



Present:

The 9th Annual Graduate Student Research Conference

**21st Century Research: The Next Decade
and Beyond**

March 29, 2013

Joseph R. Pearson

9th Annual KU Professionals for Disability and KU School of Education Graduate
Student Research Conference

Agenda

Joseph R. Pearson Hall

9:30 – 2:15

9:30 – 10:00	Registration JRP 1 st Floor
10:00-11:30	Keynote Presentation JRP Rm 150 Dr. Karrie Shogren University of Illinois
11:45 – 12:15	Lunch Break JRP 1 st Floor
12:15 – 1:00	Poster Session JRP 2 nd Floor
1:10 – 2:10	Breakout Session JRP 143 JRP 144 JRP 145 JRP 201 JRP 245

9th Annual Graduate Student Research Conference

Keynote Presentation 10:00 a.m. – 11:30 a.m.

Joseph R. Pearson Hall Room 150

Karrie Shogren



The KUPD Research Conference Committee is proud to have Dr. Karrie Shogren an Associate Professor of Special Education at the University of Illinois as the 2013 Keynote Speaker. Karrie completed her doctoral training at the University of Kansas in 2006 and was a founding member of Kansas University Professionals for Disability (KUPD). Karrie is an American Association on Intellectual and Developmental Disabilities (AAID) Appointed Fellow whose research focuses on inclusion, equality, and self-determination for individuals with developmental disabilities.

Her current research is focused on three primary areas including: "Developing strategies to teach skills associated with the development of self-determination, Creating environmental opportunities for the expression of self-determination across the various contexts within which people with disabilities live, learn, work, and play, and Developing systems of supports to address the discrepancy between personal capacity and environmental demands that are person-centered and outcomes driven."

In this the 10th year of KUPD and the 9th year of our research conference, we are extremely fortunate to have one of our founding members share her experiences with us. Thank you for participating with us this year Dr. Shogren and for your vision that has sustained this organization for the past decade.

Poster Presentations

12:15 p.m.-1:00 p.m.

Joseph R. Pearson Hall 2nd Floor

Allison Lawrence (SPED)

Inclusion of Children Diagnosed with Autism Spectrum Disorders in General Education Environments Through Assistive Technologies

Due to the current economic recession, school budgets are systematically being cut nationwide. As a result of the strain on school district budgets, less support personnel are available for the support of special education students, particularly those with Autism Spectrum Disorders. As the number of students with an ASD diagnosis continues to rise, and the number of support personnel declines, the opportunities for an equal and appropriate education for these students suffer. An unintended consequence of this is that the special education students are pulled from general education environments, since there are not adequate numbers of support personnel, assigned to the school. This in turn increases the caseload on the special education teacher and the student to para support ratio. In a time of national economic hardship, technological advances in assistive technology could help teachers, paras, school districts, and students with ASD thrive in the general education setting.

Margaret Williamson (SPED)

Providing immediate feedback to students diagnosed with Autism Spectrum Disorders through the use of technology

Students with diagnosed with Autism Spectrum Disorders (ASD) often require feedback from teachers and para-professionals. The best feedback for students is positive, it is behavior specific, and it is given immediately after the behavior. Due to increasing inclusive practices for students diagnosed with ASD, an effective and efficient way to provide this type of feedback is through the use of various educational technologies. This poster presentation examines the current technology available to provide and enhance immediate positive behavior specific feedback to students diagnosed with Autism Spectrum Disorders (ASD).

Audra Classen (SPED)

Emotional Literacy Support for Military Families and Their Children

Infants and toddlers are surprisingly aware of emotions exhibited by family members when stressful events, such as deployment occur. During the first three years of life a child's experiences contribute to their ability to develop: feelings, self-regulation, self-confidence and ability to form trusting relationships in the future. These skills are essential to their success in life. The purpose of this presentation is to explore families' perceptions of the adequacies of resources available to military families, in addressing the unique issues they may face in supporting their infant's emotional literacy development.

Ruby Chan (SPED)

Using Toys and Play Materials to Encourage Peer Interaction

The presentation offers a research synthesis on the existing studies addressing the effects of toys and play materials on social interaction of preschool children with disabilities and their peers. The results of the synthesis outline beneficial perspectives for practitioners working in inclusive classrooms.

