Content Analysis of Children’s Mathematics Proficiency

Author
Joohi Lee, Jill Fox, Amber L. Brown

Abstract
In this study, 244 children (average age: 61 months) and their parents from the Dallas and Fort Worth metroplex area in Texas were surveyed to investigate children’s proficiency in mathematics content on numbering, sizes, comparisons, and shapes. The researchers investigated children’s proficiency in mathematics associated with children’s gender, ethnic background, and prekindergarten experience. Major findings of this study were as follows: (a) no gender differences were found in mathematics proficiency in all content areas; (b) among four major ethnic groups of children, White children showed higher proficiency in all mathematics content areas than other racial/ethnic groups including African American, Hispanic, and Asian children; (c) children without prekindergarten experiences outperformed children who had prekindergarten experiences in all mathematics content areas except “numbering.” No significant mean differences were found in “numbering” between these two groups.

Citation

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The Effects of Age at Kindergarten Entry on the Reading Proficiency of African American Students

Author
Donald Easton-Brooks, Amber Brown

Abstract
European American students are more likely delayed entrance in kindergarten than African American students. This study examined whether age at kindergarten entry influences the reading proficiency skills of African American and European American students at the start of kindergarten, at the end of first grade, and at the end of third grade. Using a sample of 1,320 African Americans and 4,399 European American public school students from the Early Childhood Longitudinal Study- K-5, the study found that age at kindergarten entrance had a significant effect on the reading proficiency at the start of kindergarten and by the end of third grade. In addition, the study found that when entering kindergarten when age eligible, the reading proficiency skills of African American and European American students were not significantly different and neither was the reading proficiency growth between kindergarten and third grade.

Citation

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Accelerating ELL Learning

Author
Holly Hansen-Thomas and Pat Casey

Abstract
Project ACCELERATE is a collaboration between the Fort Worth Independent School District (FWISD), an urban district in Texas with a large culturally and linguistically diverse (CLD) population, and Texas Woman’s University (TWU), a public institution with a history of teacher training. ACCELERATE will improve ELL performance by enhancing the skills of secondary in-service teachers confronted with the challenges of meeting the needs of students who are learning English as well as course content.

Citation

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Navigating Early College: Literacy Experiences and Identity Negotiations of Latina/o Students

Author
Holly Hungerford-Kresser

Abstract
This research provides insight into the adjustments of urban-schooled Latina/o students as they enter higher education. This year-and-a-half-long qualitative case study focuses on connections between identity negotiations and the academic literacies of five Latina/o college students at a predominately White university. Specifically, I draw on sociocultural definitions of literacy along with literature that focuses on “identity as position” as a means of discussing the ways in which Latina/os are positioned by the discourses embedded in the academic literacies of the university. In seeming contradiction, the students in this study adopted critical perspectives as well as deficit perspectives as they navigated a variety of academic literacies, which, in turn, led to a variety of positionings. These perspectives, positionings, and subsequent identity negotiations provide the basis for implications in secondary and postsecondary education, as well as in literacy research, meant to assist Latina/os in their adjustment to higher education.

Citation

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Hidden Expert Knowledge: The Knowledge That Counts for the Small School-District Superintendent

Author
Adrienne E. Hyle, Gary Ivory, Rhonda L. McClellan

Abstract
Using Bereiter and Scardamalia's (1993) hidden expert knowledge, we explored what knowledge counts from the perspectives of working small school-district superintendents and the ways in which they gain that knowledge. This qualitative study used focus groups as its primary data collection method. Participants were 37 superintendents of districts with fewer than 1,000 students representing the Midwest, southwest and west, and southeast. We learned that what counts for our superintendents appears to be in constant and fluid negotiation because of the small-district context supporting themes of competing visions, you are the center of the wheel and balancing/negotiating/weighing decisions. We also learned that preparation programs may not help in all the ways necessary to prepare these superintendents for their jobs.

