Special Education Program
University of Maryland

COURSE: **EDSP 490/690: Teacher Candidate Research Seminar in Special Education -- Section 0201 (Dr. Kohl) Section 0101 (Dr. Mallory)**

SEMESTER: **Spring, 2016**

ROOM: **Refer to Schedule of Classes on page 2.**
Hold 1/26/16 to 2/1/16 OPEN from 9:00 to 4:00

INSTRUCTORS: **Dr. Francey Kohl** 301.405.6490 (office phone)
flkohl@umd.edu FAX: 301.314.9158
Room 1240D Mailbox Room 3104

Dr. Sarah Mallory 301.405.7350 (office phone)
smbh@umd.edu FAX: 301.314.9158
Room 1240F Mailbox Room 3104

COURSE DESCRIPTION

This course is taken in conjunction with EDSP Internship II and is designed to have interns develop an understanding of the importance of evidence based educational research and reflect on scientifically based educational knowledge by designing and implementing an **Instructional Inquiry Project.** The course offers interns the opportunity to apply evidence based practices gained from prior course work and field experiences to a specific area of inquiry by implementing a project during the Internship II experience. The Instructional Inquiry Project fulfills the Master's of Education (MEd) **Research Seminar Paper** for the University of Maryland Graduate School graduation requirement.

RECOMMENDED TEXT

Alberto, P.A., & Troutman, A.C. (2012). *Applied behavior analysis for teachers* (9th ed). New York: Pearson Publishing Co. (Chapters 4, 5, and 6)

Accommodations for Students with Disabilities: If any intern has a documented disability and needs to discuss academic accommodations, contact Drs. Kohl or Mallory **in the first class session**.
Academic Integrity: Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism ***will not be tolerated***. Any abridgement of academic integrity standards will be referred directly to the Department Chair and forwarded to the University's Office of Judicial Affairs. Students who are uncertain as to what constitutes academic dishonesty should consult the University of Maryland publication entitled *Academic Dishonesty*.
Honor Pledge: The University has a nationally recognized Honor Code, administered by the Student Honor Council. The University of Maryland Honor Pledge: **I pledge on my honor that I have not given or received any unauthorized assistance on this assignment or examination.** Unless you are specifically advised to the contrary, the Pledge Statement should be handwritten and signed on the front cover of the Instructional Inquiry Project when submitted for evaluation in this course.

Schedule of EDSP 490/690 Classes for Spring, 2016
Check Room Location for Each Class.

1/25 M 9:00-12:00 Room 0220
Course Introduction & Assignments
Graduation Requirements: Program of Study, Graduation Application, & Seminar Paper **PPT #1**
Praxis Tests for Highly Qualified Status - refer to Green Handout
Overview of Research Terminology and Practice **PPT #2**
Read: Alberto & Troutman Chapter 6 (2012, 9th ed.) SS Designs

1/26 T 9:00-12:00 Room 0220
Introduction to Single Case Design Research Methods **PPT #3**
Read: Alberto & Troutman Chapter 6 (2012, 9th ed.) SS Designs

1/27 W 9:00-12:00 Room 0220
Single Case Research Designs: **PPT #4 A, B, C, D**
Withdrawal Design Multiple Probe Design
Multiple Baseline Design Changing Criterion Design
Read: Alberto & Troutman Chapter 6 (2012, 9th ed.) SS Designs
Evidenced Based Practices in Special Education **PPT #5**

1/28 Th 9:00-12:00 Room 0220
Observation/Data Collection Methods-Review Data Collection & Previous II Projects **PPT #6**
Read: Alberto & Troutman Chapter 4 (2012, 9th ed.) Data Collection

1/29 F 9:00-12:00 Room 0220
Instructional Inquiry Project Approval Form Requirements

2/1 M 9:00-4:00
HOLD as make-up day due to inclement weather.

2/08 M 4:00 PM 0320 TAWES
Optional: II Project Brainstorming Session: First Come Basis
[Possible Tuesday after 4:00 in Dr. Kohl's office]

2/12 F 1:00-4:00 Room 0220 (Internship in AM)
Universal Graphing Procedures & Technology Lab on Making Graphs in EXCEL **PPT #7 & #8**
Read: Alberto & Troutman Chapter 5 (2012, 9th ed.) Graphing

Due: Article Abstracts (Hard Copies Only - Collected in Class)
Due: Instructional Inquiry Project Approval Form & Attachments
- Upload Approval Form & attachments to CANVAS before class as: **LastNameFirstName.IIApprovalForm.Date**

Due: Completed **Approved Program of Study** for all M.Ed. students [hand in class to Dr. Kohl]
Due: Completed **Resume:** Upload Resume to CANVAS for editing on or before Friday, February 19, 2016 at 9:00 am.

