

SCHOOL *of* EDUCATION

Community of Scholars

14TH ANNUAL RESEARCH SYMPOSIUM

APRIL 21, 2012 – 8:30AM – 2:30PM



WEEKEND
OF
EXCELLENCE

CELEBRATING TRANSFORMATIVE EDUCATION

Schedule

BREAKFAST & CHECK-IN

8:30 AM

Simpson Multi-Purpose Room

WELCOME

8:50 AM

Dr. David P. Prasse

Dean, School of Education

Simpson Multi-Purpose Room

KEYNOTE

9:00 AM

Dr. Kevin Kumashiro

President, National Association of Multicultural Education

Simpson Multi-Purpose Room

CONCURRENT SESSION 1

10:00 AM – 10:40 AM

Mundelein Center – 3rd & 5th Floor

CONCURRENT SESSION 2

10:50 AM – 11:30 AM

Mundelein Center – 3rd & 5th Floor

LUNCH & DISSERTATION SPEAKER

11:30 AM – 12:20 PM

Dr. Janet Pierce-Ritter & Dr. Alissa Briggs

Simpson Multi-Purpose Room

POSTER PRESENTATIONS

12:20 PM – 12:55 PM

Mundelein Center – 7th Floor

CONCURRENT SESSION 3

1:00 PM – 1:40 PM

Mundelein Center – 3rd & 5th Floor

CONCURRENT SESSION 4

1:50 PM – 2:30 PM

Mundelein Center – 3rd & 5th Floor

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School of Education

MISSION

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice.

CONCEPTUAL FRAMEWORK

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs.



STUDENT DEVELOPMENT COMMITTEE

The Student Development Committee is a standing committee of the Academic Council of the School of Education. Committee members are chosen by their Affinity Group faculty and serve through their program completion. The Committee has the following charge:

- * Develop policy and processes for the Student Activity Fee Fund
- * Review and approve funding requests
- * Assist in planning and delivering the School of Education Research Symposium
- * Assist with the new student orientation
- * Serve as liaisons for student concerns and issues
- * Elect student representation on the Academic Council

2011-2012 Student Development Committee members:

Katie Bradshaw, Michael Bryant, Amy Derringer, Gihane Jeremie-Brink, Megan Johnson,
Laura Kent, Charlotte Stroumza, and Tonika Terrell; Advisor: Dr. Janet Pierce-Ritter

CONFERENCE FUNDING REQUESTS

Current students in the School of Education, including students in the Graduate School, may apply for funds to attend and/or present at a conference. Funds are distributed on a first come, first serve basis and will cover lodging, travel, registration, and/or food for the duration of the conference. In an academic year, presenters are eligible for up to \$500 and attendees are eligible for up to \$100.

http://www.luc.edu/education/resources_stu_dev

RESEARCH GRANT

The SDC Research Grant - a \$1,000 bi-annual award granted to a Ph.D. or Ed.D. candidate to assist in their dissertation work. The recipient of this Spring's Research Award will be announced at the Research Symposium. Applications for the Fall 2012 Award will be available in August, 2012.

http://www.luc.edu/education/resources_stu_dev

KEYNOTE

9:00AM – 9:45AM



DR. KEVIN K. KUMASHIRO

Kevin K. Kumashiro, Ph.D., is the founding director of CAO E. He is currently professor of Asian American Studies and Education at the University of Illinois at Chicago (UIC), where he was formerly Chair of Educational Policy Studies, Interim Co-Director of the Institute for Research on Race and Public Policy, and Coordinator of Asian American Studies. At UIC, he is the primary investigator of a \$3.9 million U.S. Department of Education grant to support Asian American and Pacific Islander students in higher education. He is also president-elect (2010-2012) of the National Association for Multicultural Education, and chair of its 22nd annual international conference, scheduled for November 2012 in Philadelphia. His research, teaching, and activism are redefining the field of "anti-oppressive education" as he develops new approaches to addressing issues of social justice in schools.

10:00AM – 10:40AM

CONCURRENT SESSION

A Case Study of a Mixed Methods Program Evaluation Engaged in Integrated Data Analysis Paper session, Theme: Research

MUNDELEIN 303 / PAPER SESSION / RESEARCH METHODS

This paper presents findings from a case study of a mixed methods program evaluation that engaged in integrated data analysis. The sample for this case study is a program evaluation of the U.S. Department of Education Teaching American History grant, the American Dreams Project. This paper will discuss: (1) how different study components (e.g., mixed methods purposes, research questions, design, etc.) influenced integrated data analysis, and (2) why specific integrated data analysis techniques produced or did not produce useful results.

- * **Dr. Leanne Kallemeyn** *Faculty*
- * **Dr. Ann Marie Ryan** *Faculty*
- * **Daniela Schiazza** *Graduate Student*

Decentralization as a Governance Technology in the Critical Discourse on International Development and Education

MUNDELEIN 504 / PAPER SESSION / K-12 - INTERNATIONAL DEVELOPMENT

Over the last twenty years, critical discourse on international development in education has addressed decentralization extensively. However, both policy discourse and the critical discourse have suffered due to narrow perspective. Specifically, in the critical discourse addressed in this paper, decentralization has been approached in structural, functional, and/or ideological terms and often so on the regional and country levels (Saito, 2008). Drawing on Foucaultian ideas of “governmentality” (Foucault, 1991), decentralization is better understood as a governance technology; a useful analogy is to think of decentralization like one would think of information-communication technology. Decentralization is implanted and while its implantation can be understood instrumentally, the critical discourse could reveal more if decentralization were constructed as a governance technology that has “autonomous” effects which transform the relationship between government and governed and between each party and itself. Such a construction might break down ideological dichotomies and suggest new avenues for subsequent critical discourse and policy discourse.

- * **Kaine Osburn** *Graduate Student*

Optimizing Supervisor, Supervisee, and University Relationships: Bridging Research to Practice

MUNDELEIN 304 / PAPER SESSION / HIGHER EDUCATION - GRADUATE TRAINING

This paper presents information intended to optimize the capacity of the relationships between field supervisors, supervisees, and university faculty. Three intended outcomes of optimizing this capacity are: improving graduate training experiences, augmenting the supervisory skills of practitioners, and facilitating the exchange of ideas among practitioners and researchers. Results from a needs assessment survey completed by field supervisors suggested the university initiate an e-newsletter and online forum on which supervisors and university faculty could discuss topics relevant to their roles in graduate training. Examples drawn from these new supervisor supports are included in this paper.

- * **Stephanie Grunewald** *Graduate Student*
- * **Kasia Kula** *Graduate Student*
- * **Gregory Moy** *Graduate Student*

Predictors of Leadership Efficacy Among Diverse College Students

MUNDELEIN 307 / PAPER SESSION / HIGHER EDUCATION - LEADERSHIP EFFICACY

101 colleges and universities in the United States who participated in the Multi-Institutional Study of Leadership in 2009. Researchers conducted conditional analyses by racial group membership which revealed differing levels of LSE and different LSE predictors by racial group as well as across aspects of racial identity (as measured by collective racial esteem). Given LSE's importance for developing leadership capacity, results add to the research on the influence of race on leadership, and have implications for understanding and further developing future leaders from diverse backgrounds. This research also points to the importance of disaggregating data on diverse populations when studying leadership efficacy and assessing the impact of race on college outcomes.

- * **Corinne Kodama** *Graduate Student*

Professional Development and Implementing of Schoolwide Positive Behavior Support in High Schools

MUNDELEIN 503 / PAPER SESSION / K-12 - BEHAVIORAL SUPPORT

The purpose of this presentation is to describe structured professional development and technical assistance support to four Illinois high schools in the planning and beginning implementation stages of Schoolwide Positive Behavior Support (SWPBS). SWPBS is a multi-tiered model of behavioral support, beginning with the development, teaching and acknowledgement of behavioral expectations on a universal (schoolwide) level, followed by more intensive support for groups and individual students, as needed. The results of structured efforts to plan and implement SWPBS in four Illinois high schools will be featured. Implications and lessons learned specific to working at the high school setting will be shared.

