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KU Professionals for Inclusion and Social Justice

**PARADIGM SHIFT:
ENGAGEMENT, EVOLUTION,
AND EMPOWERMENT
THROUGH RESEARCH**

**15TH ANNUAL GRADUATE STUDENT RESEARCH
CONFERENCE | FEBRUARY 28, 2019
10:00 - 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 *Paradigm Shift: Engagement, Evolution, and Empowerment Through Research*. We use the term “paradigm shift” as it pertains to interdisciplinary collaboration and innovation to improve the lives of individuals and communities. This is a call to examine the impact of ideas and knowledge—old and new—on society through comprehensive research. The theme relates to a diversity of topics, populations, frameworks, and methods explored by graduate students at KU.

Learn more about ISJ and Upcoming Events

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

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

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KEYNOTE ADDRESS: KEVIN WILLMOTT

FEBRUARY 28, 2019 | 2:00 PM
JAYHAWK ROOM @ KU MEMORIAL UNION

WHAT AMERICA IS THIS? A CRITICAL LENS ON FILM, POLITICS,
AND RACE



Kevin Willmott, professor of film and media studies at the University of Kansas, shares his experience with film, teaching, arts, and advocacy as the ISJ Keynote speaker this year. Willmott just earned an Academy Award nomination for Best Adapted Screenplay for *BlacKkKlansman* and will discuss this film and other related topics.

KU THE UNIVERSITY OF
KANSAS
Professionals for
Inclusion & Social Justice

Breakout Session I: At a Glance

10:00 AM-11:00 AM, Various Locations

Addressing Health and Wellbeing Centennial Room
Using Early Warning Technology to Reduce Postpartum Hemorrhaging <i>Cassandra Osei (Public Administration)</i>
Hidden Hunger: Understanding Food Insecurity Among College Students <i>Kelsey Fortin (Health, Sport, & Exercise Sciences)</i>
Faculty Discussant: Dr. Lisa Ellen Wolf-Wendel
Challenging Curriculum and Stereotypical Representations English Room
Curriculum Paradigms <i>Silas Schaeffer (Curriculum & Teaching)</i>
Understanding Muslim Populations: Inaccurate Representations in Political Discourse <i>Abigail Phillips (Global & International Studies)</i>
Faculty Discussants: Dr. Alesha Doan and Dr. James Basham
Using Technology for Positive Change Governors Room
ASD On The Go: Supporting Transition-Age Young Adults with ASD to Increase Planning Skills, Calendar Use, and Social Community Engagement Through Telecoaching and Instructional Modules <i>Emma Watson (Bureau of Child Research) and Jonathan Huffman (Bureau of Child Research)</i>
Video-Based Intervention to Improve Job Interviewing Skills <i>Vidya Munandar (Special Education) and Leslie Bross (Special Education)</i>
Faculty Discussant: Dr. Deb Griswold
Inclusivity in the Classroom and Museums Pine Room
Eliminating the LRE: Amending IDEA for Full Inclusion <i>John Wilt (Special Education)</i>
Museums in Modern Time: Museum Initiatives on Inclusion & Social Justices <i>Tyler Allen (Museums Studies & African American Studies)</i>
Faculty Discussant: Dr. Elizabeth Kozleski

Breakout Session I: At a Glance

10:00 AM-11:00 AM, Various Locations

Practice, Culture, and School Outcomes Regionalist Room
Using SDLMI to Improve Post School Outcomes <i>Suman Rath (Special Education)</i>
Cultural Trauma and The Boarding School Era <i>Christian Watkins (Educational Leadership & Policy Studies)</i>
Faculty Discussant: Dr. Jose Martinez and Dr. Neal Kingston
So you Want to be a Professor? Applying, Interviewing and the Process for Getting There Parlors Room
So You Want to be a Professor? Applying, Interviewing, and the Process for Getting There <i>Dr. Rick Ginsberg (Dean of the School of Education) and Dr. Lisa Wolf-Wendel (Professor in Educational Leadership and Policy Studies)</i>

Breakout Session I: Abstracts

10:00 AM-11:00 AM, Various Locations

Addressing Health and Wellbeing

Using Early Warning Technology to Reduce Postpartum Hemorrhaging

Cassandra Osei (Public Administration)

Maternal mortality or death is an increasing phenomenon in the US for Black mothers. In fact, Black mothers are 243% more likely to die from pregnancy or birth-related causes, and are two to three times more likely than white women to die from the five common medical complications that cause maternal death and injury, like postpartum hemorrhaging (Martin and Montagne, 2017; Tucker et al, 2007). Postpartum hemorrhaging is associated with maternal near-misses. The literature describes a maternal near-miss as a broad range of complications that could result in death if there was no immediate medical attention given antepartum, intrapartum, or postpartum (Gray et al, 2012). Because there is no explanation for why near-miss hospitalizations related to postpartum hemorrhages are increasing (CDC, 2017), including a lack of population-based studies examining risk factors associated with the outcome (Gray et al, 2012), the gap in literature calls for an exploration as to how early warning technology, like EHRs, can best guide health professionals with reducing postpartum hospitalizations for this outcome.

Hidden Hunger: Understanding Food Insecurity Among College Students

Kelsey Fortin (Health, Sport, & Exercise Sciences)

The goal of this study is to understand the context of eating patterns, food assistance resources, and health and wellbeing for students classified with very low food security. Investigator designed, study specific, measurement tools were created in the form of a supplemental survey and moderators guide. Seven focus groups and 11 individual interviews were conducted using two cofacilitators. These results show 77% (n= 23) of students reported getting enough calories to keep them satisfied but not getting the variety of food they should to eat a well-balanced diet, and 23% (n=7) reported not getting enough calories to keep them satisfied, and not getting the variety of food they should to eat a well-balanced diet. Seven percent (n=2) were currently enrolled in assistance (SNAP) and 30% (n=9) reported family enrollment growing up (WIC and SNAP). Major qualitative themes are: Eating and Shopping Habits, Food Experience Growing up, Health and Wellbeing, Food Assistance Use and Barriers, Adaptations and Coping Strategies, Campus Environment, and Future Program Interventions. Data collected informed key recommendations which include; targeted programs and outreach addressing high risk populations on campus, expansion of life skills training programs related to nutrition, money, and time management, addressing technical barriers and social stigmas associated with food assistance program use, creating a centralized coordinating office dedicated to food assistance work to streamline resources, and conducting further research focusing on the graduate student experience with food insecurity.

