



**2023 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE
Program**

Saturday, April 29, 2023

8:30 a.m. – 12:00 p.m.



School of Education
College of Applied Studies
Wichita State University

**2023 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

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MESSAGE FROM THE DEAN



Applied Research creates opportunities to co-construct investigations with school, industry, and community leaders and with students, teachers, and parents to examine problems and issues they experience in diverse settings and to explore ways to address them. The research conducted by graduate students and faculty in Wichita State's College of Applied Studies demonstrates the power of elevating voices and the impact that applied research has on communities. Congratulations to each of the presenters in the Annual School of Education Research Showcase, especially our 2023 graduates who will take with them the knowledge and skills to design projects and collaborative structures that promote innovation and positive social change in a pluralistic society.

Jennifer Friend, Ph.D. Dean of College of Applied Studies

GRADUATE COORDINATORS & PROGRAM CHAIRS

MEd in Learning and Instructional Design

Coordinator: Dr. Mara Alagic

Chair: Dr. JaeHwan Byun

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

MA in Teaching - Transition to Teaching

Coordinator Dr. Jim Granada

MA in Teaching - MAT ECU Residency

Coordinator: Dr. Kim Wilson

2023 VIRTUAL SOE GRADUATE RESEARCH SHOWCASE COMMITTEE:

Dr. Mara Alagic; Dr. JaeHwan Byun, Committee Chair; Dr. Heidi Cornell;
Dr. Beatrice Latavietz; Dr. Donna Sayman

2023 VIRTUAL SCHOOL OF EDUCATION GRADUATE RESEARCH SHOWCASE

TIME	EVENT	LOCATION
8:30–8:35	Opening Remarks	Zoom Room 1
8:35–8:55	Keynote: Dr. Jennifer Friend	Zoom Room 1
9:00–9:30	Oral Presentations Session I	Zoom Room 1, 2, 3, 4, 5
9:35–10:05	Oral Presentations Session II	Zoom Room 1, 2, 3, 4, 5
10:10–10:40	Oral Presentations Session III	Zoom Room 1, 2, 3, 4, 5
10:45–11:15	Oral Presentations Session IV	Zoom Room 1, 2, 3, 4, 5
11:20–11:50	Oral Presentations Session V & Round Table Session	Zoom Room 1 Zoom Room 2, 3, 4, 5
11:55–12:00	Closing	Zoom Room 1

Links:

Zoom Room 1: <https://wichitastate.zoom.us/j/99249818736?pwd=MmJDaVVXSvH3WG9LdUZwd20rdmxFZz09>

Zoom Room 2: <https://wichitastate.zoom.us/j/91372737284?pwd=aTVXT3FuTTRmRkREbVJFNzZZS1JtZz09>

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=M3Z1Ukx3b1Y1OG16bzhwT0l6YStMQT09>

Zoom Room 4: <https://wichitastate.zoom.us/j/6059026982?pwd=amU4SUxlaWZpbTVlSHAzekxXd0Vsdz09>

Zoom Room 5: <https://wichitastate.zoom.us/j/93997832685?pwd=eUwycU1rdTVROGpMbmlhhUG96L3VOUT09>

