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

Spring 2019
EDSE 842.001: Application of Research Standards for Individuals with Disabilities
CRN: 14563, 3 – Credits

| | |
|---|---|
| **Instructor**: Dr. Margaret King-Sears | **Meeting Dates**: 1/22/2019 – 5/15/2019 |
| **Phone**: 703.993.3916<br>*best method for communication is email* | **Meeting Day(s)**: Monday |
| **E-Mail**: mkingsea@gmu.edu | **Meeting Time(s)**: 4:30 pm – 7:10 pm |
| **Office Hours**: Wednesdays 4:00 to 6:00 by appointment only. *Please schedule 24 hours in advance. Flexibility for appointments exists–please ask!* | **Meeting Location**: Fairfax; Finley 114 |
| **Office Location**: Finley 218 | **Other Phone**: NA |

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

**Prerequisite(s)**: Admission to PhD in education program, or permission of instructor
**Co-requisite(s)**: None

**Course Description**
Provides knowledge and skills in the application of research standards across different methods for conducting survey research, single-subject, experimental and correlational research, mixed methods, and qualitative research. Emphasizes application to disability-related research across different contexts.

Registration Restrictions:
Enrollment is limited to students with a major in Education.
Enrollment is limited to Graduate level students.
Schedule Type: Seminar

**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 teacher candidates/students should contact

the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

**Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities, such as critique of research
3. Small group activities
4. Video and other media supports
5. Research and presentation activities
6. Written plans for a research study using the APA format
7. Electronic supplements and activities via Blackboard

**Learner Outcomes**

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

1. Describe the strengths and limitations of single subject research designs in special education research.
2. Describe basic procedures involving single subject research designs.
3. Evaluate previous research that has employed single subject research methodology.
4. Design future special education research using single subject methodology.
5. Describe the strengths and limitations of qualitative research designs in special education research.
6. Evaluate previous research that has employed qualitative research methodology.
7. Design future special education research using qualitative methodology.
8. Describe the strengths and limitations of survey research designs in special education research.
9. Evaluate previous research that has employed survey research methodology.
10. Design future special education research using survey methodology.
11. Describe the strengths and limitations of group-experimental research designs in special education research.
12. Describe basic procedures involving group-experimental research designs.
13. Evaluate previous special education research that has employed group-experimental research methodology.
14. Design future special education research using group-experimental methodology.

**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**

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

**Required Readings**
Please refer to Bb and syllabus for assigned readings per week. Doctoral students will also be accessing required readings* for individual writing assignments on their own.

*Individualized readings must be recent, original research, and from peer-reviewed journals.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, 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 842, the required PBA is (*NO ASSESSMENT REQUIRED FOR THIS COURSE*).

**EDSE 842 Students Self-Manage* for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations**

*Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is.

| Assignment | Points earned by EDSE 842 student | Total points available |
|---|---|---|
| a. Classroom Attendance, Preparation, Participation | | 7.5 points |
| b. Matrix Methods two @ 10 points each | | 20 points |
| c. Peer Review of Manuscript | | 8 points |
| d. DRAFT of Method Assignment | | 4 points |
| e. Method Assignment | | 40 points |
| f. Peer Exchange Feedback | | 3.5 points |
| g. Final Exam | | 17 points |
| **TOTAL** | **Your total…** | **… / 100 points** |

**Assignments and/or Examinations**

## Class Participation (7.5 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 attend and participate in all class sessions as well as adhere to due dates for all readings and assignments. If you feel you cannot adhere to the schedule noted in the syllabus and if you miss more than two class sessions, please contact the Instructor immediately (within 48 hours after the second absence) to discuss options for withdrawing and completing the course during another semester.
2. Laptops, cell phones, PDAs and all other electronic devices must be silenced during class time. If you choose to use your personal laptop for note taking, utilize it for that purpose only (e.g., not for surfing the web, checking email). Cell phones should not only be silenced but must be out-of-reach during class sessions (e.g., not on the table; not accessible).
3. Promptness: All assignments must be submitted on or before the assigned due date. In fairness to students who 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 for written language and technical style as 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.
5. All Participation points cannot be earned if adherence to deadlines as stated in the syllabus does not occur, such as conferring with the Instructor regarding the Final Exam format and other notifications or discussions as stated in the syllabus.

