



Present:

The 10th Annual Graduate Student Research Conference

The Scholarship of Teaching

March 7, 2014

Joseph R. Pearson Hall

KUPD 10th Annual Graduate Research Conference

Registration		9:30 - 10:00 1st Floor Lobby	
Keynote Address: The Scholarship of Teaching by Dr. Michael Kennedy		10:00 - 11:00 Auditorium Room 150	
Lunch		11:00 - 12:00 1st Floor	
Poster Session		12:15 - 1:15 2nd Floor	
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10th Annual Graduate Student Research Conference

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

Joseph R. Pearson Hall Room 150

Dr. Michael Kennedy



The KUPD Research Conference Committee is proud to have Dr. Michael Kennedy an Assistant Professor of Special Education at the University Of Virginia Curry School Of Education as the 2014 Keynote Speaker. Dr. Kennedy completed his doctoral training at the University of Kansas in 2011. He teaches undergraduate and master's level classes and was nominated this year to receive the University of Virginia All University Teaching Award. He is the chair of the research committee for the Teacher Education Division (TED) for Council for Exceptional Children (CEC). Dr. Kennedy is also on the editorial review board for Learning Disability Quarterly, Learning Disability Research & Practice, Journal of Special Education Technology, Journal of Technology and Teacher Education, and Journal of Educational Technology and Society.

Dr. Kennedy's current research interests are adolescent literacy for students with learning disabilities, multimedia learning, teacher preparation, and positive behavioral supports. One of his research projects involves using a form of instructional technology that he calls Content Acquisition Podcasts (CAPs) that deliver evidence-based vocabulary instruction to students with disabilities in secondary level science classes. The videos are short, but help provide students with quality instruction they may not be receiving in their general education classrooms. He is also using CAPs and homegrown video modeling to help teachers and teacher candidates improve their instruction.

In this the 11th year of KUPD and the 10th year of our research conference, we are extremely fortunate to have one of our KU alums here to share his experiences with us. Thank you for participating in the research conference this year Dr. Kennedy, we truly appreciate your contribution to KU and to the field of special education.

Poster Presentations
12:15 p.m.-1:15 p.m.
Joseph R. Pearson Hall 2nd Floor

Gulinna A (ELPS)

The Integration of Universal Design for Learning (UDL) into Multicultural Education

Universal design for learning (UDL) and multicultural education share the same goal – teaching ALL students. UDL relies on technology to provide assisted learning functions for learners with diverse needs. Since it has been written into federal educational policies, UDL has raised the attention among both teachers and educators. This research will examine the theoretical foundation of UDL and its effectiveness of teaching diverse learners, such as students with learning disabilities and English language learners (ELLs), in the general-education curriculum. It will also propose using UDL strategies in both face-to-face and online instructional environments, while discussing the different pedagogical focuses on UDL in K-12, higher education, and online learning environment. Additionally, this research will analyze whether teachers need extra training when implement UDL into their curricula based on the existing research, as well as the principles and guidelines of UDL.

Ahmed Alanazi (ELPS)

Using e-Portfolios as the Evidence to Evaluate the Competency of Pre-service Teachers

Web-based e-portfolios are valuable evaluating tools that enable educational institutions to assess pre-service teachers. These teachers can use e-portfolios to showcase information about their accomplishments, reflective thinking, teaching skills, academic goals, technical skills, and their competencies. Three main academic e-portfolios are defined in this paper; they are students' e-portfolios, teachers' e-portfolios, and institutional e-portfolios. Some advantages of using e-portfolios are discussed in this paper, as are essential e-portfolio components. In addition, the evidence of using e-portfolios can be found in the five National Educational Technology Standards.

Maggie Beneke (SPED)

Theoretical Perspectives on Peer Acceptance in Early Childhood Special Education

In this interactive poster presentation, I will engage conference participants in discussion about how the field of early childhood special education has conceptualized peer acceptance. Using an inclusive perspective, I assert that research on peer acceptance has been narrowly defined and measured. First, I present prevalent theories that have guided conceptualizations of peer acceptance, including (a) behaviorism, (b) cognition, (c) ecological systems, and (d) socio-constructivism. I will next discuss how these conceptualizations affect study outcomes such as children's perceptions of difference, contexts for acceptance, and peer relationships. Finally, I will talk with participants about implications for future research.