2023 School of Education Research Showcase Schedule

	Session	ZOOM Room 1	ZOOM Room 2	ZOOM Room 3	ZOOM Room 4	ZOOM Room 5
	Facilitator	Jay Byun	Mara Alagic	Heidi Cornell	Donna Sayman	Beatrice Latavietz
Time	Zoom Link URL	https://wichitastate.zoom.us/j/99249818736?pwd=MmJDdVh3SVh3WG9ldUJwZDZ0dmdmFZz09	https://wichitastate.zoom.us/j/91372737284?pwd=aTVXT3F1TRmRkREbVJFNzZS1JlZz09	https://wichitastate.zoom.us/j/4867425529?pwd=M3ZlUkx3b1Y1OG16bzhwT0l6YSIMOT09	https://wichitastate.zoom.us/j/6059026982?pwd=aMlU4SUxlaWZpbTVlSHAZekxXZD0Vsdz09	https://wichitastate.zoom.us/j/93997832685?pwd=eUwycUJ1rdTVROGpMbmhhUG96L3VOUT09
8:30 - 8:35 (5')	Opening Remarks	All participants	Not open	Not open	Not open	Not open
8:35 - 8:55 (20')	Keynote	CAS Dean Dr. Jennifer Friend				
8:55 - 9:00 (5')	Transition (Time to move to the Rooms based on individual interests. Click the link of each Zoom room presented at the top of this table to join the session you are interested)					
9:00-9:30 (30')	Oral Presentation Session I	Patient-Centered Communication for the Dental Hygiene Student Lyndsie Thurnau	Examining the Effects of the Integration of Music in Elementary Classrooms Nanette Carpenter	Building a sense of community based on empathy Andrea Adams	Parent Support Groups in Special Education Nichole Burns & Heather Hunter	The Public School System and the Urban Indian Jason Felihkatubbe
9:30 - 9:35 (5')	Transition (Time to move to the Rooms based on individual interests. Click the link of each Zoom room presented at the top of this table to join the session you are interested)					
9:35 - 10:05 (30')	Oral Presentation Session II	Social Emotional Learning in the Elementary Visual Art Classroom Jay Jacoby	Are PLC's an Effective Tool for Professional Development? Alyssa McGill, Jack Stewart, Amie Turley (Riddle)	Communication Supports at Home and in School Tiffany Kargbo (Thurman)	Peer Tutoring Amber Rizzo	What is the impact of student recycling in an educational setting? Tyson Kelly, Jodi Hammerbacher & Angie John
10:05 - 10:10 (5')	Transition (Time to move to the Rooms based on individual interests. Click the link of each Zoom room presented at the top of this table to join the session you are interested)					
10:10 - 10:40 (30')	Oral Presentation Session III	Strategies for Reigniting Student-Teacher Relationships Post-Pandemic Gladys Venzor	Extrinsic Reward in the Classroom Ashley Hieber	District Special Education Advisory Councils Melissa A Vest	Using Acceptance and Commitment Therapy to negate educator burnout in special education Angie Everett-Melton	Advocating for Success: Counseling After Graduation Heather Hunter & Sarah Cashion
10:40 - 10:45 (5')	Transition (Time to move to the Rooms based on individual interests. Click the link of each Zoom room presented at the top of this table to join the session you are interested)					
10:45 - 11:15 (30')	Oral Presentation Session IV	What role does the instructor play in supporting adult learners in online courses to achieve academic success? Larissa Cifuentes	Implementation of Blended Learning into Corporate Training Lakota Hyde	Increasing Academic Independence and Achievement with increasing positive social Skills and Connectedness to the School Community through Same aged Peer Tutoring Arikka Gresham	Visual Supports for Autism in the Home: Parent Perspectives on Implementation Before and After Training Hazel May	Case study evaluation of the relationship between age and development Nichole Woods
11:15 - 11:20 (5')	Transition (Time to move to the Rooms based on individual interests. Click the link of each Zoom room presented at the top of this table to join the session you are interested)					
11:20 - 11:50 (30')	Oral Presentation Session V (at Room 1 only)	The effect of audio equalization (eqMac application) on student perceptions of loudness and clarity on recorded Zoom multimedia material Clyde Collins	The Effectiveness of Flipped Learning on Student Performance and Learning Experience Austin Gautier, Hazel Martinez Garcia, & Gabriel Schott	Evidence-informed Recommendations for Designing an Inclusive Playground for Children with Physical Disabilities Ashley Davis	Families and Students in Transition: What can we do to help them have the tools they need. Angela Sroufe	Teaching Strategies in the Special Education Classroom Amanda Booker (Cook)
	Round Table (at Room 2, 3, 4, 5)		Effects of Standards Based Grading on Parental Understanding of Grades Caleb Wiens	Community Inclusion Robert O'Banion	Sensory Regulation Tools and the Effect on Learning Loss and Disruptive Behaviors Britney Purdom (Davis)	The Co-Teaching Model to Deliver Instruction to General Education Students and Students with Moderate to Severe Disabilities Hannah Kenney
			Teacher Motivation and Professional Development Duration of Knowledge Sarah Spaniol, Scarla Thompson & Cha'ree Wright	Building Confidence with Readers' Theater Sara Kinsey-Simmons	Teaching Lifelong Skills to Students with Low Incidence Disabilities – Using a School Store to promote life-skills to students who have low incidence disabilities Whitney Steele	The Use of Yoga and Meditation to Address Behavior and Executive Functioning Within The Special Education Classroom Kendra Morford
11:50 - 11:55 (5')	Transition (Time to move to Room 1 for the closing session. Click the link of Zoom Room 1 presented at the top of this table to join the closing session)					
11:55 - 12:00 (5')	Closing	All participants	Not open	Not open	Not open	Not open

You can see the larger version of the schedule table at the following link:

<https://docs.google.com/spreadsheets/d/1IMnqntCkU9FUuus4glAhsNXfKMILalljsja-72BY6jWE/edit?usp=sharing>

2023 VIRTUAL SCHOOL OF EDUCATION GRADUATE RESEARCH SHOWCASE

ORAL PRESENTATION SESSION I 9:00-9:30

PATIENT-CENTERED COMMUNICATION FOR THE DENTAL HYGIENE STUDENT

Lyndsie Thurnau
MEd in Learning and Instructional Design

Zoom Room 1: <https://wichitastate.zoom.us/j/99249818736?pwd=MmJDaVVXSvH3WG9LdUZwd20rdmxFZz09>

Patient-centered communication has become a core focus within healthcare professions. Unfortunately, this communication approach hasn't been well adopted by dental hygienists or implemented into dental hygiene curricula. This study aimed to implement an Objective Structured Clinical Examination (OSCE) focused on patient-centered communication for second-year dental hygiene students. After undergoing patient-centered communication training, students were assessed using the Liverpool Undergraduate Communication Assessment Scale during an OSCE. This tool evaluated the ability of the provider to establish a relationship with the patient and demonstrated communication that is patient-centered rather than provider-centric. Results indicated that students communicated effectively but failed to prioritize the needs, feelings, and concerns of their patients. Student perceptions of the communication OSCE and demographic data were evaluated, with positive feedback on the training and OSCE. Incorporating patient-centered communication systematically throughout the curriculum may have more profound effects on dental hygiene students' preparedness to apply patient-centered communication.

