



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

Tier 2 Behavior Interventions: By the Student, for the Student | Study by Patrick J. Mallory, Patricia K. Hampshire, and Deborah R. Carter | Summarized by Nika Espinosa



MARIO Must Read for School Leaders

Ci3T: Behavior is a Primary Concern of Teachers | Study by Holly M. Menzies, Wendy Peia Oakes, Kathleen Lynne Lane, David James Royer, Emily D. Cantwell, Eric Alan Common, Mark Buckman | Summarized by Erin Madonna



MARIO Must Read for General Educators

Motivation Matters: Three Motivation Strategies to Support Engagement in Mathematics | Study by Stephanie Morano, Andrew M. Markelz, Kathleen M. Randolph, Anna Moriah Myers, and Naomi Church | Summarized by Jay Lingo



MARIO Must Read for Family Members

How can we use ethics of care to understand the transition to adult services for adults with severe intellectual disabilities? | Study by Paula Jacobs, Ethel Quayle, Heather Wilkinson, and Ken MacMahon | Summarized by Michael Ho



Listen & Share

In a Minute

- When implementing a tiered model of proactive intervention, success depends on proper training, strong leadership, and data-based decision making.
- Increase motivation by involving students in their own behavioral interventions.
- Learning Family Professional Partnerships skills is integral to teacher education to promote inclusive practices and family support.
- Applying an ethics of care perspective to transitions for adults with severe disabilities allows for the adult and those around them to be involved with the process.
- It appears growth mindset is increasing amongst students with disabilities, but it remains unclear if growth mindset is synonymous with effort from the student's perspective.
- Reinforcement strategies, self-monitoring of attention, and high reinforcement strategies coupled with high-quality instruction can increase motivation and engagement in math.

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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.

**Professional Learning**

Ci3T: Behavior is a Primary
Concern of Teachers

by Erin Madonna

**Self-Directed Learning**

Tier 2 Behavior
Interventions: By the
Student, for the Student

by Nika Espinosa

**Family**

Understanding How Family
Professional Partnerships Skills
are Taught to Teacher
Candidates

by Tanya Farrol

**Ecological Systems
Theory**

How can we use ethics of
care to understand
transitions to adult services
for adults with severe
intellectual disabilities?

by Michael Ho

**Psychology**

The Ineffective Support of a
False Growth Mindset

by Matt Piercy

**Motivation**

Motivation Matters: Three
Motivation Strategies to
Support Engagement in
Mathematics

by Jay Lingo



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When implementing a tiered model of prevention, such as the comprehensive, integrated, three-tiered model, it is important to attend systematically to the elements that can positively impact the success of the model. Strong value-driven leadership, data-based decision making, and professional development in the theoretical and practical aspects of a positive behavioral interventions and supports (PBIS) system must be consistently integrated. —Erin Madonna



As educators, we know that learning is always more meaningful when there is student involvement and ownership. When designing Tier 2 behavior interventions, student participation and feedback in the process increases effectiveness as student investment increases with involvement.—Nika Espinosa



Training for Family Professional Partnerships (FPP) skills in institutions of higher education is essential to provide special educators with the skills needed in supporting families and fostering an inclusive school culture. The FPP skills taught in universities focus on communication, perspective-taking, self-awareness, and legally required skills through the use of case studies, stories, parent interviews, developing communication materials, and volunteering. —Tanya Farrol



For people with severe intellectual disabilities, transitioning to adult services marks a significant point in their lives. It is during these times and beyond that their involvement in big decisions, such as planning transitions, and the relationships between these people and family members have never been more important. This study explores the transition of six individuals with severe intellectual disabilities; the findings highlight how professionals can also form a close relationship with these individuals. —Michael Ho



Improving our understanding of the mindsets of students with learning disabilities (LD) will permit the implementation of meaningful supports. However, a pilot study was inconclusive whether or not the growth mindset self-beliefs of students with LD were in fact false growth mindsets, wherein students were more focused on effort than more effective resources for support. —Matt Piercy



Elementary students with or at risk of emotional and behavioral disorders (EBD) often experience failure and frustration in mathematics. With high-quality instruction and motivation strategies, such as reinforcing engagement, self-monitoring strategies, and using the high-p strategy, we can improve student engagement and motivation to scaffold learning. —Jay Lingo