



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Fall 2013

EDSE 841 001: Intervention Research in Special Education

CRN: 72313, 3 - Credits

<b>Instructor:</b> Dr. Margo Mastropieri	<b>Meeting Dates:</b> 8/26/2013 - 12/18/2013
<b>Phone:</b>	<b>Meeting Day(s):</b> Mondays
<b>E-Mail:</b> mmastrop@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b>	<b>Meeting Location:</b> Fairfax, Finley 119

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

Provides advanced graduate students with opportunities for in-depth study, analysis, and discussion of original intervention research in special education. Emphasizes analyzing research methodology, coding original intervention research, analyzing results, synthesizing findings, formulating future research questions relevant to individuals with disabilities, and gaining an understanding of the submission process for conferences and publications.

**Prerequisite(s):** Admission to PhD in education program, or permission of instructor

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

Upon completion of this course, students will be able to:

1. Describe various methodologies used in special education intervention research.
2. Demonstrate how to analyze, critique, and synthesize special education intervention research.
3. Write syntheses of special education intervention research.
4. Describe issues surrounding special education intervention research and identify important intervention researchers.
5. Discuss the publication process, including addressing various target audiences and target journals.

### **Required Textbooks**

NONE, Research articles available electronically via GMU Library

### **Recommended Textbooks**

APA Manual

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Required Resources**

SPSS software: GMU's Virtual Computing Lab at <https://www.vcl.gmu.edu>. The VCL has SPSS, NVIVO, ArcGis, Stata and MatLab. Faculty, staff and students can login with their GMU credentials to use this software.

We will also have access to SPSS software in class using supplied computers in the classroom. In addition, all computer labs on campus have SPSS installed.

Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for

printing copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the exam for the course.

Access Blackboard at “my mason portal site” Your login and password are the same as your George Mason e-mail login. Once you enter, select EDSE 841 to access copies of class materials, readings in pdf formats, and links to relevant sites. Additional sources as needed from the library.

### **Additional Readings**

#### Week 1 and 2 Readings:

##### Overview on Intervention Research

- Forness, S.R., Kavale, K.A., Blum, I.M., & Lloyd, J.L. (1997). Mega-analysis of meta-analyses: What works in special education and related services. *Teaching Exceptional Children*, 4-9.
- Jackson, G.B. (1980). Methods for integrative reviews. *Review of Educational Research*, 50, 438-460.
- Lessen, E., Dudzinski, M, Karsh, K., & Van Acker, R. (1989). A survey of ten years of academic intervention research with learning disabled students: Implications for research and practice. *Learning Disabilities Focus*, 4, 106-122.
- Mastropieri, M.A., Berkeley, S., McDuffie, K., Graff, H., Marshak, L., Conners, N., Diamond, C.M., Simpkins, P., Bowdey, F. R., Fulcher, A., Scruggs, T.E., & Cuenca-Sanchez, Y. (2009). What is published in the field of special education? An analysis of 11 prominent journals. *Exceptional Children*, 76, 95-109.

#### Reviews of Research

- Mastropieri, M. A., & Scruggs, T. E. (1992). Science for students with disabilities. *Review of Educational Research*, 62, 377-411.
- Scruggs, T.E., Mastropieri, M.A., & Berkeley, S., & Graetz, J. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education*, 36, 437-449. doi: 10.1177/0741932508327465

#### Week 3:

##### Quality Indicators Readings

- Gersten, R., Fuchs, L., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M.S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71, 149-164.
- Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single subject research to identify evidenced-based practice in special education. *Exceptional Children*, 71, 165-180.

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

#### Week 4:

##### Sample Intervention Research Studies

- Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1985). Mnemonic strategy instruction with learning disabled adolescents. *Journal of Learning Disabilities, 18*, 94-100.
- Mastropieri, M.A., Scruggs, T.E., Norland, J., Berkeley, S., McDuffie, K., Tornquist, E. H., & Conners, N. (2006). Differentiated curriculum enhancement in inclusive middle school science: Effects on classroom and high-stakes tests. *Journal of Special Education, 40*, 130-137.

