

**Augusta State University
College of Education
Department of Educational Leadership, counseling, and Special Education
Special Education Program**

**SPED 6205
Capstone in Special Education
3 Semester Hours**

Professor: Carolyn E. Stephens, MSW, Ph.D.
Office: 307 University Hall
Office Phone: 706-729-2397
Office Hours: Tuesday — Thursday 3:00 — 5:00 p.m. or by appointment
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Class Meets: Wednesday, 5:00—7:00 p.m.
Room Number: 330 UH

Required Textbook

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

Additional References

American Psychological Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, DC: American Psychological Association.

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

Forness, S.R., Kavale, K.A., Blum, I.M., & Lloyd, J.W. (1997). Mega-analysis of meta-analyses: What works in special education and related services. *Teaching Exceptional Children*, 29(6), 4-9.

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.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). Teaching students with moderate to severe disabilities: Use of response prompting strategies. White Plains, NY: Longman.

Course Description:

As the culminating course in the graduate special education program, the Capstone course is designed to provide a forum for integrating special education theory and practice. Candidates who have completed core course requirements for a M.Ed. in special education will demonstrate knowledge, skills, and dispositions by applying an original intervention project in their own classrooms. The project will incorporate

M.Ed. program. 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.

Conceptual Framework Principles

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

The Department of Educational Leadership, Counseling, and Special Education holds a common set of standards (knowledge, skills, and dispositions) in which candidates are prepared to practice as professionals in their disciplines. The members of the Department will promote the success of all students by demonstrating:

Learned and Scholarly Professionals who are Knowledgeable—Ethical—Collegial.
Democratic Professionals who are Advocates and Meaning-Makers.
Self-Actualizing Professionals who are Role Models and Change Agents.

EDUCATIONAL LEADERSHIP, COUNSELING, AND SPECIAL EDUCATION'S STANDARDS ARE CONGRUENT WITH NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE), PROFESSIONAL STANDARD COMMISSION (PSC), INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC), COUNCIL FOR EXCEPTIONAL CHILDREN (CEC), AND BOARD OF REGENTS (BoR) STANDARDS.

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 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. Research-based intervention projects will use 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]

3. 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)]

4. 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)]

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 VISTA files when absences cannot be avoided. The candidates 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.

Grading

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.

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

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.**

Assessment

1. Scholarly writing sample	pass/fail
2. ABC chart for functional behavior assessment (FBA)	10
3. Plan for 7 research-based intervention project topics	10
4. Literature Review narrative and Reference sections for research-based intervention project	10
5. Method narrative section for research-based intervention Project	10
6. Abstract, results, and implications for practice narratives for research-based intervention	10
7. Computer generated line graph of data from intervention project	10
8. On-line quizzes (Cooper et al., 2007)	10
9. Class attendance and participation	10
10. PowerPoint presentation of research-based intervention project	10
11. Poster presentations of research-based intervention project	10
12. Portfolio	pass/fail
13. Competency matrix	pass/fail

Total Points 100

Pipeline E-mail, VISTA, & Class Information Access

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 major concerns related to class attendance, unexpected occurrences in data collection, confusion about assignments, or personal problems that may interfere with successful Capstone completion. Students are assigned an e-mail address on Pipeline and will be taught to access and use VISTA Internet accounts. Students should check Pipeline and VISTA before class and at least twice a week for information updates. Information technology help and library access help are available to any students who need them.

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 their 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, many 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.

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Please inform Dr. Stephens promptly about problems or concerns with assignments or requirements of the course. Specific and timely communication of a problem is critical to your success in the course.

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. Students 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).

Academic Honesty Code

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 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 acknowledgment should occur wherever 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.

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

GRADUATE PORTFOLIO REQUIREMENTS GRADED ASSIGNMENT FOR GRADUATION

Notebook

A portfolio is required to complete the Master of Education requirements for graduation. The portfolio contains one major product from each core course you take in your graduate education. If any student is taking further courses after the Capstone semester, he/she should discuss this with Dr. Stephens within the first two weeks of class.

