

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**SINGLE-CASE RESEARCH DESIGNS
RMTD 422-001 & RMTD 422-002
SUMMER SESSION B 2021 ONLINE**

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COURSE DESCRIPTION

This course provides an in-depth study of single-case research design including assessment, experimental design, data evaluation, and writing research proposals using single-case methodology. Many of the best practices and interventions in the social, behavioral, and educational sciences have been the direct result of single-case research. Single-case designs provide educators, practitioners, and researchers with a structure for systematically collecting data within a framework that will enable them to demonstrate a functional relationship between their practices and changes in behavior. The end result is empirical support of the intervention or instructional method. As such, it is important for graduate students in disciplines such as education, psychology, and social work to have the knowledge to design, implement, and evaluate research using single-case research designs. This course will provide students with an opportunity for detailed study of single-case research designs, the logic behind these designs, and the application of these designs to intervention research. As national attention has recently been placed on the importance of single case research design and on enhancing the scientific rigor of implementation, analysis, and interpretation, this course will be beneficial for students interested in conducting applied research.

LEARNING OUTCOMES

- To describe the history of single-case research design.
- To examine the ethics of single-case research design.
- To describe the fundamental assumptions, goals, and practices of single-case research design.
- To determine appropriate strategies for collecting data for single-case research design.
- To produce and interpret graphic data displays.
- To understand the use of various single-case research designs including reversal designs, multiple baseline designs, and comparative designs.
- To produce a well-written single-case research design proposal.
- To critique published single-case research design studies.
- To examine the use of single-case research designs for evaluating the effectiveness of interventions.

SMART EVALUATION OBJECTIVES

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Learning how to find, evaluate and use resources to explore a topic in depth

ALIGNMENT WITH APA COMPETENCY BENCHMARKS

Competency Benchmark 6: Scientific Knowledge and Methods – Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

ALIGNMENT WITH NASP STANDARDS

Domain 9: Research and Program Evaluation – School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

SOE VISION

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK – SOCIAL ACTION THROUGH EDUCATION

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers by conducting research on issues of professional practice and social justice. The SOE's conceptual framework can be accessed online at this site:

www.luc.edu/education/mission/.

SCHOOL OF EDUCATION COMMITMENT - COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be

a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 RESOURCES FOR YOUR SPRING – 2021 RETURN

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

REQUIRED READINGS AND TECHNOLOGY

- Kazdin, A.E. (2021). *Single-case research designs: Methods for clinical and applied settings* (3rd ed.). New York, NY: Oxford University Press. ISBN: 978-0-19-007997-0.
- Purdue Online Writing Lab (APA formatting and style guide)
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Computer, Internet, and webcam access.
- Access to Voice Thread: <https://luc.voicethread.com/>

Additional readings will be assigned by the instructor and students (Appendix A).

RECOMMENDED READINGS

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- Hayes, S.C., Barlow, D.H., & Nelson-Gray, R.O. (1999). *The scientist practitioner: Research and accountability in the age of managed care* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M. & Shadish, W. R. (2010). Single-case designs technical documentation. Retrieved from What Works Clearinghouse website: <https://files.eric.ed.gov/fulltext/ED510743.pdf>.
- Kratochwill, T.R., & Levin, J.R. (Eds.). (2014). *Single-case intervention research: Methodological and data analysis advances*. Washington, DC: American Psychological Association.
- Riley-Tillman, T.C., Burns, M.K., & Kilgus, S.P. (2020). *Evaluating educational interventions: Single-case design for measuring response to intervention* (2nd ed.). New York, NY: The Guilford Press.

METHODS OF INSTRUCTION

This course will consist of online lectures, group discussions, group activities, and student presentations. Students are expected to read the assigned materials and to actively participate in online discussions and activities.

DIVERSITY

In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive to, and driven by, individual, cultural, social and economic diversity awareness and respect.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in the student

handbook and LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

COPYRIGHT POLICY

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited in alignment with APA standards. For Loyola University Chicago's copyright resources, please access: www.luc.edu/copyright/index.shtml.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

"Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission."

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program (http://turnitin.com/en_us/) for any written assignment.

CLASS COMMUNICATION

Sakai will be the main method of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their Loyola account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account.

