

AUGUSTA STATE UNIVERSITY

College of Education
Department of Educational Leadership, Counseling, and Special Education
Special Education Program
Fall 2010

SPED 6205 A

Capstone in Special Education
3 Semester Hours

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

SPED 6205, Capstone in Special Education, is the culminating graduate course in the M.Ed. 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.

All candidates will document at least 30 hours of field experience in which they apply skills learned in SPED 6205.

Textbook/Required Reading

Alberto, P. A., & Troutman, A. C. (2010). *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.

For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

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. 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 12--16) 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.

Course Schedule

	<p>Implementation of research-based intervention project (MPD, ATD, or changing criteria for M.Ed.) Presentation of findings</p> <p>Using My VIEW (WebCT, LiveText, Pipeline) Databases--Literature review process</p> <p>Overview of Capstone Project Functional Behavior Assessment Ethical Conduct Experimental control Single Subject Research Written Report Presentation of Results</p> <p>Models and class discussion ABC observation recording for assignment due January 14</p>	<p>Cooper et al. textbook Chapters 1 –4 (by January 14)</p>
<p>Seminar I January 7, 2010</p>	<p>ABA and single subject topics: Experimental control (threats to validity) Baseline logic Reliable data collection Operational definitions of dependent variable Task analysis for intervention (independent variable) Interobserver reliability Procedural reliability Social validity Line graph decisions and use for evidence of intervention effectiveness</p> <p>MAT and M.Ed. have different project requirements</p>	<p>Choose a repetitive social or academic behavior to target for one student. Complete ABC Observation Recording (due on January 14)</p> <p>Complete a Literature Review table (5 primary source, research articles describing one intervention strategy applied in experimentally controlled manner) and submit it with a reference page (due by January 21)</p>

<p>Seminar II January 14</p>	<p>Question and answer discussion in seminar about information in Cooper Chapters 1-5</p> <p><u>Research project proposal description</u> (See Syllabus checklist) Acceptance in writing of a written project proposal plan is required before implementing any aspect of the project. See Syllabus</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. Behavioral objectives 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 specific research design you will implement <p>Permission and information letter for signatures-distributed to student, parents, and other teachers (permission from parents and student required)</p>	<p>Review, write questions for information not clear, bring to class for question and answer period January 14 Cooper et al. Chapters 1-5 (by January 14)</p> <p>ABC observation recording due January 14</p> <p>Research proposal due and uploaded into LiveText by February 11</p> <p>Submit (final version) student, parent, & teacher, if applicable, permission and information letter for review on February 11</p> <p>Submit to CES, completed literature review and methods sections and upload into LiveText by February 25</p>
<p>Seminar III January 21</p>	<p>Question and answer discussion in seminar about information in Cooper Chapters 6 and 7 and Alberto & Troutman Chapters 4 and 5</p> <p>Models and class discussion about constructing line graphs</p> <p>AB design for data collection Single subject experimentally controlled research designs--MBD, MPD, ATD, Changing criterion</p> <p>General categories for narrative sections for final written project report:(M.Ed.) Title page Abstract Literature Review Method Results Discussion</p>	<p>Review, write questions for information not clear, bring to class for question and answer period Cooper Chapters 6 and 7 (by January 21) Alberto & Troutman Chapters 4 & 5 (by January 21)</p>

	<p>M.Ed. only-project proposals due on line by 5:00 p.m.</p> <p>Written permission by CES is required before beginning baseline data collection</p>	<p>Written research proposal due (attach to Pipeline email) January 28</p>
January 28		
February 8 —February 17	Individual feedback and discussion about proposals	
Seminar IV February 18	<p>Concepts related to Method sections of research articles and papers</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>Correct and resubmit non-approved proposal (Track changes made with red ink in Microsoft Word Tools) and schedule individual office meeting with changes</p> <p>After study begins, contact CES immediately if problems occur with implementation, students, or data trends. Do not adjust design without CES permission.</p>
Schedule individual office visits	Bring all returned research proposal products to the meeting. No discussion will be possible without each returned and corrected assignment.	

Optional Seminar February 25	If needed at discretion of CES	Submit completed Literature Review, Methods, Figures, Tables, and parent/student signed permission by February 25
Seminar V March 4	Discussion about Posters, PowerPoint presentations, and peer review Reliability and social validity measures and reporting M.Ed.--Details for writing final sections of paper; abstract, result, and discussion sections.	
Optional Seminar March 25	If needed at discretion of CES	
April 15	Full manuscript due	Complete written manuscript with all corrected sections due by April 15 Upload into LiveText
Seminar VI April 22	M.Ed.--Presentation of research project and poster sessions MAT--Peer review of M.Ed. presentations	M.Ed. posters set up by 5:00 p.m. on April 21 M.Ed. poster and oral presentations on April 22 MAT peer review of M.Ed. projects on April 22

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.

During spring semester components of Capstone will be uploaded into LiveText to meet College of Education unit and program requirements for advanced teacher training. Some of the required artifacts for LiveText, but not all, are from Capstone assignments. Other artifacts are required from other courses. LiveText will not allow uploads after an assignment due date. Each candidate for graduation is responsible for meeting LiveText requirements. No single professor will oversee LiveText submissions.

