

A Comparative Study of K-12 and Higher Education Sport-Related Negligence Litigation

Author

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Abstract

The liability assigned to K-12 school districts and colleges and universities for the safety of student-athletes were compared. The various elements of torts as well as common defenses used in sport-related litigation were synthesized. An examination of sport-related litigation over the past 20 years showed that, contrary to other areas of education-related negligence, universities are held liable more often than K-12 districts. A brief examination of the culture surrounding interscholastic sport is provided, as well as recommendations for administrators to mitigate liability and increase safety for student-athletes.

Practical/Social Implications

School districts, colleges, and universities need to enact plans of safety to mitigate liability and better educate and protect student-athletes: this includes better instruction, guidance, and medical staff (Beach, 2003). There is also a duty to match athletes with competitors of similar size and skill, warn and educate student-athletes of risks, formulate an emergency response plan, and competently select and adequately train coaches and athletic staff (Doleschal, 2006). There also needs to be communication among school and college departments (Blanchard, 2007) and safeguards put into place to ensure that health and safety policies are followed.

Citation

Blanchard, J. (2012). A comparative study of K-12 and higher education sport-related negligence litigation. *Journal of the Study of Sports and Athletes in Education*, 6, 201-220.

The Effects of Covert Audio Coaching on Teaching Clerical Skills to Adolescents with Autism Spectrum Disorder

Authors

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Abstract

Employment instruction for secondary students with autism spectrum disorder (ASD) has received very little attention in the professional literature. However, adults with ASD usually have difficulty maintaining employment for a variety of reasons, including problems with performing work tasks. This study used a multiple baseline design across participants to examine the effects of performance feedback on the participants' ability to independently make photocopies. Feedback was delivered privately through a two-way radio and earbud speaker. The results support the conclusion that the intervention, covert audio coaching, was effective in increasing the participants' accuracy in making photocopies. Specifically, participants demonstrated mastery of the skill within 4-5 sessions, and their improvements maintained for several weeks following intervention.

Practical/Social Implications

As a practical matter, traditional coaching and CAC may not be mutually exclusive and incompatible. Side-by-side coaching could be a first step that transitions to CAC to facilitate independence. It is also conceivable that a participant vacillates between both types of coaching. That is, if there are difficulties evoking the correct responses through CAC, perhaps the coach can temporarily revert to a side-by-side model until the problem is resolved. Thus, it seems that CAC has the potential to be part of an overall intervention package for students and employees with disabilities learning employment skills.

Citation

Bennett, K. D., Ramasamy, R., & Honsberger, T. (2012). The effects of covert audio coaching on teaching clerical skills to adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. Advanced Online Publication. doi:10.1007/s10803-012-1597-6

**Capoeira as a Clinical Intervention:
Addressing Adolescent Aggression with
Brazilian Martial Arts****Author**

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Abstract

Aggression in adolescents is harmful and emotionally devastating to youth and surrounding communities. This article integrates martial arts and therapeutic principles into a culturally sensitive model that cultivates change in the aggressive behaviors of disenfranchised adolescents. The art form of Capoeira is proposed for promoting positive behavioral change.

Practical/Social Implications

For counselors wanting to implement a therapeutic martial arts intervention, there needs to be a clinical supervisor overseeing all clinical components of the program. The clinical supervisor must be willing to have continuing connections with martial arts instructors to provide not only consultation and supervision, but also appraisal and counseling. The clinician's primary involvement is to insure proper functioning of the clinical aspects of the intervention. Clinicians would not need training in martial arts, however, as this piece is separate from the clinical component.

Citation

Burt, I. (2011). Capoeira as a clinical intervention: addressing adolescent aggression with Brazilian martial arts. *Journal of Multicultural Counseling and Development*, 39, 48-57.