Given that opportunities for asking general course questions can be challenging in an online class, I have created a forum for "General Course Questions." This is the place for you to ask questions about the syllabus, assignments, technology, etc. After all, if you have a question, it is likely other students in the

class have the same question. Therefore, when you have a question about class, first consider posting it in the “General Course Questions” forum. Furthermore, if questions that are best answered in this forum are emailed to the course instructor, the instructor will redirect you to post the question in the forum instead. The instructor will check this forum and respond to new posts daily.

TECHNOLOGY

Technology is an essential tool for developing one’s own professional skills and for completing any degree program. Given that this is an online course, there are greater technology demands/expectations than other courses. In addition to demonstrating proficiency in word processing (including creating tables, charts, and diagrams), communicating via Loyola e-mail and Sakai, downloading Microsoft Word and Acrobat Reader files, and performing article searches via the library databases, you will be expected to use additional technologies such as Voice Thread (<https://luc.voicethread.com/>), Panopto, and/or Adobe Connect. Instructions for using these technologies will be posted on Sakai. However, it will be up to you to practice and master use of these technologies before an assignment is due. If you have questions regarding the use of technology, please post them to the “General Course Questions” forum.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

Without exception, assignments must be completed on time and submitted no later than 11:55pm CST on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date/time.

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 7th edition.

Course Requirement/Assignment	Due Date	Points Possible
Professional Behavior and Communication	Ongoing	10
Quizzes (3 total; 10 points each)	Ongoing	30
Intervention Evaluation Proposal Posts (4 total; 5 points each)	Ongoing	20
Intervention Evaluation Proposal Comments (1 constructive comment to each group member for each post)	Ongoing	15
Article Critique (team) <ul style="list-style-type: none"> ▪ Presentation (20 points) ▪ Response Post (10 points) 	Ongoing	30
Article Critique Comments (1 comment per article critique)	Ongoing	10
Introductory Video CV	Sat 7/10	10
CITI Training	W 7/28	10
Intervention Evaluation Proposal	W 8/11	65
Total Points Possible		200

1. **Professional Behavior and Communication.** Points for professional behavior and communication are earned by demonstrating appropriate communication and behavior throughout the duration of this course. Examples of professional behavior include preparation for each class session; timely completion of assignments; prompt communication; active participation such as offering constructive comments to classmates online, etc.; and respectful collaboration and communication with classmates and instructor.

Professional behavior and communication points are easily earned by being respectful of others and demonstrating the highest academic integrity.

2. **Quizzes.** Students will complete 3 quizzes throughout the session. Quizzes are not cumulative and will assess knowledge acquired between quizzes: Quiz A (Units 1-3), Quiz B (Units 4-6), Quiz C (Units 7-9).

3. **Intervention Evaluation Proposal Posts.** Using “Forums” on Sakai, you will document progress on your intervention evaluation proposal (the capstone assignment for this course) by responding to specific prompts provided by the course instructor. In addition, you will be asked to read and stay abreast of your classmates’ progress and offer constructive comments as they, too, develop their intervention evaluation proposals. Although you are only required to complete 4 entries, please feel free to use this feature of Sakai as a place to take notes and journal about your intervention evaluation proposal.

4. **Intervention Evaluation Proposal Comments.** Using “Forums” on Sakai, you will provide at least one constructive comment to each group member’s intervention evaluation proposal post within 24 hours of the due date for each intervention evaluation proposal post. For example, the first intervention evaluation proposal post is due at 11:55pm CST on Wednesday (7/14), so all intervention evaluation proposal comments for this post should be posted no later than 11:55pm CST on Thursday (7/15). Given that there will be 4 proposal posts, you will constructively comment on each of your group members’ posts 4 times. As such, if there are 4 total students (including you) in your group, you will have commented at least 12 times by the end of the course. This is an opportunity for you and your group members to offer guidance to one another. Although this assignment must be completed with your assigned group, that does not preclude commenting on your other classmates’ posts as well.

