

Differentiating Behavioral Ratings of Inattention, Impulsivity, and Hyperactivity in Children: Effects on Reading Achievement

Author

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Abstract

The purpose of the study is to differentiate between behaviors of ADHD: inattention, hyperactivity, and impulsivity and how each domain contributes to reading achievement in elementary school-aged children. Data from 131 children were collected, which included performance from reading fluency and comprehension measures as well as parent and teacher ratings of ADHD behaviors based on the *Diagnostic and Statistical Manual of Mental Disorders* (4th ed.; *DSM-IV*) criteria. Correlation and regression analyses revealed that inattentive behaviors were strongly linked to reading fluency and comprehension. Hyperactivity and impulsive behaviors did not predict reading achievement. A significant two-way interaction was found only for gender and inattention with reading comprehension as the outcome. Many of the behaviors related to inattention strongly predicted reading fluency, reading comprehension, and overall reading ability. Boys who exhibited inattentive behaviors performed more poorly on reading comprehension measures than girls with inattentive behaviors.

Practical/Social Implications

Monitoring progress regularly at home and in school is important for children with reading and attention difficulties to determine whether treatment (e.g., medications, parent training) or school-based interventions and services are helping the child to succeed academically and socially.

Brief rating scales serve that purpose well, particularly for parents and teachers to evaluate the child in different settings. For young children at risk of early

reading or behavioral problems, practitioners should use these brief rating scales or other similar tools in developmental screenings or assessments. In addition, longitudinal studies can also be helpful to look at the utility of behavioral outcomes in each grade level.

Citation

Pham, A. (2013). Differentiating behavioral ratings of inattention, impulsivity, and hyperactivity in children: Effects on reading achievement. *Journal of Attention Disorders*. Advance online publication. doi: 10.1177/1087054712473833

Career Benefits Associated with Mentoring for Mentors: A Meta-Analysis

Authors

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Abstract

Mentoring has been studied extensively as it is linked to protégé career development and growth. Recent mentoring research is beginning to acknowledge however that mentors also can accrue substantial benefits from mentoring. A meta-analysis was conducted where the provision of career, psychosocial and role modeling mentoring support were associated with five types of subjective career outcomes for mentors: job satisfaction, organizational commitment, turnover intent, job performance, and career success. The findings indicated that mentors versus non-mentors were more satisfied with their jobs and committed to the organization.

Providing career mentoring was most associated with career success, psychosocial mentoring with organizational commitment, and role modeling mentoring with job performance. Turnover intent was not linked significantly with any of the subjective career

outcome variables. The findings support mentoring theory in that mentoring is reciprocal and collaborative and not simply beneficial for protégés. Longitudinal research is needed however to determine the degree to which providing mentoring impacts a mentor's career over time. By alerting prospective mentors to the possible personal benefits of providing career, psychosocial, and role modeling mentoring support for protégés, HRD professionals can improve recruitment efforts for mentoring programs.

Practical/Social Implications

In terms of mentoring practice, our findings have important implications for formal mentoring programs in organizations. First and foremost, HRD professionals can recruit mentors for such programs by sharing the possible benefits of volunteering time in providing career, psychosocial, and role modeling mentoring support.

Second, protégés also need to be aware of the possible benefits for mentors. If protégés know from the outset of a mentoring program that they are joining a partnership where both parties (i.e., mentor and protégé) are likely to accrue certain benefits, they will be more inclined to develop a reciprocal relationship than a hierarchical one-way connection that is primarily geared towards their career needs without any consideration of that of the mentor's.

Third, our findings can have implications for the training provided and even to some extent the matching of mentors and protégés in formal mentoring programs. Most organizations offering such programs arrange for generic training on mentor's and protégé's expected roles in the program. Identification of which kinds of mentoring support are associated with the career benefits most desired by the potential mentors can guide HRD professionals to specifically train mentors in providing those kinds of support functions.

Citation

Ghosh, R. & Reio, Jr., T.G. (2013). Career benefits associated with mentoring for mentors: A meta-analysis. *Journal of Vocational Behavior, 83*, 106-116.

Contradictions of Democratic Education: International Teachers' Perspectives on Democracy in American Schools

Authors

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Abstract

This study highlights a range of perspectives offered by 11 international teachers participating in a cultural immersion experience as they reflect on how they saw democracy manifested at their school internships. Teachers from six different countries studied and taught in a rural community in the Southern United States, where a medium-sized research university hosted the teachers as part of a federally funded program during an academic semester. As a part of a larger qualitative research study analyzing the international teachers' perception of American schooling, data from intercultural sessions, individual interviews, and assigned reaction papers highlighted multiple contradictions between the teachers' interpretation of democratic ideals and democratic education as they saw manifested in American schools. These narratives highlight the complex forces that shape individuals' perceptions of democracy as played out in the everyday life of a cultural immersion experience. The researchers suggest that these transnational perspectives can serve as a mechanism allowing Western educators to listen to the "Other" as they interrogate taken-for-granted assumptions about American schooling. Narratives primarily highlight inconsistencies between the goals of citizenship education and the way in which citizenship is promoted or neglected in K-12 classrooms.