- * **Alissa Briggs** *Graduate Student*
- * **Emily Maroney** *Graduate Student*
- * **Arielle Schmidt** *Graduate Student*
- * **Dr. Kimberly Thier** *Faculty*
- * **Dr. Pamela Fenning** *Faculty*

The Convergence of Student Achievement on the International Stage: TIMSS and PISA in the Role of Catalysts for Educational Change

MUNDELEIN 507 / PAPER SESSION / INTERNATIONAL EDUCATION

This paper looks at how the institutions of TIMSS and PISA impact student achievement on a global level. I argue that there are strong political implications in involvement, which leads to the convergence of student achievement within and amongst the participating nations. Student achievement is now about educating a nation's citizens so that they can be better than everyone else. This convergence that arises from participating nations allows for a better comparison when determining what policies work and

which ones are ineffective. This convergence also opens the door for developing more effective educational plans for the future of individual nations.

* **Patricia Castillo** *Graduate Student*

Using Action Research to Facilitate School Improvement through Small Learning Communities

MUNDELEIN 506 / ROUND-TABLE DISCUSSION / K-12 - LEARNING COMMUNITIES

The presenter will share her experiences of conducting a pilot study involving action research as a vehicle for school improvement in a high school with small learning communities (SLCs). The pilot study is being conducted in her Practicum course, and is a pre-cursor to her dissertation study.

* **Elizabeth Ferrell** *Graduate Student*

10:50AM – 11:30AM

CONCURRENT SESSION

Agnes Nestor: Labor Leader, Politician, and Social Reformer--A Portrait of a Leader

MUNDELEIN 303 / PAPER SESSION / K-12 – LEADERSHIP

School leadership is about effecting change in education and promoting excellence in teaching and learning. School leadership is about affecting change in education and promoting excellence in teaching and learning. School leaders, however, practice leadership in multiple arenas with diverse stakeholders. Students, local community members, faculty, staff, and each layer of government represent unique and often conflicting interests. Understanding how a leader such as Agnes Nestor resolved conflicts of interests has the potential for helping school leaders access various sources of power to affect change in their milieu. This study explores the life of Agnes Nestor, a labor leader, politician, and social reformer. Nestor's public life included organizing women workers in Chicago in the early 1900s, running for public office, serving on national commissions to promote education, and in securing work-hour limitations for women. Sources for this study include historical newspaper clippings, books and articles written by Agnes Nestor, and primary source documents from the Agnes Nestor Papers. Using Gareth Morgan's fourteen sources of power as a theoretical framework, the documentary record reveals a narrative of a leader who accessed various sources of power as labor leader, politician, and social reformer to affect change.

* **Dr. Timothy M. Grivois-Shah** *Graduate Student*

Collecting Dust or Creating Change: A Multi-campus Usability Study of Student Survey Results

MUNDELEIN 503 / PAPER SESSION / HIGHER EDUCATION - SURVEY UTILIZATION

After implementing and collecting survey data, colleges and universities often face challenges in engaging different stakeholders and translating survey results into decisions about program improvement. The purpose of this session is to share findings from a multi-institutional study that interviewed different users of the Global Perspective Inventory (GPI) about their utilization and dissemination efforts. Participants will hear about the challenges and strategies associated with utilizing survey results to create institutional and programmatic changes on college campuses.

* **Dr. Mark Engberg** *Faculty*

* **Mark Manderino** *Graduate Student*

Fraternities/Sororities: Culturally Incompetent, Culturally Responsive, or Somewhere in Between?

MUNDELEIN 307 / PAPER SESSION / HIGHER EDUCATION - CULTURAL COMPETENCY

This program asks participants to engage in thoughtful discussion on the relationship between fraternity/sorority life and students' development of intercultural competence on college campuses. In this session we will briefly present findings from a study investigating the effects of fraternity/sorority affiliation on intercultural competence over four years of college at 11 institutions. We will use these findings and our collective experiences to stimulate dialogue about the role of fraternities/sororities in promoting and inhibiting intercultural competence development in higher education.

- * **Sally Blechschmidt** *Graduate Student*
- * **Dr. Georgianna Martin** *Faculty*

Moral Values and Anorexia Nervosa: An Analysis of Moral Language in Pro-Ana Blogs and Poetry

MUNDELEIN 304 / PAPER SESSION / ANOREXIA - MORAL LANGUAGE

Do persons in the pro-anorexia (pro-Ana) online community particularly emphasize in their language different moral attributes such as purity and authority in contrast to other online communities? By using Graham, Haidt and Nosek's (2009) five moral dimensions and moral language dictionary, this study sought to determine whether writers of pro-Ana websites use more words pertaining to sacredness, in-group loyalty, fairness, and authority. The researchers searched under the top three search engines for pro-Ana individual blog entries, medical blog entries pertaining to eating disorders, pro-Ana poetry, and mental health poetry. They then took text samples of first 500 words. This study analyzes the differences between the pro-Ana blogs and the medical blogs, and the pro-Ana poetry to the mental health poetry. The differences between the anorexic content and its controls may help clinicians to better understand the anorexic mind.

- * **Kelly Hughes** *Graduate Student*

Reexamining Factors That Impact the Response Rate of Web-Surveys: An Updated Meta-Analysis

MUNDELEIN 506 / PAPER SESSION / WEB-BASED SURVEYS

The main challenge for web-based surveys is to obtain high response rates, which is critical to the generalizability of survey results. This study will reexamine the effects of factors associated with response rates that were identified in the previous meta-analyses. Two additional factors, domain of research and survey platform, will also be investigated. Linear or nonlinear models with the consideration of possible interactions among factors will be applied to sort out the relationship between factors and the response rates. The findings from this study will provide updated and concrete guidelines for researchers to follow to increase the response rates and improve the quality of the studies when using web-based surveys.

- * **Katie Clark** *Graduate Student*
- * **Elisabeth Davis** *Graduate Student*
- * **Dr. Meng-Jia Wu** *Faculty*
- * **Jill Young** *Graduate Student*
- * **Kelly Zhao** *Graduate Student*

Telling Our Story: School Transformation Documented Through an Ethnographic Photo Gallery

MUNDELEIN 504 / PAPER SESSION / K-12 - ETHNOGRAPHY

This presentation shares experiences with "visual ethnography" in the first year (2010–2011) of implementing a three-year literacy professional development initiative, which is a collaboration between two Chicago public elementary schools and the College of Education at Roosevelt University with the support of an Illinois Board of Higher Education Improving Teacher Quality grant. The purpose of this presentation is to explore how four strategies for using photographs in visual research may apply to evaluation

practice: empirical evidence to support a logic model, visual narratives, photo elicitation interviewing, and interpreting pictures from the phenomenological mode of the photographer. These strategies demonstrate how photographs represent an evaluand in a particular way, and thus privilege certain values, such as beautification of the school environment and relationship building. Also, the photographs seem to facilitate the dissemination of “the story” to multiple stakeholder audiences.

* **Dr. Leanne Kallemeyn** *Faculty*

The Identity Formation of First Generation African Americans: An Analysis of Biculturalism

MUNDELEIN 507 / PAPER SESSION / IDENTITY DEVELOPMENT – AFRICAN-AMERICANS

African-American is an umbrella term used to describe individuals of African descent living within the United States. Despite the similar lineage, the cultures that exist beneath the umbrella vary depending on the specific familial experience of the individual. The study is a bicultural analysis that focuses on the identity formation of first generation African-Americans and their environments of influence. First generation African-American is operationally defined as individuals born within the United States of America who are the children of African immigrants, specific to the study, those from Cameroon. The study primarily utilizes a combination of William Cross’ “the process of becoming black”, Nigrescence, a model of biculturalism and The Life Story Interview by Dan McAdams as its framework. An additional section of inquiry was created to specifically gain a greater understanding of the bicultural experience of each individual; all interview portions were transcribed for bicultural relativity. Trends found within the transcribed portions of the interview expressed the existence of a bicultural merger and further supports the notion that the process of acculturation is gradual. The study serves as a close up lens into very complex individuals whose closer link to their African lineage influences how they view themselves as individuals and members of their communities.

