Affordable Materials Grants, Round 20:

Continuous Improvement Grants

(Fall 2021-Fall 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 20 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r20).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 20 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on December 10, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just leave the submitter blank.*

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| --- | --- |
| Requested information | Answer |
| Institution | University of West Georgia |
| Applicant name | Elizabeth M. Pope, Ph.D. |
| Applicant email | [epope@westga.edu](mailto:epope@westga.edu) |
| Applicant position/title | Assistant Professor of Educational Research |
| Submitter name |  |
| Submitter email |  |
| Submitter position/title |  |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

|  |  |  |
| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | Elizabeth M. Pope | [epope@westga.edu](mailto:epope@westga.edu) |
| Team member 2 | Phillip D. Grant, Jr. | [pgrant@westga.edu](mailto:pgrant@westga.edu) |
| Team member 3 | James Raymond Schwab | [jschwab@westga.edu](mailto:jschwab@westga.edu) |
| Team member 4 | Marsha Simon | [msimon@westga.edu](mailto:msimon@westga.edu) |
| Team member 5 |  |  |

If you have any more team members to add, please enter their names and email addresses in the text box below.

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# Project Information

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| Requested information | Answer |
| Type of Project | * Creation of ancillaries for existing ALMs/free courses * Replacement of current ALMs in courses with new/better ALMs |
| Requested Amount of Funding  *$10,000 maximum total award per grant* | $8,000 |
| Course Titles and Course Numbers | SPED 7782 – Directed Research Readings in Special Education |
| Final Semester of Project | Summer 2022 |
| Currently Existing Resource(s) to be Revised/Ancillaries Created | [Applied Behavior Analysis for Teachers](https://slideplayer.com/slide/4237253/)  [What is single subject research](https://www.youtube.com/watch?v=A1idx6djJlY)  [What is the Role of Single Subject Design](https://www.youtube.com/watch?v=NyLSQ7GMI2M)  [Operationally Definition of Behavior in a School Setting](https://www.thoughtco.com/operational-definition-of-behavior-3110867)  [The Effects of Choice on Assignment Completion and Percent Correct by a High School Student with a Learning Disability](https://muse.jhu.edu/article/244935)  [Using a Mobile Handheld Computer to Teach a Student with an Emotional and Behavioral Disorder to Self-Monitor Attention](https://muse.jhu.edu/article/251769/summary)  [Self-Management and Parents as Interventionists to Improve Homework Independence in Students With Autism Spectrum Disorders](https://www.tandfonline.com/doi/full/10.1080/1045988X.2014.954515?scroll=top&needAccess=true)  [A Function-Based Classroom Behavior Intervention Using Non-Contingent Reinforcement plus Response Cost](https://muse.jhu.edu/article/480380/pdf)  [Self-Monitoring for Elementary School Children with Serious Emotional Disturbances: Classroom Applications for Increased Academic Responding](https://www.jstor.org/stable/pdf/43153745.pdf)  [Improving Classroom Behavior by Modifying Task Difficulty: Effects of Increasing the Difficulty of Too-Easy Tasks](https://www.proquest.com/docview/218779856?pq-origsite=gscholar&fromopenview=true)  [Group Delivered Literacy-Based Behavioral Interventions for Children with Intellectual Disability](https://www.jstor.org/stable/pdf/23879966.pdf)  [The Effects of Dynamic Strategic Math on English Language Learners’ Word Problem Solving](https://journals.sagepub.com/doi/pdf/10.1177/0022466911416248)  [Effects of the Self-Directed IEP on Student Participation in Planning Meetings](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.966.3755&rep=rep1&type=pdf)  [A Strategy-Based Intervention to Improve Math Word Problem-Solving Skills of Students with Emotional and Behavioral Disorders](https://www.jstor.org/stable/pdf/42900133.pdf)  [Evaluating Generalization of Addition-Fact Fluency Using the Taped-Problems Procedure in a Second-Grade Classroom](https://link.springer.com/article/10.1007/s10864-011-9126-9)  [How do students prepare in the pre-class setting of a flipped undergraduate math course? A latent profile analysis of learning behavior and the impact of achievement goals](https://link.springer.com/content/pdf/10.1007/s10882-010-9220-2.pdf)  [The effects of a token economy employing instructional consequences for a third-grade student with learning disabilities: A data-based case study](https://www.jstor.org/stable/pdf/42899646.pdf)  [Effects of Numbered Heads Together on the Daily Quiz Scores and On-Task Behavior of Students with Disabilities](https://link.springer.com/article/10.1007/s10864-010-9108-3?no-acces=true)  [Increasing On-Task Behaviors of High School Students with Attention Deficit Hyperactivity Disorder: Is it Enough?](https://www.jstor.org/stable/pdf/42900063.pdf)  [Error self-correction and spelling: improving the spelling accuracy of secondary students with disabilities in written expression](https://link.springer.com/article/10.1007/s10864-007-9041-2)  [A Comparison of Simultaneous Prompting and Constant Time Delay Procedures in Teaching State Capitals](https://link.springer.com/content/pdf/10.1007/s10864-011-9127-8.pdf)  [Application of the Changing-Criterion Design in Special Education](https://journals.sagepub.com/doi/pdf/10.1177/002246698201600310)  [Planned Activities Training for Mothers of Children with Developmental Disabilities: Community Generalization and Follow-up](https://journals.sagepub.com/doi/pdf/10.1177/01454455960204003)  [The Changing Criterion Design](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1312042/pdf/jaba00054-0159.pdf)  [Using Repeated Reading to Improve Reading Speed and Comprehension in Students with Visual Impairments](https://www.proquest.com/docview/1442480752?pq-origsite=gscholar&fromopenview=true) |