EXAMINING THE EFFECTS OF THE INTEGRATION OF MUSIC IN ELEMENTARY CLASSROOMS

Nanette Carpenter
MEd in Learning and Instructional Design

Zoom Room 2: <https://wichitastate.zoom.us/j/91372737284?pwd=aTVXT3FuTTRmRkREbVJFNzZZS1JtZz09>

Do teachers integrate the arts or simply use art enhancement? I found that the term "integration" gets used interchangeably with the word "enhancement." Integration is the intention to teach a number of topics across multiple learning areas throughout the course combining standards from both content areas and evaluating equally, and music enhancement is the use of music to help content stick. This research study asks the research question, what does research show about the role of music in elementary classrooms? My research examines the effects of the integration of music in elementary classrooms. I explore the benefits of using musical activities and exercise to enhance learning. My work provides evidence that educators can consider. I identify themes and patterns using a mix of quantitative and qualitative data to reveal people's perspectives about the benefits of music integration. Using the data collected, I list the benefits of music integration and enhancement in the classroom based on the opinions and feelings of my study participants.

BUILDING A SENSE OF COMMUNITY BASED ON EMPATHY

Andrea Adams
MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=M3ZlUkx3b1YlOG16bzhwT0l6YSStMQT09>

Studies have shown that empathy and compassion are factors in exhibiting pro-social behaviors which generates positive relationships and greater peer acceptance. While many people are comfortable interacting with individuals with special needs, there are many others that are not, feeling awkward and unsure when in their presence. Additional studies have researched if experiences of direct interaction with individuals with special needs increases comfort and empathy towards them. This study will look to see if non-academic direct interaction between exceptional and non-exceptional students will build relationships, increase understanding of individuals with special needs, promote acceptance, and develop a sense of community within a specific high school in the Midwest by providing opportunities to foster empathy and compassion.

PARENT SUPPORT GROUPS IN SPECIAL EDUCATION

Nichole Burns & Heather Hunter
MEd in Special Education

Zoom Room 4: <https://wichitastate.zoom.us/j/6059026982?pwd=amU4SUxlaWZpbTVlSHAzekxXd0Vsdz0>

Parent support groups are growing in popularity and need with all the stressors in life today. Do these support groups provide a benefit to parents of children with exceptionalities? While the number of actual research-based studies conducted is somewhat limited, research shows that parent support groups are benefiting parents in multiple ways.

THE PUBLIC SCHOOL SYSTEM AND THE URBAN INDIAN

Jason Felihkatubbe
MAT ECU

Zoom Room 5: <https://wichitastate.zoom.us/j/93997832685?pwd=eUwycU1rdTVROGpMbmhhUG96L3VOUT09>

This research focuses on Urban Indians, those individuals who identify as American Indian/Alaska Natives who live in urban areas. There has been a push for accountability and inclusivity of the American Indian within the classroom for many years. This need could not be greater in the urban setting; however, the problem is that they are not a homogenous group. Most research focuses on Natives who reside on tribal lands or in rural areas. A survey was conducted in 1996 in which Native parents expressed the importance of their cultures and the representation of Natives within the faculty, allocation of funding, and the treatment of their children. This research sought to answer the question, have Native parents' voices been heard and what changes have been implemented. After two years of observations and much research, Native parents' voices have been heard, but very few changes have been implemented.

ORAL PRESENTATION SESSION II 9:35-10:05

SOCIAL EMOTIONAL LEARNING IN THE ELEMENTARY VISUAL ART CLASSROOM

Jay Jacoby

MEd in Learning and Instructional Design

Zoom Room 1: <https://wichitastate.zoom.us/j/99249818736?pwd=MmJDaVVXSvh3WG9LdUZwd20rdmxFZz09>

According to the Committee for Children (2022) “social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotional management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities.” This research’s goal is to determine whether there is a correlation between visual art and SEL and to determine whether there is a need/want to implement more SEL curricula in the visual art classroom. Using a digital survey sent out to art educators, school psychologists, and school counselors, all at the elementary level, as well as six in person interviews done from these individuals from these fields, I intend to demonstrate that there is a strong correlation between the value of social emotional learning and its application in elementary visual art.

ARE PLC s EFFECTIVE FOR PROFESSIONAL DEVELOPMENT?

