

SPEC 8060
Single Subject Research in Special Education
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program
Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Bailey, J. S. & Burch, M. R. (2002). *Research methods in applied behavior analysis*. Thousand Oaks CA: Sage Publications.

LiveText Portfolio

COURSE DESCRIPTION

Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on the acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

Advanced candidates will:

1. discuss (in writing) the theoretical background in applied behavior analysis. (CFS IV, V)
2. list and describe in writing ethical issues involved in conducting research with human subjects. (CFS V)
3. review current research literature to identify research questions to investigate. (CFS III, I, V)
4. describe in writing dependent and independent variables in published research. (CFS IV)

5. use dimensions of behavior, appropriate measurement for a targeted behavior, appropriate methods for data collection in applied research project. (CFS IV)
6. conduct interobserver agreement procedures and procedural reliability measures in applied research project. (CFS IV, V)
7. describe, in writing, single subject research designs used in applied research and choose an appropriate design for applied research project. (CFS IV)
8. describe, in writing, social validity measures used in applied research and write appropriate measures for applied research project. (CFS II, III, V)
9. graph and analysis data for applied research project (i.e., visual analysis) (CFS IV)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. Discussion Board POSTs and RESPONSES to Colleagues: Write POST and RESPOND to those of colleagues of the draft steps to the responsive teaching research proposal. You will be provided with some specific points to address for each step DB. Responses are considered formal writing and should be documented with appropriate APA citations (where necessary). This means that responses are grammatically correct and have no errors in punctuation and spelling. POSTINGS, one (1) initial post and a minimum of four (4) posts responding to colleagues. (15 points each) (CO 1-8)
2. Learning Modules (LM): Each LM is self-contained and provides specific content needed to complete the research proposal. Each will provide for a specific assignment related to the topic of the LM and one or more steps in the final research project. (20 points each) (CO 1-9)
3. Unit Quizzes: Each quiz is based on “steps” content and is scheduled approximately at the end of each LM and covers the information from that LM. (10 points each) (CO 1-9)
4. RBI CITI Tutorial: you are provided with a link to the RBI CITI Tutorial link. The purpose of this assignment is to make sure all ethical considerations are addressed when working with human subjects in research. (5 points) (CO 2)
5. Applied Behavior Analysis Research Project: 1) Select a teacher to mentor who teaches students with disabilities, 2) with this teacher select a student (or up to three students) with disabilities to serve as participant(s), 3) with the teacher you will write and monitor the teacher’s implementation and data collection of a single subject research proposal. Essentially, you will write the proposal (working with the teacher on possible intervention strategies), train the teacher to use the strategy, monitor (visually and two (2) videos) the

implementation, collect interrater reliability and fidelity data (to assure that the strategy was implemented as prescribed and that data were collected accurately) The purpose of this research project is for you in a leadership role to guide and monitor teachers' efforts to examine a method for improving student academic or social behavior (responsive teaching). The proposal and implementation will be completed in a number of "steps". Specific instructions and DUE DATES will be provided for each step. The final step is implementation and interpretation of results. A Final Project is written (from the combined steps above) and

submitted for a final project grade. The final project and point sheet is required LiveText portfolio submission (SPEC 8060 tab). (50 points) (CO 3-9)

General Requirements.

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.
6. Each class member is responsible for all information on the tentative course schedule.
7. Assignments are NOT accepted late.

COURSE EVALUATION

Assignment	Point Value	Assignment
1.	105	Discussion Board (DB) 7 @ 15
2.	140	Learning Module Unit (LM) Labs 7 @ 20
3.	60	Unit Quizzes 6 @ 10
4.	5	IRB CITI Tutorial
5.	50	*Applied Behavior Analysis Research Project
	360	TOTAL

*Assignments to be submitted to LiveText portfolio.

NOTE: If 0 points are recorded in any of the categories above, the advanced candidate is ineligible to receive a grade of A.

Grading Scale

A = 360-324

B = 323-288

C = 287-252

D = 251-216

F = 215 and below

ATTENDANCE POLICY

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

PROFESSIONALISM

Advanced candidates are expected to abide by the [Code of Ethics](#) developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESS OFFICE

Class members requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all class members are expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term) is sent from the College of Education. SOI responses are anonymous, and instructors will view only a summary of all responses two weeks after they have submitted final grades. While instructors cannot view individual responses or access any of the responses until after final grade submission, they can see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: