



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

Fall 2019

EDSE 841 001: Intervention Research in Special Education

CRN: 79712, 3 – Credits

Instructor: Dr. Sheri Berkeley	Meeting Dates: 08/26/2019 – 12/18/2019
Phone: 703-993-9689	Meeting Day(s): Monday
E-Mail: sberkele@gmu.edu (best contact)	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: Fairfax, KH 14
Office Location: Finley 212	Other Phone: n/a

- **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 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.

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
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.

Professional Standards

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. (2009). *Research synthesis and meta-analysis: A step-by-step approach*. Sage.

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

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

Additional Required 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.

Kavale, K. A. (2001). Meta-analysis: A primer. *Exceptionality, 9*, 177-183.

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.

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 nonoverlap 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, 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 841, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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.

College Wide Common 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 classes on time, be prepared, and actively participate and support the members of the class learning community. This includes being prepared for and actively participating in discussions and class activities, and submitting homework (HW) that is complete and on-time. *Specific guidance for the content of HW will be provided by the instructor.*

Note: In some instances, a class absence is unavoidable. However, course activities are group based and are dependent upon your presence to be meaningful to both you and your classmates. Therefore, a HW submission without your presence will only be allowed on one occasion in the course.

Rubric for Participation & Homework

- **Exemplary (30):** The student attends all or almost all classes (student may miss one class with notice to instructor), is always on time, and is prepared (including posting HW on time to Blackboard even if absent); and the student

actively participates and supports the members of their learning group and the class.

- **Adequate (25):** The student is usually on time, usually prepared for class, and participates in group and class discussions, but may miss participation points due to multiple absences (two absences) and/or failure to prepare for a class activity (including posting HW to Blackboard on time).
- **Marginal (20):** The student is often late for class and/or misses numerous participation opportunities due to absences (3 or more) or failure to prepare for two class activities (including posting HW to Blackboard on time).
- **Inadequate (0 -15 points):** The student is frequently late for class. Student misses numerous 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.**

ONLINE CLASS: Library Tutorials (10 points)

Students will complete a series of online library tutorials that address fundamentals of research and library resources, including: finding resources, evaluating research, citing research, creating research products, and research ethics. Students will also provide a short update in class. **This assignment will be graded as pass/fail.**

Final Paper (40 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

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

Methods

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

Results

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

Discussion

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

References

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

Final Proposal Abstract (5 points)

Students will prepare a proposal for a conference presentation based on their course assignment. Instructor will provide further guidance. **This assignment will be graded as pass/fail.**

Final Presentation (5 points)

Students will present their research findings in a conference poster session format. In addition:

- 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.

Student Self-Management for Calculating Course Grade

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

<i>Assignments</i>	<i>Points I Earned</i>	<i>Points Possible</i>
1. Participation & Homework		30
2. Paper Introduction		10
3. Online Class: Library Tutorials		10
4. Final Paper		40
5. Presentation Proposal Abstract		5
6. Final Presentation		5
Total Course Points Earned		100

Course Policies and Expectations

Attendance/Participation

Students are asked to attend all classes on time, be prepared, post to Blackboard discussion board, and actively participate and support the members of the class learning community.

Late Work

Late will not be accepted.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

F = <79%

*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/>.

Class Schedule

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

Class	Topic	Cooper Readings	Due
8/26	<ul style="list-style-type: none">Course OverviewReview—Types of Research	<ul style="list-style-type: none">Cooper Ch1: Introduction to Systematic Synthesis of ResearchMastropieri et al. (2009)	
9/2	NO CLASS: HOLIDAY		
9/9	<ul style="list-style-type: none">Overview of Intervention Research & Research SynthesisQuality Indicators in special Education Research	<ul style="list-style-type: none">Odom et al. (2005)-discussionCooper Ch2: Step 1: Formulating the Problem	HW: Enter slip-discussion article HW: final paper topic share