Breakout Session I: Abstracts

10:00 AM-11:00 AM, Various Locations

Challenging Curriculum and Stereotypical Representations

Curriculum Paradigms

Silas Schaeffer (Curriculum & Teaching)

Educational decisions are made based on beliefs. There are different schools of thought around which these beliefs can be organized which are called “paradigms” in this paper. Among these paradigms, the two most prominent and recognizable would be behaviorism and progressivism. These two paradigms support vastly different and sometimes contradictory goals and yet they educational stakeholders sometimes call for an educational approach that combines these two views. Each of the paradigms will be carefully defined and their distinguishing features parsed out. An examination of the mixtures of these two viewpoints in the same curriculum will be examined through a review of literature and school policy.

Understanding Muslim Populations: Inaccurate Representations in Political Discourse

Abigail Phillips (Global & International Studies)

This research aims to analyze the variety of ways in which prominent American politicians and presidents represent Muslim populations, and how these representations might be related to contextual purposes or aims. The power of these political leaders allows them to determine what knowledge is appropriate and accurate, and the resources at their disposal allow the leaders to spread the knowledge they created. Because of this, Americans are conditioned to believe certain facts about Muslims in certain contexts, which has led to the incredible amount of misunderstandings and misinterpretations in the United States regarding Muslims. Connections will be drawn between certain categories of representations and certain categories of discussions and events. The data for this research is a result of a content analysis of the speeches, reports, and data produced by prominent government Republican leaders within the past decade, including. The abundance of documents from speeches to choose from will require a random selection process from those texts, but in such a way to ensure that campaign speeches, responses to national and world events, and engagement in policy debate are all given adequate representation from leaders from both parties. As an analytical framework, the contrasting categories of representations developed by leading scholars on Muslims—Lila Abu-Lughod, Leila Ahmed, and Asma Barlas—will be offered as a basis for coding. It is crucial to create awareness for the pattern that the representations of Muslims follow within the political discourse and to learn how these representations are strategically constructive within the political sphere.

Breakout Session I: Abstracts

10:00 AM-11:00 AM, Various Locations

Using Technology for Positive Change

ASD On The Go: Supporting Transition-Age Young Adults with ASD to Increase Planning Skills, Calendar Use, and Social Community Engagement Through Telecoaching and Instructional Modules

Emma Watson (Bureau of Child Research) and Jonathan Huffman (Bureau of Child Research)

The current study utilized a multiple-baseline design which investigated the functional relationship between implementation of the ASD On The Go multi-component intervention package and an increase in the knowledge of specific planning steps as well as utilization of a calendar and engagement in social events for young adults with autism spectrum disorder (ASD). Eight young adults (age 17-26) participated in the study, including 3 in-vivo lessons, online instructional modules, and weekly engagement in telecoaching sessions using existing online platforms (e.g. Skype, Zoom, FaceTime, or Google Hang-outs). Visual analysis of the data demonstrated a functional relationship between the implementation of ASD On The Go and the participants' target skills. IOA was high for all phases. Social validity measures suggest the intervention package was easy for participants to implement in their daily lives. This presentation will focus explicitly on the increasing of social engagement of transition-age youth and young adults with ASD by increasing their planning and calendaring skills. The results from the study suggest ASD On The Go is a promising intervention for increasing knowledge of specific planning steps, utilization of a calendar, and the number of social activities with same-age peers. Counselors, educators, community members, and more may benefit from learning how to support the transition to adulthood for learners with ASD. In addition, telecoaching using existing online platforms represents a novel approach to providing coaching and support to individuals with ASD, regardless of their location.

Video-Based Intervention to Improve Job Interviewing Skills

Vidya Munandar (Special Education) and Leslie Bross (Special Education)

Youth with extensive support needs have lower employment rates compared to their peer without disabilities. Performance during a job interview is the best predictor of job offers leading to employment. The use of Patterned Behavior Description Interview (PBDI) questions is increasing in hiring selection process. PBDI questions inquire interviewees to respond by telling a story. Therefore, storytelling ability in responding to PBDI questions is important. Results of a few studies demonstrated that video-based interventions had positive outcome in improving job interviewing skills. This research aims to examine the functional relation of video modeling and video feedback across storytelling ability of college students with autism in a mock job interview setting.

Breakout Session I: Abstracts

10:00 AM-11:00 AM, Various Locations

Inclusivity in the Classroom and Museums

Eliminating the LRE: Amending IDEA for Full Inclusion

John Wilt (Special Education)

The passage of IDEA, although it does not explicitly mandate inclusion, has dramatically increased the number of students with disabilities educated in general education classrooms in the past two decades. Despite these increases, many students, particularly students with low incidence disabilities, receive a majority of their education in separate settings from their general education peers. Even as national trends demonstrate an increase in the overall inclusion of students with disabilities, the inclusion rate for students with significant disabilities remains stagnant. Moreover, students of color with high and low incidence disabilities are segregated from their general education peers at a rate disproportionate to their White peers. Although research consistently demonstrates the positive academic and social impact inclusive education has on students with and without disabilities, many students continue to receive their education in segregated settings deemed to be the least restrictive environment (LRE). This proposal argues that IDEA should be amended to mandate full inclusion and eliminate the LRE. The anticipated benefits and concerns of full inclusion are addressed.

