

## **Comparison of Repeated and Non-Repeated Readings on the Reading Performances of Students with Emotional and Behavioral Disorders**

### **Authors**

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### **Abstract**

This study used an alternating treatments design to compare the effects of three conditions on the reading fluency, errors, and comprehension of four, sixth-grade students with emotional and behavioral disorders (EBD) who were struggling readers. The conditions were (a) repeated readings in which participants read three times a passage of 100 or 150 words, (b) non-repeated readings in which participants sequentially read a passage of 100 or 150 words once, and (c) equivalent non-repeated readings in which participants sequentially read a passage of 300 or 450 words, equivalent to the number of words in the repeated readings condition. Also examined were the effects of the three repeated reading practice trials per sessions on reading fluency and errors. Overall, the results showed that with repeated readings, participants had the best outcomes in reading fluency, errors per minute, and correct answers to literal comprehension questions. Under an enhanced phase (i.e., increased reading levels and/or passage length), the positive effects during repeated readings were more demonstrative. During repeated readings, from Practice Trial 1 through Practice Trial 3, all participants improved their reading fluency and reduced their reading errors.

### **Practical Implications**

The results leave notable implications for classroom practice. Because research tells us that students who read well, read with fluency (Rasinski, 2000) and that there are certain social benefits associated with reading fluently (Snow, Burns, & Griffin, 1998), repeated readings should be considered an effective, compensatory intervention for assisting students with their reading fluency. Given the increased impact of this approach during the enhanced phase of this study, in particular, teachers may want to add repeated readings to their reading program when moving students to more challenging reading.

Specifically, because students with EBD not only exhibit poor reading grades but also earn one of the lowest academic grades of any disability group (Sutherland & Singh, 2004), repeated readings should be considered as a supplement for teachers to use with their reading programs. Teachers may want to use repeated readings as individualized instruction when students work with each other, paraprofessionals, or class volunteers. Another suggestion is that the teacher could have the entire class participate in repeated readings, breaking into dyads and peers repeatedly reading to each other and asking comprehension questions, as research has shown that repeated readings has been effective when used with peers (Barton-Arwood, Wehby, & Falk, 2005; Staubitz et al., 2005). Although the effects of parents implementing a repeated readings program at home have not been sufficiently researched, given its ease of implementation, most parents could be trained to use this approach at home. Another consideration with repeated readings is that it only takes a few minutes to implement and yet results in immediate reading gains.

Future research should investigate the effects of use of repeated readings using peer tutoring, cross-age tutoring, and/or having students track their reading progress. Also, student social validity measures could be taken. Research is needed that investigates the effects of repeated readings over the course of one calendar school year to determine how these effects might differ over an extended period of time.

Furthermore, additional research is needed that compares the effects of repeated readings, non-repeated readings, and equivalent non-repeated readings. This is vital to provide more evidence that the improved reading acquired during repeated readings was due to repeatedly reading the same passage verses simply reading more passages.

### **Citation**

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## Developing Reading Comprehension Skills in High-Functioning Children with Autism Spectrum Disorder: A Review of the Research, 1990–2012

### Author

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### Abstract

The purpose of this article is twofold: (a) to describe a structured literature review that was completed to determine how reading comprehension instruction has been studied with high-functioning children with autism spectrum disorder (ASD) and (b) to provide insight into the reading strategies that teachers might use to support these children. It addresses the following research questions: What reading comprehension studies with high-functioning children with ASD were completed between 1990 and 2012? And which teaching methods or strategies were tested between 1990 and 2012 to improve the reading comprehension skills of high-functioning children with ASD? The U. S. Department of Education reports that much research has been conducted over the past 20 years that addresses ways to remediate reading difficulties, but little research has been completed with high-functioning children with ASD. There is a gap in the research. Studies that test reading strategies are especially important because the number of children with ASD is increasing: The Centers for Disease Control and Prevention just reported that 1 in 50 children were diagnosed with ASD in 2013.

### Practical Implications

Today, the Common Core State Standards are requiring a much stronger emphasis on high-level comprehension skills (Calkins et al., 2012). The research in this study shows that high-functioning children with ASD struggle to make connections in text, have difficulty learning in social settings, need scaffolds to make the abstract concrete, and need support in organization and prompts to stimulate executive processes. Specific instruction in reading comprehension is required to address the needs of these children, and so little research has been completed with this population (U.S. Department of Education, 2013). More research on reading comprehension strategies that support high-functioning children with ASD is greatly needed. Research into the types of reading comprehension instruction that are being offered in inclusive settings is also needed.