Class	Topic	Cooper Readings	Due
9/16	<ul style="list-style-type: none"> Group Research in Special Education 	<ul style="list-style-type: none"> Cooper Ch3: Step 2: Searching the Literature 	DUE: Final Paper Introduction
9/23	<ul style="list-style-type: none"> Quality Indicators in Group Research: A Focus on Reliability & Validity Developing a Coding Scheme & Coding Study Reports 	<ul style="list-style-type: none"> Gersten et al. (2005)- discussion Cooper Ch4: Step 3: Gathering Information from Studies 	HW: Enter slip-discussion article HW: Inclusion/exclusion criteria (draft)
9/30	ONLINE CLASS: Library Tutorials		
10/7	<ul style="list-style-type: none"> Selecting, Computing, and Coding the Effect Size Statistic Data Management 	<ul style="list-style-type: none"> Kavale (2001)- discussion Ch5: Step 4: Evaluating the Quality of Studies 	HW: Enter slip-discussion article HW: Coding manual (draft)
10/14	<ul style="list-style-type: none"> Introduction to Meta-analysis 	<ul style="list-style-type: none"> Lipsey & Wilson (2001): Chs 1-5 discussion 	HW: Enter slip-discussion article HW: Group study article summary
10/21	<ul style="list-style-type: none"> Single Subject Research in Special Education Quality Indicators in Group Research: A Focus on Reliability & Validity 	<ul style="list-style-type: none"> Horner et al. (2005)- discussion Ch.6: Step 4: Evaluating the Quality of Studies 	HW: Enter slip-discussion article
10/28	<ul style="list-style-type: none"> Developing a Coding Scheme & Coding Study Reports Introduction to Ethics in Special Education Research 	<ul style="list-style-type: none"> Ch.7: Step 5: Analyzing and Integrating the Outcomes of Studies 	HW: Inclusion/exclusion criteria (revised) HW: Coding manual (revised)
11/4	ONLINE CLASS: CITI TRAINING		
11/11	<ul style="list-style-type: none"> Coding Outcome Variables in Single Subject Research Data Management 	<ul style="list-style-type: none"> Scruggs & Mastropieri (2013)- discussion Parker et al. (2011)- discussion Ch.8: Step 6: Interpreting the Evidence 	HW: Enter slip-discussion article HW: SSRD article study DUE: CITI Certificates

Class	Topic	Cooper Readings	Due
11/18	<ul style="list-style-type: none"> • Data Management • Writing the Methods Section 	<ul style="list-style-type: none"> • Ch.9: Step 7: Presenting the Results 	HW: Literature table
11/25	ONLINE CLASS: WRITING DAY		
12/1	FINAL PRESENTATIONS		DUE: FINAL PAPER DUE: Proposal Abstract
12/9	NO CLASS: Reading Day		
12/16	Student Conferences		

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

Assessment Rubric(s)

Rubric for Final Paper

Exemplary paper (A):

Effective syntheses contain the following:

- **An introduction** that establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper (in this case a systematic literature review or meta-analysis). Important concepts are defined in this section as well as any background information needed to support search procedures in the methodology.
- **A method section** that has clearly replicable procedures and demonstrates competency in the search techniques learned in class (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), and identifies clear and reasonable decision making criteria for individual studies included in the review (inclusion/exclusion criteria).
- **A results section** that provides an overview of the characteristics of the data set, is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed. A visual representation of the findings (i.e., a literature table) with accurate information helps the reader to understand more thoroughly the research reviewed.
- **A discussion section** that provides a thoughtful and analytical discussion of findings and is based firmly on studies reviewed (not solely the authors opinion), and references implications for practice where appropriate.
- **Overall** student understanding of the purpose of each of these sections of a research paper, a professional writing style (has been thoroughly edited), and citations that are in APA format (with careful attention to 'glaring' errors).

Adequate paper (B):

Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.

Inadequate paper (C): Overall, acceptable but with multiple significant problems. Contains some useful information, but may have substantial problems with

evaluation, writing style or APA format, or unclear or inappropriate description of implementation of project. May have substantial problems in important areas such as writing, proposed implementation of intervention, procedures for evaluation of results, or overall thoughtfulness.

Unacceptable/no paper (0 points): Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.

Rubric for Final Presentation

Exemplary presentation (10pts)

- Effective presentation with both visual display and oral communication that conveys accurate content and is professional and articulate.

Marginal presentation (5 points)

- Overall, acceptable but with multiple significant problems. Contains some useful information, but may have substantial problems in accuracy of content, effectiveness of visual display, and/or professionalism of visual or oral presentation.

No presentation (0 points)