



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

Fall 2014

EDSE 841 001: Intervention Research in Special Education

CRN: 72102, 3 - Credits

<b>Instructor:</b> Dr. Sheri Berkeley	<b>Meeting Dates:</b> 8/25/2014 - 12/17/2014
<b>Phone:</b>	<b>Meeting Day(s):</b> Mondays
<b>E-Mail:</b> sberkele@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax, KH 102

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

**Course Description**

Provides 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. Prerequisite(s): Admission to PhD in education program, or permission of instructor. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**Prerequisite(s):** Admission to PhD in education program, or permission of instructor

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

## Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## Learner Outcomes

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

- Describe various methodologies used in special education intervention research.
- Demonstrate how to analyze, critique, and synthesize special education intervention research.
- Write syntheses of special education intervention research.
- Describe issues surrounding special education intervention research and identify important intervention researchers.
- Discuss the publication process, including addressing various target audiences and target journals.

## Required Textbooks

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.

## Digital Library Option \*\* The following is not required for this course\*\*

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit: <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Additional Required Readings**

- What Works Clearinghouse. (2013). *What works clearinghouse: Procedures and standards handbook (version 3.0)*. Retrieved from: [http://ies.ed.gov/ncee/wwc/pdf/reference\\_resources/wwc\\_procedures\\_v3\\_0\\_draft\\_standards\\_handbook.pdf](http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_draft_standards_handbook.pdf)
- Forness, S.R., Kavale, K.A., Blum, I.M., & Lloyd, J.L. (1997). Mega-analysis of meta-analyses: What works in special education and related services. *Teaching Exceptional Children, 29*, 4-9.
- 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.
- Lessen, E., Dudzinski, M, Karsh, K., & Van Acker, R. (1989). A survey of ten years of academic intervention research with learning disabled students: Implications for research and practice. *Learning Disabilities Focus, 4*, 106-122.
- 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.
- Mostert, M. P. (2001). Characteristics of meta-analyses reported in mental retardation, learning disabilities, and emotional and behavioral disorders. *Exceptionality, 9*, 199-225.
- 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.
- Scruggs, T.E. & Mastropieri, M.A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification, 22*, 221-242.
- 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.

## Required Resources

Blackboard will be used to post important information for this course. Announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments for the course.

Access Blackboard through **myMason**:

- Go to the GMU homepage: <http://www.gmu.edu/>
- Click on MyMason on the top of the page.
- Enter your user login and password (the same as your GMU email login and password)
- Click the “Courses” tab at the top of the screen
- Select your course from the middle column.

## Recommended Readings

- Cooper & Hedges, L. V. (Eds.). (1994). *The handbook of research synthesis*. New York: Russell Sage Foundation.
- Glass, G. V. (1976). Primary, secondary and meta-analysis of research. *Educational Researcher*, 5, 3-8.
- Hedges, L. V., & Olkin, I. (1985). *Statistical methods for meta-analysis*. Orlando, FL: Academic press.
- Hunter, J. E., & Schmidt, F. L. (1990). *Methods of meta-analysis: Correcting error and bias in research findings*. Newbury Park, CA: Sage.
- Rosenthal, R. (1991). *Meta-analytic procedures for social research. Applied social research methods series (vol. 6)*. Thousand Oaks, CA: Sage.
- Sharpe, D. (1997). Of apples and oranges, file drawers and garbage: Why validity issues in meta-analysis will not go away. *Clinical Psychology Review*, 17, 881-901.
- Slavin, R. E. (1986). Best-evidence synthesis: An alternative to meta-analytic and traditional reviews. *Educational Researcher*, 15, 5-11.

## Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization.

## GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

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

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## **Course Policies & Expectations**

**Attendance.** 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.

**TaskStream** \*\* The following is not required for this course\*\*

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

**Grading Scale**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = <79%

**GRADING**

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Classroom Participation & Blackboard Posts .....	20
Midterm Exam .....	20
Final Paper .....	50
Project Presentation .....	10
<b>TOTAL POINTS.....</b>	<b>100</b>

**Assignments**

**Performance-based Assessment (TaskStream submission required).**

N/A

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

- N/A

**Other Assignments.**

**Participation (20 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. Specific guidance for the content of Blackboard posts will be provided by the instructor.

***Rubric for Participation***

- **Exemplary (A):** The student attends all or almost classes (student may miss one class with notice to instructor), is always on time, and is prepared (including posting in time to Blackboard); the student completes field based activity; and the student actively participates and supports the members of the learning group and the class.
- **Marginal (C):** The student is usually on time, usually prepared for class, and participates in group and class discussions, but may be miss participation points due to absence (two absences), failure to prepare for a class activity (such as posting for one Blackboard activity), or failure to complete the field based activity.
- **Inadequate (0 points):** The student is frequently late for class. Student misses numerous participation opportunities due to absence (3 or more) or failure to prepare for class activities (such as posting for two or more Blackboard 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.**

### **Midterm Exam (20 points)**

A take home exam will be distributed. The exam will consist of the critical concepts from the course—including assigned readings, lectures, and class discussions. *Specific directions and a rubric for this exam will be provided by the instructor.*

### **Final Paper (50 points)**

### **(Performance Based Assessment)**

Students will conduct a meta-analysis of research on a topic of their choice and write up findings in a manuscript. 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.

