



**2021 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

Program

Saturday, May 1, 2021

8:30 a.m. – 12:00 p.m.



School of Education
College of Applied Studies
Wichita State University

**2021 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

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MESSAGE FROM THE DEAN

Applied Research has never been more important than in current times where immediate problems require immediate resolutions. Therefore, we cannot underestimate the role of the research that emerges from graduate programs in the WSU College of Applied Studies and the impact it has in the communities we serve. The 2021 Annual School of Education Research Showcase is an important reminder of the need to investigate problems that matter and can serve to amplify the voices in our community. For our soon-to-be graduates, congratulations on your achievements and thank you for participating in today's event. As part of a research university committed to innovation and community engagement, we believe in the benefits of university research for the betterment of society, and we applaud your contributions to that endeavor.

Shirley Lefever, Dean

GRADUATE COORDINATORS & PROGRAM CHAIRS

MEd in Learning and Instructional Design	Coordinator: Dr. Mara Alagic
MEd in Special Education	Coordinator: Dr. Heidi Cornell
Low-Incidence	Chair: Dr. Kristin Panos
High-Incidence	Chair: Dr. Donna Sayman
High-Incidence Alternative Certification	Chair: Dr. Heidi Cornell
Early Childhood Unified (ECU)	Chair: Dr. Jennifer Stone
MA in Teaching - Transition to Teaching	Coordinator Dr. Jim Granada
MA in Teaching - MAT ECU Residency	Coordinator: Dr. Kim Wilson

2021 VIRTUAL SOE GRADUATE RESEARCH SHOWCASE COMMITTEE:

Dr. Mara Alagic; Dr. JaeHwan Byun, Committee Chair; Dr. Heidi Cornell

2021 VIRTUAL SCHOOL OF EDUCATION GRADUATE RESEARCH SHOWCASE SCHEDULE

TIME	EVENT	LOCATION
8:30–8:40	Opening Remarks	Zoom Room 1
8:40–8:55	Keynote: Dr. Donna Sayman “He’s just a boy, pretending to be a wolf, pretending to be king” Resilience and creativity from the chaos.	Zoom Room 1
9:00–9:30	Oral Presentations Session I	Zoom Room 1, 2, 3
9:35–10:15	Poster Presentations Session I	Zoom Room 1, 2, 3
10:15–10:25	Intermission	
10:25–10:55	Oral Presentations Session II	Zoom Room 1, 2, 3
11:00–11:40	Poster Presentations Session II	Zoom Room 1, 2, 3
11:40–12:00	Closing Remarks	Zoom Room 1

Links:

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

Zoom Room 2: <https://wichitastate.zoom.us/j/96185334263?pwd=ZTdvd3dkazBCWW4vNHlOOXR1Sjl3dz09>

Zoom Room 3: <https://wichitastate.zoom.us/j/97839694276?pwd=RENjQkxwbXZrd0RveHhNYms4NThsdz09>

2021 School of Education Graduate Research Showcase Schedule

Time	Session	ZOOM Room 1 Jay Byun	ZOOM Room 2 Mara Alagic	ZOOM Room 3 Heidi Cornell
8:30 - 8: 40 (10')	Opening Remarks	All participants		
8:40 - 8:55 (15')	Keynote (Dr. Donna Sayman)			
9:00-9:30 (30')	Oral Presentation Session I	Staysha Work-Fields <i>Providing E-Mentorship and Career Skills to Students</i>	Juliana D. Holmes <i>Are Dual Credit Enrollment Programs Serving Underrepresented Students as Intended?</i>	Tiffany Sallee <i>Direct Instruction on Self-Determination and Self-Advocacy Skills with Upper Elementary Students</i>
9:35-10:15 (40')	Poster Presentations Session I	Harlee Musselman, Talelia Schroeder, & Hanna Smith <i>Positive Effects of Critical Co-reflection</i>	Ashley Neybert & Caleb Wiens <i>Deliberating on Conscientization</i>	Carly Miller, Alexis Reed, & Linsay Cooley <i>Active Listening in the Elementary Classroom</i>
		Danielle Haydon <i>The Effects on Student Achievement when Implementing MTSS for Math</i>	Martha Campbell-Weaver, Paria Darvish, Lindsay Hardaway, & Jill Wyrick <i>Multicultural Sensitivity Training in Education</i>	Sandra Birzer <i>Supporting Virtual Early Childhood Students and Families</i>
10:15-10:25 (10')	Intermission			
10:25-10:55 (30')	Oral Presentation Session II	Adam Whitney <i>Learning Outcome differences between Online Instruction and Traditional Instruction during Covid-19</i>	Jill Fisher <i>2021 Kansas Science Olympiad: Changes during a Pandemic</i>	Jessica Colwell <i>Functional Communication Training and AAC Systematic Lit Review</i>
11:00-11:40 (40')	Poster Presentation Session II	Rena Gifford <i>Disability Awareness: Teaching Youth to Respect Their Peers with Severe Disabilities</i>	Robert Zimmerman <i>Educating Children During the Era of COVID 19</i>	Megan Davis <i>Accessible educational activities and manipulatives for hospitalized school aged children.</i>
		Heather Foreman <i>Disability Awareness: Interactive Presentations for Elementary Aged Children</i>	Nicolle Herman <i>The Impact of Community-Based Service Learning Projects on Self-Determination in Students with Learning Disabilities</i>	Rebecca Tschetter <i>A Review of Literature on Literacy Instruction and Students with Moderate to Profound Disabilities</i>
11:40-12:00 (20')	Closing	All participants		