Citation

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Procedural Methodology for a Grounded Meta-Analysis of Qualitative Case Studies

Author
Celia Stall-Meadows and Adrienne Hyle

Abstract
University researchers conduct large numbers of case studies in the field of consumer studies each year and many are published in the research journals. Although illuminative and rich in description, qualitative data collected in case studies are singular and often lack generalizability. There is a need for comprehensive studies that subsume individual case studies related to consumer sciences in nutrition, apparel and clothing, consumer consumption, housing, and family studies. The purpose of this paper was to present a step-by-step methodological procedure for a qualitative meta-analysis, using components of Straus and Corbin’s grounded theory data coding technique. This research provides a systematic and rigorous research procedure for deriving hypothetical statements from multiple case studies in the consumer studies discipline as well as other academic disciplines. This method offers a way to overcome the limitation of individual, data-burdensome case studies bounded by context. It extracts conceptual trends across individual case study and eliminates these contextual boundaries. It fills a void in research techniques, by combining existing qualitative case study methods, grounded theory coding techniques, and meta-analysis to create generalizable hypotheses, grounded in the data. This methodology can provide testable hypotheses, which contribute to the larger picture of an overall theory in consumer studies or another academic field.

Citation

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What Counts as Knowledge in the Small School District: Superintendent’s Thoughts about Leadership

Author
Rhonda L. McClellan, Adrienne E. Hyle, Gary Ivory

Abstract
Based upon the words of small school-district superintendents, this article explores how superintendents might lead in these complex contexts. In national focus groups, thirty-five participants described their decision-making processes as resting upon “doing what’s best for students,” acknowledging the unique challenges of small school district leadership, and negotiating priorities that are in constant flux. The article offers that being reflective may be the best way to lead in such complexity. Additionally, it provides eight means to honing reflection: time to pause, continuous development, small practical steps for leading, and self-regulation being a few.

Citation

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An Exploratory Case Study of Young children’s Interactive Play Behaviours with a Non-English Speaking Child

Author
Joohi Lee, Sham’ah Md-Yunus, Wonim Son, Michelle Meadows

Abstract
This study is an examination of preschool-age English speaking children’s interactive play behaviours with a non-English speaking child (NEC). The play types of a NEC were reported using the Parten’s categories of solitary, parallel and interactive play. In addition, English-speaking children’s interactive play with a NEC were reported in this study using categories of affiliative, possession-related, prosocial and aggressive behaviour from Ramsey’s 1987 study.

Citation

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Exploring Kindergarten Teachers’ Pedagogical Content Knowledge of Mathematics

Author
Joohi Lee

Abstract
The purpose of this study was to assess 81 kindergarten teachers' pedagogical content knowledge of mathematics on six subcategory areas such as number sense, pattern, ordering, shapes, spatial sense, and comparison. The data showed participants possessed a higher level of pedagogical content knowledge of "number sense" (M = 89.12) compared to other mathematics pedagogical content areas. The second highest scores among six subcategories of pedagogical content knowledge of mathematics was for the pedagogical content area of "pattern" (M = 82.33). The lowest scores among those six subcategories of kindergarten teachers' pedagogical content knowledge were obtained from the subcategory of "spatial sense" (M = 44.23), which involved the means to introduce children to spatial relationships. The second lowest score was obtained for the subcategory of "comparison" (M = 50.40) which involved the means to introduce the concept of graphing and the use of a balance scale for measurement. (Contains 8 tables.)

Citation

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Botulinum Toxin Abolishes Sweating Via Impaired Sweat Gland Responsiveness to Exogenous Acetylcholine

Author
M. Shibasaki, S.L. Davis, J. Cui, D.A. Low, D.M. Keller, C.G. Crandall

Abstract

Background—Botulinum toxin A (BTX) disrupts neurotransmitter release from cholinergic nerves. The effective duration of impaired sweat secretion with BTX is longer relative to that of impaired muscle contraction, suggesting different mechanisms in these tissues. Objectives—The aim of this study was to test the hypothesis that BTX is capable of altering sweating by reducing the responsiveness of the sweat gland to acetylcholine.