Chunlan Guan (SPED)

Review of Language Interventions for Young Dual Language Learners At-risk of or Identified With Disabilities

Language instruction is of great importance and value for the language development and early intervention of young children who are Dual Language Learners at-risk of or identified with disabilities (YCR/D who are DLL). In this review, I examine current intervention research on language instruction for YCR/D who are DLL. I answer the following three questions: (a) What kinds of intervention research are available that addresses language instruction for YCR/D who are DLL; (b) What are the affordances and constraints posed by current language intervention for YCR/D who are DLL; (c) What is left under-examined on this topic and what new directions should future research focus on.

Fahad Alharbi (Curriculum and Teaching)

The perspective of high school teachers and college professors on students' writing skills

Writing skills are the most important skills that students need before getting into postsecondary level. Students with a high ability of writing study skills tend to succeed at the college level. In fact, research showed the discrepancies between professors at college level and teachers at high schools regarding high school graduates' preparedness in writing for college level. Therefore, I want to see what type of writing that students are taught at high school in Saudi Arabia, and asking professors if students are prepared from high schools. That will reduce the huge gap between high school and college regarding to students' writing.

Majed Alsalem (SPED)

An Investigation of the Impact of Online Learning Environments on Adolescents with Disabilities

For decades, researchers have designed, researched, and implemented strategies that support literacy development for students with disabilities (SWD) in physical, brick and mortar learning institutions, with traditional, paper-based materials (Watson, Murin, Vashaw, Gemin & Rapp, 2012; Staker & Horn, 2012).

The recent increase in online learning creates a new challenge that students with disabilities may take advantage of in order to enhance their literacy. The recent shift toward online learning in k-12, especially for SWD, directly impacts the types of instructional materials and strategies that are used to support student learning. Because little is known about K-12 online environments, researchers do not understand the implications this transformation may have on student learning. This shift poses major questions:

- What is known about digital literacy and students and, specifically, about digital literacy and adolescents with disabilities?
- Do the evidence-based, literacy learning strategies that are currently being implemented with linear, single-medium; printed materials transfer to non-linear, multimedia materials?

Ahmed Alanazi (Educational Technology)**A Comparison Between Flipping Classrooms and Traditional classrooms in Saudi Arabian High Schools**

The main concept of this proposal is to compare the effects of flipping classrooms to traditional classrooms with twelfth-grade high-school students. The vast majority of the Saudi students do not use the Internet to look up information that is related to their assignments, but they use it for entertaining themselves. As part of this project, I would examine the controlling group and the experimental group to compare between their scores, and then find out the features of flipping classrooms with students who have never taken advantage of using the Internet for doing homework.

Ben Timson (HSES)**Locker Talk**

Locker Talk is a series of educational posters aimed at increasing awareness of sexual violence and providing tips on bystander intervention techniques. The target audience of this program is all KU student-athletes and the posters will be displayed in all KU athletics team locker room bathroom stalls.

Hye Ran Park (SPED)**Menstrual Support for Females With Mild and Moderate Developmental Disabilities: Survey and Interview for Parents or Caretakers**

Menstruation has a significant impact on every female's development. It might be expected that some women with developmental disabilities will have a qualitatively different experience compared to the general population. Nevertheless, not much research has been conducted for menstrual issues for this population. This study collected general information regarding menstrual experience from parents/caretakers of females with developmental disabilities. The results of the study will be shared in terms of what the parents/caretakers need for these females now and in the future.

Research Presentations
1:10 p.m. – 2:10 p.m.
Joseph R. Pearson Hall Room 143

Tracy McElhattan (SPED)

Individualized Positive Behavior Support for Preschoolers: How Strong is the Evidence?

This purpose of this presentation is to describe the strength of evidence of the individualized Positive Behavior Support (PBS) approach in early childhood using standards set forth in Horner et al. (2005) as the basis for evaluation. Results indicate that while some studies produced moderate to strong evidence of the effectiveness of individualized PBS for young children, additional studies are needed before PBS can be deemed an evidence-based practice for preschoolers. Strengths and limitations of the research base will be presented, as well as implications for research and practice.

