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

Spring 2015  
EDSE 842 001: Applied Research Methods in Special Education  
CRN: 10538, 3 - Credits

<table>
<thead>
<tr>
<th>Instructor: Dr. Kelley Regan</th>
<th>Meeting Dates: 1/20/2015 - 5/13/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 703-993-9858</td>
<td>Meeting Day(s): Tuesdays</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:kregan@gmu.edu">kregan@gmu.edu</a></td>
<td>Meeting Time(s): 4:30 pm-7:10 pm</td>
</tr>
<tr>
<td>Office Hours: by appointment</td>
<td>Meeting Location: Fairfax-Krug Hall #102</td>
</tr>
</tbody>
</table>

**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 knowledge and skills in the application of research methodology in special education. Topics include methods for conducting survey research, experimental and quasi-experimental research, research involving correlation and regression, and qualitative research. Emphasizes application to specific issues in special education research.

**Prerequisite(s):** Admission to PhD in education program, or permission of instructor. Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**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) 993-3670 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:
• Describe the strengths and limitations of single subject research designs in special education research.
• Describe basic procedures involving single subject research designs.
• Evaluate previous research that has employed single subject research methodology.
• Design future special education research using single subject methodology.
• Describe the strengths and limitations of qualitative research designs in special education research.
• Evaluate previous research that has employed qualitative research methodology.
• Design future special education research using qualitative methodology.
• Describe the strengths and limitations of survey research designs in special education research.
• Evaluate previous research that has employed survey research methodology.
• Design future special education research using survey methodology.
• Describe the strengths and limitations of group-experimental research designs in special education research.
• Describe basic procedures involving group-experimental research designs.
• Evaluate previous special education research that has employed group-experimental research methodology.
• Design future special education research using group-experimental methodology.

Required Textbooks
None

Recommended Textbooks
APA Manual
Required Readings
(To be downloaded from GMU library)


http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/

http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/


http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/


http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/

http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/


Regan - EDSE 842 001: Spring 2015

**Additional Readings**
May be assigned during semester to support discussions

**Course Relationships to Program Goals and Professional Organizations**
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/.

**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/the-mason-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.
Because of the importance of lecture and discussion to the total learning experience, students are encouraged to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements will reflect the professional attitude implied in the course goals and will account for 13% of the 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.

Late Work.
All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

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

Regan - EDSE 842 001: Spring 2015
95-100% = A
90-94% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 70% = F

Assignments

Performance-based Assessment (TaskStream submission required).
NONE

Performance-based Common Assignments (No TaskStream submission required).
See below

Other Assignments.

Class Participation (13 points)
1. Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see Professional Disposition Criteria at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. Laptops, cell phones, PDAs and all other electronic devices should be silenced during class time. If you choose to use your personal laptop for note taking, I ask that you utilize it for that purpose only (not for surfing the web, checking email, etc.).
3. Promptness: All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.
4. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.
**PLEASE expect to verbally participate, effectively listen during every class session, and encourage discussion of your peers.**
**One Methods Sections (40 points)**

One paper inclusive of a complete methods section is to be completed. The student may select any of the following methodologies: *single-subject, qualitative, or group-experimental* or *quasi-experimental* methodology. The paper should be about 7-10 page max., double –spaced, for each proposal (NOT including title page, abstract, and references). The paper will be evaluated for APA (6th ed.) format. Provide a title for your paper. Provide brief introduction. Then, subsequent subheadings should ordinarily include the following:

- Background literature (brief)
- Purpose statement
- Research Questions
- Method
  - Participants
  - Setting
  - Materials/Instrument
- Procedures
  - Data Sources
- Data analysis
- Anticipated results/Discussion
- References

**RUBRIC FOR METHOD SECTION ASSIGNMENT**

(30 points for content; 10 points for mechanics, grammar, APA)

**Exemplary paper**

*(Content - 30 points):* Appropriate topic, thorough description of participants, data sources, and procedures. Adequate design, analysis, and general understanding/interpretation of the relevant methodology; excellent incorporation of QIs

*(Mechanics – 10 points):* clearly and directly written, good writing style, free of mechanical or stylistic errors, appropriate and correct use of APA format.

**Adequate paper**

*(Content – 27-29 points):* Good overall paper, lacking in one or two of the criteria for an exemplary paper., and/or may have neglected specific components relevant to the relevant methodology; addresses some but neglects significant QIs

*(Mechanics – 8-9 points):* Not entirely clear and thorough, minor writing style or APA format errors may be present;

**Marginal paper**

*(Content – 24-26 points):* Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with the evaluation, or unclear or inappropriate description of methodology.

*(Mechanics – 6-7 points):* Substantial problems with writing style/APA format
Inadequate paper
(Content < 24 points): Paper with substantial problems in important areas such as writing, description of participants, data sources, procedures, data analysis, or overall thoughtfulness. Contains little or no information of value to the field of education.

(Mechanics- 4-5 points): Writing lacks organization, subheadings, limited APA format

Unacceptable/no paper (0 points): Paper with no value whatsoever relative to the assignment, or no paper turned in at all.

Peer Exchange Feedback (15 points):
Each student will provide another student with his her final methods paper. The task is to provide thorough feedback to the peer using track changes. Comments and suggestions made should consider the quality indicators and elements of quality research designs and or considerations of special education research. A rubric will be provided in class.