Assignment Information

Candidate for Graduation	Grade	M.Ed. points possible	Points Received

Seminar attendance, office visits scheduled immediately when needed (based on project progress), submission of permission letter on time, and participation Date absent or tardy more than 1 hour:		10	
Written questions from readings in Cooper and Alberto and Troutman reviewing critical information from SPED 6003 January 14 January 21		Pass/fail Pass/fail	Pass/fail Pass/fail
ABC observation data for class discussion and feedback January 14		10	
Literature review table (APA style) January 21		10	

<p>Project proposal (a-i) submitted on line January 28</p>	<p>20</p>	
<p>Letter to parents, students, and/or teachers submitted for review February 11 Final letter February 25</p>	<p>Pass/fail Pass/fail</p>	<p>Pass/fail Pass/fail</p>
<p>Literature review corrected table, narrative sections, references, and Method sections (narrative, figures, replicable descriptions) February 25</p>	<p>20</p>	
<p>Full written manuscript due with all previously corrected sections and final title page, abstract, results, and discussion sections uploaded into LiveText April 15</p>	<p>20</p>	
<p>PowerPoint and poster presentations of intervention study April 22</p>	<p>10</p>	

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. degree in special education.

Grade Scale A 90 - 100 B 80- 89

In order to receive a satisfactory grade, 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 passing 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 in the 2009-2010 *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.”
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 or 6th ed. If purchased after June 2009) 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.

Capstone Single Subject Research Self-Check Rubric for Sections of Written Report Spring 2010

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. You will use APA style throughout. Double check your work before you turn it in based on the descriptions below. I recommend your request a class member to peer review your final products. 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
- ____ M.Ed. in Special Education
- ____(Date submitted)
- ____ Double spaced

Abstract – p. 2

- ____ Brief, comprehensive summary of your report
- ____ 100-130 words, double spaced, 12' font
- ____ Single paragraph, no indent
- ____ Use well-known abbreviations only (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 resource statements.

_____ Use APA citations when you make a statement concerning another's work. You 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 should include such topics as -Authors (year), participants, dependent variable, independent variable, results of baseline, intervention, follow-up phases, implications (do not tell results at the beginning of the paragraph)

_____ Group designed studies should include such topics as - 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 conclusion to Literature Review and connection of previous studies to your project.

_____ Overview of literature such as the disabilities of students, problems addressed, interventions used, and/or results

_____ How your study is similar (Is your study a replication?)

_____ How your study is different, better, more extensive, or modified

_____ How your study will add to the extant research in your field

_____ Clearly describe the purpose and rationale for your project (hypothesis)

_____ State your research question(s)

Methods

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)

Visual Analysis of Line Graph Data

____ 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

Reliability and Social Validity

____ Interobserver reliability may be same as data collection sheet (blank data sheet as Figure)

____ Procedural reliability (blank data sheet as Figure)
 ____ Social validity (blank questionnaire sheet as Figure)

____ What kinds of results are necessary in order to demonstrate a functional relation 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,

Make certain that all topics from the Methods sections are presented in the results.

_____ Summarize results for each participant by each phase/condition highlighting important data points and characteristics to note.

_____ 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 relation was demonstrated between the dependent and independent variables and explain why it was or wasn't shown. Remember that a functional relation conclusion depends on replication and experimental control.

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 and/or the literature table previous cited) – state similarities & differences in outcomes

_____ Recognize 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

Figures and tables are referenced (APA citation format) when they are first introduced in your manuscript. They should be placed at the end of your discussion section in the order they are presented in the paper (This is a departure from APA style).

Literature Review Table (look at APA style manual)

_____ Brief but clear explanatory title

_____ At least 5 research articles

_____ All rows double spaced (APA style) (You have the option of single spacing lines and double spacing between entries—a departure from APA style))

_____ Every column has a column heading

_____ No vertical lines are in the table

_____ Table width should be no more than the width of one typed page (balance columns with much information (wider) with columns with very little information (narrower)

_____ The table is cited 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 your research)

Data Collection Sheet

Cite as figure. Use a clearly understood format for defining target behavior to measure, showing data collected, calculating results by the dimension measured, and summary data graphed

_____ Information section: name of student, date, begin time, end time, total time, researcher/teacher, observer for reliability measures, interobserver reliability calculated agreement score, session #, condition name.

_____ Operational definition of target behavior: Measurable dimension and observable behavior

_____ Examples (e.g., on-task....off-task...)

_____ Directions for recording as appropriate for event, interval, or time-sampling

_____ Summary section to record totals that will be graphed

_____ Calculation formulas clear

Interobserver Reliability

You may use the same sheet as that used for data collection ,but its use for reliability must be referenced in the narrative and written clearly on the page

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

_____ 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, if any

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

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

As you implement your project, you 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 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.**

LAB PLACEMENT REQUEST FORM

Name:

ID number: 927

Number of courses for which placement is needed:

Number of lab hours needed

(30 hours per course with exceptions for SPED 6013 which requires 75 consecutive days and zero hours for EDTD 6011)

County Preference:

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. You 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