Seungyeon Lee (PRE)

Teaching Delayed Gratification to Reduce a Tangible-Maintained Behavior across Settings: A Pilot Study

This study evaluated the effects of three time-delayed procedures to decrease temper tantrum behaviors of a child with language delays and increase tolerance on waiting. A functional behavioral assessment (FBA) was first conducted to identify the functions of the child's temper tantrums. Then, a stimulus preference assessment determined the appropriate reinforcements to be used in each treatment session. After this phase, delayed gratification was taught by manipulating three conditions: (a) a fixed 5-minute time delay, (b) a progressive 5-minute time delay with verbal cues, and (c) a progressive 5-minute time delay with visual cues. An alternating treatments design across settings was used to compare the three conditions and determine which was the most effective in teaching delayed gratification. The results showed that the progressive time delay with visual cues was shown to be the most effective intervention. The findings also showed that (a) temper tantrums caused by impulsivity had a direct relationship to intolerance of delayed gratification and (b) learning to delay gratification may be a viable and quantifiable independent variable for resolving future temper tantrums.

Chandra Jennings (HSES)

Defining a Model of the Determinants of Sleep Quality in Emerging Adults

Sleep is currently a passive health behavior in American society. Furthermore, in the emerging adult population little is known about the determinants of sleep, and therefore the best practices for health education on sleep. The purpose of this study was to describe the current sleep patterns of students, and define a model of the demographic, behavioral, and health status predictors of students' sleep quality as measured by the National College Health Assessment-II. Structural equation modeling results of the model will be presented. The findings will be used to develop health promotion and education strategies to improve students' sleep quality.

Faculty Discussants

Dr. Sean Smith

Dr. John Poggio

Research Presentations

1:10 p.m. – 2:10 p.m.

Joseph R. Pearson Hall Room 144

Diane Coffman (Curriculum and Instruction)

What Do Preservice Teachers Think about Thinking Skills?

Thinking skills are an assumed outcome of the educational process. Research addresses the beliefs that practicing educators hold about thinking skills, yet little is known of the knowledge of preservice teachers. This study examined the awareness study participants held about thinking skills. The mixed methods study gathered data from preservice teachers in a teacher education program. Results showed that increasing exposure to actual and simulated instructional activities slightly improved participants' ability to differentiate among types of thinking skills. Influences on thinking skills included challenging high school courses, some college courses, interactions with peers, and student teaching experiences involving Bloom's Taxonomy.

Chi-Hsun Chiu (ELPS)

Verification of Theory Based Design Features for Designing Online Instruction for Students with Learning Disabilities and other Struggling Learners

Currently, students retrieve information through different channels and engage in instruction by interacting with software via various computerized devices. In K-12 education a major industry has emerged that markets online instructional programs, in content areas, to schools. Teachers facilitate student engagement in the online instructional process and offer supplemental instruction. The content and the design are largely embedded in the software. What has not been clear in the emergence on instructional software is the extent to which the instructional designs are driven by research and/or theory. The study identified and verified theory/research based instructional design principles considered as important factors in the design and development of online resources to meet the needs of students with disabilities (SWD) and struggling learners.

Marti Elford (SPED)

Building a Valid and Reliable Index of the Effectiveness of TeachLivE KU

TLE TeachLivE uses several technologies to create augmented-reality learning environments enabling customized simulations. Participants interact spontaneously with avatars that appear on a projection screen as animated, multi-ethnic adolescents. Participants, acting in the role of a teacher, practice evidence-based classroom management strategies through spontaneous teacher-student interaction. A preliminary survey was created and delivered to 63 general and special educators who participated in TeachLivE KU to discover participants' efficacy, attitudes, and beliefs concerning their experiences in the augmented reality simulation. Results indicate that 1) the preliminary survey is a valid and reliable measurement tool, and 2) the participants agree that TeachLivE KU provides a suitable environment for practicing classroom skills and strategies.

Faculty Discussants

Dr. James Basham

Dr. Bob Harrington

Research Presentations
1:10 p.m. – 2:10 p.m.
Joseph R. Pearson Hall Room 145

Leslie Bross (SPED)

Developing Self-Determination Skills in Youth with Disabilities through Student-Led IEP Meetings

The purpose of this master's project is to raise awareness about the importance of developing self-determination skills in the lives of youth with disabilities. One way to promote self-determination is for students to actively participate in the IEP process and to take leadership roles in their IEP meetings, including leading the meeting. To evaluate the current practice, the researcher attended 10 IEP meetings at a large high school in the Kansas City area to determine which team members spoke the most and the least during the meeting. Student leadership steps were also noted and students, parents, and IEP case managers completed a questionnaire about their views relating to student-led IEP meetings. Finally, a handbook was created to help teachers facilitate student leadership in the IEP process.

