

**Developing an Understanding of Quadratics through the Use
of Concrete Manipulatives:
A Case Study Analysis of the Metacognitive Development of a
High School Student with Learning Disabilities**

Tricia K Strickland, Ph.D.
Hood College

This case study analyzed the impact of a concrete manipulative program on the understanding of quadratic expressions for a high school student with a learning disability. The manipulatives were utilized as part of the Concrete-Representational-Abstract Integration (CRA-I) intervention in which participants engaged in tasks requiring them to multiply linear expressions and factor quadratic expressions embedded within contextualized area problems. The case study focused on a representative participant, Marcia, who demonstrated significant gains from pre- to post-intervention assessments. The qualitative analysis provided descriptive data which offered insight into the reasons for these gains. Results indicated that the manipulatives supported metacognition through strategic planning and self-regulation.

Keywords: Learning Disabilities, Secondary Mathematics, Metacognition

Blindness and Selective Mutism: One Student's Response to Voice-Output Devices

Mary Holley, Ashli Johnson, and Tina Herzberg

The University of South Carolina Upstate

This case study was designed to measure the response of one student with blindness and selective mutism to the intervention of voice-output devices across two years and two different teachers in two instructional settings. Before the introduction of the voice output devices, the student did not choose to communicate using spoken language or gestures while at school. As a result of this intervention, the student consistently communicated her choice of a preferred activity, responded independently to social greetings, and more consistently expressed her wants and needs. She responded "yes" and "no" to questions and made significant gains in pre-reading skills.

Perceptions towards Special Education of Japanese Parents of Children with Special Needs in the United States

Yuki Ikezaki, M.S., Janice Myck-Wayne, Ed.D., Adrian W. Jung, Ph.D.
California State University, Fullerton

The purpose of this study was to examine Japanese parent of children with disabilities' perceptions towards special education in the United States. This study included 40 participants who were born and raised in Japan and they are now living in the United States. The results revealed that most Japanese parents still maintained some negative perceptions towards special education from its history of labeling individuals with disabilities as "abnormal" in Japanese culture. Moreover, a majority of participants agreed that America's special education was more focused on each individual's needs and promoted independence whereas Japanese ideas of special education was mainly focused on how to segregate individuals with disabilities from other people or society. Regardless of the language and cultural differences, most participants preferred American service providers who were familiar with special education systems in the U.S. Nevertheless, a significant number of participants claimed that the language barrier and difference in cultures and customs were one of the major disadvantages of receiving services from American professionals.

Preparing the Next Generation of Higher Education Faculty in Special Education

Laurie U. deBettencourt, Ph.D.

Johns Hopkins University

There is a shortage in the number of funded doctoral programs in the field of special education. As a result the number of higher education faculty who are trained in the knowledge and skills necessary to train the next generation of special education teachers is critically low. This article describes a doctoral program funded by the Office of Special Education that is currently in its third of four years. Several key goals of the program address the skills needed by the next generation of special education higher education teacher educators. The goals cover teacher preparation, professional development, and academic research. The objectives of each goal concentrate on the relationships between research and practice related to the development of teacher educators within the special education field. The program of study including the coursework and internships is detailed as it was developed to build the competencies needed by the doctoral students.

Sources of Stress among Parents of Children with Intellectual Disabilities: A Preliminary Investigation in Saudi Arabia

Mubarak S. Aldosari and Lisa A. Pufpaff, Ph.D.
Ball State University

This study identified differences in sources of stress between parents of male children with intellectual disabilities in Saudi Arabia. Seventeen pairs of parents completed the Parent Stress Index (Abidin, 1995). Each pair of parents had a male child diagnosed with intellectual disability who either attended an institute for male children with intellectual disability or a special education classroom attached to a public elementary general school in Riyadh, the capital of Saudi Arabia. Results indicated higher perceived stress levels in Saudi mothers compared to fathers regarding the overall parent-child relationship, the child's individual characteristics, and the parent's characteristics. Implications provide research-based data for stakeholders in the development of appropriate and effective programs for parents of children with intellectual disabilities, especially for mothers. These data will inform professionals in Saudi Arabia of needed services for parents of children with intellectual disabilities and potentially encourage further study of families of children with intellectual disabilities in Saudi Arabia.

“Tengo que habla español. Yo no entiendo ingles!”:
**A qualitative case study on a bilingual child with Autism Spectrum
Conditions**

Hyun Uk Kim and Marilyn Roberti
Fairfield University

Language differences in children with Autism Spectrum Conditions (ASC) often lead professionals to believe that children with ASC cannot or should not become bilingual, thus advising parents with a child with ASC raised in a bilingual household to adhere to English only. Emerging studies, however, attest that children with ASC can become bilingual, and that there are no language differences between bilingual and monolingual children with ASC. Although these findings are promising, very few studies investigated external factors, such as cultural expectations, school practices and other pertinent factors involved in raising and educating children with ASC bilingually. Drawing from video-and audio-taped data from spontaneous interactions among family members, interviews and field notes, this qualitative case study describes one family’s cultural beliefs and practices that influenced raising their child with ASC bilingually. Implications for educators and other professionals are also described.

Keywords: ASC, bilingualism, culture, social model of disability, parents

Addressing social, emotional, and organizational goals for a child with an autism spectrum disorder (ASD) using the Cognitive Orientation to daily Occupational Performance (CO-OP) approach

Gina M. Czmowski, Shea L. Willert, and Sarah K. Nielsen
University of North Dakota

Children with autism spectrum disorders (ASDs) have social, emotional, and organizational skill deficits which are frequently addressed through behavioral-based skills training. However, these approaches often do not result in generalization of skills. This case study sought to understand if the Cognitive Orientation to daily Occupational Performance (CO-OP), a problem-solving approach, is effective for addressing social, emotional, and organizational goals with a child with an ASD. Pre and post-intervention assessments indicated an improvement on all three client-centered goals, with the client transferring his goals and problem-based strategies to the community. Analysis of video recordings of the intervention sessions indicated the global strategies of Goal-Plan-Do-Check were effective, with the participant spending most time in “plan.” A majority of the domain specific strategies did not apply to this case study. Additionally, the participant utilized “verbal guidance by therapist” most often and spent a majority of dimension of time on task “talking about the task.”

Keywords: autism spectrum disorders, cognitive strategies, social-emotional and organizational goals, case study