Alyssa McGill, Jack Stewart, Amie Turley (Riddle)

MEd in Learning and Instructional Design

Zoom Room 2: <https://wichitastate.zoom.us/j/91372737284?pwd=aTVXT3FuTTRmRkREbVJFNzZZS1JtZz09>

The purpose of our research is to determine if Professional Learning Communities (PLCs) can be an effective way to structure professional development for secondary school teachers (9th-12th grade). By using the word effective, the goal is to develop an understanding of whether PLCs are viewed by teachers as a way for them to grow in their professional careers, as well as be able to apply the knowledge that they learn to their classrooms in order to improve student learning and achievement. The participants will be 9-12th grade teachers at a private school, Title 1 school, and a suburban school. Ten participants will be volunteers from each school. Staff members will be asked to complete a survey gauging educators’ opinions of the PLC process and its effectiveness by utilizing a 5-point Likert scale. The data will then be analyzed according to experience, familiarity with PLCs, and school classification. This will be used to quantify educators’ perspectives on PLCs and determine if it is viewed as an effective process for educators, and whether it is worth the investment for schools across the nation.

COMMUNICATION SUPPORTS AT HOME AND IN SCHOOL

Tiffany Kargbo (Thurman)

MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=M3ZlUkx3b1YlOG16bzhwT0l6YSStMQT09>

Students with autism often have difficulties in communication and speech. Students often receive speech

services and us augmentative communication systems, but these services are rarely extended to any environment outside of school. How can these communications supports best be extended to home and community while building parents knowledge and confidence in their ability to help and advocate for their students.

PEER TUTORING

Amber Rizzo
MEd in Special Education

Zoom Room 4: <https://wichitastate.zoom.us/j/6059026982?pwd=amU4SUxlaWZpbTVlSHAzekxXd0Vsdz0>

Students with learning disabilities are having a hard time keeping up with their assignments or classroom work even with modifications or accommodations put into place. There is a study hall time for student to complete work but it is 30 minutes and usually these students have multiple classes that they need help in. The site school is brand new is trying to work other things out as well so teachers are going to have to be creative to come up with an idea on how to keep students that are struggling to keep up. Especially if they do not want them to fall further and further behind. There may be more and more students identified as special education because of the time lost from Covid and students being absent from school setting for long periods of time. One way to help would to use peer tutoring.

WHAT IS THE IMPACT OF STUDENT RECYCLING IN AN EDUCATIONAL SETTING?

Tyson Kelly, Jodi Hammerbacher & Angie John
MEd in Special Education

Zoom Room 5: <https://wichitastate.zoom.us/j/93997832685?pwd=eUwycU1rdTVROGpMbmhhUG96L3VOUT09>

Students in impoverished school districts many times are not familiar with recycling programs because of cost or leadership. With the introduction of new recycling bins and in-depth detailed instruction on how to separate waste and material, we think and believe that these bins will help reduce waste and show students the importance of recycling with in their school as well as within their community. This initiative will not only help boost and improve recycling within the school but will also help students sustain the initiative and responsibility of recycling as they become adults.

ORAL PRESENTATION SESSION III 10:10-10:40

STRATEGIES FOR REIGNITING STUDENT-TEACHER RELATIONSHIPS POST-PANDEMIC

Gladys Venzor

MEd in Learning and Instructional Design

Zoom Room 1: <https://wichitastate.zoom.us/j/99249818736?pwd=MmJDaVVXSvh3WG9LdUZwd20rdmxFZz09>

Due to the COVID-19 outbreak, in early 2020, schools around the world were forced to implement distance learning for the remainder of the academic year. Actions necessary to avoid the spread of the new virus immensely affected student-teacher relationships, creating a potential barrier to the academic success of students. The purpose of this quantitative study was to explore effective strategies for rebuilding positive student-teacher relationships after the distance learning era of the pandemic. To fulfill this purpose, a survey was distributed to over 100 educators in a large school district. As a result, it was found that many of the selected strategies decreased in effectiveness after the pandemic, further emphasizing a need to implement strategies that will help nurture positive relationships between students and their teachers.

EXTRINSIC REWARD IN THE CLASSROOM

Ashley Hieber

MEd in Learning and Instructional Design

Zoom Room 2: <https://wichitastate.zoom.us/j/91372737284?pwd=aTVXT3FuTTRmRkREbVJFNzZZS1JtZz09>

The purpose of this study was to investigate the effects of extrinsic rewards in elementary grades, how it might affect students' classroom behavior and emotions. Educators implement different reward systems to manage behavior in the classroom. Information will give them data from a classroom with no reward system, token reward system and ClassDojo reward system. Participants were twenty 2nd graders in a low-free and reduced lunch public school. Participants will engage in a math lesson and be given a token when they do not show disruptive behavior or get out of their seats. This study lasted six weeks. A tally chart system was used to track disruptive behavior and students out of their seats. Students were asked to answer a questionnaire about how they are feeling following each lesson. The systems were compared to investigate whether these extrinsic rewards help lower disruptive behavior and how they affect the students' emotions.

