



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

Fall 2018

EDSE 841 002: Intervention Research in Special Education – Independent Study

CRN: 84318, 3-Credits

Tuesdays 2:00-4:30 Finley 114

Instructor: Linda H. Mason, Ph.D.
 Office Hours: By appointment
 Office Location: Finley 208A, Fairfax
 Phone: 703-993-5080
 Email: lmason20@gmu.edu

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

Prerequisite(s): Admission to PhD in Education, or permission of instructor

Co-requisite(s): None

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. Offered by Graduate School of Education. May not be repeated for credit. Registration Restrictions:

Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

Schedule Type: Seminar

Nature of Independent Study Course Delivery

Learning activities include the following:

1. Face-to-face and virtual discussion with the instructor
2. Application activities
4. Research activities

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.

Course Relationship to Program Goals and Professional Organizations

Course Relationship 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.

Required Textbooks

- Cooper, H. (2017). *Research synthesis and meta-analysis: A step-by-step approach, 5th Edition*. Thousand Oaks, CA: Sage.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Textbooks

- Lipsey, M. W., & Wilson, D. B. (2001). *Practical meta-analysis*. Applied social research methods series (Volume 49). Thousand Oaks, CA: Sage.

Additional Readings (additional TBA)

- Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children, 75*, 365-383.
- Forness, S. R. (2001). Special education and related services: What have we learned from meta-analysis? *Exceptionality, 9*, 185-197.
- 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.
- Kavale, K. A. (2001). Meta-analysis: A primer. *Exceptionality, 9*, 177-183.
- 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.
- Parker, R. I., Vannest, K. J., & Davis, J. L. (2011). Effect size in single-case research: A review of nine non-overlap techniques. *Behavior Modification, 35*, 303-322.
- Scruggs, T. E., & Mastropieri, M. A. (2013). PND at 25: Past, present, and future trends in summarizing single-subject research. *Remedial & Special Education, 34*, 9-19.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 841, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Not applicable.

Performance-based Common Assignments (No Tk20 submission required.)

Not applicable.

Other Assignments

Participation & Homework (30 points)

Students are asked to attend all scheduled face-to-face meetings on time, be prepared, and actively participate. This includes being prepared for and actively participating in discussions and activities, and submitting homework (HW) that is complete and on-time. Specific guidance for the content of HW will be provided by the instructor.

Rubric for Participation & Homework

- Exemplary (30): The student attends all or almost all face-to-face scheduled sessions (student may miss one class with notice to instructor), is always on time, and is prepared (including submitting HW on time even if absent).
- Adequate (25): The student is usually on time, usually prepared for face-to-face scheduled sessions, and participates in discussions, but may miss participation points due to multiple absences (two absences) and/or failure to prepare for a class activity (including submitting HW on time).
- Marginal (20): The student is often late for face-to-face scheduled sessions and/or misses numerous participation opportunities due to absences (3 or more) or failure to prepare for two class activities (including submitting HW on time).

- Inadequate (0 -15 points): The student is frequently late for face-to-face scheduled sessions. Student has limited participation opportunities due to absence (3 or more) or fails to prepare for three or more class activities. Instructor is not notified of absences. The student does not actively participate in discussions. The student may fail to exhibit professional behavior and dispositions. Excessive absences can result in additional penalties and potential withdrawal from class.

Paper Introduction (10 points)

Students will write a five-page introduction to their paper to demonstrate an understanding of the educational problem that will be addressed by conducting a systematic review of the intervention research in that area. Refer to the APA manual for how to format headings and citations appropriately. Students will also provide a short update in class. This assignment will be graded as pass/fail.

Final Paper (50 points) (Performance Based Assessment)

Students will conduct a systematic review on a topic of their choice and write up findings in manuscript form. The manuscript will contain (a) introduction, (b) methods, (c) results (including a literature table), (d) discussion, and (e) references. Refer to the APA manual for how to format headings and citations appropriately. The purpose of this assignment is to demonstrate your ability to complete a comprehensive systematic review. As such, it will be very difficult to produce an adequate paper with fewer than 10 studies that meet your specified criteria. Strategies for widening search procedures and inclusion criteria will be presented to assist you in meeting this minimum threshold.

