

KU Professionals for Inclusion and Social Justice

14th Annual Graduate Student Research Conference

**Embracing Innovation:
Rigorous Research in
Our Community**

A glowing lightbulb is positioned on the right side of the central image. The lightbulb is illuminated from within, casting a warm, yellowish glow. It sits on a dark brown wooden surface with a prominent, wavy grain pattern. The background behind the lightbulb is a dark, textured surface, possibly a book cover or a piece of wood, with some faint, circular patterns.

**Friday, February 2, 2018
10:00am – 3:30 pm
KU Memorial Union**

About KU Professionals for Inclusion and Social Justice

KU Professionals for Inclusion and Social Justice (ISJ) is a graduate student organization in the Department of Special Education at the University of Kansas. The primary purpose of ISJ is to transform systems for social justice by building a lasting network of professional leaders and scholars. We are committed to forming university and community partnerships that challenge and expand our thinking. Specifically, ISJ seeks to act as a catalyst for inclusivity and equity in education and society, particularly for historically marginalized communities. We hope to accomplish this by engaging in activities that promote awareness, advocacy, and scholarship.

Conference Theme

The theme of this year's Graduate Student Research Conference is *Embracing Innovation: Rigorous Research in Our Community*.

We use the term “embracing innovation” as it encompasses finding new ways to improve the lives of individuals in our community. The theme is a call to examine the impact of new ideas and knowledge on society through rigorous research aimed to improve quality of life across various spheres. The theme relates to a variety of topics, populations, and frameworks explored by graduate students at KU.

Learn more about ISJ or our upcoming events

<http://specialedu.ku.edu/resources/isj>

<https://www.facebook.com/KUISJ/>

Table of Contents

Keynote Address	5
Breakout Session I	6
Poster Session I	13
Breakout Session II	28
Thank Yous	36

Keynote Address

10:00 AM, Jayhawk Room

The Necessity of Community Responsibility in Research: Ending the Colonial Project of the University through the Politics of Accountability



David Stovall, Ph.D. is Professor of Educational Policy Studies and African-American Studies at the University of Illinois at Chicago (UIC). His scholarship investigates four areas 1) Critical Race Theory, 2) the relationship between housing and education, and 3) the intersection of race, place and school. In the attempt to bring theory to action, he works with community organizations and schools to develop curriculum that address issues of equity and justice. His work led him to become a member of the Greater Lawndale/Little Village School of Social Justice High

School design team, which opened in the Fall of 2005. Furthering his work with communities, students, and teachers, his work manifests itself in his involvement with the Peoples Education Movement, a collection of classroom teachers, community members, students and university professors in Chicago, Los Angeles and the San Francisco Bay Area who engage in collaborative community projects centered in creating relevant curriculum. In addition to his duties and responsibilities as a professor at UIC, he also serves as a volunteer social studies teacher at the Greater Lawndale/Little Village School for Social Justice.

Breakout Session I: At a Glance

11:45 AM-12:45 PM, Various Locations

Skills for Educating Regionalist Room
<i>Who Can Teach Me?</i> <i>Connie Chuyun Hu (Educational Leadership and Policy Studies), Trina Emler (Educational Leadership and Policy Studies) & Jasmine Padhani (Educational Leadership and Policy Studies)</i>
<i>Teaching Professionalism as a New Phenomenon in Higher Education: A Case Study of Studio Instructors at the University of Kansas</i> <i>Maryam Ashkan (Architecture)</i>
Discussants: Dr. Jennifer A. Kurth & Dr. Michael Wehmeyer
So You Want to Be a Professor? Parlors Room
<i>So You Want to Be a Professor? Applying, Interviewing and the Process for Getting There</i> <i>Dean Rick Ginsberg (School of Education)</i>
Language and Inclusion Pine Room
<i>Reducing the Stigma of Nonstandard Language Varieties Through the Power of Translanguaging</i> <i>Beth Rankin (Curriculum and Teaching & TESOL)</i>
<i>Implications of Locker Room Talk: Hypotheses and Initial Findings</i> <i>Emily Tyler (Counseling Psychology)</i>
Discussants: Dr. Michael J. Orosco & Dr. James R. Thompson
Creative Pedagogies Divine Nine Room
<i>Exploring Archives: Digital Humanities in the Women, Gender & Sexuality Studies 101 Classroom</i> <i>An Sasala (Women, Gender and Sexuality Studies & Film and Media Studies)</i>
<i>The Hope Project</i> <i>Christie Dobson (Special Education)</i>
Discussants: Dr. Shawn Alexander & Dr. Keith Van de Riet

Breakout Session I: At a Glance

11:45 AM-12:45 PM, Various Locations

Race, Identity, and Equity International Room
<i>Towards a Black Feminist Praxis of Restorative Justice</i> <i>Abigail Barefoot (Women Gender and Sexuality Studies)</i>
<i>Racial Socialization Practices Among White American Parents</i> <i>Jenna Zucker (Educational Psychology)</i>
Discussant: Dr. Thomas M. Skrtic
Feminist Perspectives to Engage History/Future Governors Room
Veterans of the Liberation Struggle: Women Who Fought During the Namibian Independence Movement <i>Mariah Crystal (Women, Gender and Sexuality Studies)</i>
IUDs and Cyborgs: Moving Toward a Feminist Science <i>Elise Higgins (Women, Gender and Sexuality Studies)</i>
Discussant: Dr. Elizabeth B. Kozleski

Breakout Session I: Abstracts

11:45 AM-12:45 PM, Various Locations

Skills for Educating

Who Can Teach Me?

Connie Chuyun Hu (Educational Leadership and Policy Studies), Trina Emler (Educational Leadership and Policy Studies) & Jasmine Padhani (Educational Leadership and Policy Studies)

What is considered effective and excellent teaching? There are some common traits found in an effective teacher in general belief and literature. An effective teacher inspires and knows how to find inspiration. An effective teacher aspires to make a difference and spreads positivity. Good teachers stay organized and focused; enjoy teaching; are open-minded and accepting; and hold high standards both for him or herself and for the students. Last but not the least, an effective teacher reflects and embraces changes (Layne, 2012). The top three traits found in the survey study done by Hernandez and Schmidt's (1995) were ordered: cultivate thinking skills, stimulate interest in subject, and motivate to learn (p. 89). The top three adjectives used by students in a survey to describe effective teacher were interesting, approachable, and clarity (Pan et al., 2009). This project was designed to investigate further how students at the University of Kansas define effective, engaging, and excellent teaching. Utilizing semi-structured recorded interviews, we identified three major themes: teacher/student relationships are valued highly; engagement creates an environment for greater effectiveness; and application outside of the classroom is key. We hope that the perception of effective teaching identified from this project will facilitate access to a more inclusive classroom as well as providing a useful guideline to teachers who aspire to create an innovative learning environment.