Methods—BTX was injected into the dorsal forearm skin of healthy subjects at least 3 days before subsequent assessment. On the day of the experiment, intradermal microdialysis probes were placed within the BTX-treated area and in an adjacent untreated area. Incremental doses of acetylcholine were administered through the microdialysis membranes while the sweat rate (protocol 1; n = 8) or a combination of sweat rate and skin blood flow (protocol 2; n = 8) were assessed.

Results—A relative absence of sweating was observed at the BTX site for both protocols (protocol 1: 0.05 ± 0.09 mg cm⁻² min⁻¹; protocol 2: 0.03 ± 0.04 mg cm⁻² min⁻¹, both at the highest dose of acetylcholine), while the sweat rate increased appropriately at the control sites (protocol 1: 0.90 ± 0.46 mg cm⁻² min⁻¹; protocol 2: 1.07 ± 0.67 mg cm⁻² min⁻¹). Cutaneous vascular conductance increased to a similar level at both the BTX and control sites.

Conclusions—These results demonstrate that BTX is capable of inhibiting sweat secretion by reducing the responsiveness of the sweat gland to acetylcholine, while not altering acetylcholinemediated cutaneous vasodilatation.

Citation

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Recovery Dynamics of Skeletal Muscle Oxygen Uptake During the Exercise Off-Transient

Author
Brad J. Behnke, Leonardo F. Ferreira, P.J. McDonough, Timothy I. Musch, David C. Poole

Abstract

Purpose: We tested the hypothesis that the slowed recovery blood flow (Qm) kinetics profile in the spinotrapezius muscle [Ferreira et al., 2006. J. Physiol.] was associated with a slowed muscle Vo2 recovery compared with that seen at the onset of contractions (time constant, \( \tau \approx 23 \) s, Behnke et al., 2002. Resp. Physiol.), i.e., on–off asymmetry.

Methods: Measurements of capillary red blood cell flux and microvascular pressure of \( \text{O}_2 \) (PO2mv) were combined to resolve the temporal profile of muscle Vo2 across the moderate intensity contractions-to-rest transition.

Results: Muscle Vo2 decreased from an end-contracting value of \( 7.7 \pm 0.2 \) ml/100 g/min to \( 1.7 \pm 0.1 \) ml/100 g/min at the end of the 3 min recovery period, which was not different from pre-stimulation Vo2. Contrary to our hypothesis, muscle Vo2 in recovery began to decrease immediately (i.e., time delay <2 s) and demonstrated rapid first-order kinetics (\( \tau, 25.5 \pm 2.6 \) s) not different (i.e., symmetrical to) to those during the on-transient. This resulted in a systematic increase in microvascular PO2 during the recovery from contractions.

Conclusions: The slowed Qm kinetics in recovery serves to elevate the Qm/Vo2 ratio and thus microvascular PO2. Whether this Qm response is obligatory to the rapid muscle Vo2 kinetics and hence speeds the repletion of high-energy phosphates by maximizing conductive and diffusive O2 flux is an important question that awaits resolution.

Citation

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What K-12 Leaders can Learn from Accreditation

Author
David L. Stader, Ava J. Munoz, Charles Rowett

Abstract
Community college Quality Enhancement Plans (QEPs) typically focus on improving student outcomes. QEPs are in many ways analogous to the campus improvement plans (CIPs) that have become standard practice for virtually all K-12 schools. K-12 campus and district leaders often seek school improvement ideas from other K-12 districts. However, much can be learned from community college QEP efforts to improve student outcomes. This article presents four award winning plans that illustrate this point. Mississippi Gulf Coast Community College provides a communication template for school improvement planning that involves stakeholders in the selection and development of improvement plans. West Kentucky Community and Technical College illustrates the challenges of introducing a new intervention and presents several strategies for overcoming resistance. Caldwell Community College and Technical Institute presents writing across the curriculum as a way to improve the college readiness of students. Finally, Motlow State Community College presents a rationale and strategy to promote the internationalization of the curriculum. The authors briefly summarize these four awarding winning strategies and illustrate the connection to K-12 school improvement planning.