**2021 VIRTUAL
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ORAL PRESENTATIONS

[SESSION I] 9:00-9:30

PROVIDING E-MENTORSHIP AND CAREER SKILLS TO STUDENTS

Staysha Work-Fields
MEd in Learning and Instructional Design

Zoom Room 1: <https://wichtastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

Mentoring has been a regular aspect of how communities engage with young people. Mentors are typically adults who are interested in molding, teaching and modeling positive behaviors for adolescents. Mentoring is also implemented in professional environments to support new and young professionals. As technology becomes more advanced and programming shifts to virtual platforms, e-mentoring can become useful for those seeking mentorship. E-mentoring is mentoring conducted through telecommunications; this type of mentoring is beneficial for those who might not have access to traditional or face-to-face mentoring. This research aims to determine student engagement with a mentorship curriculum designed to foster career and professional development and investigate the effectiveness and benefits of e-mentoring.

ARE DUAL CREDIT ENROLLMENT PROGRAMS SERVING UNDERREPRESENTED STUDENTS AS INTENDED?

Juliana D. Holmes
MEd in Learning and Instructional Design

Zoom Room 2: <https://wichtastate.zoom.us/j/96185334263?pwd=ZTd5d3dkazBCWW4vNHlOOXR1Sjl3dz09>

Dual Credit Enrollment (DCE) and concurrent enrollment programs consist of a partnership between a high school and a post-secondary institution (PSI) whereby high school students earn college credit through a variety of means. These programs have been in existence for decades, however, in 2015 Every Student Succeeds Act (ESSA) contained a directive, and funding, to increase post-secondary education access—particularly through dual and concurrent enrollment programs ("ESSA," 2015)—which has generated rapid DCE growth. Many extol the advantages of DCE as a “well-established practice to prepare students for college that is supported by research and stakeholders in education” (Grubb, Scott, & Good, 2017, p. 17); however, other scholars question if underrepresented high school students are getting the same opportunities to excel through use of DCE (Kremer, 2020). Because of this rapid growth, consistency in implementation, oversight, and assessment varies a great deal among States, districts and schools. In this research, I used two channels to gain information, (a) a student survey to a cross-section of Kansas High School students, and (b) a detailed review of offerings from the

largest local community college provider of dual credit instruction. These two channels of information allowed me to review if the intended goals of dual credit programs are in alignment with practice, highlight areas of weakness or inconsistency, determine if goals are being met locally, and offer implications for further discussion.

DIRECT INSTRUCTION ON SELF-DETERMINATION AND SELF-ADVOCACY SKILLS WITH UPPER ELEMENTARY STUDENTS

Tiffany Sallee
MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/97839694276?pwd=RENjQkxwbXZrd0RveHhNYms4NThsdz09>

Self-determination and self-advocacy are important skills for life. The purpose this qualitative study is to identify self-advocacy strategies that are effective in improving self-advocacy skills and to determine the impact of implementing those strategies with fourth grade students. The problem is that most of the research involving self-determination and self-advocacy skills is focused on students at the secondary level. There is little research explaining the benefits of implementing self-determination strategies at a younger age. The research questions are: 1) How can special education teachers help upper elementary students with specific learning disabilities develop self-determination and self-advocacy skills? 2) How are students impacted when teachers implement self-determination and self-advocacy activities at a younger age? Four fourth grade students with dyslexia, an individualized education plan, and special education services have been identified for this study. A questionnaire given to students and parents before implementing the lessons and again after implementing the lessons was used to identify growth in the participants' self-awareness and self-advocacy skills.

