SPED 6315: THESIS II
SPRING, 2018

SPED 6315 is a required course for the Master's Degree in Special Education and provides the foundation for research in Applied Behavior Analysis.

College of Education, Department of Language, Literacy, and Special Populations

Instructor: Dr. Kristina Vargo
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Office hours: Monday and Tuesday 3:30-5:30 pm at TWC 310
Friday 11:00-1:00 pm at TEC 138
Wednesday 11:00-2:00 pm Online

Class Format: The course format will be a combination of lecture and discussion. Each week, we will meet as a large group to discuss the assigned topic related to the research project. During some class periods, students will present data and discuss progress of individual projects. In addition, the students are expected to complete BDS modules outside of class.

Class day and time: Tuesday 5:30-8:20 PM
Class location: TWC 256

Course Description: In this class, we will examine many issues related to the topic of research in behavior analysis. The course will have two primary focuses: a research project and BDS modules. For the research project, students will learn the IRB process, APA format, and how to design a research project, collect data, and report research findings. The BDS modules will prepare students for the board certification exam through online tutorials and quizzes over various topics in applied behavior analysis.

Textbooks:

American Psychological Association (2010). *Publication manual of the American Psychological Association*, Washington DC.
Behavior Development Solutions CBA Learning Module Series v6. The Learning Module Series is available through www.**behaviordevelopmentsolutions**.com/.

Course Objectives: The following objectives will be met during this course:
1. Conduct behavior analytic research in accordance to ethical standards
2. Select appropriate data collection and design measurement system for research project.
3. Select appropriate data display for research project
4. Select appropriate intervention/behavior change procedure for research project
5. Perfect scientific writing

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below

Topic(s)/Objective(s)	**Activities/Assignments (including field-based activities)**	**Measurement (including performance-based)**	**Standards Alignment** **BCBA—**Behavior Analyst Certification Board
1. Conduct behavior analytic research in accordance to ethical standards.	• Research project implementation	• Graphed data during data presentations •	BCBA:J-02; J-09; Ethics Compliance Code DDP: 1, 3 CF 1, 5
2. Select appropriate data collection and design measurement system for research project.	• Research Project Drafts • Project/data presentations	• Written Research Proposal • Oral Presentation of Research Defense	BCBA A-01-14, H-01-05, I-01-07 FK-47, FK-48 DDP 2 CF 1, 2, 3
3. Select appropriate data display for research project.	• Research Project Drafts • Project/data presentations	• Written Research Proposal • Oral Presentation of Research Defense	BCBA- A-10-11, H-03-04, B-4-11, J-15 DDP 4 CF 1, 3
4. Select appropriate intervention/ behavior change procedure for research project.	• Research Project Drafts • Project/data presentations	• Written Research Paper • Oral Presentation of Research Defense	BCBA- C-01-03; D-01-D-21;E-01-E013 J-1-12 DDP 6 CF 1, 5
5. Perfect scientific writing.	• Research Project Drafts •	• Written Research Paper • Oral Presentation of Research Defense	BCBA:B-02 DDP 6 CF 1, 3

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing skill in expressing oneself orally or in writing

Important: Learning to apply course material (to improve thinking, problem solving, and decisions)

Course Outline

Assignments

1. **BDS Modules (5 x 40 pts = 200 pts) AN INDIVIDUAL ASSIGNMENT:** These modules are designed to teach behavioral principles and application of the principles to real-world scenarios. BDS modules will be completed online. There are 12 chapters of the learning module series which correspond to the various sections of the BACB task list (we will completed the first 6 chapters last semester). Students will work through the modules *individually*. Each module must be completed at 100% and may be attempted as many times as needed. During the initial attempt at gaining 100% accuracy, one hour of time will be allotted. After 100% accuracy has been achieved (possibly over repeated attempts of the one hour test), students must again perform the same questions while limited in time (i.e.., 5 min) to test for fluency of the material. There will be BDS modules due during 5 class periods. For each class period in which modules are due, students should complete the acquisition tests to 100% accuracy. Then, they must attempt the fluency exam until they reach 100% accuracy, or until three attempts have been exhausted. *Students should pace themselves throughout the semester and NOT wait until the evening they are due to complete them.* The instructor has an administrative account and will be able to access individual students' accounts to verify completion. Failure to complete all modules by the due date will result in only earning partial credit.

   We are covering only a subset of the modules, so all of the modules will NOT be completed by graduation. Therefore, it is your responsibility to complete the remaining modules if you plan to use them as a study tool for the BCBA exam. In addition, you must complete the modules within 6 months of your test date in order to get your money back should you not pass the BCBA exam.

