October 7 Method section narrative, data collection sheet with hypothetical data		20	20
October 7 IRB letter with signatures			
November 18 Title page, abstract, results, and discussion with all previously submitted materials		20	20
November 18 PowerPoint and poster presentation of research-based intervention (M.Ed.) Peer review submitted (MAT)		10	10
December 2 Completed project manuscript with all corrected sections graded previously uploaded into LiveText		10	10
See Schedule In class and on-line quizzes		10	10
Total Points		100	100

The Capstone course is designed to demonstrate a candidate's ability to 1) take responsibility for planning and implementing a prolonged project, 2) understand data-based interventions and decisions related to them, and 3) produce a high quality of graduate level work. This is an independent project that requires a full semester. If evidence indicates (missed classes, failure to meet assignment deadlines, poor quiz grades) that a candidate has not planned accordingly, a candidate's grade will reflect a lack of effort. Each candidate must pass the course requirements with a B average. If anyone fails to demonstrate competence, that person will be required to repeat Capstone in order to graduate with a M.Ed. or MAT degree in special education.

Grade Scale A 90 - 100 B 80- 89 Below B - Not Acceptable

In order to receive a satisfactory grade, **B or higher**, all written assignments must be completed and turned in on-time. Students must plan ahead. Technical difficulties or family emergencies will not be accepted as excuses for failure to submit an assignment on time. Graduating as planned depends on receiving a B in Capstone. Correcting problems early in the semester can make the difference between graduating and repeating Capstone the following semester.

A grade of Incomplete for the course will only be given under documented, **non-academic**, extraordinary circumstances or events, not due to a student's own negligence of responsibilities. **All candidates should read the syllabus regularly and know course requirements in order to schedule work so that unexpected problems—personal, technical, or otherwise—will not jeopardize passing the course.**

Other Important Information

Attendance, Punctuality, and Participation

This course is a combination of seminars, individual meetings, and independent work. Regular and punctual attendance is a requirement for all seminars and individual meetings. Attendance in all seminars to gain necessary information is critical. Absences are likely to jeopardize successful completion of Capstone requirements. Even when absences are because of reasonable circumstances, one missed seminar represents a major portion of the class time available for teaching necessary material. Each student is responsible for completing all readings and gaining access to notes or handouts from classmates or WEB CT files when absences cannot be avoided. The candidate's acceptance of responsibility for adequate and on-time completion of course requirements demonstrates his/her ability to organize and plan at a level necessary for master teachers of students in special education.

Students should prepare for each seminar by completing all assignments by due dates, reading the assigned material, and raising and responding to questions during seminar discussion. Attendance, timely completion of assignments, and full participation during class should eliminate the need for lengthy individual meetings with Dr. Stephens. If an individual meeting is necessary, these should be arranged through email to make sure Dr. Stephens is available. Meetings and observations in schools may occasionally alter office hours during the semester. The quality of student participation in seminar discussions and activities will be assessed subjectively by the instructor throughout the semester. Attendance will be taken. Keep all copies of written drafts, e-mails, and written comments from the professor in case they are needed to document your work.

The Capstone course is designed to enable candidates for the graduate degree in special education to demonstrate their abilities to:

- 1) Take responsibility for planning and implementing a sustained application project
- 2) Understand data-based interventions and decisions related to application of principles for instruction and behavior change
- 3) Function using graduate level expertise. The final product of the Capstone semester is a largely independent project that requires a full semester of consistent work from candidates. This course is an opportunity for teachers of students in P-12 schools to demonstrate that they accept professional responsibility and understand the significant consequences if they fail to meet those responsibilities. If evidence indicates (missed classes, failure to meet assignment deadlines, poor quiz grades) that a candidate has not planned responsibly, grades will reflect the candidate's earned result. If a candidate fails to demonstrate competence (less than B grade), that person will be required to repeat Capstone in order to graduate with the M.Ed. in Special Education degree.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

Copying more than 3 words in the same order from another source is plagiarism unless a student quotes and references the source. Avoid quoting others in papers less than 20 pages long. A student's knowledge and conclusions about topics in his/her own words are of interest, not those of others in this course.