**Framing Preservice Teachers'
Interpretations of Graphic Novels in
the Social Studies Classroom****Author**

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Abstract

In this article the author examines (a) preservice teachers' reactions to graphic novels featuring social studies material, and (b) the potential for using graphic novels in secondary social studies classrooms. An analysis of preservice teachers' written book reports, classroom discussions, and individual interviews revealed the range of reactions individuals offer after reading the same text. The web of knowledge (Wertsch, 2002) and interpretive frameworks (Epstein, 2009) preservice teachers used when evaluating graphic novels were impacted by their personal reflections on the novel, their interactions with secondary students in the field, and their perceptions of parents and school communities. Findings also suggest that the preservice teachers support using graphic novels in order to provide an alternative perspective to traditional texts or to increase engagement amongst emerging or struggling readers. However, they rejected texts that included violent images or addressed controversial issues and events, implying that preservice teachers are reluctant to encourage their students to take a critical stance on social studies contents.

Practical/Social Implications

Teacher educators should equip preservice teachers with a variety of materials and strategies for motivating youth to read, comprehend, and critique social studies content. The goal is to encourage novice teachers to examine literature in ways that inspire them to challenge their taken-for-granted assumptions, as well as those embedded in images and texts. Teacher educators must help preservice

teachers gain the skills to engage in and promote critical literacy, especially in regards to teaching controversial issues or disrupting the commonplace.

Citation

Mathews, S. A. (2011). Framing preservice teachers' interpretations of graphic novels in the social studies classroom. *Theory and Research in Social Education, 39*, 416-466.

The Influence of Inattention and Rapid Automatized Naming on Reading Performance

Authors

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Abstract

The current study examined the relation between attention, rapid automatized naming (RAN), and reading fluency among typically developing children. A total of 104 third- and fourth-grade children (8–11 years of age) completed RAN measures consisting of four stimuli (letter, digit, color, and object) and an oral reading fluency measure from the Gray Oral Reading Test-Fourth Edition. Correlational and hierarchical regression analyses revealed that all four RAN stimuli, particularly letter RAN, were significant predictors of reading fluency. Additionally, parent and teacher ratings of inattention from the Swanson, Nolan and Pelham-Version Four rating scale predicted RAN after controlling for gender, working memory, and estimated IQ. Further analyses indicated that RAN performance mediated the relation between inattention and reading fluency. Results support the need to consider attentional variables when assessing reading performance, even among typically developing children.

Practical/Social Implications

The results from this study emphasize the utility of brief assessments such as RAN in predicting reading performance, even among children who do not exhibit significant reading difficulties. Other findings have implications for practitioners when diagnosing RD or ADHD; if a child does not meet diagnostic criteria for the disorder, the child may still have some degree of attention or a reading difficulty, as clinical symptoms or behaviors occurring at a subthreshold level may warrant intervention.

Citation

Pham, A., Fine, J. G., & Semrud-Clikeman, M. (2011). The influence of inattention and rapid automatized naming on reading performance. *Archives of Clinical Neuropsychology, 26*, 214-224.

Benefits of Mentoring African-American Men

Authors

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Abstract

The aim of this study was to investigate the relationship between mentoring, job satisfaction and organizational commitment among African-American males. An online questionnaire was completed by 359 African-American males in a business setting. Job satisfaction and organizational commitment were higher for those who were being mentored versus those who were not. The multiple regression results suggested mentoring was a statistically significant predictor of job satisfaction and organizational commitment. Further, the relation between mentoring and organizational commitment was mediated by job satisfaction. Current organizational research is limited, in that it tends to focus on majority culture where findings can be inappropriately generalized into minority group.

Future mentoring research should include more minorities that can provide a new window for interpreting the contributions of minorities to organizational competitiveness. This is one of the relatively few organizational studies designed specifically for a minority group. The results have implications for how human resource professionals and managers might improve mentoring experiences for minorities.