Citation

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Inceased Nitric Oxide-Mediated Vasodilation of Bone Resistance Arteries is Associated with Increased Trabecular Bone Volume After Endurance Training in Rats

Author
James M. Dominguez II, Rhonda D. Prisby, Judy M. Muller-Delp, Matthew R. Allen, Michael D. Delp

Abstract
Old age-associated osteoporosis is related to diminished bone blood flow and impaired nitric oxide (NO)-mediated vasodilation of the bone vasculature. Endurance exercise training restores the age-associated reduction of vasodilation in numerous vascular beds, as well as improving bone properties. The purpose of this study was to determine whether functional improvements in the bone vasculature are associated with increased bone properties after an endurance training intervention. Young adult (4–6 months) and old (24–26 months) male Fischer-344 rats remained sedentary or were trained (15 m/min walking, 15° incline, 5 days/week, 10–12 weeks). Endothelium-dependent vasodilation of the femoral principal nutrient artery (PNA) was assessed in vitro using acetylcholine (ACh) and inhibitors of NO synthase (NOS) and cyclooxygenase (COX). PNA endothelium-dependent vasodilation was greater after training by 16% in young and by 24% in old animals. The NOS-mediated contribution to endothelium-dependent vasodilation was enhanced by 77% after training in old rats. Distal femur trabecular bone volume (BV/TV, %) was lower with old age in sedentary animals (young: 27±2%, old: 23±1%; Pb0.05). Exercise-induced elevations in bone and marrow blood flow and the NOS signaling pathway were associated with greater BV/TV (young trained: 34±2%, old trained: 26±1%; Pb0.05) relative to sedentary groups. These data demonstrate that training-induced increases in bone properties are associated with enhanced endothelium-dependent vasodilation through a NOS signaling pathway in the bone vasculature.

Citation

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Quantitative Investigation of Bone Microvascularization from 3D Synchrotron Micro-Computed Tomography in a Rat Model

Author
Max Langer, Rhonda Prisby, Zsolt Peter, Renaud Biostel

Abstract
A new method for simultaneous 3D imaging and analysis of microvascularization and bone microstructure in rat bone is developed. The method is based on the use of quantitative synchrotron micro-computed tomography (SR-μCT) coupled to an automatic image analysis procedure. Analysis of bone microvascularization is generally performed from 2D histology. The proposed method enables for the first time the simultaneous 3D analysis of microvascularization and bone microstructure in a rat model. It was applied to investigate the effect of intermittent parathyroid hormone (PTH) administration on angiogenesis and osteogenesis in rats. Rats were posthumously injected with a contrast agent and subsequently imaged. The algorithm allowed the reconstruction and the extraction of 3D quantitative parameters both on bone microstructure and microvascularization. Due to the short acquisition times of SR-μCT and the efficiency of the image analysis algorithm, a large data set was analyzed, which permitted statistical analysis of the measured parameters. Statistical analysis confirmed that treatment with PTH significantly increased bone volume and thickness, but decreased bone mineralization. It was further revealed that treatment with PTH significantly increased average vessel thickness.

Citation

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Impaired Step Up/Over in Persons With Parkinson’s Disease

Author
Joe R. Nocera, Michael Horvat, Christopher T. Ray

Abstract
This study explored the functional movement task of stepping up and over an obstacle in individuals with Parkinson’s disease to their aged-matched controls. Ten participants with Parkinson’s disease and 10 aged matched participants were assessed on the Step Up/Over task completed on a NeuroCom EquiTest long force-plate and analyzed using Group MANOVAs. The results indicate that individuals with Parkinson’s disease produce less lifting force and exhibited an increased time to complete the task of stepping up and over an object when compared with their aged matched peers. Considering the substantial risk of falls demonstrated in this population these preliminary finding demonstrate the need for interventions aimed at improving this component of function.