Breakout Session I: Abstracts

11:45 AM-12:45 PM, Various Locations

Skills for Educating

Teaching Professionalism as a New Phenomenon in Higher Education: A Case Study of Studio Instructors at the University of Kansas

Maryam Ashkan (Architecture)

In the majority of schools of architecture, teaching professionalism is not typically considered to be either a matter of transformation or a simple change of educators' image as professionals but encompasses both, as one necessitates the other. The notion of teaching professionalism has generally undergone a shift, to the extent that the concept of a "new" professionalism is now being advanced to indicate a shift of power from institutions to academic staff, reflecting the changing nature of professionalism in higher education. However, in the context of design studios in higher education, it remains unclear what might constitute the rethinking of teaching professionalism both ontologically and epistemologically, or what might count as the successful institutional professional development of studio instructors. The study addresses these issues by examining the mechanisms informing the accumulated experiences of studio instructors, based on phenomenological research conducted in the School of Architecture at the University of Kansas. This includes an analysis of the concept of a "new" teaching professionalism, based on the professionalism and professional culture of the institution, and of the substance and process of professional development of studio instructors, based on how reform can achieve instructors' professional goals. This evaluation of teaching professionalism responds to required changes in both institutional policy and teaching practice and demands for the improvement and revision of how teaching professionalism is conceptualized in higher education, moving toward "post-professionalism" or a "new" professionalism in teaching as an instrument of change across all academic sectors.

Academic Job Interviews:

So You Want to Be a Professor? Applying, Interviewing and the Process for Getting There

Dean Rick Ginsberg (School of Education)

In this session, the process for applying, interviewing and being successful in an academic search will be examined. Various tips, common practices and creating the proper mindset will be explored and discussed

Breakout Session I: Abstracts

11:45 AM-12:45 PM, Various Locations

Language and Inclusion

Reducing the Stigma of Nonstandard Language Varieties Through the Power of Translanguaging

Beth Rankin (Curriculum and Teaching & TESOL)

Many significant studies have documented that children learning English as an additional language fare better “academically, socially, emotionally, and linguistically” when the home language and culture is incorporated in the classroom. This is particularly evident with immigrant students or American students who speak a nonstandard variety of English. In this manner, linguistic minorities often suffer from discrimination in the classroom and can be susceptible to stigma surrounding their language variety. This stigma, engendered by society and reinforced in the classroom, follows students throughout their lives, making academic and economic achievement difficult to grasp. This paper seeks to theorize how translanguaging, a practice in which diverse speakers use a natural, fluid combination of their linguistic repertoires to make meaning, can present itself as one solution to increasing the academic success of language learners and linguistic minorities alike. Three components are necessary for the implementation of such practices in the classroom: understanding the history and societal factors that influence language stigma, understanding how translanguaging is embodied in the classroom, and seeking change in educational policy to accommodate for more flexibility and inclusion regarding language practices in the classroom. Translanguaging as a pedagogical strategy allows for greater linguistic flexibility in the classroom which both validates and supports at-risk students’ socioemotional and academic growth.

Implications of Locker Room Talk: Hypotheses and Initial Findings

Emily Tyler (Counseling Psychology)

The term, “locker room talk” (LRT) is a topical construct of recent media involving President Donald Trump’s comments during the 2016 election and the Harvard men’s soccer team’s suspension for said “LRT” The researcher developed the Locker Room Talk Scale to measure both the content and pressure one might feel when being exposed to LRT. The presentation will include the importance of understanding the implications of LRT, research questions, hypotheses, and initial findings from recent studies which have examined the relationship between LRT and sexual behaviors, levels of distress, and adherence to sexual violence myth acceptance.

Breakout Session I: Abstracts

11:45 AM-12:45 PM, Various Locations

Creative Pedagogies

Exploring Archives: Digital Humanities in the Women, Gender & Sexuality Studies 101 Classroom *An Sasala (Women, Gender and Sexuality Studies & Film and Media Studies)*

Introduction to Women, Gender & Sexuality Studies (WGSS) or WGSS 101 introduces students to socially constructed concepts, such as race, gender, sex, and sexuality, through a feminist lens. Additionally, WGSS 101 encourages students to utilize a variety of disciplinary approaches: history, content analysis, discourse analysis, and so on. However, courses rarely feature the Digital Humanities (DH). This presentation overviews my "Expanding the Archive" DH project as used in WGSS 101. Following a brief explanation of my understanding and use of digital humanities, I outline the project within the context of the course and explain its goals:

1. Introduce students to archival research through an expanded definition of the archive.
2. Introduce students to the field and practices of the Digital Humanities.
3. Increase digital literacy and students' understanding of technological structures.
4. Engage students with historical information and archival materials relevant to course content and discussions.

I then expound upon classroom use and student reception and close with reflection upon changes for future use.

The Hope Project

Christie Dobson (Special Education)

I would like to present my research project and findings of The Hope Project, conducted last summer in Lawrence. This pilot exploratory research project employed an arts-based intervention model to affect change in reported levels of hope in teens grades 6-10 all inclusive group, with and without disabilities. This pilot study used arts-based processes incorporating procedures from PhotoVoice and Devised Theatre as an intervention to affect changes in sense of hope over a week long summer camp. I used a participatory action research approach, pairing PhotoVoice (photography and group dialogue as a means for marginalized individuals to deepen their understanding of a community issue or concern and Devised Theatre as the interventions in creating a culminating project. Activities included warm ups, ice breakers, cohesion Building, Art making, collages, painting and drawing, journaling, photography and producing a play. Practically speaking, the intervention increased the group means for the measuring Hope by nearly $\frac{3}{4}$ of a standard deviation and the total mean by nearly a full standard deviation, all of which are huge effects!

Breakout Session I: Abstracts

11:45 AM-12:45 PM, Various Locations

Feminist Perspectives to Engage History/Future

Veterans of the Liberation Struggle: Women Who Fought During the Namibian Independence Movement

Mariah Crystal (Women, Gender and Sexuality Studies)

On February 9, 1990, Namibia gained independence from South Africa after a long liberation struggle. The focus of this paper is the experience of female soldiers and freedom fighters who took part in the Namibian liberation movement, and highlights the women's experiences, perspectives and stories. The research questions at the heart of this paper are: How does taking a gendered approach to documenting the Namibian liberation movement impact the narrative of Namibian independence? What can women's perspectives regarding independence add to our current understanding of Namibian history? Additionally, this work integrates the digital humanities, featuring a website displaying the stories of the Namibian freedom fighters as narrated in their own words. The project takes a gendered perspective and works to add women's stories to the current historiography of Namibian history.

IUDs and Cyborgs: Moving Toward a Feminist Science

Elise Higgins (Women, Gender and Sexuality Studies)

My proposal addresses how reproductive technology, specifically the intrauterine device or IUD, is an innovation that improves quality of life for people with uteruses. I will address the historic evolution of IUDs in the context of both the feminist movement and legislative efforts to restrict access to sexual and reproductive health care. I will also discuss how IUDs affect people's identities using Donna Haraway's theory of cyborgs. Finally, my presentation will address how the arc of IUD innovation and use has been both beneficial and oppressive for marginalized groups. A brief excerpt of my introduction is below:

I am fascinated with the way Donna Haraway describes the cyborg and its political and theoretical possibilities in "A Cyborg Manifesto." The insertion of a foreign body into the uterus in order to prevent pregnancy embodies the social relations of science and technology; this method of fertility control is continually developed and developing, and access to the IUD changes by political means. These political means include income inequality, access to clinics subject to the dictates of legislators controlling funding, borderline eugenic programs that encourage IUD insertion but not removal in certain populations, access to education, and access to newly developed IUD technology. To these social relations of science and technology, I apply Haraway's insistence that feminists have the intellectual agility to hold two contradictory ideas and see them as mutually constitutive, not impossibly paradoxical. I evaluate the IUD as organism and machine, personal and collective, tool and myth, and history and present.

