SUBJECT INDEX

Adolescents 4, 8–15, 20 Adults 14, 16-19, 49 AMOS (program) 88 Analysis of variance (ANOVA) 42-43, 51, 169, 172, 181–182, 209–213, 217, 219, 223, 244, 251, 278, 293 Applied behavior analysis (ABA) 34, 37, 40-41, 134-137, 149, 151 Attention Deficit Hyperactivity Disorder (ADHD) 237-252 Autism 326 Autocorrelation 42-44, 46 Autoregressive, integrated moving average (ARIMA) 43-44 Axial coding 5

Behavioral disorders (BD) or behavioral-emotional disabilities (BED), 2–3, 6–12, 23, 26–27, 33, 48, 103, 107, 108, 131–132, 134, 142–143, 151, 262–263, 326

Bilingual special education 20, 21 Biographical research 5–6

Case study research 6–7, 10
Child Behavior Checklist 92–94, 97
Cognitive operations and processes (COPs), 55–58, 61–78, 81
Cohen's *d*, 276, 292
Community college 6, 12, 18
Confirmative factor analysis (CFA) 84–87, 90–92, 98

Constant-comparative method 333

Discrimination index 59

Effect size (ES) 260–262, 267, 269, 271–272, 275–278, 285–286, 289–290, 292–294, 297, 299–307, 313, 319 Embedded analysis 6 EQS (program) 88 *Ethnograph* (program) 3 Ethnographic research 3, 9, 13 Evidence-based practice 131–134, 136, 138–139, 142, 146–147, 151, 159

Field notes 3–4, 6, 9–10, 12–14, 20, 24, 328

Full Inclusion 24–26, 326

Full information maximum likelihood (FIML) 101–106, 108, 110, 112–115, 118, 120, 123

Goodness-of-fit indices 84, 89, 91, 96 Greenspan's model of personal competence 83, 85, 91–92, 96–99 Grounded theory research 4–5, 9 Growth curve analysis 110, 114, 119, 122–123, 127

Hierarchical linear modeling (HLM) 285, 292–293, 301–302, 305 Homogeneity test 278, 292

Individualized education plan (IEP) 11–12, 20, 24–25 Individuals with Disabilities Education Act (IDEA) 158–159, 186, 189, 267–268, 279 338 SUBJECT INDEX

Integrative reviews 257–263, 276, 278–279
Interviews 2, 4–17, 19, 21–22, 24–27, 319, 326
Item characteristic curve (ICC) 58–60, 63, 68, 70, 73–74, 76–77
Item difficulty 56–61, 64–65, 72, 75
Item discrimination 59, 61, 72
Item response theory (IRT) 55–88, 61–64, 71–72, 75–78
Learning disabilities 2–3, 6, 8, 11–12,

18–27, 55–58, 61, 74, 91, 202–203, 208, 262–263, 266, 269, 272–273, 277

Least squares distance (LSD) 62–64, 66–67, 72–74, 76–78

Linear logistic test model (LLTM) 57

LISREL (program) 88

Lilteracy instruction 22–24

Long-term memory 285, 287, 290–291, 294, 297–300, 303–305, 308

Mann-Whitney U Test 244, 251 Math disabilities 285–308 Matrix algebra 62 Maximum Likelihood estimation 88, 94, 96 Mental retardation or intellectual disabilities 1-2, 12-13, 15-18, 85, 91, 93, 96-98, 326 Meta-analysis 27, 260-263, 269-272, 276-277, 285-286, 288-289, 294, 307, 325 Missing data 101–125, 275 Mplus 112, 115, 119–123, 127, 129 Multiple imputation (MI) 40, 101–106, 108, 110, 114–115, 117–118, 121–125, 128

National Reading Panel (NRP) 202, 204, 207–208, 214–216, 221, 223–226, 269 Naturalistic inquiry 1–28 No Child Left Behind Act 131–134, 201–203 NUD*IST or N*Vivo 3, 328

Open coding 5

Participant observation 3, 6, 9, 14
Path analysis 84
Path diagram 86, 92, 120
Percent of Nonoverlapping Data (PND) 277
Phenomenological research 7
Positive behavior supports (PBS) 136, 138–139, 150, 163–164, 170–173, 184, 186, 195
Process-product research 205
Professional development 201–230
Purposeful sampling 6, 10

Qualitative meta-synthesis 315–333 Qualitative Research 1–28, 315–333

Randomization tests 33, 42, 44–51
Reading comprehension 237–240, 248–252
Reading instruction 201–203, 205, 207–208, 216, 221, 223–224
Research synthesis 323, 325, 328, 330, 333
Responsiveness to intervention (RTI) 203
r-index 276

School violence 157–159, 162, 189 School-wide interventions 157–195 Science instruction 22 Selective coding 5, 10 Sexuality 14–15 Shapiro-Wilks test 244, 251 Short-term memory (STM) 285, 290–291, 294, 297–300, 303–308 Subject Index 339

Siblings 14, 17
Single subject research 33–51
Social Behavior Questionnaire 93, 94
Social skills 4, 9–10
Standardized Root Mean square
Residual (SRMR) 89, 94–95
Statistical analysis (of single subject
research) 33, 35, 40–42, 44, 46–47,
50–51
Structural equation modeling 83–99

Triangulation 3, 10-12, 21, 27, 323

Validity 9, 34–35, 47, 55, 57, 63, 66, 72, 76–78, 91, 94, 97, 131–132, 135–136, 139–151, 261, 268–269, Vineland Adaptive Behavior Scale 92–94, 97
Visual inspection or visual analysis 33, 35–39, 44, 49–51

Wechsler scales 92, 94, 97 Working memory (WM) 285–286, 290–291, 293–294, 297–300, 303–308 Written composition 237–238, 249–250, 252