* **Ewune Ewane** *Graduate Student*

R

SPRING 2012

RESEARCH AWARD



MARKUS BUDIRAHARJO

Program

Curriculum and Instruction

Dissertation

A Phenomenological Study of Indonesian Cohort Group Transformative Learning

12:20PM – 12:55PM

POSTER SESSION

A Look at Ethnic Identity, Bullying, and Subjective Wellbeing in an Urban Youth Sample

MUNDELEIN 709

Bullying has been defined as the perpetration of frequent negative actions by a peer or group of peers toward another individual who is unable to defend themselves, often involving a real or perceived physical or social power imbalance. Previous research has found bullying to be associated with numerous negative outcomes for adolescents, including decreased subjective wellbeing in those that are victimized by bullying. Rates of bullying prevalence are higher in the United States than many other countries, but relatively few studies on bullying and victimization have been conducted with ethnically diverse samples. Such studies yield mixed results with regard to bullying rates between racial/ethnic groups. Recent research has found a moderate relationship between higher levels of ethnic identity development and stronger indicators of subjective wellbeing. This study seeks to clarify the gap in understanding the relationship between subjective wellbeing and bullying by examining the effect of ethnic identity development.

- * **Kristen Adams** Graduate Student
- * **Fatma Aydin** Graduate Student
- * **Michael Knoll** Graduate Student
- * **Kathleen Kordesh** Graduate Student

A Meta-Analysis of Acculturation/Enculturation and Mental Health

MUNDELEIN 712

Given the lack of conclusive evidence on the relationship of acculturation/enculturation and mental health indicators (i.e., depression, anxiety, psychological distress, self-esteem, life satisfaction, positive affect, and negative affect), a meta-analysis study was needed. A systematic search of the research literature produced a final sample of 325 studies: 163 journal articles and 162 dissertations with the following inclusion criteria: (a) published by the year 2010 (b) examined the relationship of acculturation, enculturation, or one of Berry's four acculturation strategies (i.e., assimilation, separation, integration, and marginalization) and at least one of the seven aforementioned mental health indicators and (c) reported the effect size of a bivariate correlation coefficient (r), mean and standard deviation, mean difference, or t-test score. This meta-analysis found that acculturation and enculturation were differently related to various aspects of mental health. These findings reassure previously assumed beneficial effects of integration (i.e., biculturalism).

- | | |
|---|---|
| * John Bruner Graduate Student | * Sarah Cleary Graduate Student |
| * Theresa Chan Graduate Student | * Meghan Hansen Graduate Student |
| * Chih-Ting Chang Graduate Student | * Alexandrina Maria Gomes Graduate Student |
| * Angela Clawson Graduate Student | * Dr. Eunju Yoon Faculty |

A Review of Selected Third Wave Cognitive Behavioral Therapies: Background, Efficacy and Future Directions

MUNDELEIN 713

In recent years, there has been a movement toward evidence-based practice in the mental health field. In particular, research examining the efficacy of third wave cognitive behavioral therapies (CBTs) is quickly accumulating and is drawing attention to their potential as empirically supported treatments. This literature review examines five of these therapies: Acceptance and Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT), Cognitive Behavioral Analysis System of Psychotherapy (CBASP), Integrative Behavioral Couple Therapy (IBCT), and Functional Analytic Psychotherapy (FAP). For each therapy, this review aims to summarize: 1) its premises, methods, and techniques; 2) its empirical support and gaps in the literature; and 3) directions for future research.

- * **Laura Barsigian** *Graduate Student*
- * **Jessica Stegmaier** *Graduate Student*
- * **James Wade** *Graduate Student*

Addressing the Career Indecision Problem: A Four Factor Solution

MUNDELEIN 709

This study was designed to explore factor-analytically whether Brown and Rector's (2008) four factor model of career indecision provides a reasonable representation of the major sources of career indecision among college students. After examining variables that were possible correlates of indecision, Brown and Rector (2008) discovered a four-factor model of career indecision. To replicate these findings, an initial pool of 167 items was written based on 35 different instruments whose scores had loaded saliently on at least one factor in the Brown and Rector meta-analysis. These items were then administered to a sample of undergraduate college students and the resultant inter-item correlation matrix was subjected to principal axis factoring with oblique rotations. Exploratory factor analyses revealed a four factor solution that resembled the four-factor meta-analysis, but with theoretically and practically interesting exceptions. The four resulting factors were labeled: Neuroticism/Negative Affectivity, Choice/Commitment Anxiety, Lack of Readiness, and Interpersonal Conflict

- | | |
|--|---|
| * Matt Abrams <i>Graduate Student</i> | * Anneliese Kranz <i>Graduate Student</i> |
| * Theresa Chan <i>Graduate Student</i> | * Colleen Martin <i>Graduate Student</i> |
| * Andrea Carr <i>Graduate Student</i> | * Meaghan Rowe-Johnson <i>Graduate Student</i> |
| * Jason Daniel Hacker <i>Graduate Student</i> | * Anne Siena <i>Graduate Student</i> |

Does Multicultural Education Increase the Multicultural Awareness and Critical Consciousness of Undergraduate Teaching Students?

MUNDELEIN 709

The increasing diversity in U.S. society is also reflected in the school system and this necessitates teachers to develop a deeper understanding and an awareness of multiculturalism and critical consciousness towards the issues of diversity, discrimination, and oppression. The present study investigates the effectiveness of a course in multiculturalism in increasing the multicultural awareness and critical consciousness of 77 undergraduate students in teaching programs, utilizing a pretest-posttest control group design. Participants in both groups completed The Teacher Multicultural Attitude Scale (TMAS) and Critical Consciousness Inventory (CCI) before a 15-week long intervention in Spring 2012. Post-testing will take place at the end of the semester. Using the ANCOVA method, data will be analyzed to determine whether there are posttest differences between treatment and control groups with regard to their TMAS and CCI scores. Results will be discussed with regard to their implications in practice and future research.

- * **Fatma Aydin** *Graduate Student*

Informing Practice Using Findings from the Multi-Institutional Study of Leadership

MUNDELEIN 713

For the past five years, higher education practitioners and leadership educators have used findings from the Multi-Institutional Study of Leadership (MSL) to inform their work with college and university students. The MSL is an international survey of college outcomes in which over 150 institutions have participated. Findings from this study include high-impact practices such as cross-cultural conversations, mentorship with faculty members, and community service. Implications from the study challenge

administrators to create sequential models for leadership development and building leadership self-efficacy in women and students of color. Not only will this poster session outline these findings, we will also illustrate how administrators and educators use these findings to create positive campus environments and promote significant learning.

- * **Benjamin Correia** *Graduate Student*
- * **Amy Derringer** *Graduate Student*
- * **Julie LeBlanc** *Graduate Student*

Moderators of Predictors of School Persistence for Latino Youth: Gender and Parental Education

MUNDELEIN 713

The purpose of our research team's study was to better understand the issues faced by Latino/a youth in their academic pursuits. Specifically, we investigated intra-group differences predicting school persistence for Latino/a adolescents. Participants were 1,194 high school students of Mexican American descent who self-reported their sense of school membership, academic motivation, academic self-efficacy, perceived social support, presence of role models, relevance of school for future success, parental involvement, academic aspirations, and intention to return to school the following year. Linear multiple regression constituted the analysis procedure. Results indicated that different predictors emerged as uniquely significant for females and males. In fact, factors selected for examination seem to be more relevant for males. Finally, students whose parents were less formally educated may have more motivation to continue with their own educational endeavors. We hope to utilize our findings to design interventions to keep academically at-risk Latino/a youth in school.

