2022 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE
Program
Saturday, April, 2022
8:30 a.m. – 12:00 p.m.

WICHITA STATE UNIVERSITY

School of Education

College of Applied Studies

Wichita State University

2022 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE

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MESSAGE FROM THE DEAN

Applied research is more critical than ever in today's complex educational environment. Therefore, we cannot underestimate the importance 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 2022 Annual School of Education Research Showcase demonstrates the need to investigate problems that matter and to amplify the voices in our community. To our soon-to-be graduates, congratulations on your achievements and thank you for participating in today's event. As a research university committed to innovation and community engagement, we believe in the power of university research for the betterment of society. We applaud your contributions to that endeavor and wish you the best for a successful Showcase!

G. Clayton (Clay) Stoldt, Ed.D. Interim 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; Dr. Beatrice Latavietz

2022 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: Ms. Alicia Sanchez	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
10:20–10:50	Oral Presentations Session II	Zoom Room 1, 2, 3
10:55–11:25	Poster Presentations Session II	Zoom Room 1, 2, 3
11:30–12:00	Oral Presentations Session III	Zoom Room 1, 2, 3
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/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

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

2022 School of Education Research Showcase Schedule

Time	Session	ZOOM Room 1	ZOOM Room 2	ZOOM Room 3
	Facilitator	Jay Byun	Mara Alagic / Beatrice Latavietz	Heidi Cornell
8:30 - 8: 40 (10')	**Opening Remarks**	**All participants**		
8:40 - 8:55 (15')	**Keynote (Ms. Alicia Sanchez)**			
8:55 - 9:00 (5')	**Transition**			
9:00-9:30 (30')	**Oral Presentation Session I**	**Nanette Carpenter, Benjamin Spainhour & Samantha Bongartz:** The Benefits of Art-STEM Integration	**Alexis Reed :** Overcoming School work avoidance through Emotional Ecology Trauma Informed Interventions	**Kai Sien Lee:** Seeking Professional Counseling Help Among Asian International Students in the United States
9:30 - 9:35 (5')	**Transition**			
9:35 - 10:15 (30')	**Poster Presentation I**	**Jason Felihkatubbe:** Integrating Social Emotional Skills Intentionally	**Jessica Mason, Jay Jacoby & Laura Swallow:** Social-Emotional Learning	**Makinzie Hogan:** The effectiveness of sensory pathways to increase on task behavior in the classroom
		Bailey Carlson: Effects of a semester-long indoor gardening unit on students with cognitive disabilities.	**Dana Doerflinger:** Cross-Age Mentoring Book Buddies	**Crista Bishop:** Effects of Parental Friendships on the Family Unit
10:15 - 10:20 (5')	**Transition**			
10:20 - 10:50 (30')	**Oral Presentation Session II**	**Clyde Collins & Paige Whiteside:** Instructor-Learner Relationships in Corporate Settings: Implications for Effective Learning and Employee Retention	**Amber Schmidt, Ashley Hieber & Candace Landers:** Project-Based Learning: Examining the Impact in the Classroom	**Gladys Venzor, Lyndsie Thurnau & Melisa Patterson:** Gamification in the Classroom
10:50 - 10:55 (5')	**Transition**			
10:55 - 11:25 (30')	**Poster Presentation II**	**Shara Splichal:** Using Sentence Stems to Assist Elementary Students with Moderate to Severe Intellectual Disabilities in Writing Complete	**Eryn John:** Self Efficacy and Special Education	**Trinnie Bush:** Food drive: a sense of belonging and responsibility in students with exceptionalities
		Amie Archer: Parental Involvement in Children's Education	**Nichole Polk:** Relationship between parent involvement and exposure to education and early socioemotional development	**Meaghan Burr:** Confidence and Participation Through Adapted Physical Education
11:25 - 11:30 (5')	**Transition**			
11: 30 - 12:00 (30')	**Oral Presentation Session III**	**Terri Bright Kern, Larissa Cifuentes & Lakota Pierce:** Online Learning Design and Adult Learner Success: Does online learning design impact adult learner success?	**Carly Miller:** Four Disciplines of Execution in the Elementary Classroom	**Hattie Collins:** A Review of Literature on Students With Autism And the Benefits of Art Therapy
12:00 - 12:10 PM	**Closing**	**All participants**		

