

*2<sup>nd</sup> Annual KUPD Student Research Conference*  
**English Room Concurrent Sessions**  
**9:30 – 12:15**

**Teacher Focus/Teacher Support Strand**

9:30 – 10:15	English Room	<p><b>Informal Supports and the Retention of Beginning Special Education Teachers: A Qualitative Study</b></p> <p>This presentation will address the researcher's qualitative study that examined the role of informal supports on the retention of beginning special education teachers. The study was conducted in the fall of 1994, and it involved five special education teachers who were in their first, second, or third year of teaching. Findings include the themes that were identified by analyzing the transcribed interviews. These themes outline the informal supports that the beginning special educators considered to be important to retention.</p>	<p><b>Jerry Liss</b>, Doctoral Student, Department of Special Education</p> <p>Jerry is specializing in the area of transition. In addition to transition, his other professional interests include teacher education, civic professionalism, and the media and education. He currently works as a graduate teaching assistant for the field supervision of practicum students.</p>
10:30 – 11:15	English Room	<p><b>Effective Strategies for Building Successful Relationships for Mentor and Mentee</b></p> <p>First year teachers face many obstacles. By establishing and building a relationship with a mentor teacher, first year teachers can be successful and increase the likelihood they will continue teaching. This session will address the ways to encourage a positive relationship between mentor and mentee and components of effective mentor programs.</p>	<p><b>Raschelle Theoharis</b>, Doctoral Student, Department of Special Education</p> <p>Raschelle is specializing in the area of deaf education. She currently supervises student teachers as they complete their practicum experience.</p> <p><b>Tracey Williams</b>, Doctoral Student, Department of Special Education</p> <p>Tracey is specializing in the area of transition. Other areas of interest for Tracey include teacher preparation, leadership, and religion and disabilities. She currently supervises student teachers as they complete their practicum experience.</p> <p><b>Jerry Liss</b>, Doctoral Student, Department of Special Education (see above)</p>
11:30 – 12:15	English Room	<p><b>The Ten Commandments of Networking</b></p> <p>In a world of fast-paced and competitive job seeking, networking is an excellent academic practice. It allows colleagues to build positive relationships and is an agent for career advancement. Research suggests, however, that being aware of deliberate strategies and behaviors is necessary for networking to be an effective tool for professionals.</p> <p>Our goal for the KUPD conference is to help students become more aware of networking by identifying ten networking strategies that can enhance students' development and professional growth as they advance in their academic career.</p>	<p><b>Tracey Williams</b>, Doctoral Student, Department of Special Education (see above)</p> <p><b>Raschelle Theoharis</b>, Doctoral Student, Department of Special Education (see above)</p>

*2<sup>nd</sup> Annual KUPD Student Research Conference*  
**Jay Hawk Room Concurrent Sessions**  
**9:30 – 12:15**