In accordance with the portfolio rubric, the candidate for graduation will prepare a notebook containing required materials, including the following:

Section I

- Portfolio Rubric, completed by candidate
 - Each component for all courses checked and initialed
 - Alternate courses and/or course requirements listed and checked
 - Full explanation for substitutions for courses and/or components
- Table of Contents for Notebook
- Table of Contents for Electronic Portfolio

Section II

- Documentation of current membership in Special Education organizations
- Current Curriculum Vitae (CV)
- Table of Competencies

Section III

- One major product from 4 Special Education Core classes (6001, 6003, 6004, 6006)
- Characteristics in area of concentration; or if IR, choose 1 Characteristics
- Methods in area of concentration; or if IR, choose 1 Methods
- Internship in Special Education

Electronic Portfolio

Include a hard copy of the Table of Contents of your CD in your Portfolio Notebook. Refer to the Portfolio Rubric for specific requirements according to your Program of Study, which may include the following:

- PowerPoint presentations for Characteristics, Methods, and Capstone courses
- Examples of single-case design Excel graphs
- Teaching video

Portfolio Review

Please enter all items in the order in which they are listed above. Portfolios will be reviewed when all required items are included. See current semester schedule for due date.

**OVERVIEW FOR CONDUCTING AND REPORTING ON APPLICATION OF
SYSTEMATIC INTERVENTIONS
COMPETENCY-BASED RESEARCH-TO-PRACTICE PROJECT
GRADED ASSIGNMENT FOR GRADUATION**

Overview

The graduate competency-based research-to-practice project is the culmination of the program of study leading to a Master of Education in Special Education degree. Through this project, the candidate will demonstrate applied knowledge of special education theory, skill, and dispositions in competencies required by NCATE, PSC, and CEC. The project must be appropriately implemented and accurately reported based on applied behavior analysis standards for objective and scientific intervention procedures (Cooper, Heron, and Heward, 2007).

Instructions

The rubric (Syllabus pages 15-18) describe tasks necessary to plan, implement, and write an applied research-based intervention within teaching settings. You are expected to meet in seminars, complete assignments on Pipeline and VISTA, submit assignments on-time, meet individually with Dr. Stephens as scheduled, attend the Writing Center if directed by the professor, and report on your regular progress toward completing Capstone requirements throughout the semester.

During the planning, implementation, and reporting of this project, the candidate will demonstrate at least 2 competencies from each of 7 core courses in his or her program of study. Intervention 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.

To begin this project, each candidate will complete an ABC chart appropriate for a functional behavior assessment (FBA) to identify repetitive student behaviors requiring intervention to change. The candidate conducts an electronic literature search of 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 will develop an original intervention design proposal. Competencies from core courses in the program will be demonstrated as the project is implemented in a P-12 school setting. Operational definitions of behaviors to observe and measure will enable the candidate to record data objectively. Technically correct line graph drawings (Excel software) will enable the candidate to analyze the effects of intervention on behavior of a student participant. A final written report will present methods and results of the intervention implementation and discuss implications for further application of findings. The results of these intervention projects will be presented in a written and oral narrative (report and PowerPoint presentation) and picture (poster presentation) format.

See Syllabus for due dates and methods for submission of products.

Complete a Competency Matrix detailing how competencies from previous courses will be demonstrated in this proposed project.

Submit a written proposal plan describing the following:

1. Statement of problem of interest using ABC chart data
2. Intervention strategy chosen
3. Literature Review Table (summarize current **research** articles that directly relate to the intervention you are interested in applying with your students).
4. Operational definitions: behavior to change and behavior to measure and record
5. Demographic table for student
6. Data collection sheet
7. Computer generated line graph to show expected data paths

Your 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

Be possible to complete in the time allotted (i.e., 5-7 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 7 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.

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 three 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.**

Results

The results section reports what actually occurred when you implemented your intervention. Results are written for each section introduced in your Method description. You should be specific and refer to evidence from your line graph to support your descriptions about the results of baseline, intervention, maintenance, and generalization measures. You cannot make assumptions without data to support them. Data analysis is presented in narrative description referring to the line graph figure (Describe median/means, levels, trends **across** and within conditions).

Implications

The discussion about implications from the intervention project summarizes your findings related to the student who participated, but also enables you to comment beyond actually objectively describing and interpreting results. In the discussion you should relate your results to the research literature you cited at the beginning of your report and describe important anecdotal evidence that occurred during your study, if pertinent. Include limitations you encountered as you implemented your intervention. Explain what went wrong with your plan if anything. Describe how this evidence is useful for your students and as you make decisions about interventions for other students as their teacher. Describe how your results confirm or contradict previous research and what future research is needed as a result of your findings

References

Include a separate section, labeled References, on the last page of your report. Use APA format for hanging indent references but single space entries and double space between entries (not APA). Put references in alphabetical order based on APA guidelines and make sure each reference is cited in the text in the final draft of your paper.

Minimum topics you need to know and must include in your final report:

- APA Manual - 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.