#### Week 5:

##### Single Subject Studies

- Lane, K. L., Harris, K.R., Graham, S., Weisenbach, J.L., Brindle, M., & Morphy, P. (2008). The effects of self-regulated strategy development on the writing performance of second-grade students with behavioral and writing difficulties. *Journal of Special Education, 41*, 234-253.
- Mastropieri, M.A., Scruggs, T.E., Mills, S., Irby, N., Cuenca-Sanchez, Y., Allen-Bronaugh, D., Creighton, C., Guckert, M., Regan, K., (2009) Persuading students with emotional disabilities to write fluently. *Behavioral Disorder, 35*, 19-40.
- Mastropieri, M. A., Scruggs, T. E., Cerar, N. I., Allen-Bronaugh, D., Thompson, C., Guckert, M., Leins, P., Hauth, C., & Cuenca-Sanchez, Y. (in press). Fluent persuasive writing with students with emotional disturbance: Developing arguments and counterarguments. *The Journal of Special Education*. doi: 10.1177/0022466912440456

##### Sample Intervention Research Studies

Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-Delzell, L., & Algozzine, B. (2006). Research on reading instruction for individuals with significant cognitive disabilities. *Exceptional Children 72*(4), 392–408.

Fagella-Luby, M., Deshler, D. D., & Schumaker, J. S. (2007). Embedded learning strategy instruction: Story-structure pedagogy in heterogeneous secondary literature classes. *Learning Disability Quarterly, 30*, 131-147,

Fulk, B. J. M., Mastropieri, M. A., & Scruggs, T. E. (1992). Mnemonic generalization training with learning disabled adolescents. *Learning Disabilities Research and Practice, 7*, 2-10.

- Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. *Exceptional Children, 58*, 270-279.
- Mastropieri, M.A., Scruggs, T.E., Norland, J., Berkeley, S., McDuffie, K., Tornquist, E. H., & Conners, N. (2006). Differentiated curriculum enhancement in inclusive middle school science: Effects on classroom and high-stakes tests. *Journal of Special Education, 40*, 130-137.
- Mastropieri, M.A., Scruggs, T.E., Spencer, V., & Fontana, J. (2003). Promoting success in high school world history: Peer tutoring versus guided notes. *Learning Disabilities Research and Practice, 18*, 52-65.
- Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1985). Mnemonic strategy instruction with learning disabled adolescents. *Journal of Learning Disabilities, 18*, 94-100.
- Mastropieri, M.A., Scruggs, T.E., Mantzicopoulos, P.Y., Sturgeon, A., Goodwin, L., & Chung, S. (1998). "A place where living things affect and depend on each other": Qualitative and quantitative outcomes associated with inclusive science teaching. *Science Education, 82*, 163-179.
- Mastropieri, M. A., Scruggs, T. E., Whittaker, M. E. S. & Bakken, J. P. (1994). Applications of mnemonic strategies with students with mental disabilities. *Remedial and Special Education, 15*(1), 34-43.
- Mastropieri, M. A., Scruggs, T. E., Bakken, J. P., & Brigham, F. J. (1992). A complex mnemonic strategy for teaching states and capitals: Comparing forward and backward associations. *Learning Disabilities Research and Practice, 7*, 96-103.
- Scruggs, T. E., & Mastropieri, M. A. (1992). Classroom applications of mnemonic instruction: Acquisition, maintenance, and generalization. *Exceptional Children, 58*, 219-229.
- Uberti, H.Z., Scruggs, T.E., & Mastropieri, M.A. (2003). Keywords make the difference! Mnemonic instruction in inclusive classrooms. *Teaching Exceptional Children, 35*(3), 56-61.