2021 VIRTUAL

SCHOOL OF EDUCATION

GRADUATE RESEARCH SHOWCASE

ORAL PRESENTATIONS

[SESSION I] 9:00-9:30

THE BENEFITS OF ART-STEM INTEGRATION

Nanette Carpenter, Benjamin Spainhour & Samantha Bongartz
MEd in Learning and Instructional Design

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

Our research examines how incorporating the arts into STEM education benefits students. The disciplines science, technology, engineering and mathematics combined with art form STEAM. Art is about discovering and creating new ways to problem solve and present information. In this paper, we aim to explain how Art-STEM integration, STEAM, provides students with real world competencies such as creativity, innovation, inquiry based learning, and critical thinking. We will be using qualitative data to reveal the teacher's perspective about the benefits of art integration in STEM within his or her own classroom. Using the data collected, we will be able to identify trends and patterns in order to come up with a list of benefits and challenges of art-STEM integration. By adding the elements of art to STEM, we think students can utilize their artistic talents to generate innovative thinking, which brings many benefits to a classroom.

OVERCOMING SCHOOL WORK AVOIDANCE THROUGH EMOTIONAL ECOLOGY TRAUMA INFORMED INTERVENTIONS

Alexis Reed:
MEd in Learning and Instructional Design

Zoom Room 2: https://wichitastate.zoom.us/j/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

This comparative case study action research aimed to explore how tailored trauma-based interventions could help address the issue of schoolwork avoidance in participating students in an elementary classroom. The research questions were 1.) How do I understand why certain students exhibit schoolwork avoidance? 2.) What types of trauma are related to schoolwork avoidance? 3.) What social emotional learning strategies will best support students who exhibit trauma and work avoidance? The need for social emotional learning originates from the growing “awareness of how traumatic experience negatively affects early adolescent development and functioning” (Scott Frydman & Mayor, 2017). In the realm of mental health, education, and social emotional learning there has been a lack of support in equipping general education teachers with strategies to aid students. This research study examined how three students with distinctive trauma profiles responded to tailored trauma informed interventions.

SEEKING PROFESSIONAL COUNSELING HELP AMONG ASIAN INTERNATIONAL STUDENTS IN THE UNITED STATES

Kai Sien Lee
MEd in Educational Leadership

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

This proposal aims to explore the perception of seeking professional counseling help among Asian Communities in the United States. The Asian international students typically less likely to seek for professional counseling due to underlying fear, stigma about professional counseling help-seeking in the community, and cultural factors such as gender, age, family structure and intergenerational issues, language barrier, religious beliefs, ethnicity, and etc., how these influence the willingness of seeking professional help, how it influences common mental health issues such as depression and anxiety among the community, and how Asian international students perceive mental health within families and communities. This presentation is conducted to encourage Asian international students to seek professional counseling help when needed by removing cultural stigma among Asian international students, advocating for mental health issues, and promoting cultural competency among mental health providers. Finally, this presentation evaluates the barriers to professional counseling help-seeking behavior within Asian international students.

[SESSION II] 10:20-10:50

INSTRUCTOR-LEARNER RELATIONSHIPS IN CORPORATE SETTINGS: IMPLICATIONS FOR EFFECTIVE LEARNING AND EMPLOYEE RETENTION

Clyde Collins & Paige Whiteside
MEd in Learning and Instructional Design

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

This is an investigative study of instructors and learners in corporate settings. The nature of different potential contexts involving instructors and learners indicates there are different objectives, learning processes and outcomes. Fundamental to certain instruction and learning outcomes are instructor-learner relationships. This study will examine relationships between instructor and learners using a survey method. After further refining the context and sample, the investigators operationalized qualitative research questions that aimed to understand the instructor-learner relationships. While data collection is still in progress, results will be analyzed to give further insight into instructor-learner relationships in the corporate context. Implications can be made for further research in corporate or other contexts and company goals retention.

