

# FOCUS on Research

Newsletter of the Division for Research (CEC-DR)

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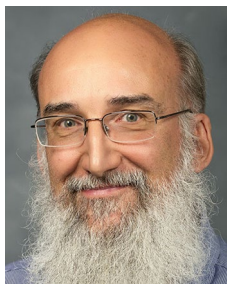
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## Newsletter Editors

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## President's Message

### The 2020 Portland Convention

Thomas Farmer, *University of Pittsburgh*

Hi, everyone!  
It is time for our

2020 convention. I understand Portland, Oregon, is an exciting city with lots of cultural, outdoor, arts, and culinary attractions (see [www.travelportland.com](http://www.travelportland.com)). In fact, Portland claims to have more breweries than any other city on earth. This should provide an excellent backdrop for the program we have this year (which I describe below).

We look forward to the opportunity to update you on all the exciting things that are happening with DR. These include an improved financial outlook with the positive impact of our cost-cutting measures, new initiatives such as an expanded newsletter, and additional support from the Hammill Institute for the DR Student Scholars Program. We have a marvelous program of DR presentations (see the table on [page 8](#)), including several engaging presentations on innovative research.

On Thursday, **Bryan Cook**, **Bill Therrien**, and **Sara Hart** will present our DR showcase session titled *Take No One's Word for It: Open Science and Special Education Research*. We will also have a presentation from **The National MTSS Research Network** on *Integrating Academic & Behavior Supports* and a **Program Chair Featured: Special Education Research and the Division of Innovation and Development (DID)** presentation

titled *In Recognition and Memory of Marty Kaufman ... "One Good Idea."*

On Friday, **Chad Rose**, the 2019 Distinguished Early Career Researcher Award recipient, will present *Bullying and Youth with Disabilities: What We Have Learned and Future Directions*. We will also have the **CEC-DR Interdivisional Research Group Meeting** and the **Graduate Student Research Colloquium: Exploring the Hallmarks of Excellent Special Education**.

We will hold our business meeting on Friday at 5:00 pm. This will include a presentation of the **CEC-DR Student Research Awards**, recognition of **DR Doctoral Scholars**, and committee reports and updates on DR activities. At 6:15 pm we will hold the **DR Awards Reception**. We will present the **Kauffman-Hallahan-Pullen Distinguished Researcher Award** and the **Distinguished Early Career Research Award**.

We look forward to seeing you in Portland. We hope to see you at our booth in the convention hall, and we encourage you to bring a friend to register as a new member of DR. Please come to our talks, our business meeting, and our reception. But most of all, enjoy yourself, talk to each other, learn new things, and return home rejuvenated to do cutting-edge work to support children, youth, and adults with exceptionalities and their families. That is why we are here and it is how we keep moving the field forward. See you soon! ■

## GOOD NEWS\$ on the DR Budget!

Anne Foegen, DR Treasurer

As you are aware, we shared serious concerns about the DR budget at last year's business meeting in Indianapolis. Given the rate at which our fiscal resources were shrinking, the executive board has enacted several changes, including moving *The Journal of Special Education* benefit for members from mailed hard copies to online access, working with other divisions to petition CEC about the fee structure for divisions (which was requiring an increasing proportion of our dues), and cutting travel support for executive board members to the annual conference.

I'm happy to report that these changes have had a very positive impact on our bottom line! Our finances are in a much stronger position now, and I look forward to sharing more detailed information with you at the Business Meeting in Portland. Sincere thanks to all who have contributed time and energy to pursuing these changes. ■

## DR Member Appointed to CEC's Board of Directors



**Dr. Tachelle Banks**, professor and associate dean of faculty & external affairs in the College of Education & Human Services at Cleveland State University, has been elected to CEC's board of directors and will begin her three-year term in January 2020. Dr. Banks has served as a valuable member of DR's Diversity Committee since 2011. We thank Dr. Banks for her continued service to CEC and to the Division for Research. ■

## Diversity Spotlight

DR's Diversity Committee has charged itself with identifying empirical studies and resources that represent the recommendations made in our 2015 white paper *Increasing the Involvement of Culturally and Linguistically Diverse Students in Special Education Research*.

