



The MARIO Memo exists to help bridge the gap between educational researchers and practitioners, especially in relation to the field of special education. We believe everyone, regardless of their time or financial resources, should have access to the most recent research available. Our goal is to empower and inspire more teacher-researchers.



MARIO Must Read for Special Educators

Words Have Power: Ensuring language-rich environments for students with autism | Study by Nicole Sparapani, Vanessa P. Reinhardt, Jessica L. Hooker, Lindee Morgan, Christopher Schatschneider, and Amy M. Wetherby | Summarized by Amanda Jenkins



MARIO Must Read for Administrators

The Key to Classroom Management: Multicomponent Professional Development | Study by Sarah Wilkinson, Jennifer Freeman, Brandi Simonson, Sandra Seers, Sang Gyu Byun, Xin Xu, and Hao-Jan Luh | Summarized by Bernadette Gorczyca



MARIO Must Read for General Educators

Student Learning Satisfaction in Online Learning Environments and Teacher Presence: Is there a connection? | Study by Jun Rong Nigel Lim, Sonny Rosenthal, Ye Jun Marcius Sim, Zhao-Yi Lim, and Kai Rong Oh | Summarized by Nika Espinosa



MARIO Must Read for Family Members

The personal and external factors needed for students with disabilities to be successful at university | Study by Anabel Moriña and Gilda Biagiotti | Summarized by Matt Barker



Listen & Share

In a Minute

- Foster character traits associated with openness, conscientiousness, and a "steady temperament" to encourage deep learning for students.
- Consider whether your assessment practices offer equal opportunities to demonstrate learning and for students to self-advocate.
- Effective teacher professional development should provide didactic training, coaching, and performance feedback.
- Leverage peer-tutoring to improve academic outcomes.
- Increase teacher social presence in online lessons to increase student learning satisfaction.
- Use open-ended questioning and rich language environments to encourage communication development and academic achievement.
- Students with disabilities that thrive at university tend to have traits of self-directed learning and access to external support from family, friends, and faculty.

**This Week's
MARIO Authors**

Shekufe Monadjem
Akane Yoshida
Bernadette Gorczyca
Erin Madonna
Nika Espinosa
Amanda Jenkins
Matt Barker

Special educator Philip Bowman invests time each week into reviewing educational research from a variety of peer-reviewed journals. He works alongside his co-editors to select and share key findings from the most interesting studies in the articles linked below. You can contact Philip directly at Phil@marioframework.com.

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this Memo****Learn about the
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Education (MBE)**

How do temperament and character play a role in students' approach to learning?

**Intervention**

Leveraging Peer-Mediated Interventions for Academic and Social-Behavioral Gain

**Evaluation**

Adjusting Assessment Practices for Students with Learning Disabilities: A Multi-Dimensional Framework for Fairness

**Self-Efficacy**

Student Learning Satisfaction in Online Learning Environments and Teacher Presence: Is there a connection?

**Professional Learning**

The Key to Classroom Management: Multicomponent Professional Development

**High Expectations**

Words Have Power: Ensuring language-rich environments for students with autism

**Self-Advocacy**

The Personal and External Factors Needed for Students with Disabilities to Be Successful at University



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Students with a deep approach to learning tend to have character traits associated with openness, conscientiousness, and a “steady temperament.” Educators can focus on fostering these traits in the classroom to increase students’ self-awareness and self-management skills, which students use to motivate themselves, set achievable personal and academic goals, and develop a growth mindset. — Shekufeh Monadjem



A number of factors affect the perception of key stakeholders in relation to the fairness of assessment practices for students with learning differences. . . Having an awareness of this multidimensional conceptualization of fairness is helpful in evaluating whether assessment practices are offering equal opportunities to demonstrate learning, and also scaffolds students’ ability to self-advocate for their needs—Akane Yoshida



Providing teachers with instructional strategies, coaching, and feedback to effectively manage student behavior will benefit teachers and students alike. . . School leaders should look for opportunities to offer authentic, long-term, multicomponent professional development for classroom management practices, such as through peer coaching. —Bernadette Gorczyca



The implication of this study for educators is that utilizing peer-mediated interventions, within academic, SEL, and executive function lessons, is once again proven an evidence-based approach to increasing academic gains. Peer-mediated interventions may also have positive indirect effects on social-behavioral outcomes. —Erin Madonna



In the past two years, education all over the world has been forced to adapt and embrace online learning. Students and teachers alike had to become more proficient in using technology—some navigating with ease, and others finding it more challenging. However, just as educator presence and student self-efficacy is important and impactful in the classroom, these two factors are also crucial to successful online learning. —Nika Espinosa



Teacher language within general and special education classrooms differs for students with autism, resulting in potentially negative impacts. Numerous studies have shown that open-ended questioning and language rich environments are linked to positive academic achievement and communication development, especially for students with disabilities like autism who may struggle in these areas. —Amanda Jenkins



Identifying these internal and external factors can help universities ensure that they have the necessary resources in place to support students with disabilities. Additionally, knowing these factors can help students with disabilities make informed decisions as to their choice of university:

- Personal factors include “self-advocacy, self-awareness, self-determination, self-esteem and executive functioning.”
- External factors include “family, disability offices, staff and faculty members, and peers.” —Matt Barker