



# KALEIDOSCOPE

Teacher Education Division's  
Graduate Student Committee

TED – Las Vegas, NV - Kaleidoscope  
Graduate Student Research Symposium  
Thursday, November 8, 2018  
1:00pm-4:50pm (@ Caesar's Palace, room  
Octavius 25)

## Thursday, November 8<sup>th</sup> Kaleidoscope 2018 Agenda

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| 1:00 – 1:15 | Gathering  |
| 1:15 – 1:45 | Expectations of Higher Education Faculty Jobs<br>Roundtables: Dr. Shannon Budin - Buffalo State University<br>Dr. Paul Ricommini - Penn State University<br>Dr. Fred Spooner – University of North Carolina<br>at Charlotte<br>Dr. Ruby Owiny - Trinity International<br>University<br>Dr. Janet Josephson – Millersville University<br>Dr. James McLeskey – University of Florida |
| 1:45 – 2:00 | Poster Session #1 Set-Up   |
| 2:00 – 2:45 | Poster Session #1  |
| 2:45 – 3:00 | Poster Session #2 Set-Up   |
| 3:00 – 3:45 | Poster Session #2  |
| 4:00 – 4:50 | Awards and Reception   |



# KALEIDOSCOPE

## Teacher Education Division's Graduate Student Committee

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Welcome to Kaleidoscope!

Kaleidoscope is the Teacher Education Division (TED) of CEC's Graduate Student Committee. Membership in Kaleidoscope is open to all graduate student members of CEC/TED who are full or part-time students during the academic year at an accredited college or university. Kaleidoscope provides a venue for student researchers early in their doctoral careers to present professionally and receive constructive feedback from faculty reviewers. It also provides professional development opportunities specifically tailored to future teacher educators. Students' voices are valued by TED. Thus, Kaleidoscope members are encouraged to participate in all standing committees providing opportunities for students to engage in national service, participate in professional discussions on special education teacher preparation, and develop leadership skills.

Kaleidoscope holds two graduate student symposiums a year, one at CEC in the spring and one at the TED conference in the fall. These sessions provide students with opportunities to present their research in poster sessions where they receive feedback from faculty members and peers. The Kaleidoscope program also typically includes panel presentations by faculty members and opportunities to participate in break-out sessions with peers to discuss topics pertinent to academic life in the field of special education.

We would not be able to hold Kaleidoscope without the continual support of the TED Executive Board and all of the faculty members who volunteer their time to present on panels, review posters, and attend Kaleidoscope in order to meet and support doctoral students in our field. Thank you so much for your guidance and support! We feel fortunate to be part of an organization where student development and mentorship is valued.

We are thrilled that you have joined us today and we hope that you find the program beneficial and rewarding. Please feel free to contact any of us if you have additional questions about opportunities to get involved!

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<b>Session 1</b>	<b>2:00 – 2:45</b>
<b>P1-001</b>	<p>Victory and Strife: Special Educator Perceptions of Self-Determination Practices</p> <p><b>Presenter:</b> Malarie Deardorff  <b>University:</b> University of Oklahoma  <b>Research Design:</b> Qualitative</p>
<b>P1-002</b>	<p>Creating Dialogic Student Networks: Examining Social Interactions in the Inclusive Preschool Dramatic Inquiry Classroom</p> <p><b>Presenter:</b> Megan Deeg  <b>University:</b> Arizona State University  <b>Research Design:</b> Mixed Methods</p>
<b>P1-003</b>	<p>Latinx Parents’ Funds of Knowledge: Participation throughout the IEP Process</p> <p><b>Presenter:</b> Joseph Passi  <b>University:</b> University of Illinois at Chicago (UIC)  <b>Research Design:</b> Qualitative</p>
<b>P1-004</b>	<p>What are we Missing? Current Research Findings on Disciplinary Exclusion at the Intersection of Gender, Race and Disability</p> <p><b>Presenter:</b> Whitney Hanely  <b>University:</b> University of Central Florida  <b>Research Design:</b> Literature review</p>
<b>P1-005</b>	<p>Special Education Teachers' Perspective of Implementing Behavior Management Strategies Including ABA for Students with Autism Spectrum Disorders in Saudi Arabia</p> <p><b>Presenter:</b> Hajar Almutlaq  <b>University:</b> Majmaah University  <b>Research Design:</b> Qualitative</p>
<b>P1-006</b>	<p>I Design My Own Life (IDOL). A Person-Centered Planning System to Enhance Self-Determination for Students with Emotional and/or Behavioral Disorders</p> <p><b>Presenter:</b> Katelyn Zirkus  <b>University:</b> University of Nevada Las Vegas  <b>Research Design:</b> Literature review</p>
<b>P1-007</b>	<p>Parent, Specialist, and Teacher Evaluations of a Cerebral Palsy Inclusion Program in Kenya</p> <p><b>Presenter:</b> Rachel Thomas  <b>University:</b> Ball State University  <b>Research Design:</b> Qualitative</p>