Literature Review Research Table (See APA style manual, pages 147-175. Complete the checklist on pages 175-176). Include the following topics in your table:

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

Competency Matrix

Complete the Competency Demonstration Table on 1 page using 10' font and 1" margins.

COURSE	Objective <i>Review each syllabus, choose two objectives directly related to your project, and write them below.</i>	Competency <i>Turn each objective into a "competency" by clea this objective in your project.</i>
SPED 6001 Policy and Procedures		
SPED 6003 Classroom Management and Applied Behavior Analysis		
SPED 6004 Inclusive Instruction		
SPED 6006 Diagnostic Assessment		
SPED 6101 or 6009 Characteristics _____		
SPED 6102 or 6010 Methods		
SPED 6013 Internship		
SPED 6205 Capstone		

Class Schedule and Assignments

All assignments are due by 5:00 p.m. on the due date. Assignments will not be accepted after the hour and time they are due. Complete them early to be safe because unexpected events do happen to all of us!

DATES	MEETINGS	ASSIGNMENTS
August 22 Seminar I	<p>Syllabus Review M.Ed. and M.A.T. Graduation requirements Overview of Capstone research-based intervention project</p> <p>Professional educational writing (1 paragraph on topic: The evidence base for special education teachers.)</p> <p>Using VISTA WebCT and Pipeline</p> <p>Using ABC charts for assessing the function of behavior (Cooper et al. Chapter 24)</p>	<p>Assess vocabulary understanding of systematic principles for applied behavior analysis (due on-line by 5:00 p.m. August 29)</p> <p>Read Cooper et al. textbook and complete on-line quizzes by 5:00 p.m. September 5) Chapter 1 Chapter 2 Chapter 24 Chapter 7</p> <p>Choose a repetitive social or academic behavior to target for one student. Record objective observation data on the ABC chart (due in class September 5)</p>
September 5 Seminar II	<p>Research-based systematic instruction</p> <p>Applied behavior analysis interventions and single subject designs</p> <p>Conducting a literature review search on-line</p> <p>Definitions: Learning Teaching Behavior Target behavior Stimulus conditions Stimulus control Reinforcement Punishment Differential reinforcements Transfer of stimulus control Individual teaching strategies: CTD, SLP, Most to least, graduated guidance, naturalistic teaching procedures (incidental, mand-model, time delay, transition based)</p> <p>Using Excel to present data collected in line graphs</p>	<p>Read Cooper et al. textbook (On-line quizzes due 5:00 p.m. September 12) Chapter 11 Chapter 12 Chapter 13 Chapter 14 Chapter 15 Chapter 16 Chapter 17</p> <p>Optional Reading in Cooper et al. Chapter 18, 19, 20, 21, 22, 23, 26, 27 as relevant to intervention chosen for research-based project.</p>
September 12 Seminar III	<p>Research-based intervention proposal section descriptions (See syllabus page 9)</p> <ol style="list-style-type: none"> 1. Statement of problem of interest 2. Intervention strategy chosen 3. Literature review table 4. Operational description of target behavior 5. Table for student demographics 6. Data collection sheet 7. Excel line graph with hypothetical data <p>Academic instruction vs. social behavioral intervention)</p>	

DATES	MEETINGS	ASSIGNMENTS
<p>October 3 Seminar IV</p>	<p>Overview of writing narrative sections for a research-based intervention report</p> <ol style="list-style-type: none"> 1. Abstract 2. Literature Review (table and narrative) 3. Method 4. Results 5. Implications 6. Line graph figure <p>APA style (see syllabus page 17 & 18)</p> <p>Details for writing narrative text, table, and reference section related to Literature Review section (see syllabus pages 15, 16, 17, & 18).</p>	<p>Submit 7 proposal pieces for approval of project topic (Due October 3, no interventions begin without written approval from Dr. Stephens).</p> <p>Meet individually with Dr. Stephens to correct unapproved project topics</p> <p>Written approval for implementing intervention projects must be given by Dr. Stephens by October 15 or students will risk having inadequate time for appropriate implementation of projects</p>
<p>October 24 Seminar V</p>	<p>Details for writing narrative text for Method section (see syllabus pages 16)</p> <p>Details for writing narrative text for Results and Implication sections of research-based intervention report (see syllabus page 17)</p>	<p>Literature Review narrative and References (due in class October 24)</p> <p>Method section narrative (due by November 7)</p>
<p>November 14 Seminar VI</p>	<p>Portfolios with final written research-based intervention project report due November 14</p>	<p>Final report due with all sections: Abstract, Literature Review, Method, Results, Implications, Line graph figures, and tables,</p>
<p>December 5 Presentations</p>	<p>Presentation of PowerPoint slides and posters to peers and COE faculty</p>	

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, and 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.