Practical/Social Implications

As this study demonstrates, social studies educators cannot assume everyone viewing American education has the same definition of democracy or a view that democracy in and of itself should permeate every aspect of schooling. Instead, unsettling contradictions provide a space for scholars in the field to engage in democratic reflection, deliberative discourse and transformation action.

Citation

Mathews, S.A., Spearman, M.J. & Che, S.M. (2013). Contradictions of democratic education: International teachers' perspectives on democracy in American schools. *The Journal of Social Studies Research*, 37, 185-193.

**Loading and Concurrent Synchronous
Whole-Body Vibration Interaction
Increases Oxygen Consumption
During Resistance Exercise**

Author

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Abstract

Exercise is commonly used as an intervention to increase caloric output and positively affect body composition. A major challenge is the low compliance often seen when the prescribed exercise is associated with high levels of exertion. Whole-body vibration (WBV) may allow increased caloric output with reduced effort; however, there is limited information concerning the effect of WBV on oxygen consumption (VO₂). Therefore, this study assessed the synergistic effects of resistance training and WBV on VO₂. We examined VO₂ at different loads (0%, 20%, and 40% body weight (BW)) and vibration intensities (No vibration (NV), 35HZ, 2-3mm (35L), 50Hz, 57mm (50H)) in ten men (26.5 ± 5.1 years). Data were collected during different stages (rest, six 30s sets of squatting, and recovery). Repeated measures ANOVA showed a stage x load x vibration interaction. Post hoc analysis revealed no differences during rest; however, a significant vibration x load interaction occurred during exercise.

Both 35L and 50H produced greater VO₂ than NV at a moderate load of 20% BW. Although 40% BW produced greater VO₂ than 20% BW or 0% BW using NV, no significant difference in VO₂ was seen among vibratory conditions at 40% BW. Moreover, no significant differences were seen between 50H and 35L at 20% BW and NV at 40% BW. During recovery there was a main effect for load. Post hoc analyses revealed that VO₂ at 40% BW was significantly higher than

20% BW or 0% BW, and 20% BW produced higher VO₂ than no load. Minute-by-minute analysis revealed a significant impact on VO₂ due to load but not to vibratory condition. We conclude that the synergistic effect of WBV and active squatting with a moderate load is as effective at increasing VO₂ as doubling the external load during squatting without WBV.

Practical/Social Implications

This study demonstrates that WBV may be an effective training tool for weight control when combined with moderate-load dynamic squatting exercise. The positive impact on body composition when using these moderate loads may be especially important in obese individuals, especially those with reduced muscle mass such as elderly or highly sedentary individuals. Although our results may not be generalizable to other WBV devices, and the impact of other factors, such as number of sets and work/recovery duty cycle structure have yet to be determined, our findings do demonstrate that further examination of WBV in the context of weight reduction is warranted.

Citation

Serravite, D.H., Edwards, D., Edwards, E.S., Gallo, S.E. & Signorile, J.F. (2013). Loading and concurrent synchronous whole-body vibration interaction increases oxygen consumption during resistance exercise. *Journal of Sports Science and Medicine*, 12, 475-480.

**Deconstructing Dominance:
Toward a Reconceptualization of the
Relationship Between Collective and Individual
Identities, Globalization, and Learning at Work**

Authors

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Abstract

Through this article, we assert that given the individual-oriented literature on identity, and the fact that workplaces are increasingly becoming globalized, collective identities might struggle and run up against dominant, individualistic forms of identity formation. This struggle may have serious implications for workplace practices, including workplace learning.

Through our reflective analysis on various identity-formation theories, we argue for a reconfiguration of workplaces and workplace learning to consider collective perspectives on identity-formation so that work can be more relevant and responsive to the plural needs of workers. Such a move may create a workspace that validates and values workers' identity-differences.

Practical/Social Implications

To actualize the described workplace, we make two recommendations that consider the diversity of various identities in the workplace and workplace learning. First, place value on a broadened view of workplaces that includes sociocultural perspectives on identity. Second, because identity and work are interconnected, process-oriented concepts, the workplace needs to ensure that work activities remain open to being dynamic and interactive.

