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Domain 7: Research and Inquiry

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| **Study (APA Citation)** | **Purpose(s) of Study** | **Key Findings** |
| Crowne, D. P., & Marlowe, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, 24, 349-354. | **Competency: 7.1: Demonstrate knowledge of current etiology and practice-based research specific to ASD.**  This article was one that I was required to review for my EPSY715 class. I reviewed the article to evaluate the reliability and validity evidence to learn how to do so for other articles I may find.  **Purpose:**  This article was written in 1960; however, it was quite interesting! Its purpose was to explain a new scale of Social Desirability that would provide a more accurate outcome. Many had recognized that scores were influenced by non-test-relevant responses, thus scores were not always reliable. | The most important result was that the new scale reinforced the unreliability of the past tests and demonstrated a higher accuracy in the new one. One’s culture must be considered when looking at what is appropriate behavior.  I was able to see that the SDS is both reliable and valid based on the research from the article. This type of assignment prepared me for reading articles on ASD and making sure they were valid and reliable. |
| Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. *Journal of autism and developmental disorders*, *38*, 1311-1319. | **Competency: 7.1: Demonstrate knowledge of current etiology and practice-based research specific to ASD.**  Time is valuable when working with students with special needs. It is important that teachers make sure to evaluate practices carefully when choosing strategies.  **Purpose:**  This article discussed the gap between research knowledge and applicability of this research in real world settings. The authors examined current research on interventions for young children with ASD to determine if the research for the interventions had accumulated the empirical evidence needed to prove it to be an EBP. | The result showed the need for a new method for evaluating empirical evidence, thus they developed the Evaluative Method for Determining EBP in Autism. It includes 3 instruments in which to evaluate: rubrics to determine the research report rigor, guidelines for the evaluation of research report strength, and criteria for determining EBP. The program provides a standardized method to be used. |
| Moh, T. A., & Magiati, I. (2012). Factors associated with parental stress and satisfaction during the process of diagnosis of children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, *6*, 293-303. | **Competency:** **7.2: Interpret and relay research findings in layperson terms or jargon-free language.**  Parents of children with ASD may be overwhelmed by the jargon used to explain strategies, research, etc. Teachers must know how to provide this information in parent friendly terms to help them understand.  **Purpose:**  This article discussed the complexity of an ASD diagnosis and the difficulties and frustrations that this can cause parents. The study examined the following: length of the diagnostic process, number of professionals involved, relationship between professionals and parents, and how the information provided helped parents and/or caused frustration. | Results determined parental education level and monthly household income were associated with the age of child when problems were noticed; however, this had no impact on duration of testing process. Parents felt the fewer number of professionals involved, the less stress and the closer relationship they felt. Parents who felt they were involved in the collaboration and explained terminology were less frustrated throughout the process. |
| Stoner, J. B., & Angell, M. E. (2006). Parent perspectives on role engagement: An investigation of parents of children with ASD and their self-reported roles with education professionals. *Focus on autism and other developmental disabilities*, *21*, 177-189. | **Competency: 7.2: Interpret and relay research findings in layperson terms or jargon-free language.**  Keeping parents involved with their child’s education is vital in building a relationship between school and home. Making sure parents understand the information and engage in the process helps the child be more successful.  **Purpose:**  The purpose of this study was to interview parents of children with ASD and determine the roles the parents played in monitoring their child’s education program and their relationship with educators. A qualitative methodology was used to analyze the interview data. | Results determined that most of the time mothers were consistently involved in 4 basic roles: negotiator, monitor, supporter, and advocate, though some fathers were also involved. Parental trust in the educators determined the extent of parental involvement and monitoring the education program. Ideas for improving the parent/professional interactions were also discussed. |
| Prior, M., Roberts, J. M., Rodger, S., Williams, K., & Sutherland, R. (2011). A review of the research to identify the most effective models of practice in early intervention for children with autism spectrum disorders. *Australian government department of families, housing, community services and indigenous affairs (FaHCSIA). Australia*. | **Competency: 7.3: Remain informed of current research, legislation, and debate concerning ASD.**  **Purpose:**  This review was commissioned by FaHCSIA in order to provide the latest information regarding the evidence for efficacy of interventions for young children up to age 7 with autism. Ratings for scientific merit were determined using established scientific criteria for evidence of treatment efficacy. | Results included: a table that summarized the review of research evaluating early intervention therapies, improved communication and information sharing protocols, reinvigoration of emphasis on good practice standards, improved role of Autism Advisors, and ongoing monitoring and evaluation of services. |