

## **A Qualitative Exploration of Trajectories Among Suburban Users of Methamphetamine**

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*The goal of this exploratory study was to gain a better understanding of methamphetamine use among suburban users. We know very little about the mechanisms of initiation and trajectory patterns of methamphetamine use among this under-researched and hidden population. This study employed qualitative methods to examine the drug career of suburban methamphetamine users. Analysis of in-depth interviews with 48 former and current users indicated that suburban users often initiate and continue use for functional purposes. Turning points into dysfunctional use included loss of work, broken relationships, and stress related to a suburban lifestyle. The route to cessation included frequent relapses. Findings call for treatment and prevention programs targeted for specific patterns of suburban use.*

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## **The Role of Action Research in Empowering Teachers to Change Their Practice**

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*Universities need to work with teachers to dispel the belief that research is disconnected from practice and teachers must be open to the benefits of action inquiry. This study examined the process and impact of conducting action research on teachers' perceptions of practice and professionalism. Twelve teachers enrolled in a master's level course on action research participated in the study. Field notes, interviews, and a review of email correspondence and course assignments comprised the data sources for the study. Data analysis utilized the consensual qualitative research framework. Teachers reported increased confidence, empowerment, better use of data to inform practice, and a transition toward student-centered reflection. Implications for teacher education and professional development, along with directions for future research were included.*

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## **The Social Inclusion of People with Disabilities: A Qualitative Meta-Analysis**

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*Though social inclusion is essential to enhancing a person's quality of life, people with disabilities continue to face many barriers. The purpose of this qualitative meta-analysis was to describe the elements and experiences of social inclusion for people with disabilities. The study analyzed data from 15 primary research reports through thematic coding to synthesize what is currently known about social inclusion. Six themes were identified: being accepted, relationships, involvement in activities, living accommodations, employment, and support systems. Facilitators or constraints to social inclusion were also identified.*

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## **Structural Analysis and Ethnographic Research in Education**

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*To illustrate how theoretical studies should blend with empirical research, this article describes how scholars changed the ways they thought about schools and poverty. It begins with a historical review of the perspective of educational theorists and public policy prior to the 1970s. Taking a Marxist perspective, Bowles and Gintis (1976) published an influential theoretical treatise arguing that schools in a capitalist society preserved inequality. Almost immediately, Willis (1977) published his ethnographic study of working class youth, *Learning to Labor*, showing that working class youth actively resisted teachers' efforts to help them succeed. This article explores the effects this ethnographic study had on subsequent theoretical writing and addresses the manner in which theory and qualitative research augment each other.*

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## **Intercultural Knowledge and Skills in Social Service Work with Refugees**

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*This grounded theory study examined how social service providers and refugee service recipients in a city in the upper Midwestern United States described the intercultural knowledge and skills necessary for effective work with refugees. Ten refugee service recipients, 28 county service providers, and 9 “stakeholders,” or noncounty service providers, were interviewed. A research consultation team, comprised of representatives from each group, assisted with the research study. Findings juxtaposed refugee emphasis on the need for providers to “be human” with county providers’ reliance on program rules, personal values, and the expectation of refugees to “become American.” Stakeholders stressed a praxis of self-awareness, cultural learning, and advocacy, which enabled them to “be in relationship.”*

## **What it Means to Become a United States American: Afro-Caribbean Immigrants’ Constructions of American Citizenship and Experience of Cultural Transition**

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*With a goal to better understand what it means to become a United States citizen, the present qualitative study uncovered the narratives of 11 Afro-Caribbean immigrants living in Phoenix, Arizona, and included the investigator as a research participant. Grounded theory analysis of the combined auto-ethnographic and interview data yielded narratives that support 3 conclusions: (1) Afro-Caribbean immigrants in the study stated that becoming a United States citizen is an act of transgression; (2) Afro-Caribbean immigrants constructed security within a philosophy of mobility in an effort to recapture their agency and humanity in racialized contexts; and (3) the Afro-Caribbean participant used code-switching as a central strategy in the presentation of self in everyday life in the United States.*

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