**Individual and Family Support Strand**

9:30 – 10:15	Jay Hawk Room	<p><b>Family-Centered Service Delivery: Trends in Conceptualization, Literature, and Practice</b></p> <p>The purposes of this session are to identify key elements of family-centered service delivery, and examine the extent to which these elements are emphasized in discussions and practice of family-centeredness. This session will also explore the nature of family supports and services based on family-centered literature over the past decade and identify potential obstacles to measuring family-centered practice.</p>	<p><b><i>Pam Epley</i></b>, Doctoral Student, Department of Special Education, Beach Center on Disability</p> <p>Pam is a first year doctoral student with an emphasis in Disability Policy and Family-Professional Partnerships. She is presently engaged in research at the Beach Center on Disability focusing on early intervention and early childhood special education, family-centered practice, and family quality of life. Prior to beginning her doctoral studies she worked as an early intervention and school based physical therapist in Kansas City, Missouri. She continues to live in Kansas City with her husband and two year old twins.</p>
10:30 – 11:15	Jay Hawk Room	<p><b>Self-management for Students with Autism: From Meta-analysis to Case Study</b></p> <p>This session includes meta-analysis of the effect of self-management for students with autism and a case study of implementing self-management to teach a student with autism daily living skills. By connecting research to practice, the session will provide implications for future studies and issues regarding implementation.</p>	<p><b><i>Suk-Hyang Lee</i></b>, Doctoral Candidate, Department of Special Education, Beach Center on Disability</p> <p>Suk-Hyang is a fourth year doctoral student. She came from South Korea. Prior to coming to the University of Kansas, she worked as a special education teacher in Korea and supported students with disabilities to be included in the general education classroom. Her main interests are to promote self-determination of students with disabilities and access to the general curriculum for the students. She is working for her doctoral dissertation that combines her interest.</p>
11:30 – 12:15	Jay Hawk Room	<p><b>Support Brokerage: Research and Practice</b></p> <p>Support brokerage is a concept that has been around since the 1970s. However, only in the past decade has support brokerage been used as an alternative to service providers for the acquisition of services and supports for people with disabilities. Support brokers are independent contractors employed by a person with a disability to assist in the acquisition of services as outlined in his or her person-centered plan. This presentation will provide a literature-based background for the implementation of support brokerage, as well as the results of a qualitative research study that shows how support brokerage is being implemented in practice.</p>	<p><b><i>Luchara Sayles Wallace</i></b>, Doctoral Student, Department of Special Education, Beach Center on Disability</p> <p>Luchara is a first year doctoral student. Her areas of research interest include: access to services and supports as well as family quality of life issues in traditionally underserved communities. Luchara is a Research Assistant at the Beach Center on Disability. Prior to moving to Lawrence, she lived in Chicago, IL and worked in the Archdiocese of Chicago as a teacher, professional development leader, and advocate for students with disabilities.</p>

**2<sup>nd</sup> Annual KUPD Student Research Conference**  
**Walnut Room Concurrent Sessions**  
**9:30 – 12:15**

**Research in Action Strand**

9:30 – 10:15	Walnut Room	<p><b>Special Connections: An online resource on access to the general education curriculum.</b></p> <p>Special Connections is an on-line resource for teachers, professional developers, and university faculty in how to implement evidence-based practice regarding the inclusion of students with disabilities into general education. It includes teacher tools, case studies, and other online resources to help facilitate the inclusion of students with disabilities. The four broad areas included in Special Connections are instruction, behavior, collaboration, and assessment. It was developed at the University of Kansas by Dr. Suzanne Robinson and Dr. Sean Smith.</p>	<p><b>Maya Israel</b>, Doctoral Student, Department of Special Education</p> <p>Maya is a first year doctoral student in the area of high incidence disabilities. Her areas of interest are teacher preparation and online learning. Maya is the project coordinator for Project POISE, a personnel preparation grant that helps prepare teachers to teach students with diverse needs in urban school settings. Prior to coming to KU, she was a K-12 resource teacher.</p>
10:30 – 11:15	Walnut Room	<p><b>Asperger Syndrome: A Study of Characteristics</b></p> <p>This study looks at some unique characteristics of children and youth diagnosed with Asperger Syndrome (AS). Dr. Brenda Smith Myles is the principle investigator for this first-of-its-kind large scale study. This session will provide an overview of the results to date. The study has focused on adolescents ages 12-18 and has looked at the following characteristics: social/emotional, sensory, behavior, adaptive behavior, temperament, and cognition. In addition, the study is documenting incidents of victimization.</p>	<p><b>Hyo Jung Lee</b>, Doctoral Student, Department of Special Education, Project Coordinator, Asperger Syndrome Research Project</p> <p><b>Sheila M. Smith</b>, Doctoral Student, Department of Special Education</p> <p>Sheila's area of concentration is Asperger Syndrome with a minor in Online Leadership. She is the president of KUPD.</p> <p><b>Katie Bassity</b>, Masters Student, Department of Special Education</p>
11:30 – 12:15	Walnut Room	<p><b>Students' Perspectives on How Participation in Recreational Activities Affects the College Experience</b></p> <p>This session will share students' perceptions of how participation in recreational activities at on-campus recreation centers serves as a non-academic catalyst contributing to student success. In this qualitative study, students elaborated on six central themes: social networking, health and wellness, organizational skills, self-esteem and academic confidence, and stress relief and problem solving in providing insight into utilization of non-classroom environments to nurture social and academic skills that contribute to college success.</p>	<p><b>JoLanna I. Kord</b>, Doctoral Student, Department of Teaching and Leadership, Education Policy and Leadership, Higher Education Administration, Intercollegiate Athletics Administration</p> <p>JoLanna Kord is a fourth year doctoral student who has worked in higher education for 17 years, 14 as the Director of Recreation Services at Emporia State University. She also coached intercollegiate athletics for 12 years. Her interests and expertise are centered in student affairs, recreation services, and intercollegiate athletics.</p>

