COURSE: EDSP 625  
TITLE: Seminar: Severe Disabilities  
INSTRUCTOR: Dr. Frances Kohl  
SEMESTER: Fall, 2016  
TIME: 4:15 PM  
PLACE: 1224 Benjamin (Conference Room)  
OFFICE PHONE: 301.405.6490  
OFFICE: Room 1240D Benjamin Building  
MAILBOX: Room 3104 (CHSE Department – 3rd floor)  
E-MAIL: flkohl@umd.edu  
CANVAS: Send all Uploaded files to CANVAS as: LastNameFirstName.AssignmentName.Date

DESCRIPTION: This course is a required graduate seminar in the area of severe disabilities. It is designed to give graduate students a better understanding of the nature, purpose, and components of empirical research as they explore current and controversial areas of investigation in the field. Through the development of a content literature review in an evidenced-based instructional area of interest, each student will further develop his/her research skills by identifying a relevant instructional research area, posing a purposeful question, critiquing available literature, compiling a concise review of the literature, and discussing current/timely knowledge on the instructional area and presenting areas of future research. Students will also have the opportunity to orally present their content review of an evidenced based instructional procedure via a PPT presentation to class members and lead a discussion. As a result, this course prepares research-based and reflective professionals in the field of special education.

NOTE: A paper or requirement from another course cannot be used to fulfill a requirement in this course. All assignments are due on the date indicated by course time at 4:15.

Literature reviews will follow the style of APA, specifically: Publication manual of the American Psychological Association. Washington, D.C.: American Psychological Association, 2009 (6th edition). Specific APA style guideline information (APA Handouts 1 through 8) is available on CANVAS and you can refer to:

http://www.lib.umd.edu/uesguides/citingapa  OR  
http://owl.english.purdue.edu/owl/resource/560/01/

Please NOTE: All UMD student policies and resources are posted at: http://www.ugst.umd.edu/courserelatedpolicies.html
GRADING: Course grades will be based on the following assignments (all uploaded on CANVAS except the COE Title Page & Approved Program form and due on the following dates:

a) Review Topic
   point 09/05/16
b) Practice Outline
   points 09/12/16
c) Practice Article Description
   2 points 09/19/16
d) 10 Abstracts & Reference List
   10 points 10/10/16
e) Review Outline
   points 10/10/16
f) Review of Literature (complete first draft)
   40 points 11/07/16
g) College of Education Title Page (paper copy)
   0 points 11/21/16
h) Double Count Inclusion Form (paper copy)
   0 points 11/14/16
i) Master’s Approved Program of Study (paper)
   0 points 12/05/16
j) Oral Presentation/PPT/Discussion
   15 points 12/05/16 & 12/12/16
k) Review of Literature (revised second draft)
   20 points 12/12/16

Total: 100 POINTS

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Attendance Policy: Attendance and in-class participation are ongoing requirements. Therefore, attendance is recorded for each class and included in evaluation. University policy excuses the absences of students for religious observances, mandatory military obligation, illness of the student or illness of an immediate family member, participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control (e.g., death in the family, required court appearance).

Accommodations for Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact Dr. Kohl immediately. Any accommodations must be explained in writing with specific detail and handed in the second night of class.

Academic Integrity: The University of Maryland has a nationally recognized Code of Academic Integrity. The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. There are many ways that academic dishonesty can manifest in a University setting. The Code of Academic Integrity defines four major types of Academic Dishonesty, as described below.

CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The UMD Student Honor Council has detailed information. For any course specific standards for academic integrity, please see your course syllabus or speak to your course instructor. On every examination, paper, or other academic exercise not specifically exempted by the instructor, you are expected to write by hand and sign the following pledge: I pledge on my honor that I have not given or received any unauthorized assistance on this examination. Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge.

Technology Use Policy: While UMD recognizes students’ need for educational technological devices, the use of cellular phones during class time is not permissible. All phones must be turned off and put away in purses, backpacks, etc. during class. Laptop computers are allowed in class, but for professional reasons only including taking notes, use of CANVAS, or investigating professional websites. Absolutely no text messaging or unprofessional use of a laptop (checking emails) during class will be tolerated. You will be asked to leave the class and receive an unexcused absence.