<b>P1-008</b>	<p>Positive Self-Talk: Teaching Educators to Train their Brain</p> <p><b>Presenter:</b> Danielle Feeney  <b>University:</b> University of Nevada Las Vegas  <b>Research Design:</b> Literature review</p>
<b>P1-009</b>	<p>Intersections of Identity: Exceptionality, Race &amp; LGBTQ</p> <p><b>Presenter:</b> Christopher Emerling  <b>University:</b> University of Illinois at Chicago (UIC)  <b>Research Design:</b> Qualitative</p>
<b>P1-010</b>	<p>Collaboration of General and Special Education Teachers for Students with Learning Disabilities: “Teachers Perspective for Effective Collaboration in Elementary Schools in Saudi Arabia”</p> <p><b>Presenter:</b> Modhawi ALMedlij  <b>University:</b> University of Arizona  <b>Research Design:</b> Qualitative</p>
<b>P1-011</b>	<p>Nutrition Education in Schools for Students with Significant Disabilities: What do Teachers Need to Know?</p> <p><b>Presenter:</b> Brianna Grumstrup  <b>University:</b> University of Nevada- Reno  <b>Research Design:</b> Literature review</p>
<b>P1-012</b>	<p>Immigrant Families and Advocacy: A Study of Immigrant Families’ Experiences with Special Education and Home-School Partnerships</p> <p><b>Presenter:</b> Molly Buren  <b>University:</b> University of Illinois at Chicago (UIC)  <b>Research Design:</b> Qualitative</p>
<b>P1-013</b>	<p>A Critical Literature Review of Monolingual Biased Partnerships between Immigrant Families and Special Education Professionals</p> <p><b>Presenter:</b> Sumin Lim-Mullins  <b>University:</b> University of Kansas  <b>Research Design:</b> Literature review</p>
<b>P1-014</b>	<p>Influence of Pre-Service Education on Teacher Attitudes and Efficacy of Inclusive Practices</p> <p><b>Presenter:</b> Kirsten Lansey  <b>University:</b> University of Arizona  <b>Research Design:</b> Literature review</p>

<b>P1-015</b>	Teaching Reading to Students with Significant Intellectual Disabilities in Self-Contained Special Education Classrooms  <b>Presenter:</b> Heidi Wright <b>University:</b> Auburn University <b>Research Design:</b> Literature review
<b>P1-016</b>	Digital Literacy Curriculum Practices in Special Education with Students with ID: What do we need to know?  <b>Presenter:</b> Andrea Forsyth <b>University:</b> University of Nevada- Reno <b>Research Design:</b> Quantitative
<b>P1-017</b>	Building Rome: Creating a Worksite Program for Students with Severe/Profound Needs and Increasing Job Readiness Skills  <b>Presenter:</b> Belkis Choiseul-Praslin <b>University:</b> University of Oklahoma <b>Research Design:</b> Quantitative
<b>P1-018</b>	Special Education Teachers Navigating Language, Culture and Diversity  <b>Presenter:</b> Maria Soria <b>University:</b> University of Illinois at Chicago (UIC) <b>Research Design:</b> Qualitative
<b>P1-019</b>	Alternate Certification Programs: Trends Within and Across States court  <b>Presenter:</b> Jonte Myers <b>University:</b> University of Florida <b>Research Design:</b> Qualitative
<b>P1-020</b>	Giftedness in Culturally Linguistically Diverse Students: Underrepresented or Under-referred?  <b>Presenter:</b> Fatmana Deniz <b>University:</b> University of Nevada Las Vegas <b>Research Design:</b> Literature review
<b>P2-021</b>	Increasing Math Vocabulary Using a Student-Driven Approach  <b>Presenter:</b> Courtney Barcus <b>University:</b> University of Illinois at Chicago (UIC) <b>Research Design:</b> Single case