All students enrolled in SPED 6205 are expected to abide by all ASU rules and regulations concerning academic integrity.

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. Contact Information Technology Services at 737-1676 for problems with Pipeline. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Email communication is adequate for **non-emergency** messages. The professor will routinely check e-mail Tuesday through Friday mornings most weeks during the semester. Students are expected to talk early and directly with Dr. Stephens if they have concerns related to class attendance, unexpected occurrences in data collection, confusion about assignments,

or personal problems that may interfere with successful Capstone completion. Students will be taught to access and use WebCT for the course. Check these communication resources often each week. Information technology help and library access help are available to any students who need them. Plan ahead to solve problems before they interfere with a candidate's ability to complete work effectively.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center and Written Assignments Requirements

Any ASU student may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If a student would like additional help with writing or with learning APA style, inform the class instructor.

Written Assignment Requirements

Written assignments will be graded on content, organization, and when applicable, style according to APA Publication Manual (5th ed.) guidelines. Grammatical, spelling, and style errors will be penalized. Students cannot adequately demonstrate the quality of work unless they write effectively at the graduate level. If a student is instructed by Dr. Stephens to get help from the Writing Center before submitting an assignment, written documentation of compliance with this requirement is required before submitting another assignment

The professor will give written directions and forms for each assignment when introduced in class. Unless otherwise indicated, final assignments should be double spaced, with 12-point typed font, Times New Roman, and 1" margins using APA guidelines. References to journal articles, books, and websites should be cited in APA format within the body of the paper. Include a separate APA-style Reference section when appropriate. Always use Person First language and other appropriate nonbiased terms as indicated in the APA Manual. Each typed assignment should have a running header with name, course number, assignment title, and page number on each page.

Written assignments will be submitted on time or not at all. The professor will make every effort to grade, comment, and return assignments to students within a week of the due date. Because many ASU students have multiple commitments and responsibilities, students should plan to complete assignments the week before they are due in order to make sure they are able to receive credit for their efforts.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography

Carr, J.E., & Burkholder, E.O. (1998). Creating single-subject design graphs with Microsoft Excel. *Journal of Applied Behavior Analysis, 31*, 245-251.

Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179.

Odom, S. L., Brantlinger, R. G, Gersten, R., Horner, R. H., Thompson , B. & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71* (2), 137-148.

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**Capstone Single Subject Research
Self-Check and Peer Review Rubric for All Sections of Written Report
Fall 2009**

Research-to-Practice and Competency Demonstration Report

This is a self-check list to make sure you have included all elements in your written report. will use APA style throughout. Double check your work before you turn it in based on the descriptions below and results of the peer review process. Your grade will be based in part on the inclusion and correct style for each component.

Title page- p. 1

- Title-15 words or less describing your study (such as student, intervention topic)
- Your Name
- Capstone Study
- MAT or M.Ed. in Special Education
- Date submitted

Abstract – p. 2

- Brief, comprehensive summary of your report
- 100-130 words, double spaced, 12' font
- Single paragraph, no indent
- Use well-known abbreviations (e.g., EBD, LD, ID)
- Describe succinctly: participants, problem, design, results,

Body of Manuscript – Begins on p. 3

- Type the title on line 14

Introduction and Literature Review (No subheading needed, it is understood)

- Introduce the problem, 1st globally (cite source), then specifically for your participants
- Succinctly describe research studies (beginning with 2002—present)
- Present the studies in a logical order, not necessarily the one below.
- Include enough information to make a clear connection between previous studies & your project.
- Do not plagiarize - paraphrase all statements.
- Use APA citations when you make a statement concerning another's work. may describe each study separately in one paragraph (similar to the Abstract structure) or if some studies are closely related to each other, studies may be combined in one paragraph). In the model provided in class for the literature review, studies were grouped by the interventions used.
- Single-subject designed studies -Authors (year), participants, dependent variable, independent variable, results of baseline, intervention, follow-up phases, implications
- Group designed studies - authors (year) participants, dependent variable, independent variable, control group, statistical methods used, statistical outcome indicating a significant or not significant difference between control and experimental groups
- Narrative summary of the reviewed literature and connection of previous studies to your project.
- Overview of literature-students, problems, interventions, methods, results
- How your study is similar (Is your study a replication?)
- How our study is different, better, more extensive, or modified
- How our study will add to the extant research in your field
- Clearly describe the purpose and rationale for your project