Museums in Modern Time: Museum Initiatives on Inclusion & Social Justices

Tyler Allen (Museums Studies & African American Studies)

This research will study museums as sites for engaging in social issues, and particularly those around social justice. As museums are seen/are becoming secondary educational institutions, and points for tertiary spaces of social engagement, it is important that they address the current climate as a space, while also recognizing the past. The correlation between past and present has an effect on how society functions and responds to the life around them. This also, has an effect on how museums are and are not serving the public inclusively. Focusing on the current state of the United States, museums are perfect outlets to putting past, present, and future theories, observations, and history into visual reference. Museums working as places to discuss, display, and participate in/with social justice initiatives and conversations is vital. If these institutions are looking to value and serve a diverse audience, being more inclusive through staffing, visitor interaction, and the works they collect, are just one of the many practices they can focus on to fix. Ultimately, not only does this drive conversation that can potentially lead to change, but it also allows for museums to fulfill their purpose as a space for diverse learning with diverse audiences.

Breakout Session I: Abstracts

10:00 AM-11:00 AM, Various Locations

Practice, Culture, and School Outcomes

Using SDLMI to Improve Post School Outcomes

Suman Rath (Special Education)

Although there are many reviews on the Self-Determination framework and general curriculum (Raley, Shogren and McDonald, 2018), none address the key question on if students with disabilities and in the transition age group really succeed or have positive post school outcomes. The objective of this study was to review the literature across the SDLMI framework as well as its individual elements to understand the impact of teaching these skills to students with disabilities. The review will further help in placing our knowledge regarding where we stand with reference to the SDLMI and its major influence on young adults. The systematic review examined 25 papers and the results are positive as far as SDLMI is concerned. It was found however that most of the work is still conducted on choice-making and goal-directedness and future research could look at Self-Advocacy and Self-management as 2 ways to expand the independence level of the students with special needs.

Cultural Trauma and The Boarding School Era

Christian Watkins (Educational Leadership & Policy Studies)

Native American boarding schools shaped the discourse of Native American identity in the United States. The quest to ‘civilize’ Natives, and otherwise assimilate these communities, was based on the belief in their inherent inferiority, and alternatively, the superiority of Anglo-American culture, history, religion, and language. The result was the expulsion of Natives from lands, supposedly, protected by treaties preventing such actions. Amid coercive assimilation and land loss, American Indians faced unparalleled transformations in all aspects of their individual lives and communal structures. The results of which continue to shape Native American communities. However, even amid objective efforts to destroy Native American traditions, stories of flourishing exist in boarding schools. Stories of students holding onto their cultural heritage against all odds. Stories of parents standing up for their children and succeeding. The resulting narratives demonstrate a complex matrix of experiences in Boarding Schools, even amid deep trauma. Some stories demonstrate great agency, and others resonate inordinate tragedy. Their interpretations have had substantial political ramifications. A multiplicity of narratives, and political consequences, raises questions. Specifically, can Native American boarding school experiences in the United States be understood as ‘traumatic’ within the Native American community, while still respecting alternative narratives with positive connotations? In other words, what happens when not everyone in an identity group claim the same events as traumatic? Cultural trauma theory offers a framework in which to understand the threads connecting the many storied experiences of Native Americans, particularly rectifying the seemingly conflicting issues of individual agency and communal memory.

Breakout Session I: Abstracts

10:00 AM-11:00 AM, Various Locations

So You Want to be a Professor?

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

Dr. Rick Ginsberg (Dean of the School of Education) and Dr. Lisa Wolf-Wendel (Professor in Educational Leadership and Policy Studies)

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.

Poster Session: At a Glance

11:15 AM-12:15 PM, Big 12 Room

To Be Heard: How Evaluations in Museums Contribute to Community Engagement
Sarah Ben-Ezra (Museum Studies)

Communication Paradigms and Educational Outcomes Based on Social Class
Tess Cameron (Communication Studies)

An Analysis of States' Pre-Employment Transition Services Policies
Sarah Carlson (Special Education)

From Empowerment to Queer: Towards a New Understanding of Rape
Melinda Chen (Women, Gender, and Sexuality Studies)

Dancing Death: How Day of the Dead Festivals Mark Cultural Continuity and Change
Renee Cyr (Religious Studies)

Cost Efficiencies and Upward Pricing Pressure Economics
Jéssica Dutra (Economics)

The Effect of Teacher Feedback on Student Competency Beliefs and Resiliency
Emily Glaser Rossin (Music Education)

Interdisciplinary Collaboration: Licensed Psychologists and Board Certified Behavior Analysts
Jonathan Huffman (Counseling Psychology)

Picturing Success: An Exploration of the Relationship Between Photovoice, Self-Esteem, and Self-Efficacy in a Supportive Recovery Community
Michelle Keller (Journalism and Mass Communication)

You Are What You Post: The Interaction of Personality Traits and Visual Content on Instagram
Yuchen Liu (Journalism and Mass Communication)

Gatekeeping Demographics of Educational Administration
Katherine Merriweather (Educational Leadership and Policy Studies)

Elementary ELLs and Metacognitive Strategy Use
Maggie Mnayer (Curriculum and Teaching)

Poster Session: At a Glance

11:15 AM-12:15 PM, Big 12 Room

Challenges of Chinese International Students at Higher Education

Jamie Jeehyun Moon (Curriculum and Teaching)

Comparing Computer-Based and Paper-and-Pencil Versions of the Self-Determination Inventory

Sheida Raley (Special Education)

Teacher Agency in Global Education

Jane Rosenow (Curriculum and Teaching)

Problems in Detection and Diagnosis of ASD in Children from Bilingual/Bi-Cultural Environment

Suma Suswaram (Speech Language and Hearing)

The Roles of Women in Social Conflict and Violence: Gender (In)equality, Gender Norms, and Gender-based Grievances

Amilee Turner (Political Science)

Stratified Support Community Engagement by Parents of Children With Disabilities

Chelsea Waters (Special Education)

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

To Be Heard: How Evaluations in Museums Contribute to Community Engagement

Sarah Ben-Ezra (Museum Studies)

Evaluations in museums are important for a variety of reasons, such as the effectiveness of exhibitions and identifying audiences visiting a museum. Currently, there seems to be a major push toward more involvement and engagement from communities, especially those who are underrepresented or excluded from museums. I argue that evaluations can contribute to community engagement in beneficial aspects in order to produce meaningful partnerships between museums and underrepresented communities. First off, I discuss what defines evaluations in a museum setting and what types of tools are out there. I also define the concept of 'community' and how the term needs to be redefined to provide a sense of inclusion within museums. I consider what museums do presently to reach out to diverse communities such as community initiatives and contact zones. Finally, I examine how evaluations can help museums reach the point of collaboration between them and the communities being served. The three case studies from all over North America mentioned in the last part of my presentation exemplify how evaluation results show that by just talking with members of the community, museums can allow open participation and contribution to create lasting partnerships and collaborations that promotes representation and a chance to be heard.

