



Quality Indicator Checklist: Single Case

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| Reference (enter reference in correct APA format): | | |
| Before determining quality, all single case studies must meet the following initial criteria (if study does not meet these initial criteria, then no need to code further) | | |
| <input type="checkbox"/> | <input type="checkbox"/> | The dependent variable is a transition related skill (e.g., life skills, functional academics, employment skill) |
| <input type="checkbox"/> | <input type="checkbox"/> | Includes youth with disabilities ages 11-26 |
| <input type="checkbox"/> | Meet initial criteria-continue coding | <input type="checkbox"/> Does not meet initial criteria- indicate why: |
| Type of Single Case Design (e.g., Multiple baseline, alternating treatment) Please select the appropriate design indicating whether it is a rigorous or weak design. | | NOTES |
| <p style="text-align: center;">Rigorous Weak</p> <p> <input type="checkbox"/> Reversal <input type="checkbox"/> AB design <input type="checkbox"/> Multiple baseline <input type="checkbox"/> Multiple Probe <input type="checkbox"/> Changing Criterion <input type="checkbox"/> Alternating Treatment </p> | | |
| Participants | | |
| 1. | <input type="checkbox"/> | Participants were described with sufficient detail to allow others to select individuals with similar characteristic <i>[Age, disability, gender reported and the description provided allows for possible replication of the study. Participants were operationally described].</i> |
| 2. | <input type="checkbox"/> | The process for selecting participants was described with replicable precision <i>[Participant selection was operationally described in a way that another researcher could duplicate the procedure].</i> |
| Setting | | |
| 3. | <input type="checkbox"/> | Critical features of the physical setting were described with sufficient precision to allow replication <i>[Features of the setting were operationally defined in a way another researcher can recruit similar participants who inhabit similar settings].</i> |
| Dependent Variable/Measure | | |
| 4. | <input type="checkbox"/> | All dependent variables were described with operational precision <i>[What is being measured in the study was operationally defined. Each dependent variable is described for valid consistent assessment of the variable]</i> |
| 5. | <input type="checkbox"/> | Each dependent variable was measured with a procedure that generates a quantifiable index <i>[Measure of the dependent variable is quantifiable (e.g., frequency, time) or observable].</i> |
| 6. | <input type="checkbox"/> | The measurement process was described with replicable precision <i>[The assessment process for each dependent variable can be replicated, based on</i> |

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| | | <i>the description of measurement provided].</i> | |
| 7. | <input type="checkbox"/> | Dependent variables were measured repeatedly over time <i>[The dependent variable is measured repeatedly to allow for observation of patterns prior to intervention and comparison of performance across conditions or phases].</i> | |
| 8. | <input type="checkbox"/> | Data were collected on the reliability or inter-observer agreement (IOA) associated with each dependent variable, and IOA levels met minimal standards (e.g., IOA = 80%; Kappa = 60%) <i>[Interobserver reliability data were collected repeatedly throughout various phases of the study (e.g., not only in baseline)]</i> | |
| Independent Variable/ Intervention | | | |
| 9. | <input type="checkbox"/> | Independent variable was described with replicable precision <i>[The independent variable was operationally defined to allow both valid interpretation of the results and accurate replication of the procedures. May include descriptions of materials and specific actions and should avoid only generic descriptions (e.g., cooperative play) that are prone to high variability in implementation]</i> | |
| 10. | <input type="checkbox"/> | Independent variable was systematically manipulated and under the control of the experimenter. <i>[The independent variable was systematically manipulated (actively manipulated) by the researcher (not a naturally occurring event). The researcher determined when and how the independent variable would change]</i> | |
| 11. | <input type="checkbox"/> | Overt measurement of the fidelity of implementation for independent variable. <i>[Documentation of procedural fidelity measures were provided, either through a continuous direct measure of the independent variable's implementation or some other measure that is reported.]</i> | |
| Procedures | | | |
| 12. | <input type="checkbox"/> | A baseline phase provided repeated measurement of a dependent variable and established a pattern of responding that can be used to predict the pattern of future performance, if introduction or manipulation of the independent variable did not occur. <i>[The dependent variable was observed until a pattern of responding is consistent to allow for prediction of future responses (5 or more are recommended, fewer are acceptable if pattern established)]</i> | |
| 13. | <input type="checkbox"/> | The procedural characteristics of the baseline conditions were described with replicable precision. <i>[Baseline conditions/ procedures described with replicable procedures. Baseline should be described to the same level of detail as a treatment phase to allow for comparisons and replication of the study.]</i> | |
| Design/Graph/Results | | | |
| 14. | <input type="checkbox"/> | The design provides at least three demonstrations of experimental effect at different points in time. <i>[At least three demonstrations of effect of the intervention were demonstrated at three different points in time with one participant, or across at least three different participants. A demonstration of effect is an increase (desired increase), decrease (desired decrease), or desired reversal in direction of the anticipated pattern of data,</i> | |