- * **Megan Polanin** *Graduate Student*

Photo Elicitation: Reviewing Privilege, Oppression, and Social Justice

MUNDELEIN 712

Student affairs preparation programs are charged with preparing multiculturally competent (Pope & Reynolds, 1997) professionals. While many students leave graduate programs with increased awareness, too many lack knowledge and skills needed to respond to increasingly diverse student populations (Burkard, Cole, Ott, & Stoflet, 2005; Herdlein, 2004). Programs frequently respond to this challenge by requiring courses in diversity and social justice (Flowers, 2003; Gayles & Kelly, 2007). However, more focus is needed on students' experiences with multicultural curriculum in student affairs (Flowers, 2003; Flowers & Howard-Hamilton, 2002; King & Howard-Hamilton, 2003; Talbot, 1996). To this end, this qualitative case study examines graduate student and faculty experiences in completing and teaching a "photo elicitation" assignment in a required social justice course. Photo elicitation, rooted in qualitative research methods (Clarke-Ibañez, 2004), can function as a tool to create space for students to express ideas that traditional, linear text might not capture (Harper, 2004).

- * **Kristin McCann** *Graduate Student*

Practicum Placements and Supervisory Styles: Exploring a Best-Fit Model

MUNDELEIN 712

This paper will describe a research project designed to investigate the success of matching school psychology graduate candidates in a practicum setting with field supervisors. The matching process will be informed by the self-reported preferences of practicum candidates and self-reported information from supervisors about their own supervisory style and practices. Additional data collected during focus groups with these participants will also be presented. We hope this presentation will help to inform decisions for selection and supervision.

- * **Poonam Desai** *Graduate Student*
- * **Sofia Flores** *Graduate Student*
- * **Dr. Lynne Golomb** *Faculty*
- * **Lindsay Vieullieu** *Graduate Student*

Promoting Access to Health Care Through School-Based Health Centers

MUNDELEIN 709

The purpose of this presentation is to describe a study designed to increase use of an SBHC, thereby increasing access to health care for ethnically diverse adolescents. Following a needs assessment, an intervention plan was developed, implemented, and evaluated in collaboration with school personnel. Participants will learn how school psychologists, in collaboration with school-based health services personnel, can be pivotal systems change agents to ultimately improve health outcomes and decrease health disparities for students.

- * **Dr. Gina Coffee** *Faculty*
- * **Christy Davis** *Graduate Student*
- * **Poonam Desai** *Graduate Student*
- * **Kathryn DuChateau** *Graduate Student*
- * **Cheryl Gaul** *Graduate Student*
- * **Kathy Kula** *Graduate Student*
- * **Amelia Peters** *Graduate Student*
- * **Lindsay Viellieu** *Graduate Student*

The Development of the Patriarchal Beliefs Scale

MUNDELEIN 713

Many cultures, religions, and political structures have been steeped in patriarchy since the very beginning of time. In today's twenty-first century, there are people who claim that the United States has produced a progressive society that promotes equality among genders and cultural subgroups. While the gender-gap, consisting of traditional gender roles, is closing, it is hypothesized that many people living in the U.S. may still hold patriarchal beliefs, potentially unbeknownst to them. In this study, we seek to understand whether a person's culture has any bearing on the status of their patriarchal beliefs. Looking at micro-, meso-, and macro-levels of patriarchy, we have embarked on the development of a measure titled the Patriarchal Beliefs Scale with ninety-seven original items. Through the administration of web-based surveys, we hope to conduct an exploratory and confirmatory factor analysis that will leave us with a well-defined scale assessing patriarchal beliefs.

- * **Kristen Adams** *Graduate Student*
- * **John Bruner** *Graduate Student*
- * **Ingrid Hogge** *Graduate Student*
- * **Shruti Surya** *Graduate Student*

1:00PM – 1:40PM

CONCURRENT SESSION

Alternatives to Suspension: Perspectives of High School Personnel

MUNDELEIN 304 / PAPER SESSION / K-12 - DISCIPLINE POLICIES

The purpose of this presentation is to present the results of focus groups and individual interviews with high school staff and administrators about discipline policies and procedures. Qualitative findings will be shared, including staff perceptions of current school discipline policies as well as recommended alternatives. Participants will benefit from hearing about barriers and solutions to developing effective discipline practices in high schools.

- | | |
|---|--|
| * Katie Bradshaw <i>Graduate Student</i> | * Stephanie Grunewald <i>Graduate Student</i> |
| * Katie Dahlvig <i>Graduate Student</i> | * Lynae Maciel <i>Graduate Student</i> |
| * Elizabeth Engler <i>Graduate Student</i> | * Emily Maroney <i>Graduate Student</i> |
| * Dr. Pamela Fenning <i>Faculty</i> | * Morgan Morello <i>Graduate Student</i> |
| * Elizabeth Gamboney <i>Graduate Student</i> | * Sarah Pulaski <i>Graduate Student</i> |
| * Martha Gomez <i>Graduate Student</i> | * Arielle Schmidt <i>Graduate Student</i> |

Design Based Research: The Other Research Methodology

MUNDELEIN 504 / PAPER SESSION / DESIGN BASED RESEARCH

Educational researchers always look for new methodologies that can better fit the needs of studying learning. Design Based Research (DBR) may provide an alternative approach for them to do just that. Design Based Research differs from experimental models in that design based researchers see local context as part of their study, not as an extraneous variable needing to be controlled. Contextual variables that surround a particular innovation are studied through iterative cycles that involve the participants as co-conspirators (Barab & Squire, 2004). Design Based Research “involves introducing innovations into real-world practices and examines the impact of those innovations on the learning process” (Kelly, Lesh, & Baek, 2008), while attempting to further the understanding of the theoretical constructs related to the innovations; separating it from formative evaluation methodologies (Barab & Squire, 2004). While previous literature has focused on DBR in relation to studies centering mostly on technological innovations, the study that we are proposing will apply DBR methodology to the implementation of School-wide Positive Behavior Support (SWPBS).

- * **Dr. Dave Ensminger** *Faculty*
- * **Jennifer Shah** *Graduate Student*
- * **Dr. Kimberly Thier** *Faculty*

Dignity, Function, and Choice: Ethical and Practical Considerations on Best Practices for Educating Learners with Developmental Delays

MUNDELEIN 303 / ROUND-TABLE / K-12 - DEVELOPMENTAL DISABILITIES

In this opinion piece, the author offers considerations when educating individuals with developmental disabilities. Some of them we hold self-evident, but there has yet to be standardization, or guiding literature, of what should be normative when educating these learners. As such, the author is taking brief time to explore three concepts that need to be kept in mind when planning and executing a learners' education. The main concepts and questions explored are: Is the dignity of the learner intact at all times? Is the therapy or curriculum functional? And does the therapy or curriculum leave ample opportunities for the learner to make a choice? The author offers guidelines and examples of how to maintain these three core considerations that should be explored when looking at an exceptional learner's education.

* **J.A. Hyfler** *Graduate Student*

Living the Questions: Wellness & The Self-Authoring Leader

MUNDELEIN 507 / WORKSHOP / HIGHER EDUCATION - VOCATION

Emerging adulthood, the period from the late teens through the mid-twenties, is an age of endless possibilities, full of hopes, expectations, and undecided direction. Student affairs professionals working with this population often see students in challenging transitions, discerning everything from their next roommate to their future career. This workshop will explore the critical role student affairs professionals play in helping students cope with the new stressors and transitions of emerging adulthood. By understanding the relationship between self-authorship and vocational discernment, student affairs professionals can better respond to students' needs and help them more clearly define their own measures for vocation, leadership, and success.

