



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

Spring 2021

**EDSE 842 001: Application of Research Standards for Individuals with Disabilities
CRN: 20870, 3 – Credits**

| | |
|--|------------------------------------|
| Instructor: Dr. Kelley Regan | Meeting Dates: 1/25/21 – 5/10/21 |
| Phone: Cell phone to be shared in class | Meeting Day(s): Tuesday |
| E-Mail: kregan@gmu.edu | Meeting Time(s): 4:30 pm – 7:10 pm |
| Office Hours: as needed by appointment | Meeting Location: Fairfax; KH 15 |
| Office Location: Finley building, Rm 201B | 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 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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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

This course will be delivered face-to-face with an option for virtual access. We will use the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 18th, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
 - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
 - [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Apply research standards to critiquing published research and reviewing manuscripts

- submitted for publication.
2. Describe the procedures and standards of research as they apply to strengths and limitations of single-subject research methods in disability-related research.
 3. Evaluate previous and design future studies that employ single-subject research methods.
 4. Describe the procedures and standards of research as they apply to strengths and limitations of qualitative research methods in disability-related research.
 5. Evaluate previous and design future studies that employ qualitative research methods.
 6. Describe the procedures and standards of research as they apply to strengths and limitations of survey methods in disability-related research.
 7. Evaluate previous and design future studies that employ survey research methods.
 8. Describe the procedures and standards of research as they apply to strengths and limitations of correlational research methods in disability-related research.
 9. Describe the procedures and standards of research as they apply to strengths and limitations of group-experimental research methods in disability-related research.
 10. Evaluate previous and design future studies that employ group-experimental research methods.
 11. Describe how disability related research intersects with access to general education curriculum and life-long learning.
 12. Discuss how requirements posed by individuals with disabilities impact research in other fields.

Professional Standards

Not applicable.

Required Texts

There are no required texts for this course. All readings will be journal articles or book chapters. The references for these readings will be posted in Blackboard.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Bb. Please refer to Bb and the syllabus for assigned readings per week.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 842, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

None

College Wide Common Assessment

(VIA submission required)

None

Other Assignments

Class Participation (14 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, 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 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.). 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 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 (7th 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 Section (40 points; see Appendix for rubric)

One paper proposing a study and inclusive of a methods section is to be composed. The student may select any of the following methodologies: *single-subject*, *qualitative*, *group-experimental* or *quasi-experimental* methodology. The paper should be about 8-10 pages max., double – spaced, (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):

1. Introduction (do not label; just begin)
 - a. Background literature (brief)
 - b. Purpose statement
 - c. Research Questions
2. Method (THIS IS THE PART WHERE THE QIs SHOULD BE ATTENDED TO)
 - a. Participants
 - b. Setting
 - c. Materials/Instrument
 - d. Procedures + what else may be needed, specific to your study?
 - e. Measures
 - f. Data Analysis
3. *Anticipated* Results (brief)
 - a. As analyzed, measure-by-measure
4. References

Peer Review (12 points):

Each student will critique another person’s manuscript that includes a methods section. The manuscript will be de-identified. The manuscript may or may not be the methods paper assignment for this class. The manuscripts up for peer review will be clarified for you in class. The task is to provide thorough feedback on the paper using track changes. Comments and suggestions should be relative to style, content, written language, and organization so the peer can make revisions as needed. More so, the comments and suggestions should consider the quality indicators and elements of quality research designs and/or considerations of special education research. A rubric will be provided on Bb.

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 the exam should not be discussed among peers, but course materials, resources, and readings may be used to support the responses. A rubric for the responses will be provided on our course Bb site.

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

This table can be a matrix/graphic organizer 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 should include the following headers for each research method (at least) 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?*

You can feel free to add additional headers/columns to the comparative methodological tables. The ten points per table should include accuracy in those headers provided above. The tables are to be completed independently but it is expected that individuals will use class materials, resources, lectures, discussions, to support completion of this assignment. As we focus on specific methods in class, it is highly encouraged to take notes and begin to draft content for the tables ongoing. A rubric will be provided in class.

Evaluation

| | |
|---------------------------------------|-------------|
| 1. Attendance/participation: | 14 points |
| 2. Method section: | 40 points |
| 3. Peer Review | 12 points |
| 4. Final Exam | 14 points |
| 5. Comparative Methodological Tables: | 20 points |
| Total: | 100 points. |

Course Policies and Expectations

Attendance/Participation

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. 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.

Given the events of 2020 (and ongoing), our lives are different and we are all adjusting and learning as we go. Especially in these times, please feel free to communicate with me if there are any challenges you may have throughout the semester that may impact your attendance, learning, and/or the completion of coursework.

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.

Other Requirements

You may be participating in class virtually or face-to-face which means a peer who is part of a group discussion may be participating virtually or the person may be in the physical classroom. That said, there are two requirements for this class. First, we will be logging into a virtual space for each class session even if you are on campus in our physical classroom space.

You will need to bring a laptop to class if you are attending in person. We will use the same virtual platform per class session. Second, we will have a selected student in the class be the Chat Box monitor per class session. This person will need to verbally communicate any relevant questions, comments, or suggestions that may be occurring in the chat box when the Instructor is unable to navigate the chat box. All discussions in the chat box should be relevant to the class.