Final (14 points)
The final exam will be completed in class. Responses to open-ended prompts will be typed and provided to the instructor at a designated due date (see schedule). Responses on exam should not be discussed among peers but course materials, resources, and readings may be used to support the responses.

RUBRIC FOR FINAL EXAMINATION
For each open-ended test item:

Exemplary response (2 points): Provides direct and thorough response to question, defines relevant terms, and provides specific examples or instances of the concepts being discussed. Answer is directly reflective of lecture, readings, activities, or assignments, or other material of direct relevance to class.

Adequate response (1.5 point): Provides direct and relevant response to question, provides accurate information directly relevant to class readings, notes, or activities. May provide less information, less elaboration, or a less thoughtful overall response than an exemplary response.

Marginal response (1 point): Provides some relevant information, but does not demonstrate overall a clear or complete understanding of the relevant concepts.

Comparative Methodological Table (18 points)
This table should be a graphic organizer that depicts characteristics for each of the following research methodologies: qualitative, single-subject, and survey research.

The table should include the following headers for each research method (at least): Purpose (apart from other methods; why this methodology specifically over others?); Data Sources
(identify the types of data sources typical of this methodology); *Strengthen Internal Validity* by… (How do you strengthen internal validity? Procedures? Steps?); *Strengthen External Validity* by…(How do you strengthen internal validity? Procedures? Steps?); Establish Reliability by…(How do you establish reliability?)

You can feel free to add additional headers/columns to the comparative methodological table. The ten points should include accuracy in those headers provided above. This table is to be completed independently but it is expected that individuals will use class materials, resources, lectures, discussions, to support completion of this assignment. A rubric will be provided in class.

**Evaluation (see rubrics)**

1. Attendance/participation: 13 points
2. 1 Methods section: 40 points
3. Peer Exchange: Feedback 15 points
4. Final Exam 14 points
5. Comparative Methodological Table: 18 points
   Total: 100 points

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction/Organization:</strong> Pretest; research traditions; common methodological concerns; nomothetic vs ideographic methods; causation; internal and external validity; dependent and independent variables; what’s published in special education?</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>• Odom, Brantlinger, Gersten, Horner, Thompson, &amp; Harris (2005)</td>
</tr>
<tr>
<td></td>
<td>• Cook, Tankersley, &amp; Landrum (2009)</td>
</tr>
<tr>
<td></td>
<td>• Mastropieri et al. (2009)</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Evidence-Based Practices in Special Education: Quality Indicators</strong></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>• McDuffie &amp; Scruggs (2008)</td>
</tr>
<tr>
<td></td>
<td>• Brantlinger, Jiminez, Klinger, Pugach &amp; Richardson (2005)</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Qualitative Research designs: Quality Indicators</strong></td>
</tr>
<tr>
<td>Feb 3</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>• Leko &amp; Brownell (2011)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Qualitative Research: Application of the QIs and NVivo demo</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>Weston, Curran, Majsterek, &amp; Prigge (2010)</td>
</tr>
<tr>
<td></td>
<td>Burns &amp; Ysseldyke (2009)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Survey Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 17</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>• Horner, Carr, Halle, McGee, Odom, &amp; Wolery (2005)</td>
</tr>
<tr>
<td></td>
<td>• Tankersley, Harjusola-Webb, &amp; Landrum (2008)</td>
</tr>
<tr>
<td></td>
<td>• Regan, Mastropieri, &amp; Scruggs (2005)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Single-Subject Research: QIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 24</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>• Lane, Kalberg, &amp; Shepcaro (2009)</td>
</tr>
<tr>
<td></td>
<td>• Evmenova, Behrmann, Mastropieri, Baker, Graf (2011)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Single Subject Research (GUEST PRESENTER): Application of QIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3</td>
<td>Read for next week:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Fidelity of Intervention: Fidelity measurements and quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 17</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>Klingner &amp; Boardman (2011)</td>
</tr>
<tr>
<td></td>
<td>Bishop, Brownell, Klingner, Leko, &amp; Galman (2010)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Mixed Methods Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 24</td>
<td>Read for next week:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Group Experimental and Quasi-Experimental research designs overview (pre-existing groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>• Gersten, Fuchs, Compton, Coyne, Greenwood, &amp; Innocenti (2005)</td>
</tr>
<tr>
<td></td>
<td>• Cook, Cook, Landrum, &amp; Tankersley (2008)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Group Experimental: QIs; Assumptions of ANOVA, SPSS tutorials: Descriptive Percent, One-Way ANOVA, Paired t-tests, Paired samples t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14</td>
<td>Read for next week:</td>
</tr>
<tr>
<td></td>
<td>• Marshak, Mastropieri, &amp; Scruggs (2011)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Group Experimental: Application of QIs</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>April 21</td>
<td>Comparative Table is DUE TODAY.</td>
</tr>
<tr>
<td></td>
<td>Peer Exchange: Provide Feedback of methods paper to peer by April 24th</td>
</tr>
<tr>
<td>Week 13</td>
<td>Final Exam</td>
</tr>
<tr>
<td>April 28</td>
<td>Paper due to instructor by end of day.</td>
</tr>
</tbody>
</table>