#### Sample Review Papers

- Mastropieri, M. A., & Scruggs, T. E. (1992). Science for students with disabilities. *Review of Educational Research, 62*, 377-411.
- Mastropieri, M.A., Bakken, J.P., & Scruggs, T.E. (1991). Mathematics instruction for individuals with mental retardation: A perspective and research synthesis. *Education and Training in Mental Retardation, 26*, 115-129.
- Mastropieri, M.A., Scruggs, T.E., & Shiah, S. (1991). Mathematics instruction with learning disabled students: A review of research. *Learning Disabilities Research and Practice, 6*, 89-98.
- Mastropieri, M. A., & Scruggs, T. E. (1992). Science for students with disabilities. *Review of Educational Research, 62*, 377-411.

- Mastropieri, M.A., & Scruggs, T.E. (1998). Constructing more meaningful relationships in the classroom: Mnemonic research into practice. *Learning Disabilities Research & Practice, 13*(3), 138-145.
- Mastropieri, M.A., & Scruggs, T.E. (1997). Best practices in promoting reading comprehension in students with learning disabilities. *Remedial and Special Education, 18*, 197-213.
- Mastropieri, M.A., Scruggs, T.E., Bakken, J.P., & Whedon, C. (1996). Reading comprehension: A synthesis of research in learning disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Intervention research* (vol. 10, Part B, pp. 201-227). Greenwich, CT: JAI.
- Scruggs, T.E., & Mastropieri, M.A. (2000). The effectiveness of mnemonic instruction for students with learning and behavior problems: An update and research synthesis. *Journal of Behavioral Education, 10*, 163-173.
- Scruggs, T.E. & Mastropieri, M.A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification, 22*(3) 221-242.
- Scruggs, T.E., & Mastropieri, M.A. (1996). Teacher perceptions of mainstreaming: A research synthesis. *Exceptional Children, 63*, 59-74.
- Scruggs, T.E., & Mastropieri, M.A. (1995). The first decade of the journal *Behavioral Disorders*: A quantitative evaluation. *Behavioral Disorders, 11*, 52-59.
- Scruggs, T.E., Mastropieri, M.A., Berkeley, S., & Graetz, J. (in press). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education*.

#### Selected Key Intervention Researchers and Sample Intervention Study or Review

- Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-DeLzell, L., & Algozzine, B. (2006). Research on reading instruction for individuals with significant cognitive disabilities. *Exceptional Children 72*(4), 392–408.
- Fagella-Luby, M., Deshler, D. D., & Schumaker, J. S. (2007). Embedded learning strategy instruction: Story-structure pedagogy in heterogenous secondary literature classes. *Learning Disability Quarterly, 30*, 131-147,
- Fuchs, D., Fuchs, L. S., Thompson, A., Al Otaiba, S., Yen, L., Yang, N. J., Braun, M., & O'Connor, R. E. (2001). Is reading important in reading-readiness programs: A randomized field trial with teachers as program implementers. *Journal of Educational Psychology, 93*(2), 251–267.
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research, 71*(2), 279–321.

Jitendra, A. K., Hoppes, M. K., & Xin, Y. P. (2000). Enhancing main idea comprehension for students with learning problems: The role of summarization strategy and self-monitoring instruction. *Journal of Special Education, 34*, 127–139.

Lane, K. L., Harris, K.R., Graham, S., Weisenbach, J.L., Brindle, M., & Morphy, P. (2008). The effects of self-regulated strategy development on the writing performance of second-grade students with behavioral and writing difficulties. *Journal of Special Education, 41*, 234-253.

Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K., Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34*, 33–58.

Vadasy, P. F., Jenkins, J. R., & Pool, K. (2000). Effects of a first-grade tutoring program in phonological and early reading skills. *Journal of Learning Disabilities, 33*, 579–590.

Vaughn, S., Klingner, J. K., & Bryant, D. P. (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. *Remedial and Special Education*.

### **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## **Course Policies & Expectations**

### **Attendance.**

Class Participation and Attendance Policy (15 points): Because of the importance of lecture and class discussion to your total learning experience, I wish to encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. We will be occasionally completing assignments that will contribute to the 15 points (e.g., the Intervention researcher assignment).

