The 8th Annual KUPD & SOE Graduate Student Research Conference Committee:

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Stephen Crutchfield - SPED (Co-Chair)
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Kristin Joannou - SPED (Co-Chair)
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Thank you to the 2011 & 2012 KUPD Leadership Teams:

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The KUPD Conference Committee and Leadership Team would especially like to thank the following for their support:

University of Kansas School of Education, University of Kansas Department of Special Education, Dean Rick Ginsberg, Dr. Michael Faggella-Luby, Dr. Sandra Gault, Dr. Chriss Walther-Thomas, Dr. James Basham, Dr. Earle Knowlton, Dr. Richard Simpson, Dr. Barbara Thompson, Dr. Ann Turnbull, Dr. Deb Griswold, Dr. Suzanne Robinson, Dr. Judith Carta, Dr. Susan Palmer, Dr. Jean Ann Summers, Dr. Nikki Wolf, Dr. Amy McCart, Dr. Neal Kingston, Dr. Meagan Patterson, Dr. Matt Reynolds, Dr. Patricia Lowe, Dr. Vicki Peyton, Dr. Patti Whetstone, Dr. Alan Sheinker, Dr. Carrie Mark, Dr. Patricia Graner, Sherrie Saathoff, Donna Goodwin, Leanna Indall, Mary Ann Williams

KU Professionals for Disability (KUPD)
& The KU School of Education (SOE)
present:

The 8th Annual Graduate Student Research Conference

Research and Education in a Diverse and Changing World

April 6, 2012

Joseph R. Pearson

8th Annual KU Professionals for Disability and KU School of Education Graduate Student Research Conference
Agenda

Joseph R. Pearson Hall
9:45 - 3:15

9:45 - 10:15
Registration
JR P 1st Floor

10:15 - 11:15
Keynote Presentation
JR P Rm 150
Dr. Michael Faggella-Luby
University of Connecticut

11:15 - 12:15
Lunch Break
JR P 1st Floor

12:15 - 1:00
Poster Session
JR P 2nd Floor

1:00 - 2:00
Breakout Session
JR P 146
JR P 147
JR P 201
JR P 247

2:15 - 3:15
Coffee and Conversation with Dr. Faggella-Luby
JR P 247
The KUPD Research Conference Committee is proud to have Dr. Michael Faggella-Luby as our keynote speaker. Dr. Faggella-Luby earned his doctorate from the University of Kansas in 2006. While completing his doctorate at the University of Kansas, Dr. Faggella-Luby was a doctoral fellow at the Center for Research on Learning where he studied under the guidance of Dr. Donald Deshler and Dr. Jean Schumaker.

Dr. Faggella-Luby has been the recipient of several awards including Naeg School of Education Outstanding Early Career Scholar from the University of Connecticut, Outstanding Researcher Award from the Council for Learning Disabilities, and Annual Dissertation Award from CEC's Division of Learning Disabilities. Currently, Dr. Faggella-Luby is an Assistant Professor of Special Education in the Naeg School of Education at the University of Connecticut. Other professional experiences include: liaison for the University of Notre Dame's Teaching Exceptional Children Program, Associate Research Scholar for the University of Connecticut's Center on Postsecondary Education and Disability, and Research Scientist for the University of Connecticut's Center for Behavioral Education and Research.

Dr. Faggella-Luby's principal research focuses on improving reading comprehension for all learners by embedding instruction in learning strategies across all subject areas. Published research topics include instructional strategies, reading comprehension, response-to-intervention, and adolescent literacy. Dr. Faggella-Luby is a very accomplished early career scholar.

We appreciate his service to the profession and his willingness to return to the University of Kansas to share his experiences.

Research Presentations
1:00 p.m. – 2:00 p.m.
Joseph R. Pearson Hall Room 201

Chandra Jennings (HSES)
College health and wellness courses: Do they have an affect on students?
College students comprise a diverse population with unique access to health education via courses. The effects of college courses are important considering that students are in a growth and change period where they begin to solidify lifelong health behaviors. Research on the impact of these classes is important, for it may influence university policies, funding, and course requirements. The current study aims to determine the affect of the University of Kansas' Personal and Community Health course on students by collecting measures of demographics, health indicators, perceived wellness, locus of control, self-efficacy, knowledge, and behaviors as they relate to health.