4/15 F 1:00-4:00 Room 0220
Requirements for Instructional Inquiry Paper and Review of APA Writing Style - **Very IMPORTANT Session**

4/18	M by 4:30	**Due:** College of Education Signed Title Page for all M.Ed. students - Place hard copy in Dr. Kohl's mailbox (Room 3104) OR send electronically signed COE title page via email to Dr. Kohl (flkohl@umd.edu)
4/22	F	Last day of II Project implementation and data collection.
4/26	T 4:30 – 6:00 **Room TBD**	***Optional:*** Graphing Workshop-**RSVP to Dr. Kohl (flkohl@umd.edu)**
4/29	F by noon	**Due: Instructional Inquiry Paper - Draft 1** with APA Title Page: Upload to CANVAS a complete first draft in Word on or before Friday, April 29, 2016 by noon. Name file as: **LastNameFirstName.Draft1.DateSent** ***(No raw data yet!)*** If graph or other items are separate files, name the files such as: **LASTnameFirstname.Graph.Date**; **LASTnameFirstname.Appendix.Date**
5/04	W	First drafts of II Project returned by or before May 4, 2016.
5/09	M 9:00-12:00 Room 0220	Information on MSDE Certification (bring "**Red Folder**"), Status of "Highly Qualified" Teacher, and Job Interview Strategies **PP#9** **Due: Draft 2 Instructional Inquiry Project** uploaded on ***LiveText*** before class (no later than 9:00 am). **Due: Hard copy of complete II Project Draft 2** and **raw data** handed in at beginning of class.

COMPETENCIES--The special education intern will:

1. Become familiar with educational research terminology including evidenced based practices.
2. Become familiar with educational research and issues facing educators in applied settings;
3. Develop, implement, and reflect on an Instructional Inquiry Project using single case/subject research methodology in an applied setting;
4. Know CEC Standards for Teaching & Code of Ethics; and
5. Become familiar with ethical considerations in education research.

REQUIREMENTS

I. Abstracts (5 points): As part of the assigned reading material, interns will read two (2) articles, one required and one selected from the List of Readings found on CANVAS and write an abstract on both. The selected article's abstract must follow the criteria found in the Research Abstract Format Guideline (see Appendix A). Abstracts must be typed and limited to no more than one page each. Interns should be prepared to discuss the abstracts in class when due on **Friday, February 12, 2016**. Only hard copies of the abstracts are accepted.

II. Approval Form (10 points). Each intern is required to meet with her/his mentor teacher to secure approval for the Instructional Inquiry Project using the *Instructional Inquiry Project Approval Form* (see Appendix B). Interns are also encouraged to meet with a faculty member who is

knowledgeable about the selected instructional procedure/independent variable. Meetings must be conducted on or before **Thursday, February 11, 2016** and the completed form turned in **Friday, February 12, 2016.** Include YOUR phone number and email address on the form; Dr. Kohl or Dr. Mallory will inform you by **Monday, Feb. 15, 2016** if you can begin your project on Tuesday, Feb. 16, 2016.

- The approval form must be written in first person. Use "I will..." and avoid using "the intern."
- Upload a completed form to CANVAS by class time on February 12, 2016. Title the file in Word as: **LastNameFirstName.IIApprovalForm.DateSent**
- The Instructional Inquiry Approval Form **MUST BE COMPLETE and turned in on 2/12/16**. For each day the Approval Form is late/incomplete, two (2) points are subtracted from the grade.