[SESSION II] 10:25-10:55

LEARNING OUTCOME DIFFERENCES BETWEEN ONLINE INSTRUCTION AND TRADITIONAL INSTRUCTION DURING COVID-19

Adam Whitney
MEd in Learning and Instructional Design

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

The purpose of this research is to investigate learning outcome differences between a cohort of chemistry students receiving traditional in-person instruction and a cohort of chemistry students learning on a digital application called Edgenuity. Online instruction has increased in usage and popularity at a steady pace since its introduction. The start of the COVID-19 pandemic has caused an explosive increase in the number of students receiving instruction and learning online with the aid of a computer, tablet, or other digital device. There are numerous positive aspects to online instruction, however there are also potential negative aspects that cannot be overlooked when trying to decide whether student learning should take place online or in a traditional face-to-face setting. Traditional face-to-face instruction is well established and has large amounts of data supporting its strengths and weaknesses. Adding complexity to the topic is the fact that there exist variations between online

learning and traditional face-to-face learning such as hybrid learning, flipped classrooms, guided online instruction, student directed online instruction, and other variations. This complexity can make the challenge of deciding which version of instruction is the best choice for a particular situation a difficult task.

2021 KANSAS SCIENCE OLYMPIAD: CHANGES DURING A PANDEMIC

Jill Fisher

MEd in Learning and Instructional Design

Zoom Room 2: <https://wchitastate.zoom.us/j/96185334263?pwd=ZTdyd3dkazBCWW4vNHlOOXR1Sjl3dz09>

Kansas Science Olympiad is a program for middle school and high school students that enables exploration of different areas of science, technology, engineering, and mathematics through a team competition. A typical state tournament hosted by Wichita State University brings in over a thousand competitors, coaches, family members, and volunteers for a one-day event. However, COVID-19 safety restrictions created a shift of an in-person tournament to a virtual and remote format in the spring of 2021. Teams across the state participated in two rounds of tournaments: Regionals and State. Regionals served as a practice tournament of a remote model using Google Classrooms, YouTube, and Zoom. Coaches were asked to submit qualitative evaluations, which were used to make changes for the State tournament. After State, evaluations were again collected to compare the experiences between the tournaments, as well as gain ideas for supplemental programming and workshops in the future.

FUNCTIONAL COMMUNICATION TRAINING AND AAC SYSTEMATIC LIT REVIEW

Jessica Colwell

MEd in Special Education

Zoom Room 3: <https://wchitastate.zoom.us/j/97839694276?pwd=RENjOkxwbXZrd0RveHhNYms4NThtsdz09>

This is a systematic literature review of the literature involving single case studies that utilize functional communicational training along with augmentative and alternative communication for persons with complex communication needs that are severely or profoundly disabled.

**2021 VIRTUAL
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POSTER PRESENTATIONS**

[SESSION I] 9:35-10:15

POSITIVE EFFECTS OF CRITICAL CO-REFLECTION

Harlee Musselman, Talelia Schroeder, & Hanna Smith
- MEd in Learning and Instructional Design

Zoom Room 1: <https://wchitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

The purpose of this case study is to explore the effects of co-reflection on educators' professional development including how application can positively affect student engagement in the classroom. The leading question is: how does co-reflection among educators affect high school students? The supporting questions are: What is co-reflection in the context of educators, and why is it important? What are the different strategies for implementing co-reflection? Are some strategies more effective than others? What growth is shown in students when their educators effectively use co-reflection? What are the negative effects of not using co-reflection? Quantitative research will be conducted in a classroom setting where the demographics are very diverse in a large district. The data will be analyzed as the effects of co-reflection are observed. Lastly, implications for teaching will be discussed in a manner of how the supported data and research shows positive results for critical co-reflection.

THE EFFECTS ON STUDENT ACHIEVEMENT WHEN IMPLEMENTING MTSS FOR MATH

Danielle Haydon
MEd in Learning and Instructional Design

Zoom Room 1: <https://wchitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

The purpose of this study is to determine if there is a significant difference between students enrolled in a school implementing MTSS for mathematics versus a school not implementing MTSS. This study focuses specifically on MTSS at the secondary level. Research on MTSS for mathematics was analyzed, focusing on the definition of MTSS, the differences in the tiers, and studies supporting the benefits of implementing MTSS in mathematics. Data was collected from two middle schools with similar demographics with only one of the schools implementing MTSS in math and the other following a more traditional approach to math instruction. A comparison of mean growth on standardized tests using percentile rank was used to determine if there was a significant difference between the two approaches to math instruction.