DISTRICT SPECIAL EDUCATION ADVISORY COUNCILS

Melissa A Vest

MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=M3ZlUkx3b1YlOG16bzhhT0l6YStMQT09>

Special Service Advisory Committee (SEAC) has been designed at the state level to be a resource for any matters pertaining to individuals with exceptionalities from birth to age 26. The SEAC have and perform such powers, functions, and duties as specified by the law (KANSAS SEAC Kansas Special Education Advisory Council Bylaws, 2022). However, there is minimal research in designing a special services advisory council for all district levels. In a study concerning State Special Education Advisory Panels, (Miller, 2001) journal review, which was funded by Project FORUM at the National Association of State Directors of Special Education (NASDSE) in a cooperative agreement funded by the Office of Special Education Programs of the U.S. Department of Education (Miller, 2001), gives insight into four relevant topics: (1) background of Individuals

with Disabilities Act and Special Education Advisory Panels prior to 1997 (2) Changes to IDEA in 1997 impacting Special Education Advisory Panels (3) Project FORUM interview results (4) Special Education Advisory Panel Interview protocol, in conclusion no research is conducted on how the SEAC can assist in developing district level Special Services Advisory Committees.

USING ACCEPTANCE AND COMMITMENT THERAPY TO NEGATE EDUCATOR BURNOUT IN SPECIAL EDUCATION

Angie Everett-Melton
MEd in Special Education

Zoom Room 4: <https://wichitastate.zoom.us/j/6059026982?pwd=amU4SUxlaWZpbTVlSHAzekxXd0Vsdz0>

The purpose of this study is to examine the causes of teacher burnout among special education teachers in the community, the long-term effects of teacher burnout, what are some proactive measures to mitigate burnout, and how it will impact future generations of educators. It will look at the rate of burnout for special education teachers that work with severely and moderately disabled students. It will explore preventative measures and what administration can do to mitigate the problem. Acceptance and Commitment therapy has been used to strengthen psychological skills to improve the way people relate or respond to internal events, to reduce the extent to which thoughts and feeling exert an unhelpful influence over behavior. This study will examine ways that school districts could support their special educators through professional learning and how certain interventions can help educators remain engaged and committed to their careers. Keywords: burnout, education, special education teacher, emotional exhaustion, exhaustion, attrition

ADVOCATING FOR SUCCESS: COUNSELING AFTER GRADUATION

Heather Hunter & Sarah Cashon
MEd Clinical Mental Health Counseling

Zoom Room 5: <https://wichitastate.zoom.us/j/93997832685?pwd=eUwycU1rdTVROGpMbmhhUG96L3VOUT09>

As a newly graduated counselor, it is important to develop the professional skills necessary to practice counseling advocacy. This includes learning about the legal and ethical aspects of counseling, as well as the best practices for providing effective counseling services.

ORAL PRESENTATION SESSION IV 10:45-11:15

WHAT ROLE DOES THE INSTRUCTOR PLAY IN SUPPORTING ADULT LEARNERS IN ONLINE COURSES TO ACHIEVE ACADEMIC SUCCESS?

Larissa Cifuentes

MEd in Learning and Instructional Design

Zoom Room 1: <https://wichitastate.zoom.us/j/99249818736?pwd=MmJDaVVXSVh3WG9LdUZwd20rdmxFZz09>

What role does the instructor play in supporting adult learners in online courses to achieve academic success? In this case study I examine the role of an active instructor and social connection. Online learning promotes flexibility, self-learning, work at your own pace, live your life, work your job, and it's affordable. These students are juggling many roles while still trying to accomplish their goals and dreams. As the number of adults in online learning has rapidly grown, so has the dropout rate (Park, 2009). Adult learners report feeling isolated, anxious, confused, and lost (Annansingh, 2019). What role does the instructor play in supporting adult learners in online courses to achieve academic success? To answer this question, I developed a questionnaire to collect data from 56 online adult students through social media. The study concludes that the active presence of an instructor is not directly correlated to the academic success and satisfaction of an adult learner.

IMPLEMENTATION OF BLENDED LEARNING INTO CORPORATE TRAINING

Lakota Hyde

MEd in Learning and Instructional Design

Zoom Room 2: <https://wichitastate.zoom.us/j/91372737284?pwd=aTVXT3FuTTRmRkREbVJFNzZZS1JtZz09>

Instructional design and blended learning is becoming increasingly popular and necessary in corporate training. The question is how to successfully implement blended learning in a corporate setting? The goal of this study was to provide a blended training model that can be used to successfully implement blended learning in a corporate setting.

