

AUGUSTA STATE UNIVERSITY

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

SPED 6205 B

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: Thursday 5:00—7:45 p.m.
Room Number: 356 UH

Course Description

SPED 6205, Capstone in Special Education, is the culminating graduate course in the MAT special education program. In this course candidates learn to evaluate single subject research and apply research-based strategies in authentic settings. The candidates will identify students' areas of need using functional assessment, search databases to identify appropriate research-based intervention strategies, write behavioral objectives, implement interventions, and collect data. Candidates will present results of application using graphic, written, and oral formats.

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. (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 demonstrate knowledge about design and implementation of valid research-based interventions that meet scholarly requirements. By successfully completing requirements for the Capstone course, an MAT candidate will gain 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 presenting data-based evidence in graphic, written and oral forms that demonstrate 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 MAT 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 research-to-practice project is the culmination of the program of study leading to a entry level graduate degree in special education.

Projects 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 application projects
- 2) Understand data-based interventions and decisions related to application of principles for instruction and behavior change
- 3) Function using graduate level expertise and largely independent application demonstrating understanding of concepts, decision making, and ethical implementation of interventions for students in P-12 grades.

Method of Instruction

This course is an opportunity for teachers of students in P-12 schools to demonstrate professional responsibility and competencies. 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.

Candidates will choose socially valid strategies for changing important social and/or academic student behaviors, implement a research-based intervention using principles of applied behavior analysis, record objective data, present data in graphic form, analyze results, and share their conclusions in oral and written communication with colleagues.

The 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, primary source, intervention 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 intervention plan.

During the project, 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. Tables and figures are included in reports as appropriate to the intervention.

Note

- APA Manual (5th or 6th edition if purchased before June 2009) - 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

Course Schedule

	<p>Implementation of research-based intervention projects for 3 students</p> <p>Using My VIEW (WebCT, LiveText, Pipeline) Databases--Literature review process</p> <p>Overview of Capstone projects Functional behavior Assessment Ethical conduct Experimental control Written report Presentation of results</p> <p>Single subject research topics and intervention research literature: Experimental control (threats to validity Baseline logic Reliable data collection Operational definitions of behaviors Interobserver reliability Procedural reliability Social validity Line graph interpretation and use for evidence of intervention effectiveness</p> <p>Models and class discussion ABC observation recording for assignment due January 14</p> <p>Project requirements: For 3 students (with repetitive problem behaviors that are not decreasing after teacher attempts to intervene) in P-12</p> <p>Section 1 Assessment of student behavior Hypothesis about reinforcement maintaining behavior Identification of intervention using peer reviewed, primary source, research literature</p> <p>Section 2 Summarizing table (APA style) for literature reviewed Operational definition of behavior to observe and measure Task analysis of intervention procedures</p> <p>Section 3 Implementation of intervention Graphic display Graphic data analysis MAT and M.Ed. have different project requirements</p>	<p>Complete ABC Observation Recording for Student 1 (due on January 14)</p> <p>Begin literature review search for intervention for Student 1 (due January 21)</p>
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Seminar I
 January 7,
 2010

Seminar II January 14	<p>Question and answer discussion in seminar about information in Cooper Chapters 1-5</p> <p>Class discussion about ABC observation recordings submitted</p> <p>Models and discussion about literature review table construction January 21</p>	<p>Review, write questions for information not clear, bring to class for question and answer period</p> <p>Cooper et al. textbook Chapters 1-5 (by January 14)</p> <p>Submit ABC observation recordings (January 14)</p>
Seminar III January 21	<p>Question and answer discussion in seminar about information in Cooper Chapter 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>Interpreting research literature models (reading line graphs, narrative elements written)</p> <p>[Second part of class: M.Ed. only--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>Review, write questions for information not clear, bring to class for question and answer period</p> <p>Cooper et al. Chapters 6 and 7 (by January 21)</p> <p>Alberto & Troutman Chapters 4 & 5 (by January 21)</p> <p>Submit Section 1 for Student 1 on January 21</p>
Submission January 28		Submit Section 2 for Student 1 on January 28
Seminar IV February 11	MAT meet only--Instructions for final report format for Student 1	
Optional Seminar February 25	If needed at discretion of CES	
Individual office meetings as needed		

	Discussion about Posters, PowerPoint presentations, and peer review Reliability and social validity measures and reporting Instructions for application of ABA intervention for Student 2	Submit written report (all sections 1-3) for Student 1 on March 4
Seminar V March 4		
March 15 Monday	Receive graded Student 1 project Arrange office visit with CES if Student 1 project resulted in less than _____ points	
Individual office meetings as needed		
Optional Seminar March 25	If needed at discretion of CES	
Seminar VI April 1	Assign and instruct for oral presentation of intervention for Student 3 (Due April 29) Arrange office visit with CES if Student 2 project resulted in less than _____ points	Submit written report (all sections 1-3) for Student 2 on April 1
Seminar VII April 22	Peer review of M.Ed. PowerPoint and Poster presentations	Required peer review of M.Ed. presentations on April 22
Seminar VIII April 29	Oral presentation of Student 3 results to MAT class members	Oral presentations for Student 3 (all sections 1-3) on April 29.

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.

Evaluation for**Grade****Assignment due dates and points possible****MAT
Points Possible**

Seminar I January 7, 2010	Optional Seminar February 11	Optional Seminar March 25	Points Received
			10 Written questions from readings in Cooper and Alberto and Troutman reviewing critical information from SPED 6003 January 14 January 21
Seminar II January 14	Schedule individual office visits as needed	Seminar IV April 1	Pass/fail
			Pass/fail
Seminar III January 21	Seminar V March 4	Seminar V April 22	Pass/fail
Seminar IV February 11	Schedule individual office visits as needed	Seminar VI April 29	Pass/fail

Student 1:Section 1, ABC observation data for class discussion, hypothesis about reinforcing consequences, and identification of intervention
January 21

10

Student 1: Section 2,
January 28

10

Student 1: All previously corrected sections and Section 3, Written report describing implementation of intervention, graphic display, and graphic data analysis
March 4

20

Student 2: Sections 1-3
Written report describing implementation of intervention, graphic display, and graphic data analysis
April 1

20

Peer review of M.Ed. posters and oral presentations of research studies
April 22

10

Student 3: Sections 1-3 in oral presentation, PowerPoint display and professional presentation style
April 29

20

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

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 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) Apply research validated interventions in authentic settings
- 2) Take responsibility for planning, individualizing, and implementing application projects for students they teach
- 3) Demonstrate effective use of data for intervention decisions

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.”

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.

Format for written report and oral presentations will be given at the time assignments are explained for each student.

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

Figure and Table information

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

Provide the information/example of how you collected data to graph. Use a clearly understood format for defining target behavior to measure, showing data collected, calculating results by the dimension measured, and summarizing data information

- _____ Information section: name of student, date, begin time, end time, total time, teacher, measures, and baseline or intervention 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

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