#### **Introduction**

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

#### **Methods**

- Search Procedures
- Inclusion/Exclusion Criteria
- Coding Conventions & Procedures (including reliability)
- Proposed Preliminary Data Analyses

#### **Results**

- Overview of studies located through systematic search
- Overall findings and relevant other analysis conducted for cross validation
- A literature table of relevant studies that highlights important characteristics of studies reviewed.

#### **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.

### *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.

#### **Project Presentations (10 points)**



You will present the findings of your applied project in a 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.

Specific directions for this assignment will be provided by the instructor.

## Schedule

### TENTATIVE CLASS SCHEDULE:

Class	Topic	Readings & Due Dates
Class 1 8/25	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• What is Intervention Research?</li> <li>• Intervention Research in Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Forness et al. (1997); Lessen et al. (1989); Mastropieri et al. (2009)</li> </ul>
9/1	NO CLASS	
Class 2 9/8	<ul style="list-style-type: none"> <li>• Introduction to Research Synthesis</li> <li>• <u>Step 1</u>: Formulating the Problem</li> </ul>	<ul style="list-style-type: none"> <li>• Lipsey &amp; Wilson (2001): Chapters 1 &amp; 2</li> <li>• Kavale (2001)</li> </ul> <p><b>DUE: DRAFT</b> Introduction (3-5 page rationale)</p>
Class 3 9/15	<ul style="list-style-type: none"> <li>• Quality Indicators in Special Education Research</li> <li>• Developing Inclusion/Exclusion Criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Gersten et al. (2005); Horner et al. (2005); Odom et al. (2005)</li> <li>• WWC (2013): pages 1-19</li> </ul>
Class 4 9/22	<ul style="list-style-type: none"> <li>• <u>Step 2</u>: Searching the Literature</li> <li>• GMU Library Orientation</li> </ul>	
Class 5 9/29	<ul style="list-style-type: none"> <li>• <u>Step 3</u>: Gathering Information from Studies</li> <li>• Developing a Coding Scheme and Coding Study Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Lipsey &amp; Wilson (2001): Chapter 4</li> </ul> <p><b>DUE: DRAFT</b> Method (search procedures &amp; inclusion/exclusion criteria only)</p>
Class 6 10/6	<ul style="list-style-type: none"> <li>• <u>Step 4</u>: Evaluating the Quality of Studies</li> <li>• Selecting, Computing, and Coding the Effect Size Statistic</li> </ul>	<ul style="list-style-type: none"> <li>• Lipsey &amp; Wilson (2001): Chapter 3</li> <li>• Mostert (2001)</li> </ul> <p><b>DUE: DRAFT</b> coding sheet &amp; 2 coded studies (group metas)</p>
Class 7 10/14 <b>TUESDAY</b>	<ul style="list-style-type: none"> <li>• <u>Step 4</u>: Evaluating the Quality of Studies</li> <li>• Coding Outcome Variables in Single Subject Research</li> </ul>	<ul style="list-style-type: none"> <li>• Scruggs &amp; Mastropieri (1998); Scruggs &amp; Mastropieri (2013)</li> </ul>

		<b>DUE:</b> DRAFT coding sheet & 2 coded studies (single case metas)
Class 8 10/20	<ul style="list-style-type: none"> <li>• <b>MID-TERM EXAM</b></li> </ul>	<b>DUE:</b> DRAFT Method (all sections)
Class 9 10/27	<ul style="list-style-type: none"> <li>• Data Management</li> </ul>	<ul style="list-style-type: none"> <li>• Lipsey &amp; Wilson (2001): Chapter 5</li> </ul>
Class 10 11/3	<ul style="list-style-type: none"> <li>• <u>Step 5:</u> Analyzing and Integrating the Outcomes of Studies</li> <li>• Analysis Issues</li> <li>• Computational Techniques for Meta-analytic Data</li> </ul>	<ul style="list-style-type: none"> <li>• Lipsey &amp; Wilson (2001): Chapter 6 &amp; 7</li> <li>• WWC (2013): pages 20-29</li> </ul> <p><b>DUE:</b> SPSS file of Entered Coding Data</p>
Class 11 11/10	<ul style="list-style-type: none"> <li>• <u>Step 6:</u> Interpreting the Evidence</li> <li>• Strategies for examining moderating variables</li> </ul>	<ul style="list-style-type: none"> <li>• Lipsey &amp; Wilson (2001): Chapter 8</li> </ul>
Class 12 11/17	<ul style="list-style-type: none"> <li>• <u>Step 7:</u> Presenting the Results</li> </ul>	
Class 13 11/24	<ul style="list-style-type: none"> <li>• Presenting the Results</li> </ul>	<b>DUE:</b> DRAFT Final Paper
Class 14 12/1	<ul style="list-style-type: none"> <li>• Dissemination of Research Findings</li> <li>• Translating Research to Practice</li> </ul>	<b>DUE:</b> Final Paper
12/8	READING DAY	
Class 15 12/15	<ul style="list-style-type: none"> <li>• <b>FINAL PRESENTATIONS</b></li> </ul>	

**NOTE:** This syllabus may change according to class needs.

## Appendix