**Auburn University**

# Department of Special Education, Rehabilitation, and Counseling

Instructor: Dr. Doris Hill

**1**. **COURSE NUMBER**: RSED 7420

**Title:**  Research into Practice

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Day/Time:** May 23-25 8:00-Noon Haley Center 3324

May 26-27 7:30-Noon TBA and Richland Elementary

May 31-June 24 7:30-Noon Richland Elementary

June 27 7:30-TBD Richland Elementary

**Place:** Haley Center/Richland Elementary

**Instructor contact information:**

Doris Hill

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**2. DATE SYLLABUS PREPARED:** May 2016

**3. COURSE DESCRIPTION:** The purpose of this course is to apply instructional and behavioral research into practice through clinical involvement with students who have autism spectrum disorder and other developmental disabilities.

**4. COURSE OBJECTIVES:** Upon completion of this course, students will be able to:

1. Develop an academic plan for a student with a disability.
2. Demonstrate knowledge of and implement research validated academic interventions and strategies with students with disabilities.
3. Demonstrate knowledge of and implement research validated social/behavioral interventions and strategies with students with disabilities
4. Demonstrate knowledge of and implement a system of behavior recording with students with disabilities.
5. Demonstrate knowledge of and implement systematic data collection and graphic analysis of data with students with disabilities.
6. Use data to write a progress report for students with disabilities.

**5. TENTATIVE COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| Class | Topics | Place |
| May 23 | Overview of summer program policies and procedures | Haley Center Rm 3324  8-11:30am |
| May 24 | Positive Behavior Interventions & Supports | Haley Center Rm 3324  8-11:30 |
| May 25 | Instructional Strategies  Systematic Data Collection  **Parent Meeting Plan Due** | Haley Center 3324  8-11:30am |
| May 26 | Load materials for transport to Richland El. | Sun Storage and Richland  **Parent Meeting** |
| May 27 | Set up classroom for summer program  In-class training | Richland Elementary 8-11:30am  Richland Elementary  8am **until classroom is complete** |
| May 31 | Summer Program Implementation May 31-June 24 | Richland Elementary 7:30-12:00 PM |
| June 5 | Paper Outline and Articles Due | Richland Elementary |
| June 27 | ESY clean up and return of equipment to storage | Richland Elementary and Sun Storage |
| June 29 | Research Reflection Paper Due 8 am  2 Autism Internet Modules due | Dawson Building |

**6. COURSE REQUIREMENTS**:

Course Assignments

1. **Parent Meeting Schedule and Plan (5 points):** There will be a parent meeting on May 26 from5-6 PM. Certified and Pre- service teachers will meet with all of the students enrolled in the class. The purpose of this meeting is to familiarize parents and students with the school and their classroom. As a group, classroom personnel will develop a schedule and plan for welcoming parents and students as well an informing them of schedules and procedures that will be in place in the classroom. The group will turn in a typed plan that includes a schedule of activities, a description of each activity, and teacher/lead teacher responsibilities for each activity. You will be responsible for developing and turning in the plan for your classroom.
2. **Autism Internet Modules (5 points each): <http://autisminternetmodules.org>** Complete two AIM modules with a score of 80% or better and turn in the record for credit. The topic should be related to and intervention or method used in your classroom related to the summer program.

3 **Observation of Teaching (30 points):** Supervisors will conduct one teaching observation throughout the 5-week period. The average PEPE rating will be multiplied by 10. Average ratings that are above 3 will result in extra points to be added into one’s grade.

**4 Research Paper Outline and Articles (5 points):**  Each student will identify 3 research articles associated with her/his research paper topic. An outline of the paper and hard copies of the articles will be turned in for approval prior to completion of the reflection paper.