III. Instructional Inquiry Project (80 points): Interns are to prepare a 10-page (minimum) report using first person narration to describe the project implemented during Internship II. This is an elaboration of the *Instructional Inquiry Project Approval Form* (Appendix B). The project can involve one student or a group of students. Projects will vary due to the students with whom interns are assigned; however, the project must: (a) relate directly to an IEP objective of a student(s) in your classroom ***AND*** (b) be aligned to a standard from one of the following Maryland curricula:

Maryland College and Career-Ready Standards: EC, EL, or SM
http://mdk12.org/instruction/curriculum/reading/index.html
http://mdk12.org/instruction/curriculum/mathematics/index.html
Maryland Model for School Readiness (MMSR): EC only!
http://mdk12.org/instruction/ensure/MMSR/MMSRDE1_toc.html
Refer to Appendix C on p. 14 for Correct Format of Standard

Independent & Dependent Variable Requirements

Interns must select a **rigorous** ***Independent Variable (IV)*** in which an evidenced based instructional strategy is used, such as time delay procedures to teach coin recognition; webs to organize story writing content; or a prompt hierarchy to teach Touch Math for single digit addition facts. The ***Dependent Variable (DV)*** must be an **academic behavior** such as reading accuracy defined as percent of words read correctly in 3 minutes, multiplication accuracy defined as percent correct on math facts using multipliers from 0 to 5, or number of steps completed independently on a task analysis. Please refer to the **List of Explicit Instructional Strategies** (found in Appendix D and at the end of the EDSP Formal Lesson Plan Instructions). Behaviors such as "out-of-seat," "class transition," or "on task" are NOT acceptable. Refer to Drs. Kohl and Mallory's list of unacceptable project topics in an upcoming power point presentation.

Single Case/Subject Research Design Requirements

Single case/subject research design requirements are as follows, if using an:

(a) ABAB Reversal Design: must involve a minimum of 1 student across 4 conditions;
(b) Multiple Baseline Design: must be with 3 students across the same behavior, OR 3 behaviors across 1 student, OR 1 student with the same behavior across 3 settings;
(c) Multiple Probe Design: must be the same options as with a multiple baseline design in (b); and
(d) Changing Criterion Design: must involve 1 student with a minimum of 4 criterion changes (not including baseline).

Very Important Additional Requirements

- Select an academic behavior with baseline results lower than 50% accuracy or independence.
- The II project student and intervention cannot be the same as your edTPA assessment or the Reflective Teaching Project (RTP); interns must select different students and instructional interventions (IV) for the edTPA assessment and RTP. If there are unusual circumstances, a detailed email send to Dr. Mallory (sbhm@umd.edu) to request an exception may be determined on a case-by-case basis; include specific student and intervention information per assignment.
- NO identifiable information on students, teachers, principals, assistants, parents, schools, and school districts should be mentioned in the Instructional Inquiry Project.
- A copy of your II project approval form must be located in a specific section of your internship notebook for supervisors to view.
- Intervention/instruction must be implemented a minimum of three (3-4) times per week with a minimum of one to three (3) testing data points per week depending on the type of data collected. The more data collected, the better to make data based instructional decisions!
- A minimum of eight (8) weeks of data are required (including baseline & instruction/intervention according to your design) and dates (month/day) must be provided on the graph (refer to Appendix E).
- Start each graph on **Monday, Feb. 15, 2016** and end on **Friday, April 22, 2016.**
- If satisfactory design requirements are met before 8 weeks of implementation, THEN continue until appropriate criteria are reached such as 100% accuracy for 3 consecutive testing sessions; if the criteria are reached, THEN conduct maintenance or generalization probes up to Friday, April 22, 2016 (see Appendix E for sample electronic graph).
- Note absences of the student and/or the intern by circling absent dates on the graph.
- The written report should be a minimum of 10 pages **excluding** the graph and appendices.
- ALL written submissions must be in 12 point font, with 1" margins on all four sides, and double spaced between all lines. All submissions must be in WORD; NO EXCEL OR PDF.
- All "**raw**" data must be handed in **with the final hard copy report on May 9, 2016**; a duplicate copy of the raw data is acceptable. **Under NO circumstances: Do NOT retype or rewrite your raw (original) data.**

Draft 1 of Instructional Inquiry Project **Due: Friday, April 29, 2016 by noon**

- **The APA cover page must be included with Draft 1.** Refer to Pink APA Handout #2.
- Upload a complete copy of Draft 1 in Word by noon to CANVAS; no EXCEL or PDF. Send file as: **LastNameFirstName.Draft1.DateSent** ***(No raw data yet!)***
- If your graph or other items (e.g., appendices, materials) are separate files, name the files such as: **LASTnameFirstname.Graph.Date**; **LASTnameFirstname.Appendix.Date**
- The project must be **double spaced,** written in **PAST TENSE, AND PROOFREAD!**
- The written report must be a minimum of 10 pages **excluding** the graph and any appendices.
- Put running head (header) on all pages in upper left of each page with page numbers on right. Refer to Pink APA Handout #2.
- The project title must also be centered on the first page of the narrative (page 2 of paper).
- A minimum of 2-3 introductory paragraphs are required leading to your Instructional Inquiry Project Question/purpose of project. Refer to Pink APA Handout #4.
- NO quotations in the paper - Paraphrase all information.
- The II project must use the following headings and subheadings in APA style:

Method

Student(s)

Include information on each participating student (if applicable) with NO identifiable information:

- Number of students in the project; age, gender, and grade of each
- Disability and diagnosis (comprehensive information)
- Means and description of communication (e.g., verbal, uses a communication aid; uses iPad)
- Placement (e.g., 3rd grade inclusion class), type of school, and attendance record
- Statement of abilities: cognitive/academic, language/communication, and social/ behavioral
- Physical conditions of the student that might interfere with the student's performance (e.g., sensory disabilities, seizures, medication usage)
- Former or current educational experiences of the student (e.g., prior speech therapy, number of years in current program, prior education placement) which may affect your project
- Student selection: describe how student was selected or screened (e.g., random selection, intact groups, volunteers, teacher selected) and any students who dropped out and why?
- Specific, required accommodations for each student that may affect the project
- DO NOT use student names; use Student 1 or a pseudonym

IEP Objective, Behavior Objective, and College and Career-Ready [or MMSR] Standard

Provide the following: (a) each student's IEP objective, **(b) the behavior objective for the II project,** and (c) an appropriate aligned standard from the Maryland College and Career-Ready [or Maryland Model for School Readiness] relevant to your student and project. Interns must state which curriculum and, in narrative format (do NOT list), provide the organization information found on Appendix C that presents curriculum alignment information.

Setting

Describe the critical elements of the environment or location in which the project was implemented including the information listed below and any unique elements that might influence the outcome of the project.

- Geographic area of the country (mid-Atlantic state; rural, urban, or suburban school district)
- Location of instruction
- Adult ratios in classroom
- Do NOT use the name of the county, school, program, assistants, or mentor teacher; do NOT include any identifiable information regarding the student

Procedures

Use the following **bolded** headings in your paper to describe your procedures:

Put in PAST TENSE for Draft #1.

Experimental design. Provide the name and a brief, paragraph description of your design. Cite Alberto and Troutman (2012) when stating your single case design.

Dependent variable and data collection. State the academic/functional behavior measured, type of data collected, and baseline and intervention/testing data collection procedures.

- Examples of academic behaviors include: % correct responses to 20 multiplication facts from 0 to 9; % correct responses on weekly spelling test; % of independent steps on task analysis for making a sandwich; reading rate per minute (correct words read/time X 100); or number of rubric points for "Wh" questions answered correctly out of six points.
- Describe the procedures of how baseline and intervention/testing data were collected such as: only one direction given to complete test, no reinforcement; 10 mins to respond to 20 problems.

Independent variable including reinforcement. This section is **VERY** important. Describe in detail **EXACTLY** what and how you taught each student using evidence based practices and what type of reinforcement was used to increase the dependent variable, including:

- Step by step, explicit instructional procedures used to include specific directions, prompts, error correction, placement of materials, etc. (Ask yourself: Can someone teach the procedures with the information provided?)
- What type(s) of reinforcement did you use during instruction? When/how often did you give reinforcement? Any reinforcement at end of instruction?
- What materials and how were they used? A picture or sample of the materials such as picture cards, worksheet, or task analysis should be included in an Appendix.
- How did you collect data during intervention? Same as baseline?
- How often and when (i.e., specific days and time) did you instruct?
- How often and when did you collect data during testing?

Maintenance/Generalization procedures. (optional)

Results

Provide a narrative in past tense of the results of your Instructional Inquiry Project and provide a graph (see electronic example in Appendix E) visually displaying the results. The narrative of the results **MUST** include the following:

- Opening sentence of Results: The effects of the [IV] on the [DV] are presented in Figure 1.
- Baseline results per condition: 1) Report number of baseline sessions; 2) Mean baseline score; and 3) Baseline range scores
- Intervention results for each condition: 1) Report number of intervention sessions; 2) Mean intervention scores; and 3) Intervention range scores
- Calculate the overall mean difference of scores between baseline and intervention results.

