EDUC 897: Independent Study Proposal

Fall 2018

**General Theme or Topic**

 The topic is a systematic literature review on the research to practice gap of evidence-based practices (EBPs) implementation in secondary classroom instruction to support students with LD gain access to content literacy. Researchers in special education have long been concerned about communicating their research-based findings to teachers and other stakeholders in a purposeful way (Cook, Cook, & Landrum, 2013). In special education, attempts to bridge the research to practice gap by identifying EBPs to support reading achievement continues to be a struggle as common practices in the classroom. EBPs that have been proven to produce a positive impact with students with LD if they are implemented commonly in classrooms (Cook & Cook, 2013).

Special education practitioners, along with general education teachers, continue to use practices from their personal experiences, department pedagogy, and opinions of other colleagues to support instruction in their classroom (Hallinger & Heck, 2011). This behavior leads to teacher practitioners partaking in instructional practices that have little or no impact for their students. For example, special education practices have reported using modality instruction as an effective teaching practice instead of practices that are supported by research (e.g., graphic organizer, Cook & Odom, 2013). These results have a direct impact on students with disabilities, particularly those students with LD and reading.

The gap in research to practice, with EBPs for students with LD are particularly alarming in reading (Vaughn, Hughes, Moody, & Elbaum, 2001). To some extent, there is agreement in various fields that EBPs are from high-quality studies that used research-based designs to have meaningful impact (Cook & Cook, 2013). What is less agreed upon is how to implement EPBs in the classroom and make it a continuous instructional practice (Cook & Odom, 2013; Fixsen et al., 2013).

**Relevance to the student’s program**

 The relevance of this independent study will allow me to understand the root causes, with the lack of EBPs being implemented in secondary classroom instruction, to support student with LD gain access to classroom content. This independent study is a required component of my program of study.

**Learning objectives to be achieved (listing what the student is to know or be able to do by the conclusion of the study that is not known or cannot be done--as well--now)**

 At the conclusion of this independent study, I will have identified key/seminal research, theories, concepts, and research questions that have been addressed within the context of understanding the research to practice gap. Furthermore, I will refine my thinking with the topic and gain a greater analysis of the gaps in literature. The research will aid in organizing, writing, and synthesizing existing literature.

**Learning activities to be undertaken or performed**

 When conducting this literature review, a systematic literature search will be completed. Major databases including Psych Info, ERIC, Education Full Text, and Academic Search Complete will be searched to identify key research articles. Additional searches will include existing literature reviews, ascendant searches, descendent searches, hand searches, and selections provided by my advisory for reviewing. For each article reviewed, a summary will be written to later be synthesized into a formal literature review.

**Procedure(s) to be followed**

Literature will be located through a systematic data base search. Search terms may include but are not limited to: *evidence-based practices, research-to-practice gap, and terminology.* Inclusion and exclusion criteria will be determined prior to selecting studies to include in the literature review.

**Tentative Reading List**

The tentative reading list includes but is not limited to the following articles:

Biesta, G. (2007). Why “what works” won’t work: Evidence‐based practice and the democratic deficit in educational research. *Educational Theory*, *57*, 1-22. [doi:10.1111/j.1741-5446.2006.00241.x](https://doi.org/10.1111/j.1741-5446.2006.00241.x)

Cook, B. G., & Cook, S. C. (2013). Unraveling evidence-based practices in special education. *The Journal of Special Education, 47,* 71-82. doi:10.1177/0022466911420877

Cook, B. G., & Odom, S. L. (2013). Evidence-based practices and implementation science in special education. *Exceptional Children, 79,* 135-144. doi:[10.1177/001440291307900201](https://doi.org/10.1177/001440291307900201)

Cook, B. G., Cook, L., & Landrum, T. J. (2013). Moving research into practice: Can we make dissemination stick? *Exceptional Children, 79,* 163-180. doi: [10.1177/001440291307900203](https://doi.org/10.1177/001440291307900203)

Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional Children, 79,* 213-230. doi:[10.1177/001440291307900206](https://doi.org/10.1177/001440291307900206)

Fuchs, D., Fuchs, L. S., Thompson, A., Al Otaiba, S., Yen, L., Yang, N. J., & O'Connor, R. E. (2002). Exploring the importance of reading programs for kindergartners with disabilities in mainstream classrooms. *Exceptional Children*, *68*, 295-311. doi: [10.1177/001440290206800301](https://doi.org/10.1177/001440290206800301)

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, *71*, 165-179. [doi:10.1177/001440290507100203](https://doi.org/10.1177/001440290507100203)

**Paper(s), project(s), or other product(s) to be prepared**

 The final product will be a systematic literature review and accompanying literature table. The literature review will be comprehensive all research on the topic to date. Gaps in the literature will be identified. The accompanied literature table will display key information about the studies including sample size, design, descriptors, and strengths and weaknesses of the article.

**Tutorial schedule to be followed**

Weekly updates via phone, email, or in person meetings will be conducted with my advisor, Dr. Sheri Berkeley. The final product, the formal literature review, will be evaluated based on my progress towards completion for it to serve as the beginning of my Chapter One and Two of my dissertation. This independent study will take place during the fall semester of 2018.

**Evaluation procedures**

 Evaluation procedures for this independent study are a pass/fail.