Course Schedule EDSP 625 - Fall, 2016

08/29/16 Course Requirements
  Overview/Review of Experimental Research – PPT #1
  Topic Selection Information (see Review of Literature Topic Selection 9/05/16)
  APA Requirements – Refer to APA Handouts #1-8 on CANVAS

09/05/16 No Class – Labor Day

Assignment Due: Content Review of Literature - Topic Selection (1 point)
Prepare a written narrative explanation (paragraph) of your review of literature topic. A paper from another course or university requirement cannot be used. Focus or narrow your topic as much as possible by addressing the following (if relevant):

a. What is the purpose of your review of the literature? You must select a timely/current, evidenced-based, instructional intervention for students with severe disabilities.

b. What specific instructional intervention will you focus on (e.g., time delay, prompt delivery systems, prompt fading, Pivotal Response Training (PRT), social stories, sensory integration therapies, peer-mediated interventions, video modeling, social skills interventions, computer/technology-aided instruction, visual schedules, visual task analyses, generalization, self-monitoring strategies, etc.)?
c. Are you interested in a specific age range (e.g., preschool, elementary, adolescents, adults)?
d. Will you focus on a specific content area (e.g., functional skills, behavior management, self-monitoring of behaviors, vocational instruction, leisure skills, communication, self-determination, reading instruction, math instruction)?

Upload file to CANVAS as: LastNameFirstName.Topic.Date by 4:15 on 09/05/16.

09/12/16 Class - Topic: Literature Review Format and APA Outline Requirements – PPT #2

Assignment Due: Read & Outline a Selected Review of Literature (Practice Outline) (2 pts)
1. Go to CANVAS under “Files” - find “EDSP 625 Reviews of Literature”.
2. Select and read ONE review of literature of interest to you or aligned to your topic of interest.
3. Review Appendix A that provides evaluative criteria when reading reviews of the literature.
4. Working backwards (!), prepare an outline of your selected review of literature using APA conventional outline format. Information on APA outline format is found on CANVAS under: EDSP 625 APA Handouts - APA Handout #2. Examples of an outline of a review of the literature is found on CANVAS under: Course Documents - Example: Practice Outline #1 & #2.

Upload file to CANVAS as: LastNameFirstName.PracticeOutline.Date by 4:15 on 09/12/16.

09/19/16 No Class – Library Investigation

Assignment Due: Article Content Description (Practice Assignment) (2 points)
Thoroughly read the research article by Sableiny and Cannella-Malone (2014) found on CANVAS under Course Documents. Write a content description (1-3 paragraphs) of the research article to include authors (year) in APA citation style, purpose, participants (number, age, gender), design, dependent measures, independent variable procedures, results, and discussion/comments.

Upload file to CANVAS as: LastNameFirstName.ContentDescription.Date by 4:15 on 09/19/16.

09/26/16 No Class - Library Investigation

10/03/16 Class - Topic: Discussion of Review of Literature Outline, Abstract Assignment, and COE Title Page

10/10/16 No Class

Assignments Due: Review of Literature Abstracts, Reference List, and Outline (20 points)
1. Prepare: (a) a minimum of 10 abstracts to be cited and discussed in your review and (b) prepare an APA style reference list of all articles selected for inclusion in your review of literature (refer to APA Handouts #6, 7, and 8 on CANVAS for information on constructing a reference list). Each abstract should be approximately one page in length and the reference (full citation) must be provided at the top of the page and presented in APA format. Abstracts can be single spaced, but the reference list must be doubled spaced. Appendix B presents a format to be used for preparing your research abstracts on studies that use true/quasi/single case experimental designs (NOTE: Appendix B format is not to be used with qualitative research articles). Information in Appendix C should be used to evaluate each research article to assist you in completing the abstract and writing your review of literature. All 10 abstracts and the reference list must be in one file (not 10 separate files!).

Upload file of 10 abstracts to CANVAS as: LastNameFirstName.Abstracts&ReferenceList.Date by 4:15 on 10/10/16.

