Empirical Research

How to find it
How to use it
How to cite it
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Using Databases
Find Databases by TITLE:
1234ABCDEFGHIJKLMNOPQRSTUVWXYZ All Databases

Find Databases in your SUBJECT area:

Popular Databases & Resources:

Academic Search Complete — Interactive Tutorial
Popular and scholarly resources including journals, magazine, and newspaper articles.

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JSTOR — Interactive Tutorial
Enables specific searches of scholarly literature, including peer-reviewed papers, theses, books, pre-prints, abstracts, and technical reports.

LexisNexis Academic — Interactive Tutorial
Newspapers and news magazines including general topic news, as well as company, industry, market, government and political news.

PsycINFO
Articles, citations, and book chapters from all areas of psychology.

PubMed (National Library of Medicine)
UA NetID  WebAuth

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Password: ************

LOGIN clear

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- Create your UA NetID
- Change/Reset your Password
- UITS WebAuth Help

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Students, faculty and staff, please login via WebAuth (at left) to use UA Library databases. For information on using WebAuth and your NetID to access campus services, please see the WebAuth home page.

When you finish, you should completely close all your browser windows to ensure your WebAuth session is ended.

Friends of the Library and UA Alumni Association members, please use our login page for the Friends of the Library database, or for the Alumni databases.

Return to the UA Library.
6. A comparison of teacher checklists used over 15 days and a one-day antecedent analysis to conduct a medication trial.


Subjects: Attention Deficit Disorder with Hyperactivity; Behavior Problems; Drug Therapy; Methylphenidate; Childhood (birth-12 yrs); School Age (6-12 yrs); Male

Database: PsycINFO

Notes: Please refer to the Catalog to locate this journal

7. The effects of methylphenidate in the classroom: What dosage, for which children, for what problems?


Subjects: Attention Deficit Disorder with Hyperactivity; Classroom Behavior; Drug Dosages; Drug Therapy; Methylphenidate; Childhood (birth-12 yrs); School Age (6-12 yrs); Male; Female

Database: PsycINFO

Notes: This title is held locally

8. A crutch, a tool: How mothers and fathers of boys with ADHD experience and understand the work of ritalin.

The effects of methylphenidate in the classroom: What dosage, for which children, for what problems?

Authors: Northup, John, Louisiana State U, Dept of Psychology, Baton Rouge, LA, US, jnorthu@unix.lsu.edu

Address: Northup, John, Louisiana State University, 236 Audubon Hall, Baton Rouge, LA, US, 70803, jnorthu@unix.lsu.edu


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ISSN: 1045-3830 (Print)
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Language: English

Keywords: methylphenidate effects; classroom behavior; math ability; reading performance; social engagement; dosage; individual differences; students; academic performance; time-course effects; ritalin; ADHD

Abstract: In this study the authors conducted single-case analyses of the dosage and time-course effects of methylphenidate (MPH; Ritalin) on disruptive classroom behavior, math and reading performance, and social engagement. Clear individual differences were demonstrated (a) across children (aged 7 yrs) with attention deficit hyperactivity disorder (ADHD); (b) across academic, behavioral, and social domains of functioning; (c) for dose-response effects; and (d) in the onset and duration of effects. These results are in contrast to the majority of group studies that suggest a generally positive and linear dose-response effect for MPH across both children and domains of functioning. No particular dose-response relationship between disruptive behavior and academic performance was indicated. However, an increasing dosage of MPH was associated with increasing social withdrawal for 2 of the 3 participants. Implications for school-based medication evaluations and for designing optimal comprehensive interventions for children who receive MPH are discussed. (PsycINFO Database Record (c) 2011 APA, all rights reserved)

Subjects: *Attention Deficit Disorder with Hyperactivity; *Classroom Behavior; *Drug Dosages; *Drug Therapy; *Methylphenidate; Academic Achievement; Behavior Problems; Cognitive Ability; Side Effects (Drug); Social Interaction; Students; Treatment Effectiveness Evaluation

Classification: Clinical Psychopharmacology (3340)
Introduction

Who are the researchers?

What are they studying?

Previous research?

Hypotheses?
Procedures

How are they testing their hypotheses?

Variables?
**Results**

Figure 1, 2, and 3 show the mean results across all sessions and time intervals for each dosage of MPH for disruptive behavior, digits correct, words read correctly, and social engagement for Erin, Kat, and Jack, respectively. The solid line illustrates probable dose-response relationships for each measure. Figures 4, 5, and 6 show the results for disruptive behavior, digits correct, and words read correctly at each time-interval for each dosage of MPH. Table 1 shows the mean number of digits correct and mean number of words read correctly for placebo and each dosage of MPH across all sessions and time-intervals for each participant.

**Table 1. Mean Number of Words Read Correctly and Digits Correct during Placebo and Low, Moderate, and High MPH Conditions**

<table>
<thead>
<tr>
<th></th>
<th>Placebo</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words Read Correctly</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erin</td>
<td>17</td>
<td>22</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Kat</td>
<td>87</td>
<td>92</td>
<td>100</td>
<td>89</td>
</tr>
<tr>
<td>Jack</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>Digits Correct</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erin</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Kat</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Jack</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
Overall, the results of this study illustrate the common and potentially large individual differences in children’s response to MPH. Individual differences were demonstrated (a) across children; (b) across academic, behavioral, and social domains of functioning; (c) for dose-response effects; and (d) in the onset and duration of effects. These results are in contrast to the majority of group studies that suggest a generally positive and linear dose-response effect for MPH across both children and domains of functioning. Although many of these specific findings may have been demonstrated previously or suggested in isolation or at the group level, the current study provides a clear and comprehensive demonstration of the complex individual results that might be anticipated when MPH is administered to children in school settings.

The current study also provides a demonstration of the utility of behavioral methods and CBM to evaluate any or all of the complex areas related to the assessment of MPH effects in school settings. The overall results also emphasize the importance of doing so. A greater use of more systematic and comprehensive medication evaluations is strongly supported (DuPaul & Stoner, 1994; Gulley & Northup, 1997). The results also emphasize that it would be ideal to conduct direct assessments across multiple areas of functioning to evaluate thoroughly MPH effects for individual children.
References

Citations of sources used by the authors

REFERENCES

Using Research in Your Paper

Goal: Support your position

Summarize COMPLETE research study

✓ What they studied
✓ Procedures
✓ Results
✓ Conclusions
Using Research in Your Paper

Goal: Support your position

Use this information to support your argument

✓ How do the conclusions prove your point?
✓ How do they go against your position?
✓ Remain objective!
Using Research in Your Paper

2 ways to use an article:

1. Paraphrasing
   • Great for explaining the study, summing up the results

2. Direct quote
   • Great for presenting a specific conclusion
According to Northup et al. (2001), the results of methylphenidate (Ritalin) vary significantly from child to child. This variance was reflected in social, behavioral, and academic performance, as well as in the dosages given and the longevity of the effects.
The results of this study illustrate the...large individual differences in children’s responses to MPH...demonstrated across children, across academic, behavioral, and social domains...for dose-response effects, and in the onset and duration of effects (Northup et al., 2001, p. 321).
APA Citations

2 Locations for Citations:

1. In-Text
   • Although Ritalin has been considered a universal fix for ADHD symptoms, it is important to understand that its effectiveness varies between individuals (Northup et al., 2001).
Quiz!

Which of these is a major difference between a media article and an empirical article?

A. Length
B. Intended Audience
C. Number of Authors
D. There is no difference
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B. Intended Audience
C. Number of Authors
D. There is no difference
Quiz!

Which of these is NOT an example of an empirical research article?

A. An article found on sciencedaily.com about the effects of Ritalin

B. An article written by two professors from UCLA explaining a recent study they have completed

C. An article found using the PsychInfo database describing a study testing the effects of psychotherapy on ADHD children

D. An article from the School Psychology Journal explaining a study about the disadvantages of prescribing Ritalin to young children
Quiz!

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Quiz!

Which of the following should be included in an in-text citation of an empirical article?

A. Author’s first name
B. Title of the journal it was published in
C. Year published
D. Title of the article
Quiz!

Which of the following should be included in an in-text citation of an empirical article?

A. Author’s first name
B. Title of the journal it was published in
C. Year published
D. Title of the article
What is the following statement an example of?

According to the results of Schmoe et al. (2003), Ritalin has absolutely no effect on the disruptive behavior of children between the ages of 3 and 6.

A. Reference page citation
B. Paraphrasing
C. Statement of your argument
D. Direct quote
Quiz!

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According to the results of Schmoe et al. (2003), Ritalin has absolutely no effect on the disruptive behavior of children between the ages of 3 and 6.

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B. Paraphrasing
C. Statement of your argument
D. Direct quote