DELIBERATING ON CONSCIENTIZATION

Ashley Neybert & Caleb Wiens
MEd in Learning and Instructional Design

Zoom Room 2: <https://wichitastate.zoom.us/j/96185334263?pwd=ZTd5d3dkazBCWW4vNHlOOXRlSjl3dz09>

As time goes on from the time of Freire to the present, topics of conscientization has in some respects remained unchanged while some respects have largely changed throughout the times. Increasing globalization, more cross-cultural integration, and more mainstreaming of students with disabilities have caused some major changes which will be looked at more deeply in this meta-analysis of the current literature as of the year of 2021.

MULTICULTURAL SENSITIVITY TRAINING IN EDUCATION

Martha Campbell-Weaver, Paria Darvish, Lindsay Hardaway, & Jill Wyrick
MEd in Learning and Instructional Design

Zoom Room 2: <https://wichitastate.zoom.us/j/96185334263?pwd=ZTd5d3dkazBCWW4vNHlOOXRlSjl3dz09>

Multicultural awareness plays a vital role in every classroom. Multicultural awareness promotes cultural sensitivity and understanding. These key components support student success and higher-level achievement for students. The purpose of this research is to get a better understanding of the teacher's competence in multicultural sensitivity. Participants will be given Chen and Starosta's Intercultural Sensitivity Scale concerning intercultural communication. This is exploratory research on teacher's backgrounds in the following categories: Interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, interaction attentiveness. 25 elementary teachers were given the survey. Survey results were analyzed by the research team and additional probing occurred for a few participants. This research strives to connect educators' multicultural awareness and culturally aware teaching practices and strategies.

ACTIVE LISTENING IN THE ELEMENTARY CLASSROOM

Carly Miller, Alexis Reed, & Linsay Cooley
MEd in Learning and Instructional Design

Zoom Room 3: <https://wichitastate.zoom.us/j/97839694276?pwd=RENjQkxwbXZrd0RveHhNYms4NThtsdz09>

Listening is a critical component of effective communication, especially when participating in learning activities and social interactions. Active listening involves using your mind and body to absorb what you are listening to, understanding the speaker's perspective without judgment. We analyzed students in second and fourth-grade classrooms to determine if active listening is a skill that is best applied when explicitly taught. We administered surveys before and after the interventions to determine the effectiveness of explicit instruction for varying amounts of time. Our goal was to determine if scheduled explicit instruction leads to improved active listening skills within the classroom setting. Preliminary data analysis indicates that students understand the components of active listening, yet do not always apply those skills.

SUPPORTING VIRTUAL EARLY CHILDHOOD STUDENTS AND FAMILIES

Sandra Birzer
MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/97839694276?pwd=RENjQkxwbXZrd0RveHhNYms4NThtsdz09>

This study seeks to understand if an online resource would benefit families of early childhood students who are engaged in virtual learning for the school year. With the shift to online learning for many families due to the COVID-19 health situation, many students find themselves in a new learning environment. This study asked the questions: Will an online resource provide beneficial support for families? Additionally, does this resource enhance student engagement in their learning? A website with resources for students and families will be developed and distributed to the families of early childhood students in a suburban school district. Families will utilize the content of the website over the course of several weeks and then complete a survey. Through a quantitative analysis of survey results, the change in student engagement in their learning activities and the effectiveness of support for families will be examined.

[SESSION II] 11:00-11:40

DISABILITY AWARENESS: TEACHING YOUTH TO RESPECT THEIR PEERS WITH SEVERE DISABILITIES

Renae Gifford
MEd in Special Education

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

This literature review discusses the benefits of disability awareness programs on young adults attending high school, various service learning projects that involve students with and without disabilities, and combining disability awareness with service learning projects for maximum effectiveness in providing disability awareness to young adults. It also addresses current character education and disability awareness programs and offers suggestions to teachers in choosing a program for their students and/or school. Keywords: disability awareness, service learning projects, character education, youth respect.

DISABILITY AWARENESS: INTERACTIVE PRESENTATIONS FOR ELEMENTARY AGED CHILDREN

Heather Foreman
MEd in Special Education

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

The purpose of this project is to educate children and adults on disabilities by providing them with opportunities to experience what it is like to have a disability and bring about inclusive practices and acceptance of individuals with disabilities. The target audience of the project was elementary aged school children in grades kindergarten through fifth grade. Research questions include what perspectives do elementary school aged children have on disabilities in general? Will interactive presentations about disabilities help children increase

their understanding and acceptance of their peers with disabilities? Will interactive presentations about disabilities help foster meaningful and authentic relationships between children with and without disabilities? A survey will be used to determine the success of the project as well as gaining feedback and insight from general education teachers. The anticipated result is to begin conversations about inclusive practices in a school setting that would continue to educate children about disabilities.