Poster Session: At a Glance

1:15 PM-2:15 PM, Big 12 Room

A Straightforward Procedure to Characterize Nonlinear Viscoelastic Response of Asphalt Concrete at High Temperatures

Mohammad Bazzaz (Civil, Environmental, and Architectural Engineering)

A Meta-Analysis of Interventions to Promote Self-Determination for Students with Disabilities

Kathryn Burke, (Special Education) & Sheida K. Raley (Special Education)

Anchorage of Headed Reinforcing Bars in Concrete

Krishna Ghimire (Civil, Environmental and Architectural Engineering)

Supplementary Aids and Services: The Lynchpin to Inclusive Education

Samantha Gross Toews (Special Education) & Russell Johnston (Speech and Language Pathology)

Providing Supports to Include Students with Disabilities in General Education Contexts: Comparative Review of Literature between America and Spain.

Mayumi Hagiwara (Special Education)

Suicidality and Flow in Creatives: A Literature Review

Jenelle Hallaert (Counseling Psychology)

Keys to innovation in English education for international students at college level: A narrative inquiry on English acquisition in two cultural contexts.

Lu He (Curriculum and Teaching)

Highly Creative LGBTQ Individuals: Exploring Trends in Treatment Preferences

Jonathan Huffman (Counseling Psychology) & Amanda Lappin (Bureau of Child Research)

Poster Session: At a Glance

1:15 PM-2:15 PM, Big 12 Room

An Equal Right to Breathe: Exploring Deep Ecology Solutions to Environmental Racism in Kansas City, KS

Sarah Jones (Social Welfare)

A Systematic Review of Intervention Intensity in Pivotal Response Training and Scripting Research

Zijie Ma (Special Education)

Non-Cognitive Skills and Teacher Persistence

Katherine Merriweather (Educational Leadership and Policy Studies)

IMSCI: Empowering Students to Transform Their Identity as Writers

Maggie Mnayer (Curriculum and Teaching)

Hedonic Hunger Modifies the Effect of Delay Discounting on Food Consumption: An Ecological Momentary Assessment and Behavioral Economics Study

Adrian Ortega (Clinical Child Psychology)

The Effects of a Comprehensive Verbal Behavior Intervention on the Verbal Behavior Skills of Preschoolers with Autism

Mary Beth Patry (Special Education)

Implementation of the Self-Determined Learning Model of Instruction in Inclusive High School Mathematics Classes

Sheida Raley (Special Education)

Electronic Religion: The Debate Around Technology, Religion, and Accessibility

Lyndsey Shelton (Religious Studies)

Poster Session: At a Glance

1:15 PM-2:15 PM, Big 12 Room

Women's Words: Utilizing Bibliotherapy to Empower Incarcerated Women, Challenging the Usage of Deprivation to Incite Forced Complicity, A Case Study in Topeka, Kansas
Jenna Swanson (Africa and African American Studies & Peace and Conflict Studies)

King James Holds Court: A Qualitative Investigation of Athlete Brand Community
Ollie Taniyev (Health, Sport, and Exercise Sciences)

Investigating the Perceptions of Retired Athlete Brand Image
Ollie Taniyev (Health, Sport, and Exercise Sciences)

Integrating Scientist and Practitioner: Program Evaluation Research in a DBT Intensive-outpatient Community Health Program
Craig Warlick (Counseling Psychology), Kelsey Moffitt (Counseling Psychology) & Josh Huffman (Counseling Psychology)

Factors Associated with International Students' Academic Performance
Yurou Wang (Educational Psychology)

Establishing a Sense of Community within Parent Support Groups
Chelsea Waters (Special Education)

Designing the Modern Classroom: Exploring the Relationship between Universal Design for Learning and Design-Based Research
Sohyun Yang (Special Education)

Using Longitudinal Hierarchical Linear Model to Identify Side Effect of Parental Monitoring on Academic Motivation
Jihong Zhang (Educational Psychology)

Posters Session Abstracts:

A Straightforward Procedure to Characterize Nonlinear Viscoelastic Response of Asphalt Concrete at High Temperatures

Mohammad Bazzaz (Civil, Environmental, and Architectural Engineering)

This paper proposes a straightforward procedure to characterize the nonlinear viscoelastic response of asphalt concrete materials. Furthermore, a model is proposed to estimate the nonlinear viscoelastic parameters as a function of the triaxiality ratio, which accounts for both confinement and deviatoric stress levels. The simplified procedure allows for easy characterization of linear viscoelastic (LVE) and nonlinear viscoelastic (NVE) responses. First, Schapery's nonlinear viscoelastic model is used to represent the viscoelastic behavior. Dynamic modulus tests are performed to calibrate LVE properties. Repeated creep-recovery tests at variable deviatoric stress levels (RCRT-VS) were designed and conducted to calibrate the nonlinear viscoelastic properties of four types of mixtures used in the Federal Aviation Administration's (FAA) National Airport Pavement and Materials Research Center (NAPMRC) test sections. The RCRT-VS were conducted at 55 °C, 140 kPa initial confinement pressure, and wide range of deviatoric stress levels; mimicking the stress levels induced in a pavement structure under traffic. Once calibrated, the model was validated by comparing the model predictions and experimental measurements at different deviatoric stress levels. The predictions indicate that the proposed method is capable of characterizing NVE response of asphalt concrete materials.

A Meta-Analysis of Interventions to Promote Self-Determination for Students with Disabilities

Kathryn Burke, (Special Education) & Sheida K. Raley (Special Education)

Promoting the self-determination of students with disabilities is critical for young people to achieve education-related goals and positive employment, community, and quality of life outcomes when they leave school. By developing skills associated with self-determination such as expressing preferences, making decisions, and setting and going after goals, students with disabilities are better prepared to make purposeful decisions and choices. The authors conducted a meta-analysis of the literature on interventions to promote self-determination and associated skills with students with disabilities in the school context. This inquiry is timely as there has not been a comprehensive review of the literature on interventions to promote self-determination integrating recent developments in theoretical frameworks. This review examined the degree to which recommendations made in previous reviews of interventions to promote self-determination have been actualized. The authors analyzed the types of interventions, populations of students with whom they were implemented, outcomes, and rigor of research. Results demonstrated that interventions to promote self-determination can be effective for students across grade levels, disabilities, and settings. There also remains a need for increased focus on promoting self-determination within inclusive, general education settings and emphasizing self-determination within transition-planning.

Posters Session Abstracts:

Anchorage of Headed Reinforcing Bars in Concrete

Krishna Ghimire (Civil, Environmental and Architectural Engineering)

It is often advantageous to use high-strength materials in civil engineering construction such as nuclear power plants and building structures. The use of high-strength concrete (compressive strength \geq 6,000 psi) and high-strength headed reinforcing bars (yield strength \geq 60,000 psi) in particular reduce the amount of materials needed, avoid problems due to congestion, and facilitate easier fabrication leading to lower construction costs. However, the civil engineering construction industry in the United States is not able to take full advantage of high-strength materials due to a lack of information on how to incorporate such materials in design practices. Current ACI 318-14 code provisions for the design of reinforced concrete building structures limits the concrete compressive strength to 6,000 psi and steel strength to 60,000 psi. Although the code does not restrict the use of higher strength concrete and reinforcing bars, it prevents a designer from taking advantage of the extra strength available in these materials.

To widen the range of usable material strengths in reinforced concrete structures, comprehensive research on the anchorage of high-strength headed bars has been performed. The study involved assessment of 469 headed bar anchorage specimens and has established new design guidelines for the use of headed bars in members subjected to monotonic as well as seismic loading, incorporating a wider range of parameters (including high-strength concrete up to 16,000 psi and steel up to 120,000 psi). Adoption of the proposed guidelines will significantly improve the constructability and economy of nuclear power plants and other building structures.