These resources are not meant to be gold standard empirical studies but rather resources or studies that exemplify any one of the following recommendations:

1. Develop protocols and procedures to strategically recruit, inform, and support diverse students and families.
2. Involve individuals having unique knowledge and experience with CLD populations to collaborate with research teams.
3. Consider research designs and methods that may reveal more information about the complex issues of equity, culture, language, and learning when including CLD populations as participants.
4. Include additional background information about diverse student participants in special education research and the context of their learning.
5. Develop specific plans for communicating with CLD families about special education research.

For this issue, our committee spotlights the following paper:

**Hoover, J. J., & Erickson, J. (2015). Culturally responsive special education referrals of English learners in one rural county school district: Pilot project. *Rural Special Education Quarterly*, 34(4), 18–28.**

The purpose of this pilot study was to describe the efforts of one rural school district located in a mountain western state with some overrepresentation of English Learners (ELs) in special education to improve its referral process for ELs in Grades K–5 implemented through a university–school district partnership. The research team solicited input from a group of five university educators with expertise in referrals and assessment as well as several school district educators to assist with clarity and ease of use with practitioners. Expert input reflected several years of research and teaching with culturally and linguistically diverse learners. The outcome resulted in the development of a culturally responsive referral guide that included expert and practitioner review and focus group input. Findings provided promising implications for appropriate referrals of ELs in rural county school districts. This study leverages the Diversity Committee's white paper recommendations by explicitly documenting CLD expert involvement and detailing plans for communication with CLD parents about their involvement. ■

## OPEN SCIENCE Preprints for Research

Victoria J. VanUitert, Jesse I. Fleming, & Bryan G. Cook, *University of Virginia*

*Open science* is an umbrella term that refers to practices aiming to make all stages of science more open and transparent. Although some have argued that open science can make research more trustworthy, impactful, and efficient in special education (Cook et al., 2018), there is a lack of clarity in the field about what open-science practices are, their primary benefits and potential obstacles, and how to access resources for implementing them. To help inform the special education research community, we are featuring a series of short articles in the Division for Research newsletter on prominent open-science practices. In this article, we discuss preprints.

### What Are Preprints?

*Preprints* are manuscripts that are freely accessible prior to or instead of being published in a traditional journal (Bourne et al., 2017; Speidel & Spitzer, 2018). As the name suggests, preprints are often posted prior to being submitted to a journal for publication. However, authors may also post freely accessible papers that are never submitted for publication, or, in some situations, after the papers have been submitted to or published in journals. When a preprint is posted, it receives a digital object identifier (DOI) and is time-stamped. In addition, preprint authors can determine what type of license to utilize for the manuscript (see Figure 1; ASAPbio, n.d.a). In general, a Creative Commons (CC) BY license, which allows others to use the manuscript with proper attribution, is recommended (Bourne et al., 2017; Speidel & Spitzer, 2018).

### Benefits of Preprints

Preprints allow for manuscripts to be accessed freely by anyone with internet access. Moreover, when authors post a preprint prior to submitting the paper to a journal, the paper is available sooner than it would be as a traditional journal article (ASAPbio, n.d.b; Johannson et al., 2018). Indeed, depending on issues such as whether a paper is rejected by and submitted to multiple journals, and how many rounds of revisions journal editors require before acceptance, a paper may not be available as a journal article for years after it was initially submitted. Preprints are immediately available to anyone in the

world with internet access and may be especially useful for practitioners, parents, researchers in developing countries, and others who are unable to access journal publications without paying a fee.

Scholars can also make their published articles freely accessible by paying the journal or by posting an article after an embargo period. However, for special education journals, the typical article processing charge (APC) is just under \$3,000, which is prohibitive for many authors. Additionally, embargo periods are typically over a year from publication. Thus, waiting to make a paper freely accessible after an embargo period delays access to scholarship, which may stall the research process as the most up-to-date information is locked behind paywalls and embargo periods.

**How open is your preprint?**

The license you choose has a big impact on how your work will be shared & reused.

The Creative Commons (CC) licenses described here break down the barriers to sharing by communicating rights and permissions up front with everyone.

**OPEN** vs **CLOSED**

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- Fair use and other limitations and exceptions apply regardless of which license is selected.

**References**

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- <http://www.soros.org/openaccess/boal-10-recommendations>
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Figure 1. Types of preprint licenses.