* **Jena Eberly** *Graduate Student*

Personal and Professional Growth Realized: A Self-Study of Curriculum Design and Implementation in a Secondary Science Classroom

MUNDELEIN 307 / PAPER SESSION / K-12 - CURRICULUM

This self-study focuses on the experience of designing and implementing an action research-based curriculum in a secondary science classroom. Over the course of a year, we systematically examined ourselves, and we continuously reflected on how the experience enhanced our own personal and professional growth as individuals, teachers, and researchers. In this paper, we present a model for how self-study can be used in K-12 education to support the personal and professional development of teachers. Additionally, by providing a critical analysis of both the successes and challenges we experienced in designing and executing a new curriculum, we intend to support other practitioners in K-12 classrooms and help them prepare for challenges they might face in their own practice.

* **Elizabeth Coleman** *Graduate Student*

* **Megan Leider** *Graduate Student*

The Locus of Preparation and Privilege: College Choice and Social Reproduction

MUNDELEIN 503 / PAPER SESSION / HIGHER EDUCATION - ACCESS

Despite the ostensible proposition of American higher education to create a level playing field and advance an individual's life opportunities, the history of access to higher education in the United States has demonstrated a lack of equality in enrollment patterns. This inequality is particularly notable when considering enrollment patterns of students who are academically qualified to succeed at a highly selective college or university, but who come from low-income families. Such variations in enrollment at highly selective colleges and universities aligned with family income and not academic merit raise important social justice and institutional policy questions. The purpose of this study is to examine how various forms of capital influence the decision making of academically qualified, low-income students throughout the college choice process. Specifically, I will consider human, economic, social, and cultural factors that predict the schools to which students apply, are accepted, and ultimately matriculate.

* **Dan Allen** *Graduate Student*

Tools to Advocate for Student Rights under the McKinney-Vento Act

MUNDELEIN 506 / PAPER SESSION / K-12 - HOMELESSNESS

This research-based mini-skills presentation provides attendees with the McKinney-Vento Act's definition of homelessness and information about schools' responsibilities to provide equal educational opportunities for homeless children/youth and families. We will provide attendees with templates for creating materials for working with homeless students and families. In addition, via access to a dedicated web site, our team will supply practitioners with materials (model PowerPoints and pamphlets) aligned with McK-V requirements suitable for use as in-service presentations.

- * **Ashley Ausikaitis** *Graduate Student*
- * **Michael Cermak** *Graduate Student*
- * **Sofia Flores** *Graduate Student*
- * **Tamanna Haque** *Graduate Student*
- * **Aaron Hosek** *Graduate Student*
- * **Siiri Marquardt** *Graduate Student*
- * **Schevita Persaud** *Graduate Student*
- * **Rachel Pitt** *Graduate Student*
- * **Dr. Martie Wynne** *Faculty*

Students must be present at CS4 to qualify for Kindle raffle.

CS4 1:50PM – 2:30PM

1:50PM – 2:30PM

CONCURRENT SESSION

A Meta-analysis of School-based Bullying Prevention Programs' Effects on Bystander Intervention Behavior

MUNDELEIN 504 / PAPER SESSION / K-12 - BULLYING PREVENTION

This meta-analysis synthesized bullying prevention programs' effectiveness at increasing bystander intervention in bullying situations. Evidence from 12 school-based programs, involving 12,874 students, indicated that overall the programs were successful (Hedges' $g = .20$, 95% CI = $.11 - .29$, $p < .001$), with larger effects for high school samples compared to K-8 student samples (HS ES = $.43$, K-8 ES = $.14$; $p < .05$). A secondary synthesis from eight of the studies that reported empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero ($g = .05$, 95% CI = $-.07$ to $.17$, $p = .45$). Nevertheless, this meta-analysis indicated that programs increased bystander intervention both on a practical and statistically significant level. These results suggest that researchers and school administrators should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs.

- * **Dr. Terri D. Pigott** *Faculty*
- * **Joshua R. Polanin** *Graduate Student*

Exploring School Involvement in Parents of English Language Learners

MUNDELEIN 503 / PAPER SESSION / K-12 - ENGLISH LANGUAGE LEARNERS

The population of children from immigrant families is growing faster than any other group of children in the United States. For ELL students, programs that engage family in the educational process will effectively improve academic achievement. However, this population of parents often faces unique barriers, hindering them from being more actively involved in their children's academic lives. Chicagoland Partners for English Language Learners (CPELL) seeks to help partner school districts to increase the participation of their ELL parents in education-related activities. As such, we collected needs assessment data; identified barriers to parental involvement; created and implemented parent programming; and assessed parent programming efforts. Based on our experiences, we consider what we have learned and how we are moving forward in presenting meaningful and relevant parent-focused workshops. Finally, we discuss the growth and progress that we have observed in all districts in terms of parental involvement.

- * **Megan Polanin** *Graduate Student*
- * **Lindsay Viellieu** *Graduate Student*

Hear Our Voices, Teach Us to Dream: Promoting Academic Excellence and College Readiness from the Perspectives' of College Bound African American Males

MUNDELEIN 506 / WORKSHOP / K-12 - COLLEGE READINESS

This interactive workshop is designed as a space in which educators, (current and future) and high school students can dialogue concerning the imperatives for promoting academic excellence among African American male learners.

Approximately, thirty college-bound seniors from high schools throughout Chicago will: 1) present group research projects detailing how family, community organizations, educators, mentors, and peers contribute to academic success and college readiness among African American males; 2) detail research on the effective education of African American males; and 3) facilitate small group applications of strategies and a discussion of implications for teacher and leadership preparation.

Participating students will be attending courses designed and taught by Loyola teacher education candidates in which the proposed research is the summative assessment.

* **Dr. Marlon C. James** *Faculty*

Inequity in District Funding: A Reason for Failing Schools?

MUNDELEIN 304 / ROUND-TABLE / K-12 - FUNDING

Unequal funding at a district level has been a controversial issue in educational policy for decades. While many contemporary reforms concentrate on action through accountability, few acknowledge differences in funding as a possible reason for school failure. Based on a literature review, this presentation will give background on district funding, a review of contemporary evaluations, and discuss the implications of unequal district funding on schools.

* **Abigail Wilberding** *Graduate Student*

Learning to Speak with Grace and Propriety...Learning to Write with Taste and Style: The Scottish Rhetorical Influences of Eleanor Parke Custis Lewis

MUNDELEIN 507 / PAPER SESSION / HISTORY - FEMALE EDUCATION

This study explores the historical scholarship that connects eighteenth century female education in elocution and female public participation during post-Revolutionary America, during the 1780s and 1790s, a time known as the Republican Court. For women who participated in the Republican Court and, specifically the social sphere of Philadelphia, rhetoric skills, both written and spoken, were both an essential skill and a feature of education for white women (and men) of a certain social and economic rank.

Educational practice and emphasis on rhetoric skills during this time period situated young women, who were born into families of higher class and social status, so that they were able to use their educational experience to move between the private and public spheres of their social circle. As part of this analysis I will use the diary entries and school books of Eleanor Parke Custis Lewis (1779-1852), granddaughter of Martha Washington, who was educated during the time of the Republican Court and partook in the public and political spheres of New York, Philadelphia, and Mount Vernon.

* **Annmarie Valdes** *Graduate Student*

Response to Intervention: Staff Perception of the Implementation and Development of a Three-Tier Model of Intervention

MUNDELEIN 303 / PAPER SESSION / K-12 - STAFF TRAINING

The purpose of this presentation will be to present the findings of a phenomenological case study designed to investigate certified school staff's training and perception of a district's RtI model. Participants will have an increased understanding of the factors that contribute to staff "buy-in", development, and implementation of a district-based RtI model.

* **Dr. Erika Millhouse-Pettis** *Graduate Student*

Tribal Colleges and Universities: The Forgotten Sector of Higher Education

MUNDELEIN 307 / PAPER SESSION / HIGHER EDUCATION - TRIBAL COLLEGES

Tribal Colleges and Universities are a recent addition to higher education. This paper highlights important aspects of tribal colleges and universities including: how they address a lack of opportunities for American Indian students, provide financially viable educational opportunities, and validate American Indian culture in curriculum. The research proposes solutions to improve tribal colleges as well as increase the presence of American Indians in higher education. In addition, this paper explores the benefits that American Indian students receive at tribal colleges in comparison to four year institutions. This paper demonstrates that tribal colleges serve as a foundational model for how to serve under-represented students in higher education.