____ State your research question(s)

Methods

Figures and tables are placed at the end of your discussion section in the order they are presented in the paper (Not APA style). Use parenthesis (Figure 1) in the narrative to direct the reader to look at the line graph figure. You may use more figures or tables than required if an additional figure strengthens the clarity of a written description (i.e. self-monitoring form) or is an integral component of intervention. See checklist for figures at the end of this rubric (page 15-16). Figures and tables should include a blank 1) data collection sheet, 2) interobserver reliability sheet, 3) procedural reliability sheet, 4) social validity sheet, 5) line graph, 6) research table and other documents such as monitoring forms, written instructions to students etc. References are the last section of your paper.

Participants and Settings

____ Participant's grade/age, disability, gender, race-ethnicity, problems, and/or strengths

____ Setting (educational environment, other students, paraprofessionals, teachers, where treatment takes place in a room)

Materials and Equipment

____ Operationally define materials and equipment (may also list in figure if appropriate (list of stimuli used etc.)

Operational Response Definitions and Recording Procedures

____ Dependent Variable

____ Data recording method

____ Include data collection forms

Intervention Procedures

____ Baseline/probe Procedures (single subject control)

____ "Intervention Name" Procedures (Independent variable)

____ Other Procedures depending on single subject design (generalization, maintenance, other (best treatment in ATD)

Experimental Design

____ What kind of single-case design did you use?

____ Why is it appropriate?

____ Was it the most ethical, parsimonious, and effective?

____ What were rules for phase changes (criteria)?

____ What were controls for threats to validity (by single subject design or specific procedures implemented)?

Analysis of data within and across conditions/phases

____ Levels

____ Trends

____ Medians/means within and across conditions?

Reliability and Social Validity

____ Interobserver reliability (blank data sheet as Figure)

____ Procedural reliability (blank data sheet as Figure)

____ Social validity (blank questionnaire sheet as Figure)

____ What kind of results are necessary in order to demonstrate a functional relationship between independent and dependent variables?

Results

No actual results are presented until this section of your paper. The Methods section explains only what you did, not what happened,

Use same subheadings as those in the Methods section.

____ Summarize results for each participant by each phase/condition

____ Refer to line graph (for each participant or dependent variable measured) and describe changes in medians/means, levels, and trends between baseline, treatment, and follow-up phases

____ State whether or not a functional relationship was demonstrated between the dependent and independent variables and explain why it was or wasn't shown

Discussion

____ Reiterate the purpose of your study.

____ Tie actual results described in the previous section to your conclusions about your study

____ Relate your results to those of previous studies (use some of references in your literature review) – state similarities & differences in outcomes

____ Recognizes actual limitations you encountered - problems in research design or intervention. We learn from our mistakes as well as successes in research. your grade is not based on students responding as expected but rather how planned, conducted, and interpreted the research completed.

____ Discuss how your study could be generalized across settings, participants, or behaviors

____ Draw conclusions; importance of your study for other students; note practical implications for practitioners

Figures and Tables

Literature Review Table (APA style manual pages 147-177)

____ Brief but clear explanatory title

____ At least 5 research articles

____ All rows double spaced (APA style) (have the option of single spacing lines and double spacing between entries—not APA style))

____ Every column has a column heading

____ No vertical lines are in the table

____ Rows are no more than the width of one typed page

____ Table information is referenced in the text narrative

____ Table contains the following topics;

____ Reference

____ Participants (age, sex, grade, school or class, disability)

____ Research questions

____ Dependent variable

____ Independent variable

____ Research design

____ Results

____ Discussion (note weaknesses and/or specific relation to topic of research)

Data Collection Sheet

Appropriate form for capturing clear picture of behavior (Information, Calculation, Data and Totals)

____ Student pseudonym, date, begin time, end time, total time, researcher/teacher, observer, interobserver reliability agreement score, session #, condition name.