Supplementary Aids and Services: The Lynchpin to Inclusive Education

Samantha Gross Toews (Special Education) & Russell Johnston (Speech and Language Pathology)

Supplementary aids and services (SAS) have been a provision in special education law since PL 94-142. However, almost no guidance has been provided to help teams make decisions about their appropriate selection and use. In this study poster, we begin to examine how supplementary aids and services are selected for students with significant support needs, and explore the relationship between students' characteristics, placements, and needs (i.e., complex communication needs and behavior support plans). Results illustrate the wide variation in types of supplementary aids and services chosen for students overall. Personnel supports were commonly identified, especially for students in inclusive placements. Less intrusive supports such as peer supports and assistive technology were far less common. Results are discussed in relation to the ways supplementary aids and services are and are not being used for their intended purpose of maintaining placement in the least restrictive environment.

Posters Session Abstracts:

Providing Supports to Include Students with Disabilities in General Education Contexts: Comparative Review of Literature between America and Spain.

Mayumi Hagiwara (Special Education)

Over the past decade, there has been growing interest to develop and identify how best to provide supports for students with disabilities to access the general education curriculum and learn alongside same age peers in general education settings. The passage of legislation in the United States [e.g., the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the No Child Left Behind Act of 2001 (NCLB)] emphasized the importance of including and supporting students with disabilities in the least restrictive environment. The focus on inclusive education has not been limited to the U.S, but has been a global issue. 148 countries have ratified the United Nations Convention on the Rights of Person with Disabilities (NNCRPD), and Article 24 of the NNCRPD commits jurisdictions to developing inclusive educational systems. Spain and several other Spanish speaking countries (e.g., Mexico) have ratified the NNCRPD. The purpose of this investigation was to compare the professional literature published in English-language journals with the professional literature published in Spanish-language journal over the past 15 years to determine the state of research in regarding to inclusive educational practices. We specifically looked for studies focusing on the implementation of support strategies and practices with students with disabilities within a general education context. Our findings showed few experimental studies implementing support strategies and practices in inclusive settings comparing to other research methods in both English and Spanish-language professional literature. Our primary conclusion from our review was that more rigorous research is needed in regard to validating interventions in inclusive settings, but the English-language professional literature is more robust in this regard.

Suicidality and Flow in Creatives: A Literature Review

Jenelle Hallaert (Counseling Psychology)

This literature review investigates what has been found about the presence of suicidality in creative populations, and how flow consciousness, a common psychological experience during creative expression, may act as a protective factor. Research on the topic of suicide over the last 3 decades has gained more attention. A number of studies have confirmed that overall, suicide rates of creative populations are consistently higher than the general population. There has been speculation as to possible reasons for these abnormal levels. Psychopathology such as mood disorders and strenuous professional demands are common explanations throughout the literature. Fortunately, creativity has been known to have inherent, beneficial effects on well-being that may protect against suicide risk. Flow consciousness can positively impact well-being as it fosters hope, purpose in life, and resiliency; all of which are protective factors. As for counselors, teachers, and parents who work with highly creative students, these findings are pertinent to understanding future risks associated with this population and career path. To advocate for these students, literature suggests supporting individual, community, and societal resources that encourage creative expression.

Posters Session Abstracts:

Keys to Innovation in English Education for International Students at College Level: A Narrative Inquiry on English Acquisition in Two Cultural Contexts.

Lu He (Curriculum and Teaching)

This practitioner inquiry provides a close look at a 20-year-old Chinese international sophomore students' journey of acquiring the overall ability of using the English language through switching from an exam-oriented education system in China to practical instruction in the United States. Semi-structured interviews, observations, and document analysis were the primary methods used for data collection. Findings from this inquiry highlight the students' positive and negative experiences with exam-oriented teaching strategies, and rapid improvements in English language acquisition as she participated in the English program at her Western university. The emergent findings of this study emphasize on how the different teaching structures two cultural contexts made a huge impact on the students' language learning. The Chinese teaching style could be concluded as a "two-way street" while the Western teaching structure leans toward a "triangle" Moreover, the findings indicated the vital role played by students' cultural background and learning style in the process of language acquisition. This study provides implications for both researchers and practitioners to highlight the significance of taking the goals of teaching and learning the English language into consideration when determining instructional approaches for international students studying in two cultural contexts.

Highly Creative LGBTQ Individuals: Exploring Trends in Treatment Preferences

Jonathan Huffman (Counseling Psychology) & Amanda Lappin (Bureau of Child Research)

LGBTQ individuals are at an increased risk for psychological disorders and seek mental health services at rates higher than the cisgender and heterosexual population (Medley, et al., 2016). This project explored the mental health treatment preferences of highly creative LGBTQ individuals within the context of depression, anxiety, stigma, and attitudes toward professional help. Participants completed surveys on their demographics, depression, anxiety, mental health, stigma, attitudes toward professional help, and preference for psychotherapy amongst cognitive behavioral (CBT), acceptance and commitment (ACT), and interpersonal process therapies (IPT). CBT preference shared a significant relationship with attitude toward seeking help ($\beta = .179$, $t(58) = 2.55$, $p = .013$). ACT preference shared no significant relationship with predictor variables ($ps > .248$). IPT preference shared a significant relationship with anxiety ($\beta = .378$, $t(58) = 3.75$, $p < .00$). Highly creative LGBTQ individuals' treatment preference may depend upon their attitudes toward seeking professional help and anxiety symptoms. Self-stigma may not affect their treatment preferences. A focus on attitudes and symptom presentation may be a place to start in exploring treatment preferences for creative LGBTQ individuals.

Posters Session Abstracts:

An Equal Right to Breathe: Exploring Deep Ecology Solutions to Environmental Racism in Kansas City, KS

Sarah Jones (Social Welfare)

This paper explores how shallow and deep ecology platforms can build solutions to environmental racism in Kansas City, Kansas (KCK). It specifically focuses on the Quindaro and the Argentine neighborhoods, which suffer the most environmental degradation in the entire Kansas City metro area. However, KCK is rich in strengths and resources that can improve its residents' quality of life. The paper will identify these barriers and strengths in order to find ways residents may take action to improve their health and that of the environment. Deep ecology theory explains why it is profoundly important for person and natural environment to connect in order for both to thrive. First this paper will explain the term environmental justice and the development of the term "environmental racism" within the movement. It will then relate the focus areas: significant history and present condition to these concepts. Segregation and racism have contributed to structural and environmental degradation in KCK, specifically due to industrial pollution and train traffic. This degradation may inhibit residents' ability to connect with nature. It will critique deep and shallow ecology theory and suggest solutions characteristic of both. A healthier community can evolve with assessment, community engagement, and education. From a social work perspective, meeting residents' health needs, defined by shallow and social ecology values, will be more easily attainable before developing deep ecological initiatives.

A Systematic Review of Intervention Intensity in Pivotal Response Training and Scripting Research

Zijie Ma (Special Education)

Although there is general consensus about the importance of intervention effectiveness and implementation fidelity, few researchers appear to value or report details about the intensity of an intervention. This review examined how were intervention intensity reflected in peer-reviewed journal articles of two evidence-based practices. 21 studies of scripting and 18 studies of pivotal response training were synthesized based on five targeted domains of intervention intensity. Results indicated more than half of the reviewed articles contained information regarding the dose frequency and dose duration for both interventions but less than 18 percent studies reported dose. Scripting and PRT had similar doses, but scripting required shorter dose duration, higher dose frequency, and lower cumulative intensity. Overall, results suggested scripting is a more efficient intervention than PRT in terms of intervention intensity. Limitations and implications for researchers and professionals are discussed.