2. Prepare an outline of your literature review that is approximately two pages in length.
Include (a) the title of your literature review at the top of the page, (b) APA major headings (method, review of literature, conclusion) and subheadings to be used in your review - refer to APA Handout #3 on CANVAS, (c) a brief delineation of the content to be covered under each heading and subheading; and (d) include research article citations under the appropriate headings and subheadings (i.e., where will each research article be discussed?). Refer to the outline example on CANVAS under “Course Documents” - Example. Review Outline. Upload file to CANVAS as: LastNameFirstName.ReviewOutline.Date by 4:15 on 10/10/16.

10/17/16  No Class: Library research and writing of literature review. Individual conference on Draft 1, if requested.

10/24/16 No Class: Library research and writing of literature review. Individual conference on Draft 1, if requested.

10/31/16 No Class: Library research and writing of literature review. Individual conference on Draft 1, if requested.

11/07/16  No Class

Assignments Due: Review of Literature Draft 1
The first draft of the Literature Review is due; evaluation criteria are delineated in Appendix A. The review must be a minimum of 15 pages in length (excluding references), written in past tense (since the research has been implemented), and include a reference list of 10 or more recent (less than 10 years old unless approved) research citations on the topic. The paper will not be read and evaluated unless it is complete with ALL six required sections (see below). The evaluation rubric is presented in Appendix D.

The first draft must include the following six sections:
1. APA title page with header
2. Introduction of the topic
3. Methods section on how research articles were obtained and selected
4. Review of Literature (with appropriate headings and sub-headings)
5. Conclusions of findings across all research studies and future research needs
6. References

Upload file of items 1-6 to CANVAS as: LastNameFirstName.ReviewDraft1.Date by 4:15 on 11/07/16.

11/14/16 Class - Topic: Discussion of PPT Assignment, Graduation Application, Master’s Approved Program form; and Inclusion of Credit Form (completed in class) PPT #3

Assignments Due: College of Education Title Page
The College of Education (COE) Title Page (blank form and example are found on CANVAS under EDSP 625 – Graduation Requirements) is a graduation requirement. You must complete the form, print it, sign it, and give to Dr. Kohl in class on 11/14/16. The Inclusion of Credit Form will be completed in class.

Important NOTE: Failure to sign and turn in COE Title Page and Inclusion of Credit Form (completed in class) by Monday, November 14, 2016 will delay graduation until August, 2017.
11/21/16  No Class – Thanksgiving

11/28/16  No Class - PPT Preparation
12/05/16  Class PPT Presentations – Group #1

Assignment Due: Oral PPT Presentation1 AND Master’s Approved Program Form
Each student is responsible for presenting his/her review of the literature findings on a specific evidenced based procedure to class members via a PowerPoint presentation. Students will be evaluated on presenter style, content of presentation, and materials (see Appendix E). Specific dates/times of the presentation will be assigned randomly and posted two weeks before the first presentation. The presentation should be approximately 15 minutes and include:

a. Overview/definition of the topic/evidenced based procedure;
b. Rationale/purpose for selecting the topic - you can get professionally personal;
c. Salient research studies with a brief description/discussion of the findings (this should be short – don’t present long dissertations on each study); and most importantly,
d. Discussion of research findings, instructional implications in general, and how the findings of your review relate to your teaching interests; and

e. List of references (in correct APA style) on last slide.

1Upload PPT presentation to CANVAS at least one day in advance of presentation to Dr. Kohl to make ready for the presentation.

Some pointers on developing your PPT presentation:
1. Make your presentation entertaining/fun – I don’t want my last two weeks with you to be boring!
2. You can use video clips or any type of visuals embedded in your presentation if appropriate. Show off your technology skills (put me to shame). If embedding videos/visuals in the presentation, you must have parent permission unless videos are taken from the internet.
3. Simplify and limit the number of words on each PPT slide. Use key phrases and include only essential information.
4. Keep the presentation to 15 minutes. Too short, you lose points; too long, I will stop you.
5. When discussing a research article on any slide, always provide the citation (authors and year)
6. Try not to read your slides – practice! Show enthusiasm for the subject and content.
7. When discussing the participants in any study, refer to them as students (not kids).
5. Think about what information will be useful/informative for your peers in the class.
6. You can conclude with one fact, statement, idea, etc. that you liked, learned, or plan to implement regarding your topic and why.
8. Practice with someone who has not seen your presentation. Ask for honest feedback about colors, content, display, and any effects or graphical images you’ve included.