Christopher West (SW)
Combat Experience and the Acquired Capability for Suicide
Rising suicide rates are an increasing concern among military personnel. The interpersonal-psychological theory of suicide proposes that three necessary factors are needed to die by suicide: feelings that one does not belong with other people, feelings that one is a burden on others or society, and an acquired capability to overcome the fear and pain associated with suicide. The current study tests the theory's proposal that acquired capability may be particularly influenced by military experience, because combat exposure may cause habituation to fear of painful experiences such as suicide. Utilizing clinical and nonclinical samples of military personnel deployed to Iraq, results of the current study indicate that a greater range of combat experiences predicts acquired capability above and beyond depression and post-traumatic stress disorder symptoms, previous suicidality, and other common risk factors for suicide. The authors discuss how combat experiences might serve as a mechanism for elevating suicide risk and implications for clinical interventions and suicide prevention efforts.

Yujia Lei (PRE)
Case Study of Identity Development of Adopted daughters in Chinese Culture Context
Because of the One Child Policy and son preference tradition, many adoption cases involve adopting girls from family members (e.g., adopting one's sibling's daughter), which was the Chinese tradition. The identity development and sense of belonging of these adoptees are often complicated by the fact that their birth parents and adopted parents are close relatives and often stay in close contact. The current case study examined two adoptees' life experiences and their experiences with identity development. The meaningful results will be discussed in several areas: Chinese cultural context, gender, family dynamic, identity formation process, resilience, blessing and gratitude attitude towards life.

Faculty Discussants
Dr. Ann Turnbull (Special Education)
Dr. Deb Griswold (Special Education)
Amber Rowland (C&T)
Exploring How Conversations Meet Teacher Learning Needs
This study identified the content of educator conversations and determined how social interactions contributed to participant learning. Data sources included videos from face-to-face conversational sessions and individual, video-stimulated recall (VSR) interviews conducted virtually. Participants included 17, fifth, and sixth-grade educators from Midwest school districts who were implementing a large influx of classroom technology and professional learning. Data analysis was conducted through qualitative research design using the constant comparative method. Findings contribute to the growing body of knowledge about the social aspect of adult learning and the importance of including conversation in professional development.

Martha D. Elford (SPED)
Examining Pre-service Teachers' Attitudes and Beliefs toward TeachLive
TeachLive(TM) uses several technologies to create augmented-reality learning environments enabling customized simulations. Participants interact spontaneously with avatars who appear on a projection screen as animated, multi-ethnic adolescents. The user-participant is given a semi-immersive experience simulating the role of a teacher who manages and instructs the virtual students. Participants are given the opportunity to practice evidence-based classroom management techniques through spontaneous teacher-student interactions. A preliminary survey was delivered to 83 participants to discover participants' experience, attitudes, and beliefs concerning mixed-reality simulations. Individual interviews of some participants were also conducted. Data from the surveys and interviews has been analyzed and will be presented.

Lonna S. Rocha (C&T)
Making Connections: A Case Study of A Distance-Learning Program for In-service Teachers Seeking ESOL Endorsement
I explore a teacher education program, which provides English as a second language training to in-service teachers through a partnership between a university and seven Southwest Kansas school districts. In this qualitative case study, I describe the complex relationships among the university, faculty instructors, program directors, and classroom teachers who participate in a distance-learning program. I rely on classroom observations, interviews, and coursework to understand how their partnership is socially negotiated. I explore how the stakeholders' perspectives of the design, implementation, and effectiveness of the program. Preliminary findings suggest both physical and figurative distance in these educational partnerships.