### Rubric for Participation and Attendance

Exemplary (14-15 points): The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class.



Adequate (12-13 points): The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.

Marginal (11-12 points): The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.

Inadequate (10 or fewer points): The student is late for class two or more times. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions. May fail to exhibit professional behavior and dispositions. Excessive absences can result in additional penalties and potential withdrawal from class.

#### Evaluation and Points by Activity

Students will be evaluated on class preparedness, class participation, individual presentations, and written products as described separately next.

1. Class attendance and class participation as demonstrated by completing and handing in weekly class activities and participating in the regularly project presentation updates throughout the semester. (15 points). Excessive absences will result in no class participation points and withdrawal from class.
2. Selection of 1 of 2 options: Option 1: Individual intervention research review paper; or Option 2: Research intervention application project (note this must also go through GMU HSRB for approval). Topics need to be approved and specific guidelines will be distributed throughout the semester for turning in components as work is progressing. It is anticipated that at minimum the project will result in an integrative review that is suitable for submission to a conference as a presentation and potentially for a review by a relevant professional journal. Pending time limits all projects may also result in the design, implementation, evaluation, and write-up of an investigation (or at least the initial design stages of one). Papers will be prepared in APA format. Papers will be posted on BB and hard copies turned in. Late projects will be penalized. (35 points)
3. Project Updates will be presented by students during a minimum of 2 points throughout the semester (10 points). It is recommended that students prepare a one page handout listing progress to date for each update.
4. Final poster and presentation of results. Posters and handouts will be posted on BB. (20 points)
5. Exam. A take home exam will be distributed in class and students will post copies on BB turn in hard copies. (20 points)

#### **Late Work.**

Students must contact the instructor prior to missing a due date and arrange a new date that is within a week. Points may be deducted (one per day) missing due dates with no prior approved excuses.

#### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### **Grading Scale**

A = 95-100%

A- = 94-90%

B = 80-89%

C = 70-79%

F = <60%

### **Assignments**

#### **NCATE/TaskStream Assignments.**

NA

#### **Common Assignments.**

NA

#### **Other Assignments.**

#### **Assignments and Scoring Rubrics**

Option 1 (35 points): Individual Intervention Research Review Paper  
Research Project Option 1. Individual Research Review. An integrative review paper must be completed. You may select to complete a traditional or integrative research review paper of a selected intervention area. Have your topic approved prior to beginning. You should also prepare materials based on the paper to present to the class.

1. Select an area of interest in special education.

2. Complete a literature search of Psych Info and other relevant databases to identify relevant original research articles (check for other relevant data bases).

3. Obtain and read original research articles.

4. Develop coding system to organize your articles
5. Code, organize, analyze, and synthesize the information from the articles.
6. Write the paper using the *American Psychological Association Publication Manual* (6<sup>th</sup> edition) guidelines:

Title Page

Abstract

Introduction and Purpose

Method (literature search procedures)

Results (this is the section that will vary according to your specific articles)

Overall characteristics of the studies (number of articles, types of students, ages, grades, disability areas, general descriptions of interventions, overall length of interventions, interveners, overall findings; and quality of studies

Discussion – Summary and Conclusions

References

There will be numerous opportunities to discuss this project and to work on your papers throughout the semester.

#### Scoring Rubric

Exemplary paper (33-35 points): Appropriate topic, good literature search procedures, good overall characteristics of the data set, thorough and thoughtful review of previous research. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format throughout.

Adequate paper (30-32 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (27-29 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or review of relevant literature.

Inadequate paper (24-26 points): Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Paper contains little to no information of value to special education practice.

Unacceptable/no paper (less than 24 points): Paper with little to no value relative to the assignment, or no paper turned in at all. May describe a literature of no value or relevance, or that was not approved for this assignment.