INCREASING ACADEMIC INDEPENDENCE AND ACHIEVEMENT WITH INCREASING POSITIVE SOCIAL SKILLS AND CONNECTEDNESS TO THE SCHOOL COMMUNITY THROUGH SAME AGED PEER TUTORING

Arikka Gresham

MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=M3Z1Ukx3b1Y1OG16bzhwT0l6YSStMQT09>

This service-learning project was conducted to for students to help each other. This project will hopefully help students to understand material that is being taught to them on a deeper level as they teach it to others. This will help better retention of what they have learned. The project will allow students to gain positive interactions with their peers and have a better approach to their academic engagement as well as giving them a sense of connectedness to their school. The project will include students from Arikka Gresham's 5th grade mixed abilities classroom and Emilie Kennedy's 3rd-5th grade mixed abilities class. Normally students who occupy a mixed abilities classroom have autism spectrum disorder, down syndrome, or have an intellectual disability. Generally, with these types of disabilities it is difficult to learn and retain material and with that, students tend to lose confidence in themselves and lose social skills. By tutoring their same aged peers both the tutee and the tutor can benefit. They would both reach academic and social success and obtain a sense of connectedness not

only with their peers but with their school.

VISUAL SUPPORTS FOR AUTISM IN THE HOME: PARENT PERSPECTIVES ON IMPLEMENTATION BEFORE AND AFTER TRAINING

Hazel May
MEd in Special Education

Zoom Room 4: <https://wichitastate.zoom.us/j/6059026982?pwd=amU4SUxlaWZpbTVlSHAzekxXd0Vsdz0>

Children with autism spectrum disorder often experience communication delays, which can lead to an increase in behaviors. Services and support for communication delays in children with autism are available, but access to these services can be limited due to geography and income. Recent research has attempted to remedy this through parent-delivered interventions, that is, training parents to deliver interventions in the home (Lim & Chong, 2017). Quantitative research has shown a connection between parent delivered interventions and improvements in the behavior of children with ASD, but little research exists regarding parent feelings on confidence in carrying out parent-delivered interventions. This article focuses on exploring parent confidence in communicating with their child in the home and community and how attending an informational session regarding communication supports may affect parent feelings on this topic.

CASE STUDY EVALUATION OF THE RELATIONSHIP BETWEEN AGE AND DEVELOPMENT

Nichole Woods
MEd Educational Psychology

Zoom Room 5: <https://wichitastate.zoom.us/j/93997832685?pwd=eUwycU1rdTVROGpMbmhhUG96L3VOUT09>

The study evaluated the relationship between a 10.5-year-old and the concrete operational stage of cognitive development to the logical comprehension of mathematics in reversibility and conservation concepts. The methodology incorporates mixed methods with a predominate qualitative approach while combining quantitative data. The measurements that conducted qualitative data include a parent-based interview, naturalistic observation, interactive reversibility activity, and Piagetian assessments measuring the ability to perform conservation tasks. The accumulation of quantitative data was collected through a reversibility comprehension test. It was determined through the parent-based interview that the participant was performing reversibility tasks and meeting standards in her mathematical curriculum. A significant degree of logical comprehension of reversibility and conservation concepts were exhibited by the participant in all measurements indicating average functioning and performance within Piaget's concrete operational development framework.

ORAL PRESENTATION SESSION V 11:20-11:50

THE EFFECT OF AUDIO EQUALIZATION (EQMAC APPLICATION) ON STUDENT PERCEPTIONS OF LOUDNESS AND CLARITY ON RECORDED ZOOM MULTIMEDIA MATERIAL

Clyde Collins

MEd in Learning and Instructional Design

Zoom Room 1: <https://wichitastate.zoom.us/j/99249818736?pwd=MmJDaVVXSvVh3WG9LdUZwd20rdmxFZz09>

The aim of this research was to see the effect of an audio equalization application (eqMac) on student perceptions of audio quality on recorded Zoom multimedia material. The literature provided a walkthrough for variables and conditions that affect the intelligibility and reception of audio and sound. Instruction, e-learning, communication, biology, cognition, speech, listening, devices, psychoacoustics, digital signal processing and audio quality measurements are considered in explaining how audio quality can be determined. An experiment was conducted on high school students (Age. 16-19) at a private school in Dubai, U.A.E. Two groups (Exp. n=33, Cont. n=33) were assigned three variables assessed on a Likert scale: Loudness (1- 7), Clarity (1-7) and past rating of audio quality used on zoom. One group received equalization of Zoom audio material and the other group received no equalization on the same material. Analyses were conducted using a Mann-Whitney U-Test and Independent Samples T-test. Results showed one significant effect of variable loudness between groups. Implications and discussions are focused on replicability, validity, confounds, subjective and objective measurements, and applications to multimedia and E-learning.