Faculty Discussants
Dr. James Basham (Special Education)
Dr. Earle Knowlton (Special Education)

Melinda Mitchiner (SPED) & Holly M. Sweeney (SPED)
The School-wide Application Model: A Reform Based Model for Implementation of Response to Intervention
As more schools implement an RTI model, questions surface. Who should be responsible for teaching students with academic and behavioral challenges and where should they be educated? How should this be done and how can we educate students academically and behaviorally? The School-wide Application Model has been successfully implemented in low-income, urban districts with impressive results. This presentation will highlight work in the Washington DC public school system.

Jaree Basgall (PRE)
Emotion Regulation Predicts Psychological Abuse in Romantic Relationships Above and Beyond Childhood Psychological Abuse
The present study examined the correlates of psychological abuse in romantic dating relationships. Two hundred sixteen college students who were currently in a romantic relationship lasting three or more months completed self-report surveys. Results demonstrated that psychological abuse was highly reciprocal in the relationship with reports of both partners being perpetrators and victims. Further, supporting the Social Learning Theory of Relationship Violence, perpetration and victimization were significantly predicted by experiencing childhood psychological abuse from a caregiver. Moreover, emotion dysregulation (i.e., inability to control/understand emotions) was predictive of perpetration and victimization above and beyond a history of childhood psychological abuse.

Zac Schmidt (PRE)
Body dissatisfaction: Exploring relationship between body esteem, social physique anxiety, and depression in college men
Body dissatisfaction in men can arise from perceptions and thoughts about one's body. This study focuses on identifying relationships between social physique anxiety (SPA), body self-esteem, and levels of depression associated with male body image in a sample of college men. The authors seek to identify if levels of body self-esteem will have a mediating effect on the relationship between social physique anxiety and levels of depression associated with one's perception of body image? It is hypothesized that higher levels of social physique anxiety should lead to higher levels of depression for those males indicating lower levels of body self-esteem.

Heath Scheching (PRE)
Innovative Computerized Test Items: A Review
There has been a progression towards utilizing computerized innovative item formats. However, there is very little research on the psychometric properties of innovative items to guide test developers. Current research is explored and directions for future research are presented.
Yu-Ping Hsu (ELPS)
Exploring Casual Game Playing on Anxiety Relief of College Female Students
This study seeks to discover how gender roles and stereotypes affect the usage of computer technology, video game and computer game play, as well as self-reporting of stress and coping stress styles. Considering gender differences in exploring how college female students can attain more stress relief in casual game play, the findings will provide benefits for decreasing women's technology anxiety. Moreover, this research will provide a greater understanding of the relationship between gender technology learning and game application.

Shantoyia Jones (PRE) & Kristin Hines (PRE)
Definitions, Attitudes, and Attribution in Rape: An Exploratory Research Study
The proposed study will address definitions of, attitudes/beliefs about, and attributions of blame in rape. Specific demographic information would be collected first. The supposition the authors make is that it is important to have a shared understanding of what rape is and that this understanding aligns with the current legal definition. If cultural and/or gender differences exist, which the researchers believe this study will find, what interventions (preventative measures) are appropriate to help better establish a common and shared definition of sexual assault that parallels the legal definition of rape? Revisions are anticipated based on the preliminary results.

Sarah Grewing (PRE) & Suzanne Peterson (PRE)
Alternate Pathways: An Overview of Atypical Language Development in Students with Disabilities
In an effort to comprehensively assess students with significant cognitive disabilities (SCD), the Dynamic Learning Maps Alternate Assessment System is a new tool that is being developed to show relationships between multiple skills and to document multiple learning pathways. For students with SCD, typical routes to the acquisition of content may not be accessible. In these cases, the dynamic learning map models alternate pathways or unique trajectories for skill development specific to individuals within these populations. This poster will illustrate the structure of an alternate pathway and describe areas of language development that may lead to alternate pathways.

Sara Christensen
Parent-Implemented Interventions for Infants and Toddlers With Autism: A Literature Review
This literature review will evaluate the quality of research focused on parent-implemented interventions for children under the age of 3 who are at risk for autism or diagnosed with autism. Similarities and differences across the quality studies will be discussed as well as the approaches to parent education, training, and implementation.