Posters Session Abstracts:

Non-Cognitive Skills and Teacher Persistence

Katherine Merriweather (Educational Leadership and Policy Studies) & Amanda Lappin (Bureau of Child Research)

Teacher turnover is an enduring and multidimensional problem in K-12 education (Cochran-Smith, 2004). In this study the authors used Cox regression models to test effects of non-cognitive traits on teacher persistence. We examined six traits: fairness and respect in relating to others, concern for study learning, adaptability, communication and persuasion skills, cultural competency, and planning and organization. Findings suggest 1. high scores on cultural competency significantly reduced voluntary departures, 2. termination risk was significantly reduced by high scores in communication and persuasion, and 3. the adaptability trait measured here may represent a disingenuous effect and needs further study.

IMSCI: Empowering Students to Transform Their Identity as Writers

Maggie Mnayer (Curriculum and Teaching)

Research has repeatedly proven that having students compose text is a powerful classroom tool for increased comprehension and the articulation of learning (Applebee and Langer, Graham et al., Graham & Herbert). However, many middle school and secondary students still struggle with the process of writing, feeling confident in their writing submissions and sharing their writing with others (Gunske & Fischer, Heller & Greenleaf). Additionally, many classroom teachers report desiring to embed more writing in their curriculum for both increased learning and to meet the CCSS guidelines, but feel woefully unprepared to do so and lacking time to effectively teach it (Dennis, Fordham). In response to these issues, Utah's Sylvia Read developed the IMSCI Writing Model (2010). My action research with 9th grade students (from a persistently low achieving, ethnically diverse, and low SES school) has confirmed that the IMSCI strategy dramatically empowers students to embrace writing as both a craft and as a means of expressing knowledge and understanding of content. It is especially effective for ELL's, students with IEP's, and those who have not yet mastered the basics of grammar and mechanics. In fact, all of my students (all populations) progressed to scoring 80% or higher in all areas of CCSS writing rubric after just one semester of using this innovative writing strategy.

Posters Session Abstracts:

Hedonic Hunger Modifies the Effect of Delay Discounting on Food Consumption: An Ecological Momentary Assessment and Behavioral Economics Study

Adrian Ortega (Clinical Child Psychology)

Temporal myopia (i.e. steeper delay discounting) has been linked to disinhibited eating and obesity. The overconsumption of food may also be motivated by hedonic hunger, or the drive to consume foods for pleasure rather than energy need. Eighteen adolescents between the ages of 13-18 completed a delay discounting measure at baseline followed by ecological momentary assessments of food intake (i.e. reported servings of sweet, starchy, fatty, fast foods), and hedonic hunger for 20 days on a mobile phone. Four multilevel models were run to examine between-person (BP) and within-person (WP) hedonic hunger, monetary delay discounting, and their interactions, on food consumption. The models for fatty and fast food consumption each had significant interactions. At mean levels and lower rates of WP hedonic hunger, shallower delay discounting rates were positively associated with consumption of fast foods ($B = .12, p < .05$). At one SD above the group mean for BP hedonic hunger, steeper delay discounting rates were negatively associated with fatty food consumption ($B = -.28, p < .05$). Participants one SD below the mean for BP hedonic hunger demonstrated a positive association between steeper discounting and fatty food consumption ($B = .31, p < .05$). The present study demonstrates that even for individuals with shallow discounting rates, both BP and WP hedonic hunger may be more powerful predictors of fatty and fast food consumption. High hedonic hunger appears to put even adolescents who can typically delay gratification at risk for consumption of fatty and fast foods.

The Effects of a Comprehensive Verbal Behavior Intervention on the Verbal Behavior Skills of Preschoolers with Autism

Mary Beth Patry (Special Education)

Verbal behavior, first described by B.F. Skinner, is conceptualized through a behavioral perspective and specifically addresses the different functions of language and the antecedent and consequent stimuli that control its use (e.g. echoic, mand, tact, intraverbal, listener response; Sundberg & Michael, 2001). The behavioral perspective of language differs from a more traditional view in that the focus is entirely on the immediate function of the child's communication. In contrast, the traditional view categorizes language as either expressive (use of language to communicate with others) or receptive (understanding others' language), and conceptualizes language by its form (i.e. grammar, syntax) instead of function (Tincani, Bondy, & Crozier, 2011; Sundberg & Michael, 2001). This study used a multiple baseline design across participants to determine if a comprehensive verbal behavior intervention program can improve the verbal behavior skills of three preschoolers with autism. Each preschooler's language was assessed using the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) (Sundberg, 2008) and a comprehensive verbal behavior intervention program using verbal behavior targets across multiple operants tailored to each student's specific language ability was implemented by the student's early childhood teacher. Cumulative gains in verbal behavior skills were measured, and a visual analysis of graphed data was conducted to determine if changes in cumulative verbal behavior skills corresponded with the introduction of the verbal behavior intervention.

Posters Session Abstracts:

Implementation of the Self-Determined Learning Model of Instruction in Inclusive High School Mathematics Classes

Sheida Raley (Special Education)

Skills associated with self-determination (e.g., self-regulation, problem solving, goal-setting, planning) are infused throughout content standards for which all students are responsible. Given research demonstrating the link between self-determination and positive school and post-school outcomes, there is a need to examine the implementation and outcomes of instruction related to self-determination. This presentation reports findings of a one-group, pretest-posttest design examining the impact of the Self-Determined Learning Model of Instruction (SDLMI), a model of instruction designed to be implemented by teachers to support students to learn skills associated with self-determination, on goal achievement of adolescents with and without disabilities in inclusive high school Algebra classrooms. Through secondary analysis of data collected by the teacher on student outcomes (e.g., self-determination assessment, goal attainment scaling), critical information will be presented on the impact of the implementation of the SDLMI in general education contexts. Findings suggest that participants with and without disabilities attained educationally-relevant goals related to math following intervention. The study that this presentation reflects informs the line of research of the effectiveness of the SDLMI in a general education setting implemented as a class-wide intervention. Documenting the impact of teacher implementation, class-wide, with a diverse group of students enrolled in secondary mathematics classes extends the research on implementation in real-world settings and informs further large-scale implementation and evaluation.

Electronic Religion: The Debate Around Technology, Religion, and Accessibility

Lyndsey Shelton (Religious Studies)

The meeting of technology and religious practice is an often contentious matter that has led to the fracturing of traditions many times over. Most often the concern around these issues focus on the moral or ethical value of technology from the religious perspective, such as the place of viewing screens in larger congregations or of electrically amplified instruments in worship. The debate around technology does lead to questions about the friendliness of some traditions to handicapped individuals who may need technological assistance to participate in services. In particular, there are arising questions about the place, purpose, and value in the use of the internet or television as a means to participate in religious services. This research will seek to examine and break down the discussions around televised or streamed worship services in relation to issues of accessibility and community formation.