* **Kathryn Doucette** *Graduate Student*

* **Janie Sacco II** *Graduate Student*

Presenter Biographies

ABRAMS, MATT

Matthew Abrams is a fourth year PhD candidate in the Counseling Psychology program at Loyola University Chicago. He is currently completing his pre-doctoral internship at the University of Notre Dame's Counseling Center. His research interests include vocational psychology and psychological measurement. His dissertation research examines how supports, barriers, coping efficacy, and other cognitive factors impact undergraduate college student's intention to engage in math and science-related tasks in their future.

ADAMS, KRISTEN

As a first year doctoral student in counseling psychology, Kristin is pursuing various research interests, including multiculturalism, social identity development, and issues and experiences of social class. She graduated with my B.A. in psychology from Syracuse University and my M.Ed. in psychological counseling from Teachers College, Columbia University.

ALLEN, DAN

Associate Dean of Development, Harris School of Policy, University of Chicago, Candidate for Doctoral degree, Higher Education program Married, three children Avid runner, completed four marathons.

AUSIKAITIS, ASHLEY

Ashley Ausikaitis, Ed.S., is pursuing a doctoral degree in School Psychology at Loyola University of Chicago. Her areas of interest include social justice advocacy, mental health, homeless youth and the transition to adulthood, crisis management, as well as behavior interventions and supports.

AYDIN, FATMA

I'm a first year Counseling Psychology doctoral student. I received my Master's degree in counseling from NYU and Bachelor's degree in psychology from Bosphorus University of Istanbul. Among my research interests are subjective experience of social class, issues of multiculturalism and diversity. I'm also interested in prevention and counseling college populations.

BARSIGIAN, LAURA

Laura Barsigian is a first-year graduate student in the Community Counseling program. She earned her B.A. in Comparative Human Development and Philosophy from the University of Chicago and is originally from northeastern Pennsylvania. After completing her master's degree, Laura hopes to pursue a doctorate in Counseling Psychology.

BLECHSCHMIDT, SALLY

Sally Blechschmidt is a master's level graduate student in the higher education program. Prior to enrolling at Loyola University Chicago, she earned her B.A. and M.S.W. degrees from the Ohio State University. She hopes to pursue an academic advising position upon graduation in May 2012.

BRADSHAW, KATIE

Katie Bradshaw is a first year student in the PhD. School Psychology Program.

BRIGGS, ALISSA

Alissa Briggs is a doctoral candidate in School Psychology at Loyola University Chicago. She is currently completing her internship at Highland Park High School.

BRUNER, JOHN

John Bruner is a second year MA student in Community Counseling at Loyola. His research interests include oppression, counseling and acculturation. John is a native of Baton Rouge, Louisiana, where he graduated from Louisiana State University in 2010.

CARR, ANDREA

Andrea is currently in the second year of the Counseling Psychology doctoral program. Prior to beginning the program Andrea obtained a Master's degree in School Counseling. Andrea also has five years of science teaching experience. Andrea's primary research is in vocational psychology.

CASTILLO, PATRICIA

I am an M.Ed. student in the department of Cultural and Educational Policy Studies. My concentration is on International and Comparative Education.

CERMAK, MICHAEL

Michael is from Cleveland, OH and a first year graduate student in the School Psychology program. He completed his undergraduate studies at the University of Dayton where he earned degrees in Psychology and History. He currently volunteers with the Chicago Lights Tutoring Program, which reaches out to under-served children.

CHAN, THERESA

Theresa is currently in her final semester of the Community Counseling M.A. program at Loyola University Chicago. She currently works at an outpatient community setting, providing therapy to an adult population. Her professional interests include career development, issues pertaining to identity and acculturation within immigrant and minority populations.

CHANG, CHIH-TING

Chih-Ting Chang is currently a second year Ph.D. student in Counseling Psychology at Loyola University. She received her master's degree in Human Development and Psychology from Harvard University. Her professional interests include immigrants' well-being, psychological transition and adjustment, and trauma recovery work. She was born and raised in Taipei, Taiwan.

CLAWSON, ANGELA

Angela is currently a second year student in the Community Counseling M.A. program at Loyola University Chicago. Clinically, she serves in her practicum placement as an intern in the Partial Hospitalization Program for youth at Riveredge Hospital. Her research interests include studies of identity development, the racial socialization process, factors that contribute to the growth of critical consciousness, and resiliency factors in at-risk youth.

CLEARY, SARAH

Sarah Elizabeth Cleary is currently a first year doctoral student in the Counseling Psychology program at University of Denver. Sarah received her Masters degree in Community Counseling from Loyola University Chicago. Her research interests include the effects of trauma and abuse on development across the lifespan, and prevention and advocacy.

COFFEE, GINA

Dr. Gina Coffee is a faculty member in the School of Education. Her research interests include the evaluation of academic interventions, the prevention of health-risk behaviors, and single-case research design.

COLEMAN, ELIZABETH

Elizabeth Coleman is an Adjunct Professor in Teaching and Learning at Loyola University Chicago. She is also a student in the Ed.D. Curriculum and Instruction program. Her research interests include engaging students in science curricula connected to community issues and examining how this might influence students' identity development and agency.

CORREIA, BENJAMIN

Ben is a first-year student in the Higher Education PhD program and is a Research Assistant and Project Manager for the Multi-Institutional Study of Leadership.

DAHLVIG, KATIE

Katie Dahlvig graduated from the University of Wisconsin-Oshkosh and then moved to Chicago to attend Loyola University for graduate school. She earned her Master's in Education in June of 2011, and is currently finishing the remaining credits for her EdS certificate. She is fulfilling her practicum requirement in the Oshkosh Area School District in Wisconsin.

DAVIS, CHRISTY

Christy Davis is a 2nd year graduate student pursuing an EdS in School Psychology. Her practice and research interests include understanding health risks behaviors in school aged children. She is currently completing her practicum at King Lab Magnet School, in District 65.

DERRINGER, AMY

Amy is a first-year in the Higher Education MEd program at Loyola University Chicago. She currently serves as a graduate assistant in the School of Education in Academic Student Services, an intern in the Office of Student Leadership Development, and a member of the Multi-Institutional Study of Leadership research team. Her research interests include college student leadership development, social responsibility, and civic engagement.

DESAI, POONAM

Poonam is a 2nd year doctoral student in School Psychology at Loyola. She and her team worked closely on this project to improve the outcomes of practicum experiences for students going through the school psychology program.

DOUCETTE , KATHRYN

Kathryn Doucette is a graduate student in the Masters in Higher Education program at Loyola and works as a graduate assistant in the Loyola Retreats department. She graduated from Marquette University where she studied communications and psychology. Kathryn's research goals focus on the retention of under-represented students in higher education.

DUCHATEAU , KATHRYN

Kathryn DuChateau is a third year Educational Specialist student in School Psychology. She is currently completing her internship at Ivy Hill Elementary School in Arlington Heights. She has interests with research applications in schools and using data for evaluation and decision making.

EBERLY , JENA

Jena Eberly is a second year graduate assistant in the office of Student Activities and Greek Affairs (SAGA) at Loyola University Chicago. She has worked with SAGA in developing Loyola After Hours, a late night programming initiative, and advises Loyola's registered student organizations. Jena is earning her master's degree in Higher Education Administration from Loyola University Chicago and plans to graduate in May 2012. Her undergraduate work was also completed at Loyola University Chicago where she earned her bachelor's degree in Public Relations and Advertising.

ENGBERG , MARK

Dr. Mark Engberg is an Assistant Professor in Higher Education and one of the authors of the Global Perspective Inventory.

ENGLER , ELIZABETH

Elizabeth Engler is a first year student in the Med/EdS School Psychology Program.

ENSMINGER , DAVE

Dave Ensminger is an Assistant Professor in Curriculum and Instruction in the School of Education. His research interests include the adoption and implementation of innovations in organizations, how organizations develop knowledge, and the application of various research methodologies within the field of education research.

EWANE , EWUNE'

Ewune Ewane is a first year student in the M.A. Community Counseling Program. She will be interning for UCANChicago beginning in Fall 2012. Her research interests include identity formation of African Americans, Bi-culturalism, and culturally-aware counseling techniques.

FENNING , PAMELA

Pam Fenning is an Associate Professor at Loyola University Chicago in the School of Education. Her research focuses on alternatives to suspension, school discipline policy and multi-tiered models of supporting high schools.

FERRELL , ELIZABETH

Elizabeth Ferrell is currently the Small Learning Communities (SLC) Coach at a large urban high school. After teaching secondary English and designing a freshman academy, Elizabeth took on her current position wherein she led a whole-school conversion into SLCs. Elizabeth's research interests are driven by school reform efforts, and specifically focus on the effects of cross-curricular instruction on students' and teachers' connectedness to small learning communities.

FLORES , SOFIA

Sofia Flores, M.Ed is a third-year School Psychology doctorate student at Loyola University Chicago. She is completing her specialty practicum at a preschool program in NSSD, specifically working with hearing impaired children. Her research interests include early childhood intervention, emotional/behavioral disorders, home-school collaboration, advocacy for high-risk families and ELL populations.

GAMBONEY , ELIZABETH

Elizabeth is a second year student in Loyola's School Psychology Ed.S. Program. She is currently completing her practicum through the LaGrange Area Department of Special Education (LADSE) in an elementary and middle school setting in District 101 in Western Springs, Illinois. She is active in the Loyola Association for School Psychology (LASP) and serve as the Professional Development Chair. Some of her interests in school psychology include: collaboration and consultation, assessment of English language learners, counseling, and RtI.

GAUL , CHERYL

Cheryl Gaul is a 3rd year graduate student in the M.Ed./Ed.S. School Psychology program. Her interests are with students who have Emotional Disabilities and behavior interventions/supports within schools. Currently, she is working as an intern in Naperville School District 203.

GOMEZ, MARTHA

Martha Gomez is a third year Ed.S Loyola student. She is currently completing her internship through PAEC Cooperative and District 87. Martha's research interests include Bilingual Education and Diverse Populations. She is looking forward to graduating in May and beginning her career as a School Psychologist in an elementary setting.

GRIVOIS-SHAH, TIMOTHY M.

Timothy M. Grivois-Shah recently defended his dissertation in Educational Leadership in the School of Education at Loyola University Chicago and will graduate in May 2012. Tim earned a Master of Education degree and Elementary Teaching Certificate while teaching fourth grade at Our Lady of Tepeyac Elementary School. LU-CHOICE created a unique teaching apprenticeship opportunity that inspired him to wonder how he could effect change as an educator if his classroom were an entire school, or even an entire school system.

GRUNEWALD, STEPHANIE

Stephanie Grunewald, a Doctoral School Psychology candidate at Loyola University of Chicago, earned her Master of Education degree from Indiana State University in School Psychology. Her current research interests focus on cultural influences on bullying behavior, school discipline practices, and supervisory relationships.

HACKER, JASON DANIEL

Jason is currently a 4th year doctoral student in counseling psychology. His research interests include social class identity, career development, academic efficacy, and promoting critical consciousness of oppression and privilege. Jason is also completing a therapy practicum at Loyola's Wellness Center and teaches two undergraduate courses in the School of Education.

HAQUE, TAMANNA

Tamanna Haque is currently pursuing her Master's of Education and Education Specialist Degree in School Psychology. Tamanna received her Bachelor's from DePaul University majoring in psychology. Her career aspirations include expanding the role of school psychologists as mental health professionals as well as enhancing the educational experiences of low income and culturally and linguistically diverse students.

HOGGE, INGRID

Ingrid Hogge earned her M.A. in counseling psychology from the Adler School of Professional Psychology in 2011. Since then, she has been working with the Asian Health Coalition coordinating their substance abuse treatment program. Ingrid's research interests include the role of culture in coping and adjustment.

HUGHES, KELLY

Kelly Hughes is a first year MA student in the Community Counseling program. Her research interests include eating disorders, GLBT issues, and ethics in counseling.

HYFLER, J. A.

J.A. Hyfler is an ABA therapist at a private, pediatric clinic providing services to young learners with developmental disabilities. He has worked with over 100 learners with exceptionalities over the past half a decade in school, clinical, vocational, and home settings. He is currently a graduate student at Loyola University Chicago's School of Education, focusing in Special Education. He writes for a special education blog at <http://specialinterventions.blogspot.com>.

JAMES, MARLON C.

Dr. Marlon C. James is an Assistant Professor of Teaching and Learning in the School of Education at Loyola University Chicago. Dr. James focuses on meeting the academic and social needs of urban male students, and transforming school and classroom cultures to meet the needs of minoritized youth.

KALLEMEYN, LEANNE

Dr. Leanne Kallemeyn is an Assistant Professor in the Research Methodology program area. Her research interests include qualitative inquiry, mixed methods inquiry, and program evaluation in early childhood education, K-12 education programs, and prevention/intervention for underserved populations.

KRANZ, ANNELIESE

Anneliese is currently enrolled in Loyola's Community Counseling M.A. program. Upon completion of her master's program, she hopes to either pursue a doctoral degree in Counseling Psychology or become a licensed professional counselor serving children and adolescents in a school setting.

KNOLL, MICHAEL

Before joining the Counseling Psychology Department as a first-year Ph.D. student, I worked in transitional and rehabilitative facilities as well as with severe anxiety disorders. My research interests mirror these experiences - in exploring

prevention/intervention for at-risk adolescents, rehabilitation issues of ex-offenders, and anxiety disorders in underserved populations.

KODAMA, CORINNE

Corinne Kodama is a doctoral student in Loyola's Higher Education program and a Project Manager for the Multi-Institutional Study of Leadership, an international study of college student outcomes. Her professional background is in student affairs at public research universities and she has published research on Asian American student development and identity.

KORDESH , KATHLEEN

Kathleen Kordesh is a first-year Ph.D. student in counseling psychology. She is interested in social justice issues related to racial and ethnic identity, and she has an emerging interest in understanding how these constructs develop in children. Her other research interests pertain to white racial attitudes, social identities, and multicultural teaching practices.

KULA, KASIA

Kathy "Kasia" Kula, a Doctoral Candidate in the School Psychology program, is currently completing her internship at Park Ridge-Niles School District. Prior to her graduate study, Kasia was a sixth and seventh grade teacher. Her research interests include alternative to suspension programs, school mental health centers, and supervisory relationships.

LEBLANC, JULIE

Julie is a first year master's student in the Higher Education Program. She currently serves as the Graduate Assistant for Learning Communities.

LEIDER, MEGAN

Megan Leider is an Ed.D. candidate in Curriculum and Instruction at Loyola University Chicago. She also teaches science at St. Rita of Cascia High School. Her research interests include critical theory and students' knowledge of the nature of science.

MACIEL, LYNAE

Lynae Maciel is in the School Psychology Program at Loyola University.

MANDERINO, MARK

Mark Manderino is a second year doctoral student in Higher Education and a research assistant working with Dr. Mark Engberg.

MARONEY, EMILY

Emily Maroney is a third year Ed.S student in the Loyola School Psychology program. She is currently completing her internship with District 44 in Lombard, IL.

MARQUARDT, SIIRI

Siiri Marquardt is a second year graduate student in the School Psychology Program. She earned her BA in International Relations and Political Science from Southern Methodist University. For the past year and a half, she has volunteered with Chicago HOPES, which provides tutoring services for children in Chicago Shelters.