Grace Francis (SPED)

Family Employment Awareness Training (FEAT): A mixed method follow-up

The Family Employment Awareness Training (FEAT) was developed and implemented in 2010-2011 to encourage, educate, and empower families to seek competitive employment for their family members with disabilities, regardless of the intensity of their support needs. This presentation will briefly describe FEAT and share quantitative and qualitative findings related to (a) expectations, (b) knowledge, (c) behavior change, (d) perceptions, and (e) employment attainment 1-2 years following training attendance.

Faculty Discussants

Dr. Don Deshler

Dr. Bruce Frey

Research Presentations
1:10 p.m. – 2:10 p.m.
Joseph R. Pearson Hall Room 201

Sara Smith (SPED)

Supporting Low-income Families with Infants and Toddlers at Risk for a Diagnosis of Autism

Although autism is not typically diagnosed in infants and toddlers, research suggests there are early indicators present before a significant delay in language is reliable. Awareness of earlier indicators of autism may allow for earlier identification and potentially preventive interventions for young children at risk for a diagnosis of autism. This presentation will explore some of the current research-based interventions for infants and toddlers at risk for autism and discuss the feasibility of implementation within community-based early intervention agencies that support low-income families and their children.

Todd Miller (PRE)

Adapting Peer Network Interventions Across the Autism Spectrum

Students with autism spectrum disorders (ASD) present a variety of challenges to school personnel. Although many social skills intervention programs include typically developing peers, the varying presentation of ASD often requires individual modifications to intervention strategies. This presentation will describe the core components of a peer-mediated social intervention, and additionally describe several adaptations that have been incorporated into the curriculum to address idiosyncratic social and behavioral needs of students with ASD. Session attendees will benefit from learning about designing social skills interventions to match social needs and programming for generalization across school settings.

Heather Wolf (SPED)

“Bug in the Ear” (BIE) Technology As a Means to Deliver Immediate Feedback to Students Who Have Social Skills Deficits

The purpose of this study was to examine the use of “Bug in the Ear” (BIE) technology as a means to deliver immediate feedback to students who have social skills deficits. An estimated 6% of the school population has an Emotional/Behavior Disorder, could benefit from this intervention. The research questions are 1) what are the effects of BIE, delivered remotely, on student engagement? 2) Is the ratio of positive to negative behavior specific coaching comments able to be sustained at the 3:1 ratio throughout the study? This study used a single-subject ABAB design with one fourth-grader in a general education setting. The data shows immediate feedback through BIE to be an effective intervention to decrease target behaviors as well as showing the 3:1 ratio of behavior specific coaching comments.

Faculty Discussants

Dr. Rich Simpson

Dr. Susan Palmer

Research Presentations
1:10 p.m. – 2:10 p.m.
Joseph R. Pearson Hall Room 245

Shana Haines (SPED)

My Adventures in Kansas City: A Confessional Tale of Conducting a Qualitative Case Study Dissertation

In this presentation, I will review my year of dissertation research and writing. Specifically, I will explain how I arrived at my dissertation topic, decided on my methodology, found a research site and participants, conducted the research, and wrote my dissertation. I will also briefly highlight my findings.

Rebecca Achen (HSES)

Relationship Marketing in the United States Professional Sport Leagues

Relationship marketing is a customer-focused strategy including all marketing activities directed toward establishing, developing, enhancing, and maintaining successful relational exchanges with consumers. This exploratory study sought current professionals' viewpoints related to relationship marketing through interviews with five individuals representing different sport leagues. Professionals were asked about relationship marketing, specific tactics used, and assessment. Responses indicated relationship marketing is a relevant and important topic for sport marketers. Social media, customer relationship management systems, events, communication, and interaction were identified as relationship marketing tactics. Results have implications for sport marketers and focus future research in relationship marketing strategy and evaluation.

Faculty Discussants:

Dr. Deb Griswold

Dr. Earle Knowlton

The 9th Annual KUPD & SOE Graduate Student Research Conference Committee:

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Caryn Butler- SPED
Debbie Chulan- SPED
Audra Classen- SPED
Stephen Crutchfield- SPED (Co-Chair)
Chandra Jennings- HSES
Margaret Williamson- SPED (Co-Chair)
Heather Wolf -SPED**

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