# Project Goals

*In at least one paragraph, describe your project’s goals and what materials will be created or revised.*

The purpose of this collaborative project is to create ancillary materials for an existing no-cost graduate-level course designed for Education Specialist in Special Education students at the University of West Georgia. We will begin this process by selecting an e-book from our library’s catalogue, which has an unlimited-use license. We will also create new screencasts, updated quizzes, locate new relevant example studies, and locate other free web-based resources, like YouTube videos. At the conclusion of this project, our existing no-cost course will receive its first major update since 2014.

# Action Plan

*Describe the tasks needed to complete the project in as much detail as possible. If this application has more than one team member, include the major roles for each person and which tasks this role is assigned. Estimate the amount of time (e.g. number of hours) each task will take. Include plans for open licensing and plans for making your materials accessible. Indicate if you are using other platforms in addition to the repository to host your created materials.*

SPED 7782, Directed Research Readings in Special Education, is a course that introduces students to single-subject research in special education. The course provides in-depth readings of research articles related to special education practices with a focus on teaching the students to design and conduct a single-subject research project following one of four methodologies covered in the course. There are no prerequisites for the course, so the course also teaches students about research generally before moving into the specifics of single-subject research. Therefore, the course is complex, comprehensive, and requires an immense amount of intentional planning and design for instructors to guide students through the material in a coherent manner. Throughout the semester, students work to create a proposal for a research study they would like to conduct as a class project using a single-subject design of their choice. This project ultimately results in the capstone project for the Education Specialist degree. The assignments and materials are designed to scaffold the creation of the proposal with instructor guidance throughout the semester.

The PI and co-PIs of this project will work as a collaborative team between two departments to divide the work to update all no-cost course materials for SPED 7782. Drs. Pope, Grant, and Simon are experienced in teaching educational research methods generally and Dr. Schwab is highly versed in single-subject research specifically. Therefore, while Drs. Pope, Grant, and Simon are methodological and pedagogical experts, Dr. Schwab is a subject matter and pedagogical expert. Drs. Pope, Grant, and Simon are faculty from the department of Leadership, Research, and School Improvement (LRS), while Dr. Schwab is a member of the Literacy and Special Education (LSE) department. The LRSI department frequently teaches research methods courses in many departments within the College of Education, including LSE. Additionally, each of the applicants for this grant have been teaching online for years and have taught SPED 7782 at least once. Because of this experience, each applicant is considered an instructional designer for this project. We expect these changes to occur over the Spring and Summer 2022 semesters and to take effect in Fall 2022.

After attending the kick off meeting on December 10th, we will begin the funding period by identifying an eBook textbook on single-subject research. Dr. Schwab has identified a textbook, *Single Case Research Methodology: Applications in Special Education and Behavioral Sciences* by Gast and Ledford (3rd ed.), which will be made available at no cost electronically to students through the University of West Georgia’s library. This title is a text published by Routledge and we have had success in the past acquiring an unlimited check-out ebook with funding from the library. Additionally, Drs. Schwab and Grant will identify published articles using each of the four single-subject designs covered in the course (ABAB, Multiple Baseline, Alternating Treatments, Changing Criterion) to include as required reading.

During this time, Dr. Pope and Dr. Simon will begin by gathering resources about research generally that may supplement the electronic textbook identified by Dr. Schwab and Dr. Grant. These resources will be journal articles, book chapters, videos, and webpages that are freely available online, often through the University of West Georgia library’s website. These resources will be an integral part of the course as no textbook is likely to have appropriate information about everything relevant for the course as the course covers such a deep range of materials.

Once all of the resources (e-textbook, journal articles, videos, and webpages) have been identified, Dr. Pope will load them into the University of West Georgia’s LMS: CourseDen (D2L Brightspace). We will use a “sandbox” CourseDen page created by the Center for Teaching and Learning. These “sandbox” pages are pages not directly linked to an in-session course but can be copied to any course at any time. This will allow Drs. Pope, Grant, Simon, and Schwab to design and edit a sample course without affecting students.

When loading the new resources into CourseDen, Dr. Pope will align them with the weekly modules. Each module takes students one week to complete. Aligning the new resources with the current content of the course will allow us to more efficiently identify old resources to be revised or replaced. Drs. Pope, Grant, Simon, and Schwab will each be assigned two modules. For each of our assigned modules we will update or create a screencast reviewing the module’s content (“What’s in Module X?”), an audio recorded mini-lecture for the module’s topic(s), self-evaluation quizzes for students to take before being able to move on to future modules, and upload “continuing education” materials (voluntary materials that guide students in further learning about a topic if they are interested in doing so). These voluntary materials will provide students with additional help on module content, research, and writing.

