



California State University, Fresno
Kremen School of Education and Human Development
Leadership for Diverse Communities

**Seminar in the Special Educator as Researcher
SPED 233, Semester Year**

Not just Special: Exceptional!

Course Description:

This course examines the special educator as researcher and **life-long learner** from several perspectives through reading, **critical thinking**, analysis and **reflection** on contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; developing and beginning implementation of pilot research and project designs (2 seminar, 2 lab hours).

Course Information:	Instructors' Names:.
Units: 3 units	Office Numbers:
Time	Email:
Location:	Telephone:
Website: Blackboard	Office Hours:

Instructors:

Dr. Beare began work as a special education teacher in 1973, focusing on students with emotional/behavioral disorders, management of challenging behavior, and employment for adults with severe disabilities. He taught in public school in Kansas and Missouri as both an SDC and RSP teacher, worked as a professor and SpEd Due Process Hearing Officer in Minnesota and Georgia then came to Fresno State in 2003. He has published over two-dozen research articles in peer-reviewed journals as well as multiple book chapters and other instructional materials.

Dr. Torgerson began work as a special education teacher in 1977, specializing in Deaf students and students who have learning disabilities. She worked in Fresno Unified for 20 years as a SDC & RSP teacher, program specialist, and administrator. She earned her doctorate came to Fresno State in 1999. She has taught in credential programs and has held a variety of administrative positions including the Associate Dean of the School of Education and Interim Dean of Undergraduate Studies. Dr Torgerson has published over a dozen articles in Special Education and Teacher Education.

Required Text

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th ed.) Washington D.C.: American Psychological Association.

Blackboard: Professor will post some assignments and notes on Blackboard. This course requires the use of your university email account. The University provides free email accounts to all students.

References for the Knowledge Base/Supplemental Readings:

- Banda, D., & Therrien, W. (2008). A teacher's guide to meta-analysis. *Teaching Exceptional Children, 41*, 66-71.
- Brantlinger. (in press 2012). Qualitative studies in special education. *Exceptional Children*.
- Byrnes, MaryAnn. (2005). *Taking sides: Clashing views on controversial Issues in Special Education*. Guilford, Connecticut: McGraw-Hill/Dushkin.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Dallas: Houghton-Mifflin.
- Dorn, S. et al. (1996). A historical perspective on special education. *Theory into Practice, 35* (1), 12 - 19.
- Gallagher, D. (1998). The scientific knowledge base of special education: Do we know what we think we know? *Exceptional Children, 64*, 493-499.
- Graham, S. (Ed). (2005). Criteria for evidence-based practice in special education. *Exceptional Children – Special Issue, 71*, 135 – 207.
- Horner, Carr, & Halle. (2005). The use of single-subject design research to identify evidence-based practices in special education. *Exceptional Children, 71*, 165 – 179.
- Odom, S., Brantlinger, E., Horner, R., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137 – 148.
- Parker, R., Vannest, K., & Brown, L. (2009). The improvement rate difference for single-case research. *Exceptional Children, 75*, 135-150.
- Price, J., & Valli, I. (2005). Preservice teachers becoming agents of change. *Journal of Teacher Education, 56*(1). 57 – 72.
- Schatzman, L., & Strauss, A. (1973). *Field research strategies for a natural sociology*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. Columbus, OH: Merrill.

Journals:

<i>Remedial and Special Education</i>	<i>Teaching Students with DD</i>
<i>Education and Treatment of Children</i>	<i>Journal of School Psychology</i>
<i>Learning Disabilities Quarterly</i>	<i>J of Educational Research</i>
<i>Journal of Emotional and Behavior Disorders</i>	<i>Learning Disabilities</i>
<i>Journal of Applied Behavior Analysis</i>	<i>Behavioral Disorders</i>

Candidate Professional Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional dispositions:

Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes:

The learning outcomes are aligned with the content specifications in the subject area assigned. The teacher candidates will:

