



**PSY/SPED 605.41W 81558: Single Subject Designs
Course Syllabus Fall 2017
ONLINE**

INSTRUCTOR INFORMATION

Instructor: Dr. Brittany Hott
Office Location: Henderson 225
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Preferred Form of Communication: Email
Communication Response Time: within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

Gast, D. L. (2014). *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* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

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

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

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

Course Description

Prerequisites- PSY/SPED 535: Applied Behavioral Analysis

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.

Professional Standards

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGIST STANDARDS

Data Based Decision Making and Accountability (1)

Consultation and Collaboration (2)

Interventions and Instructional Support to Develop Academic Skills (3)

Interventions and Mental Health Services to Develop Social and Life Skills (4)

Research and Program Evaluation (9)

Legal, Ethical, and Professional Practice (10)

Texas Special Education Teaching Standards

Domain I Standard V- The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Domain III Standard XI- The special education teacher promotes students' performance in English language arts and reading.

Domain III Standard XII- The special education teacher promotes students' performance in mathematics.

Texas Educational Diagnostician Standards

Educational Diagnostician Standard IV- The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making.

Educational Diagnostician Standard IX- The educational diagnostician addresses students' behavioral and social intervention skills through appropriate assessments, evaluations, planning and instructional strategies.

Student Learning Outcomes

1. Discuss the basic concepts, strengths and limitations of single subject research designs
2. Discuss Interobserver Agreement/Reliability, Validity, Visual Analysis, and Statistical tests involving single subject research designs
3. Evaluate previous research that has employed single subject research methodology
4. Design a research study using single subject methodology

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

1. Proficiency with Microsoft Office (Word, Excel, Power Point)
2. Access to MyLeo and eCollege
3. Use of university email

Instructional Methods

1. Videotapes and other relevant media presentations
2. Class discussion
3. Group and independent library research
4. Research projects
5. Application activities, including evaluation of research and materials

GRADING

Overview of Assignments

- **Personal Introduction and Statement of Interests (5 points)**
Students will craft an introduction and statement of interests. Students will post their statements to the student lounge located within our course shell. Each statement will include information about your program, current employment/career goals, and areas of interest. Additional details and examples will be provided. Completion of the assignment will result in a score of 5 points.
- **Unit Activities (5 @ 5 points, 25 points)**
In order to encourage completion of course readings 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.
- **Article Critiques (2 @ 10 points each, 20 points)**
Select a recent (published after 2010), peer-reviewed, single case study published in a research journal 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. Submit a copy of the article, presentation (some presentation options include power point, poster format, or YouTube video), and coding sheet to Dropbox on or before the due date.
- **Research Project (30 points)**
Option 1 Research Syntheses (2 @ 20 points, 40 points)
Students will select a set of articles provided by the instructor. Articles should be synthesized in a three to four page APA style paper. At least one of the

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measures of treatment effect must be completed for each study and included in an APA style within the synthesis. Additional details, examples, and a rubric will be provided.

Option 2 Pilot Study (permission of the instructor, IRB approval required, 40 points)

Students will complete a pilot study using a single case design. A paper including an introduction, method, results, conclusion, and implications for practice will be submitted. While there is no required page limit, a 10 to 15 page paper is typical. Additional details, examples, and a rubric will be provided.

- **Course Reflection (10 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 provided.

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 11:59pm 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, 6th edition style guide. 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). All assignments should reflect university level spelling, syntax, and grammar. Late assignments will not be accepted.

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	Learning Objectives	Points/Percentage of Grade
Introduction		5/5%
Unit Activities	1, 2, 3, 4	25/25%
Article Critiques	1, 3	20/20%
Research Project	1, 2, 3, 4	40/40%
Course Reflection	1, 2, 3	10/10%
Total		100/100%

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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

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

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- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

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If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you.

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

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myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy

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- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

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 2:00am and 7:00pm, 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 605); 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

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- 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 Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Course Participation

Students are expected to actively participate in the course, complete readings, and submit assignments no later than the due dates indicated on the course schedule. Late assignments will not be accepted.

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.

- Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. The instructor reserves the right to submit your work to Turnitin®, SafeAssign®, or similar plagiarism detection services, for an integrity assessment as needed.
- Copyright rules also apply. Use of graphics or data must also be cited, giving credit to the sources. This material includes, but is not limited to, journal articles, books, popular press articles, e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, and information from websites. Even if you give credit, you must get permission from the original source to use any data, graphic, or material that you did not create.
- 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, and/or stealing an exam and circulating it among other students. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.

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- Academic dishonesty will **not** be tolerated. Any act of academic dishonesty may result in earning a “0” in the course. All acts of academic dishonesty will be reported to the applicable program coordinator and department chair.

APA Style and Formatting

All work should be submitted using APA style. If you are unfamiliar with APA style, 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 style guide.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the university definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf> ADA Statement

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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

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Weeks	Unit	Readings	Assignments Due
08/28/17 09/04/17	Introduction to Single Subject Research Introduction History The Role of Single Subject Research (SSR) SSR in Applied Settings Evidenced-based Practice	* Course Navigation Video * Gast 1, 2 * Alberto & Troutman (2012) * Horner et al. (2005) * APA guidelines for writing about special populations	Introduction (09/01/17) Activity I (09/08/17)
09/11/17 09/18/17	Assessment and Measurement Developing Research Questions Maximizing Experimental Control Randomization Behavioral Assessment Behavioral Observation and Recording Data Collection Methods	* Library Media Services 8 Research Tabs (http://tamuc.libguides.com/edci595) * Gast 5 (pp. 91-98) * Gast 7 (pp. 129-155) * Freeman & Sugai (2013) * IRIS Module * Instructor Provided Readings	Activity II (09/22/17)
09/25/17 10/02/17 10/09/17 10/16/17	Single Subject Research Designs 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	* Article Critique I (10/13/17) Activity III (10/20/17)

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10/23/17 10/30/17 11/06/17	Procedural Integrity 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 (11/3/17) Activity IV (11/10/17)
11/13/17 11/20/17 11/27/17	Single Subject Analysis Visual Inspection Statistical Analysis Meta-Analysis	* Gast 8, 9, 14 * Hott (2015) * Instructor Provided Readings	Activity V (11/17/17) Synthesis I (12/01/17)
12/04/17 12/11/17	Research Dissemination Professional Organizations Conferences Peer Review Process	* Instructor Provided Readings	* Synthesis II (12/5/17) * Course Reflection (12/11/17)

Note: All instructor provided readings will be posted to eCollege DocShare by the first date of the unit. Readings should be completed on, or before, the last date in the unit.

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