Communication Paradigms and Educational Outcomes Based on Social Class

Tess Cameron (Communication Studies)

A multidisciplinary review of research literature examines inequalities and challenges in early education and k-12 education based on social class and how communication paradigms can impact educational outcomes. First, the research reveals complications defining social class since there are no clear-cut dividing lines, and this adds complexity when framing a conversation about social class in education. Before children even enter kindergarten, children are facing education inequities. Access to early education programs are limited to those who qualify for programs like Head Start, or those who can afford private preschool. The communicative narrative has focused on improving educational performance for low-income children, but perhaps the paradigm should shift towards issues of equity and leveling the playing field for all income levels. In elementary education, the research examines teacher-parent-student relationships, as well as the impact unconscious bias can have on interpersonal communication and educational outcomes. In high school, social class bias can determine whether kids have equitable access to the types of courses necessary to prepare for college and how certain communication and systemic paradigms promote these barriers, which ultimately impacts social class mobility. Combining research about communication, diversity and inclusion, and education can help reveal the paradigm shifts needed to improve class-based educational outcomes.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

An Analysis of States' Pre-Employment Transition Services Policies

Sarah Carlson (Special Education)

In July 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law, amending the Rehabilitation Act of 1998 and establishing new workforce initiatives for state Vocational Rehabilitation agencies. Final regulations were released in July 2016, requiring state Vocational Rehabilitation agencies to fund and provide Pre-Employment Transition Services (Pre-ETS) to both eligible and potentially eligible students with disabilities. In response to this requirement, many state Vocational Rehabilitation agencies have developed policies to define and address the provision of Pre-ETS in their jurisdictions. Given the recent establishment of WIOA and its associated regulations, little is known about state Pre-ETS policies. Thus, examining the content and quality of these policies is an important area of research. This study reports findings from a content analysis of 38 state Pre-ETS policies.

From Empowerment to Queer: Towards a New Understanding of Rape

Melinda Chen (Women, Gender, and Sexuality Studies)

Recent movements to counteract misogynistic representations of survivors of sexual assault have focused almost exclusively on empowerment. While empowerment increases awareness of rape myths and opens much needed space for victims' voices, it also presents another normative portrait of the rape victim that misconstrues atypical expectations of responding to rape such as pregnancy and long-term PTSD. This poster offers a new understanding of rape victims by outlining the ways in which survivors embody queer time/space and attempts to construct a new, victim-centered understanding of recovery from sexual violence that leverages disruptions to seek alternative redress.

Dancing Death: How Day of the Dead Festivals Mark Cultural Continuity and Change

Renee Cyr (Religious Studies)

Dia de los Muertos or Day of the Dead is an annual celebration honoring the deceased. It was formed by indigenous death rituals mixed with Spanish Catholicism. Today it is celebrated worldwide as a joyful festival in which the living and dead can interact. My research focuses on how Dia de los Muertos is practiced today in the Valley of Oaxaca Mexico, which arguably retains the most traditional expression of the holiday. However, even deeply held traditions change over time. Since its inception, this holiday has reflected the current social and political situation in the region. I explore how commercialization and commodification have influenced Day of the Dead celebrations. My case study of Oaxacan Dia de los Muertos celebrations is juxtaposed with modern iterations of the holiday practiced by Mexican Americans in the southwest United States. The Chicano infusion of political commentary and emphasis on social justice created a distinctive version of the holiday that is more secular and less explicitly Mexican. Dia de los Muertos has sparked a revitalization of Latinx culture. I consider the complicated origins, present conceptions, and future implications of this festival. Death is not the end but merely another part of the life cycle. I argue that having an annual celebration of death is a superior model for processing grief than the American model of holding a funeral and then being expected to grieve and quickly move on.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

Cost Efficiencies and Upward Pricing Pressure Economics

Jéssica Dutra (Economics)

We investigate the accuracy of UPP as a tool in antitrust analysis when there are cost efficiencies from a horizontal merger. We include model-based, merger-specific cost efficiencies in a tractable manner and extend the standard UPP formulation to account for these efficiencies. The efficacy of the new formulations is analyzed using Monte Carlo simulation of 40,000 mergers (8 scenarios, 5,000 mergers in each scenario). We find that with model-based cost efficiencies and using a more accurate first-order approximation to compute UPP, there are substantial gains in prediction of post-merger prices, as compared to existing practice, and there are substantial gains in merger screening accuracy as well. Moreover, our new formulations outperform the standard UPP formulation at higher thresholds for all the standard cases in the paper. The results support the inclusion of model-based cost efficiencies in the standard UPP formulation for more accurate antitrust decision-making.

The Effect of Teacher Feedback on Student Competency Beliefs and Resiliency

Emily Glaser Rossin (Music Education)

The purpose of this study was to examine the effects of product-, process-, and person-based teacher praise on middle school band students' competency beliefs and resiliency in a one-on-one instrumental music lesson environment. Middle school band students (N = 18) attended a twenty minute lesson with the researcher where they played seven predetermined musical selections. Students were randomly assigned to one of three teacher praise conditions: (a) Person-based praise, (b) Product-based praise, or (c) Process-based praise. Students received praise following musical selections 1-4 and 7, and received criticism following selections 5 and 6. Students completed a quantitative electronic survey measuring competency beliefs and resiliency following the third and sixth playing examples. Data analysis will occur in early January 2019. To interpret the survey data, the researcher will utilize a mixed 3x2 factorial design (MANOVA) to analyze the between group effects of praise conditions and the within groups effect of successful and unsuccessful musical environment. Results will include descriptive statistics, analysis of main effects, potential interactions, and any appropriate complex comparisons. Discussion will include the unique effects of product-, process-, and person-based statements on student motivation in the music education setting, as well as potential applications to future research.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