**2021 VIRTUAL
SCHOOL OF EDUCATION
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ROUND TABLE SESSIONS 11:20-11:50

Zoom Room 2:

<https://wichitastate.zoom.us/j/91372737284?pwd=aTVXT3FuTTRmRkREbVJFNzZZS1JtZz09>

THE EFFECTIVENESS OF FLIPPED LEARNING ON STUDENT PERFORMANCE AND LEARNING EXPERIENCE

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Flipped learning is a constructivist teaching and learning strategy by which students individually acquire content knowledge outside of class by accessing teacher-defined learning activities. Class time is then structured to reinforce that knowledge and activate higher-order thinking processes in individual and group contexts. Existing literature referencing flipped learning lacks experimental research focusing on the effectiveness of the approach in primary school settings. The aim of this study is to add to this body of knowledge by studying the effectiveness of flipped learning on academic performance and student learning experience in the sixth-grade science classroom. Three sections of the class taught by the same teacher will be studied over a four-week period as they cover a defined learning unit. A standardized pretest and posttest referencing the standards associated with the selected content unit will provide quantitative data regarding student learning performance. Qualitative surveys will consider how flipped learning affects the learner's experience. Mixed method data collected through this study will be used to identify practical correlations between flipped learning, student performance, and student learning experience. This research will add to this body of knowledge by providing new data on the effectiveness of flipped learning in a rural primary school setting.

EFFECTS OF STANDARDS BASED GRADING ON PARENTAL UNDERSTANDING OF GRADES

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One of the common reasons given to support the implementation of standards-based grading (SBG) is that this form of grading will result in improved parental understanding of their students' grades. In literature, this statement is frequently asserted with no citation and is simply understood to be true. Data to evaluate this question were gathered in an online survey where participants self-reported their demographic groups. In this survey, parents of standards-based grading students reported better understanding of their students' grades than those in traditional grading systems. However, teacher responses resulted in a less clear picture of the data by either failing to have statistically different responses or by having statistically significant similarities between both standards-based and traditional points-based grading groups.

TEACHER MOTIVATION AND PROFESSIONAL DEVELOPMENT KNOWLEDGE RETENTION

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Professional development (PD) is critical for teacher growth; however, studies have shown teachers are not

always benefiting from PD as intended. We studied teacher motivation and its role in teachers' interest in PD along with their retention of knowledge. From our literature review, we hypothesized that teachers who are motivated will have a longer-lasting benefit from PD. We aimed to answer the question, "What causes a teacher to be motivated and retain knowledge from PD?" Our hypothesis was tested using a mixed methods study of a survey and follow-up interviews. We targeted 18 participants from two elementary schools. The collected data was analyzed to determine teachers' motivation levels and establish their role in the retention of knowledge and its implementation into instructional practice. We hope these findings of mean motivation scores and qualitative responses enable PD facilitators to strengthen PD knowledge retention for teachers. Keywords: professional development, motivation, retention of knowledge.

Zoom Room 3:

<https://wichitastate.zoom.us/j/4867425529?pwd=M3Z1Ukx3b1Y1OG16bzhwT0l6YStMQT09>

EVIDENCE-INFORMED RECOMMENDATIONS FOR DESIGNING AN INCLUSIVE PLAYGROUND FOR CHILDREN WITH PHYSICAL DISABILITIES

Ashley Davis
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It is important that school playgrounds allow all students to enjoy the outdoors with disabled and non-disabled peers. Accessibility on the playground at Jefferson Elementary became the center of questions regarding change. The changes being proposed were meant to benefit students with independent outdoor play. The process included speaking to members of the district, obtaining permissions, and researching a few questions. 1) What evidence-informed recommendations exist for designing inclusive playgrounds which promote and enable participation for children with physical disabilities? 2) What laws exist for enforcing inclusive playground design on school property and public spaces? And 3) what minimum requirements are enforced for each school or public playground? As the questions were posed, and the process still underway, the outlook for obtaining the desired goal is promising.

COMMUNITY INCLUSION

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Students with high disability needs suffer from poorer social connectedness than their peers. Because of the extra support these students need, they often suffer from adverse childhood experiences (ACEs) consisting of neglect, abuse, and victimization among other possibilities (Son et al, 2021). Also because of the non-development of appropriate social behaviors, students with higher needs disabilities often display aberrant behaviors and are not included in school or community programs and develop a sense of isolation and low feelings of well-being. In order to make areas more accessible to these students, the community will need opportunities to include these students by developing safer areas for students with non-appropriate social skills. By providing a service, helping clean and maintain neighborhood parks we hope to provide an environment of connectedness and well-being.

BUILDING CONFIDENCE WITH READERS' THEATER

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Many cognitive processes and skills promote reading achievement. However, several learner characteristics can also contribute to reading success. Many students who struggle to learn to read at the same pace as their peers experience reading failure after reading failure. These failures can lead to an overall lack of self-confidence in reading. The current study seeks to explore how the use of Readers Theater can promote self-confidence in beginning readers with learning disabilities or developmental delays.

Zoom Room 4:

<https://wichitastate.zoom.us/j/6059026982?pwd=amU4SUxlaWZpbTVISHAzekxXd0Vsdz0>

FAMILIES AND STUDENTS IN TRANSITION: WHAT CAN WE DO TO HELP THEM HAVE THE TOOLS THEY NEED.