NOTE: Electronic graphs are labeled Figure 1, 2, 3, etc. and placed after the reference list

- Start each graph on **Monday, Feb. 15, 2016** and end the graph on **Friday, April 22, 2016.**
- Note absences of the student and/or the intern by circling absent dates on the graph.

Discussion

Provide a description of the findings/significance/interpretation/reflection of your project.

- What claims can be made regarding the results of your project?
- Reflect back on previous research findings from your introduction.
- What are the limitations of your project regarding threats to internal and external validity?
- What are future research needs or recommendations?

References

On a separate page titled "References" (centered on top of page), alphabetically list (according to APA style) all references cited in your project. Select a minimum of **five references** including research articles from coursework on your project's topic. One of the references must be Alberto and Troutman (2012). Do not include EDSP 490/690 required articles or course handouts!

Second Draft of II Project **Due: Monday, May 09, 2016 - 9:00 AM** ***UPLOAD to LIVETEXT***

- Upload to *LiveText* an electronic copy in Word prior to the start of class - Title uploaded file as: **LastNameFirstName.InstructionalInquiryProject.Date**
- Include the APA cover page with a running head on page number 1; center the title of project, author, university, department, and date. Refer to Pink APA Handout #2.
- Refer to Appendix F for the Evaluation Rubric and grading system.
- **ALSO** in class, hand in a complete **Hard Copy** of your II Project (including graph and appendices) AND ***attach your raw data***

  NO identifiable information on students, teachers, principals, assistants, parents, schools, and school districts in the Instructional Inquiry Project.

- **IV. Professional Resume (5 points).** All interns must submit their professional resume on CANVAS for review to Drs. Kohl or Mallory before February 19, 2016 using the Resume Template found on CANVAS. Title uploaded file as: **LastNameFirstName.Resume.Date**

GRADING CRITERIA
(Refer to Appendix F for II Project Rubric)

	POINTS	DUE
1. Instructional Inquiry Project Approval Form • Give a hard copy of the approval form to Dr. Mallory in class • Send complete file via Email to Dr. Kohl (flkohl@umd.edu) by class time. Send email file in Word as: **LastNameFirstName.ApprovalForm.DateSent**	10	2/12/16
2. Two Abstracts - Hard copies collected in class	5	2/12/16
3. Professional Resume – Upload to CANVAS using template	5	2/19/16
4. College of Education Title Page – MEd interns only. Place a hard copy in Dr. Kohl's mailbox (Room 3104) OR electronically sign and send via email (flkohl@umd.edu)	0	4/18/16
5. Instructional Inquiry Project Report – **1st Draft** • Upload complete file of 1st draft to CANVAS by noon. Title file as: **LastNameFirstName.Draft1.DateSent** ***(No raw data yet!)***	0	4/29/16
6. Instructional Inquiry Project Report - **2nd Draft** • Hand in a complete Hard Copy ***(with raw data)*** **AND** • Upload a complete copy in Word to *LiveText* by 9:00 AM prior to the start of class; Upload *LiveText* file as: **LastNameFirstName.InstructionalInquiryProject.DateSubmitted**	80	5/09/15

A+	100 – 98	B+	89 – 87	C+	79 – 77	D – Below 70
A	97 – 93	B	86 – 83	C	76 – 73	Fail
A-	92 – 90	B-	82 – 80	C-	72 – 70	

IMPORTANT:

1. All assignments are due on dates indicated. Deadlines are set by the UMD Undergraduate and Graduate School; extensions are **NOT** possible. Deadlines must be met or May, 2016 graduation is not possible.

2. Upload all documents in Word as: **LastNameFirstName.AssignmentName.DateSent**

REQUIRED READINGS

Required readings are available on CANVAS. Interns must: (a) read the article by Babkie and Provost (2004) and write a narrative abstract (no more than one page) and (b) select one additional reading that uses and describes the type of design selected for your Instructional Inquiry Project and prepare an abstract using Appendix A.