EDUCATING CHILDREN DURING THE ERA OF COVID 19

Robert Zimmerman
MEd in Learning and Instructional Design

Zoom Room 2: <https://wchitastate.zoom.us/j/96185334263?pwd=ZTd5d3dkazBCWW4vNHlOOXR1Sjl3dz09>

March 2020 marked the beginning of an era of uncharted and unprecedented chaos in the field of education and parenting. The COVID 19 virus radically altered the face of education in ways that never could have been predicted outside of a book, movie, or television show. Literally overnight, students, teachers, and parents were forced into drastic decision-making situations in order to maintain some semblance of order in their worlds. As school districts convened to plan successful instructional approaches to distance learning, much of what transpired subsequently was, in fact, trial and error; likewise, parents were faced with layoffs, child care issues, and other burdens such as providing extra meals and assured safety for their children. After some time passed and all involved had time to regroup and reevaluate the situation at hand, it was clear that a new amendment was necessary to the crisis plan of schools, homes, and education in general. Based on research findings regarding the COVID 19 pandemic and its effect on education, as well as responses from fellow educator colleagues sharing personal experiences, a number of vital facts have been discovered. Preliminary conclusions illustrate how administrators, educators, and parents alike brainstormed, problem-solved, and readjusted, time and again, to equip themselves adequately should COVID 19 or any other unforeseen crisis force further alterations to the traditional educational approach as we know it.

THE IMPACT OF COMMUNITY-BASED SERVICE LEARNING PROJECTS ON SELF-DETERMINATION IN STUDENTS WITH LEARNING DISABILITIES

Nicolle Herman
MEd in Special Education

Zoom Room 2: <https://wchitastate.zoom.us/j/96185334263?pwd=ZTd5d3dkazBCWW4vNHlOOXR1Sjl3dz09>

Research on evidence-based intervention methods for use within special education classrooms to increase positive outcomes following high school for individuals with disabilities have focused on transition planning and self-determination. Much of the research evaluated high-quality interventions that could be replicated in both post-secondary schools and the community following graduation. The implications of the most successful strategies have gradually trickled down to include research for students with disabilities in middle and elementary schools. As part of a service-based school collaboration, this project seeks to employ those best practices aimed at increasing self-determination in elementary-aged students with disabilities by promoting goal setting and attainment through participation in two self-selected community-based activities.

ACCESSIBLE EDUCATIONAL ACTIVITIES AND MANIPULATIVES FOR HOSPITALIZED SCHOOL AGED CHILDREN

Megan Davis
MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/97839694276?pwd=RENjQkxwbXZrd0RveHhNYms4NThsdz09>

The aim of this study was to look in on the crippling relationship between some hospitals and the local school systems. When a school age student has an extended stay in hospitals how are they access the different academic areas from the chamber of their hospital room. A six question survey that covered teachers experience with having student hospitalization was disseminated to a local school districts elementary schools that consisted of 94 licensed teachers. A separate survey was provided to caregivers of school age students that are currently hospitalized. Responses were collected and analyzed to reveal the complete interruption of the academic growth of school aged children. In order to help combat some of the discrepancies for the missed academic times for a handful of students a service learning project was created by a group of Special Education students along with the Special Education teacher to provide educational activities to school aged hospitalized children. read aloud while social distancing!

A REVIEW OF LITERATURE ON LITERACY INSTRUCTION AND STUDENTS WITH MODERATE TO PROFOUND DISABILITIES

Rebecca Tschetter
MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/97839694276?pwd=RENjQkxwbXZrd0RveHhNYms4NThsdz09>

As students with significant cognitive disabilities move through the school system, the focus shifts from literacy skills to functional life skills. Although important, the ability to share in a literature experience can improve the quality of life of all students. Students seem to lack exposure to literacy instruction because staff are not trained in how to do so. How can students with significant cognitive disabilities access general education literacy instruction and grade level text and make gains in literacy skills? Research and articles have been found to fit in three categories. Most important is learning how to allow students with significant cognitive disabilities to access grade level text. Research has then been found on students with significant cognitive disabilities receiving literacy instruction in the general education classroom with that adapted grade level text. The smallest area of research surrounds the significant adaptations to text for students with profound disabilities.