#### Option 2 (35 points) Intervention Research Application Project

The research application project is designed to provide experience in designing, implementing, and evaluating a research application project in special education. Be sure to have your research question and design approved before beginning to implement it as Mastropieri can assist you with the design components and GMU and district human subjects' approval. It is recommended that the following format be followed:

Questions of the Research Application Project:

Sample questions: Does teaching using an activities-based approach to instruction facilitate learning and attitudes toward school and learning more than using a textbook approach with students classified as learning disabled (LD) and seriously emotionally disturbed (SED)? Does the use of social stories with children with autism reduce inappropriate behavior? What do general education teachers know about how to teach students with disabilities?

Background Literature:

Provide a brief description of the background literature that indicates a need for your question.

Design of the Project:

This section will be based upon your question. Sample design: Two groups of students with LD and ED will participate in the instruction. One group will be taught information using the activities-oriented approach and the other group will be taught the same information using the textbook approach. Time-on-task will be held equivalent across the teaching methods and all students will be given the same pre- and post- tests.

Method:

Participants: Use the following maker variables as guidelines to describe the participants in your applied project. Initially complete one of these for each student and then compute the averages and ranges and report that data. Staple your individual data sheets to your report.

Student Identification # \_\_\_\_\_

School Name \_\_\_\_\_ Size \_\_\_\_\_ Setting \_\_\_\_\_ (urban, suburban, metropolitan, rural)

Special education classification \_\_\_\_\_

Grade in school \_\_\_\_\_

Date of birth (month, day, year) \_\_\_\_\_

Sex (Male or female) \_\_\_\_\_

Race/ethnicity: Caucasian, African-American, Hispanic-American, Asian-American, other

Socioeconomic status: (free lunch, reduced lunch, neither) \_\_\_\_\_ (high, medium, low)

Years classified as special education student \_\_\_\_\_

Amount of time per day in special education setting \_\_\_\_\_

Classes mainstreamed or inclusive instruction \_\_\_\_\_

IQ Full scale IQ \_\_\_\_\_, Verbal IQ \_\_\_\_\_, Performance IQ \_\_\_\_\_

Achievement scores (specify test name and try to obtain standard scores, but report whether grade equivalent, percentiles, or other, too)

Reading achievement Test name

Math achievement Test name

Language achievement Test name

Spelling achievement Test name

Behavioral indices Test name

Teacher report of study skills and classroom behavior:

Materials for both conditions: Carefully describe all of the instructional materials that were used in your project. Attach copies of the precise materials used in each teaching condition, including any teacher materials and student materials.

Testing materials: Carefully describe all of the testing materials that were used. Include copies of the pretest, and all posttests. Remember these measures will be used to describe whether or not your methods were “EFFECTIVE.” Append copies of the students’ completed measures. You may want to include a pretest of content, a posttest of content, attitude measures (e.g., I really enjoyed social studies when activities were used in class 1 2 3 4 5), and you may want to include a measure of student involvement during class (e.g., audio or videotape students doing activities and text activities and compute engaged time on task).

Procedure: Carefully describe in a step by step fashion what you did in each instructional method. Be sure to describe how you incorporated the teacher effectiveness variables. Use the subheading Both methods to describe procedures that were common to both methods. Use the subheadings (for example) Activities Method or Textbook Method to describe what was specific to those instructional conditions.

Testing procedures: Describe how the tests were administered. For example, were directions read aloud to the class and students worked independently, or were students given the exams individually, etc.

Scoring procedures: Describe how the tests were scored. For example, if tests consisted of multiple choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Was partial credit given, if so, explain how those decisions were made. Also, if you were attempting to score an active participation score during instruction, how was that assessed?

#### Data Sources:

Provide a listing of all of the sources of data you obtained. We will use this list to help determine the appropriate data analyses procedures.

#### Results:

Describe the all of the testing results. You can present individual scores (use the same ID#s used in the demographic data sheets) and then compute a column average (we may learn several statistical tests that you will be able to use for analyzing your data)..

Testing Scores (and demographic data)

Pretest Posttest	Posttest-Pretest	Attitude	Engagement Demographic data (IQ, etc.)
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ID#

Method A

1

2

3 ..