BDS Topics	# of Module Sets	Area	Due Date
D Fundamental Elements of Behavior Change (D15-D21)	13	04 D Unit	2/13
03 Professional and Ethical Compliance (01-04)	14	03	3/6
03 Professional and Ethical Compliance (05-10) F Behavior Change Systems (F01-F07)	5 8	03; 04 F Unit	3/27
I Assessment (I01-I07)	13	04 I Unit	4/17
J Intervention (J01-J15)	13	04 J Unit	5/8

2. **Project/data presentations (6 x 20 pts = 120 pts) AN IINDIVIDUAL ASSIGNMENT:** Throughout the semester, we will break into groups to discuss progress on projects and review data. All students are expected to come prepared to the meetings with document drafts and/or graphed data (depending on individual progress) on a powerpoint presentation. Each student will be required to share their progress with the group during each meeting and describe their data. The instructor will assign work and goals during each meeting.

3. **Final Research Project (40 point presentation+ 160 point paper=200 pts) AN INDIVIDUAL ASSIGNMENT:** An original research project is required by each student. A written research project should include all applicable sections (i.e., title page, abstract, introduction, method, results, discussion, and references) of a manuscript according to the APA Manual 6th Edition. In addition, students will be required to present their project and data to the entire class during the last two weeks of the semester via a powerpoint presentation. See Blackboard for rubrics.

4. **Research paper drafts (2x30 points=60 points) AN INDIVIDUAL ASSIGNMENT:** Students are responsible for editing their previously returned and edited papers in full. One draft of the student project will be completed to allow for peer feedback and a second draft will be completed for professor feedback.

5. **Draft peer review (1 x 50 points = 50 pts) AN INDIVIDUAL ASSIGNMENT:** Each student will be given a peer's paper and given three weeks to edit the paper, according to APA standards. Students should comment throughout the paper on anything that is unclear, inconsistent, or in need of improvement (including spelling and grammar, APA format, content, conciseness and style of writing, etc.). Students will also rate completeness based on the rubrics. When complete, the student should email the draft to the author and CC Dr. Vargo on the email.

6. **Quizzes (3 x 10 pts = 30 pts) AN INDIVIDUAL ASSIGNMENT:** During some classes, a quiz will be given over the readings assigned for that class. Quizzes will be given at the beginning of class and used as a contingency to ensure that students have read the assigned readings. Quizzes will be completed independently without any materials.

7. **Curriculum Vitae (CV; 1 x 30 pts) AN INDIVIDUAL ASSIGNMENT:** A short CV will be turned in by each student depicting work and academic histories. The CV should be written in APA format, typed, and submitted via BB.

8. **IOA project (1 x 50 pts): A PARTNER AND INDIVIDUAL ASSIGNMENT:** Each student is expected to collect IOA for their research project. On 2/6/18, students will bring ALL necessary training materials for IOA, procedural integrity, and social validity to class for an in-class training session. Trainings should be competency-based, thus data sheets and training methods are required. For students who have IOA data collectors outside of classmates, a 30 min (minimum) video showing IOA training should be submitted on BB.

Grades

A: 740-666 B: 665-592 C: 591-518

Task	Number	Points	Total Points
Project/data presentations	6	20	120
Quizzes	3	10	30
Graph templates	1	20	20
Project Draft	2	30	60
Draft peer review	1	50	50
BDS modules	5	40	200
Curriculum vitae (CV)	1	30	30
IOA project	1	50	50
Final presentation	1	40	40
Final paper	1	160	160
			760

Schedule – This schedule is tentative.

Date	Topic/Activities	Assignments	Important Deadlines
1-23	• Review Syllabus • Review Deadlines • Group update on research progress/status	• Powerpoint data presentation and updates on your projects • Identify IOA/Review partners	
1-30	• Graphing and data analysis	• Identify all types of graphs you will need for your research • Submit graph templates for all DVs to BB by midnight • Email your edited/revised intro and methods of your paper to your IOA partners to read; CC Dr. Vargo by 11:59 pm • Check your email on 1/31 for peer review paper (due 2/20)	**February 1st - degree applications must be filed in Registrar's office (May grads)**
2-6	• IOA training	• IOA/procedural integrity training (in-class); bring materials and training supplies (data sheets, etc.) • If you are having someone outside of SHSU collect IOA, you may use class time to complete the assignment	

