

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

Facilitate positive social interactions for adolescents with ASD with these types of social skills interventions | Study by Salena Babb, Tracy J. Raulston, David McNaughton, Joo-Young Lee, and Rachel Weintraub | Summarized by Ayla Reau



MARIO Must Read for School Leaders

Direct Effects of COVID-19 on Education for Learners of All Ages | Study by Hanad Ahmed, Mohammed Allaf, and Hussein Elghazaly | Summarized by Matt Piercy



MARIO Must Read for General Educators

Is reprimanding students an effective behavior management strategy? | Study by Paul Caldarella, Ross A. A. Larsen, Leslie Williams, Howard P. Wills, and Joseph H. Wehby | Summarized by Jay Lingo



MARIO Must Read for Family Members

How Did Sibling Relationships Fare During Lockdown When a Child Has Special Needs? | Study by Umar Toseeb | Summarized by Shekufeh Monadjem



Listen & Share

In a Minute

- Conflict in sibling relationships rose during lockdown when one child in the home had moderate special education needs but not severe special needs.
- Over 10 years, NYC schools enacted policies for students with disabilities; results were positive for inclusion, academic outcomes, and graduation rates.
- To encourage desired classroom behavior, teachers should focus on proactive classroom management strategies, such as explicitly teaching expectations.
- By including people with disabilities in the design process and applying Abilities Design principles, we can innovate and create more accessible websites.
- Direct effects of COVID-19 on education impacted learners of all ages. These measured outcomes give a glimpse into possible long-term implications.
- This meta-analysis shows that peer and learner-directed social skills interventions improved social interactions with adolescents with autism spectrum disorder.



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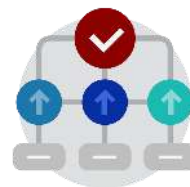
Special educator Philip Bowman invests time each week into reviewing educational research from a variety of peer-reviewed journals. He works alongside his co-editors to select and share key findings from the most interesting studies in the articles linked below. You can contact Philip directly at Phil@marioframework.com.



Family

How Did Sibling Relationships Fare During Lockdown When a Child Has Special Needs?

by Shekufeh Monadjem



Law & Policy

Is Special Education Reform Working? A Case Study from New York City

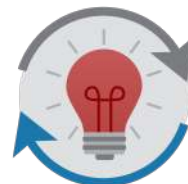
by Taryn McBrayne



Student-Teacher Relationships

Is Reprimanding Students an Effective Behavior Management Strategy?

by Jay Lingo



Design Thinking

Create More Accessible Websites with Abilities Design

by Tanya Farrol



Social & Emotional Learning

Direct Effects of COVID-19 on Education for Learners of All Ages

by Matt Piercy



Interventions

Facilitate positive social interactions for adolescents with ASD with these types of social skills interventions

by Ayla Reau



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.



During the COVID-19 lockdown, there was a rise in sibling conflict in families where at least one child had moderate special educational needs and disabilities (SENDs). These young people with special needs were both the instigators and receivers of the conflict, and it was mainly those with severe and complex needs that were spared this conflict. —Shekufeh Monadjem



The inclusion of students with disabilities (SWDs) within general education classrooms and the improvement of academic performance continues to be a challenge faced by many school districts across the United States. However, data collected on special education reform in America's largest school district, New York City (NYC), suggests that progress on inclusion is possible, yet increases in academic performance are more difficult to achieve, emphasizing the need for new policies that address this gap in the educational system. —Taryn McBrayne



Research suggests that teacher reprimands do not decrease students' future disruptive behavior or increase their engagement levels. Instead, teachers should focus on proactive classroom management strategies, such as explicitly teaching classroom expectations, using behavior-specific praise, and reinforcing positive behavior as a way to encourage desired behavioral outcomes in the classroom. —Jay Lingo



By using Universal Design, Universal Design for Learning, and Inclusive Design methodologies and principles in combination, websites can be designed to be accessible for all people. Innovative solutions to website design must be done in conjunction with people with disabilities, in order to ensure accessibility. This will allow all citizens to have access to information without barriers, especially during a pandemic. —Tanya Farrol



Though it is too soon to have a large bank of data relating to the outcomes of COVID-19 on education, researchers anticipate a widening of the existing educational gap for students from lower socioeconomic differences and children with learning differences. As educators, it is critical we continue to check in with students about how they are coping and what assistance we can guide them toward in our schools and communities. —Matt Piercy



Social skills interventions can have a positive impact on adolescents with ASD. Generally, impairment in social functioning is a central feature of ASD and social interactions become more complex as a child ages. Educators at any stage can provide interventions to both the learner with ASD and to their peers in order to help build and facilitate positive social interactions. —Ayla Reau