Posters Session Abstracts:

Women's Words: Utilizing Bibliotherapy to Empower Incarcerated Women, Challenging the Usage of Deprivation to Incite Forced Complicity, A Case Study in Topeka, Kansas

Jenna Swanson (Africa and African American Studies & Peace and Conflict Studies)

This research argues that bibliotherapy, specifically in book-club format, will encourage incarcerated women to build healthy coping mechanisms in order to create a greater sense of self; be able to normalize challenges; foster critical thinking about race, create healthy relationships; and analyze their own life experiences in relation to a larger framework, thus aiding women in being the creators of their own empowerment. In utilizing books that are 'counterstorytelling', incarcerated women will build healthy coping habits, while also building new communities within the prison through challenging dominant narratives. This fieldwork revolves around four book-clubs in the Topeka Correctional Facility: two in maximum security, one in medium high security, and one in general population; there are four women per group. This research advocates for both those with shorter sentences and those sentenced to life in prison, however the data focuses on those serving longer sentences. By also providing an in-depth historical analysis, this research also counteracts current rehabilitative options in prison, which rely on deprivation.

King James Holds Court: A Qualitative Investigation of Athlete Brand Community

Ollie Taniyev (Health, Sport, and Exercise Sciences)

Superstar athletes play an integral role in the lives of sports consumers. Athletes' personal brands and sporting success are elevated to the level of icon status. Legions of fans idolize celebrity athletes, identify with their personal brand, and in turn, benefit from relationships with like-minded groups of fans (Arai, Ko, & Ross, 2014; Biskup & Pfister, 1999; Gilchrist, 2005; Hasaan, Kerem, Biscaia, & Agyeman, 2016). Fans organize into brand communities unified by the appreciation of high-level performance, attractive appearance, and appealing lifestyle conveyed by athlete brands (Arai et al., 2014; McAlexander, Schouten, & Koenig, 2002). The attachment to the athlete brand introduces the member to the brand community and the additional points of attachment related to the member's external identity (e.g., location, age, gender) solidify an intrinsic connection among fellow brand devotees. The members of the brand community relate to the athlete brand through a vertical structure emphasizing the members' desire to achieve the athlete's status. The relationship between members within the group derives from the consciousness of kind, or common understanding of a shared identity, which follows a horizontal structure. Developing a group experience approach to branding could potentially create a multifaceted emotional attachment to the brand which enhances the consumer experience and enriches the sponsor's targeting and permanence. The purpose of this study is to explore how like-minded sport consumers reinforce the consumer-athlete brand relationship, recognize the sense of affective connection with athlete brand community members, and derive emotional benefits from internalizing shared athlete brand community experiences.

Posters Session Abstracts:

Investigating the Perceptions of Retired Athlete Brand Image

Ollie Taniyev (Health, Sport, and Exercise Sciences)

While jerseys of active players constitute the majority of jersey sales in the four major North American professional sport leagues, jersey sales of retired athletes have been increasing steadily. In addition to the robust throwback jersey market, there is a highly exclusive market for game-worn memorabilia from retired superstar athletes. Michael Jordan's final regular season game jersey sold for a stunning \$173,240 at auction (Golden, 2015). Sports fans across the country purchase throwback jerseys to pay homage to the signature performances and distinct personalities of retired superstar athletes. The mechanisms of nostalgia that create an affinity for a specific athlete's brand and drive sales of his throwback jerseys require further investigation. When an athlete's brand image transcends his sport, his influence rises to that of a cultural object (Arai, Ko, & Ross, 2014; Gilchrist, 2005). Despite playing a team sport, Michael Jordan was marketed as an individual and redefined the "player as product" concept, immortalizing his first name mononym, last name, and number with a veritable brand empire extending well beyond his prolific, active playing years (Mullin, Hardy, & Sutton, 2000). While the existing literature has validated the dimensions of athlete brand image which apply to active athletes (e.g., athletic performance, marketable lifestyle), empirical analysis of brand associations that comprise a retired athlete's brand image requires further investigation. Therefore, the primary aim of the present study is to uncover the associations that sport consumers hold toward retired superstar athletes in order to understand the image of the retired athlete.

Integrating Scientist and Practitioner: Program Evaluation Research in a DBT Intensive-outpatient Community Health Program

Craig Warlick (Counseling Psychology), Kelsey Moffitt (Counseling Psychology) & Josh Huffman (Counseling Psychology)

Public health programs need outcome research (Lothes, Mochrie, & St. John, 2014). In programs that are evidence-based, this is especially true. Clinicians, public health advocates, and researchers need to mind the gap between the efficacy of randomized clinical trials and real-world settings. Globally, public health benefits from evidence-based treatment, specifically, Dialectical Behavior Therapy (DBT), as it facilitates the treatment of high-risk consumers, who are often among the most marginalized members of our communities (Carmel & Rose, 2015). Locally, the Bert Nash Community Mental Health Center houses an intensive outpatient (IOP) DBT program, which exists as an opportunity to examine this gap between clinical trial efficacy and real-world effectiveness. Staff from Bert Nash and graduate students from the University of Kansas and Washburn University have collaborated on establishing a program evaluation system for IOP. This research aims to provide an overview of the process in which we established this system, our initial outcomes between graduates and non-graduates of this program, and focus specifically on two sets of findings related to marginalized groups within this program, specifically individuals who meet criteria for severe and persistent mental illness and for substance abuse. There remains a gap between efficacy and effectiveness in community health. Bert Nash and graduate students have established a successful system to examine this gap.

Posters Session Abstracts:

Factors Associated with International Students' Academic Performance

Yurou Wang (Educational Psychology)

This paper focuses on the academic performance of international students, and explores the direct (academic performance, learning strategies and adjustment) and indirect factors (psychological and cultural factors) that associate with it. The indirect factors affect academic performance through the mediator: adjustment. The purpose of this paper is to provide a comprehensive framework and discover the potential interactions between different sets of factors. This framework may benefit the preparation process of international students, as they should not only do academic preparation, but also need to do psychological and cultural preparation.

Establishing a Sense of Community within Parent Support Groups

Chelsea Waters (Special Education)

Parents and family members of children with disabilities who participate in either in-person or online support groups receive a variety of individual benefits, such as accessing useful information relating to their child's disability and experiencing a greater sense of well-being (Niela-Vilén, Axelin, Salanterä, & Melender, 2014; Shilling et al., 2013). However, rather than individualizing and isolating the needs of a child or family, parent support groups may hold the capacity for collective problem-solving and participation through a deliberative process (Dewey, 2008; Kalyanpur et al., 2000; Ong-Dean, 2009; Skrtic, 1995, 2012). To support family quality of life for all families with children with disabilities, a connection needs to be made between individual participation and the larger collective momentum that may be present within these different types of parent support groups (Sauer & Lalvani, 2017; Turnbull et al., 2004). This poster organizes findings from a systematic review of parent support groups according to the sense of community framework (McMillan & Chavis, 1986). Findings are compared and contrasted between in-person and online support group categories. Recurring themes of individual benefits are identified across studies from both in-person and online categories, while themes of leadership and collective action appear less often overall. Recommendations for future research focus on ways to improve the quality of life for all families raising children with disabilities through collective action generated within parent support groups.

Posters Session Abstracts:

Designing the Modern Classroom: Exploring the Relationship between Universal Design for Learning and Design-Based Research

Sohyun Yang (Special Education)

The inclusion of Universal Design for Learning (UDL) in the Every Student Succeeds Act (ESSA, 2015) has placed new attention on designing learning environments that meet the needs of all learners. As UDL is primarily based on its design, Design-Based Research (DBR), holds great promise, as a methodology, to inform implementation of UDL by focusing on real-world solutions to design challenges. Researchers and educators communicate equally sharing the common objective for UDL research with DBR methodology. This study six articles in the educational databases. This study identified what the similarities and differences in research components across the UDL studies that use DBR methodology are and how the research has aligned with the UDL framework and the characteristics of DBR. The discussions were suggested as follows; towards STEM education with technology, towards personalized learning environments, towards practical and rigorous research in education. Also, it suggested the implications and directions for the future UDL research to facilitate DBR methodology.