Citation

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Effects of Home-Based Exercise on Postural Control and Sensory Organization in Individuals with Parkinson’s Disease

Author
Joe Nocera, Michael Horvat, Christopher T. Ray

Abstract
Loss of function and postural instability occur in Parkinson disease (PD). Dynamic exercise interventions are successful in improving motor control and physical function. However, most programs are based in a health facility or physical therapy setting and involve travel. With the limitations associated with PD (e.g. health care and medication cost as well as travel limitations) these therapies may be inaccessible and exclude some individuals from maintaining or increasing their function. The purpose of this study was to evaluate the effectiveness of a home-based exercise intervention on postural control in individuals with PD. Multivariate analysis of covariance was performed on individuals with PD (N=10) and healthy aged-matched controls (N=10). Participants were assessed utilizing computerized dynamic posturography (CDP) before and after a 10-week exercise intervention. Participants were instructed on proper technique prior to the intervention, were given an illustrated home program, and were monitored weekly concerning their progress. Pre-intervention assessment demonstrated that individuals with PD had statically lower scores on a Sensory Organization Test (p < .05). Following the intervention, results indicated no statistical difference between individuals with PD and aged match controls (p > .05). This initial study indicates that a home exercise intervention is an effective method of improving postural control in individuals with PD. Results from this investigation support further study to determine the extent to which both preventative and restorative home-based programs can improve postural control.

Citation

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Gender Differences and the Risk of Falls in Individuals with Profound Vision Loss

Author
Christopher T. Ray, Steven L. Wolf

Abstract
Adults with visual impairments experience a loss of balance and mobility, which presents a barrier to independence and is associated with the fear of falling. The purpose of this study was to determine the extent to which visual status, age, gender, body mass index (BMI), and the strength of quadriceps and hamstrings contribute to compromised postural control in adults with visual impairments. Establishing these relationships is an important prerequisite to identifying at-risk subpopulations and the future development of evidence-based therapeutic prescriptions that are aimed at maintaining or improving postural stability in these adults. Sixty-five adults (aged 20-65) were recruited from the Dallas-Fort Worth chapters of the American Foundation for the Blind, National Federation of the Blind, and Lighthouse for the Blind of Fort Worth. The participants were divided into three categories (low vision, medium vision, and sighted) using the classification system of the International Blind Sports Association (2008). A multiple regression analysis was performed to examine the contribution of visual status, age, gender, BMI, and the strength of quadriceps and hamstrings to postural stability (Sensory Organization Test composite score) in the participants. The results of this study provide evidence that postural stability is disproportionately reduced in women with vision loss. On the basis of the data analyses, although decreased visual status apparently contributes to postural instability, the predominant contributing factor to this instability is inaccurate somatosensory information, which primarily affects postural control in women. This result is noteworthy because by identifying women with vision loss as being disproportionately at risk for decreasing postural stability, fall-prevention programs can target women with declining vision. (Contains 2 tables.)

Citation

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Depth Versus Breadth: How Content Coverage in High School Science Courses Relates to Later Success in College Science Coursework

Author
Marc S. Schwartz, Philip M. Sadler, Gerhard Sonnert, Robert H. Tai

Abstract
This study relates the performance of college students in introductory science courses to the amount of content covered in their high school science courses. The sample includes 8310 students in introductory biology, chemistry, or physics courses in 55 randomly chosen U.S. colleges and universities. Students who reported covering at least 1 major topic in depth, for a month or longer, in high school were found to earn higher grades in college science than did students who reported no coverage in depth. Students reporting breadth in their high school course, covering all major topics, did not appear to have any advantage in chemistry or physics and a significant disadvantage in biology. Care was taken to account for significant covariates: socioeconomic variables, English and mathematics proficiency, and rigor of their preparatory high science course. Alternative operationalizations of depth and breadth variables result in very similar findings. We conclude that teachers should use their judgment to reduce coverage in high school science courses and aim for mastery by extending at least 1 topic in depth over an extended period of time.