Grading Scale

- 95-100% = A
- 90-94% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 70-79% = C
- <70% = F

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

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

Class Schedule

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

| Date | Course Topic | Readings Due | Assignment Due Today |
|-------------|---|--|--|
| 1/26 | Intro./Organization, What are Quality Indicators?, common methodological concerns, validity, IV and DVs | N/A | Review articles on Bb: CEC EBPs Cook et al, 2014; NTACT Criteria for Levels of Evidence – Sep 2017 |
| 2/2 | Evidence-Based Practices in Special education; For Whom? Under what conditions? What’s published in SPED? | Cook et al., 2009 Odom et al., 2005 Lavin et al., 2020 | Readings Note these will be referenced in class: Mastropieri et al., 2009 Cook & Cook, 2017 |
| 2/9 | Fidelity of Implementation: fidelity measurements + quality | Barnett et al., 2014 Gresham et al, 2017 | Readings |

| | | | |
|-----------|---|---|---|
| | Ethical guidelines for peer review | | |
| 2/16 | Qual Research: Quality Indicators | McDuffie & Scruggs, 2008 Brantlinger et al., 2005 Levitt et al., 2018 (Qual section only) | Readings |
| 2/23 | Apply the QIs for Qualitative Research Peer review modeled Guest: Dr. Grace Francis | Francis et al., 2020 | <i>Application of QIs matrix on Francis article</i> |
| 3/2 | Survey research Peer reviewing | Burns & Ysseldyke, 2009 King-Sears & Bowman-Kruhm, 2011 | |
| 3/9 (CEC) | No synchronous meeting | | Comparative Table #1 due by midnight |
| 3/16 | Single Subject Design: Quality Indicators | Horner et al., 2005 Tankersley et al., 2008 https://www.ci3t.org/practice | |
| 3/23 | SSD – Apply the QIs Guest: Dr. Rajiv Satsangi | Satsangi et al., 2016 | <i>Application of QIs matrix on Satsangi article</i> |
| 3/30 | Group Exp and Quasi Experimental Research | Gersten et al., 2005 https://www.ci3t.org/practice | |
| 4/6 | Apply the QIs Guest: Dr. Linda Mason | Mason et al., 2017 | <i>Application of QIs matrix on Mason et al. article</i> |
| 4/13 | Mixed Methods | Klingner & Boardman, 2011 Bishop et al., 2010 Levitt et al., 2018 (p. 31-32; p. 41+) | <i>Application of QIs matrix on Bishop article</i> Peer Review Due |
| 4/20 | Guest: Dr. Peggy Weiss Course Synthesis | Weiss & Glasser, 2019 | <i>Application of QIs matrix on Weiss article</i> Comparative Table #2 Due by midnight |

| | | | |
|------|--|--|---------------------------|
| 4/27 | Course Synthesis and Exam Review Course evals | | Methods Paper Due |
| 5/4 | Final Exam | | Final Written Exam |

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX

Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).

- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

RUBRIC FOR METHOD SECTION ASSIGNMENT (40 points total, inclusive of accuracy and organization of content 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.

- The articles in bold are the assigned articles you will code for the application of QIs -

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.

Bishop, A. G., Brownell, M. T., Klingner, J. K., Leko, M. M., & Galman, S. A. C. (2010). Differences in beginning special education teachers: The influence of personal attributes, preparation, and school environment on classroom reading practices. *Learning Disability Quarterly, 33*, 75-92.

Burns, M. K., & Ysseldyke, J. E. (2009). Reported prevalence of evidence based instructional practices in special education. *The Journal of Special Education, 43*(1), 3-11.

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

Cook, B. G. & Cook, L. (2017). Do research findings apply to my students? Examining study samples and sampling. *Learning Disabilities Research & Practice, 32*(2), 78-84.

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.

Francis, G. L., Gross, J. M. S., Lavín, C. E., Casarez, L., & Sheets, N. (2020). Facing double jeopardy: The transition experiences of Latina family caregivers of young adults with disabilities living in a rural community. *Rural Special Education Quarterly, 39*, 17-34. <https://doi.org/10.1177/8756870519879069>

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.

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.
- Klingner, J. K., & Boardman, A. G. (2011). Addressing the “Research Gap” in special education through mixed methods. *Learning Disability Quarterly, 34*(3), 208-218.
- Lavín, C. E., Mason, L. H., LeSueur, R. F., & Haspel, P. (2020). The dearth of published intervention studies about English learners with learning or behavior disabilities in special education. *Learning Disabilities: A Multidisciplinary Journal, 25*, 18–28.
- 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
- Mason, L. H., Cramner, A. M., Garwood, J. D., Varghese, C., Hamm, J., & Murray, A. (2017). Efficacy of self-regulated strategy development instruction for developing writers with and without disabilities in rural schools: A randomized controlled trial. *Rural Special Education Quarterly, 1-12.***
- Mastropieri, M. A., Berkeley, S., McDuffie, K. A., Graff, H., Marshak, L., Connors, 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
- Satsangi , R., Bouck, E. C., Taber-Doughty, T., Bofferding, L., & Roberts, C. A. (2016). Comparing the effectiveness of virtual and concrete manipulatives to teach algebra to secondary students with learning disabilities. *Learning Disability Quarterly, 39*(4), 240-253. doi.org/10.1177/0731948716649754**
- Tankersley, M., Harjusola-Webb, S., & Landrum, T. J. (2008). Using single-subject research to establish the evidence base of special education. *Intervention in School and Clinic, 44*, 83 – 90. doi:10.1177/1053451208321600
- Weiss, M. P. & Glasser, H. (2019). Instruction in co-teaching in the age of *Endrew F.* *Behavior Modification, 45*(1), 39-65. Doi:10.1177/0145445519836071**