Interdisciplinary Collaboration: Licensed Psychologists and Board Certified Behavior Analysts

Jonathan Huffman (Counseling Psychology)

Ethics are present in a variety of professional domains that provide services to diverse clients. In particular, Applied Behavior Analysis and Counseling Psychology have developed ethical codes, which guide those within their respective fields in their clinical and research work. Yet, these codes are often presented as contrasting and incompatible of collaborative work. However, upon examination there are numerous similarities across ethical codes, which naturally allow these two domains to work together. Furthermore, the differences outlined between the codes are minimal and often have the ability to compliment each other in order to meet the diverse needs of clients seeking services in these domains. Interdisciplinary collaboration across licensed psychologists and board certified behavior analysts is highly probable given individuals with ASD often engage in intensive behavior analytic services (Roane, Fisher, & Carr, 2016) and have reported symptoms of social anxiety (Maddox & White, 2015), depression (Gadow, Guttman-Steinmetz, Reiffe, & DeVincent, 2012), and substance use (Rengit, McKowen, O'Brien, Howe, & McDougle, 2016). Therefore, a review of each domain's ethical code is provided and recommendations for interdisciplinary collaboration between clinicians and researchers in Counseling Psychology and Applied Behavior Analysis are offered.

Picturing Success: An Exploration of the Relationship Between Photovoice, Self-Esteem, and Self-Efficacy in a Supportive Recovery Community

Michelle Keller (Journalism and Mass Communication)

My current research project explores the relationship between participation in a photovoice project, self-esteem and self-efficacy. Photovoice is a participatory research method that prompts participants to document certain aspects of their lives through photography and then participate in a critical dialogue session in which they explore common themes, issues and potential solutions to those issues. It is gaining in popularity, especially among marginalized populations, as this method frequently involves a public exhibition at which participants have the opportunity to share their photos and accompanying narratives with elected officials, community leaders and policymakers. This study seeks to determine if participating in this type of project has any impact on the self-esteem and self-efficacy of women in recovery from substance use disorders. The women who are participating in the project are currently living in a supportive residential substance use disorder (SUD) treatment center in the urban core of Kansas City, Missouri.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

You Are What You Post: The Interaction of Personality Traits and Visual Content on Instagram

Yuchen Liu (Journalism and Mass Communication)

Drawing on the Big Five theory of personality, this study examined how personality traits influence the visual content theme that individuals post on Instagram as well as their posting behavior. An online questionnaire was conducted with 283 undergraduate students, followed by a visual content analysis with 1,000 Instagram posts. Although inconsistency exists between self-reported data and content analysis data, results revealed that: 1) all five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, & openness), to some extent, predicted participants' use of Instagram (e.g., number of followers, followees, and posts); 2) agreeableness and conscientiousness predicted participants' posting behavior such as the use of hashtag and mentioning other people in the post; 3) all five traits predicted the visual content theme that participants post on Instagram. Scholarly and practical implications of this research were discussed in the context of growing visual content in both interpersonal and strategic communication and increasing availability of online social networking.

Gatekeeping Demographics of Educational Administration

Katherine Merriweather (Educational Leadership and Policy Studies)

The purpose of this qualitative study was to investigate gender bias as a gatekeeping mechanism for high-level educational administration positions. I report findings from preliminary field interviews with female administrators. The scholarly significance of this research is that the findings suggest homosocial reproduction and social closure are occurring to exclude women from educational administration positions. Women administrators do not have as extensive social network ties as men and these executive networks are masculinized and favor men over women. Cultivating networks, through mentoring and accessing "good old boys clubs" can reduce women's exclusion from executive jobs.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

Elementary ELLs and Metacognitive Strategy Use

Maggie Mnayer (Curriculum and Teaching)

The 2017 NEAP report stated that 66% of ELL students were not proficient in reading. In fact, ELL reading scores from 1990 to 2017 showed no growth, despite improved ELL instruction and early reading interventions. Clearly, our current ELL literacy education practices are not meeting the needs of our ELL populations. Reading comprehension requires the fluid use of appropriate reading strategies before, during, and after reading any text (Melby-Lervåg & Lervåg, 2014, Pritchard & O'Hara, 2008), and research already supports the efficacy of explicitly teaching metacognitive strategies (MCS) (Hassanpour, et.al. 2017, Kokkola, 2013) to increase reading comprehension. Our action research multiple case study should identify the MCS use among ELLs during pre-emergent and emergent reading stages and may allow for more targeted interventions and improved outcomes for K-2 ELLs (Granados, 2017). Multiple studies already confirm the beneficial impact of MCS use in secondary and postsecondary settings with ELLs (Pritchard & O'Hara, 2008, Melby-Lervåg & Lervåg, 2014), but there is a lack of studies in the lower elementary settings (Vogler et al., 2017, Cho & Song, 2018). Therefore, the need for focused action research involving ELLs in lower elementary is warranted. Once we identify what MCSs were being used, an MCS intervention would be implemented, its efficacy measured, and the findings shared. This study could enable teachers to better identify where the learning is hindered and help them provide more strategic interventions for their ELL students and provide them with the literacy skills required for academic success.