All modules will be organized into three sub-modules. The first will include all required readings and viewings for the module. The second will include all “continuing education” or voluntary materials. The third will provide links and instructions for all activities or assignments related to the module and corresponding with the course calendar.

The first module will provide students with a course overview and introduce them to single subject research. They will learn about how to write an introduction and research problem for a research study. After viewing the “What’s in Module 1” screencast by Dr. Simon, students will read an introductory chapter of a single subject research text and view an audio recorded mini-lecture by Dr. Simon. Students will take a syllabus quiz and participate in an introductory discussion post where they introduce themselves and identify a research problem that they would like to address about which they will write a proposal during the course. Resources to guide students on writing an introduction to their research topic will be provided.

The second module focuses on ABAB research designs, for which Dr. Grant will create a “What’s in Module 2” screencast and an audio recorded mini-lecture. Students will also learn how to operationally define a behavior. Students will read the chapter on ABAB designs and choose to read two articles chosen out of a pool of six provided articles, where the authors use this research design. Students will complete an ABAB design quiz. Additionally, Module 2 provides the students with guidance on writing single-subject research questions. Students will submit research questions and a draft of the introduction for review by the professor.

The third module introduces students to multiple baseline designs. Students will watch the “What’s in Module 3” screencast to introduce them to the module’s content, view a mini-lecture created by Dr. Grant, read a chapter from the textbook, and choose two articles from a pool of six articles on various topics in SPED that use this design. Students will also find a research article on their topic where the author uses multiple baseline designs that will later be incorporated into their literature review. Students will learn about data collection methods used in single subject research, such as sampling, instrumentation, and intervention planning. Module 3 also introduces students to conducting literature reviews and provides resources on what literature reviews are and how to write them. In the discussion for this module, students will define both conceptually and operationally the dependent variable that they wish to measure in their study.

The fourth module covers alternating treatments designs. Dr. Schwab will create a “What’s in Module 4” screencast and a mini-lecture introducing them to this research design. In addition, students will read two articles on the topic as well as a book chapter. At the end of the module, students will complete a quiz on alternating treatments designs. Students will turn in a brief literature review of 4-6 articles with research questions as part of their research proposal for review by the professor. In addition, students will post their research questions for feedback from peers and the professor.

The fifth module focuses on changing criterion design. Students will watch the “What’s in Module 5” screencast, a mini-lecture created by Dr. Schwab introducing them to this design, read the textbook chapter on changing criterion design, and read two research articles where the authors use changing criterion design. Students will learn about different interventions that can be used to address their area of concern. At the end of the module, students will participate in an asynchronous discussion to formatively assess their learning concerning designs. They will discuss the design they would like to use for their own research study with requirements to be specific about their data points.

The sixth module covers ethical considerations in educational research. Students will view a “What’s in Module 6” screencast and mini-lecture on research ethics created by Dr. Pope. Students will complete a CITI training course on research ethics and read a text chapter on sampling. At the end of the module, students will participate in an asynchronous discussion to formatively assess their learning concerning using interventions. Students will describe the intervention they intend to use in their research study and how it will be replicated.

The seventh module focuses on writing. Students will view a “What’s in Module 7” screencast and mini-lecture on writing created by Dr. Simon. Students will finish writing and submit a final draft of a proposal which engages a single subject research design to investigate the research problem that they have discussed during the semester.

# Timeline

*Provide a project timeline aligned with the action plan above. Include major milestones and deadlines, keeping in mind your selected Final Semester.*

* *Dec 10, 2021: Dr. Pope and Dr. Grant will attend Online Kickoff Meeting*
* *January – May 2022: Identify, evaluate, and compile new course materials and create new screencasts in virtual format.*
* *June 2022: Update syllabus and course schedule based on new materials and organize readings in Learning Management System.*
* *July 2022: Create assessment activities (quizzes, discussions, exams, assignments) based on new materials.*
* *July 2022: Write and submit final report.*

# Budget

The following budget will compensate the team members for the additional work of identifying and compiling quality materials to be used for SPED 7782 beginning in the Spring of 2022. Team members will need to complete this work in addition to their regular work duties of teaching, research, and service.

* Funding for Project Team Member Elizabeth Pope: $2,000 (Spring 2022 overload payments of $1,587 for salary and $413 for fringe)
* Funding for Project Team Member Phillip Grant: $2,000 (Spring 2022 overload payments of $1,587 for salary and $413 for fringe)
* Funding for Project Team Member James Schwab: $2,000 (Spring 2022 overload payments of $1,587 for salary and $413 for fringe)
* Funding for Project Team Member Marsha Simon: $2,000 (Spring 2022 overload payments of $1,587 for salary and $413 for fringe)

# Creative Commons Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the Request for Proposals.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| --- |
| Mary Alice Varga, Interim Department Chair for the Department of Leadership, Research, and School Improvement |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

*Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.*

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| Lara Willox, Interim Associate Dean, College of Education |