



**PSY/SPED 605: Single Subject Designs  
Mondays and Wednesdays 5:00PM - 9:00PM  
Mesquite- MPLX  
Course Syllabus Summer 2014**

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**Office Hours:** Mondays 8:00 A.M. - 12:00 P.M.; by appointment  
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**COURSE INFORMATION**

***Prerequisites***

PSY/SPED 535: Applied Behavioral Analysis

***PSY/SPED 605 University Catalog Description***

This is an introductory level course concentrating on single subject data designs, visual inspection and inference of data, and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes.

**MATERIALS**

***Required Texts***

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Gast, D. L. (2010). *Single subject research methodology in the behavioral sciences*. New York, NY: Routledge.

***Recommended Texts (Not required to purchase)***

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Kazdin, A. E. (2011). *Single-case research Designs: Methods for clinical and applied settings* (2<sup>nd</sup> ed.). New York: Oxford University Press.

Kennedy, C. H. (2005). *Single case designs for educational research*. Boston, MA: Allyn and Bacon.

Lane, K.L. & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston, MA: Allyn & Bacon Publishers.

## **NATURE OF COURSE DELIVERY AND STUDENT OUTCOMES**

### ***Course Objectives***

- Understand the issues surrounding single case and group designs
- Articulate the general procedures for conducting single case research
- Explain basic (A-B) and extensions of those designs (A-B-A)
- Develop and use multiple baselines and alternative treatment designs
- Use statistical analysis and nonparametric measures

### ***Learning Activities Include the Following:***

- Lecture, discussion, and guest speakers
- Analysis and synthesis of course readings
- Application of course content to research projects
- Online discussions
- Application activities

## **PROFESSIONAL STANDARDS**

### ***COUNCIL FOR EXCEPTIONAL CHILDREN'S STANDARDS FOR SPECIAL EDUCATORS***

#### **Standard 3 (Research and Inquiry)**

##### ***Knowledge of:***

- Evidence-based practices validated for specific characteristics of learners and settings
- Theoretical and applied models of transition
- Research on relationships between individual outcomes and transition practices

##### ***Skills:***

- Identify and use the research literature to resolve issues of professional practice
- Evaluate and modify instructional practices in response to ongoing assessment data
- Use educational research to improve instruction, intervention strategies, and curricular materials

## ***NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGIST STANDARDS***

Data Based Decision Making and Accountability (2.1)

Consultation and Collaboration (2.2)

Effective Instruction and Development of Cognitive/Academic Skills (2.3)

Socialization and Development of Life Skills (2.4)

Research and Program Evaluation (2.9)

School Psychology Practice and Development (2.10)

Information Technology (2.11)

<b>COURSE REQUIREMENTS</b>
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### ***Learning activities include the following:***

- Analysis and synthesis of course readings
- Application of course content to research projects
- Online discussions
- Review of materials and resources through a variety of mediums, including web-based resources, applicable professional organization materials, and peer-reviewed journal articles

## **Overview of Assignments**

- **Historical Figures Group Presentation (10 points)**  
Students will work in teams to discover information about a key contributor to the single subject field. Each group must choose a different contributor. Some ideas include: Paul Broca, Hermann Ebbinghaus, Ivan Pavlov, Adolphe Quetelet, Ronald Aylmer Fisher, David Barlow, Michel Hersen, Alan Kazdin, Gordon Allport, or Burrhis Frederick Skinner. Teams will develop a presentation about their contributions to single subject methodology, psychology, and/or education. Additional details and a rubric will be provided.
- **Article Critique Group Presentations (2 @ 10 points each, 20 points)**  
Select a recent (published after 2010), peer-reviewed, single subject journal article that you will summarize, critique, and present to the class. The following information must be included: (a) study title, (b) participants, (c) setting, (d) methodology, (e) results, (f) strengths, (g) limitations, and (h) implications for practice. Additional information and a rubric will be provided.
- **Exams (1 @ 10 points, 1 @ 15 points)**  
In order to encourage class attendance and active participation, a variety of learning opportunities will occur throughout the semester. These assignments may include online modules, case studies, and quizzes presented throughout the semester. Additional details and assessment criteria will be provided.
- **Single Subject Meta-Analysis (30 points)**  
Students will complete a mini meta-analysis using the procedures presented in class. Students will use a minimum of one of the methods for calculating effect sizes for single subject research presented in class and included in course readings. Students have the option to work in research teams of two to four students to explore a topic of common interest. If students choose to work in teams, they must agree upon author order and complete documentation of individual contributions to the work. While there is no required page limit, a 10 to 15 page paper is typical. Additional details, examples, and a rubric will be provided.
- **Practitioner Presentation (10 points)**  
Currently there is a research-to-practice gap in the psychology and counseling fields. To address this gap, researchers have a responsibility to inform practitioners. Students will create a presentation based on their meta-analyses. Some presentation options include power point, poster format, or YouTube video. A rubric and examples will be provided.
- **Course Reflection (5 points)**  
Students will complete a one-page reflection summarizing their experiences through the semester. Specifically, students will think about their perceptions regarding research and the link between research and their practice. Topics of interest might include research collaborations (working in groups), why there is a research to practice gap in your field, the importance of single subject research in applied settings. Students should document their learning and growth as a result of participating in this course and completing the research projects. A rubric will be provide

## Grading

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege DropBox. Assignments are due at 9:00p.m. on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6<sup>th</sup> Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Historical Figures Group Presentation	10
Exams (1 @ 10 points, 1 @ 15 points)	25
Article Critique Group Presentation (2 @ 10 points each)	20
Mini Meta-Analysis	30
Practitioner Presentation	10
Course Reflection	5
Total	100/100%

***It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.***

### Grading Scale

A = 90-100%            D = 60-69%  
B = 80-89%            F = 59 and below  
C = 70-79%

## TECHNOLOGY REQUIREMENTS

In addition to face-to-face meetings, materials and online assignments will be posted to eCollege. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (dial-up connections will be problematic). Students should use a Windows operating system (XP or newer) and a recent version of Microsoft Explorer (6.0, 7.0, or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also support Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege click on "myCourses" tab, and then select "Browser Test" link under Support Services. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login

to the course. If you do not know your CWID or have forgotten your login please contact Technology Services at (903) 468-6000.