2-13	• Experimental designs	• Read Kratochwill et al (2010) and Wolery (2013) • Quiz and discussion • BDS modules due	
2-20	• Research project discussion • Data analysis	• Bring data and assigned update to class • Peer review due on BB by 11:59 pm	
2-27	• Measurement	• Read Crowley-Koch & Van Houten (2013); Miltenberger & Weil (2012); Fiske & Delmolino (2012) • Quiz and discussion on articles	**March 1 - Last Day to Submit Draft of Thesis/Dissertation to Library for First Format and Style Review**
3-6	• Research project discussion • Data analysis	• Bring data and assigned update • BDS modules due	
3-13	Spring Break		
3-20	• Monitoring treatment integrity, IOA, and social validity	• Research paper draft due on BB • Read Fryling, Wallace, & Yassine (2012); Neely, Davis, Davis, & Rispoli (2015) • Quiz and discussion on articles	
3-27	• Research project discussion • Data analysis	• Bring data and assigned update • Research project draft due • BDS modules due	
4-3	Research professionalism • CV building – students should bring laptops to class • Conference presentations and posters • Editing for publication		**April 3- Last day to complete a public defense of a thesis/dissertation.**
4-10	• Research project discussion • Data analysis	• CV due by midnight on BB • Bring data and assigned update	**April 11- Last Day to Submit Defended and Approved Thesis/Dissertation to Library for Second Format and Style Review**
4-17	• Research project discussion • Data analysis	• Bring data and assigned update • BDS modules due	**April 18-Last Day to Complete Publication of Thesis/Dissertation through Vireo (or in Print for Permanent Embargo Students). Last Day to Submit Electronic Route Sheet to the Director of the Library** **April 20- Last Day to Submit Electronic Route Sheet to the Dean of Graduate Studies (Thesis/Dissertation)**

4-24	• ***Comprehensive exams***	**Comprehensive exams**	**Comps scheduled outside of class in addition to this period**
5-1	• **Research Project Presentations (PPT)**	• Final presentations due 5/1 at 12 pm • Final papers due 5/1 by 11:59 pm to BB	**Commencement May 10, 11, or 12 (TBA)**
5-8	• **Finals week/Catch up**	• BDS modules due	

Sam Houston STATE UNIVERSITY

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Students with Disabilities #811006
  - Student Absences on Religious Holy Days #861001
  - Academic Grievance Procedures for Students #900823
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728
  - Technology during instruction: Students are permitted to use technology that will aide in the learning process. Students are encouraged to take notes on lectures via their computer or tablets. However, cell phones are not allowed. Additionally, if the instructor suspects that a student is using technology for non-educational purposes (e.g., Facebook, email, Twitter, etc.), technology will no longer be permitted.
  - Technology during exams: Students are not permitted to use technology during exams or quizzes without explicit written approval from the instructor.
  - Technology in emergencies: In the event of an emergency, students will be allowed to use technology if necessary. Students are asked to exit the classroom when in use.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- The University allows one absence (3 clock hours) per course. Use the allowed absence for medical, family, and personal needs. There are no excused or unexcused absences in the class. Absences past **1 class meetings** (University Policy is 3 hours) result in 15 points absence reduction. After 2 absences, there will be an automatic grade reduction. After 3 absences, course grade is an F. Please discuss any extenuating circumstances with the professor as soon as possible.

Course Expectations

- **Late Assignment Policy:** All assignments will be submitted online to the class blackboard site, unless otherwise specified. Assignments are by 11:59 pm on the designated date. Assignments that are not submitted on time will accrue a 5% penalty per day, immediately following the assigned time (e.g. assignments due at 11:59 pm but submitted at 12:14 a.m. = 5% penalty).
- **Time Requirement:** For each credit hour, you will be expected to commit at least three hours of course time outside of class.
- **Grading Policy:** While I will do my best to score all assignments accurately, a potential for human error always exists. If you feel that an error was made in the scoring process, please submit a written or emailed explanation of the error and a justification, and I will review your concerns in a timely manner. Please do not try to discuss grading issues with me in person; always submit them in writing.

Bibliography

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problem behavior. *Journal of Applied Behavior Analysis, 34*, 169-178.

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Web resources:

- Association for Behavior Analysis International
  - http://www.abainternational.org/ba.asp
- Journal of Applied Behavior Analysis
  - http://seab.envmed.rochester.edu/jaba/
- The Analysis of Verbal Behavior http
  - //www.ncbi.nlm.nih.gov/pmc/journals/609/
- Cambridge Center for Behavioral Studies
  - http://www.behavior.org/
- Behavior Analysis.com
  - http://www.behavioranalysis.com/
- Behavior Analyst Online
  - http://www.behavior-analyst-online.org/

Recommended Journals:

Behavior Analysis in Practice
Behavior Analyst
Behavior Modification
Journal of Applied Behavior Analysis
Journal of the Experimental Analysis of Behavior
Research in Developmental Disabilities

Suggested APA Resources:

Web-based resources: http://www.apastyle.org/ or
http://www.wooster.edu/psychology/apa-crib.html or
http://webster.commnet.edu/apa/ or
http://owl.english.purdue.edu/owl/resource/560/01/ or
http://www.wisc.edu/writing/Handbook/DocAPA.html

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.