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**Evidence-Based Practices Strand**

9:30 – 10:15	International Room	<p><b>Teaching One-Variable Equations using the Explicit Inquiry Routine</b></p> <p>This demonstration will briefly present an overview of the current mathematical instructional options acknowledging those validated by research. The presenter will then model the Explicit Inquiry Routine in detail, based on validated instructional methods, using one-variable equations. Then the audience will be given an opportunity to experience the routine.</p>	<p><i>Amy M. Scheuermann</i>, Doctoral Candidate, Department of Special Education, Center for Research on Learning.</p> <p>Amy Scheuermann is a fourth year doctoral student with a focus on learning disabilities, research, and mathematic instruction. Before beginning her studies here at KU, Amy taught middle-school resource room mathematics and English. She is currently a member of Council for Exceptional Children (CEC), Council for Learning Disabilities (CLD), and the Strategic Instruction Model Professional Developer Network.</p>
10:30 – 11:15	International Room	<p><b>Engaging Diverse Learners through Culturally/Linguistically Responsive Instructional, Management and Assessment Strategies</b></p> <p>Preparing special and general educators to teach children of diverse racial, ethnic, social class, and language backgrounds is a pressing issue today and will continue to be for some time to come. As a demonstration presentation, the session will include one example of an evidence-based culturally/linguistically responsive strategy from each of three areas—instructional (Total Physical Response - TPR), management (Positive Behavior Support - PBS), and assessment (Read/Think Aloud)—that can be implemented in today’s classrooms.</p>	<p><i>Janet L. Klein</i>, Doctoral Student, Department of Special Education, Policy and Administration</p> <p>Janet Klein is a third year doctoral student with a focus on culturally and linguistically diverse (CLD) families. Her areas of interests include advocating for CLD parents to become knowledgeable about their accorded rights and responsibilities of the special education process and for educators to create culturally responsive classrooms.</p>
11:30 – 12:15	International Room	<p><b>Improving the Future of Young Children with Challenging Behavior Through Evidence-Based Practice</b></p> <p>The purpose of this study was to learn more about early childhood as it pertains to at-risk and challenging behavior(s). This longitudinal study followed children ages 18-48 months who were at-risk, and/or exhibiting challenging behavior(s). The families were evaluated every six-months using the same battery of assessments that looked at the child’s language, development, parental stress level and coping mechanisms, as well as environmental stressors to determine how challenging behavior(s) develop over time. The idea was to observe, and identify these behaviors in order to intervene, and prevent challenging behavior(s) to continue/escalate.</p>	<p><i>Hilary Berry</i>, Master’s Student, Department of Special Education, Juniper Garden Children’s Project</p> <p>Hilary Berry is a first year Master’s student. She is focusing her studies on Autism /Asperger Syndrome and Early Childhood. Through her GRA position at Juniper Garden Children’s Project she is developing a greater interest in working with children with behavior disorders. She is particularly interested in the implications of the home environment on child development. Hilary is a native Oregonian and moved to Lawrence, Kansas last fall.</p> <p><i>Joseph E. Melody III</i>, Master’s Student, Department of Special Education, Juniper Gardens Children’s Project</p> <p>Joe is a student in the Autism/Asperger Master’s Degree Program at KU, and will finish this summer. He currently works on the autism program professional development grant and the Kids In Development Study (KIDS) at Juniper Gardens. Joe has been married for our year.</p> <p><i>Sunyoung Ahn</i>, Doctoral Student, Department of Special Education, Emotional/Behavioral Disorders.</p> <p>Sunyoung Ahn is a native of South Korea. She is working as a research assistant at Juniper Garden’s Children’s Project and working with families with diverse cultural, socio economical background. Throughout her experience at KU and Juniper Garden Children’s Project she has developed strong interests in multicultural family issues and early intervention.</p>