Dr. Stephens will be available during regular office hours, Tuesday – Thursday, via e-mail csteph10.aug.edu, and by appointment as needed. The assignments, due dates, or other planned activities described in this syllabus may be changed by Dr. Stephens if she considers it necessary for the entire class to benefit academically from the change. Individual exceptions will not be considered

**Detailed Checklist for Capstone Research-based Intervention Project
Self-Check Rubric for All Sections of Written Report
Fall 2007**

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. Your grade will be based in part on the inclusion and correct style for each component. Submit your checklist with the final paper.

Title page- p. 1

Title-15 words or less describing your intervention project (such as student, intervention topic)

Your Name

SPED 6205

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: student(s), problem, intervention chosen, control of extraneous variables, 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 students
Succinctly describe pertinent research studies (beginning with 2002—present)

___ Present the studies in a logical order (chronological or general topic to specific related to your intervention use, or subcategories related to your intervention use).

___ 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. You may describe each study separately in one paragraph (similar to the Abstract structure) or if some studies are closely related to each other, you may combine studies 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 intervention project is similar (Is your study a replication?)

____ How your intervention project is different, better, more extensive, or modified

____ How your intervention project will add to the extant research in your field

____ Clearly describe the purpose and rationale for your project

Method

Figures and tables are placed at the end of your Implications 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 addition strengthens your report (i.e. self-monitoring form) or is an integral component of your intervention. See checklist for figures at the end of this rubric (page 15-16). Figures and tables should include at a minimum a blank 1) data collection sheet, 2) a line graph, 3) the table of previous research on the topic of your intervention and other documents such as monitoring forms, written instructions to students etc. References should be 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

Procedures

____ Baseline/probe Procedures (single subject control)

____ "Intervention Name" Procedures (Independent variable)

____ Generalization and Maintenance

Control of Potentially Interfering Variables

____ What criteria were set for condition change between baseline, intervention, maintenance and generalization ?

____ How were threats from history, development, or carryover assessed?

How were data results used to analyze change within and across conditions/phases

____ Levels

____ Trends

____ Medians/means within and across conditions?

END of METHOD SECTION

Results

No actual results of your intervention should be presented until this section of your paper.

The preceding Method section explains only what you did, not what happened,

Use same subheadings as those in the Method 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 you concluded that the intervention was related to the data you observed. Was there a relation between the independent and dependent variables and explain why it was or wasn't shown

Implications

___ Reiterate the purpose of your intervention.

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

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

___ Acknowledge actual limitations you encountered - problems in planning or implementing your intervention. As teachers we learn from our mistakes as well as successes. Your grade is not based on students responding as you expected but rather how you planned, conducted, and interpreted the intervention you completed.

___ Discuss how your intervention experience could be generalized across settings, students, or other social and/or academic behaviors

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

References

Last section, separate page

___ Use APA format, hanging indent, single space each reference entry and double-space between entries.

___ All references cited correctly and each entry in the reference section is referenced in the narrative sections.

APA Writing Style

Expressing Ideas and Reducing Bias in Language

___ Person-First and other non-biased language

___ Orderly presentation of ideas

___ Smoothness of expression, precision and clarity

___ Formal/scientific writing style (not first person) Economy of expression

___ Grammar

Editorial Style

- ___ Punctuation, Spelling, Capitalization
- ___ Headings and Subheadings
- ___ Citations in text
- ___ References

Figures and Tables

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

- ___ Brief but clear explanatory title
- ___ At least 5 research articles
- ___ Single space lines and double space 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
 - ___ Implications (note weaknesses and/or strengths of your findings)

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, teacher
- ___ 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

Excel Graph

- ___ All words same style font, no bold, reasonable size (not 14' title & 8' phase names)
 - ___ X & Y axes labeled correctly, descriptive title
 - ___ Label phases with descriptions-“Baseline–Worksheets” (not “intervention”)
 - ___ Dashed lines between conditions
 - ___ No border lines and no horizontal lines
 - ___ Use text boxes for IO, means – White border (clear)
- EXCEPTION: Use black borders on text boxes naming legs for multiple baseline design
- ___ Data points all the same size and shape and all black
 - ___ White background
 - ___ No legend unless more than 1 dependent variable or using a Key for abbreviations