1. Demonstrate knowledge of and ability to interpret, apply, and disseminate current and emerging research in educating diverse learners. (Standard 3) (TPE 7, 8, 9, 12)
2. Demonstrate the ability to evaluate and, when necessary, revise teaching practices to reflect current and emerging research. (Standard 2) (TPE 4, 6, 8)
3. Select and pursue specific areas of interest within the program and develop expertise in communicating it value to peers, administration, families, and the community. (Standard 4) (TPE 13)
4. Engage in activities that provide opportunities for them to reflect on their own practice, interests, and needs. (TPE 12, 13)
5. Develop expertise and demonstrate application in the field of specialization with the target population and/or current area utilizing evidenced-based research. (Standard 1) (TPE 8, 9, 12)
6. Assessment is completed (baseline to intervention) to measure the effectiveness of instruction such as data knowledge and understanding of the appropriate use of computer-based technology to reflect learning that took place through action research/single subject design. (Standard 5) (TPE 3)
7. Interact with others using e-mail. (Standard 6)
8. Demonstrate competence in the use of electronic research tools (access the Internet to search for and retrieve information). (Standard 6)
9. Demonstrate knowledge of copyright issues (distribution of copyrighted materials and proper citing of sources). (TPE 12)
10. Demonstrate critical thinking in the ability to assess the authenticity, reliability and bias of the data gathered. (TPE 3, 12, 13)
11. Demonstrate knowledge of privacy, security, and safety issues (appropriate use of social media, confidentiality of records including graded student work, publishing names and pictures of minors, and acceptable use policies) as an ethical educator. (TPE 12)

Coursework may include varied instructional techniques (i.e. lecture, small/large group activity and discussion, issue investigation, debate, role-play, **collaborative activities, etc...) as well as an emphasis on the **value of diversity and multicultural** influences as relates to research and services for students with disabilities.**

Major Assignments:

Reflection Papers/Brief Assignments (1-2 page(s) each) (10 pts. each)

These will be assigned during class sessions and are due at the next class meeting. They will include individual and/or small group assignments and multiple class presentations. (*Reflection; Critical Thinking*)

Article Reviews (1-2 page(s) each) (10 pts. each)

An article from a special education journal will be read, analyzed, and critiqued. Specific requirements will be given in class. (*Reflection; Critical Thinking*)

Literature Review Paper (200 pts. total)

Choose an emerging special education area of focus of which you are interested in and of which you would like to demonstrate expertise/specialization.

Complete a literature search.

Choose 10-15 journal articles, at a minimum, as the basis for the paper and presentation.

Conduct at least 1 **interview** with a researcher (leader) in the area of focus you have chosen. (*Critical Thinking; Professional Ethics; Life-long Learning*)

Literature Review Paper- A minimum of a **6-10,000 word** paper will be written. The paper will be double-spaced and will be written in APA style. Please use Times New Roman size 12 font and use APA Manual - 6th Ed. See rubric attached. In order to meet the graduate writing requirement you must score a 3 or better in each area. The paper will include;

Title Page – See APA style manual

Abstract – See APA style manual

Introduction - This section sets the stage for the paper (it may assist you to determine a future project). It informs the reader of the nature and scope of the issue and provides an opening overview of the topic's importance and controversies. (1-2 pages)

Review of Relevant Literature - The review of relevant literature demonstrates the relationship between the issue (possible project) and current thinking in the field. A thorough literature review may have conflicting research that should be reported. This review is integrated and critiqued. As an **ethical educator** all references are cited in the text of the review as well as at the end of the research paper. Typically a review will have three to four sub-sections of the topic.

Conclusion – At least two pages that tie together key findings, summarizes and draws conclusions

References - APA style (See manual)

This assignment will be due in incremental steps.

Title page and introductory paragraph, three references. (20 pts.)

Five pages of text (not necessarily first three) and references. (30 pts.)

Rough draft. Minimum of 10 pages of text plus title page, abstract, and references. (50 pts.)