Citation

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Cognitive Development and Learning: Analyzing the Building of Skills in Classrooms

Author
Marc Schwartz

Abstract
This article explores the unique and personal experience of learning within a broader framework of development called skill theory. The framework offers a perspective for recognizing within a diversity of experiences a stable order of increasing complexity in skills that individuals display as they execute or demonstrate changes in their understanding. This order is described in terms of a scale, or ruler, that quantifies across domains the achievement of greater levels of complexity in ability. In particular, we explore the process adults follow as they attempt to understand and apply ideas from science and leadership to allow the reader to witness how individual experiences can map on to a “universal” scale of learning and development.

Citation

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Using Short Stories in Higher Education Courses

Author
Grant B. Morgan, Christian K. Anderson, Barbara F. Tobolowsky

Abstract
This article presents a new context for using short story creative writing assignments and conveys the student perceptions of their benefits. First, the paper addresses the importance of creativity development for today’s students followed by a discussion of ways and reasons fiction can be used outside of its traditional contexts. Next, the creative writing assignment is introduced followed by presentations of evaluations results from two sections of graduate students who completed the assignment.

Citation

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A Model for Bridging the Gap Between Neuroscience and Education

Author
Jodi Tommerdahl

Abstract
As the brain sciences make advances in our understanding of how the human brain functions, many educators are looking to findings from the neurosciences to inform classroom-teaching methodologies. This paper takes the view that the neurosciences are an excellent source of knowledge regarding learning processes, but also provides a warning regarding the idea that findings from the laboratory can be directly transposed into the classroom. The article proposes a model of five levels, which describe different types of knowledge that must all contribute to new teaching methodologies. These include the levels of neuroscience, cognitive neuroscience, psychology, educational theory and testing, and finally the classroom.

Citation

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Delineating Administrative Exhaustion Requirements and establishing Federal Courts’ Jurisdiction under the Individuals with Disabilities Education Act: Lessons from the Case Law and Proposals for Congressional Action

Author
Lewis M. Wasserman

Abstract
The Individuals with Disabilities Education Act (IDEA), enacted through Congress's Spending Clause Power, is the principal federal statute aimed at insuring that children with disabilities receive a Free Appropriate Public Education (FAPE) in the nation's public schools. The Act has spawned a substantial and growing body of litigation between parents and local and state educational agencies in federal and state courts during the last decade. During this period nearly 20%-21% of these cases have addressed the issue of exhaustion of IDEA's administrative remedies, and the related concern about federal courts' jurisdiction, when the law's exhaustion requirements have not been satisfied. This article examines and categorizes the case law on these issues. It considers whether IDEA's exhaustion requirement is a claims processing procedure or a jurisdiction-giving provision and challenges the majority view in the circuits where it is a jurisdiction-giving device. It proposes amendments to IDEA's section 1415, including the addition of provisions which state with particularity exceptions to IDEA exhaustion, emanating from the author's analysis of cases, and the establishment of guidelines to clarify courts' jurisdiction over IDEA disputes. The author asserts that Congressional implementation of the foregoing recommendations will advance IDEA's salutary purpose of affording each child with a disability a Free Appropriate Public Education by offering parents, agencies, and courts a more predictable and efficient structure for resolving disputes arising under IDEA and related statutes.

Citation

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The Psychotherapist and the Attorney/Client privileges as They Arise in Civil Rights Disputes

Author
Lewis M. Wasserman

Abstract
Rule 501 of the Federal Rules of Evidence provides for evidentiary privileges in federal practice. Many people incorrectly assume there is a statutory scheme connected to evidentiary privileges in federal court. Although each of the fifty states has a statutory scheme of evidentiary rules, particularly relating to privileges, the federal courts do not. Rather, Rule 501 of the Federal Rules of Evidence directs that "federal common law" applies. Accordingly, in order to determine whether a privilege exists, and whether that privilege has been waived, it is necessary to look to the federal case law. This can be problematic for litigators, particularly when they are dealing with people who expected to retain an evidentiary privilege based on state rules, but then ended up in federal court. This article briefly reviews the elements of the psychotherapist-patient and attorney-client privileges and how these privileges may be waived in the context of federal civil rights litigation.

Citation

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