May, 2017 Graduates:

COE Title Page (paper copy) due in class: Monday, November 14, 2016
Grad School Inclusion of Credit Form (completed in class): Monday, November 14, 2016
Master’s Approved Program form (paper copy) due in class: Monday, December 5, 2016
Application for Graduation (online) due: February 1, 2017

NOTE: Failure to submit forms by due dates will delay graduation until August, 2017.

12/12/16  Class PPT Presentations – Group #2
Assignment Due: Literature Review Draft 2
Upload file to CANVAS as: LastNameFirstName.ReviewDraft2.Date on or before Monday, December 12, 2016 at 4:15.
APPENDIX A
Evaluation Criteria for Literature Reviews

1. Is the purpose of the review adequately stated in the introduction?

2. Are definitions of terms provided clearly and sufficiently in the introduction section?

3. Is the research article discovery well defined (e.g., descriptors, current studies, journals)?

3. From the introduction, is there a clear idea of the review's organization? Is the organization delineated in the introduction (advanced organizer)?

4. Are individually reviewed studies analyzed thoroughly? Is sufficient information presented?

5. Are citations sufficient and clear? Is APA style correct?

6. Is the content of the review understandable?

7. Are statements referenced sufficiently?

8. Can any author bias be detected?

9. Are there adequate headings and subheadings?

10. Are future research needs delineated?

11. Does the author summarize or conclude appropriately?

12. What are the conclusions drawn from the review?

13. Is APA style adhered to throughout the document?

14. Is the reference list complete, accurate, and not bibliographical?

15. Does the title reflect the manuscript's content?
Appendix B
Abstract Format Guideline: Experimental Research

Review Topic:
Abstract #:

1. Full citation (APA style):

2. Research Question(s)/Purpose:

3. Method
   a. Participants & Setting:

   b. Design:

   c. Dependent Variable/Data Collection:

   d. Procedures/Intervention/Independent Variable:

4. Results:

5. Authors’ Discussion/Implications:

Critique of the study:
APPENDIX C
Sample Criteria for Evaluation of Research Studies

1. Is there an adequate purpose? Is there a theoretical/literature base evident?

2. How is the research problem operationalized/defined?

3. Is each participant described thoroughly? Is the experimental setting described thoroughly?

4. What is/are the independent variable(s)? Are operational definitions adequate? Can you follow the procedures?

5. What is/are the dependent variable(s)? Are operational definitions adequate? Can you understand the procedures?

6. What is the experimental design? Is it adequately defined and referenced?

7. How are data collected? What statistical procedure, if any, is used to test experimental design?

8. Are reliability measures (interrater; procedural integrity) for dependent variables established?

9. Is validity established (e.g., internal, external, procedural measures)?

10. How feasible is replication?

11. Do results reflect appropriate analysis of data?

12. Are conclusions and discussion statements compatible with results?
# Literature Review Rubric

Name:  
Title:  
Date Submitted: ________________ ________________

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**Total Points:** ________________ **Total Points:** ________________

Comments:
APPENDIX E
EDSP 625 Oral PPT Presentation

STUDENT__________________________DATE______________

TOPIC _________________________________

I. Overall the presenter:
   A. Was clear and concise - + ++
   B. Was organized and well prepared + ++
   C. Related well to the audience + ++
   D. Enthusiastic about subject matter + ++

   Comments:

II. Overall the information presented was:
   A. Informative + ++
   B. Understandable + ++
   C. Thorough + ++

   Comments:

III. PowerPoint was:
   A. Informative + ++
   B. Clear and neat + ++
   C. Helpful + ++
   D. __________ + ++

   Comments:

ADDITIONAL COMMENTS: