

Single Subject Designs (PSY/SPED 605)

Spring 2012

Monday 4:30-7:10

3 credits

Instructor: Lauren Hensley Maloney, PhD

Email: Lauren_Maloney@tamuc-commerce.edu (best way to contact me)

Office Hours: I will be available to meet in Mesquite before class on Mondays. Please notify me if you're planning to come early to speak with me and we'll arrange a specific time.

Course 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 collections processes. Prerequisite: Psy/SpEd 535.

Course Objectives: The following are the standard course objectives. The student is expected to be able to 1) understand the issues surrounding single case and group designs, 2) articulate the general procedures for conducting single case research, 3) explain basic designs (A-B) and extensions of those designs (A-B-A), 4) develop and use multiple baselines and alternative treatment designs, and 5) use statistical analysis and nonparametric uses for single subject designs.

Textbooks/Readings:

Kazdin, A.E. (2011). *Single-Case Research Designs: Methods for Clinical and Applied Settings* (2nd ed.). New York: Oxford University Press.

Riley-Tillman, C. T. & Burns, M. K. (2009). *Evaluating educational interventions: Single-case design for measuring response to intervention*. New York: Guilford.

Hillman, H. & Miller, L. (2004). Designing multiple baseline graphs using Microsoft Excel. *The Behavior Analyst Today*, 5, 372-380.

Additional handouts may be distributed in class.

Requirements & Grading: Students are expected to complete all readings and attend each class prepared to ask questions and/or contribute to class discussions. All assignments must be typed. Course grades will be determined by performance in the following areas:

1. **Graphing Activity** - For this activity you will be given 6 scenarios and you must 1) identify and explain what design would be most appropriate to illustrate the data, and 2) graph the data using the appropriate design (if necessary you must provide fictitious data to complete the illustration). You must construct the graphs in Microsoft Excel and each graph must include all essential components (e.g., chart title, axis titles, etc.). You may do this activity in pairs if desired.

Total: 100 points

2. **Team Presentation** -In groups, you are to locate a research study that uses the specific design we'll discuss in class that week (see me if you need help finding one). Your group is to create a PowerPoint presentation that you will give to the class that will explain the reading that you have been assigned. The presentation should highlight the important points of the reading and must also include discussion questions or activities designed to

further the class's understanding of the material. *Your presentation is to cover your article, not the book content for that week.* Presentations, including the activities/discussion are expected to be about 20-30 minutes in length. You will be penalized for presentations less than 20 or more than 45 minutes. You will need to provide a handout for your classmates. A rubric will be provided that will outline the expectations for the presentation. All group members are expected to contribute equally to the preparation and presentation of the reading. Presentations should be ready on the day the topic is scheduled to be covered in class.

Total: 100 points

3. **Homework activities** - Some weeks there will be a homework assignment given in class, related to that week's content. These will be due by class-time the following week, and will be submitted using eCollege.

Total: 100 points

4. **Single-Subject Design Concept Paper** - This project is intended to provide students with an introduction to designing a single-subject study in their area of interest. Students will write a brief concept paper that addresses each of the listed components. You will be **designing, but not implementing** the research in this class. The paper is to be written in APA format.

Total: 100 points

Evaluation:

Graphing Activity	=	100 points
Team Presentation	=	100 points
Homework Activities	=	100 points
Concept Paper	=	<u>100 points</u>
Total points possible	=	400 points

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

It is **very** important that you complete every assignment. You may submit late assignments to me with no penalty **if** you have a documented University excuse (death in the family, serious accident/injury, or medical emergency). If you do not have a documented University excuse however, **points will be deducted for each day the assignment is late.** This means that if you will not be in class, your assignment is still due at the end of the class period noted so you will need to find a way to get me your assignment prior to the end of class (e.g., email). The number of points deducted for each day the assignment is late is equal to 10% of the total assignment worth. For example, if an assignment is worth 100 points and it is submitted one day late, the maximum number of points you can earn is 90.

Student Conduct and Absences: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."

Students are expected to follow the code of conduct in class described in the Student Handbook

(Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct). Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me. *Students who plagiarize any material will earn a grade of F for the course.*

Students are expected to attend all classes unless they have excused absences as described in the Student’s Handbook (Policies and Procedures, Academics). When students are absent from class they are responsible for making up the work covered in class and speaking with me about these arrangements. More than 1 absence during the term is considered excessive. “It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office (Systems Policy 13.2).”

Students are responsible for following University procedures to drop a class. If you stop attending the class for any reason, you must initiate the process of dropping, or you will receive a failing grade. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc.

Accommodations: Students requesting accommodations for disabilities must go through the Academic Support Committee. Instructors must be notified in writing by the Director of Disability Resources & Services before accommodations will be made. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

NASP Standards Covered (for School Psychologists)

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)

Proposed Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assigned Reading</u>
8/27	Course overview/Introduction	Chapter 1 Riley-Tillman Ch. 1
9/3	Labor Day Holiday	
9/10	Background and Measurement Considerations	Chapter 3
9/17	Methods of Assessment	Chapter 4
9/24	Quality of Measurement	Chapter 5
10/1	*ABAB Designs *Multiple-Baseline Designs	Chapter 6 Riley-Tillman Ch 2, 3 Chapter 7 Riley-Tillman Ch. 4
10/8	*Changing-Criterion Designs	Chapter 8
10/15	NO CLASS	
10/22	*Multiple Treatment Designs	Chapter 9
10/29	*Additional Design Options	Chapter 10
11/5	*Quasi-Experimental SCD	Chapter 11 Riley-Tillman Ch. 7
11/12	Data Evaluation	Chapter 12 Riley-Tillman Ch. 5, 6
11/19	Holiday (Thanksgiving Week)	
11/26	Concept Papers Due (eCollege) Graphing	Chapter 13
12/3	Evaluation and Summing up	Chapter 14 Riley-Tillman Ch. 8
12/10	Graphing Assignments Due (eCollege)	

* Denotes dates of team presentations

**Please be aware that this syllabus will serve as a guideline for the course and is subject to change as necessary.