Kayla Carter (ED PSY)

Three-Year Outcomes for SW-PBS Schools in One Midwestern State

"Three-year academic and behavioral outcomes for all School-Wide Positive Behavior Support (SW-PBS) schools, SW-PBS schools implementing at level 2 or higher for three years, Non-PBS schools, and schools implementing no state programs were compared for special education students and all students. The rates for attendance, inclusion, discipline, graduation, and reading and mathematics proficiency on state assessments were analyzed through a series of One-Way Analyses of Variance (ANOVAs). Propensity score analysis was applied; schools were ranked by their propensity scores, then split by quartile. All ANOVAs employed bootstrapping stratified by quartile to create the group means for comparison. These promising results for SW-PBS will be presented.

Eric Common (SPED)

Teacher-Level Considerations For Opportunities to Respond: A Review of the Literature

In this poster I review the effect of opportunities to respond (OTR) on students' academic and behavior performance across studies targeting whole-class, small group, and individual instruction to promote positive behavior change. Through a systematic review of the literature, I first synthesize recommendations gleaned from descriptive research on OTR; second apply the quality indicators for single case research and the five standards for evidence-based practice, as recommended by Horner et al. (2005); and third illustrate the use of OTR as primary, secondary, and tertiary interventions. Finally, implications for future research and practice are discussed.

Kimberly Knackstedt (SPED)

Seclusion and Physical Restraint: History, Policy, and Prevention

Seclusion and restraint are occurring at alarming rates in schools and residential treatment facilities. In the last two decades, the media has brought the deaths and injuries of students into light resulting in federal and local responses from legislatures. The presentation reviews the extant literature, including the literature behind history, use, and abuse of seclusion and restraint in residential facilities and schools. The findings suggest positive behavioral interventions and system wide change can be used to reduce seclusion and physical restraint through a proactive and research based manner. The subsequent discussion explores possible remedies and changes in practice and policy.

Gretchen Goodwin (SPED)

Teachers At-Risk Serving Children At-Risk: The "Out of School" Life of Head Start Teachers

For over 4 decades Head Start has been charged with serving our countries most vulnerable children and families. Despite the voluminous amounts of research investigating the effectiveness of Head Start - one area that remains unexplored is the "out of school" life of the Head Start teacher. Although limited, the current research is indicating the Head Start teacher is more likely to have poorer physical and mental health than women of similar social, demographic characteristics. This poster session will explore the potential reasons for this discrepancy in quality of life between the Head Start teacher and her non – early childhood educator counterpart.

Hyunjoo Lee (SPED)

Transition Services Across Geographic Areas

This study examined the impact of community contextual factors to effectively design transition planning and implement transition programs and services. Specifically, this study focused on the relationship between community geographic locations (i.e., rural, suburban, urban) and transition services implementation. The Transition Coordinator's Survey (TCS; Morningstar, Wade, & Benitez, 2012) was used to measure to what extent transition coordinators delivered transition services. The patterns of relationships of how well transition coordinators perform transition services was examined using a multiple-group confirmatory factor analysis. The results indicated that transition coordinators working in rural areas demonstrated significantly lower performance in delivering transition education and services than those who worked in suburban areas and urban areas. This study demonstrates a close examination of transition services implementation based on geographic locations.

Yi Liu (SPED)**Strategies on Academic and Personal Success for Deaf and Hard of Hearing Individuals**

The purpose of my proposal is to examine the support strategies and mechanism that led to academic and personal success for deaf and hard of hearing individuals. Student equity and access are fundamental to the goals of higher education. This proposal utilizes the social capital theory as the framework to better understand those influences that led to personal or academic success for deaf or hard of hearing individuals who have struggled in higher educational institutions.

Remediation in higher education institutions has become a complex issue which has uncertain solutions and critical repercussions for the colleges, students, and society as a whole.

Tanya Longbach (REMS)**Development of English language proficiency trajectories in speaking, reading, listening, and writing for learners with and without disabilities**

Our study attempts to fill in the gaps in the research on the development of proficiency trajectories in the four language domains – speaking, reading, listening, and writing – for English language learners with and without disabilities. We will attempt to determine how proficiency-related factors (initial proficiency and length of instruction) and demographic factors (disability status, SES, gender, ethnicity, and age at the beginning of instruction) affect the development of proficiency trajectories. We will test several hierarchical linear models of proficiency development to determine the learning trajectories. Data from KELPA over the course of 6 years will be used in the study

Stephanie Mahal (SPED)**A review of literature: Variables attributed to the academic success of students with a learning disability in higher education**

Research has shown an increase in enrollment of students with learning disabilities (SLD) in postsecondary settings. Yet, the barriers SLD often encounter prohibit success. This study investigates literature that identifies variables attributed to academic success for SLD in postsecondary settings. Variables include academic and non-academic related factors, such as, faculty attitude, curriculum, student self-determination, systems of support, and services offered through campus disability resource centers.