Mean

Method B

11

12

13

Mean

Discussion:

Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, method A clearly facilitates the performance over method B, as every student in method A received 10 points higher on the same test. Or there were no differences between the method on the pre and posttests, however, all students were engaged more in class during method A and reported liking the instruction more than students in method B. Or, the activity-approach appeared to work best with students classified as LD and ED, but not mental retardation, as all students with LD and ED scored higher in method A, whereas, students with mental retardation performed similarly in both methods. You may also see difference by grade levels. For example, it may be that your intervention worked with all of your 3<sup>rd</sup> graders, but not with your 2<sup>nd</sup> graders.

Provide some insights as to why you might have obtained the findings. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students.

Scoring Rubric

Exemplary paper (33-35 points): Appropriate topic, thorough and thoughtful review of previous research, appropriate and clearly described implementation procedures, careful measurement and evaluation of results, thorough and appropriate discussion of implications of findings. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format throughout.

Adequate paper (30-32 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (27-29 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project.

Inadequate paper (24-26 points): Paper with substantial problems in important areas such as writing, implementation of intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/no paper (less than 24 points): Paper with little to no value relative to the assignment, or no paper turned in at all. Paper may describe a project of no value or that was not approved for this assignment.

Class Presentations: Assignments and Updates; Research Application Projects and Research Review Paper Presentation Component Directions

Class Updates:

1. Be prepared to present an overview of what you have done to date.
2. Prepare relevant audio-visual materials
3. Explain clearly what you have done, what questions remain and what issues or barriers you have encountered.

Scoring Rubric: Class Update Presentations: Scoring Criteria (10 points)

Exemplary presentation (8-10 points): Presentation clearly describes major elements of the project and provides sufficient information to demonstrate very good progress; reflects clarity, organization, knowledge and interest in the content being presented; reflects a high level of preparation; makes effective use of visual format and presents an interesting, attractive handout or slides; describes very clearly the methods under consideration; discussion keep the audience engaged. Presenter is able to answer basic audience questions about the proposal with poise, clarity, and thoughtfulness.

Adequate presentation (6-7 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. Appears to have made less progress on project to date. May seem a little less polished or prepared, may be vague in some places, or may fail to completely answer audience questions.

Marginal presentation (5-6 points): Provides relevant information, but demonstrates only a limited work on project or understanding of the topic or project. Style, organization, or visual elements may be less than adequate. Responses to audience questions may reflect lack of understanding of relevant research methods.

Inadequate presentation (< 5 points): Weak overall presentation that reflects very little knowledge of topic or project. May appear very poorly prepared, or may not have followed directions. Style or visual elements may be inadequate or lacking.

Unacceptable/no presentation (0 points): Completely unsatisfactory presentation, with no reasonable reference to topic or project; or no presentation made.

### End of Semester Projects

1. Be prepared to present a poster and oral summary of your written research project.
2. Prepare audio visual materials use in your poster presentation.
3. Be prepared to explain clearly what you did
4. Prepare a one page summary for classmates.

### Research Application Project Poster Outline

Prepare an overview of your paper using the following guidelines:

1. Title of research
2. Purpose of research
3. Background Review including statement of need
4. Method, including sample, materials, and procedures
5. Data Sources
6. Data analyses
7. Results
8. Discussion and implications

### Intervention Research Review Paper Poster Presentation Outline

Prepare an overview of your paper using the following guidelines:

1. Title of paper
2. Description of the Paper's Topic
3. Literature Search Procedures
4. Overall Results of the Literature Search (# of research articles, names of journals, years of publication)
5. Overall Characteristics of the Data Set (total number of students, ages, grade levels, types of disability areas, types of strategies overall)
6. Major categories of areas [for example, Strategies and Descriptions of each ( five studies on word problem solving for elementary students with ED; 5 on problem solving for secondary level students with LD) – this section will probably be the longest set of subheadings in your paper]
7. Address quality indices of original studies
8. Synthesis of Findings
9. Summary and Conclusions