Babkie, A.M., & Provost, M.C. (2004). Teachers as researchers. *Intervention in school and clinic, 39, 2*60-268. **(Narrative Abstract Required – summarize in less than one page)**

Boyd, C.M, Fraiman, J.L., Hawkins, K.A., Labin, J.M., Sutter, M.B., & Wahl, M.R. (2008). Effects of the STAR intervention program on interactions between campers with and without disabilities during inclusive summer day camp activities. *Education and Training in Developmental Disabilities, 43,* 92-101. **(Multiple Probe)**

Maione, L., & Mirenda, P. (2006). Effects of video modeling and video feedback on peer-directed social language skills of a child with autism. *Journal of Positive Behavior Interventions, (8),* 106-118. **(Multiple Baseline)**

Mruzek, D. W., Cohen, C., & Smith, T. (2007). Contingency contracting with students with autism spectrum disorders in a public school setting. *Journal of Developmental and Physical Disabilities, 19*(2), 103-114. **(Changing Criterion)**

Narayan, J.S., Heward, W.L., Gardner, R., Courson, F.H., & Omness, C.K. (1990). Using response cards to increase student participation in an elementary classroom. *Journal of Applied Behavior Analysis, 23,* 483-490. **(ABAB)**

Recommended Readings

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*(2), 165-179.

Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M., & Shadish, W. R. (2010). *Single-case design technical documentation*. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.

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*(2), 137-148.

Sidman, M. (1960). *Tactics of scientific research: Evaluating experimental data in psychology*. Boston: Authors Cooperative.

WRITING ABSTRACTS FOR RESEARCH ARTICLES

After selecting/reading a research article using the design selected for your II Project, review the following questions and examine the organization of the article; consider the following sections: **Introduction, Method, Results, Discussion, and Reference**. These questions are aligned to the sections of the Abstract Format: Experimental Research found in Appendix A.

I. INTRODUCTION

1. Was the stated purpose leading to the research question clearly stated?
2. Was the purpose logically deduced from theory, previous research, or both?
3. Were citations current/timely, sufficient, and correct?

II. METHOD

1. Were all the participants clearly described?
2. Was the setting clearly described?
3. Was the dependent variable clearly defined?
4. Were data collection procedures (baseline & intervention) described so the study could be replicated?
5. Were interobserver reliability data provided?
6. Was the intervention/independent variable described so the study could be replicated?
7. Was the research design indentified and/or described?
8. Was the independent variable administrated so all threats to internal validity were controlled?
9. Was procedural reliability data provided?

III. RESULTS

1. Was there a functional relationship between the DV and the IV based on the results?
2. Were detailed results presented including number of sessions, mean, ranges, etc?
3. Was the graph clear, accurate, self-contained, and labeled accurately?
4. Were formal measures of social validity data collected?

IV. DISCUSSION

1. Were the conclusions described consistent with the obtained results?
2. Did the author(s) refer to citations that were mentioned in the introduction?
3. Did the author(s) state any limitations to this study?
4. Did the author(s) suggest any areas for future research?
5. Were implications for practice or instruction made? If so, what were they?
6. In your opinion, was this a significant (useful) study? Why?

V. REFERENCES

1. Were citations accurate?
2. Were all citations presented in the article included in the reference list?

Appendix A
Available in WORD on *CANVAS*

Abstract Format: Experimental Research

1. Full citation [APA style: Author(s), Year, Title, Journal, Volume, Page Numbers]:

2. Research question:

3. Method
   a. Participants & Setting:

   b. Single Case/Subject Design:

   c. Dependent Variable/Data Collection:

   d. Procedures/Intervention/Independent Variable:

4. Results:

5. Discussion/Implications:

Appendix B

Instructional Inquiry Project Approval Form 2016

Fill out <u>completely</u>: All responses must be <u>doubled spaced</u> when submitted, in first person, and in narrative form (no bullets).

Intern:_____ Intern Phone:_____

Intern Email: _____ Mentor Teacher:_____

School:_____ School District: _____

1. What is your **<u>Instructional Inquiry Project question</u>**?

2. What **<u>student(s)</u>** will participant in this project? Describe each student's characteristics thoroughly; refer to the required student description information on page 6.

3. Explain ***in detail*** your **<u>Independent Variable and reinforcement</u>** to include the following:

- Definition(s) of the IV instruction (e.g., what is Touch Math? What is multisensory instruction? What is explicit instruction? What is CBI? What is least to most prompting with ...)
- <u>Specific</u> information on what you are teaching (e.g., list 15 site vocabulary words, provide the 6 WH questions, story sequencing including first, next, and last order)
- A <u>minimum</u> of two-three pages of "start to finish" instructional procedures including opening, implement of evidenced based procedure, reinforcement, closing, etc. (i.e., a description of a comprehensive instructional intervention plan in first person and narrative form)
- Drs. Kohl & Mallory must be able to implement the procedures.