David Royer (SPED)**Instruction Choice: A Review of the Literature**

This poster reviews instructional choice interventions published from March 2003 through October 2013. Fourteen articles met the four inclusion criteria: (a) participants had an identified disability, (b) a choice intervention to reduce problem behavior or increase on-task behavior, (c) occurrences of problem behavior and/or on-task behavior was measured as a dependent variable, and (d) the effect of the intervention was reported graphically with a clear comparison phase and intervention phase(s). General findings indicate giving students choices decreases occurrences of problem behaviors while increasing self-determination, internal locus of control, quality of life, task completion, and quality of tasks completed. Percentage non-overlapping data (PND) and percentage zero data (PZD) were calculated for each single-subject design intervention.

Allen Schaidle (C & T)

Culturally Intelligent Educators: How to Prepare Educators for Diversity

With globalization comes a rise in multicultural societies. In today's society, it is critical for educational professionals to understand multicultural environments and effectively navigate these diverse environments. The focus of the presentation will center on the concept of cultural intelligence, which is often defined as the capability to function effectively in a variety of cultural contexts, and its importance to educational professionals in the disability field. I will address such issues as to how professionals can act more culturally relevant in regards to disabilities and developing cultural perceptions when considering treatments, instructions, or accommodations in the disability field.

Molly Siuty (SPED)

Promoting Equity through Vocabulary Instruction in the Third Space

Traditionally, literacy instruction constitutes the transference of codified linguistic rules in the dominant national language. This type of instruction favors students from the dominant cultural background and marginalizes those who do not. Consequently, students from more diverse backgrounds stand at greater risk of experiencing academic failure. This paper will argue that literacy education, specifically vocabulary interventions, should be reoriented in a way that capitalizes on diverse linguistic backgrounds. Using the framework of the Third Space as proposed by Gutierrez and her colleagues, I will evaluate vocabulary interventions on their ability to broaden the scope of literacy instruction and promote greater equity.

Sarah Walters (SPED)

Individualized Family Service Plans in Part C of the Individuals with Disabilities Education Act: What Does the Literature Say?

Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) was created in 1986 to enhance the development of infants and toddlers with disabilities. The cornerstone of Part C is the Individualized Family Service Plan (IFSP). The purpose of this poster is to examine the literature available regarding to the IFSP process. Literature was reviewed concerning IFSPs that:

- Are based on family priorities.
- Are of high quality.
- Include integrated outcomes that focus on child participating in community and family activities.
- Meet IDEA requirements.

Implications for future research, policy and practice recommendations will be discussed.

Iris Yu (SPED)

The Implementation of Data Driven Decision Making Processes in Schools

Data driven decision making as a process has been a critical part of a number of school reform initiatives such

as positive behavior support in schools, the continuous improvement initiative and the adoption of organizational learning tools in schools. This is a literature review that uses the six core implementation components proposed by Fixsen, Naoom, Blase, Friedman & Wallace (2005) as the conceptual framework to identify the components which most strongly supports the implementation of data driven decision making processes in schools to support school improvement. The components of training; and consultation and coaching were most frequently used during implementation, while the components which involved evaluation did not receive as much focus during implementation. Thus future research should include and/or focus on evaluation processes during implementation and its impact on implementation outcomes.

Research Presentations

1:10 p.m. – 2:10 p.m.

Joseph R. Pearson Hall Room 143

Social Media in Education

Hanan Aifan (ELPS)

Saudi Students' Attitudes toward Using Social Media to Support their Learning

Social media usage is growing rapidly among the present generation of students. These emerging tools have not only substantially change the way organizations, communities, and individuals communicate and socialize with each other, but also changed the way people learn, share information, exchange knowledge, and create new ideas. However, few studies have been conducted to understand factors that affect students' willingness to adopt social media for learning purposes. Therefore, this study is aiming to investigate Saudi students' attitudes toward using social media to support their learning at King Abdul Aziz University, Jeddah. . An electronic survey was conducted among Saudi male and female students; with different majors, age, and academic degree.

Bobby Nichols (PRE)

Curriculum & Social Media in College Athletics

First-year men's basketball players participate in a "First-Year Leadership Academy," implemented by the current athletic director. One component of the academy is to educate first-year student-athletes about the positive and negative ramifications of social media use. I have created a curriculum that does just that. The curriculum's objectives are to teach student-athletes the importance of social media etiquette/knowledge of their personal brand within the context of their University, team and self.