Research into the types of reading comprehension instruction that are being offered in inclusive settings is also needed. In a qualitative study of inclusive settings, Whalon and Hart (2011) found that children with ASD

were receiving very limited instruction in reading comprehension, and the instruction was driven by teacher-directed questioning. Students in these classrooms were forced to assume a passive role in their own learning. In that study, Whalon and Hart recommended explicit comprehension strategies that would show children with ASD how to interact with the text and about the text with others in the classroom. In addition, they called for more research on “the impact of early comprehension strategy instruction on the reading development of children with ASD” (p. 254).

Furthermore, literacy educators might consider how they can support classroom teachers through professional development and additional education. Most of the comprehension strategies that were implemented in the research included in this study were strategies that general education classroom teachers may already be familiar with and may be using with their neurotypical students. However, teachers may not be identifying the comprehension difficulties that their high-functioning students with ASD are experiencing because they are distracted by the social and emotional issues that these children exhibit. Also, some teachers may fail to recognize when children do not comprehend because they are reading fluently. Finally, another possibility is that reading comprehension is being tested but not taught, as Durkin (1979) and Pressley (2000) noted in the past.

### Citation

Senokossoff, G. W., (2015). Developing reading comprehension skills in high-functioning children with autism spectrum disorder: A review of the research, 1990–2012. *Reading & Writing Quarterly: Overcoming Learning Difficulties*. Advance online publication. doi: 10.1080/10573569.2014.936574

## Learning by Thinking During Play: The Power of Reflection to Aid Performance

### Author

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### Abstract

Coupled with reflection, play leads to the development of thinking dispositions and promotes deep learning and understanding. The twenty-first century world demands that children learn how to learn by becoming reflective, self-regulating inquirers capable of metacognition (thinking about thinking). This manuscript aims to analyze how young minds work and how children conceptualize thinking so that adults can better scaffold their thinking to help them understand their world. When adults help

children make their thinking visible to themselves, children are likely to be more curious, more metacognitive and to develop thinking dispositions (tendencies that guide intellectual behavior) as they find problems and try to solve them. The author reports research findings that reveal how adults can uncover children's thinking by engaging them in reflective conversations about the thinking process that took place during play, which will eventually evolve into sustained dialogic thinking (shared theory) associated with high-quality teaching and learning.

### Practical Implications

The demands of the twenty-first century require individuals who are able to think with what they know and able to understand how they think in order to learn. In the real world of work, people are urged to think and reflect on their thinking. Costa and Kallick (2008) propose the use of habits of mind to promote intelligent behaviors to find and solve problems. Goleman (2014) states that the solution does not believe that the solution to all productivity problems is to work even harder; instead, he thinks that it is much more effective to give people more time to think. Play provides children with meaningful experiences that intellectually engage and challenge them to solve problems; as Perkins said, learning is a consequence of thinking (1992). However, reflecting on the experience is what moves children beyond play; reflection helps children become metacognitive and learn how to learn as they develop thinking dispositions that eventually aids their performance. Children become metacognitive, in other words, when they are aware of the type of thinking they need in order to solve the problem and have an inclination to use those skills when needed. Meltzer et al. (2007) stated that as children gain an understanding of the learning process, they are able to recognize their personal strengths and to realize the importance of these executive function processes for their academic success.

Early childhood educators should be aware of the potential of play in promoting thinking and take advantage of these processes and invite children to reflect on them. Adults should be responsive to children's curiosity (that leads them to set goals), the strategies they use to reach their goals and the theories that reveal their thinking. As adults observe children, we need to consider their goals (Forman & Hall, 2005). What effects are they trying to create? We observe their actions and listen to their comments to determine the strategies they choose to attain those goals. The relation between the strategy and the goal will reveal a possible theory, a theory about how to make the desired effect occur.

Although thinking skills are important, what makes them useful are the dispositions that someone has to use them. For that reason, intentional teachers should create opportunities to promote thinking dispositions such as alertness, curiosity and strategic planning. It is critical for teachers to engage children in reflection. If children are continuously reflecting, they will develop thinking dispositions naturally, like the children who were defending their 'idea' of ownership. The intentional teacher should also engage children in guided reflections about their thinking during play, and the use of thinking routines might be useful to promote different types of thinking, as the examples demonstrate. Considering that major learning develops from play experiences at young ages, the author addressed research findings that suggest the readers nurture children's thinking through intentional reflection. The use of thinking routines helps children uncover their thinking and become more thoughtful in future play experiences.