****PLEASE expect to verbally participate, actively and respectfully listen during every class session, and encourage discussion with your peers.**

## Comparative Methodological Table (2 @ 10 points each = 20 points)

This table can be a matrix / table that depicts characteristics for each of the following research methodologies: qualitative, single-subject, and survey research (Table 1) and mixed methods, group experimental, quasi-group experimental (Table 2). The table must include the following headers for each research method as well as additional headers specific to individual research methods):

1. *Purpose* (apart from other methods; why this methodology specifically over others?);
2. *Data Sources* (identify the types of data sources typical of this methodology);
3. *Strengthen Internal Validity* by... (How do you strengthen internal validity? Procedures? Steps?);
4. *Strengthen External Validity* by...(How do you strengthen internal validity? Procedures? Steps?);

5. *Establish Reliability* by...(How do you establish reliability?)
6. *What else is specific to individual research methods?*

Use class materials, resources, lectures, discussions, etc. to complete this assignment. A rubric will be provided on the Bb.

## Peer Review of Manuscript (8 points)

Each student will critique a manuscript submitted for publication in terms of style, content, match to the journal, written language, and organization. Tone and professionalism must be evident in the review. As manuscripts are available for review, students will be notified so they can acquire the confidential document. A rubric will be provided on the Bb.

## Methods DRAFT (4 points)

Bring a hard copy (*not electronic*) copy of a substantive part (all Methods sections and most of the other sections) of the Methods assignment to class on the designated date for the peer review exchange activity. A rubric will be provided on the Bb.

## Methods Assignment (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 methods. The paper should be about 8-10 page max., double–spaced, for each proposal (NOT including title page and references). The rubric for this assignment is toward the end of this syllabus. Headings and subheadings should include the following (also refer to APA and individualize as appropriate, given your research design selection):

- Introduction (do not label; just begin)
    - Background Literature (brief)
    - Purpose Statement
    - Research Questions
- Method [ensure you also focus on QIs for your research design]
    - Participants
    - Setting
    - Materials/Instrument
    - Procedures + what else may be needed, specific to your study?
    - Measure/s
    - Data analysis
- *Anticipated* Results (brief)
    - As analyzed, measure-by-measure
- Discussion (brief)
- References

### Peer Exchange Feedback (3.5 points)

Each student provides feedback to another student about his/her final methods paper. Scoring for the peer who provides the feedback is based on thorough feedback relative to style, content, written language, and organization so the peer can make revisions prior to submission for scoring. Comments, suggestions, and corrective feedback throughout must also include the quality indicators and elements of quality research designs as well as relevant and recent research. A rubric will be provided on the Bb.

### Final Exam (17 points)

The final exam is a choice of two formats: Universal Design for Learning assessment, with flexibility for formats (e.g., develop a youtube video; complete a Prezi presentation; design a pamphlet; do a Pecha Kucha presentation) or a traditional written exam. For each, responses to open-ended prompts will be provided to the instructor and the class (for UDL; see schedule) at designated dates. **Final exam format and topic must be approved by instructor *by Friday April 13.*** A rubric will be provided on the Bb.

*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 https://catalog.gmu.edu/policies/honor-code-system/).

## Course Policies and Expectations

### Attendance/Participation

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and on time. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have *two colleagues* in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up**.

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course's requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

Students must **follow the university policy stating that all sound emitting devices shall be turned off** during class unless otherwise authorized by the instructor.

a) The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class AND remove them from reach.
b) Do not read or send texts during class time. Doing so is not only in violation of university policy, it is distracting to other students and the instructor.
c) Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time.
d) Screens on laptops and any other electronic devices must be in full view of the instructor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times.

With apologies for operationalizing the above specific behaviors; if these had not become issues in previous classes, there would not be a need for explicitness here. *Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.*

**Late Work**

To successfully complete this course, students need to adhere to all due dates for readings and assignments. Full earned credit for assignments turned in on time. Anticipate point deductions for late work. For example, for every 24-hour period that an assignment is late, a 5% point deduction will occur.