Faculty Discussants

Dr. Deborah Griswold

Dr. Paul Markham

Research Presentations

1:15 p.m. – 2:15 p.m.

Joseph R. Pearson Hall Room 144

Technology for Adolescents with Disabilities

Daniel Pollitt & Greg Weseloh (SPED)

Traditional textbook vs. iPad iBook: Implications for adolescents with disabilities

The purpose of the study was to investigate the effect of an iPad iBook for adolescents with disabilities. With this release in 2012, the iBooks Author software allows teacher to use interactive widgets to create engaging textbooks. However, little empirical research currently supports the iPad as a textbook. In this dissertation study, 22 middle school students with disabilities learned features of textbooks and alternated reading between a traditional textbook and an iPad iBook across six science textbook chapters. Using a repeated measures design, quantitative and qualitative data were collected. Results and emergent themes will be discussed.

Stephen Crutchfield (SPED)

The Effects of an Electronic Self-Monitoring System on the Stereotypic Behavior of Adolescents with Autism

Many students with autism engage in a variety of complex stereotypic behaviors. While these behaviors likely present task related difficulties, they most assuredly impact the social opportunities and capital of students with autism. Self-monitoring is an intervention with empirical support for individuals with ASD to increase behavioral repertoires and decrease behaviors that are incompatible with successful outcomes. However, there has been little exploration of its utility for decreasing stereotypy. This study used a multiple baseline across two participants with an embedded withdrawal design to evaluate the functional relationship between I-CONNECT, a technology delivered self-monitoring program, and decreases in the level of stereotypy for two middle school students with ASD. Both students demonstrated a marked decrease in stereotypy with the introduction of the self-monitoring application. Results and implications for practice and future research will be discussed.

Faculty Discussants

Dr. Gregory Cheatham

Dr. Bruce Frey

Research Presentations
1:15 p.m. – 2:15 p.m.
Joseph R. Pearson Hall Room 145
Research on Teaching & Qualitative Methods

Sarah Marten (ELPS)

Shifts in the Language of Teaching: Exploring Accountability's Impact on the Discourse of English Teaching from 1980 to 2010

Research on the accountability movement in education lacks empirical insight into the movement's impact on the way teachers internalize professional attitudes and roles. Critics argue that accountability undermines teachers' sense of discretion and improvisation that traditionally characterizes their profession and fosters an overly technical orientation toward teaching. But such criticisms have not been tested. This study asks: *Has accountability affected how teachers view themselves as educators and how they perform their roles?* To capture the thinking of professionals in the field, I examined the professional discourse used by secondary English teachers in a practitioner's journal called *The English Journal* from 1980 to 2010. I found that changes in the discourse reflected a difference in how professional roles and attitudes were constructed in the 1980s compared to patterns in 2000s. In Perrow's (1967) job configuration terminology, the accountability movement altered the dominant discourse on teachers' work from one that viewed teaching as a "craft" (characterized by subjective judgment and tacit expertise) to one that treats it as an "engineering" activity (characterized by mandates and regulations, and a technical efficiency orientation).

Connor Warner (C&T)

Definitions of Excellent Teaching: A Review of Recent Literature

This literature review explores discourse on excellent teaching in educational literature about teacher education published between 2011 and 2013, seeking to determine how teacher education researchers are defining excellent teaching. In order to do so, the article first establishes working definitions of both excellence and teaching, and then overviews three ways in which the authors of the included literature have dealt with excellent teaching—1) referencing without defining; 2) defining in universal, context-less terms; and 3) defining in context-specific terms. Implications for teacher educators and teacher preparation programs are then discussed.

Lonna Summers-Rocha (C&T)

Examining Reflexivity in Qualitative Research

Qualitative researchers recommend writing reflexive memos to determine the potential risks for the participants (Watt, 2007), enhance the trustworthiness, transparency, and accountability of their work (Finlay, 2002; Lincoln & Guba, 1985), and examine potential power differentials in research relationships (Kvale, 2009). In this presentation, I will describe the process of writing researcher memos throughout each stage of my dissertation research. I will highlight the various functions of the memos and analyze over 200 pages of researcher memos to demonstrate how reflexivity helped me explore my researcher position, make decisions about methods, and reflect on the process of becoming a qualitative researcher. The goal is to demystify reflexivity and to highlight its value.

Faculty Discussants

Dr. Elizabeth Kozleski

Dr. Tom Skrtic

Research Presentations

2:30 p.m. – 3:30 p.m.