**5. Research Reflection Paper (50 points):** Each student will choose a research-validated intervention or strategy (used within the summer program) and write a research reflection paper. The paper will be graded according to the rubric attached to the syllabus. This paper must include the following:

* Introduction
* Minimum of 4 pages (1200 words) synthesizing at **least 3 research articles** regarding the chosen intervention or strategy
* Minimum of 1 page (300 words) describing how the intervention **was used in the summer program**
* Minimum of 1 page (300 words) describing how the implementation of the intervention was consistent or inconsistent with research and suggestions for future implementations of the intervention or strategy.
* Conclusion

|  |  |
| --- | --- |
| Parent meeting plan  Autism Internet Module  Paper outline and 3 articles  Observations of teaching  Research Reflection Paper | 5 pts  10 pts  5 pts.  30 pts  50 pts |
| Total | 100 pts |

A=90-100,

B=80-89,

C=70-79,

D=60-69,

F=59 and below

1. **CLASS POLICY STATEMENTS:**

**Attendance:** The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub**)**

**Assignments:** All assignments should be typed and prepared in a professional manner (e.g., neat, correct grammar, spelling), following APA guidelines. Additionally, assignments are due on the date listed in the syllabus. **There is no credit for late assignments; any assignment turned in after the class period on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences.

**Make-up Exams:** Make-up exams will be given for University-approved excuses as outlined in the *Tiger Cub* (p.74).

**Accommodations for Students with Disabilities:** Students with documented disabilities are entitled to reasonable accommodations under federal laws. As such, students who need accommodations are asked to arrange a meeting the first week of classes (or as soon as possible) with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT). They will inform you of the procedures to be followed for eligibility consideration.

**Honesty Code:** Students are expected to respect and follow the Honesty Code of Auburn

University.

RSED 7420 Grading Rubric for Parent Schedule and Plan (Total 5 points)

|  |  |  |
| --- | --- | --- |
| Category | 1 Point per category | 0 points |
| Schedule developed | Specific activities and items scheduled in a logical manner | No schedule or not legible/logical |
| Procedures defined | Procedures for arrival, dismissal, communicating with parents described | Not provided or not legible/logical |
| Detailed description of each scheduled activity | Each activity described and materials required | Not provided or not legible/logical |
| Responsibility for each activity assigned | Specific team member designated for each activity | Not provided |
| Turned in on or before May 30th in typed format | On time and typed | Late, hand written, or not turned in |

Grading Rubric for Research Paper Outline and Articles (Total 5 points)

|  |  |
| --- | --- |
| Category | Points |
| Research articles | 1point for each article turned in- hard copy (total 3 points) |
| Outline complete | Outline includes introduction, articles, and summary (1 point) |
| Turned in by June 15th | Turned in on time (1 point) |
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| --- | --- | --- | --- | --- |
| **Paper Requirements** | | | | **No** |
| All articles cited are from scholarly journals | | | | **Assign 0** |
| Paper consists of original work. No more than four continuous words from another work are included. | | | | **Assign 0** |
| **Category** | **10 Points** | **8 Points** | **4-6 Points** | **0-2 Point** |
| **Citations, writing conventions according to APA 5th ed., grammar, spelling, and person first language** | 4 or fewer errors | 5-9 errors | 10-14 errors | 15 or more |
| **Introduction** | Introduction clearly states the topic, provides the reader with information about paper’s organization |  | Introduction clearly states the topic, but does not include information about how the paper will be organized. | Topic is unclear, no information about paper’s organization. |
| **Review of the literature written in own words, w/o direct quotation** | Accurate, clear description of implementation. Relevant text included on four entire pages without quotation. | Accurate, clear description of implementation. Relevant text is included on 3, but less than 4 pages without quotation | Description of implementation is lacking in detail, or unclear. Relevant text included on three pages without quotation. | Relevant text is one page or less  Includes quotation(s) |
| **A description of intervention implementation in summer program** | Accurate, clear and detailed description of implementation in the summer program. Whole page. | Accurate, clear and detailed description of implementation in the summer program.  ¾ of a page. | Description of implementation in the summer program unclear or inaccurate Whole page. | Relevant text is included on less than ¾ of a page. |
| **Description of how the implementation consistent with research, suggestions for future implementation** | Accurate, clear and detailed description of the extent to which implementation was consistent. At least one logical suggestion for future implementation. Relevant text included on one whole page. | Accurate, clear and detailed description of the extent to which implementation was consistent. At least 1 logical suggestion for future implementation. Relevant text is included at least ¾ of a page. | Description of the extent to which implementation was consistent with research is unclear or inaccurate, OR no suggestion for future implementation. Relevant text is included at least ¾ of a page | Relevant text is less than ¾ of page. |
| **Conclusion** | Logical , includes summary |  | No summary. | No conclusion |