**Grading Scale**

90 –100 = A
80 – 89.9 = B
70 – 79.9 = C
< 70 = F

An Incomplete grade is not an option except under extreme extenuating circumstances. Contact the instructor immediately; a course withdrawal may be appropriate in some situations.

*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 https://catalog.gmu.edu/policies/honor-code-system/).

**Professional Dispositions**

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

***Feedback on Assignment Using APA Numeric Codes***

**Throughout your document, there may be numbers that correspond to the feedback below.**

| **This # on your paper…** | **…corresponds to this section of the APA Manual Sixth Edition. Please review your paper in light of the APA writing style. Contact the Instructor if you have questions.** |
|---|---|
| **1** | **Chapter 3 on writing style (3.01 to 3.11)** |
| **2** | **Chapter 3 on guidelines to reduce bias in language (pp. 70-76, particularly 3.15)** |
| **3** | **Chapter 3 on grammar (3.18 to 3.23)** |
| **4** | **Chapter 4 on punctuation, spelling, capitalization, italics, abbreviations, numbers (4.01 to 4.38)** |
| **5** | **Chapter 6 on plagiarism and quotations (6.01 to 6.10)** ***For all assignments in this course, do not quote. Always paraphrase.*** |
| **6** | **Chapter 6 on reference citations in text (6.11 to 6.21)** |
| **7** | **Chapter 6 on Reference list (6.22 to 6.32)**<br><br>**All of Chapter 7 provides Reference Examples. You will likely use 7.01 the most for articles from peer-reviewed journals (periodicals) and 7.02 for books and book chapters.** |
| **An arrow or "check throughout" indicates that a pattern of this type of feedback has evolved, and the writer needs to self- check the remaining portions of paper for that error type. The reader is no longer noting every instance of that feedback from that point on, but will mark some content intermittently.** ***The writer should focus on reducing this type of error in subsequent papers*** **in order to enhance meaning and increase the score for excellent written language and sound content.** | |

**Class Schedule**

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

| Date | Class Topic | Readings<br>• Assignment Due |
|---|---|---|
| Week 1: Monday, January 28 | Introduction/organization: research traditions; common methodological concerns; nomothetic vs ideographic methods; causation; internal and external validity; dependent and independent variables<br><br>CEC EBPs 2014; NTACT Criteria for Levels of Evidence September 2017; | |
| Week 2: Monday, February 4 | Evidence-Based Practices in Special Education: Quality Indicators; What's published in special education? Minimum standards describing participants | Odom et al. (2005)<br>Cook et al. (2009)<br>Mastropieri et al. (2009)<br>Rosenberg et al. (1994) |
| Week 3: Monday, February 11 | Fidelity of Intervention: Fidelity measurements and quality<br><br>Ethical guidelines for peer reviewers | Barnett et al. (2014)<br>Capin et al. (2018)<br>Courtemanche et al. (2014)<br>Gresham et al. (2017)<br><br>Ethical guidelines for peer reviewers |
| Week 4: Monday, February 18 | Qualitative Research: Quality Indicators | Brantlinger et al. (2005)<br>Levitt et al. (2018) pp. for QR<br>McDuffie and Scruggs (2008) |
| Week 5: Monday, February 25 | Qualitative Research: Application of the QIs<br><br>Conducting peer reviews | Twining and Heller (2017)<br>Mask and DePountis (2018)<br>Wang and Neihart (2015) |
| Week 6: Monday, March 4 | Survey Research<br><br>Conducting peer reviews | Glasow (2005)<br>Leko et al. (2018)<br>King-Sears and Bowman-Kruhm (2011)<br>Markelz et al. (2017) |
| ***No Class – Monday, March 11th (Spring Break)*** | | |
| Week 7: Monday, March 18 | Single-Subject Research: QIs<br><br>Conducting peer reviews | Horner et al. (2005)<br>Evmenova, Graff, Behrmann (2017)<br>Tankersley et al. (2008)<br><br>***Peer Review of Manuscript Submitted for Publication due between now and Class 13*** |
| Week 8: Monday, March 25 | Single Subject Research: Application of QIs | Moeller et al. (2015)<br>Satsangi et al. (2018)<br>Sharp and Dennis (2017)<br><br>***Discuss Final Exam format and topic with Instructor for approval between now and April 13*** |