Joseph R. Pearson Hall Room 147

Classroom Inclusive Practices

Ruby Chan (SPED)

Blending DEC/NAEYC Position Statement with Te Whāriki Curriculum to Promote High-Quality Inclusion

The New Zealand National Early Childhood Curriculum Te Whāriki is designed to be inclusive and appropriate for all children. The curriculum presumes that children's care and education will be included within the curriculum principles, strands, and goals set out for all children in early childhood settings. This presentation will discuss how New Zealand early childhood teachers can incorporate the defining features and practices described by DEC/NAEYC (2009) joint position statement on inclusion with the Te Whāriki curriculum to further promote high-quality inclusive practices within learning environments.

Kayla Carter (EDU PSY)

Additional Reliability and Validity Evidence for the School Implementation Scale

There are measures of treatment integrity available for use with integrated academic/behavior multi-tiered RTI models. The School Implementation Scale (SIS) is a 33-item scale designed by Gaumer Erickson, Noonan, & Jenson (2012) for completion by all school staff, and encompasses the essential elements for effective school systems. Their original one-state study (N=503) found that the SIS was valid and reliable, and produced moderate correlations with reading achievement for students with disabilities. Reliability analysis, Factor Analysis, Analyses of Variance, and correlational analyses of SIS scores with academic achievement will be replicated with an expanded dataset (N=3917) collected over two years from multiple states using different RTI models.

Faculty Discussant

Dr. Deborah Griswold

Research Presentations
2:30 p.m. – 3:30 p.m.
Joseph R. Pearson Hall Room 201
Self Determination

Hyojeong Seo (SPED)

A Two-Group Confirmatory Factor Analysis of The Arc's Self-Determination Scale With Students With Emotional/Behavioral Disorders or Learning Disabilities

Given the emphasis on promoting self-determination in the field of special education and the corresponding use of scales to measure self-determination in research and practice, it is important to examine whether widely used self-determination assessments measure the same constructs among and between students from different disability categories. This study examined the equivalence of measurement and structural parameters of The Arc's Self-Determination Scale (SDS) across groups of students with emotional and behavioral disorders (EBD) or learning disabilities (LD), using a two-group confirmatory factor analysis (CFA). Results and implications for research and practice are discussed.

Youjin Seong (SPED)

A Multiple-Group Confirmatory Factor Analysis of Self-Determination between Groups of Adolescents with Intellectual Disability or Learning Disabilities

Promoting self-determination has been identified as an important practice for the successful transition of adolescents with disabilities. The majority of those studies measured self-determination using The Arc's Self-Determination Scale (SDS) and involved students with intellectual disability or learning disabilities. Although students in both groups are often studied as a single group, there have been no studies that examine whether assessments are measuring the same construct. Therefore, this study conducted a multiple-group confirmatory factor analysis to examine whether the SDS is assessing the same concept across students with intellectual disability ($n = 350$) and students with learning disabilities ($n = 604$).

Faculty Discussants:

Dr. Elizabeth Kozleski

Research Presentations
2:30 p.m. – 3:30 p.m.
Joseph R. Pearson Hall Room 245
Technology & Online Learning

Deborah Taylor (ELPS)

Using Types of Interactions as Predictors of Student Success in Asynchronous Online Classes

The high attrition rates associated with online classes present a serious problem in higher education. This study uses tracking data from a learning management system to examine student behavior in the online classroom in an attempt to determine if certain online interactions promote retention and success better than others. By focusing on the three types of interactions: student-instructor, student-student, and student-content, this researcher hopes to identify specific interaction patterns associated with student success in the online classroom. Using this information, an intervention model will be developed to identify at risk students in the first two weeks of class in order to increase their chances of successfully completing the course.

Jingrong Xie & Dianne Garyantes (ELPS)

Research on Application of Technology into News Reporting Classrooms under Different Cultural Context

This project was completed by faculty members from two universities teaching the same journalism course, Computer-assisted Reporting. The two universities were one in China, the other in N.J.. The research focused on how technology was involved in teaching news reporting and building students cross cultural competence under different cultural context, through discussing the perceptions, reporting processes and news texts produced by students in both countries. The comparison of the students' perceptions and articles will help inform further research on the cultural competence of journalists as well as the use of technology tools as effective approaches for developing cultural competence for journalism students.

Faculty Discussants:

Dr. Bruce Frey

The 10th Annual KUPD & SOE Graduate Student Research Conference Committee:

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Molly Siuty – (Chair – Elect)
Maggie Beneke
Heather Wolf
Majed Alsalem
Sarah Martin
Mary Rice
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