### Citation

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### Exploratory Factor Analysis: Implications for Theory, Research, and Practice

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#### Abstract

Exploratory factor analysis (EFA) serves many useful purposes in human resource development (HRD) research. The most frequent applications of EFA among researchers consists of reducing relatively large sets of variables into more manageable ones, developing and refining a new instrument's scales, and exploring relations among variables to build theory. Because researchers face a number of decisions when conducting EFA that can involve some subjectivity (e.g., factor extraction method, rotation), poor analytic decisions regarding how the EFA should be conducted (e.g., number of factors to extract) can produce misleading findings to the detriment of these efforts, especially theory building.

Steps must be taken to improve the quality of the decision making associated with conducting EFAs if sound theory building and research related to this statistical method is to continue. Higher quality EFAs facilitate higher quality theory building and research.

HRD theorists, researchers, and scholar-practitioners are the intended audience of this article. In particular, those interested in refining measures and theory building would benefit most from being exposed to best EFA decision-making practices.

### Practical Implications

Extensive research has demonstrated that EFAs are too frequently plagued by researchers' poor decision making, creating conditions in peer-reviewed journals where conflicting and confusing information is published that is simply incorrect (Cumming, 2014; Henson & Roberts, 2006; Onwuegbuzie & Daniel, 2003). Theorists need accurate information of course to support future theory building (e.g., through meta-analyses, secondary data analyses; see Newman, Hitchcock, & Newman, in press; Nimon, in press) and hypothesis testing (Jaccard & Jacoby, 2010). The purpose of this article was to examine best EFA decision-making practices in social science research like HRD and its links to quantitative theory building. We distinguish five best practices and tie them to concrete examples primarily from the Dahling et al. (2012) and Nimon et al. (2011) studies that used heterogeneous samples to increase generalizability (Widaman, 2012). Recognizing the need for making the implications of these EFA practices clear, we highlight and discuss each in sequence. The five best EFA decision-making practices are as follows: selection of observations, factor extraction method, factor retention, type of rotation, and interpretation.

The scientific merit of the Dahling et al. (2012) and Nimon et al. (2011) studies is clear and defensible because the authors followed best EFA decision-making practice. The information generated from these studies provided sufficient precision for scholars to independently ascertain the validity of the authors' claims; therefore, using the information generated by the studies (e.g., to guide future research or to contribute to a meta-analysis) would support pro-social rule breaking and work cognition theory building.

Poor EFA decision-making practices can lead to erroneous findings being published in social science journals, including those in HRD. The published erroneous findings then present ambiguous information for theorists, researchers, and practitioners to follow. By adhering to the best EFA decision-making practices presented in this article, HRD researchers would be able to more precisely and accurately report their findings to support new theory building and research, and inform best HRD practice.

### Citation

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### Using Social Media in Teacher Preparation Programs: Twitter as a Means to Create Social Presence

#### Authors

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#### Abstract

This exploratory study examines the use of the micro-blogging service Twitter in multiple sections of a pre-service teacher education program in a diverse, urban university. The use of Twitter aimed to encourage student-student and student-teacher interactions, thus enhancing social presence and diminishing the sense of isolation in online classes. Data were obtained by monitoring student Twitter and blog posts, as well as from a student survey where students indicated how they perceived their sense of belonging to a community of learners. Findings indicate that students' conversations revolved around five themes: (a) field experience, (b) emotions, (c) cooperating teacher, (d) class, and (e) relationships. Their conversations were also classified into three sub-categories based on intended audience: (a) students, (b) teacher, and (c) no one in particular. The results from the survey indicate that the group with the least interaction was the group that indicated feeling more engaged in the learning process and more connected to other learners. Implications of these findings and recommendations for future research are discussed.

### Practical Implications

This study focused on the use of Twitter as a means to create a sense of social presence in online classes. As more universities shift towards online classes and programs, it will be imperative to find ways to keep students engaged and connected (Rabe-Hemp et al., 2009). Particularly as we prepare educators to work in urban settings, the element of class discussion and social connections between teacher candidates and with professors are imperative for students to be able to explore their own awareness of diversity and implications for ethnically and linguistically diverse learners (Kea, Campbell-Whately, & Richards, 2006). It is through these personal inter-

changes and reflections that we can shape reflective practitioners who will be prepared to make connections with diverse students and their families.