Citation

Mitzi, R.C. & Rocco, T. S. (2013). Deconstructing dominance: Toward a reconceptualization of the relationship between collective and individual identities, globalization, and learning at work. *Human Resource Development Review*, 12, 364-382.

Class Placement and Academic and Behavioral Variables as Predictors of Graduation for Students with Disabilities

Authors

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Abstract

This study investigated the impact of a range of variables as predictors of graduation potential for students with Specific Learning Disabilities (SLD) or Emotional Behavioral Disorders (EBD) within a large urban school district ($N=573$). These factors included the following characteristics and elements: (a) primary exceptionality, (b) gender, (c) race/ethnicity (d) grade, (e) current enrollment, (f) academic history, (g) behavioral history, (h) Florida Comprehensive Assessment Test (FCAT) performance, and (i) educational setting. Logistic regression results indicated that a successful academic history was the only significant predictor of graduation potential when statistically controlling all other variables. While at marginal significance, results also yielded that students

with SLD or EBD in inclusive settings experienced better academic results and behavioral outcomes than those in self-contained settings.

Practical/Social Implications

The participants in this study reported that along with inclusive settings, several tenets must also be in place to promote academic success and thus increase graduation potential. These included: (a) facilitating relevant and challenging curricula, (b) providing the necessary accommodations or adaptations to excel academically, (c) communicating high expectations, (d) establishing positive and equitable student-teacher interactions and (e) providing structured behavioral interventions for the students that require them. To facilitate the stated tenets within the context of daily practice, this study suggested a comprehensive or holistic approach where the student is viewed in his/her totality rather than from the point of reference of the disability (Hehir, 2005).

Citation

Gonzalez, L. & Cramer, E. D. (2013). Class placement and academic and behavior variables as predictors of graduation for students with disabilities. *Journal of Urban Learning, Teaching, and Research*, 9, 112-123.

The Effects of Training in Timing and Rhythm on Reading Achievement

Authors

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Abstract

This study investigated the relationship between improvement in students' timing/rhythmicity and reading achievement. Two hundred eighty high school-age participants completed pre- and post-test measures from the Woodcock-Johnson Tests of Achievement-III (Woodcock, McGrew, & Mather, 2001). Students in the experimental group participated in a timing/rhythm intervention designed to reduce their latency response to a reoccurring metronome beat. Students in the control group participated in traditional classroom activities. The results from the study indicate that after treatment, the experimental group's post-test Broad Reading and Reading Fluency scores were statistically significantly higher than the non-treatment control group's post-test scores.

Practical/Social Implications

Timing and rhythm play an important role in a number of school-related behaviors. These behaviors include motor planning, sequencing, and cognitive functions like adaptive behavior and attention. Research has demonstrated that those experiencing timing/rhythmicity deficits tend to be poor readers (Taub, McGrew, & Keith, 2007), with disproportionate representation from dyslexic students (Wolff, 2002). Interventions designed to improve a student's skill in timing/ rhythmicity may have the effect of reducing the impact of reading disabilities on readers with cognitive impairments and improving the reading fluency and broad reading skills of typical readers.

Citation

Taub, G. & Lazarus, P.J. (2012). The effects of training in timing and rhythm on reading achievement. *Contemporary Issues in Education Research*, 5, 343-350.

Institutional Response to the Changing Legal Environment Regarding Student Safety: A Multi-Campus Safety Study

Author

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Abstract

Confusion regarding liability for student safety and whether federal regulations prohibit information sharing has become a concern on campuses. Do current policies mitigate liability yet still serve the best

interest of students? Based on interviews of nearly 30 administrators at three campuses in 2008 and 2011, this case study examines the legal considerations used when responding to such concerns, particularly alcohol and mental health. Organizational capacity and culture structure are discussed; recommendations for practice are provided.

Practical/Social Implications

Institutions should formulate partnerships and formalize a group of key administrators to meet regularly to discuss problem students and empower them to act swiftly in emergency situations (Penven & Janosik, 2012). Employees should be educated regarding student privacy rights and the current amendments to FERPA. In light of new case law, it is important that they reevaluate policy. When discussing a new policy or while examining existing ones, institutions should organize a planning team to discuss the viability of the plan and to get diverse views from different campus offices and stakeholders (Benton & Benton, 2006). Additionally, campuses should increase the quality of alternative programming options for students, particularly on nights and weekends.

Citation

Blanchard, J. (2014). Institutional response to the changing legal environment regarding student safety: A multi-campus case study. *Kentucky Journal of Higher Education Policy and Practice*, 2. Retrieved from <http://uknowledge.uky.edu/kjhepp/vol2/iss2/5/>