5. **Article Critique.** In teams, you will present an article critique once during the semester. First, you will choose an empirical study using the design you selected (e.g., ABAB) that (1) has been published in a refereed journal and (2) is not one of the required journal readings for this course. This study must have been published within the last year (no earlier than July 2020). Email the article PDF to the instructor for approval at least one week before the due date. Once approved, you will prepare a Voice Thread (<https://luc.voicethread.com/>) presentation (using video commenting that shows each presenter, to simulate an in-person presentation) critiquing the selected study. Finally, you will email the link for the presentation to the course instructor by the date noted on the course schedule. The instructor will then post the article and presentation in the appropriate unit, and the instructor and all class members will read the article and watch the presentation.

Once each classmate identifies a strength or weakness of the study’s method or results (see Article Critique Comments below), the presenters will prepare and post one response together to comprehensively address these strengths and weaknesses in an integrative manner. Presenters will use course readings to inform their response.

6. **Article Critique Comments.** After reading your selected study and viewing your article critique presentation, your classmates will each post a comment in the forums identifying a strength or weakness of the study’s method or results that was not identified in your critique or a previous comment. For example, if Sam is the first person to comment on Erin and Danny’s presentation, then Sam must only identify a strength or weakness that was not mentioned in the presentation. However, if Sam is the tenth student to comment on Erin and Danny’s presentation, then Sam must identify a strength or weakness that was not mentioned in the presentation or by one of the nine classmates who

commented before.

7. Introductory Video CV. To introduce yourself to the instructor and classmates, you will be asked to (1) upload a photo of yourself to your Sakai profile, (2) create and upload a one-page CV to Voice Thread (including future career goals, education history, work history, research interests, and leisure time activities), and (3) create a description on Voice Thread (<https://luc.voicethread.com/>) using **video** commenting. Specific instructions are provided within the Course Overview, and an example is provided in the “Introductory Video CV” forum. Please post the link for your Voice Thread within this forum.

8. CITI Training. Students will complete the Collaborative IRB Training Initiative (CITI) course.

9. Intervention Evaluation Proposal. The capstone project for the course is an intervention evaluation proposal (Appendix B). You will have the option to work individually or in pairs to develop at least one research evaluation question, review the literature, and develop a plan for examining the question(s). Because this is a proposal, you will use future tense in your writing. Intervention evaluation proposal drafts will not be reviewed by the instructor. Throughout the course, however, students may obtain periodic feedback on the developmental of their intervention evaluation proposal through intervention evaluation proposal posts/comments or by scheduling an online meeting with the instructor.

**If students choose to work in pairs, students will submit a detailed work/writing plan in advance of beginning the proposal.*

As needed, scoring rubrics and guidelines for assignments will be posted on Sakai.

Final course grades will be assigned as follows:

Total Points Earned	%	Grade
185-200	93-100	A
179-184	90-92	A-
173-178	87-89	B+
165-172	83-86	B
159-164	80-82	B-
153-158	77-79	C+
145-152	73-76	C
139-144	70-72	C-
133-138	67-69	D+
119-132	60-66	D
<119	<60	F

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

TENTATIVE COURSE SCHEDULE

Course schedule is tentative and subject to change. Changes will be announced.

This course consists of 10 units. Lectures will be posted by 11:55pm CST on the dates indicated. By 11:55pm CST on the indicated due date, please view the unit's lecture, complete the required readings, study any additional materials, and complete/submit the assignments.

Unit	Lecture Posted	Due Date	Topics	Assignments Due	Readings
1	W (7/7)	Sat (7/10)	Introduction Underpinnings of Scientific Research	Introductory Video CV Immediately begin thinking about an area of interest for your intervention evaluation proposal.	Syllabus Chapters 1 and 2
2	Sun (7/11)	W (7/14)	Assessment	Proposal Post 1 Proposal Comments ABAB Critique Team(s) <i>Email ABAB article PDF for article critique to instructor for approval</i>	Chapters 3, 4, and 5
3	W (7/14)	Sat (7/17)	Introduction to Single-Case Research and ABAB Designs	Quiz A MBD Critique Team(s) <i>Email MBD article PDF for article critique to instructor for approval</i>	Chapter 6 Journal Readings (Appendix A)
4		Sun (7/18)		ABAB Critique Team(s) <i>Email link to Voice Thread presentation (using video commenting) to instructor</i>	