While Twitter has been found to be an effective communication tool in some instances (Lin et al., 2013), future studies should examine its effectiveness as a way to keep students and teachers connected in fully online classes. This is particularly relevant for culturally and linguistically diverse students, on whom there is a complete dearth of research. There is also further need to explore the disconnect between what many students prefer due to convenience and flexibility – such as online learning and Twitter – as opposed to where they actually feel most satisfied and connected in their learning. No doubt, online learning will continue to grow and social communication methods will continue to shift towards online, abbreviated platforms. As researchers and educators, it falls on us to find ways to bridge these disconnects so that the modalities available for learning both match the format desired by students and produce outcomes that match the desired results for teacher candidates.

Future research will need to explore ways to use current modalities, such as Twitter, to better engage students, particularly in online courses. Alvarez McHatton, Smith, Brown, and Curtis (2013) suggest that teacher preparation now faces two distinct challenges: recruiting and retaining more culturally and linguistically diverse teacher candidates and preparing teacher candidates to be more culturally competent educators.

#### Citation

Munoz, L. R., Pellegrini-Lafont, C., & Cramer, E. (2014). Using social media in teacher preparation programs: Twitter as a means to create social presence. *Perspectives on Urban Education*, 11, 57-69.

#### **Rules of Engagement as Survival Consciousness: Gay Male Law Enforcement Officers' Experiential Learning in a Masculinized Industry Practical and Social Implications**

#### Authors

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#### Abstract

Gay men face decisions associated with disclosure, the process of coming out as gay, when and if to disclose, and how much information. These decisions carry more weight in masculinized industries such as law enforcement. The purpose of this phenomenological study was to critically explore gay male law enforcement officers'

experiences working in a masculinized industry. A critical interpretation process revealed that gay male law enforcement officers learn tacit and informal “rules of engagement,” which are enacted as a form of survival consciousness to cope in an industry that is continually hostile toward gay identity.

#### Practical Implications

This study stretches experiential learning theory (ELT) through the elucidation of both performative consistencies and performative contradictions in the participants' learning. The fact that officers could take actions that seemingly contradicted their learning (i.e., perceiving others are okay with their sexual orientation but still choosing to disengage from certain conversations) is an important finding that moves the boundaries of ELT. Despite articulating the rules of engagement, which limited the extent to which they could be themselves at work, the participants also communicated a consistent feeling that law enforcement could be a positive career choice for gay men. The contradictions in the gay law enforcement officers' statements pointed to their survival consciousness, which enabled them to ignore inconvenient truths about their work.

To elicit change in law enforcement (LE) and the acceptance of gay law enforcement officers (LEO), critical thinking and creative practices must be undertaken by stakeholders at many levels: researchers, officers, department leaders, command staff, and even government/state officials. The practice of challenging long-held assumptions in LE might begin with addressing normative behaviors of LEOs. When policing with consent, LEOs understand that people lend them power to serve. Thus, LEOs might begin to understand the work truly as a service, in which no willing servant should be marginalized. As the peacekeepers and enforcers of law, LEOs may benefit from seeing themselves as primary examples of acceptance and diversity, leaving behind stereotypes regarding masculinity and sexual orientation. LEOs can seek opportunities to change the way their power is perceived and received by (a) intentionally confronting homophobia, heterosexism, and other forms of discrimination within departments and (b) seeing themselves first as role models and secondarily as authorities.

#### Citation

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## The Expansion and Clarification of Feeding and Eating Disorders in the DSM-5

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### Abstract

The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) introduced a chapter titled “Feeding and Eating Disorders,” which takes a life-span approach to diagnosing eating disorders and contains all related diagnoses. Rather than appearing throughout the text, all eating disorders are now contained within their own chapter for ease of review and comparison. Changes to the feeding and eating disorders include diagnostic revisions and the addition of several new disorders, including avoidant/restrictive food intake disorder and binge-eating disorder. While pica and rumination disorder remain unchanged, anorexia nervosa and bulimia nervosa experience some criteria changes. There is now a system for classifying the severity of several eating disorders (mild, moderate and severe) and an emphasis on body mass index for the diagnosis of anorexia nervosa. The DSM-5 also attempted to address the number of cases of eating disorders that did not meet criteria in any one category (e.g., eating disorder not otherwise specified), and the authors discuss the result of this attempt in examining two new disorders. This paper examines these changes and addresses clinical implications, while alerting counselors to important diagnostic information.

### Practical Implications

Given the prevalence of some eating disorders, as well as their presence across the life span, counselors will likely encounter individuals suffering from a diagnosable eating disorder at some point in their career. In fact, research suggests that DSM-5 criteria will result in a rise in the prevalence of diagnosable eating disorders (Allen et al., 2013). This prediction underscores the importance of those in the counseling profession becoming well-informed regarding these revised criteria. New, broader criteria, when implemented by well-informed professionals, will likely increase the chances that a greater portion of the individuals suffering from these disorders will receive the help they need.