Challenges of Chinese International Students at Higher Education

Jamie Jeehyun Moon (Curriculum and Teaching)

The purpose of this study is to investigate how one marginalized community, especially Chinese international students at KU undergo academic and non-academic challenges while facing with American culture. Four participants, who came to the U.S. after they finished their secondary education in China and pursuing their degrees at KU, had a semi-structured interview in early 2018. Each participant had an experience of being a victim of microaggression in a different way: elusively or obviously. Not only the communication gap or language barrier between Chinese international students and native English-speaking students caused microaggression, but also issues of race, culture, identity, and symbolic power are deeply ingrained in it. Microaggression experiences eventually forced Chinese international students to accept or reject acculturating to American culture and re-identify their identity as a Chinese international student in the U.S. In the meantime, not a single participant reached out for support, especially from KU. Even though they recognized prejudice or discrimination on campus, they only kept it to themselves because of deeply ingrained feelings of shamefulness. However, through the interview, participants sought to find their justified voices. Thus, learning Chinese international students' challenges will provide opportunities for KU to become a safe and yet educational place where their voices are recognized and respected. Rather than forcefully demanding international students to transform and be accepted in American cultural norms in class, it is time to create the all-encompassing attitude towards international students and provide a place for them to grow as scholars.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

Comparing Computer-Based and Paper-and-Pencil Versions of the Self-Determination Inventory

Sheida Raley (Special Education)

Research evidence indicates that promoting self-determination is a critical component of secondary special education services and is linked to more positive transition-related outcomes for youth with disabilities (e.g., employment, community access). The purpose of this presentation is to describe an analysis conducted comparing paper-and-pencil and online versions of a new measure of student self-determination, the Self-Determination Inventory: Student-Report (SDI:SR). The development and subsequent validation of the SDI:SR for people ages 13-22 with and without disabilities is timely and necessary as other measures of self-determination (e.g., The Arc's Self-Determination Scale) are not aligned with a recent reconceptualization of the construct of self-determination as defined by Causal Agency Theory. A customized online platform was developed utilizing a slider scale instead of a traditional, Likert-type scale for the following validation of the SDI:SR. Using this innovative approach, discrimination errors are reduced as discrete ratings are not required. Additionally, several accessibility features were embedded to support students in taking the SDI:SR, including audio playback and in-text definitions. To examine the congruence between rating on the online and paper-and-pencil versions of the SDI:SR, the present analysis utilized a four-group Confirmatory Factor Analysis (CFA) with a single-factor estimated representing overall self-determination. The results demonstrated that there was a significant difference between responses on paper-and-pencil and online versions of the SDI:SR across students with and without disabilities. This presentation will share the findings and associated interpretations of the present analysis to guide researchers and practitioners measuring student self-determination.

Teacher Agency in Global Education

Jane Rosenow (Curriculum and Teaching)

The purpose of this study is twofold. First, it is to examine the attitudes of the teachers toward global citizenship education as revealed through their blog entries. The teachers included in this study are incorporating global citizenship education into their existing curriculum. The second purpose of the paper is to use the cosmopolitan lens to examine the activities the teachers engage in with their students. The study shows that teachers who incorporate global education activities in their curriculum believe in incorporating both nationally oriented activities and globally oriented activities in order to provide their students with the 21st century skills they need. The teachers are willing to go over and above to bring the world into the classroom, and as a result, the teachers rely on technology to give their students authentic learning opportunities.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

Problems in Detection and Diagnosis of ASD in Children from Bilingual/Bi-Cultural Environment

Suma Suswaram (Speech Language and Hearing)

Detection and diagnosis of a disorder in children often utilizes formal and standardized tools. However, these tools may not be appropriate with linguistically diverse groups. For example, within the U.S., the prevalence of ASD varies in accordance with linguistic backgrounds. Results from a literature review point to issues associated with faulty translation methodology, limited availability of other-than-English tools and lack of guidelines for using current tools to assess children from diverse linguistic backgrounds. Recommendations for improvement include: developing tools in multiple languages during standardization processes, developing guidelines for use with diverse cultural and linguistic groups, and applying strict guidelines for those translating existing tools.

The Roles of Women in Social Conflict and Violence: Gender (In)equality, Gender Norms, and Gender-based Grievances

Amilee Turner (Political Science)

Numerous scholars have brought forth similar and contrasting arguments about the relationship between gender (in)equality and the propensity for state conflict and violence. Yet there are numerous theoretical, conceptual, and methodological incongruences that hinder scholarly capacity to identify the causal mechanisms that are suited to explain why and how gender (in)equality matters in facilitating political violence; and whether or not state gender (in)equality is analogous to another phenomenon affecting state conflict and violence. This research is split into three different studies, aimed to explain the underlying mechanisms, or processes functioning within gender (in)equality that might actually explain why gender (in)equality may affect the various ways states engage in conflict and violence, both internally and internationally. Such research can help us understand the ways that societal practices and structures that marginalize women versus men mitigate or facilitate political violence.

Posters Session: Abstracts

11:15 AM-12:15 PM, Big 12 Room

Stratified Support Community Engagement by Parents of Children With Disabilities

Chelsea Waters (Special Education)

Parents of children with disabilities who access and participate in communities of other parents who also have children with disabilities are likely to receive emotional and informational supports (e.g., Niela-Vilén, Axelin, Salanterä, & Melender, 2014; Shilling et al., 2013), which may facilitate their ability to advocate for their child in educational contexts (Ong-Dean, 2009). In this poster, I conceptualize how access and participation in support communities by parents of children with disabilities are mediating factors that influence parent engagement and advocacy within the context of special education. The Sense of Community framework (McMillan & Chavis, 1986) serves as a way to conceptualize the process of engagement in parent support communities across four elements: membership, reinforcement, connection, and influence. To accompany this framework, Pierre Bourdieu's theories of capital and field (Bourdieu, 1984, 1986) will be applied to demonstrate how social stratification occurs within these communities and benefits families whose capital aligns with and is valued by educational institutions. Implications for research and practice will be discussed.