Angela Sroufe
MEd in Special Education

When a student with an IEP turns 14 a new section to the IEP is added this is the Transition section. Within this section it is discussed what outcomes the student would like to work towards after they have finished school. A list of strength and weaknesses of the student are made in the areas of vocation, daily living and self-care. For many families with students with special needs this transition time can be very scary. Many of these families do not know the resources or even steps that need to be taken to support their child after leaving school. There is a growing number of districts holding transition fairs to help introduce the agencies and groups within their neighborhoods to help alleviate some of these stressors . This also gives the students a chance to be a self-advocate and learn about what they want to do after they leave school.

SENSORY REGULATION TOOLS AND THE EFFECT ON LEARNING LOSS AND DISRUPTIVE BEHAVIORS

Britney Purdom (Davis)
MEd in Special Education

A project was completed to evaluate the effectiveness of implementing sensory regulation strategies to elementary students to decrease the amount of learning lost, and improve disruptive behaviors by implementing sensory breaks with students at scheduled intervals throughout the day. The author did a review of literature to look at studies and projects that had already been done. Results were narrowed down based on relevance, reliability, and validity. The project was conducted with 18 elementary school students who show the need for sensory regulation tools due to conduct issues. Other participants that helped were the students classroom teachers. The final results of this project showed that students who were taught sensory regulation tools and had scheduled sensory breaks had a decrease in learning lost and a decrease in disruptive behaviors.

TEACHING LIFELONG SKILLS TO STUDENTS WITH LOW INCIDENCE DISABILITIES – USING A SCHOOL STORE TO PROMOTE LIFE-SKILLS TO STUDENTS WHO HAVE LOW INCIDENCE DISABILITIES

Whitney Steele
MEd in Special Education

Many studies have been completed regarding the positive impacts on special education students who have worked at a school store. A school store can provide special education students a chance to practice life skills. Those skills can range from communication with adults, social skills, as well as money recognition/counting. The process leading up to the weekly school store can also provide students a chance to learn planning, and why it is important. For example, it can be a time for students to create a grocery list and put prices down on the paper to maintain a budget. A few research questions have been created regarding running a school store. If those research questions are answered with a positive impact, that will mean all students learned how to communicate positively with unfamiliar adults and maintained money skills in the process.

Keywords: school store, interpersonal social skills, positive relationships, special education, individualized education program.

Zoom Room 5:

<https://wichitastate.zoom.us/j/93997832685?pwd=eUwvcU1rdTVROGpMbmhhUG96L3VOUT09>

TEACHING STRATEGIES IN THE SPECIAL EDUCATION CLASSROOM

Amanda Booker (Cook)
MEd in Special Education

The study will look at the effectiveness of small group instruction as it relates to closing the achievement gap. There are studies that show that small group instruction is a good engagement strategy but does it indeed help teachers fill the gaps in their students' knowledge. I will be looking at the correlation between classroom structure and growth of learning. The control group will be taught in a whole group style as is popular in today's schools. The focus group will be taught using a structured small group setting. The goal is to compare the growth of the two groups and determine which structure helps students come closer to closing the achievement gap. The data collected will then be analyzed and compared to see which is more effective.

THE CO-TEACHING MODEL TO DELIVER INSTRUCTION TO GENERAL EDUCATION STUDENTS AND STUDENTS WITH MODERATE TO SEVERE DISABILITIES

Hannah Kenney
MEd in Special Education

A review of literature was conducted to examine how the co-teaching model impacts student achievement and inclusivity. Every special education student is required to be placed in the least restrictive environment (LRE). Often times, this setting is the general education classroom for at least some part of the school day. With that, students may not be getting taught in the same methods compared to that of a special education classroom and may have negative academic affects. To address this concern, research designed to increase the use of the co-teaching model was examined and analyzed. Search studies were narrowed based on the reliability, validity, and source of the study. The literature review reviews seven articles that examined the co-teaching model on the

topics of academics and self-esteem or inclusiveness. Findings show that students with special education services have more success with academics and inclusivity when the co-teaching model is used in some way. Evidence supports the co-teaching model to better meet the needs of all students.

THE USE OF YOGA AND MEDITATION TO ADDRESS BEHAVIOR AND EXECUTIVE FUNCTIONING WITHIN THE SPECIAL EDUCATION CLASSROOM

Kendra Morford
MEd in Special Education

Yoga movement and yoga mediation have the potential to be a very effective tool within the special education classroom. This literature review proposal outlines what yoga is, what classroom data is being reviewed, and what the initial data is showing on its effectiveness on the cognitive processes of students with Autism. The research question being posed is: Does consistent use of meditation or yoga movement, at the start of a class period, in a special education classroom, help students with Autism regulate their classroom behavior resulting in extended periods of deeper concentration and higher executive functioning application for the remainder of the class period? The study population is limited to elementary or middle school aged students, within the United States, being given instruction within the special education classroom and having been diagnosed as having autism. The initial findings are strong to support the desired outcomes of academic progression when consistently used in the special education classroom. Thus, the implications are that these easily implemented techniques can be highly effective and therefore warrant additional study and review.