Because preprints are not typically peer reviewed, preprints also enable scholars to disseminate work that might not be published in traditional journals, but may nonetheless contribute to research and practice (e.g., studies with full findings, replications, alternative or

(continues on page 4)

*Open Science Preprints for Research (continued from page 3)*

emerging perspectives). Additionally, some preprint services provide the opportunity for readers to provide feedback on posted preprints (Tennant et al., 2018). In cases where commentary is not possible, readers can contact the authors directly with feedback. This allows for authors to revise and improve their paper based on this feedback before it is submitted to a journal, potentially resulting in a greater likelihood of acceptance and a streamlined peer-review process (Sarabipour et al., 2019). Additional potential benefits of preprints include (a) articles that are preprinted receive more citations than articles without corresponding preprints (Fraser et al., 2019), (b) readers connecting with authors and forming collaborative relationships (ASAPbio, n.d.b), and (c) editors finding high-quality manuscripts that they can invite for submission to their journals (COPE, 2018).

### Potential Obstacles

There are some potential obstacles and concerns with preprints to consider. The primary concern about preprints is the lack of quality safeguards in place for what is being shared. The lack of peer review for preprints is a valid concern. Authors can post virtually anything as a preprint, including low-quality and potentially misleading studies. As such, it is important that readers be cautious and critically evaluate preprints and their conclusions (Bourne et al., 2017). It should be noted that peer review does not guarantee that all peer-reviewed publications are rigorous and trustworthy. Indeed, many problematic studies that are later retracted have been published in journals after going through peer review (e.g., Wakefield et al., 1998).

Additionally, there are fears that posting a preprint may introduce a risk of the manuscript being “scooped” (i.e., a reader using the ideas in the preprint to write and publish a paper without providing attribution to the original authors; Alvarez-Garcia et al., 2018; Bourne et al., 2017). However, there is no evidence of scooping increasing due to posting a preprint (ASAPbio, n.d.b). This is partially due to preprints being timestamped and given a DOI when posted (Kaiser, 2017; Teixeira da Silva, 2018). In fact, preprints allow for establishing an objective timeline for idea development. Indeed, preprinting offers a sort of scoop protection (Sarabipour et al., 2019). Authors may also be concerned that posting a preprint may prohibit the manuscript from being consid-

ered for publication in a journal (Bourne et al., 2017). In reality, many journals accept manuscripts that have been preprinted (Saripour et al., 2019). To illustrate, 67.7% of preprints between 2013 and 2017 were published in peer-reviewed journals (Fraser et al., 2019).

### Recommendations

#### *Post a preprint!*

Almost 80% of special education journals explicitly allow self-archiving in some form, yet most researchers do not take advantage of this opportunity (Laasko, 2014). Before submitting your next article, consider posting the manuscript as a preprint on a preprint server. One preprint server dedicated to education research is EdArXiv (<https://edarxiv.org>). Since its inception in June of 2019, the server has become a promising avenue for the sharing of research and collaboration between education researchers.

Although a few journals have policies prohibiting submissions previously posted as preprints, most journals do not post preprint policies. As a result, it is important to check with editors before posting a preprint. When reaching out to editors, encourage them to post their journal’s official policy on preprints.

#### *Engage in scholarly dialogue over preprints*

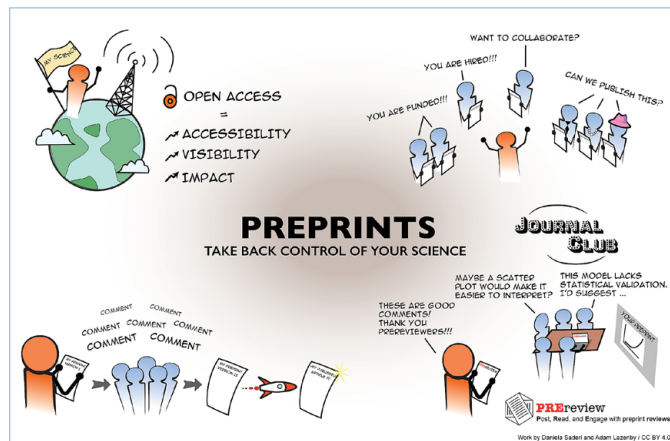
Share your preprints on social media (e.g., Facebook, Twitter, ResearchGate) and encourage your colleagues to read and provide feedback on public forums. Additionally, take time to read other authors’ preprints and provide feedback. Discuss the preprints you read with colleagues, during meetings, and at conferences. In these ways, preprints can enhance opportunities to network and collaborate with others in one’s field, and help generate feedback to refine manuscripts. Discussion, collaboration, and feedback associated with preprints can provide important opportunities to improve one’s scholarship.