Audra Classen (SPED)
What Do We Know About Teaching Emotional Vocabulary?
The purpose of this poster presentation is to present results of a literature synthesis focused on teaching emotional vocabulary to preschool students. How have researchers taught emotional vocabulary? Does teaching emotional vocabulary impact the behavior of children?

Research Presentations
1:00 p.m. – 2:00 p.m.
Joseph R. Pearson Hall Room 146

Songtian Zeng (SPED)
Toward a Model of Motivational Interviewing in Individual Educational Planning (IEP) Setting
Motivational Interviewing (MI) is a goal-directed, client-centered counseling approach to help patients increase intrinsic motivation and strengthen commitment for change through the resolution of ambivalence. MI had become an evidence-based counseling approach to improve adult’s adherence for addiction and other diseases. Given its promising efficacy, a growing body of research has recently been applied for the pediatric populations and appears feasible for a wide range of special education issues as well. Based on the latest literature review, this article aims at tailoring a MI model in the Individual Educational Planning (IEP) Setting, a key component to prepare parents to change psychologically for their children with special needs.

Vera Lynne Stroup-Rentier (SPED)
An Exploration of How the Foundations of Self-Determination Model for Preschoolers Influences the Family-Professional Partnership in Head Start
This study explores how the Foundations of Self-Determination Model for preschoolers influences the family-professional partnership in Head Start. Five themes emerged from the data with respect to the influence of family-professional partnerships, including: (a) development of shared goals, (b) shared knowledge of child's environment, (c) collaboration between family and teacher to work on child's goals, (d) increase in the responsiveness of caregivers as the child completes goals, and (e) improved family-professional partnership from increased positive interaction. These themes related to how the process changed the course of the partnership in a positive direction through use of our intervention. This study suggests that the Foundations model may positively influence family-professional partnership.

Faculty Discussants
Dr. Richard Simpson (Special Education)
Dr. Barbara Thompson (Special Education)
Research Presentations
1:00 p.m. – 2:00 p.m.
Joseph R. Pearson Hall Room 247

Heather Haynes (SPED)
Response to Intervention Implementation Impact on Third Grade Reading Standardized Test Scores in One Urban District
This quasi-experimental study analyzes the impact of implementing a multi-tiered system of supports for reading in elementary schools. Through analyzing 3rd grade reading standardized test data from the Texas Assessment of Knowledge and Skills (TAKS) this study examines the relationship of the performance of students on state accountability measures before and after implementation of a multi-tiered system. Analysis explores effects of implementation on all students, including students who have exceptionalities. The findings from this study are important for schools and researchers implementing multi-tiered systems of support. This presentation will share findings from this study, providing school leaders, researchers, and policy makers important information about implementation of a multi-tiered system of supports to support positive student academic outcomes.

Zairul Nor Deana Desa (PRE)
Bi-factor Compensatory and Partially Compensatory Multidimensional Item Response Theory for Subscores Estimation, Reliability, and Validity
IRT models maximize the quality of information obtained from items in a test regarding the ability of the examinees. This paper empirically evaluates a random sample of 2,327 examinees’ item responses from the mathematics assessment in the Trends in International Mathematics and Science Study (TIMSS 2007). Subscores are estimated from the pairing of the multidimensional IRT and bi-factor models. Both compensatory and partially compensatory multidimensional IRT (Reckase, 1984, 1992, 2003) are defined. The Markov Chain Monte Carlo (MCMC) with the Gibbs sampling method is used for parameter estimations using OpenBUGS within an R GUI programming. Bayesian convergence diagnostics are studied and measurement of accuracy and precision of the parameters estimations (e.g. absolute bias, root mean squared error and standard error of estimation) will be reported. Finally, the estimated subscores will be quantified to ensure reliability and validity.

Kristin Joannou (SPED) & Pernmeet Sood (C&T)
Multiple Learning Pathways and Alternate Assessment for Students with Significant Cognitive Disabilities
This presentation will present an overview of the Dynamic Learning Maps project, which is currently creating a new alternate assessment for students with significant cognitive disabilities. We will provide an overview of the purpose of the project, our process so far and future directions. This presentation will specifically focus on the mathematics side of this project.

