

Instructor/TA Info

Instructor Information

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Course Information

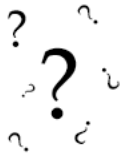
Description

Course Overview: CPSE 673 is a graduate-level course designed to provide students with a comprehensive understanding of single subject research design in the field of education and related disciplines. This course emphasizes the development of research skills, critical thinking, and practical application in designing and conducting single subject research studies. IT follows the items lists on the BCBA task list.

Prerequisites

Graduate student status

Materials

Item	Price (new)	Price (used)
 <u>Single-Case Designs for Educational Research - Required</u> by Kennedy, C	113.35	85.00

Learning Outcomes

Overview

The goal of this course is to provide students with the knowledge and skills required to conduct applied behavior analytic research and classroom-based research; and to be educated consumers of research. The scientist-practitioner is an important type of professional. Action research and data-based decision making are still relatively new in applied, but single case research can provide the new methodology. There is a need for empirical verification of instruction and other practices.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grading will be completed in a timely manner by the professor. Any questions about grading can be discussed with the professor.

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Participation Policy

Participation is a crucial aspect of this course, as it contributes to a collaborative and engaging learning environment. This participation policy outlines the expectations and guidelines for student involvement in CPSE 673.

1. Attendance: 1.1. Regular attendance is expected in all scheduled course sessions.
2. Active Engagement: 2.1. Active engagement in class discussions, group activities, and collaborative projects is essential. Students are encouraged to ask questions, share insights, and participate actively during class. 2.2. Engage respectfully with your fellow classmates, valuing diverse perspectives and fostering a supportive learning community.
3. Preparation: 3.1. Come to class prepared by completing assigned readings, homework, and assignments prior to each session. 3.2. Be ready to contribute to discussions and provide informed responses to questions posed by the instructor and classmates.
4. Inclusivity and Respect: 4.1. Respect the diversity of perspectives and experiences within the class. Create an inclusive and respectful environment for all students. 4.2. Avoid disruptive behavior or offensive language during class sessions.
5. Assessment of Participation: 5.1. Participation will be assessed based on the quality and frequency of your contributions to class discussions, group activities, and interactions. 5.2. The instructor will provide feedback on your participation periodically throughout the course
6. Accommodations: 6.1. If you require accommodations due to a documented disability or other circumstances, please contact the instructor to make the necessary arrangements.
7. Changes to the Participation Policy: 7.1. The instructor reserves the right to make changes to the participation policy, and any modifications will be communicated to the class in a timely manner.

Please reach out to the instructor if you have any questions or concerns regarding this participation policy. Your commitment to active engagement and collaboration is appreciated and valued.

Attendance Policy

It is expected that you will be on time and prepared for class each time. Simply emailing the professor you will be absent while helpful does not constitute an "excused" absence. Excessive late arrival to class (more than 3 times) or absences may impact your final grade.

Assignments

Assignment Descriptions

Quiz 1

Sep
17

Due: Sunday, Sep 17 at 11:59 pm

Quiz 2

Sep
24

Due: Sunday, Sep 24 at 11:59 pm

Quiz 3

Oct
01

Due: Sunday, Oct 01 at 11:59 pm

Chapter 6-7

Quiz 4

Oct
08

Due: Sunday, Oct 08 at 11:59 pm

Quiz 5

Oct
15

Due: Sunday, Oct 15 at 11:59 pm

Quiz 6

Oct**22**

Quiz 7 Due: Sunday, Oct 22 at 11:59 pm

Oct**29**Due: Sunday, Oct 29 at 11:59 pm

Quiz 8

Nov**05**Due: Sunday, Nov 05 at 11:59 pm

Midterm

Nov**05**Due: Sunday, Nov 05 at 11:59 pm

Quiz 9

Nov**19**Due: Sunday, Nov 19 at 11:59 pm

Visual Analysis website activity

Nov**26**Due: Sunday, Nov 26 at 11:59 pm

create an account and complete the visual analysis activity on <https://www.singlecase.org/#>

Use class code: CPSE673

You will complete all the activities on the website

Quiz 10

Nov**26**Due: Sunday, Nov 26 at 11:59 pm

CITI Training

Nov**27**Due: Monday, Nov 27 at 11:59 pm

Complete the CITI training required by BYU. Instructions can be found here. <https://irb.byu.edu/citi-training> (<https://irb.byu.edu/citi-training>). Please upload your certificate once you have completed the training.

