



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

Student-Driven Goal-Setting and Attainment: What Causes Differences in Perception Between Student and Teacher? | Study by Karrie A. Shogren, Tyler A. Hicks, Sheida K. Raley, Jesse R. Pace, Graham G. Rifenbark, and Kathleen Lynne Lane | Summarized by Akane Yoshida



MARIO Must Read for School Leaders

What are effective approaches to improve a teacher's technology skills? | Study by Göran Fransson and Fredrik Norman | Summarized by Frankie Garbutt



MARIO Must Read for General Educators

The Impact Teacher Psychology Has on Education Inequalities | Study by Kate M. Turetsky, Stacey Sinclair, Jordan G. Starck, and J. Nicole Shelton | Summarized by Matt Piercy



MARIO Must Read for Family Members

How did special education teachers adapt their practices for students with autism during the COVID-19 pandemic? | Study by Sarah Hurwitz, Blaine Garman-McClaine, and Kane Carlock | Summarized by Ayla Reau



Listen & Share

In a Minute

- Use a top-down approach to reading comprehension where the student poses questions while reading and learns to problems solve comprehension lapses independently.
- A trusting relationship in the academic setting can lead to more frequent conversations and a deeper understanding of the field of study.
- Students and teachers might disagree on goal attainment outcomes due to differences in perspectives, levels of teacher support, or estimation of skills.
- Teacher attitudes, beliefs, and perceptions are critical in how they have the potential to contribute to or reduce educational inequalities.
- Revision and reassessment of IEPs will be critical to getting the right support for students with autism as in-person learning resumes.
- Actively seeking out formal and informal professional development opportunities can lead to improved self-image for educators.



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Join Our Team



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.



Interventions

Supporting Struggling Readers: The Self-Questioning Strategy

by Erin Madonna



Student-Teacher Relationships

The Importance of Trusting Relationships for Students in Higher Education

by Shekufeh Monadjem



Personalized Goals

Student-Driven Goal-Setting and Attainment: What Causes Differences in Perception Between Student and Teacher?

by Akane Yoshida



Psychology

The Impact Teacher Psychology Has on Education Inequalities

by Matt Piercy



Law & Policy

How did special education teachers adapt their practices for students with autism during the COVID-19 pandemic?

by Ayla Reau



Professional Learning

What are effective approaches to improve a teacher's technology skills?

by Frankie Garbutt



SENIA, ECIS, and EARCOS support the MARIO Memo's mission to provide access to the most recent research in special education and help freely distribute this resource.



In evaluating the intervention strategies we employ with students, we must consider both global effectiveness and effectiveness for target populations, as the success of the intervention may differ depending on the student population it is serving. As educators, we strive to be measured in practice, so monitoring the impact of an intervention within our own unique context is one way to responsibly apply what we have learned from the research base. —Erin Madonna



Trusting relationships with significant others in the academic setting are beneficial for PhD students. Having regular pedagogical conversations with trusted peers or leaders can lead to a deeper understanding of their field of study, and in turn to the success of the academic program. - Shekufeh Monadjem



When students determine their own goals and design their own rubrics for measuring outcomes, goal attainment is dependent on whether the student's rating or the teacher's rating is utilized as the outcome measure. Further research is needed to determine why student and teacher ratings can diverge and to what degree these can be used to draw conclusions on the efficacy of interventions. —Akane Yoshida



Teacher attitudes, beliefs, and perceptions are critical in how they have the potential to contribute to or reduce educational inequalities. —Matt Piercy



The pandemic has disrupted teaching and learning in many ways. Students with IEPs likely had these documents changed to adapt to the current mode of learning. In particular, students with social-based interventions may have needed to put these on hold as social distance and virtual learning made these infeasible. As students return to a more normal school routine, IEP teams will have to reassess students' Present Level of Performance (PLOP) and likely conduct reassessment and revision of IEPs. —Ayla Reau



Acknowledgment of the power of social media and one's self-image in driving a teacher's self-directed and informal professional development, in addition to teacher's ability to improve their teaching and learning practices, positively influences informal training across an organisation. —Frankie Garbutt