Bo Hu (PRE)
The Microanalysis of Counselor Self-Efficacy
In this research proposal, we make attempts to adopt a microanalytic methodology initially used by Bandura (1997) in measuring self-efficacy to gauge Counselor Self-efficacy (CSE). CSE in each counseling skill domain will be assessed by level (number of counseling situations rated as “confident”), strength (the sum score divided by the total number of “confident” situations), and generality (the level and strength ratings of tasks varying across different counseling situations). The psychometric properties of microanalytic measurement of CSE will be compared with existing measures. Especially, the incremental validity will be examined. The application of microanalysis of CSE will be discussed.

Melissa McMaster (HSES)
Assessing the Effects of Physical Activity in the Classroom on Learner Behaviors of 2nd/3rd Graders
Research supports the effectiveness of classroom-based physical activity on improving on-task behavior. This study addresses the effects of daily, moderate- to vigorous-intensity, physical activity in the classroom on selected learner behaviors of 2nd/3rd grade boys and girls to determine if any improvements result and if differences exist between boys and girls. Daily physically active academic experiences will occur during Trimesters 2 and 3 of the 2011-12 school year. For pre-evaluation, learner behaviors will be extracted from Trimester 1 report cards for baseline data. For post-evaluation, Trimester 2 and 3 learner behaviors will be collected, analyzed, and compared.

Hyunjoo Lee (SPED), Joo Young Hong (SPED), Hsiang-Yi Wu (SPED) & Szu-Yin Chu (National Taitung University)
Partnership Between Special Educators and Cultural Diverse Family in Students’ Educational Planning
Partnership between special educators and culturally diverse families is an issue of students’ educational planning are examined through a search of databases for the years of 1990 to 2011. The findings of research synthesis indicated that teachers as well as culturally and linguistically diverse (CLD) parents experienced significant challenges in building partnership. Specific strategies in building trusting partnerships are discussed for teachers as well as CLD parents in the areas of: (a) improving cultural awareness / cultural sensitivity, (b) increasing knowledge on education planning, (c) requiring a sense of equality / trust / respect, and (d) providing appropriate communication services.

Caryn Butler (SPED)
A Synthesis on The Incredible Years and Reducing Behavior Problems in Early Childhood
According to Stormont (2006), research has documented that at least half of children who display problem behavior in preschool maintain such behavior patterns into elementary school. Long-term negative outcomes of challenging behavior may include, but are not limited to, academic failure, social rejection, drug abuse and commission of crimes in adulthood (Benedict et al, 2007). The purpose of this synthesis is to examine the empirical research on the effects of implementing the Incredible Years, intervention in early childhood with children who demonstrate problem behaviors. This synthesis will also focus on the effectiveness of the different components of Incredible Years; parent training programs, child training programs and teacher training programs. This review summarizes the results of the interventions, the studies' limitations, and recommendations for future studies.
Stephen A. Crutchfield (SPED)
Social Problem Solving Interventions for Individuals with High Functioning Autism: A Review of the Literature
This poster will present the current state of the literature in regards to social problem solving interventions for students with High Functioning Autism (HFA). Deficits in social competence are a principal trait of individuals on the Autism Spectrum. In order to address the specific social needs of students with Autism it is necessary to have a variety of robust strategies at the practitioner's disposal. This literature review will examine the effects of problem solving interventions on the social targets of individuals with High Functioning Autism.

Heather Wolf (SPED)
Literature Review: Bug-in-Ear (BIE) Technology
As a scaffold for learning, immediate feedback has repeatedly been demonstrated to work far better than delayed feedback in helping learners to acquire and gain fluency with a wide range of skills and behaviors (Scheeler, 2008). In recent years, various technologies have emerged that can assist in the implementation of scientifically valid teaching procedures (aka evidence-based practices) such as immediate feedback to the learner during instruction. Bug-in-Ear (BIE) technology enables instructional personnel to deliver immediate feedback, remotely and covertly, to the learner during instruction. With BIE delivery, the teacher is not distracted and peers are unaware that feedback is given to the student. Although numerous studies looked at BIE as a tool for delivering immediate feedback, only one study was found that examined BIE's benefits for learners who are K-12 students (Scheeler, 2008). The other studies focused on teachers as the learners receiving the feedback.

