

If you teach section of EEX 4070 with **Research Experience Requirement**, insert this statement into the list of course requirements for your course

Research Experience Requirement (RER)

Students enrolled in EEX 4070 are required to earn RERs by completing one of the following activities: (1) serving as a participant (otherwise referred to as “subject”) in an IRB-approved research study conducted under the supervision of a DESE faculty and/or a DESE graduate student, (2) participating in one or more professional training sessions (e.g., DESE colloquia) conducted by department faculty or graduate students (3) writing a summary of an empirical research article. Students have the option of earning all RERs by any one of these methods, or via a combination of the options described above.

- a. Students can choose option (1) or (2) to satisfy this requirement, specific opportunities in which you can participate will be described in class. Once you complete the study or attend the colloquium, you are to present your certificate of participation to me, the instructor, documenting completion of this requirement.
- b. If you choose option (3) to satisfy this requirement, you will need to choose one of the three articles: (a) insert article information here, (b) insert article information here or (c) insert article information here. Each of these articles can be obtained from the FAU library’s electronic system. For instructions on obtaining through the library’s electronic system consult the syllabus. Writing an article review is a different kind of writing task than an essay. For this assignment, you will need to read the article, think about the content, then write a review. The review should include:
 - a. The cover page should include: assignment name (Research Experience Requirement: Article Summary) course title, prefix, and number; your name; instructor’s name; and date submitted.
 - b. Provide a critical analysis of the article. A critical analysis requires identification of: (1) *setting* (e.g., classroom, cafeteria), (2) *population of study* (i.e., age and/or grade of participants), (3) *problem/issue addressed* (e.g., improving an academic skill), (4) *intervention* used to address problem/issue and (5) *measure(s) of behavior* (i.e., what data should be collected as part of the intervention). Please use each item in *italics* as section headers in your paper.
 - c. Describe how the findings of the study relate to your understanding of disability, teaching students with disabilities, or your intended field of study.

- d. In total, your report should be between 3-5 typed, double-spaced pages (not including the cover page).

***Choose one of these articles for option (3):**

- Aljadeff-Abergel, E., Ayvazo, S., & Eldar, E. (2012). Social skills training in natural play settings: educating through the physical theory to practice. *Intervention in School and Clinic*, 48(2), 76-86.
- Milley, A. & Machalicek, W. (2012). Decreasing students' reliance on adults: a strategic guide for teachers of students with autism spectrum disorders. *Intervention in School and Clinic*. 48(2). 67-75.
- Doabler, C. T. & Fien, H. (2013). Explicit mathematics instruction: what teachers can do for teaching students with mathematics difficulties? *Intervention in School and Clinic*, 48(5), 276-285.
- Boudah, D. J. (2013). The main idea strategy: a strategy to improve reading comprehension through inferential thinking. *Intervention in School and Clinic*, 49(3), 148-155.
- Hicks, S. C., Rivera, C. J., & Patterson, D. R. (2015). Simple steps for teaching prepositions to students with autism and other developmental disabilities. *Intervention in School and Clinic*, 51(3), 163-169.