#### *Integrate preprints into university teaching*

Preprints can be used to teach graduate students how to recognize limitations and flaws in research, provide constructive feedback, and stay up to date with current research. PREreview clubs around the country meet together to learn how to peer review utilizing preprints

*(continues on page 5)*

## Open Science Preprints for Research (continued from page 4)



**Figure 2.** Tips on peer review for preprints.

posted on repositories (Avasthi et al., 2018; Hindle & Saderi, 2017; see Figure 2; Saderi & Lazenby, n.d.).

Not only will posting a review of a preprint increase scholarly dialogue, but you will also be providing authors and research consumers with the opportunity to learn the important skills of critically and constructively reviewing a manuscript. Although researchers are expected to participate in the peer-review process, many have never received training on this important skill (Hindle & Saderi, 2017). Take time in class to review a preprint together and to post a review.

## Resources

- Publisher copyright and self-archiving policies through SHERPA/RoMEO. <http://sherpa.ac.uk/romeo/index.php>
- PREREVIEW club information. The website contains information on how to start a club and how to teach important peer-review skills. <https://www.prereview.org/users/8850/articles/198235-welcome-to-prereview>
- Preprint template from OSF. A quick and easy way to format a preprint before posting on a repository. <https://osf.io/hsv6a/>
- Newly launched EdArXiv. A preprint repository for educational research. <https://edarxiv.org/>

- Information on licensing your preprint through CC BY 4.0 from Creative Commons. <https://creativecommons.org/>
- List of preprint servers. <https://researchpreprints.com/preprintlist/>

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## CEC-DR Issues Position Statement:

*Negative Effects of Minimum Requirements for Data Points in Multiple Baseline Designs and Multiple Probe Designs in the What Works Clearinghouse Standards Handbook, Version 4.0 (October, 2019)*

*The Division for Research occasionally publishes technical papers on our website to highlight potential issues of interest to our members. These papers generally focus on research methodology, dissemination practices, and policy and encourage discussion within our field.*

This technical paper by Harris, Stevenson, and Kauffman (2019) highlights an important issue when

utilizing single-case designs. Current What Works Clearinghouse Standards indicate that a minimum of five (or more) data points should be collected in each of six (or more) phases in order to meet WWC standards without reservations within a multiple-baseline design. The purpose of including five data points in each phase is to account for trend and/or variability in the data for a given phase, thus making visual analysis presumably more reliable. Harris and colleagues describe situations when a minimum of five data points may have a negative impact on participants and studies. As one example, an investigator may be interested in examining the impact of an instructional strategy on math fact acquisition. Repeated demonstration of a zero-baseline score may not be necessary, given a stable baseline at zero with fewer points. In fact, the authors argue on several grounds (i.e., ethical, potential impact on internal validity) that, on occasion, fewer data points in phases may suffice. The authors propose that WWC provide a description of conditions when fewer than five data points in a phase would be appropriate without negatively impacting the integrity of a given study.

[https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/Position%20Papers/\\_DR\\_Position\\_Statement\\_5\\_data\\_points\\_WWC\\_SCD\\_final.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/Position%20Papers/_DR_Position_Statement_5_data_points_WWC_SCD_final.pdf) ■

## 2020 DR Award Recipients

The Division for Research is pleased to announce recipients of its 2020 research awards. Recipients will be recognized on February 7, 2020, at the DR Business Meeting and Reception to be held during the CEC Convention and Expo in Portland, Oregon. Awards will be made to the following outstanding recipients:

**Kauffman-Hallahan-Pullen Distinguished Researcher Award: Dr. Nancy Jordan, University of Delaware**

Dr. Nancy Jordan, Dean Family Endowed Chair for Teacher Education in the School of Education at the University of Delaware, has been selected as the 2020 recipient of the Kauffman-Hallahan-Pullen Distinguished Researcher Award from the Division

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2020 DR Award Recipients (continued from page 6)

for Research of the Council of Exceptional Children. This award recognizes the critical importance of research in special education that has had a meaningful impact on the field. It honors individuals or research teams whose creation of a research base—as well as the work done to translate the research into practice—has resulted in more effective services or education for exceptional individuals.

