

is just an example of “guided notes” you could use in preparing for your 10-minute Short Presentation. If you prefer to use index cards, plain paper – do that! These are verbal presentations; no visuals needed; no PPT presentations needed.

SHORT PRESENTATIONS: 28 Points -7 points each			
10 minutes – Short Presentation		4 minutes – Questions from class	
#1 Topic (10/20) Interobserver Agreement/Reliability	#2 Topic (10/27) Validity	#3 Topic (11/3) Visual Analysis	#4 Topic (11/17) Statistical Analysis
Walker, B, Shippen, M., Alberto, Paul, . Houchins David E, , and Cihak, David F. (2005). Using the <i>expressive writing</i> program to improve the writing skills of high school students with learning disabilities. <i>Learning Disabilities Research & Practice</i> , 20, 175-183.			
<p>1. Setting (.5) public high school-large metropolitan area-Southeastern United States-1800 students-9% qualify for special education services-33% free or reduced price lunch-46% African-American-39% Caucasian-12% Hispanic-2% Asian-American intervention was delivered in special education classroom physically similar to other classrooms in the school</p>			
<p>2. Participants (.5) two males and one female with learning disabilities as identified to state and local eligibility criteria-age 14 to 16 with average IQ- Gap - deficit and achievement measures in written expression shown on diagnostic achievement battery subtests documentation on IEP a significant weakness in written expression specific goals and objectives addressing writing skills weaknesses-90 minute. Per day special-education</p>			
<p>3. Methodology (1) single subject design - multiple Probe design across participants- variation of multiple baseline design participants probed intermittently rather than continuously during baseline allows for demonstration and replication of a functional relationship between dependent and independent variables maintenance probes for each participant taken two, four and six weeks after completion 50 lessons of expressive writing independent variable 50 session - direct writing instruction – level I of Expressive Writing Program two dependent variables first writing fluency on Narrative writing assignments as assessed by the number of CWS 1. From a 3 min sample- CWS (Correct Word Sequences by Crawford, 2001 -two adjacent correctly spelled capitalized and punctuated words Capitalized correctly spelled beginnings of sentences - correctly spelled and punctuated endings of sentences all phrases must be acceptable in standard English CWS is scored line by line three-minute probes</p>			

2. Post test scores of spontaneous writing scales TOWL - 3

4. Results (1) a functional relationship was demonstrated between the number of CWS and the expressive writing program
overall gains were assessed through pretest & posttest administration of the spontaneous writing components of the TWOL-3

Social validity measures-all three felt they were better writers
two out of three enjoyed the program
two would recommend it to next year students
all three felt they would remember what they had learned.

Maintenance measures- scores were maintained

CWS scores improved also

A) Mean – from 35 – 42 Maintenance 46

B) 16 to 24 Maintenance 26

C) 16 to 26 Maintenance- 31, 30, 31

Gains matched or exceeded usual year's growth in less than 3 months

5. Description of how researchers conducted/completed the assigned **topic** (1)
researchers reported the percentage of overlap between baseline and intervention phases as .07, .05, and .38-

6. Your commentary about the assigned **topic, Statistical Analysis**, to include what you identify as strengths (what the researchers did well), limitations (suggestions for improvements), personal conclusions, and why the **topic** is important (3)

Strengths- Did use Percent of overlap- did not rely only- on visual inspection only
treatment fidelity- scripts- Interobserver agreement - social validity- standard measure to assess growth & detailed more sensitive measure CWS-

Limitations- no mention randomization of student to position on multiple baseline- no randomization tests - With Percent of overlap used for statistical analysis- Since it was Only AB design there was only one set of phases yet students could not revert to baseline after being taught the lessons

did not control for confounding variables

Student groups were assembled for the study rather than found naturally occurring

Writing stimuli across phases was different- intervention topic sentence, vocab words, & story boxes were provided with & without picture prompts-

Generalization probes – contrived assignments - Should be taken from content covered in their classes

Why is Statistical analysis important? Visual inspection can be somewhat subjective- One of our readings mentioned that even using people very familiar inspection sometimes varied in their interpretations- Using statistical analysis to support visual inspection gives more validity to the results

I was confused by Multiple probe design. I didn't see how that was a variation of multiple baseline it looked like multiple baseline on the graph