Feeding and eating disorders appear to exist on a continuum, with some related behaviors frequently occurring in the population at large. The skilled counselor will be able to differentiate between behaviors that would not

be considered pathological (e.g., overeating or typical “dieting”), or are developmentally appropriate (e.g., picky eating), and those that are indicative of greater dysfunction (e.g., binge eating, dramatically restricting calories). Counselors should be aware, however, that clients with eating disorders may not be forthcoming about their symptoms, hide their behaviors and display resistance to seeking help (Abbate-Daga, Amianto, Delsedime, De-Bacco, & Fassino, 2013). Also, many individuals who are at risk for developing eating disorders or who have them may never seek help (Dailey et al., 2014). In addition, full recovery from eating disorders is the outcome in only about 50% of cases, while 20% of individuals make no improvement (Schlozman, 2002). Thus, many individuals have a lifelong battle with eating disorders and relapse is common. It is critical, therefore, that counselors screen all clients for potential eating disorders. Careful assessment of the client’s underlying thoughts, symptom presentation and impairment will help counselors make a correct diagnosis. If a counselor does not have the appropriate background in eating disorders, it is vital that he or she refer the client to an eating disorders specialist. Moreover, individuals with eating disorders must consult a physician for a comprehensive physical assessment and intervention (Piran, 2013). Given the complexity of the symptom presentation, treatment is likely to involve a multidisciplinary team approach for treatment of eating disorders (Dailey et al., 2014) and counselors would be wise to familiarize themselves with treatment resources in their community.

### Citation

Kenny, M. C., Ward-Lichterman, M., & Abdelmonem, M. H. (2014). The expansion and clarification of feeding and eating disorders in the DSM-5. *The Professional Counselor, 4*, 246-256. doi: 10.15241/mck.4.3.246

## Assessing a Historically Hispanic Serving Institution Internationalization Process

### Author

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### Abstract

This article presents a qualitative study conducted at a Historically Hispanic Serving Institution (HHSI) to further the understanding of its internationalization decision-making process. The study uses the Internationalization Cube model to review the institution’s internal processes and policies toward internationalization and assess how its international activities align with its internationalization efforts. The Internationalization Cube, an eight-cell model, permits the positioning of Institutions of Higher Education (IHEs) based on the analysis

of its three dimensions and respective subcategories: policy, support, and implementation. The International Dimension Index (IDI) and the Item Relevancy Index (IRI) were also used to determine the level of alignment between the HHSI position on the Internationalization Cube and its international activities. The study finds that the HHSI is on Position 6 on the Internationalization Cube (priority policy, one-sided support, and systematic/structure implementation), and exhibits all the international activities considered indicators of internationalization but attention is needed to foreign language, international students, study abroad, faculty movement and involvement in international projects. The study concludes that an association exists between the institution's position on the Internationalization Cube and its international activities, and adjustments in the institution's policy, support, and implementation dimensions will be required to advance its position on the Internationalization Cube making its internationalization process more sustainable. This study makes a contribution to addressing the need to assess an IHE by presenting a holistic organizational framework instead of a fragmented international activities organizational analysis.

### Practical Implications

In this study, internationalization is defined as the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution (Knight & De Wit, 1997). A deconstruction of the definition of internationalization means embedding an international and/or global perspective in all university processes, from what faculty teaches, to what students learn through formal activities or co-curriculum, and to faculty research and involvement in international/global issues. All these components provide the starting point for setting goals and rationales for the internationalization of IHE.

IHE engage in internalization to respond to the need to educate 21st-century students that possess the global competencies needed in today's society (Abraham Lincoln Commission, 2005; U.S. Department of Homeland Security, 2008; National Association of State Universities and Land-Grant Colleges [NASULGC], 2004). Hunter (2004) defines global competency as "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment" (pp. 130-131). Therefore, an IHE would benefit society by assessing how its internationalization efforts are indeed fostering students' global competencies, through the analysis of its student learning outcomes, internationalization of the curricu-

lum, co-curricular activities, offering of foreign languages, study abroad, faculty engagement in international projects among others, and no less important how the institution's decision-making processes are aligned to its internationalization efforts.

### Citation

Iuspa, F. (2014). Assessing a historically Hispanic serving institution internationalization process. *SAGE Open*. doi: 10.1177/2158244014552427