Dr. Jordan conducts foundational research in the learning sciences and translates those results to improve practices for students with mathematical learning difficulties and disabilities, particularly in the areas of early number sense and fractions. Her work in both content strands involves identifying predictors of growth and achievement as well as translating the research finding to develop evidence-based assessments, interventions, and instructional materials and guidelines to support struggling learners, including those from underserved, low-income communities. Her scholarship is published in high-impact academic journals as well as outlets aimed at teachers, administrators, and policymakers.

Dr. Jordan also serves the field and society through her leadership roles in professional organizations, grant review panels, advisory boards, and technical advisory committees.

### **2020 Distinguished Early Career Research Award: Dr. Sara McDaniel, University of Alabama**

Dr. Sara McDaniel has been named the recipient of the DR 2020 Distinguished Early Career Research Award. This award recognizes individuals who have made outstanding scientific contributions in basic and/or applied research in special education within the first 10 years after receiving the doctoral degree.

Dr. McDaniel received her doctorate in 2011 in special education from Georgia State University and completed internships at Vanderbilt University and the U.S. Commission on Civil Rights, Southeast Division. She is currently an associate professor in the department of special education and multiple disabilities at the University of Alabama. Dr. McDaniel is one of the most promising young scholars in the area of emotional and behavioral disorders. Her emerging focus on reducing youth violence and racism and discrimination is gaining

considerable recognition in the United States. She has published extensively in journals, such as the *Journal of Applied Psychology in Schools*, *Journal of Emotional and Behavioral Disorders*, *Behavioral Disorders*, and *Elementary School Journal*. She has also published multiple book chapters and makes numerous presentations yearly at national conferences. Additionally, she has been able to secure a highly competitive R01 grant from the National Institute of Health: Youth Violence Prevention Interventions that Incorporate Racism/ Discrimination Prevention. This project is a five-year randomized control trial of Coping Power versus Coping Power+, which includes racism and discrimination content. School-wide positive behavior interventions and supports will be leveraged to include much-needed adaptations. Dr. McDaniel's scholarly accomplishments are particularly impressive in light of the service she provides to the fields of special and general education.

### **2020 Student Research Awards**

Through its student research awards program, the CEC Division for Research recognizes high-quality research conducted by students in the course of their undergraduate or graduate special education training program. CEC-DR invites nominations for research in the following categories: qualitative, quantitative, single-subject, and mixed methods design. For 2020, CEC-DR is pleased to make awards in two categories: quantitative and single-subject designs.

#### ***Student Research Award: Quantitative Design***

**Title:** *Comparing Schedules of Progress Monitoring Using Curriculum-Based Measurement in Reading: A Replication Study*

**Abstract:** Using data to inform instructional decisions is a pillar of special education practice. Curriculum-based measurement (CBM) is a systematic, ongoing assessment tool that allows special educators to monitor the progress of their students to determine the need for instructional adaptations. CBM and data-based instructional decision-making have a strong evidence base

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## Council for Exceptional Children–Division for Research Events CEC Convention 2020, Portland, Oregon

### CEC-DR Meetings

Wednesday, 2/5    10:00 am–5:00 pm    CEC-DR Executive Board Meeting

Idaho Room, Doubletree

Friday, 2/7    10:00 am–11:00 am    CEC-DR Interdivisional Research Group Meeting

Halsey Room, Doubletree

### CEC-DR Showcase and Invited Presentations Oregon Convention Center

Thursday, 2/6    9:45 am–10:45 am    Bryan Cook, Bill Therrien, Sara Hart

Session ID: 9

Room D138

***Take No One's Word for It: Open Science and Special Education Research***

Thursday, 2/6    2:15 pm–3:15 pm    ***The National MTSS Research Network: Integrating Academic & Behavior Supports***

