

SYLLABUS
SPED 3010: PROFESSIONAL SEMINAR IN SPECIAL EDUCATION I
FALL 2005

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Office hours are Thursdays 2:00-3:00 pm and by appointment. Please telephone Misti Ringham at 322-8160, contact her via email at *misti.ringham@vanderbilt.edu* or stop by her office in MRL 314 to make an appointment. I am glad to answer questions via email.

COURSE DESCRIPTION:

This is the first of the departmental professional seminars that form the core of the doctoral program. This course provides an introduction to the department, to research in special education, to the paradigms and methods of research, to the role of scholar/researcher, and to evidence-based practice. The course is designed to provide a foundation for the course work, independent scholarship, and research that students will undertake in the process of completing the doctoral degree.

This course is a seminar, a dialogue between the instructor and the class participants focused on issues of mutual interest. As such, it requires that all members of the seminar engage in active thinking and analysis of assigned materials, their own knowledge base, their values and the information presented by the instructor and other members of the seminar.

Teaching and learning are collaborative processes. Students and instructors share responsibility for the success of this class as a learning experience.

This syllabus is a beginning point for the course; it is not a contract. Modifications and rescheduling to meet the needs of the class and to allow us to pursue topics that are of special interest to students may occur. Informal assignments requiring student collaboration outside of class may be made. Additional readings may be assigned.

OBJECTIVES:

1. To become familiar with the culture of the Department of Special Education, its faculty, its students, the doctoral program requirements, and expectations for graduate students in the program.
2. To develop a basic understanding of the role of scientific inquiry as a basis for special education.
3. To understand the basic principles of research methodology that are used in generating a knowledge base for special education
4. To develop basic skills for critically reading articles based on group, single subject and qualitative designs.
5. To develop basic skills in scholarly writing for professional audiences.
6. To understand the standards for evidence-based practice.

COURSE REQUIREMENTS:

1. Attend class; notify instructor in advance if you will be absent. Additional work may be required if you will not be in class.
2. Be prepared to speak, to discuss, to listen, to think, to write and to participate fully in class.
3. Complete assigned readings (see attached schedule)
4. Write two required papers and complete tasks associated with these papers.
5. Notify instructor in advance if assignment will be late.
6. Complete IRB certification, if you have not already done so.

7. Write a response to reflection questions posed each week by e-mail.
8. Complete all work in a timely fashion.

INSTRUCTIONS FOR BLACKBOARD/OAK:

Most of the readings and websites will be accessible through Blackboard. Once you have logged into Blackboard and clicked on the class site, you will notice a link to Websites and to Sessions. The Sessions link will show you the dates of all class meetings. For each date, the articles, lecture notes, etc will be accessible. The Websites link gives you access to all of the websites listed on the syllabus.

Guidelines for Written Assignments

Prosem I SPED 3010 Fall, 2005

Reflections

Description:

Reflections are short responses to specific questions related to the readings and class discussion. The purpose of the reflections is to generate dialogue between the instructor and student. The reflection question will be posted on OAK and emailed to you after class each Tuesday. Email a copy of your response to the instructor by 5 pm on Friday each week.

Requirements:

- 10 questions will be posted/sent throughout the semester
- A response to each question is required
- Responses should be brief—no more than 3-5 sentences.
- Responses should be written in professional language and be relevant to the class content.

Grading:

- Each reflection is worth 5 points (Total = 50 points)
- Points will be awarded for completion (2 pts), accuracy and thoughtfulness of the response (3 pts).
- Grades for reflections will be returned with comments from the instructor via email or hard copy.

Date assignment is due:

- Weekly, by 5 pm on Friday via email.

Paper 1

Description:

Paper 1 is an essay-type paper addressing the following question: *“How Can Special Education Become an Evidence Based Practice?”* The purpose of this paper is practice writing a well-organized, logical response to an important question in the field, using APA style and employing appropriate language and organizational strategies for clear writing. Feedback will be given on content, logic of the argument, and writing style.

Requirements:

- Paper addresses the question above, presents a logical, cohesive response.
- Paper is no more than 5 pages double spaced text plus title page, abstract, and references
- Paper is formatted in APA style
- Paper has at least 3 references, which may be class materials. Additional references and outside reading related to the topic are optional, not required
- Paper has the following sections
 - Title page (APA style)
 - Abstract (follow APA guidelines, about 100 words)
 - Introduction (about 1 page; introduces topic, overviews paper)
 - Main Arguments (about 3 pages; this is the main part of your answer to the question, logically organized)
 - Conclusion (about 1 page; summarizes and concludes argument and recommendations, not redundant with the body of the paper)
 - References (minimum of 3; APA style)
 - Tables and Figures are optional
 - Use headings to organize paper (2 levels minimum, APA style)

Grading:

- The paper is worth 50 points
 - Quality, logic, and completeness of main argument –30 points
 - Introduction- 5 points
 - Conclusion –5 points
 - APA style – 5 points
 - Grammar, word choice, use of headings, spelling –5 points

Date assignment is due:

- Paragraph 1 of paper is due 9/13 (email copy to Jan.Rosemergy@vanderbilt.edu in preparation for writers workshop the next week). This is the first paragraph of the introduction to the paper or a one paragraph statement of the thesis (main points) of the paper.
- Completed paper is due 10/4 in class

Paper II

Description:

Paper II is a substantive, but limited review of literature of an intervention in special education. You may choose any topic that meets the requirements below. The paper generally responds to the question, “Is XXXX (an intervention) effective for teaching YYYY (a skill) to ZZZZ (a specific population)?” The paper is based on a systematic analysis of research studies using contemporary criteria for evaluating research evidence as a basis for recommending practice (i.e., Evidence Based Practice). The topic must be one on which there are at least 10 published experimental studies. This requirement will limit the topics from which you may choose, so search the literature before you select your topic. It is strongly suggested that you choose an area in which there are at least 5 single subject design or 5 group design intervention studies because this will make coding and analyzing the studies easier. If you choose studies that include both single subject and group designs, it will be necessary to apply the coding and analysis strategies for both types of designs.

Requirements:

- 1) Topic must be an intervention with at least 10 published studies. (Due 9/13)
Specify the topic by the intervention, skill that is the target of the intervention, and the population to which the intervention was applied
 - Submit a brief statement topic in writing to instructor –
 - Studies reviewed must be group design or single subject (no qualitative, no case studies, no descriptive studies)_
- 2) List the 10 studies using APA reference style, and give a 2-3-sentence description of each study. Include a brief statement of your topic. (Due 9/27)
 - 15 points will be given for timely submission, in APA format, appropriateness of studies to topic
 - Descriptions should note design, measure, population and results of the study
- 3) Draft coding criteria (these can be very similar to those reviewed in class; different criteria will be used for single subject and group designs). An Excel spreadsheet or a review summary sheet can be used. Provide a short list of definitions/criteria for any variable that is not obvious. Coding criteria do not have to be elaborately documented if you use the definitions in any of the EBP articles we read.
- 4) Select 5 studies to be coded and finalize coding criteria. (Due 10/18)
- 5) Code each of the five studies using your criteria. (Due 11/1)
 - Use Excel or Word tables to prepare working summaries of your studies. Typical tables might describe:
participants, the intervention, the setting, details of the design and measures, reliability, threats to internal validity and outcomes.

- Evaluation of the study according to criteria for the design type is expected, within the limits of your current knowledge of design. Also make substantive evaluations of the study based on external validity standards, size of effects, validity of measures, etc.
 - Does the study meet current criteria for study of its type?
 - Are there major threats to internal validity that constrain interpretations of the findings?
 - Are the effects of the intervention significant (statistically for group studies) or are functional relationships between the intervention and the outcomes demonstrated (single subject studies)?
 - Are effects meaningful for practice (sufficient in size to have clinical relevance, measures that are valid, population, intervention and context allow generalization to special education practice)
- 6) Outline the paper and thesis (Due 11/1)
- Sections: title, abstract introduction, methods, main argument (this will include your analysis of studies, synthesis of findings, and discussion of those findings, limitations and implications for practice), conclusion (briefly, what do these studies as a group contribute to developing evidence based practice in SPED), tables, figures (if any), references (all APA style)
 - Select an approach for presenting the reviewed studies (main argument)
 - Use headings, tables and figures to supplement your outline
 - Prepare summary tables and any working documents
- 7) Write the first draft (Due 11/15)
- Include all parts of the paper
 - Submit copies of the articles and coding for articles with draft
 - Instructor will provide written feedback on this draft
- 8) Write the final draft (Due 12/6)
- Respond to the feedback provided on the first draft
 - Submit the final draft and the first draft, copies of the articles and coding sheets with your final draft.

Required format for final draft:

- No more than 12 pages double spaced text (Introduction, method for selection of articles and coding of articles, results of the review with substantive synthesis, conclusion describing the implications of the findings of the review or practice)
- Include: title page, abstract, text, tables, references, appendices with articles, coding protocol, coded data from articles
- All sections of the paper follow APA guidelines for formatting
 - Tables may be single spaced,
- Reference studies reviewed, coding protocol and articles used as resources in preparing and writing the review if cited.

Grading and Date Assignment is Due:

<u>Steps in Developing Paper II</u>	<u>Date assignment is due (points)</u>
1) Select topic	9/13
2) Identify 10 studies on topic And submit with annotated bibliography.	9/27 (15)
3) Begin reviewing evidence criteria and Select/develop a review/coding strategy	
4) Select 5 studies for final review, finalize coding scheme	10/18 (10)
5) Code 5 studies, develop summary tables And/or other working draft supports	11/1 (25)
6) Outline the paper	11/1 (25)
7) First draft	11/15 (not graded)

Criteria for Grading:*Annotated bibliography of 10 studies (15 points)*

- 10 studies are included
- Each study is cited in APA format
- Each study is described in 2-3 sentences
- Description includes: participants, intervention, design, primary measures results

Five studies selected for final review, preliminary coding scheme selected (10 points)

- 5 studies are selected
- Each study is cited in APA format
- Each study is described in 2-3 sentences
- Description includes: participants, intervention, design, primary measures, results
- Copy of each study is appended
- Categories for coding and reference for coding scheme is provided

Five studies coded, data from this coding summarized in tables (25 points)

- 5 studies coded for each category in coding scheme
- Coding is complete, accurate; problems noted
- A minimum of 2 preliminary tables summarizing studies have been drafted
- Preliminary tables contain study reference, categories, and data are type written

Outline of the paper (25 points)

- Outline contains all major sections of the paper with key points in the order they will be discussed
- Detail in outline is sufficient for instructor to understand the method, logic, and preliminary results of the review.
- Logic is clear; outline is well organized.

Second draft (75 points)

- Introduction sets the context for the paper, overviews approach, poses a question (5)
- Method for search and critique is described accurately and completely (5)
- Each study is described adequately and critiqued accurately (10)
- Paper presents integrative synthesis of studies (10)
- Discussion is logical, thoughtful, consistent with findings from studies (5)
- Conclusion addresses the importance findings, and implications for evidence based practice; conclusion is not redundant with other parts of the paper (5)
- Overall, paper presents a logical, well-reasoned and credible analysis of body of literature and conclusions (15)
- Writing style is professional, easy to understand, grammatically correct (5)
- Paper flows logically within paragraphs, within sections, and across sections (5)
- All parts of the paper contain required elements, are accurate, and complete (10)
 - Title
 - Abstract,
 - Introduction
 - Methods,
 - How studies were selected, what criteria were used for analysis
 - Main argument
 - Analysis of studies, synthesis of findings, and discussion of findings, and imitations
 - Conclusion
 - What do these studies as a group contribute to developing evidence based practice in SPED
 - Tables (at least 2)
 - Figures (if any),
 - References

- Appendices (Studies, coding protocol, coded data)
- APA formatting is used correctly (5)

Grading for Course:

Reflections – 50 points

Paper I –50 points

Paper II/related assignments – 150 points

Class participation (including IRB certification, working on plan of study, completing self-assessment, substantive contributions to class discussion) - 50 points

Total possible points = 300

A= 275-300

B =250-274

C= 249-225

F= less than 224

The Vanderbilt University Honor code applies to all assignments and class activities.

TEXTS:

Meltzoff, J. (1998). Critical Thinking About Research. Washington, DC. American Psychological Association.

Shavelson, R., & Towne, L. (Eds.) (2002). Scientific Research in Education. Washington, DC: National Academy Press.

APA style manual (5th edition).

Doctoral Handbook for Department of Special Education

READINGS: Listed on attached bibliography

Additional readings may be assigned by guest speakers or the instructor. Copies of these readings will be provided in class or posted on the web.

WEB SITES:

Organizations:

<http://www.apa.org/about/division/div33.html>

<http://www.cec.sped.org/>

[http:// www.cecdr.org](http://www.cecdr.org)

<http://www.ed.gov>

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

<http://www.nationalacademies.org/>

<http://www.nichd.nih.gov/>

<http://www.vanderbilt.edu>

<http://kc.vanderbilt.edu/kennedy>

Documents:

<http://www.apa.org/ethics/code.html>

<http://www.ed.gov/about/offices/list/ies/index.html>: (Whitehurst Speech)

<http://www.ed.gov/about/reports/annual/osep/index.html>: (This site has the 26th annual report to Congress and the President's Commission on Special Education Report)

<http://ed.gov/about/reports/annual/ies/biennialrpt05.doc>: (Biennial Report for IES)

<http://www.sp-ebi.org/>- Task Force on Evidence Based Interventions in School Psychology

http://sp-ebi.org/documents/_workingfiles/EBImanual1.pdf

<http://sp-ebi.org/projects.html>

ADDITIONAL RESOURCES: Listed after bibliography

EVENTS RELEVANT TO CLASS:

Kennedy Center Lectures -

Lectures on Development and Developmental Disabilities – Room 241 MRL at 4:10 p.m.

- September 26, 2005 – Frank Vellutino, Ph.D., University at Albany
- October 17, 2005 – Lorraine Masters Glidden, Ph.D., St. Mary's
- November 3, 2005 – Jerry Kagan, Ph.D., Harvard University

Graduate Neuroscience Seminar Series – Co-sponsored by Vanderbilt Brain Institute – Room 1220 MRB III at 4:10 p.m.

- September 7, 2005 – Eric Klann, Ph.D., Baylor College of Medicine
- November 2, 2005 – Karoly Mirnics, M.D., University of Pittsburg
- December 7, 2005 – Scott Small, M.D., Columbia University

Special Lecture

- September 28, 2005 - Pat Morrissey, Commissioner of Administration on Developmental Disabilities, Room 241 MRL at 4:10 p.m.
- November 30, 2005 - 40th Anniversary Research Event “Science and Leadership in Developmental Disabilities”

New Student Life Center Ballroom at 1-5 p.m.

Duane Alexander, M.D., NICHD

Story Landis, Ph.D., NINDS

Thomas Insel, M.D., NIMH

Fred Volkmar, M.D., Yale Child Study Center

Carla Shatz, Ph.D., Harvard Medical School

Martin Seligman, Ph.D., University of Pennsylvania

Developmental Disabilities Grand Rounds

- September 7, 2005 – Stephen Camarata, Ph.D.
Autism, Developmental Delays, and Language Disorders: Effects of talking late on assessment and intervention
- October 12, 2005 – Carl Johnson, Ph.D.
If your Daily Clock isn't Happy, Nobody is Happy
- November 2, 2005 – Daniel Reschly, Ph.D.
Persistence of Minority Overrepresentation in Mild Mental Retardation Despite Court, Legislative, and Social Science Prohibitions
- December 7, 2005 – Jeffrey Schall, Ph.D.
How the Brain Learns to Perform a Variety of Discriminations and to Direct Attention