



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

Implementing Asynchronous Instructional Materials for Students with Learning Disabilities | Study by Matthew L. Love and Kathy B. Ewoldt | Summarized by Nika Espinosa



MARIO Must Read for School Leaders

12 Effective Behaviors Used by Early Childhood Coaches | Study by Paula J. Thompson, Christine A. Marvin, and Lisa L. Knoche | Summarized by Akane Yoshida



MARIO Must Read for General Educators

Science, Technology, Engineering, Arts, and Mathematics Remote Instruction for Students With Disabilities | Study by Jonté C. Taylor and Jiwon Hwang | Summarized by Jay Lingo



MARIO Must Read for Family Members

Can We Improve Conversational Fluidity for Adults with Autism Spectrum Disorder? | Study by Noor Z. Al Dahhan, Laura Mesite, Melissa J. Feller, and Joanna A. Christodoulou | Summarized by Michael Ho



Listen & Share

In a Minute

- Use a guide covering standards, student needs, navigation, and assessment to evaluate online, asynchronous instructional materials for neurodiverse learners.
- A video feedback intervention proved successful in increasing conversational fluidity and confidence for three young adults with autism spectrum disorder.
- Effective early childhood coaches share the same 12 coaching behaviors and 6 themes of practice around relationship building and coaching strategies.
- There appears to have been a decline in self-esteem and self-efficacy among teachers forced to make a rapid switch to online learning during COVID-19.
- After reflective practice and exposure to SpED content, teacher candidates' perceptions of individuals with disabilities were positively altered.
- Choose tools for STEAM remote instruction that feature a framework and strategies geared toward students with learning disabilities to promote inclusion.



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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.

Evaluation



Implementing Asynchronous Instructional Materials for Students with Learning Disabilities

by Nika Espinosa



Interventions

Can We Improve Conversational Fluidity in Young Adults With Autism Spectrum Disorder?

by Michael Ho

One-to-One Learning



12 Effective Behaviors Used by Early Childhood Coaches

by Akane Yoshida



Mind, Brain, and Education

Teacher Self-Esteem and Self-Efficacy in Times of COVID-19

by Shekufeh Monadjem

Professional Learning



Reflective Practice Positively Impacts Professional Identity

by Matt Piercy



Remote Learning

STEAM Remote Instruction for Students With Disabilities

by Jay Lingo



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.



How can we make certain that the technological tools available to educators are effective in engaging and ensuring learning for students who have learning difficulties? Love and Ewoldt suggest having a guide to help educators evaluate the digital resources that help our neurodiverse learners be successful during online learning. —Nika Espinosa



Competency in social communication can be an indicator of how socially desirable one is when meeting new people. For people with autism spectrum disorder (ASD), their conversational fluidity can be predictive of friendships and subsequent social and emotional success in early adulthood. In order to address the lack of conversation fluidity among the ASD population, video feedback intervention is one evidence-based strategy that can make a difference in their verbal interaction. —Michael Ho



Experienced Early Childhood (EC) coaches whose interactions with teachers were recorded across a period of two years showed a range of coaching behaviors that were consistent with those that have been established as key practices in the existing literature. Analyses of these conversations revealed six predominant themes in the work and beliefs of experienced EC coaches. Having a clear and intentional focus, building upon previously trained strategies, and systematically documenting each session were raised by the EC coaches as being key principles of their practice. —Akane Yoshida



There appears to have been a decline in self-esteem and self-efficacy among teachers forced to make a rapid switch to online learning during the COVID-19 pandemic, especially in the cases of teachers working closely with students with learning disabilities. —Shekufeh Monadjem



Teacher candidates' perceptions of individuals with disabilities can be positively and significantly altered when exposed to special education content and embedded reflective practice. —Matt Piercy



Over the past decade, we've seen a general increase in science, technology, engineering, the arts, and mathematics (STEAM) education as well as making it more inclusive by supporting students with learning disabilities (LD) and/or emotional behavioral disorder (EBD). There are a number of tools and resources available for teachers for maximizing remote instruction to make sure that all students are given equitable opportunities in STEAM education. Teachers can ensure that all of their students are able to participate in remote STEAM instruction by intentionally looking at strategies and frameworks that cater to students with LD or EBD. —Jay Lingo