PROJECT-BASED LEARNING: EXAMINING THE IMPACT IN THE CLASSROOM

Amber Schmidt Ashley Hieber, & Candace Landers
MEd in Learning and Instructional Design

Zoom Room 2: https://wichitastate.zoom.us/j/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

The purpose of this study is to provide educators data to inform their decision making in regards to using Project Based Learning in their classrooms. With the bevy of instructional practices educators have to choose from, determining which structures garner the greatest results for students can be daunting. Educators strive to choose

practices that are impactful and meaningful for their students and therefore, this research is necessary and suitable for education. When examining Project Based Learning, three main focus areas emerged: implementation, engagement, and overall impressions of PBL. After an in-depth review of existing literature on Project-Based Learning, the need to explore the experiences of intermediate elementary teachers in various content areas including Special Education, English Language Learners, Gifted Learners, and those with varying socio-economic status was made clear. With that in mind, several educators were chosen based on their proximity to the research group to include teachers from third, fourth, and fifth grade, as well as special education, ESL, and gifted programs. Participants were asked to voluntarily complete a survey that would produce quantitative data in each of the three areas of focus. Our mixed methods approach would also employ long and short answer questions to act as an informal interview to accompany participant responses. At the conclusion of collecting surveys, results were reviewed and analyzed in order to develop an overall impression of PBL in action within intermediate elementary settings. According to our sample size, the overall impression of PBL is, it is effective, but more resources are needed to properly integrate the structure into student learning. Through our research, our team strives to provide impartial information to inform educators' pedagogical practices.

GAMIFICATION IN THE CLASSROOM

Gladys Venzor Lyndsie Thurnau & Melisa Patterson
MEd in Learning and Instructional Design

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

Gamified platforms have recently gained popularity in education as the COVID-19 pandemic forced educators to utilize remote instructional tools and as technology becomes an integral aspect of education. The aim of this study is to explore the benefits of gamification as an instructional tool in the classroom while taking into consideration the concerns of its implementation. A survey, with a mixed methodology of a total of ten qualitative and a quantitative question will be answered by participants with professional education backgrounds. The demographic of our study will consider the gender, age range, and the number of years in teaching of each participant while keeping their identity anonymous. These questions target the concerns of gamification such as, support, focus, and motivation, just as much as they target its benefits. Our findings will help us determine whether gamification is a valuable tool in the classroom.

[SESSION III] 11:30-12:00

ONLINE LEARNING DESIGN AND ADULT LEARNER SUCCESS: DOES ONLINE LEARNING DESIGN IMPACT ADULT LEARNER SUCCESS?

Terri Bright, Kern Larissa Cifuentes, & Lakota Pierce
MEd in Learning and Instructional Design

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

For many learners, higher education is off-time and meandering. Returning adult students are drawn to the flexibility, convenience, and asynchronous nature of online education; these same features may also be contributing to negative outcomes, learner frustration, and high-dropout rates. Social connection and engagement have been shown to be key factors in returning adult learner retention, satisfaction and academic success contradicting the initial assumptions made by the returning adult students themselves and the

institutions promoting the platform. In this study, we examine the role and outcomes of structured course design in providing learner-instructor engagement, learner-learner interaction, and social connection. A questionnaire was developed to collect data from Wichita State University (n=50) returning adult students based on online course feedback, learning outcomes, and preferences. We predict the findings will show higher levels of learner satisfaction with a structured course design and consistent instructor presence in the online classroom.

FOUR DISCIPLINES OF EXECUTION IN THE ELEMENTARY CLASSROOM

Carly Miller
MEd in Learning and Instructional Design

Zoom Room 2: https://wichitastate.zoom.us/j/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

Reading fluency is one of the best predictors of academic success among elementary aged students. The four disciplines of execution has been an extremely effective framework of businesses in achieving goals. The researched of this study put together those two points and developed an intervention for fourth grade students to determine if implementing the four disciplines of execution would help increase the rate at which students grew in their reading fluency.

A REVIEW OF LITERATURE ON STUDENTS WITH AUTISM AND THE BENEFITS OF ART THERAPY

Hattie Collins
MEd in Special Education

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

Children with autism tend to experience difficulties adjusting to change, interacting with others, staying engaged, self-confidence and self-esteem, behavioral and sensory issues. Art is used as a form of treatment for therapeutic purposes. A variety of research has shown that art therapy can be a great way to improve and enhance the physical, mental, and emotional well-being of individuals with autism. The author conducted a systematic search of major psychology and education research databases of peer reviewed research articles in the last twenty years to determine its effectiveness in improving these skills for students with Autism Spectrum Disorder (ASD). The results were positive however, it was determined that more research is required on this topic.

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POSTER PRESENTATIONS

[SESSION I] 9:35-10:15

INTEGRATING SOCIAL EMOTIONAL SKILLS INTENTIONALLY

Jason Felihkatubbe
MAT ECU

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

Social-emotional learning (SEL) is important. Integrating SEL into any curriculum or classroom is easy. Intentionally integrating SEL into the classroom is more challenging. Intentionality allows for a smoother flowing schedule and a lesson, and skills, that are more child-centered and developmentally appropriate.