### Scoring Rubric: Poster Presentations: Scoring Criteria (20 points)

Exemplary presentation (18-20 points): Poster clearly describes major elements of the proposal; poster reflects clarity, organization, knowledge and interest in the content being presented; reflects a high level of preparation; makes effective use of visual format and presents an interesting, attractive appearance; describes very clearly the methods under consideration; poster and discussion keep the audience engaged; provide information of interest and value to audience. Presenter is able to answer basic audience questions about the proposal with poise, clarity, and thoughtfulness.



Adequate presentation (16-19 points): Good overall poster presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less polished or prepared, may be vague in some places, or may fail to completely answer audience questions.

Marginal presentation (13-15 points): Poster presentation provides relevant information, but demonstrates only a limited understanding of the topic or project. Style, organization, or visual elements may be less than adequate. Responses to audience questions may reflect lack of understanding of relevant research methods.

Inadequate presentation (10-12 points): Weak overall presentation that reflects very little knowledge of topic or project. May appear very poorly prepared, or may not have followed directions. Style or visual elements may be inadequate or lacking.

Unacceptable/no presentation (less than 10 points): Completely unsatisfactory presentation, with no reasonable reference to topic or project; or no presentation made.

Exam (20 points):

A take home exam will be distributed before the end of the semester and will be due before the end of the semester. Throughout the entire semester we will be learning and implementing these steps to use to complete the exam. The exam will consist of the following:

1. Read, code, analyze, and synthesize a few of articles that will be given to you.
2. You will be asked to turn in copies of your coding instruments, your data analysis, and your written synthesis. This will also include any coding conventions developed, including the “quality of study” coding criteria.
3. Don’t panic, the synthesis will not be expected to be similar in depth to your semester project. This will simply be an opportunity for you to demonstrate that we learned this process this semester!!

Scoring Rubric: Exam: Scoring Criteria (20 points)

Exemplary response (18-20 points): Included all components completed in exemplary fashion. Well-designed coding instrument used to code studies accurately. SPSS file accurate, data analyzed and interpreted well. Written responses in APA format.

Adequate response (15-17 points): All components present, but not in exemplary fashion. Missing one of the above components.

Marginal response (13-14 points): Components present, but inadequate information presented on majority of the components.

Inadequate response (10-12 points): Weak overall exam that reflects very little knowledge of project.

Unacceptable/no response (less than 10 points): Completely unsatisfactory product, with no reasonable reference to topic or project; or no written relevant product.

## Schedule

### Tentative Schedule Fall 2013

Week – Class	Topics	Assignments
1, 8/26	<p>Class overview, assignments and discussion of topics. What is intervention research? Who conducts intervention research in special education?</p> <p>Spend time discussion Sp Ed Intervention Researchers and start activity searching names.</p>	<p>Read for next class: Mastropieri, et al. (2009). <i>Exceptional Children</i>;</p> <p>Forness et al. (1997). SKIM Jackson (1980) for key ideas ; Read Mastropieri, M. A., &amp; Scruggs, T. E. (1992) <i>Review of Educational Research</i>; (2) Scruggs et al. (2010) <i>Remedial and Special Education</i>. Use criteria established by Jackson to examine reviews of literature and critique these 2 reviews.</p>
2, 9/9	<p>Analysis of reviews of research; Discussion of the coding process with respect to various research reviews (narrative, meta-analysis).</p> <p>Updates on Sp Ed Intervention Researchers</p>	<p>Read for next class: QUALITY INDICATORS articles. Read Gersten et al. (2005): Horner et al. (2005) and Odom et al. (2005) from <i>Exceptional Children</i>. Bring to class copies of your effort at developing conventions for coding quality index.</p>
3, 9/16	<p>Read and discuss quality indicators of research - develop our conventions for coding quality of studies.</p> <p>Identify topics for projects. Spend time discussing projects and setting up timelines for initial presentations</p> <p>Announcement: GMU's Virtual Computing Lab at <a href="https://www.vcl.gmu.edu">https://www.vcl.gmu.edu</a>. The VCL has SPSS, NVIVO, ArcGis, Stata and MatLab. Faculty, staff and students can login with their GMU credentials to use this software.</p>	<p>Read for 9/30 class: Mastropieri, Scruggs, &amp; Levin (1985) and Mastropieri et al. (2006) <i>Journal of Special Education</i></p> <p>And develop some type of coding sheet for those articles and bring to class, including a quality index component. Be prepared to present your coding sheet to class. Start to develop your own coding sheets for analysis of individual studies to be included within reviews of research.</p>
4, 9/23	<p>Anne Driscoll, GMU Library presentation;</p> <p>Begin literature searches, bring flash drives to save work.</p>	<p>Meet in Fenwick Library, room A214 Bring flash drives and ideas for searching for your topics.</p> <p>Sign up for times for student updates of progress to date.</p>