Quiz 11

Dec**03**Due: Sunday, Dec 03 at 11:59 pm

Quiz 12

Dec**10**Due: Sunday, Dec 10 at 11:59 pm

Final Project

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

FinalDec
14

Due: Thursday, Dec 14 at 11:59 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Content	Topic and Readings	Assignments
Week 1			

Week 1			
M Sep 11 Monday		No Readings Course introduction	Quiz 1 Opens
Sa Sep 16 Saturday			
Su Sep 17 Sunday			Quiz 1 Closes
Week 2			
M Sep 18 Monday	Introduction to course content. Experimental research. History of single-case research designs. Measuring Behavior.	Kennedy Chapters 1-2 Discussion: Skinner (1981) Nate	Quiz 2 Opens
Su Sep 24 Sunday			Quiz 2 Closes
Week 3			
M Sep 25 Monday	Strategic issues Variables Baselines Functional relations Replication Experimental questions Event Recording Choice measures	Kennedy Chapters 3-5 Discussion: Baer, Wolf, Risley (1968) Murff	Quiz 3 Opens
Su Oct 01 Sunday			Quiz 3 Closes
Week 4			
M Oct 02 Monday	Measurement Continuous recording Quantifying behavior	Karla Kennedy, Chapters 6-7 Discussion: Daly, Witt, Martens & Dool (1997)	Quiz 4 Opens
Su Oct 08 Sunday			Quiz 4 Closes
Week 5			
M Oct 09 Monday	Measurement Interobserver agreement Treatment integrity	Kennedy, Chapter 8 Discussion: Sanetti et al 2012 Vivian	Quiz 5 Opens
Su Oct 15 Sunday			Quiz 5 Closes
Week 6			
M Oct 16 Monday	Withdrawal/Reversal Design Tactics	Kennedy, Chapter 9 Discussion: Hall, Lund, Jackson (1968) Charlotte	Quiz 6 Opens
Su Oct 22 Sunday			Quiz 6 Closes
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week /			
M Oct 23 Monday	Alternating treatments and multielement designs	Kennedy, Chapter 10	Midterm Opens Quiz 7 Opens
Su Oct 29 Sunday			Quiz 7 Closes
Week 8			
M Oct 30 Monday	Multiple baseline and multiple probe designs	Kennedy, Chapter 11 Discussion: Kellems Et al 2016- Multi Step Math PK	Quiz 8 Opens
Su Nov 05 Sunday			Quiz 8 Closes Midterm Closes
Week 9			
M Nov 06 Monday	Repeated acquisition designs, changing criterion designs, and brief experimental designs	Gem Kennedy, Chapter 12-13 Hartmann & Hall, 1976 Discussion: Daly, et al. (2006)	
Su Nov 12 Sunday			
Week 10			
M Nov 13 Monday			Quiz 9 Opens
Su Nov 19 Sunday			Quiz 9 Closes
Week 11			
M Nov 20 Monday	Combined design tactics Graphing and visual analysis	Jess Kennedy, Chapter 14 Barnett, Daly, Jones & Lentz (2004) Discussion: Reed & Kaplan (2011) Kennedy, Chapter 15 Discussion: Reicklow et al. (2010); Hochdorfer (2010) Allison	Quiz 10 Opens
Su Nov 26 Sunday			Quiz 10 Closes Visual Analysis website activity
Week 12			
M Nov 27 Monday	How to Graph Data Visual analysis, Descriptive and inferential methods for summarizing data Social validity and research ethics	Kennedy, Chapter 16 Wolf (1978) Discussion Fawcett (1991) Gem	Quiz 11 Opens
Su Dec 03 Sunday			Quiz 11 Closes
Week 13			

M Dec 04 Monday	Identifying evidence-based practice (EBP) Synthesis of single-case studies Measurement and EBP	Allison IES Standards Document (WWC SCD) WWC SCD Key Criteria Parker et al. (2011) Discussion: Horner et al (2005) Discussion: Smith: et al (2013)	Quiz 12 Opens
Su Dec 10 Sunday			Quiz 12 Closes
Week 14			
M Dec 11 Monday	Component analysis Parametric analysis	Nate Ward-Horner & Sturmey, 2010 Twohig & Woods, 2011 Reed et al., 2011	Final Opens
Th Dec 14 Thursday	Last Day of Class		Final Closes
Week 15			
M Dec 18 Monday	Final Exam Day		