Final paper. This must pass the graduate writing requirement in order to pass this course. There will be an opportunity to revise the final draft to pass the writing requirement but NOT to increase the points awarded. This means your rough draft should be complete as possible. (100 pts.)

Visual/ Oral Presentation (30 pts.)- Make a 10 minute visual presentation of your findings based on your area of focus in your paper. Present the problem and highlight relevant research findings from your literature review using multiple researched quotes to support your points. This is NOT an opinion piece but a report on the research you have completed on your issue.

Use your research and prepare a presentation that can include links to video, podcasts, photos... utilize PowerPoint, Prezi, Visual Communicator 3, SmartDraw. 3-D character slides for PowrPoint... (*PowerPoint labs are available in KSOEHD computer labs.*)

Research Design Paper and Presentations

This assignment will focus on a teaching/educational question you can solve through a single subject design or action research with the instructor's permission. (30 points/ 15 & 15 points)

SINGLE SUBJECT DESIGN, PRESENTATION AND REPORT

Select a student or students that exhibits one academic or behavioral problem/issue, excess or deficit, that interferes with progress in school. You will complete a review of literature related to the behavioral problem exhibited or the academic issue. Based on the issue and your research you will describe and justify the design selected. NOTE: The design must be a single subject design other than AB. **(It may not be an AB design)**

Develop a question around the behavior/academic issue. Find the answers to your questions in research. They do not have to be the same answers. These are your findings. Develop a Single Subject Design. This will be covered in class and **a format will be provided**. Your question, cited research findings, and actions will be documented. (*Collaboration; Critical Thinking; Reflection; Life-long Learning*)

Baseline – You will collect a baseline for the question you develop. This must be in the form of evidence. Your baseline must be in a visual format (graph, chart,...)

Presentation 1 - (5 minutes) Include your topic of focus, question, research related to your question, research design

Design completed

Complete your action/data gathering. (Data collected)

Share baseline using a visual such as a chart(s), table(s), ...

IMPLEMENT DESIGN + COLLECT DATA

Presentation 2 - (5 minutes) Report your results using a Post-Action Research visual (Compare this to the baseline visual) and share your conclusions, recommendations, What would you do differently?

Single Subject Research Report (20 pts) – Turn in your completed Research report **in a folder** to include the following:

- Completed Research Design
- Baseline Visual
- Post-Action Research Visual
- Report of Findings - Develop a 1-2 page report that includes discussion of trends, ... sections.
- References (APA)

ACTION RESEARCH DESIGN, PRESENTATION, AND REPORT

Determine an action research problem. What will it contribute to the field of special education and will assist you in your instruction?

Develop three questions around one topic. Find the answers to your questions in research. They do not have to be the same answers. These are your findings.

Develop an Action Plan or Research Design. This will be covered in class and **a design form will be provided**. Your questions, cited research findings, and actions will be documented on the form.
(*Collaboration; Critical Thinking; Reflection; Life-long Learning*)

Baseline – You will collect a baseline for the questions you develop. This must be in the form of evidence (numbers/scores or time, photos, video...). Your baseline must be in a visual format (graph, chart, photos...)

Presentation 1 - (5 minutes) Include your topic of focus, questions, researched answers to your questions, research techniques (such as interview questions, survey, ...)

- Design form completed
- Complete your action/data gathering. (Survey, Observations, Teaching Data...)
- Share baseline using a visual such as a chart(s), table(s), video...)

IMPLEMENT ACTION PLAN ACTIONS + COLLECT DATA

Presentation 2 - (5 minutes) Report your results using a Post-Action Research visual (Compare this to the baseline visual) and share your conclusions, recommendations, What would you do differently?

Action Research Report – (20 points) Turn in your completed Action Research report **in a folder** to include the following:

- Completed Action Research Design Form
- Baseline Visual
- Post-Action Research Visual
- Report of Findings - Develop a 1-2 page report that includes discussion/conclusion/recommendations sections.
- References (APA)

Final Reflection paper for Level II portfolio.