5, 9/30	<p>Demonstration of the “method section”; What does it mean to conduct a line of research One early and one later group experimental intervention research study; Analysis of original research.</p> <p>Computing effect sizes and determining comparisons to code.</p> <p>Discussion of coding outcome variables. SPSS practice data set</p>	<p>Read for next class: (1) Lane et al. (2008) <i>Journal of Special Education</i> and (2) Mastropieri et al. (2009) <i>Behavioral Disorders</i>; (3) Scruggs, Mastropieri &amp; Casto 1987 RASE single subject synthesis.</p> <p>Practice coding using sample coding sheets during. We will select a study to code as a class and start and SPSS file.</p> <p>Start project literature searching; bring copies of searches completed to date.</p> <p>Bring copies of one coded study from your intervention project to class. If you are not doing this alternative, select one study from the references list of either group or single subject intervention studies, code it and bring coded article and sheet to class.</p>
6, 10/7	<p>Coding Single Subject Studies – how do we code outcome variables for single subject research?</p> <p>Continue with project literature search procedures. Ancestry search procedures – examining recent journals!!! Keeping careful records and APA citation information. Student updates of progress.</p> <p>Code single subject study from readings. Discussion of coding outcome variables. Coding and analyzing the data.</p>	<p>SPSS data analysis procedures;</p> <p>Discussion and examples for synthesizing research findings</p>
7, 10/15 (Tues)	<p>Code and analyze several articles to complete a simple meta-analysis in class; Topic to be selected and completed in class;</p>	<p><b>Exam materials will be distributed</b> SPSS data analysis procedures;</p> <p>Discussion and examples for synthesizing research findings</p>
8, 10/21	<p>Continuation of coding and SPSS data analyses practice</p>	<p>Class selection of articles from Intervention Researchers</p>
9, 10/28	<p>Co-variation of variables discussion.</p> <p>Synthesizing the findings Discussion of what we know and don't know. Design of the NEXT STUDY based on findings</p>	<p>Class selection of articles from Intervention Researchers Continue on article analysis</p> <p>Evaluation of a manuscript to be selected submitted to <i>Exceptional Children</i></p>
10, 11/4	<p>Student updates of progress to date Sample poster presentations</p>	<p><b>EXAM due</b></p>
11, 11/11	<p>Putting it together -- Writing the final paper using my spss output and notes;</p>	<p>bring spss files, etc to class; Writing up my findings</p>

	Summary and Synthesis - How do I write my research synthesis or write up my study?	
13, 11/18	Write up for submission to Professional Conferences	<b>Papers due.</b> Submit electronic versions of papers, bring e versions to class and we will write proposals for submission to the upcoming CEC and AERA Conferences
14, 11/25	No Formal Class Meeting	Continue with independent work developing poster presentations
15, 12/2	Celebration – Look What We Did this Semester!!!	<b><i>Formal Poster Session of Projects</i></b> Celebration – Look What We Did this Semester!!!

## Appendix