Introduction (completed as pass/fail assignment, prior to final due date of complete paper)

- o Brief introduction to the topic & literature review.
- o Statement of purpose and research questions.

Methods (15 points)

- o Search Procedures
- o Inclusion/Exclusion Criteria
- o Coding Conventions & Procedures

Results (15 points)

- o Overview of studies located through systematic search
- o Overall findings organized in a meaningful way for the reader
- o A literature table of reviewed studies that highlights important study characteristics and outcomes.

Discussion (15 points)

- o Summary of important results, discussion of how findings add to existing literature base, and implications for the future research and practice
- o Discussion points should connect to findings in the analysis

References (5 points)

- o References should be listed in APA format.
- o Studies included in the review should be noted with an asterisk.

Final Presentation

Students will present their research findings in a conference poster session format (power point).

- Be prepared to explain clearly your search procedures and findings, and to answer questions about your project.
- Prepare visual materials use in your presentation – refer to the AERA Poster Session Guidelines document on class Blackboard site.
- Prepare a one-page summary hand-out for your audience and the instructor.

Course Policies and Expectations

Attendance/Participation. Students are asked to attend all classes on time, be prepared, and actively participate and support the members of the class learning community.

Late Work. Late will not be accepted without prior instructor approval.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

F = <79%

Evaluation will be based upon the following point value for each assignment:

Class Participation & Homework	30
Paper Introduction (pass/fail)	10
Final Paper	50
Project Presentation	<u>10</u>
TOTAL POINTS	100

A final grade of Incomplete will be considered only due to extenuating circumstances; please contact the Instructor.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Topics and Due Dates

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings
8/28/18	Course Overview • Review—Types of Research	

9/4/18 CLASS IN 208A FINLEY	<ul style="list-style-type: none"> • Introduction to Systematic Synthesis of Research <ul style="list-style-type: none"> o Step 1: Formulating the Problem 	<u>Readings:</u> Cooper – Chapters 1, 2 <u>Due:</u> Related synthesis/key articles (3+)
9/11/18	Individual appointments	<u>Due:</u> Proposed topic, problem statement, research questions
9/18/18	Step 2: Searching the Literature Step 3: Gathering information from studies	<u>Readings:</u> Cook, Tankersley, & Landrum (2009) Cooper – Chapter 3, 4 <u>Due:</u> Draft inclusion and exclusion criteria 5+ articles meeting your criteria
9/25/18	Step 2: Searching the Literature Step 3: Gathering information from studies	<u>Readings:</u> <u>Due:</u> Revised inclusion and exclusion criteria 5+ additional articles meeting your criteria
10/2/18	Step 4: Evaluating the Quality of Studies: Quantitative	<u>Readings:</u> Cooper – Chapter 5 Gersten et al. (2005) Odom et al. (2005)
10/9/18	Individual appointments	<u>Due:</u> Paper introduction Paper introduction feedback (schedule 10/15-10/18)
10/16/18	Step 4: Evaluating the Quality of Studies: Single Subject	<u>Readings:</u> Horner et al. (2005) Mastropieri and Scruggs (2013) Parker, Vannest, & Davis (2011) <u>Due:</u> Draft coding manual
10/23/18	Coding Work Session	<u>Due:</u> Revised coding manual All studies to be reviewed
10/30/18	Coding/Reliability Work Session	<u>Due:</u> Final coding manual All studies to be reviewed

11/06/17	Step 5: Analyzing and Integrating the Outcomes of Studies Analysis Work Session	<u>Readings:</u> Forness (2001) Kavale (2001) Cooper: Chapter 6 <u>Due:</u> All coded studies
11/13/18	Step 6: Interpreting the Evidence Step 7: Presenting the Results Interpretation Work Session	<u>Readings:</u> Cooper: Chapters 7, 8
11/20/18	WRITING WEEK	
11/27/18	Step 8: Check for Threats to Validity	<u>Readings:</u> Cooper: Chapters 9 <u>Due:</u> Paper draft
12/04/18	<u>Last Day of Class - Presentations & Celebration</u>	<u>Due:</u> Handout/presentation
12/14/18	FINAL PAPER DUE 11AM	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.