4. Explain ***in detail*** how your **<u>Dependent Variable</u>** is quantified (%, number, rate, etc.) and the testing procedures to include the following:

a. First sentence statement: The dependent variable is the (%, #, rate) of what? (e.g., the dependent variable is the percent correct on a 5-minute matching assessment with four shapes; the dependent variable is the number of questions answered correctly on a ten-question comprehension quiz; the dependent variable is the percent correct on receptively identifying six colors: red, blue, green, yellow, black, and purple; the dependent variable is the number of points earned on a 5 item rubric ranging from 0 to 3 points; the maximum number of points is 15).
b. Describe specifically how you will collect <u>baseline data</u> during baseline conditions including how many baseline sessions, where, and when baseline session will take place.
c. Describe specifically how you will collect <u>testing data</u> during intervention conditions.
d. Attach an <u>electronic</u> data sheet or dependent measures to collect baseline and testing data.

5. Address the following information regarding the **<u>setting</u>** of your project:

a. What setting or where will your project take place (baseline, intervention, and testing)?
b. What days (at least 3 days/week) and what time will <u>instruction/intervention</u> take place?
c. What days, how many sessions/day, and what time will <u>testing</u> occur during intervention?

6. Address the following information on the **<u>Single Case Research Design</u>** of your project:

a. Which single case research design will you use?
b. Describe the design generically as succinctly as possible in one to two paragraphs.

c. Provide a **mock** graph of the project results showing the design specifications and the exact ordinate and abscissa labels [can be hand drawn].

7. What is each student's **IEP objective** that relates to your II project?

8. What is each student's **II Project behavior objective** including the conditions, behavior, and criteria? (i.e., what behavior and criteria do you want the student to reach to conclude your project?).

9. Align and provide a standard from the MD College and Career-Ready or MMSR Standards (refer to format and example is Appendix C).

10. Find, select, read, and list (according to APA reference style) a minimum of five (5) references, including Alberto and Troutman (2012), from your previous teacher education coursework which directly relate to your II project's independent variable. References may include research articles and textbook chapters. The five references will be listed in the Reference section of your Instructional Inquiry Project. Do not include EDSP 690 abstract articles or course handouts!

Alberto, P.A., & Troutman, A.C. (2012). Applied behavior analysis for teachers (9th ed). New York: Pearson Publishing Co.

Mentor Teacher's Suggestions:

1.

2.

3.

4.

Mentor Teacher's Signature **Date**

Appendix C

Maryland College and Career-Ready (CCR) Standards (1/01/2016)

http://mdk12.org/instruction/curriculum/reading/index.html
http://mdk12.org/instruction/curriculum/mathematics/index.html

Organization of each Standard:

- Subject (English/LA or Math)
- Grade
- Domain
- Cluster
- Standard Number
- Standard
- Essential Skills and Knowledge
- Mathematical Practice (Math Standards only)

Narrative Example of MD CCR STANDARD in English/Language Arts

The MD College and Career-Ready Subject is English Language Arts; the Grade is Grade 1; the Domain is Reading: Literature; the Cluster is Key Ideas and Details; the Standard Number is CCSS.ELA-Literacy.RL.1; and the Standard is: Ask and answer questions about key details in a text. The Essential Skills and Knowledge is: Apply appropriate strategies before reading, viewing, or listening to a text.

Narrative Example of CCR STANDARD in Mathematics

The MD College and Career-Ready Subject is Mathematics; the Grade is Grade 1; the Domain is Operations and Algebraic Thinking; the Cluster is Represent and solve problems involving addition and subtraction; the Standard Number is CCSS.Math.Content.1.OA.1; and the Standard is: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. The Essential Skills and Knowledge is: Ability to take apart and combine numbers in a wide variety of ways and the Mathematical Practice is: 1. Make sense of problems and persevere in solving them.

Narrative for MARYLAND MODEL FOR SCHOOL READINESS (MMSR)

The Area is Personal and Social Development; the Standard is 3: Approaches toward learning; the Indicator is 2: Attends to Learning Tasks with Guidance; and the Objective is c: Completes short term tasks.