| Date | Class Topic | Readings<br>• Assignment Due |
|---|---|---|
| Week 9: Monday, April 1 | Group Experimental and Quasi-Experimental research designs overview (pre-existing groups)<br>Guest Lecture: Dr. Linda Mason | Gersten et al. (2005)<br>Mason and Zheng (2018)<br>Nagro et al. (2017)<br>• **Comparative Table # 1 due** |
| Week 10: Monday, April 8 | Group Experimental: QIs; Application of QIs; Assumptions of ANOVA; SPSS tutorials: Descriptive Percent, One-Way ANOVA, Paired t-tests, Paired samples t-test | Gersten et al. (2006)<br>O'Connor et al. (2018)<br>Metsala and David (2017)<br>Weiss, Evmenova, Duke (2016)<br>***Final exam format and topic approved by instructor by Friday April 13*** |
| Week 11: Monday, April 15 | Mixed Methods Research + Appraisal Tool<br><br>Guest Lectures: Drs. Kelley Regan and Grace Francis | Regan, Berkeley et al. (2015)<br>Francis, Duke, Brigham et al. (2018)<br>Levitt et al. (2018) pp. for MMR<br>Strogilos et al. (2015) |
| Week 12: Monday, April 22 | Course synthesis; Peer exchange feedback | • **Comparative Table # 2 due**<br>• **Method Section *Draft* Due** |
| Week 13: Monday, April 29 | Course synthesis continued | • **Last date for submitting Manuscript Review** |
| Week 14: Monday, May 6 | Summary; Closure; Course Evaluation; Final Exam for UDL version (if this was your choice) | • **Method Section Due**<br>• **Final Exam UDL Due** |
| Week 15: Monday, May 13 | Final Exam for written version (if this was your choice) | • **Final Exam Written Due** |

**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://coursessupport.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/.**

**Appendix**

**RUBRIC FOR METHOD ASSIGNMENT (40 points total, inclusive of accuracy and organization of content as well as written mechanics, grammar, and technical APA)**

**Exemplary Paper**: 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; clearly and directly written, good writing style, free of mechanical or stylistic errors, appropriate and correct use of APA format.

**Adequate Paper:** 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; not entirely clear and thorough, minor writing style or APA format errors may be present.

**Marginal Paper**: 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; substantial problems with writing style/APA format

**Inadequate Paper**: 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; writing lacks organization, subheadings, limited APA format

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

## Readings *

*Any changes to this listing will be announced during the semester.


Barnett, D., Hawkins, R., McCoy, D., Wahl, E., Shier, A., Denune, H., & Kimener, L. (2014). Methods used to document procedural fidelity in school-based intervention research. *Journal of Behavioral Education*, *23*, 89-107.

Brantlinger, E., Jiminez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, *71*, 195-207.

Capin, P., Walker, M. A., Vaughn, S., & Wanzek. J. (2018). Examining how treatment fidelity is supported, measured, and reported in K–3 reading intervention research. *Educational Psychology Review, 30*, 885-919. doi:10.1007/s10648-017-9429-z

Cook, L., Cook, B. G., Landrum, T. J., & Tankersley, M. (2008). Examining the role of group experimental research in establishing evidence-based practices. *Intervention in School and Clinic*, *44*, 76-82. doi:10.1177/1053451208324504

Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, *75*, 365-384.

Courtemanche, A., Sheldon, J., Sherman, J., Schroeder, S., Bell, A., & House, R. (2014). Assessing the effects of a staff training package on the treatment integrity of an intervention for self-injurious behavior. *Journal of Developmental and Physical Disabilities*, *26*, 371-398.