	Sun (7/18)	W (7/21)	Multiple-Baseline Designs	ABAB Critique Comment Proposal Post 2 Proposal Comments CCD Critique Team(s) <i>Email CCD article PDF for article critique to instructor for approval</i>	Student-Selected Articles Chapter 7 Journal Readings (Appendix A)
5		W (7/21)		MBD Critique Team(s) <i>Email link to Voice Thread presentation (using video commenting) to instructor</i>	
	W (7/21)	Sat (7/24)	Changing-Criterion Designs	MBD Critique Comment Proposal Post 3 Proposal Comments MTD Critique Team(s) <i>Email MTD article PDF for article critique to instructor for approval</i>	Student-Selected Articles Chapter 8 Journal Readings (Appendix A)
6		Sun (7/25)		CCD Critique Team(s) <i>Email link to Voice Thread presentation (using video commenting) to instructor</i>	
	Sun (7/25)	W (7/28)	Multiple-Treatment Designs	CCD Critique Comment Quiz B	Student-Selected Articles Chapter 9

				CITI Training ADO Critique Team(s) <i>Email ADO article PDF for article critique to instructor for approval</i>	Journal Readings (Appendix A)
7		W (7/28)		MTD Critique Team(s) <i>Email link to Voice Thread presentation (using <u>video</u> commenting) to instructor</i>	
	W (7/28)	Sat (7/31)	Probes and Randomization Additional Design Options	MTD Critique Comment	Student-Selected Articles Chapters 10 and 11 Journal Readings (Appendix A)
8		Sun (8/1)		ADO Critique Team(s) <i>Email link to Voice Thread presentation (using <u>video</u> commenting) to instructor</i>	
	Sun (8/1)	W (8/4)	Quasi-Single-Case Experimental Designs	ADO Critique Comment Proposal Post 4 Proposal Comments	Chapter 12 Journal Readings (Appendix A)
9	W (8/4)	Sat (8/7)	Graphic Display of Data and Visual Inspection Statistical Analyses for Single-Case Designs	Quiz C	Chapters 13 and 14
10	Sun (8/8)	W (8/11)	Evaluation of Applied and Clinical Significance of Change	Intervention Evaluation Proposal	Chapters 15 and 16

			Evaluation of Single-Case Designs		
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Loyola University Chicago School of Education Syllabus Addendum

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and [Center for Student Access and Assistance \(CSAA\)](#)
- [Academic Honesty](#)
- [Accessibility](#)
- [EthicsLine Reporting Hotline](#)
- [Electronic Communication Policies and Guidelines](#)

Smart Evaluation

Toward the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream, Digication or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here:

[LiveText](#).

Additional ONLINE Course Policies

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings

This course does not include any synchronous meetings.

Student Participation

Points for professional behavior and communication are earned by demonstrating appropriate communication and behavior throughout the duration of this course. Examples of professional behavior include preparation for each class session; timely completion of assignments; prompt communication; active participation such as offering constructive comments to classmates online, etc.; and respectful collaboration and communication with classmates and instructor. Professional behavior and communication points are easily earned by being respectful of others and demonstrating the highest academic integrity.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

Appendix A
Journal Readings

JOURNAL READINGS

ABAB (Unit 3)

Hawkins, R.O., Haydon, T., McCoy, D., & Howard, A. (2017). Effects of an interdependent group contingency on the transition behavior of middle school students with emotional and behavioral disorders. *School Psychology Quarterly, 32*(2), 282-289.

Martinez, K.K., & Wong, S.E. (2009). Using prompts to increase attendance at groups for survivors of domestic violence. *Research on Social Work Practice, 19*(4), 460-463.

MBD (Unit 4)

Hendricks, M.C., Ward, C.M., Grodin, L.K., & Slifer, K.J. (2014). Multicomponent cognitive-behavioural intervention to improve sleep in adolescents: A multiple baseline design. *Behavioural and Cognitive Psychotherapy, 42*, 368-373.

Koegel, L.K., Glugatch, L.B., Koegel, R.L., & Castellon, F.A. (2019). Targeting IEP social goals for children with autism in an inclusive summer camp. *Journal of Autism and Developmental Disorders, 49*, 2426-2436.

CCD (Unit 5)

Cameron, M.J., Shapiro, R.L., & Ainsleigh, S.A. (2005). Bicycle riding: Pedaling made possible through positive behavioral interventions. *Journal of Positive Behavior Interventions, 7*(3), 153-158.