Using Longitudinal Hierarchical Linear Model to Identify Side Effect of Parental Monitoring on Academic Motivation

Jihong Zhang (Educational Psychology)

One problem in education research is the longitudinal side effect is hardly identified. Although a large number of educational studies of parental supervision indicate significant positive effect on student's academic motivation using cross-sectional study framework, this will be a severe issue which may guide parents and policy makers to the wrong way. The longitudinal effect of parental monitoring on students' academic motivation and performance is always ignored by most educational researchers for several reasons: (1) longitudinal data of parent and student questionnaire is hardly collected. (2) few theories implied the long-term effect of parental monitoring. This study investigated the longitudinal effect of parental supervision on students' academic motivation using longitudinal hierarchical model. National Education Longitudinal Study (NELS:88) will be used to extract longitudinal information. The results imply that parental monitoring have positive effect on academic motivation at base year but have weak or negative effect on academic motivation in the long term.

Breakout Session II: At a Glance

2:30 PM-3:30 PM, Various Locations

<p>Textbooks, Pedagogy and Technology Parlors Room</p>
<p><i>The Cultural Discourse of Taiwan High School EFL Textbooks: A Critical Examination of Cultural Knowledge</i> Tsung-han Weng (Curriculum and Instruction)</p> <p><i>Examining Pre-service Teachers' Technology, Pedagogy, and Content Knowledge Based on the TPACK Framework</i> Lu He (Curriculum and Instruction) & Tsung-han Weng (Curriculum and Instruction)</p> <p>Discussant: Kathryn L. Kirchgasser</p>
<p>Identities, Power and Access to Resources Regionalist Room</p>
<p><i>School Factors Affecting Student Entry into DMST and the School Social Worker's Role</i> Elizabeth Jackson (Special Education)</p> <p><i>Women : Teacher :: Men : Superintendents</i> Katherine Merriweather (Educational Leadership and Policy Studies)</p> <p>Discussant: Dr. Thomas A. DeLuca</p>
<p>Intersections: Roads and Society Governors Room</p>
<p><i>Relationship between Legal Access to Medical and Recreational Marijuana and Motor Vehicle Fatalities in the US</i> Gregory Leung (Economics)</p> <p><i>Civil Unrest and Spatial Ownership: The Local Impact of Federal Highways on Black Residents</i> Cassandra Osei (Public Administration)</p> <p>Discussant: Dr. Alesha Doan</p>

Breakout Session II: At a Glance

2:30 PM-3:30 PM, Various Locations

Innovations to Support Individuals with Autism International Room

Developing Customer Service Skills to a Young Adult with Autism Employed at a Retail Store
Vidya Munandar (Special Education) & Leslie A. Bross (Special Education)

ASD On The Go: A Technology Based Intervention Package to Increase Social Competence, Problem Solving, and Community Engagement in Adolescents and Young Adults with Autism Spectrum Disorders

Jonathan Huffman (Counseling Psychology), Emily Watson (B.A.) & Leslie Bross (M.S.)

Discussant: Dr. Jose Martinez & Dr. Deb Griswold

Breakout Session II: Abstracts

2:30 PM-3:30 PM, Various Locations

Textbooks, Pedagogy and Technology

The Cultural Discourse of Taiwan High School EFL Textbooks: A Critical Examination of Cultural Knowledge

Tsung-han Weng (Curriculum and Instruction)

This study aims to critically examine the underlying ideologies and politics of the synergy of globalization and multiculturalism in Taiwan high school English-as-a-foreign language (EFL) textbooks. This study addresses two overarching research questions: 1) How are globalized ideologies (re)produced discursively in Taiwan high school EFL textbooks?; and 2) How are multicultural ideologies, including race/ethnicity, gender, and class, perpetuated in the Taiwan high school EFL textbooks? In this study, I subscribe to the theoretical framework of critical applied linguistics (Pennycook, 2001) to investigate the ideological dimensions of global and multicultural knowledge in Taiwan high school EFL textbooks. Applying critical applied linguistics framework into textbook studies, scholars investigate linguistic and cultural dimensions from textbooks by moving beyond simply describing language forms and functions towards unpacking unequal power relations and ideologies embedded in textbooks (Fairclough, 1995). Language learning and teaching thus is not merely seen as the transmission of linguistic rules and functions but as a fluid, dynamic process of sociocultural meaning making. Using three sets of textbooks, including sixteen books in total, I argue while Taiwan high school EFL textbooks reflect diverse global and multicultural phenomena, it is found that cultural knowledge is constructed by discourses that reflect and produce three ideologies: racialized, gendered, and class hegemonies and “nationalism” that strengthen a tension between local and global as well as monocultural and multicultural ideologies.

Breakout Session II: Abstracts

2:30 PM-3:30 PM, Various Locations

Textbooks, Pedagogy and Technology

Examining Pre-service Teachers' Technology, Pedagogy, and Content Knowledge Based on the TPACK Framework

Lu He (Curriculum and Instruction) & Tsung-han Weng (Curriculum and Instruction)

With the rapid integration and use of technologies in educational contexts, this study aims to shed lights on pre-service literacy teachers' understandings of technology use, literacy content knowledge, and literacy pedagogical knowledge in a teacher education program at a mid-western university. In recent years, efforts have been afoot in research regarding teacher education to understand teachers' instructional practices, pedagogical methodologies, and content knowledge. However, the significance of integrating technology into classroom instruction needs to be taken into more in-depth consideration on how technological resources could be used to benefit teachers' professional knowledge and promote teaching skills. Therefore, we aim at looking into the teacher education program by examining pre-service teachers' understandings toward incorporating pedagogical methods, instructional strategies, content knowledge, and technology integration into their own classroom. Based on the TPACK framework developed by Mishra and Koehler (2006) in which teachers' complex knowledge influences their instructional practices, this study is rooted in the seven constructs of the TPACK framework: 1) Content Knowledge (CK), 2) Pedagogical knowledge (PK), 3) Technological knowledge (TK), 4) Pedagogical content knowledge (PCK), 5) Technological content knowledge (TCK), 6) Technological pedagogical knowledge (TPK), and 7) Technological pedagogical content knowledge (TPACK). According to the descriptive findings of this study, we are able to conclude that the pre-service literacy teachers were overall satisfied with their understandings and abilities in TPACK. However, pre-service teachers' confidence level in mastering content knowledge (CK), using technology (TK), and integrating technology into instructional approaches (TPK) showed to be relatively low among other factors of TPACK. Moreover, through analyzing the collected data, a significant difference was found in pre-service teachers' perceptions of the TPACK when examined across their regions and teaching grade level. Based on the results of this study, it is hoped that pre-service literacy teachers' perceptions of TPACK can be understood and implemented into teacher education programs.