Maria Adela Pijem (SPED)
Transition Interventions for Culturally and Linguistically Diverse (CLD) Families
This Literature Review addresses the status of evidence based parent training interventions for Culturally and Linguistically Diverse (CLD) families of adolescents with disabilities in the Special Education Secondary Transition process. According to the 2004 National Organization on Disability (NOD) Harris Survey of Americans with Disabilities people with disabilities are more than twice as likely to be unemployed, twice as likely to drop out of high school and three times more likely to live in poverty as compared to people without disabilities. One reason for this is that students with disabilities are not achieving meaningful transitions. Moreover, Culturally and Linguistically Diverse (CLD) adolescents and young adults with disabilities appear to be at a greater risk for poor transition than their non-minority peers with disabilities. Even though empirical studies show that parental involvement in secondary transition result in more successful employment outcomes for their child, CLD parents seem to be less involved in this process as compared to other minority groups. Parent training interventions have been successful in increasing knowledge and building competency for parents of children in early childhood intervention programs, children with emotional and behavioral problems and parenting programs. Findings for this review are that there are few effective empirical parent training intervention programs for CLD families with children with disabilities in Secondary Transition in Special Education. And, that there is a need for further research to find effective parent training intervention strategies that will result in increased CLD family-school participation, effective secondary transition and better employment outcomes for CLD students with disabilities.

Amy Clark (PRE)
Identifying Sources of Differential Item Functioning on an English Language Proficiency Assessment
This paper examines the degree of DIF detected on an English language proficiency assessment and the extent to which item characteristics may be identified as sources of DIF for Vietnamese- and Spanish-speaking students. Logistic regression was used to determine the extent of DIF for each item. Of the 42 items individually analyzed, 27 items were flagged for evidence of containing uniform or nonuniform DIF, the majority of which favored Vietnamese-speaking students. Effect sizes reflecting the magnitude of DIF for each item were correlated with item characteristics to determine the extent that item characteristics could explain variability in proficiency. Both multisyllabic words and unique-to-English sounds were significantly correlated with effect size, indicating these variables may partially explain the difference in item proficiency between language groups.

Xiushan Jiang (ELPS)
Why Are They Leaving? An Analysis of the Effects of Cognitive Factors on Undergraduate Students’ Attrition in Engineering
Schools of engineering throughout the United States are currently experiencing high loss of undergraduate students, especially female and minority students, which greatly concerns institutions of higher learning and the nation itself due to the significant need for well-qualified and prepared engineers. To gain a better understanding of engineering attrition, this paper provides a review of relevant empirical studies. This review aims to identify the effects of cognitive factors in both high school and college on engineering undergraduate attrition behaviors. After careful examination, this paper could provide valuable insights for better retaining the undergraduate engineering students, particularly female and minority students.

Hsiang-Yi Wu
The Effectiveness of Multimedia on Supporting Early Language Development in Children from Low-Income Families.
With dramatic changes and recent advances of technology, digital technologies through different types of media propose new ways for improving early language development. Several studies showed the benefits of using multimedia on supporting early language development, including children from low-income families. The purpose of this synthesis was to identify the effectiveness of multimedia on language development for young children from low-income families. Practical applications of multimedia technologies that supporting early language development will be described and evaluated, including several variations of types and components of media.

Sara Christensen
Parent-Implemented Interventions for Infants and Toddlers With Autism: A Literature Review
This literature review will evaluate the quality of research focused on parent-implemented interventions for children under the age of 3 who are at risk for autism or diagnosed with autism. Similarities and differences across the quality studies will be discussed as well as the approaches to parent education, training, and implementation.