<b>Session 2</b>	<b>3:00 – 3:45</b>
<b>P2-022</b>	<p>Increasing the Spelling Odds Using the iPad in Children with Autism Spectrum Disorders</p> <p><b>Presenter:</b> Samantha Joy Jasa  <b>University:</b> University of Nevada Las Vegas  <b>Research Design:</b> Single Case</p>
<b>P2-023</b>	<p>Teacher Perceptions of IEP Development and Implementation</p> <p><b>Presenter:</b> Connor McCroskey  <b>University:</b> University of Oregon  <b>Research Design:</b> Literature review</p>
<b>P2-024</b>	<p>Long-Term Outcomes for Individuals with Autism</p> <p><b>Presenter:</b> Matthew Marinucci  <b>University:</b> University of Nevada Las Vegas  <b>Research Design:</b> Literature review</p>
<b>P2-025</b>	<p>Educative Mentoring for Novice Special Education Teachers</p> <p><b>Presenter:</b> Sherry Bochenek  <b>University:</b> Northern Illinois University  <b>Research Design:</b> Literature review</p>
<b>P2-026</b>	<p>Professional Development and Secondary Special Educators Use of Evidence-Based Transition Practices</p> <p><b>Presenter:</b> Lauren Bruno  <b>University:</b> Virginia Commonwealth University  <b>Research Design:</b> Quantitative</p>
<b>P2-027</b>	<p>A Phenomenological Study of how Adults with Visual Impairments Use Augmentative Reality</p> <p><b>Presenter:</b> Amanda Lannan  <b>University:</b> University of Central Florida  <b>Research Design:</b> Qualitative</p>

<b>P2-028</b>	<p>Teachers' Perceptions of Student Behavior: An Analysis of the Relationship between Student Characteristics &amp; Teacher Ratings</p> <p><b>Presenter:</b> Tasia Brafford  <b>University:</b> University of Oregon  <b>Research Design:</b> Quantitative</p>
<b>P2-029</b>	<p>Will any Feedback do? Examining Feedback Provided to Teacher Candidates across Practice Ppportunities</p> <p><b>Presenter:</b> David Peyton  <b>University:</b> University of Florida  <b>Research Design:</b> Mixed method</p>
<b>P2-030</b>	<p>Using Work Systems to Promote Task Accuracy and Completion in Students with Autism Spectrum Disorders</p> <p><b>Presenter:</b> Brittany Desnoyer  <b>University:</b> University of Nevada Las Vegas  <b>Research Design:</b> Literature review</p>
<b>P2-031</b>	<p>Promoting Peer Feedback Among Preservice Teachers Using A Structured Observation Instrument</p> <p><b>Presenter:</b> Daisy Pua  <b>University:</b> University of Florida  <b>Research Design:</b> Mixed method</p>
<b>P2-032</b>	<p>Self-management of Communication Skills for Students with Autism and Intellectual Disabilities</p> <p><b>Presenter:</b> Amelia Fuqua  <b>University:</b> University of Nevada Las Vegas  <b>Research Design:</b> Literature review</p>
<b>P2-033</b>	<p>Behavior Skills Training to Increase Teacher Fidelity</p> <p><b>Presenter:</b> Marcus Fuller  <b>University:</b> Texas A&amp;M University  <b>Research Design:</b> Literature review</p>
<b>P2-034</b>	<p>Teacher Burnout: A Multidimensional Construct</p> <p><b>Presenter:</b> Masoud Mahmoodi Shahrebabaki  <b>University:</b> Middle Tennessee State University</p>

	<b>Research Design:</b> Literature review
<b>P2-035</b>	Black Males: The Bias that Leads to the Overrepresentation in Special Education  <b>Presenter:</b> Monique Matute-Chavarria <b>University:</b> University of Nevada Las Vegas <b>Research Design:</b> Literature review
<b>P2-036</b>	Schema-Based Instruction for Solving Word Problems  <b>Presenter:</b> Julie Person <b>University:</b> UNC at Charlotte <b>Research Design:</b> Quantitative
<b>P2-037</b>	Social Skills Training: The Building Block for Improved Educational Outcomes  <b>Presenter:</b> Jessica Simpson <b>University:</b> University of Missouri <b>Research Design:</b> Quantitative
<b>P2-038</b>	How to Utilize Educational Television Programs in Teaching  <b>Presenter:</b> Eunhye Choi <b>University:</b> University of Nevada Las Vegas <b>Research Design:</b> Literature review
<b>P2-039</b>	Enhancing Emotion Knowledge in Preschool aged Black Boys  <b>Presenter:</b> Evandra Catherine <b>University:</b> Virginia Commonwealth University <b>Research Design:</b> Literature review
<b>P2-040</b>	Collaboration Between Behavioral Agencies and School District Professionals  <b>Presenter:</b> Sarah Katz <b>University:</b> University of Nevada Las Vegas <b>Research Design:</b> Literature review
<b>P2-041</b>	Developing a University-Based Pre-Service Teacher Mentoring Program: Utilizing Best Practices to Facilitate Effective Mentor-Mentee Relationships  <b>Presenter:</b> Kristina Bielskus-Barone <b>University:</b> Florida Atlantic University <b>Research Design:</b> Literature review



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**Online Poster Evaluation Rubric:**