The Effects of _____ on _____ for _____ (students)
Candidate
Quarter, Year

A Problem in My Classroom
- On this slide, include information about the problems (academic or social skill deficits) you observed in the classroom
- How did you know this was a problem? (What kind of data, formal and informal, did you collect to determine this problem?)

Statement of Problem
- On this slide, describe the big problem or issue you are addressing (e.g., students with disabilities struggle with social skills or all students are being held to higher academic standards or students with disabilities struggle to find post-school success upon graduating from high school, or individuals with disabilities are at higher risk for …)
- Here is where you will convince the audience that…
    - The problem isn't just one you experienced, but one that is bigger
    - The problem will affect students in a socially significant way and therefore must be addressed

Previous Research
- Name an evidence-based intervention that has been validated as effective for addressing this particular problem
- Cite at least one study that has been conducted to determine the effectiveness of the intervention you will use in your project
- Briefly describe the findings of each study

Purpose
- To determine the effects of _____ on _____ for _____ (e.g., a student with LD or 3 students who struggle with reading or a child with autism, etc…)

Research Questions
- What are the effects of _____ on _____ for _____? (Very similar to previous slide but your description of your dependent and independent variables may be a little more detailed here)
- You might have a generalization or maintenance question as well
- You might also want to include a social validity question

Participants
- General information summarizing all the participants here
- Something like…
- 3 elementary students with disabilities
- Then you will have a separate slide for each participant
- If you only have one participant, you can describe him/her on this slide, so you will only have one slide for participants

Participant 1
- Name of student* (be sure it is a pseudonym)
- Include more specific information here
- Age, gender, race, disability, setting where instruction is received (e.g., receives most instruction in the general education class), skill areas where the student struggles
- Any other relevant information about the student's family or background
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- * Pseudonym

Participant 2
- Name of student* (be sure it is a pseudonym)
- Include more specific information here
- Age, gender, race, disability, setting where instruction is received (e.g., receives most instruction in the general education class), skill areas where the student struggles
- Any other relevant information about the student's family or background
- * Pseudonym

Participant 3
- Name of student* (be sure it is a pseudonym)
- Include more specific information here
- Age, gender, race, disability, setting where instruction is received (e.g., receives most instruction in the general education class), skill areas where the student struggles
- Any other relevant information about the student's family or background
- * Pseudonym

Setting
- What type of setting was the school (elementary, pre-school, etc), and in what type of community (urban, suburban, etc.)?
- What type of setting was the classroom where the intervention and data collection took place (self-contained multiple disabilities unit, quiet corner in the general education classroom, LD resource room, etc.)?

Setting (cont)
- Who else was in the classroom (other kids, paraprofessionals, mentor teacher, etc.)?
- Other relevant information about the setting—particularly if there were any unusual characteristics of the classroom

Materials
- List materials used in the project (flashcards, reading fluency passages from DIBELS, data collection sheets, timer, stop watch, prize box with tangible reinforcers, paper, pencils, etc.)

Dependent Variable
- First, name the dependent variable
  - Then you need to operationally define what behavior you were measuring
    - Be very specific
    - Time on task was defined as…

- Oral reading fluency was defined as…

Data Collection Procedures
- What method did you use to collect data? (momentary time sampling, partial interval recording, event recording, etc.)
- Be very specific about how you collected the data

Independent Variable
- Name your intervention
  - Briefly describe all components of the intervention

Baseline Procedures
- What happened during baseline?

Intervention Procedures
- Detail the procedures of your intervention

Intervention Procedures (cont'd)
- You will probably need several slides to describe your intervention procedures

Results for Student 1
- During baseline, …report range and mean
- During intervention, …report range and mean
- During maintenance, …report range and mean

Results for Student 2
- During baseline, …report range and mean
- During intervention, …report range and mean
- During maintenance, …report range and mean

Results for Student 3
- During baseline, …report range and mean
- During intervention, …report range and mean
- During maintenance, …report range and mean

Results for Generalization Measure
- Report findings for any generalization measures (if you included a generalization measure)
- You can do a slide for each student or put them all on the same slide or you can include the generalization results on the earlier results slides and delete this slide

Insert your graphs on this slide

Social Validity Results
- Report results of any social validity measures (if you collected social validity data)
- Was the intervention socially valid in terms of goals, procedures, and/or outcomes?
- Did the intervention make a meaningful difference?

Discussion: Summary
- Summarize your results (Did the intervention have the desired effect on behavior?)

Discussion: Limitations
- One of you limitations will be that you did not have experimental control in your study, so you cannot be certain that it was your intervention that caused the change in behavior
- Other limitations might include…
  - Measures that you did not collect but realized you should have
  - For intervention packages, you don't know which component of the package contributed to the change in behavior
  - Lack of generalization or maintenance measures

Discussion: Future Research
- What recommendations do you have for future research?
- What questions remain unanswered?
- These should be based on your limitations and on your findings

Discussion: Practice
- What recommendations do you have for teachers based on your findings?

Thank You!
- Thank your mentor teacher and anyone else who assisted with the study.