A 1-2 page reflections of what you gained as an educator and life-long learner from the assignments/exercises in this course. Reflections are not a listing of what we did, but how this work has changed you as a teacher. (*Reflection*)

GRADING SCALE

A = 90 - 100% B = 80 - 89%
 C = 70 - 79% D = 60 - 69%
 F = below 60%

Assignments:

<i>Date</i>	<i>Assignment/Activity*</i>	<i>Outcomes</i>	<i>Points Possible</i>
Weeks 2,3,4,5,6,9,15	Reflections	4, 7, 8, 9, 10	10 points each
Week 8	Design Action Research or Single Subject	1, 2	30 points
Week 8, 12	Presentations 1 and 2 of Design Research	1, 2, 6, 11	15 points
Week 14	Literature Review Paper	1, 3, 5, 8, 9	200 points
Week 14-15	Literature Review PowerPoint Presentation	1, 3, 5, 10	40 points
Week 15	Action or Single Subject Research Report	1, 2, 4, 6, 11	30 points
Weeks 1-15	Course Participation	3,4,5,10	65 points

Classroom Policies:

1. Attendance: Due to the participatory nature of this course, attendance is essential. Students are expected to be prompt and remain for the entire class session. More than two (2) absences, late arrivals, or early leavings will result in the deduction of points which will effect the student's grade such as by lowering it a full grade. Participation points are also factored into the grade. If absent, the student responsible for any assignments or announcements missed.

***Interruptions - Please keep the use of audible communication devices to a minimum, including pagers and cell phones. These devices distract others from the focus of the class session.**

2. Readings: Students are responsible for completing assigned readings and articles in advance of each class meeting and to actively participate in discussions, activities, and instructional presentations.

3. Assignments: Each student is responsible for the successful completion of the expected standards demonstrated through the completion of the assignments. Assignments must be turned in on the due date. All assignments must be typed or word-processed. Please proof all work before turning it in. Late assignments will receive one grade lower per class session that the assignment is late.

NOTICE: All assignments must be completed to receive a grade for the course.

SPED 233 Course Outline

Date	Topic	Readings	Assignments
Week 1	Introductions Syllabus Types of Research; Thesis or Project Focus – What difference do you want to make?	APA Manual Articles provided	
Week 2	Types of Research (cont.)	Articles provided	(Article 1) Presentation of article provided – 1 pg; Reference assign.
Week 3	Qualitative Research Action Research; References	Articles provided	(Article 2) Presentation of article provided – 1 pg; Reference assign.
Week 4	LIBRARY Area of Focus Research Guest: Library Liaison		(Article 3)
Week 5	Single Subject Design	Alberto & Troutman Chpt. 5; Article provided	(Article 4)
Week 6	APA References	APA Manual	(Article 5)
Week 7	Writing: Content, Style, Punctuation Citing APA References	APA Manual	Title page, Topic paragraph, 3 references due
Week 8	Data Analysis; Critique; Use of visuals/charts;	APA Manual	Research Design due
Week 9	Research Design Presentations Validity, Treats to Validity	APA Manual Appendix C	Presentation 1 – Research Design
Week 10	Individual Appts to review paper		5 pages of text, referenced, due
Week 11	APA – Headings, Tables; References Presentation on Presentations	APA Manual	
11/14	Data Analysis/Representing data visually		9 pages of text due
11/21	Thanksgiving Week		LITERATURE REVIEW DUE Wednesday
11/28	Oral Presentations – Paper Topic		Oral/ PowerPoint Presentations Final Major Paper Due
12/5	Oral Presentations – Paper Topic		Oral/ PowerPoint Presentations Research Report Due
12/12	Project/ Thesis Review; Guidelines Draft Project/Thesis Proposal	Graduate Website	Research Presentations Final Reflection Due Resubmissions Due

Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.