

Single Case Design in educational context

Alberto Mirisola & Isabella Giammusso – UNIPA (Italy)

Output and material produced



Contribution of Unipa unit to the BEHAVE project

- Report containing the script in R-code embedded in the BEHAVE application, the Montecarlo study, and the description of the reviewed measures;
- Database of 100 real cases on which the script has been tested;
- Excel file containing all the reviewed paper corredated with a folder containing the papers themselves

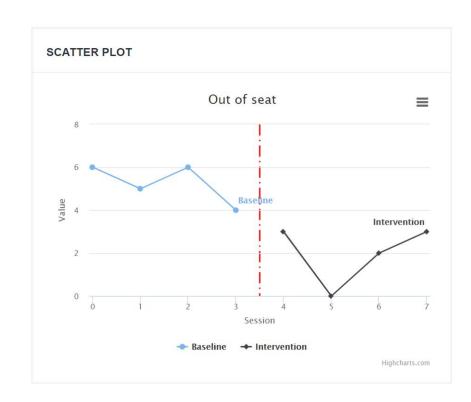
Single case design



Key terms

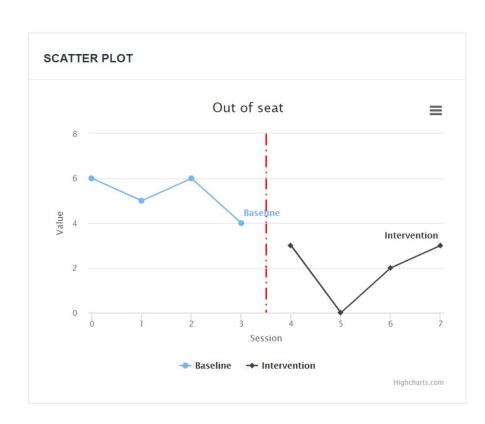
- *Single case design*: Research design in which the subject is also his/her own control
- *AB design*: design in which 2 phases are compared

This basic design can be modified by including more A and/or B phases leading to **ABA** or **ABAB** designs



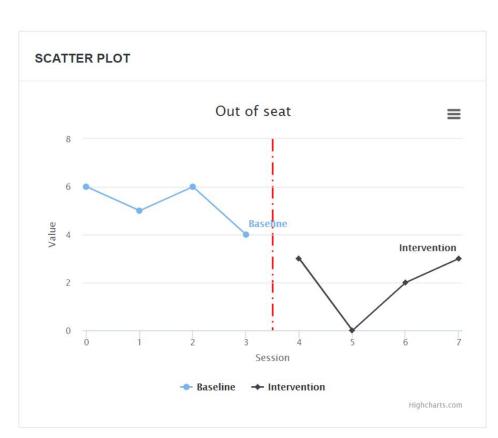
Key terms

- **Baseline phase**: Data collected consecutively when the intervention is not implemented.
- *Intervention phase*: Data collected consecutively when the intervention is implemented.
- *Withdraw treatment*: return to baseline phase

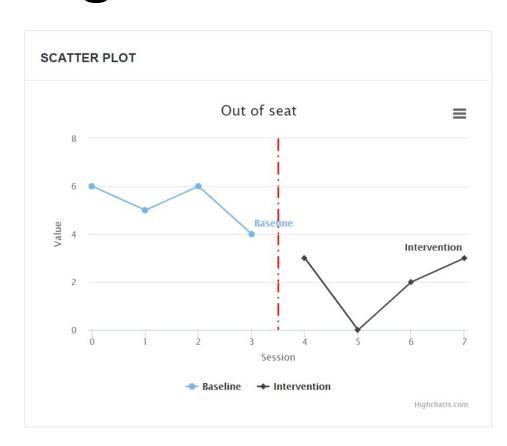


Key terms

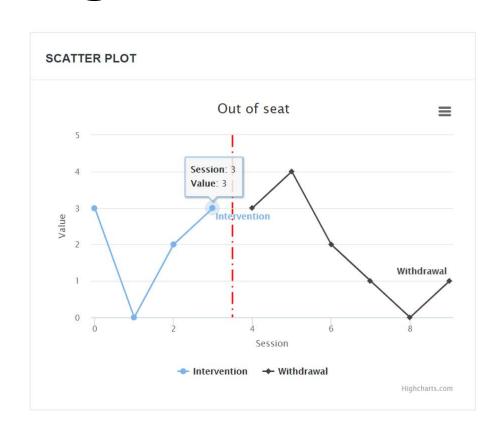
- **Single case design**: Research design in which the subject is also his/her own control
- AB design: design in which 2 conditions in2 phases are compared
- **ABA design**: design in which 2 different alternating conditions in 3 phases are compared
- **ABAB** design: design in which 2 different alternating conditions in four phases are