Breakout Session II: At a Glance

12:45 PM-1:45 PM, Various Locations

Social Justice and Inclusive Pedagogy Centennial Room
Incorporating Social Justice in Our Schools and Classrooms <i>RL Booker Jr. (Educational Leadership & Policy Studies)</i>
From Criminalized Black Girlhood to Black Warrior Womanhood: An Autoethnography of Education <i>Jennifer Wilmot (Educational Leadership & Policy Studies)</i>
Faculty Discussant: Dr. Sarah Deer
Exploring Trauma English Room
Reclaiming Rage: Black Trauma <i>Caleb Stephens (Theater)</i>
Faculty Discussant: Dr. Neal Kingston
Beyond Mental Health Stigma and Ideal Victims Governors Room
Understand Mental Health Issues Among PhD Students <i>Connie Chuyun Hu (Educational Leadership & Policy Studies)</i>
Content Analysis of a Kansas Human Trafficking Law Enforcement Protocol and Its Presence in Schools <i>Elizabeth Jackson (Special Education)</i>
Faculty Discussant: Dr. M'Balía Thomas
Embracing Literacy and Reclaiming Identities Pine Room
Paradigm Shifts with STEM Teachers and the Embrace of Literacy Practices <i>Maggie Mnayer (Curriculum & Teaching)</i>
Wicca Today: Reclaiming the Word Witch <i>Renee Cyr (Religious Studies)</i>
Faculty Discussant: Dr. John Poggio

Breakout Session II: At a Glance

12:45 PM-1:45 PM, Various Locations

Addressing Disability in the Classroom

Regionalist Room

From Practice to Research: Increasing Inclusion in Autism Research

Teresa Girolamo (Child Language Doctoral Program)

Patterns of Supplementary Aids and Services for Students with Significant Support Needs

Samantha Gross Toews (Special Education) and Russell Johnston (Speech, Language and Hearing)

Faculty Discussant: Dr. Deb Griswold

Breakout Session II: Abstracts

12:45 PM–1:45 PM, Various Locations

Social Justice and Inclusive Pedagogy

Incorporating Social Justice in Our Schools and Classrooms

RL Booker Jr. (Educational Leadership & Policy Studies)

How does social justice occur? Social justice in our schools and classrooms just does not occur on its own. Marshall & Oliva (2009) state: that leaders cannot make social justice happen by their passion and will alone. The huge shifts in cultural understandings and societal and school expectations will happen only with the shared values, coalitions, networking, and mutual support that come with the power of enlarging groups of people in social movements, which results in the building of social capital and, eventually, political power. School leadership in a new approach to change can shift its concentration to student learning instead of operational concerns. This will require school administrators to be school leaders instead of educational administrators. According to Brown (2004) to be a leader for social justice requires grounding in learning theories, transformative pedagogy, and critical discourse and reflection, and aims “to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality.”

From Criminalized Black Girlhood to Black Warrior Womanhood: An Autoethnography of Education

Jennifer Wilmot (Educational Leadership & Policy Studies)

In 2016, social justice scholar and education researcher Monique W. Morris published *Pushout: The Criminalization of Black Girls in Schools* to widespread acclaim. She introduced the larger public to the intricacies of the crisis facing Black girls who find themselves criminalized and silenced at the hands of teachers and school administrators. For instance, according to a 2017 report published by the Georgetown Law Center on Poverty and Inequality, Black girls make up approximately 16% of the total school population in America, but account for 12% of all out-of-school suspensions and 42% of expulsions. They are also six times more likely to be suspended and expelled from school than their white female counterparts. This presentation is a brief autoethnographic account of the impact of pushout on the educational trajectory of Black girls into Black womanhood. Using my first-hand experience being excessively suspended from school and ultimately pushed-out, this serves as a counternarrative to the dismal effects of anti-blackness inherent to the institution of schooling in America. Relying on a critical race theory framework, this discussion identifies the shifts that are part and parcel in transforming from criminalized Black girlhood to what I have coined Black warrior womanhood, within the education landscape. I will also provide practical, research-based interventions for scholars and practitioners alike, to disrupt the racial violence Black girls constantly experience in the face of seeking a formal education.

Breakout Session II: Abstracts

12:45 PM–1:45 PM, Various Locations

Exploring Trauma

Reclaiming Rage: Black Trauma

Caleb Stephens (Theater)

This paper will investigate the ways Black performing artists have addressed states of Black Trauma by documenting lived and fictional experiences of rage through Black performance. Using past and present narratives of Black poet-activists, I compare and contrast creative engagements with trauma as expressed through spoken word poetry. I identify two Black Arts Movement poets: Gil Scot-Heron and Nikki Giovanni, who were producing work that addressed Black rage and trauma with contemporary spoken word artists: Amir Sulaiman and Kai Davis. I explore how these artists navigate their personal and collective Black Trauma. I analyze these texts using Christina Sharpe's concept of "Wake Work," coupled with Patricia Hill Collins and Sirma Bilge's concepts of Intersectionality. My goal is to reveal the ways that artist-activists and their performances theorize about Trauma as they reclaim their bodies through rhetorical acts of survival.

Breakout Session II: Abstracts

12:45 PM–1:45 PM, Various Locations

Beyond Mental Health Stigma and Ideal Victims

Understand Mental Health Issues Among PhD Students

Connie Chuyun Hu (Educational Leadership & Policy Studies)

Mental health issues such as anxiety and depression have become a focus of attention in universities across the world over a decade. However, a closer look and deeper understanding of PhD level graduate students' mental illness is insufficient in both literature and reality. Compared to undergraduates, graduate students are more likely to experience emotional distress and severe anxiety because of many changes in graduate school experiences and they face unique challenges like familial and financial responsibilities. Given the importance of PhD students' contribution in securing a strong and intellectually competitive advantage for any university, we need to better understand the phenomenon of the graduate school experience through the lens of the doctoral students. I conducted a qualitative research to understand mental health issues among PhD students in the School of Education at KU. The specific goals of this study were to (1) determine the contributing factors to PhD students' mental illness; and (2) determine the coping behaviors PhD students adopt in response. Four doctoral students participated in a 45 minute interview. I used open and emic coding to analyze the data. The finding from my study identified three major stressors: financial insecurity, the demands and expectations places on doctoral students, and the lack of support network. The coping strategies adopted by the participants include exercise, better time management skills, and counseling. The participants felt empowered by sharing their stories during the interview. This study helped create a more inclusive and supporting atmosphere amongst PhD students because their voices are heard.