**Evmenova, A. S.**, **Graff, H. J., & Behrmann**, M. M. (2017). Providing access to academic content for high-school students with intellectual disability through interactive videos. *Focus on Autism and Other Developmental Disabilities, 32,* 18-30. doi:10.1177/1088357615609307

**Francis, G. L., Duke, J. M., Brigham, F. J.,** & Demetro, K. (2018). Student perceptions of college-readiness, college services and supports, and family involvement in college: An exploratory study. *Journal of Autism and Developmental Disorders, 48*, 3573-3585. doi:0.1007/s10803-018-3622-x

Gersten, R., Baker, S. K., Smith-Johnson, J., Dimino, J., & Peterson, A. (2006). Eyes on the prize: Teaching complex historical content to middle school students with learning disabilities. *Exceptional Children, 72,* 264-280.

Gersten, R., & Edyburn, D. (2007). Defining quality indicators for special education technology research. *Journal of Special Education Technology, 22*, 3-18.

Gersten, R., Fuchs, L. S., 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.

Glasow, P. A. (2005). *Fundamentals of survey research methodology*. McLean, VA: MITRE.

Gresham, F. M., Dart, E. H., & Collins, T. A. (2017). Generalizability of multiple measures of treatment integrity: Comparisons among direct observation, permanent products, and self-report. *School Psychology Review, 46*, 108-121.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, *71*, 165-179.

**King-Sears**, M. E., & Bowman-Kruhm, M. (2011). Specialized reading instruction for adolescents with learning disabilities: What special education co-teachers say. *Learning Disabilities Research & Practice, 26*, 172-184.

Leko, M. M., Chiu, M. M., & Roberts, C. A. (2018). Individual and contextual factors related to secondary special education teachers' reading instructional practices. The Journal of Special Education, 51, 236-250. doi:10.1177/0022466917727514

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications Committee and Communications Board task force report. *American Psychologist, 73*, 26-46. doi:0003-066X/18/$12.00

Markelz, A., Riden, B., & Scheeler, M. C. (2017). Generalization training in special education teacher preparation: Does it exist? *Teacher Education and Special Education*, *40*, 179-193.

Mask, P. R., & DePountis, V. (2018). The impact of transition services in facilitating college degree completion for students with visual impairments: Post-bachelor's degree perspectives. *Journal of Postsecondary Education and Disability, 31*, 5-15.

**Mason, L. H**., & Zheng, S. (2018). Writings from text in eight middle school learning support classrooms: Ascertaining aspects of intensive intervention. *Learning Disabilities: A Multidisciplinary Journal, 23*, 87-101. doi:10.18666/LDMJ

**Mastropieri, M. A., Berkeley, S.,** McDuffie, K. A., **Graff, H.,** Marshak, L., Conners, N. A., ...Cuenca-Sanchez (2009). What is published in the field of special education? An analysis of 11 prominent journals. *Exceptional Children*, *76*, 95-109.

McDuffie, K. A., & **Scruggs, T. E**. (2008). The contributions of qualitative research to discussions of evidence-based practice in special education. *Intervention in School and Clinic*, *44*, 91-97. doi:10.1177/1053451208321564

Metsala, J. L., & David, M. D. (2017). The effects of age and sublexical automaticity on reading outcomes for students with reading disabilities. *Journal of Research in Reading, 40*, S209–S227. doi:10.1111/1467-9817.12097

Moeller, J. D., Dattilo, J., & Rusch, F. (2015). Applying quality indicators to single-case research designs used in special education: A systematic review. *Psychology in the Schools, 52*, 139-153.

**Nagro, S**., deBettencourt, L. U., Rosenberg, M. S., Carran, D. T., & **Weiss, M. P**. (2017). The effects of guided video analysis on teacher candidates' reflective ability and instructional skills, *Teacher Education and Special Education, 40*, 7-25. doi:10.1177/0888406416680469

O'Connor, R. E., Beach, K. D., Sanchez, V., Bocian, K. M., Roberts, S., & Chan, O. (2018). Building better bridges: Teaching adolescents who are poor readers in eighth grade to comprehend history text. *Learning Disability Quarterly, 40*, 174-186. doi:10.1177/0731948717698537

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.

**Regan, K., S. Berkeley, S.**, Hughes, M., & Brady, K. (2015). Understanding practitioner perceptions of responsiveness to intervention. *Learning Disability Quarterly, 38,* 234-247. doi:10.1177/0731948715580437

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