Comparison between 2 phases: A and B

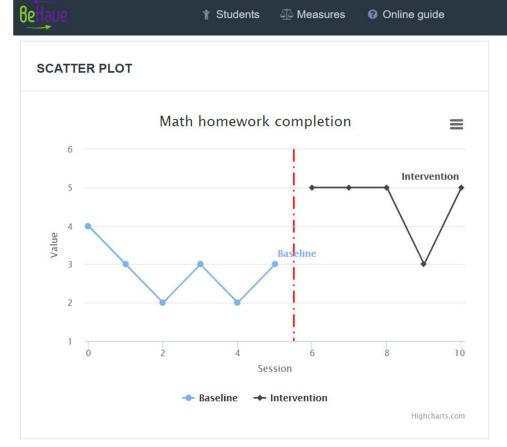


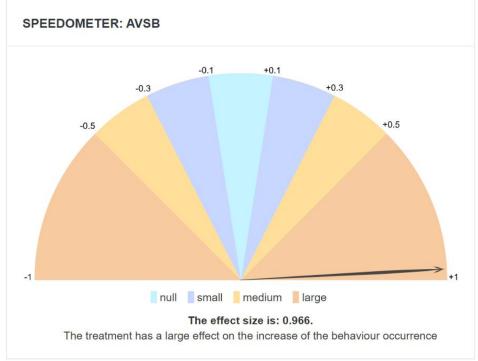
Comparison between 2 phases: A and B



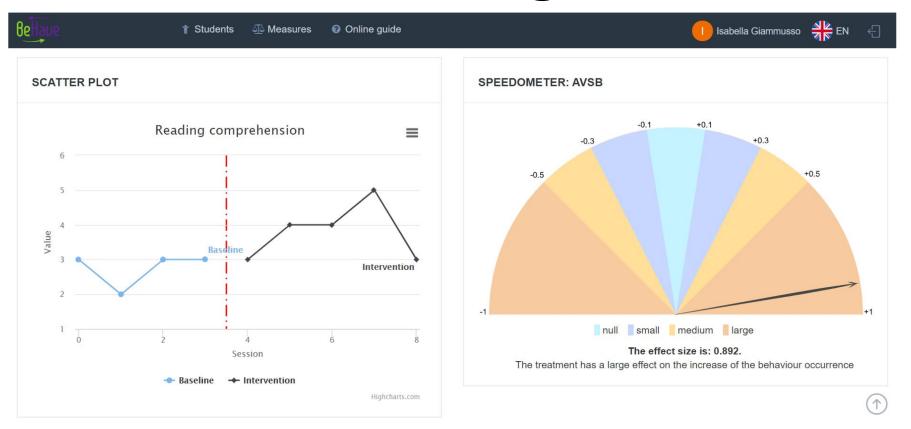
Other applications of the single case design in educational contexts



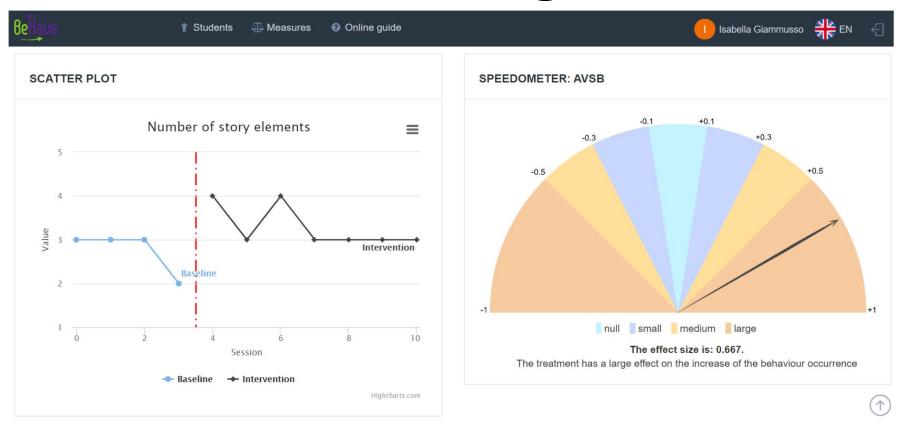




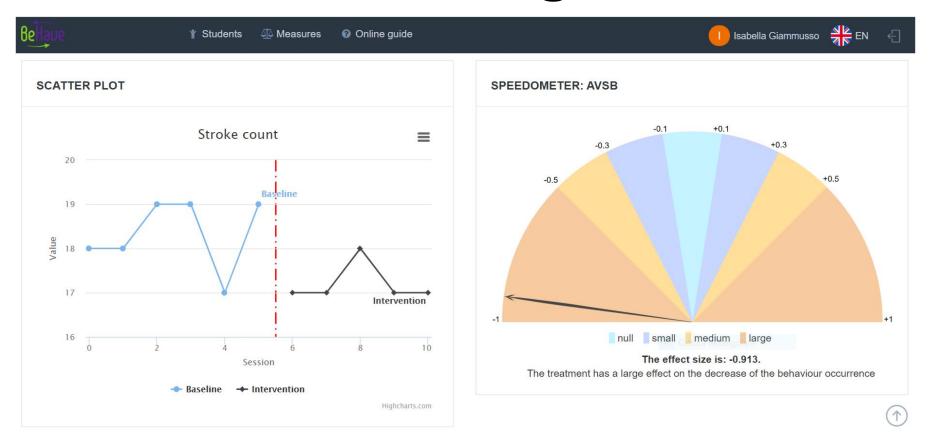
Isabella Giammusso



eid, R. (2008). The effects of the paraphrasing strategy on the reading comprehension of middle school students at risk for failure in reading. Remedial and Special I



T., Graham, S., Leader-Janssen, B., & Reid, R. (2006). Improving the writing performance of struggling writers in second grade. The Journal of Special Education,



Polaha, J., Allen, K., & Studley, B. (2004). Self-monitoring as an intervention to decrease swimmers' stroke counts. Behavior modification, 28(2), 261-275.

THANK YOU