Session ID: 268

Room D138

***Session Leaders:***  
Michael Coyne, Brandi Simonsen, Amy Sussman

***Co-Presenters:***  
Nathan Clemens, Allison Gandhi, Kathleen Lynne Lane

Thursday, 2/6    2:15 pm–3:15 pm    Program Chair Featured: Special Education Research and the Division of Innovation & Development

Session ID: 281

Portland Ballroom 252

***In Recognition and Memory of Marty Kaufman ... "One Good Idea"***

Edward Kame'enui, Patricia Bourexis, Martha Coutinho

Friday, 2/7    9:45 am–10:45 am    2019 Distinguished Early Career Researcher Award Recipient, Chad Rose

Session ID: 384

Room D138

***Bullying and Youth with Disabilities: What We Have Learned and Future Directions***

Friday, 2/7    4:00 pm–5:00 pm

Session ID: 618

Room D138

***Graduate Student Research Colloquium: Exploring the Hallmarks of Excellent Special Education Research***

### Business Meeting

Friday, 2/7    5:00 pm–6:00 pm    DR Business Meeting

Sellwood/Hawthorne Room, Doubletree

At beginning of business meeting

Student Research Awards

At business meeting

DR Doctoral Scholars

### Reception

Friday, 2/7    6:15 pm–8:15 pm    DR Reception

Broadway/Weidler/Halsey Room, Doubletree

At Reception

Kauffman-Hallahan-Pullen Distinguished Researcher Award

At Reception

Distinguished Early Career Research Award

### CEC Meetings

Tuesday, 2/4    7:00 pm–9:00 pm    Interdivisional Caucus (IDC)

Sisters Room

Friday, 2/7    12:30 pm–4:00 pm    Representative Assembly (RA)

Portland Ballroom 253

Saturday, 2/8    9:15 am–10:15 am    Program Advisory Committee

Portland Ballroom 253



2020 DR Award Recipients (continued from page 7)

supporting their use with students in special education to improve academic outcomes. Despite this evidence, these data-based processes are infrequently used in practice. One hypothesized barrier to implementation is the amount of time it takes to administer and use CBM data to inform instruction. This study is a replication of Jenkins, Schulze, Marti, and Harbaugh (2017), in which the authors compared the decision-making accuracy and timeliness of six different schedules of CBM progress monitoring (PM). Results demonstrate that the accuracy and timeliness of the PM schedules for the sample of students in this study was poorer than the accuracy and timeliness reported by Jenkins and colleagues. In line with the results of the original study, however, these results indicate that, on the basis of accuracy and timeliness, intermittent PM schedules sufficiently predict student true growth compared to a weekly PM schedule. Implications for research and practice are discussed.

**Student Awardee: Samantha Gesel, PhD**  
*University of North Carolina at Charlotte*

**Nominator: Christopher Lemons, PhD**  
*Vanderbilt University*

**Student Research Award: Single-Case Design**

**Title:** *Development of Mathematical Practices Through Word Problem Solving Instruction for Students with Autism Spectrum Disorder*

**Abstract:** This study investigated the effects of a problem-solving instructional strategy known as modified schema-based instruction (MSBI) on the mathemat-

cal practices of four students with autism spectrum disorder (ASD). The Common Core State Standards for mathematics highlight the importance of not only content standards for mathematics but also mathematical practices such as communication, representation, and reasoning. Students with ASD often demonstrate difficulties with these skills as a result of deficits in social communication, theory of mind, and executive functioning. Through a multiple-probe-across-participants design, this study demonstrates that MSBI is an effective strategy to increase the use of mathematical practices for middle school students with ASD when solving multiplicative word problems.

Four students eligible for special education services under the area of autism enrolled in sixth grade general education mathematics classes increased their use of mathematical practices for both problem types taught (multiplicative comparison and proportion) and maintained the use of some mathematical practices 4–8 weeks after intervention. Additionally, all four participants generalized their use of mathematical practices to novel multiplicative comparison problems containing extraneous information, while three of the participants generalized mathematical practice skills to proportion problems containing extraneous information. Implications for practice are discussed.

**Student Awardee: Sarah Cox, PhD**  
*Postdoctoral Research Fellow at Florida State University*

**Nominators: Jenny Root, PhD, and Kelly Whalon, PhD**  
*Florida State University* ■