Breakout Session II: Abstracts

2:30 PM-3:30 PM, Various Locations

Identities, Power and Access to Resources

School Factors Affecting Student Entry into DMST and the School Social Worker's Role *Elizabeth Jackson (Special Education)*

This study will collect narratives of school social workers and other social workers regarding their experiences with Domestic Minor Sex Trafficking (DMST) in Topeka. Mental health professionals such as social workers will most likely encounter students affected by DMST, and it is important to have a comprehensive understanding of the problem to address needs effectively (Miller-Perrin & Wurtele, 2017), especially in the unique, understudied Midwest setting (Britton 2017). Studies attempting to understand what determinants precipitate entry into DMST have pointed to individual, family, and community factors (Moore, Kaplan, & Barron, 2016). While many studies mentioned poor school success (Twill, Green, & Traylor, 2010; Choi, 2015; Miller-Perrin & Wurtele, 2017) and low educational attainment (Chohaney, 2016), and some mention school pushout specifically (Morris, 2016; Fine & Ruglis, 2009), there are very few that focus on the school system's role in driving students out of school and into trafficking, and even fewer focus on school social work's capacity to understand and change the climate of schools. School social workers are in a position to mediate in a context where students with differences feel unwelcome and unwanted by the schools in which they are expected to learn. This study will interrogate these issues with the following research questions in mind: 1) What are trainings, beliefs, and experiences of school social workers about school factors affecting entry into DMST? 2) What are trainings, experiences, and beliefs of school social workers and social workers about DMST in Topeka?

Women : Teacher :: Men : Superintendents *Katherine Merriweather (Educational Leadership and Policy Studies)*

The gendered division of labor in educational administration is not well understood (Davis, Gooden & Bowers, 2017). This study will examine whether women face gatekeeping mechanisms for educational administrator positions. It will test whether decision makers implicitly favor male candidates over female ones with similar experience, skills, and credentials by drawing on the methodology of Moss-Racusin's (2012) resume study. I draw on organizational hierarchies and sex segregation, authority gaps, social closure, and homosocial reproduction literature. Women's participation in the labor force has historically been examined from a supply-side perspective to understand how women navigate their career paths (Okamoto & England, 1999). This study is innovative because it examines demand-side, or gatekeeping, mechanisms that might prevent women's access to authority in educational administration positions even when supply-side variance is controlled. Further, this study hopes to call attention to the underrepresentation of minority populations in educational administrative positions and better understand its effects on early leadership representations for K-12 students.

Breakout Session II: Abstracts

2:30 PM-3:30 PM, Various Locations

Intersections: Roads and Society

Relationship between Legal Access to Medical and Recreational Marijuana and Motor Vehicle Fatalities in the US

Gregory Leung (Economics)

There exists some economic literature regarding the legalization of alcohol and cigarettes, and the relationship of each to motor vehicle accidents. Yet, there are only a few that have studied the legalization of marijuana laws in recent years. In 1996, California became the first state to legalize marijuana for medical purposes. In 2012, Colorado Amendment 64 legalized the sale and possession of marijuana for non-medical uses. Since then more states have enacted similar laws allowing citizens to consume marijuana for medical and/or recreational purposes. As of October 2017, 29 states and the District of Columbia have statewide medical marijuana laws. Additionally, 8 states and D.C. have legalized recreational use of marijuana. This paper focuses on the effects of policy changes that legalize medical and recreational marijuana use on motor vehicle accidents. I used data from Fatality Analysis Reporting System (FARS) from the US Department of Transportation to observe the changes of the numbers of motor vehicle accidents. Specifically, I used difference-in-differences model to determine if there is evidence that legalization of medical and recreational marijuana has effects on motor vehicle accidents fatalities. In addition, I will study the change in numbers of alcohol related traffic fatalities before and after the legalization laws.

Civil Unrest and Spatial Ownership: The Local Impact of Federal Highways on Black Residents

Cassandra Osei (Public Administration)

The ever-increasing shift of federal dollars to shape and control metro segregation has negative repercussions on the social mobility of Black women in their communities. Federal policies have also inadvertently created highways (a historical segregatory marker) as local spaces that have been repurposed as contested public space for civil unrest by Black protesters, many of whom are largely women. There are three themes to consider in this research: 1.) Federal transportation policies i.e. highway development, that re-entrenched urban segregation and destroyed Black communities; 2.) An increase in federal funding that also increased local spending in police surveillance and the police state through their militarization of surveillance; 3.) The decrease in social service spending on a federal level, that increased pressure on local governments who could not financially provide social services. In all, municipal decision-making and implementation of federal policy connects these themes. Yet, the focus of this project is to explore the meaning of federal highways that run through Black communities, and in conjunction with the aforementioned themes, critically assess why highways are contested spaces for civil unrest by Black protesters, many of whom are Black women. Ultimately, the use of highways for protests significantly challenge their original purpose when considering urban interstate development and prove themselves to be fundamental structures that would become the basis for changes in power in urban social movements.

Breakout Session II: Abstracts

2:30 PM-3:30 PM, Various Locations

Innovations to Support Individuals with Autism

Developing Customer Service Skills to a Young Adult with Autism Employed at a Retail Store Vidya Munandar (Special Education) & Leslie A. Bross (Special Education)

Adults with autism spectrum disorders (ASD) experience lower rates of employment and may have difficulty maintaining employment that require customer service and/or social skills. Additional research is needed to examine existing evidence-based practices (EBPs) as learners with ASD progress across the lifespan. An established EBP, video modeling, was implemented to teach customer service skills to a young adult with ASD employed as a cashier at a bargain retail store. A multiple baseline across behaviors design was used to teach three different customer service phrases. A co-worker served as the peer model and videos were shot using an iPhone. Visual analysis indicated that customer service phrases increased contingent on watching video models. The degree of confidence of the visual analysis is high. Both the young adult with ASD and his employer rated the social validity of the video modeling intervention as high. Implications of examining the efficacy of EBPs in applied settings, such as community employment settings, will be discussed.

ASD On The Go: A Technology Based Intervention Package to Increase Social Competence, Problem Solving, and Community Engagement in Adolescents and Young Adults with Autism Spectrum Disorders

Jonathan Huffman (Counseling Psychology), Emily Watson (B.A.) & Leslie Bross (M.S.)

This presentation will provide an overview of the ASD On The Go technology based multi-component intervention package for adolescents and young adults with Autism Spectrum Disorders (ASD). The intervention is individualized based on needs and focuses on improving social communication, organization/planning, and problem solving. The primary components of ASD On The Go include: a) learning through modules; b) coaching support; and c) self-monitoring, and are provided with a customizable range of intensity and duration specific to the needs of an individual or small group of individuals with ASD. The ASD On The Go intervention incorporates the use of technology to assist with the delivery of the modules through an online learning system, supportive coaching through online video conferencing, and self-monitoring through a custom designed web-based application. The ASD On The Go is most appropriate for individuals with ASD that are working to become more engaged in work, school, and community settings. The ASD On The Go modules are free to consumers and will be displayed during the presentation. Results from multiple single-case design research studies utilizing the ASD On The Go intervention will be shared. This presentation would be beneficial for employers, teachers, and community members who aim to support individuals with ASD in community engagement and quality of life improvement.

Thank You!

We appreciate the support of our Planning Committee, discussants, sponsors, and partners.

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Schedule at a Glance

Friday, February 2, 2018

KU Memorial Union

Session	Time	Location(s)
Keynote Address	10:00 AM- 11:30 AM	Jayhawk Room
Breakout Session I	11:45 AM- 12:45 PM	Divine Nine, Governors, International, Pine, Regionalist, Parlors
Poster Session	1:15 PM- 2:15 PM	Big 12 Room
Breakout Session II	2:30 PM- 3:30 PM	Governors, International, Regionalist, Parlors