Taylor, J.C., & Hill, D. (2017). Using daily behavior report cards during extended school year services for young students with intellectual and developmental disabilities. *Education and Treatment of Children, 40*(4), 525-546.

MTD (Unit 6)

Malanga, P.R., & Sweeney, W.J. (2008). Increasing active student responding in a university applied behavior analysis course: The effect of daily assessment and response cards on end of week quiz scores. *Journal of Behavioral Education, 17*, 187-199.

Sigurdsson, V., Foxall, G., & Saevarsson, H. (2010). In-store experimental approach to pricing and consumer behavior. *Journal of Organization Behavior Management, 30*(3), 234-246.

Additional Design Options (Unit 7)

Van Houton, R., Van Houten, J., & Malenfant, J.E.L. (2007). Impact of a comprehensive safety program on bicycle helmet use among middle-school children. *Journal of Applied Behavior Analysis, 40*(2), 239-247.

Peterson, L., Tremblay, G., Ewigman, B., & Popkey, C. (2002). The parental daily diary: A sensitive measure of the process of change in a child maltreatment prevention program. *Behavior Modification, 26*(5), 627-647.

Quasi-Single-Case Experimental Designs (Unit 8)

Fournier, A.K., Ehrhart, I.J., Glindemann, K.E., & Geller, E.S. (2004). Intervening to decrease alcohol abuse at university parties. *Behavior Modification*, 28(2), 167-181.

Appendix B

Intervention Evaluation Proposal Rubric

Intervention Evaluation Proposal

The culminating project for the course is an intervention evaluation proposal. You will work individually or in pairs to develop at least one research evaluation question, review the literature, and develop a plan for examining the question(s). Because this is a proposal, you will use future tense in your writing. A Word document must be submitted within Assignments on Sakai. This paper will be written in APA format, Times New Roman font (size 12), and double-spaced.

Required Components & Scoring Rubric:

	Points Possible
<p>I. Introduction (6-8 pages, no more than 10 pages!)</p> <p>A. Purpose statement: Discuss what the intervention evaluation is about, including why conducting this evaluation is important to your field.</p> <p>B. Background literature: Provide a brief description of previous research and literature that logically leads to the need for your evaluation.</p> <p>C. Research evaluation questions and hypotheses: Write at least 1 research evaluation question and hypothesis (you will probably have more than 1).</p>	15
<p>II. Proposed Method (approximately 10-15 pages)</p> <p>A. Recruitment and participants: Describe demographic and educational information (if applicable) for your individual(s).</p> <p>B. Setting: Describe the setting in which your study will take place.</p> <p>C. Variables: Operationally define the independent and dependent variables. The independent variable will probably be an intervention or treatment program. Describe it in detail.</p> <p>D. Measures: Clearly describe all of the measures you will use in your project, including information regarding purpose, administration, scoring, and psychometric properties, as applicable.</p> <p>E. Research design: Clearly describe the research design you will use in your study, including criteria/decision rules for phase changes. Discuss major threats to internal validity and how you will minimize these threats.</p> <p>F. Procedures: Clearly describe in a step-by-step manner what you did with the individual(s). Include a description of the procedures during the baseline, treatment, maintenance, and/or generalization phases. Provide sufficient detail, so someone else could replicate your procedures. Describe how you will measure treatment integrity.</p> <p>G. Inter-observer reliability: Describe how you will obtain inter-observer agreement data. Identify the method(s) by which you will calculate inter-observer agreement.</p> <p>H. Social validity: Describe how you will measure social validity.</p>	25
<p>III. Proposed Data Analysis (approximately 1 page)</p> <p>Describe all the analyses you are going to use (visual and statistical) in great detail.</p>	5
<p>IV. Results</p> <p>Prepare graphs and tables (if applicable) showing what you expect your data might look like (using dummy data).</p>	5
<p>V. Implications (approximately 3-4 pages)</p> <p>Describe anticipated limitations and implications of your proposed study and provide suggestions for future research. Identify what you learned from developing the proposal. Include a brief reflection on single-case research methodology in general and your proposal in particular.</p>	10
<p>VI. Writing Style and References</p> <p>A. Writing and references in APA style</p> <p>B. Clarity, grammar, spelling</p>	5