____ Operational definition of target behavior

- ___ Examples (e.g., on-task....off-task...)
- ___ Directions for recording (appropriate for Event, Interval, or Time-sampling)
- ___ Total counts to record data on line graph
- ___ Calculations

Procedural Reliability Sheet

- ___ Name of intervention, dates, times, name of observer, researcher
- ___ Detailed list of each component (task analysis) steps you complete for intervention in operational terms
- ___ Columns for coding each component
- ___ Rows for totals for columns
- ___ Space for computing procedural reliability (percent) by session

Social Validity Questionnaire

- ___ Title (e.g., Pre-Intervention, Post-Intervention, Post-Training...) & Who Completes
 - ___ Pre- or Post-intervention with at least 5 questions in Likert Scale questionnaire)
 - ___ Information section (student name, questionnaire participant, relationship to student, date completed
- Questions addressing:
- ___ Social significance of intervention goals
 - ___ Social acceptability of procedures
 - ___ Social Importance of outcomes
 - ___ Changes observed

Acceptance in writing of a written project proposal plan is required before implementing any aspect of your project:

Project description numbered and submitted to CES:

1. Student demographic information table in APA style
2. ABC observation chart with at least 3 sequences
3. Written hypothesis about your assessment of the function of the student's repetitive problem behavior
4. Copies of 5 articles chosen for literature review as in SPED 6003.
5. One of 5 articles summarized in literature review table (APA style)
6. Operational (observable and measurable) definition of dependent variable
7. Task analysis of intervention procedures proposed (replicable)
8. Research design chosen
9. Line graph with hypothetical data to demonstrate understanding of research design

r proposal must relate directly to students with a specific disability

- Be socially valid (i.e., benefit your students)
- Demonstrate the competencies you learned while at ASU (complete a competency matrix to demonstrate)
- Be possible to complete in the time allotted approximately 5 weeks)
- Be useful for your professional growth
- Be interesting for you to design and implement

Before you begin implementing your intervention and write your report in a final form for your project, you must present the 9 part draft proposal to Dr. Stephens for written approval. In this way, you will be able to implement an intervention meeting professional requirements for efficiency, effectiveness, and ethical conduct. Completion time will

Friday, August 14, 2009

depend on how your students respond to the intervention not a predetermined time-frame that you prefer.

As you implement your project, are expected to plot data on a line graph and interpret results daily. Contact Dr. Stephens if, based on data, adjustments might be necessary in your proposed plan. After criteria are met for intervention, you will write the final two sections of the research report. Ethically, you are responsible for students receiving a benefit from your interventions. If they do not respond as you planned, you must arrange to meet with Dr. Stephens before you take further action. **Do not make changes in an approved plan until you meet with her.**

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LAB PLACEMENT REQUEST FORM

Name: ID number: 927

Number of courses for which placement is needed:

Number of lab hours needed

(00 hours per course with exceptions for SPED 6013 which requires 150 hours over 75 consecutive days and no hours are required for EDTD 6011)

County Preference:

Richmond
 Columbia
 Burke
 McDuffie
 Aiken

School / Grade Preferred:

Your email:

Phone:

Other comments:

If you are not currently teaching, you will need a school lab placement in a special education classroom. must have a criminal background check before entering a school. The form for this is on-line at www.aug.edu/clinical/forms/BackgroundCheck_EDUC_students.doc. This must be completed immediately and returned to Julie Gray.

Dr. Pollingue will request a placement for you through the school administrator. When the placement is official, you will be contacted. Do NOT begin your lab until you have official notice. Thank you.

Questions?

Contact: Dr. Pollingue
apolling@aug.edu
706-667-4493