MARTIN, COLLEEN

Colleen Martin is currently in her second year of the Community Counseling M.A. program at Loyola University. She currently works in an outpatient setting with an adult population. She has prior research experience in social cognition and is interested in continuing her research in the area of trauma recovery.

MARTIN, GEORGIANNA

Georgianna Martin is a Clinical Assistant Professor in the Higher Education Program. Her research interests include the impact of out-of-class experiences on college students' development including the impact of fraternity/sorority membership on student development. She is also interested in the social class identity and experiences of low-income, first-generation college students.

MCCANN, KRISTIN

Kristin McCann is a second-year Ph.D. student in Higher Education. She works as a research assistant to Dr. Bridget Turner Kelly whose research includes a longitudinal study on women faculty. McCann's research interests relate to multicultural competency curriculum in higher education, Critical Race Theory (CRT), and multimodal research methods.

MILLHOUSE-PETTIS, ERIKA

Erika Millhouse-Pettis received her doctorate Fall 2011 in Curriculum and Instruction. She has been a special educator for 18 years and currently is employed as a Special Education Director in Lansing, Illinois.

MORELLO, MORGAN

Morgan Morello is a third-year graduate student in the School Psychology Educational Specialist Program. She is currently completing her internship at Highland Park High School. She is currently completing her last semester of graduate school and looks forward to her graduation in May.

MOY, GREGORY

My current research projects include: a meta-analysis on early childhood social competence interventions reported as single case design, a behavioral study on performance on cognitive tasks using a 2x2 orthography-phonology matching paradigm, work on supporting school psychology field supervisors, and I am considering two different dissertation topics around social and emotional learning. The first idea is to do a policy analysis of Illinois school districts' policies to address the social and emotional well-being of students, and the second one is a meta-regression follow-up of a recently published meta-analysis of universal social and emotional learning interventions focused on the interaction between student age and selected features of the interventions.

OSBURN, KAINE

Kaine Osburn is a doctoral student in the CEPS program nearing the end of his coursework and has earned his Illinois Type 75 and Superintendency endorsements through Loyola's Educational Leadership program. He has a Master's degree in British and American Literature from UIC and is Principal at Niles West High School in Skokie, Illinois.

PERSAUD, SHEVITA

Shevita Persaud is a first year doctoral student in the School Psychology Program. Her research interests revolve around cultural processes in risk and adversity with a particular interest in social justice. She is a member of the Home School Community Collaboration Research group as well as the Homeless and Highly Mobile Research group.

PETERS, AMELIA

Amelia Peters is a second year graduate student pursuing an EdS in School Psychology. She is completing her practicum within the Chicago Public School System. Her current research interests include student health and wellness and working to help school psychologists view the field through a social justice lens.

PIGOTT, TERRI D.

Terri Pigott is a Professor of Research Methodology in the School of Education. Her research interests include missing data methods for meta-analysis, developing meta-analytic techniques for synthesizing multiple regression studies, and the application of meta-analysis results for public policy.

PITT, RACHEL

Rachel Pitt is a first year graduate student of School Psychology. She is originally from Paducah, Kentucky. She holds a BA in Psychology from Knox College. Her academic interests include home-school collaboration, bullying, and legal issues in schools.

POLANIN, JOSHUA R.

Josh Polanin is a 4th year doctoral student in the research methodology department. His research interests include improving the methods of meta-analysis and the application of hierarchical linear modeling techniques to measure school-based intervention programs' effectiveness.

POLANIN, MEGAN

Megan Polanin is a third year student in the Counseling Psychology PhD program. Her research interests include factors related to youth subjective well-being and effective prevention programming within urban public schools. Her clinical interests involve outreach, advocacy, and prevention with urban children and their families living in low-income communities.

PULASKI, SARAH

Sarah Pulaski is a third year Ed.S student in the Loyola School Psychology program. She is currently completing her internship at Addison Trail High School.

ROWE-JOHNSON, MEAGHAN

Meaghan Rowe-Johnson is currently in her final semester of the Community Counseling M.A. program at Loyola University Chicago. She provides outpatient therapy to a diverse population of children, adolescents, and families who have experienced trauma. She is interested in continuing research in career development, issues regarding cross-cultural diversity, and trauma.

RYAN, ANN MARIE

Dr. Ann Marie Ryan is an Associate Professor and the Program Co-Director in Teaching and Learning. Her research interests include history of Catholic education, educational reform movements, teaching and learning in history and the social sciences, and preparing teachers for urban schools.

SACCO II, JANIE

Janie Sacco is a graduate student in the Masters in Higher Education program at Loyola and works as a graduate assistant in the Residence Life department. She graduated from Seattle University where she studied history and humanities for teaching. Janie's research focuses on students with disabilities and other under-represented groups.

SCHIAZZA, DANIELA

Daniela M. Schiazza is a Ph.D. student in the Research Methodology program at Loyola University Chicago. Her research interests include mixed methods and program evaluation.

SCHMIDT, ARIELLE

Arielle Schmidt is a second year student in Loyola's MEd/EdS School Psychology program. She is currently completing her practicum with the LaGrange Area District of Special Education (LADSE) in an elementary and middle school in District 103.

SHAH, JENNIFER

Jenny Shah is a doctoral student and graduate assistant in the Curriculum and Instruction program, and works as an adjunct professor within the T&L affinity group. She has a passion for service learning and design based research and is working on the research team to study utilize DBR to study SWPBS.

STEGMAIER, JESSICA

Jessica Stegmaier is a first-year graduate student in the Community Counseling program. Originally from Cincinnati, she received her B.A. in Spanish from DePaul University. Upon completion of her M.A. she intends to pursue a doctoral degree in Counseling Psychology.

SURYA, SHRUTI

Shruti Surya is a first year M.A. student in the Community Counseling program. She graduated with a B.S. in Psychology from the University of Illinois Urbana-Champaign in May 2011. Her research interests are in the fields of multiculturalism and health psychology. She is interested in how an individual's culture, ethnicity and background affect certain aspects of their daily life, including physical health.

THIER, KIMBERLY

Kimberly Thier is a clinical assistant professor in the Teaching and Learning Affinity Group (School of Education) at Loyola University Chicago. Her research interests focus on Schoolwide Positive Behavior Support and multi-tiered models of intervention.

VALDES, ANNMARIE

Annmarie Valdes is a PhD student in the History of Education in the Cultural and Educational Policy Studies program at Loyola University, Chicago and has a Masters of Arts in U.S Constitutional Law and Latin American History from DePaul University. She teaches undergraduate courses in both American History and History of Education. Her research interests include gender, indigenous studies of the United States and Mexico and undocumented students in Higher Education.

VIELLIEU, LINDSAY

Lindsay Viellieu is a third year student in the School Psychology PhD program. Her research interests include public health prevention and intervention programming within schools as well as violence prevention efforts, particularly in underserved communities. Her clinical interests involve prevention programming with urban populations; she especially enjoys working with adolescents.

WADE, JAMES

As a current M.A. candidate in the Community Counseling program James is interested in researching adolescent well-being in urban communities and vocational psychology. He received his B.A. from the University of Notre Dame and is originally from Nashville, TN.

WILBERDING, ABIGAIL

Abi Wilberding recently began her Masters in Cultural and Educational Policy Studies, and works as a Graduate Assistant with The Cuba Project at Loyola. A Chicagoan and a proponent of progressive education, Abi hopes to impact how high school students view their educational autonomy by changing educational policy.

WU, MENG-JIA

Meng-Jai Wu is an assistant professor in Research Methodology program in the School of Education. Her specialization is in meta-analysis and her current research interest is focusing on applying maximum likelihood methods to meta-analyze linear models.

WYNNE, MARTIE

Martie Wynne, Ph.D. is an associate professor in the School Psychology department. Her research interests include homeless families' and youth's experiences with accessing education under the McKinney-Vento act, adult outcomes for children with emotional disabilities, and parent rights advocacy.