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| | | <i>with the introduction of the independent variable. Look at graphs for this evidence. A functional relationship is compromised when (a) there is a long latency between manipulation of the IV and a change in the DV, (b) mean changes across conditions are similar to changes within conditions, or (c) trends do not follow those predicted by introduction of the IV]</i> | |
| 15. | <input type="checkbox"/> | The design controls for common threats to internal validity (e.g., permits elimination of rival hypotheses). <i>[Experimental control demonstrated through (a) introduction and withdrawal of the independent variable, (b) staggered introduction of the independent variable, or (c) manipulation of levels of the independent variable across observation periods]</i> | |
| 16. | <input type="checkbox"/> | Experimental effects were replicated across participants, settings, or materials to establish external validity. <i>[Within one study external validity is enhanced through replicable descriptions of (a) participants, (b) study context, and (c) factors influencing behavior prior to intervention. Also enhanced through use of multiple participants or settings and multiple measures of the DV in one study. Weakened by selection and attrition bias. Demonstrated through systematic replications of studies across multiple locations and multiple researchers.]</i> | |
| Social Validity | | | |
| 17. | <input type="checkbox"/> | The dependent variable is socially important. <i>[A measure (interview, survey) was used to determine if the dependent variable selected was important for the individual(s) included in the study. Results are included in manuscript]</i> | |
| 18. | <input type="checkbox"/> | The magnitude of change in the dependent variables resulting from the intervention is measured as socially important. <i>[The amount of change in performance (dependent variable) has social significance, according to the author's analysis of the SV measure. The amount of increase or decrease in a behavior as a result of the manipulation of the IV matters]</i> | |
| 19. | <input type="checkbox"/> | Implementation of the independent variable was described by author as practical and cost effective. <i>[Include a description of how the benefits of the intervention outweigh the cost of the intervention (e.g., price, time to implement, # of staff needed to implement). Costs reported and the procedures associated with the IV were determined by the author (or stakeholders) to be practical and cost efficient. Consider number of people required to implement the intervention, time allocated for the intervention, required manipulation of the setting, required materials]</i> | |
| 20. | <input type="checkbox"/> | Social validity is enhanced by implementation of the independent variable over extended time periods, by typical intervention agents, in typical physical and social contexts. <i>[Typical intervention agents reported the procedures to be acceptable, feasible, effective, and choose to continue to the intervention after the study. This is enhanced by studies that demonstrate use of the IV with typical intervention agents (e.g., parents, teachers), in contexts that are not overly disruptive to regular class or home routines]</i> | |

Overall Quality Determination

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| <input type="checkbox"/> | High Quality (Must meet all 20 indicators) |
| <input type="checkbox"/> | Acceptable Quality (Must meet Indicators 1-16 and at least one of 17-20) |
| <input type="checkbox"/> | Did not Meet Quality (Item#(s): _____) |

Quality indicator criteria for single case research adapted from:

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179.

Kratochwill, T. R., Hitchcock, J. H., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M., & Shadish, W. R. (2013). Single-case intervention research design standards. *Remedial and Special Education, 34*, 26-38. doi: 10.1177/0741932512452794