### ***Contacting eCollege***

The following options are available 24 hours/7 days per week:

1. Help: Click on the help button on the toolbar for information regarding working with eCollege (e.g., “How do I submit to dropbox?”, “How do I post to the discussion board?”)
2. Chat Support: Click on “Live Support” button on the toolbar within your course to chat with an eCollege representative
3. Phone: 1-800-656-5511 (toll free) to speak with an eCollege Technical Support Representative
4. Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to indicate a support request with an eCollege

## **ACCESS AND NAVIGATION**

Single Subject Research Designs is a web-enhanced course that is divided into segments. Our course schedule and eCollege shell is organized by topical areas. The instructor will add materials as we move through the course that align with student and class interests; however, all rubrics and core materials are available for immediate review. The instructor will review the course shell and essential access and navigation tools on the first night of class.

## **COMMUNICATION AND SUPPORT**

In addition to traditional face-to-face office hours, the instructor is available virtually by Skype, MeBeam, and email during posted hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to meet that is convenient for you. On Mondays between 8:00am and 12:00pm, the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response. If you have a question that you think others in the class might have, please post the question in the virtual office section of eCollege, so that everyone may benefit.

### ***Email Guidelines***

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 595); additional information if desired (e.g., Statement of Research Interests)
- Address the reader: Open with Dr. Hott
- Adhere to writing mechanics rules; use correct punctuation, capitalization, spelling, and grammar
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a friend and checking your text, etc.).
- Close with your name
- Please send emails from your University accounts. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### ***Course Attendance***

Students are expected to attend all face-to-face course sessions, arrive on time, and stay for the duration of the class session. Additionally, students must actively participate in online sessions.

Three or more absences will result in an "F" for the course. If a student is unable to attend a class session, it is his/her responsibility to obtain notes, handouts, and lecture details from another student. Students who are absent are held accountable for material covered, assignments provided, and assignments due.

### ***Academic Integrity***

By accepting this syllabus, the student pledges to uphold the principles of Academic Integrity expressed by the Texas A&M University- Commerce community and the Psychology, Counseling, and Special Education Department. The student agrees to observe these principles and to defend them against abuse by others.

- "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)
- Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information that can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.
- Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. This can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course. All acts of plagiarism will be reported to the department chair.

### **APA Style and Formatting**

**All work should be submitted using APA style.** If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

<http://www.psywww.com/resource/apacrib.htm> is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6<sup>th</sup> edition for standard of procedures for applying APA style.

### **University Specific Procedures: ADA Requirements**

#### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library- Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

## **COURSE OUTLINE / CALENDAR**

***IMPORTANT NOTE: Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly. Course readings should be completed on or before the last date indicated in the meetings column.***

### **PROPOSED COURSE SCHEDULE**

<b>Meetings</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 1 07/07/14 07/09/14	<b><i>Introduction to Single Subject Research</i></b> Introduction History The Role of Single Subject Research (SSR) SSR in Applied Settings Evidenced-based Practice	* Gast 1, 2 * Alberto & Troutman (2012) * Horner et al. (2005) * APA guidelines for writing about special populations * Library Media Services 8 Research Tabs	* Exam 1 (07/09)

Week 1 CONT	<b>Assessment and Measurement</b> Developing Research Questions Maximizing Experimental Control Randomization Behavioral Assessment Behavioral Observation and Recording Data Collection Methods	( <a href="http://tamuc.libguides.com/edci595">http://tamuc.libguides.com/edci595</a> ) * Gast 5 (pp. 91-98) * Gast 7 (pp. 129-155) * Freeman & Sugai (2013) * IRIS Module * Instructor Provided Readings	
Week 2 07/14/14 07/16/14	<b>Single Subject Research Designs</b> Design Basics A/B Variations of A/B Designs Reversal Designs Changing Criterion Designs Multiple Treatment Designs Multiple Baseline Designs	* Gast 10, 11, 12, 13 * Instructor Provided Readings	* History Presentation (7/14) * Article Critique I (7/14)
Week3 07/21/14 07/23/14	<b>Procedural Integrity</b> Interobserver Agreement Procedural Reliability Fidelity of Treatment in Applied Settings	* Gast 7 (pp. 155-165) * Meek et al. (2013) * Instructor Provided Readings	* Article Critique II (7/21)
Week 4 07/28/14 07/30/14	<b>Single Subject Analysis</b> Visual Inspection Statistical Analysis Single Subject Meta-Analysis	* Gast 8, 9, 14 * Instructor Provided Readings	* Exam II (7/30)
Week 5 08/04/14 08/06/14	<b>Research Dissemination</b> Professional Organizations Conferences Peer Review Process	* Instructor Supplied Readings	* Meta-Analysis (8/4) * Practitioner Presentation (8/4) * Course Reflection (8/6)