EFFECTS OF A SEMESTER-LONG INDOOR GARDENING UNIT ON STUDENTS WITH COGNITIVE DISABILITIES.

Bailey Carlson
MEd in Special Education

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

The research seeks to determine if indoor gardening can impact the independent living skills for students with cognitive disabilities. The research also seeks to address lack of produce available due to the rurality of the city in which it takes place. The six participants are enrolled in a life skills English Language Arts course at Lennox High School in Lennox, South Dakota. Participants will be given an pre- and post-assessment with a 12-week intervention in between. Project will begin during the spring semester of the 2021-2022 school year and conclusions with be drawn mid-April. (Keywords: independent living skills, intellectual disability, nutrition education, rural food deserts)

SOCIAL-EMOTIONAL LEARNING

Jessica Mason, Jay Jacoby & Laura Swallow
MEd in Learning and Instructional Design

Zoom Room 2: https://wichitastate.zoom.us/j/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

Throughout the last few years, and especially during the ongoing pandemic, the education field has seen a great increase in the focus on social-emotional learning (SEL). Social-emotional skills are vital for children and adults to be able to successfully navigate difficult situations throughout life. Are teachers given the tools, time, and professional development to feel comfortable with teaching SEL in the classroom? By conducting this research and analyzing the resulting data, we hope to gain a deeper understanding of educators' experiences with SEL in professional development as well as the classroom. We have sent out a survey to educators in three different

school districts from a variety of backgrounds and experiences, with questions about SEL professional development, classroom experience, and their opinions about how effective/ineffective their current SEL materials/lessons are for their students. We propose that a cohesive and consistent SEL curriculum will help educators give students more effective SEL instruction. This will give students skills necessary to regulate behavior and navigate difficult experiences throughout their school careers and into adulthood.

CROSS-AGE MENTORING BOOK BUDDIES

Dana Doerflinger
MEd in Special Education

Zoom Room 2: https://wichitastate.zoom.us/j/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

This research project examines the relationship between 1st grade students in a regular education elementary classroom and 4th grade students in the same school building. Students in school do not have the necessary social and emotional skills to succeed. Does a mentor relationship with an older student show improvement with social and emotional skills for a younger student? Does the relationship between mentor and mentee improve social and emotional skills for both involved? Does helping a younger student read improve the mentor's social and emotional skills? The students were randomly paired together as book buddies. The older students served as mentors to help read with and encourage the younger students.

THE EFFECTIVENESS OF SENSORY PATHWAYS TO INCREASE ON TASK BEHAVIOR IN THE CLASSROOM

Makinzie Hogan
MEd in Special Education

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

Sensory Pathways are an up-and-coming education and special education tool to help students take a break and regain focus. There is not a lot of research out in the world about sensory pathways in the education. This study will be focusing on if sensory pathways effectively work for students. Are sensory pathways effective to decrease off-task behavior and increase on-task? Does the sensory path cause more of a distraction versus a break from the classroom? Do the students effectively use the academic tools while going through the sensory path? When students return to the classroom, are they on-task or do they continue with off-task behavior? Students on an Individual Education Plan (IEP) or have been diagnosed with Attention Deficit and Hyperactivity Disorder (ADHD) will be observed on how often they use the sensory path and if they are on-task upon returning to class after completing the path.

EFFECTS OF PARENTAL FRIENDSHIPS ON THE FAMILY UNIT

Crista Bishop
MEd in Special Education

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

Parents and/or caregivers of individuals often have feelings of loneliness, depression isolation stemming from a lack of contact with friends or family outside the immediate family. This can come from a lack of ability to socialize with others due to the intense needs of the individual being cared for, among other factors. This project aims to discover if the family unit as a whole functions better when the caregivers are able to connect with others in social setting more frequently.

[SESSION II] 10:55-11:25

USING SENTENCE STEMS TO ASSIST ELEMENTARY STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL DISABILITIES IN WRITING COMPLETE

Shara Splichal
MEd in Special Education

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

Students with disabilities often struggle with writing, specifically with being able to generate a complete thought for the reader to be able to understand the writers' intentions. One method to help encourage students to write a complete thought is the use of sentence stems. This presentation will share findings from a study that explored the use of sentence stems during writing instruction could grow a student's ability to generate their own complete thought during writing activities. The research question that guided this study was, "Does the use of sentence stems with students with low incidence disabilities improve student's ability to write a complete thought?" Participants included three students with moderate to severe intellectual disabilities.

PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION

Amie Archer
MEd in Special Education

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

A Parent is a child's first teacher. Parents are teaching their children every day as they grow. This paper will talk about the importance of family involvement discussing how the warmth of the family in a child's education can change the attitude of the child during difficult times in school. When the family puts importance on learning to read children will also put importance on this area. Children's attitudes are more positive when the family is engaged in learning alongside their children. This is not to say that a child is not able to overcome challenges if the family is not a positive influence. But a child has a better chance of improving their skills with family support. Research question: How does reading with parental support help young children that are scoring below grade level grow in their reading abilities?

SELF EFFICACY AND SPECIAL EDUCATION

Eryn John
MEd in Special Education

Zoom Room 2: https://wichitastate.zoom.us/j/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

This project is intended to promote the self-esteem and self-efficacy of students who receive special education services in a local suburban elementary school by starting a small recycling program at Springdale Elementary School. The purpose and problem statements include: Despite the very clear connections between leadership development, self-efficacy, and self-advocacy as the skills that attribute to a student's drive for success, there is little evidence that substantive leadership development opportunities are widely available to or accessed by youth and young adults with disabilities. However, research shows that students with disabilities can develop academic and social skills through service-learning while gaining independence and self-esteem as they help their community. The research questions addressed in this paper are as follows: Does a student-run recycling project effect students with disabilities' perceptions of their leadership abilities while also engage them in thoughtful learning on how trash affects our environment?

RELATIONSHIP BETWEEN PARENT INVOLVEMENT AND EXPOSURE TO EDUCATION AND EARLY SOCIOEMOTIONAL DEVELOPMENT

Nichole Polk
MEd in Educational Psychology

Zoom Room 2: https://wichitastate.zoom.us/j/99495170497?pwd=a0JNeUt6YzROZndCVmZacEQwY3ZtUT09

The case study explores how parent involvement and exposure to educational environments support socioemotional competencies in early childhood. The mixed qualitative and quantitative research measures developmental levels and the frequency of exhibited prosocial behaviors and emotional competencies through parent-based interviews, comprehensive naturalistic observations, interactions, engagement in symbolic play, and developmental testing scales. It was discovered through parent-focused interview that the parent involvement and the educational exposure were vastly dissimilar among families. The 2.5-year-old child was exposed to educational systems since birth and regularly experiencing parent involvement. The 3-year-old child experienced irregular parent involvement and no exposure to educational systems. There was a significance in the frequency with the 2.5-year-old child averaging a higher frequency than the 3-year-old in mostly all measurements accept the Piagetian assessment.

FOOD DRIVE: A SENSE OF BELONGING AND RESPONSIBILITY IN STUDENTS WITH EXCEPTIONALITIES

Trinnie Bush
MEd in Special Education

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

The median household income in Sedan, KS is only $33,173. There is a lack of jobs, and many people are unemployed. Many students express their hunger, and 66.8% of elementary students are on free and reduced lunch. Students with exceptionalities may benefit from participating and helping with a food drive for their community. Will conducting a school-wide food drive increase the sense of responsibility and belonging in students with exceptionalities, while also reducing food insecurity in the community? Students in special education classes are given a questionnaire before and after the food drive. The results of the data conclude that conducting a school-wide food drive does increase a sense of responsibility and belonging in students with exceptionalities. The food drive also helps reduce some food insecurity within the community.

CONFIDENCE AND PARTICIPATION THROUGH ADAPTED PHYSICAL EDUCATION

Meaghan Burr
MEd in Special Education

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

Students with Visual Impairments lack access to participation in physical education classes. They are often sitting out during activities or given another task to do instead of being offered an appropriate adapted physical education opportunity. Students with visual impairments often deal with weight issues due to lack of physical activity and not being exposed to adapted activity options. The research question is, what are the effects of offering alternative access and approaches to physical education activities to students with visual impairments in these areas: 1. Does the alternate activity boost participation and student confidence 2. Does the alternate activity increase awareness to other alternative physical activities students can engage in during recreation and leisure time? When researching visual impairments, and modified/ adapted physical education techniques several articles and findings offered information in regards to increasing participation through adapted/modified workouts.