Practical/Social Implications

Mentoring programs should be continued and/or expanded upon to reduce the likelihood of poor job satisfaction and organizational commitment for African-American males. Organizations through their human resource efforts can contribute to the learning and development of African-American males and other minorities by designing and implementing quality mentoring programs. Such programs could lessen the likelihood of costly under-performance and turnover.

Citation

Robinson, D. M., & Reio, Jr., T. G. (2012). Benefits of mentoring African-American men. *Journal of Managerial Psychology*, 27, 406 – 421

Exploring Young Children's Conceptions About Thinking

Authors

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Abstract

A growing body of evidence supports the importance of nurturing children's thinking. This article reports on an investigation of the influence of teachers' implementation of the Visible Thinking approach developed within the Harvard Graduate School of Education Project Zero on very young children's concepts of thinking, as measured by the drawing-

telling technique. The researchers followed 146 three- to five-year-old children in the classrooms of 10 teachers over a period of 6 months to explore how the children's concepts about thinking developed. The current study first describes the theoretical framework that defines the cluster of concepts related to thinking about thinking (metacognition), social influences on children's concepts of thinking, and cognition and child development. The study is then described, with results showing that the children whose teachers were strong in implementing the Visible Thinking approach advanced their conceptions about thinking after being exposed to the Visible Thinking ideas.

Practical/Social Implications

To prepare individuals for the challenges of the 21st century, education must concentrate on discovery and creativity and move away from “aboutitis” (Perkins, 2009). Given the critical importance of the early years in the development of thinking, the major focus of educators working with this age group of children should be on the development of understanding and thinking.

Citation

Salmon, A. K. & Lucas, T. (2011). Exploring young children's conceptions about thinking. *Journal of Research in Childhood Education*, 25, 364-375.

Early Childhood Special Education: Insights from Educators and Families

Authors

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Abstract

Programs and services designed to meet the needs of young children with disabilities have increased substantially in recent years, often times without evaluating how effective the programs and services are at meeting the needs of children and families. This

study sought to investigate how principals, teachers, and parents perceived how Early Childhood Special Education (ECSE) programs across 31 schools in a large, urban city in the United States (US) meet the needs of young children and their families. Thirty principals, 45 teachers, and 301 families participated in the investigation. Overall, all stakeholders identified the programs' structure, personnel, and home to school connections as strengths. They also believed that ECSE programs were an appropriate place for young children with disabilities. Families and teachers indicated satisfaction with the frequency of communication; however, both families and principals still wanted to see an increase in communication between home and school. Areas needing improvement included critical elements needed in ECSE programs related to human resources, increased funding, and appropriate adult-child ratios. Implications for practice are discussed.

Practical/Social Implications

The results of this study have implications for practice and for professionals working with young children with high-incidence disabilities and their families. As much of the literature has suggested, establishing effective home to school connections is vital for children in ECSE programs. Professionals can facilitate these interactions by using a more personalized approach, having respectful verbal and non-verbal interactions, simplifying educational

jargon, and ensuring parents comprehension of their rights and special education procedures (Harry, 2008). Moreover, professionals can consider inviting community liaisons to parent-teacher meetings, providing alternate forums for parents to voice their opinions and concerns (i.e., group meetings or family advisory boards), and meeting parents in "neutral" or family-friendly places in order to encourage more open and informal styles of communication (Parette & Petch-Hogan, 2000). Another issue raised primarily by principals and teachers was the availability of resources and the replacement of materials. Due to this ongoing concern, a district-wide or state-wide plans need to be developed with the cooperation and insights of principals and teachers to ensure that all classrooms are equipped with the necessary materials and resources. Families could be included in replenishing supplies by sending home "need inventories" requesting for donations or specific supplies for the classroom. In addition, community partnerships and links should be established with local businesses and interested parties to facilitate the acquisition of needed supplies and materials for classrooms.

Citation

Hughes, M. T., & Valle-Riestra, D. (2012). Early childhood special education: insights from educators and families. *International Journal of Education*. Advanced Online Publication. doi: 10.5296/ije.v4i2.153