Content Analysis of a Kansas Human Trafficking Law Enforcement Protocol and Its Presence in Schools

Elizabeth Jackson (Special Education)

Student Resource Officers (SROs) are law enforcement officers who are increasingly being placed in schools (Schlosser 2014). Protocols for responding to students affected by domestic minor sex trafficking (DMST) suggested by the U.S. Department of Education include consultation with SROs as one of the first steps (Human Trafficking in America's Schools, 2015), which, in Kansas may mean the use of the Protocol for Kansas Law Enforcement Officers for Juvenile Victims of Human Trafficking/Commercial Sexual Exploitation Crimes, found on the Kansas Attorney General's web site. This content analysis examines how the "evolving practice, structure and discourse" of the protocol that may be used in schools to direct the law enforcement officer (LEO) or SRO to use the construction of an "ideal victim" to either bestow the privilege of "victimhood" status or to marginalize and criminalize the student affected by DMST. To be seen as an "ideal victim," the person affected by DMST must be seen as helpless, blameless, respectable, and traumatized. Further, it discusses how street-level bureaucrats (SLBs) (Lipsky 1971), such as SROs, are directed by the protocol to use their personal discretion in decisions that have real effects on students affected by DMST, whether or not they are seen as "victims." Students who are seen as "victims" are marked as being traumatized, and in need of trauma-informed care. Those who do not receive "victim" status are criminalized, and sent on a trajectory of incarceration, known as the School-Prison Nexus.

Breakout Session II: Abstracts

12:45 PM–1:45 PM, Various Locations

Embracing Literacy and Reclaiming Identities

Paradigm Shifts with STEM Teachers and the Embrace of Literacy Practices

Maggie Mnayer (Curriculum & Teaching)

The purpose of this action research study (spring semester 2018) was to determine how pre-service U KAN Teach science teaching candidates were responding to the updated NGSS/KCCRSS (KSDE, 2017) guidelines requiring that literacy skills be embedded in their courses and to discern if they experienced a paradigm shift due to my teaching practices and course content. The study specifically addressed how, or if, their attitudes shifted, if they believed the course provided them with appropriate methods/strategies to confidently teach literacy skills, how likely they were to use the strategies with their future students, and how, or if, my instruction supported their understanding of disciplinary literacy. Historically, English/Language Arts teachers were the ones primarily responsible for delivering effective reading and writing instruction, and many non-ELA teachers are reticent to teach literacy strategies and resented sacrificing class content time in order to do so (Moje, 2008, Billanca & Brandt, 2010, Shanahan & Shanahan, 2012). However, with the NGSS's /KCCRSS, the explicit teaching of literacy skills are required all teachers, including STEM teachers (KSDE, 2017, Greenleaf, Schoenbach & Murphy, 2014, Shanahan, 2014). In this study, I used anonymous questionnaires, response journals, and class observations to track attitude changes toward the use of literacy instruction for their future classes. After analyzing the data from the study and adjusting the course content to reflect participants' feedback, I will conduct a follow-up study this spring semester with both the new UKAN Teach students and with my former participants to discover if they implemented course content.

Wicca Today: Reclaiming the Word Witch

Renee Cyr (Religious Studies)

Wicca is one of the fastest growing religions in the US and has followers across the globe. Despite this, there is a severe lack of public awareness that Wicca exists at all. Wiccans often refer to themselves as Pagans. However, there is often a pejorative use of this term by non-Pagans. Yet the mostly contested word for Wiccans is witch. This label is a reflection that most, but certainly not all, Wiccans engage in witchcraft as part of their overall religious practice. While some have reclaimed this term and wear it as a badge of pride, many see it as a derogatory term and avoid either being labeled or self-identifying as a witch. One reason for the lack of awareness about Wicca is that adherents practice in secret or don't talk about their beliefs with their family and friends because they are concerned with the negative backlash. In fact, the act of publicly admitting you are a witch is often referred to as coming out of the broom closet. This concealing of identity as a witch is a major cause for the widespread ignorance of Wicca as a religion, much less the details of the practice. Interestingly, today one of the places with the largest Wiccan community is Salem MA. Taking Salem as a case study I will demonstrate how Wiccans across the US can fully embrace their identity as a witch. Furthermore, I hope to increase awareness of Wicca which will create opportunities for dialogue and acceptance.

Breakout Session II: Abstracts

12:45 PM – 1:45 PM, Various Locations

Addressing Disability in the Classroom

From Practice to Research: Increasing Inclusion in Autism Research

Teresa Girolamo (Child Language)

Individuals who are racial/ethnic minorities, of low socioeconomic status (SES), and who do not have high-functioning autism are underrepresented in autism research. Previous work has found community-centered methods to be effective at engaging underrepresented communities in research. This study implemented a participant- and community-centered paradigm to engage racial/ethnic minorities of low SES and with extensive special education needs in autism research. The author partnered with a trusted community organization to recruit participants. Recruitment included proactive and reactive methods: repeatedly distributing consent-to-contact forms, in-person presentations about the study, and individual consultation on the research process. Formal recruitment and assessment took place in a single session at a time and place outside of school convenient to participants. Parents provided informed consent and participants provided assent. Assessment, which consisted of a standardized protocol, took 60 minutes. Of 80 potential participants, 12 (15%) returned consent-to-contact forms. Of those 12, 10 (83%) were recruited into the study. Of those 10, 100% completed assessment. Recruitment trips and assessment required 50 hours, or 5 hours per participant. While this paradigm was effective in engaging underrepresented communities in in autism research, further work is needed to make this paradigm more efficient, generalizable and sustainable.

Patterns of Supplementary Aids and Services for Students with Significant Support Needs

Samantha Gross Toews (Special Education) and Russell Johnston (Speech, Language and Hearing)

Despite federal mandates to enable students with disabilities access to public education in the least restrictive environment, legal rulings upholding their educational rights, and research which identifies the benefits of inclusive education, many students with significant disabilities continue be educated in separate settings. This research utilized MANOVA to examine the supplementary aids and services (SAS) in student individualized education programs (IEPs) for students with significant disabilities: (1) in different educational placements, (2) with and without behavior support plans, and (3) with and without complex communication needs. Results showed no significant differences in SAS for students across separate, resource, and inclusive placements. However, differences in the mean number of collaborative and behavior SAS for students with behavior support plans and differences in mean number of social-communication SAS for students with complex communication needs were found to be significant. Implications for policy, practice, and future research directions are provided.

Thank You!

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

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Thank You!

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



Schedule at a Glance

Thursday, February 28, 2019

KU Memorial Union

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