

-Presentations-

Doctor of Education in Organizational Leadership

Amanda Copes

Advisor: Dr. George Sharp | **Poster Number: 5**

Title: Inter-Professional Development: A Concept for Cultivating Leadership

This presentation will introduce the audience to the concept of "INTER-Professional Development" - the bringing together of individuals with a common ground from across disciplines and professional organizations to learn from, with, and about one another relative to topics and trends that are universal and current. INTER-Professional Development events have the potential to be a leadership strategy for organizations by creating an environment where presenters can bring with them diverse perspectives and share their content through a variety of lenses and instructional modalities, while attendees are given the opportunities to network and share experiences. The creation of these types of purposeful occasions help cultivate an atmosphere of leadership as leaders need to be able to effectively engage one another; communicate strategically; coach, mentor, and develop others as potential leaders; and create strong team and collaborative networks. Utilizing INTER-Professional Development events to create learning environments for organizational employees allows for an open flow of information, is flexible and purposeful when grouping attendees interprofessionally, and encourages creative, divergent, and collaborative thinking.

Daniel J. Douglas

Advisor: Dr. Joseph Marchetti & Dr. Sonia Gonsalves | **Poster Number: 1**

Title: Satisfaction and Assessment and the Relationship to Recruitment and Sustainability

The development of a new doctorate of education is a challenge and an opportunity for an institution that does not have a long history of doctoral education. The challenge is whether there is a market for such a program and what types of people are attracted to the program. The opportunity is for the faculty leaders to develop an innovative doctorate, represents the best thinking of the broad academic community, and satisfies the students who enroll. This study included a quantitative survey of the nearly all students and interviews of a subset of the students. Although the first cohort (The Founding Cohort) has just finished the program, and three other cohorts are at various stages, the cohort approach and interdisciplinary nature of the students and the program design have strongly resonated with the students at all stages of the program.

Karl Giulian

Advisor: Dr. Pamela Vaughan | **Table Number: 1**

Title: The Faculty Factor-Solving the Problem of Retention

This Dissertation in Practice explores the situation at the Community College (CC) and focuses on the creating change at the departmental level. The faculty in the Professional Studies (PS) department often discuss the various college-wide problems that are plaguing the institution. Inevitably, the faculty discuss the issue of the dropping enrollment and lagging retention at the CC. Both functions are handled by multiple departments and personnel at the CC. Traditionally, enrollment is central to the staff in the admissions and marketing departments. Retention is a vague concept that is influenced by many factors in a student's life including their relationships with the faculty.

This research project studied the possibility of creating a departmental level Faculty Group (FG) that would focus on creating action plans to help to retain the students who are enrolled in their Professional Studies department. Because the faculty of the PS department interact with many students, they can be a powerful and influential role model for their students. Can they be rallied and motivated to develop action plans that will coordinate their efforts towards student retention? Faculty can be a highly cooperative and dedicated group that focuses on educational goals. However, coordinating faculty can be challenging. Given the current situation at the CC, the faculty may be resistant, fearful or even apathetic. This Dissertation in Practice will review the willingness of the faculty of the PS department to develop and participate in a faculty group.

Robert R. Heinrich

Advisor: Dr. George Sharp | **Poster Number:** 4

Title: Factors Impacting Student Retention and Strategies to Increase Persistence for At-Risk Students

This dissertation in practice study analyzed and evaluated student learning and success at a Southern New Jersey four-year public university with the objective to optimize student retention and encourage persistence. This problem of practice explored what factors impact student retention and persistence. The study focused on identifying students that are considered at-risk by collecting mid-semester feedback from faculty who are teaching freshman seminar courses. By establishing data points that will warn of trouble based on academic, financial and behavioral thresholds, the goal was to use those indicators to identify students who may be struggling and provide early intervention to improve student success and retention. As these factors are identified, the research then provided additional insight into what early intervention strategies will improve success for at-risk students. Interventions are recommended for the students identified as at-risk and the outcomes of the intervention strategies are discussed by reviewing the academic performance for the students identified in the study.

Jeannine Ingenito

Advisor: Dr. John Kellmayer | **Table Number:** 2

Title: Barriers to Participation - A case study of a New Jersey Genealogical Society

This dissertation in practice is focused on identifying the barriers to participation in a New Jersey genealogical society. Data was gathered through a series of interviews and a focus group conducted with the state society leadership. The primary barriers to participation identified are time constraints, financial barriers and logistic barriers. Particular exploration was placed on the member's ability to effectively utilize email and forms of social media to communicate. Even when faced with challenges of time and cost, the main motivator for the members to participate in the organization's activities is their enjoyment of the other members of the organization and their commitment to the organization's ideals.

Walter Kappeler

Advisor: Dr. Pamela Vaughan | **Table Number:** 7

Title: A Flipped Approach to Supplement Public School Funding

This qualitative study explores the perceptions of board members after implementing a housing acquisition strategy to supplement public school funding. There was no significant research conducted on the housing acquisition strategy in relation to public schools; however, there was existing research on foreclosed properties and their impact on communities. Furthermore, no prior research exists on the perceptions of board members implementing this strategy.

The researcher of this dissertation interviewed six board members from a public school district. All the data was transcribed and coded to develop themes and theme-related components in order to make assertions about the data. The qualitative findings reveal the following themes: (1) the housing acquisition strategy; (2) potential benefits; (3) potential risks; (4) community engagement; and (5) leadership.

The research indicates that the implementation of the model yields financial gains while improving the community, thus positively impacting board members' perceptions of the strategy. This study provides information useful to public schools and other non-profit organizations considering a housing acquisition strategy as a mechanism to generate supplemental revenue.

Brian McBride

Advisor: Dr. John Kellmayer | **Table Number:** 3

Title: The Middle School Experience: Examining Teacher Leadership to Formulate Meaningful Professional Development

Reform within education throughout the country, and specifically in New Jersey, has led to greater demands being placed on school districts, school administration, and teachers to develop and deliver robust instruction that will meet every student at their level of learning. Such an opportunity for innovation to maximize student learning occurs in teacher professional development.

Nicole Nelson

Advisor: Dr. Pamela Vaughan and Dr. Sonia Gonsalves | **Poster Number:** 3

Title: Partnership for Productive Youth

A considerable number of scholarly research studies have found that youth who have negative interactions with police officers and law enforcement early in life, tend to have negative future perceptions of not only law enforcement but authority figures in general. These negative perceptions have been shown to lead to negative encounters in the future. The research suggests that law enforcement agencies should take a pro-active approach in ensuring positive engagement between police officers and juveniles. Much of the previous academic works examined pro-active programs by law enforcement agencies in urban settings. This particular cross-sectional, quantitative study utilized a survey questionnaire designed to assess the perceptions of the administration, teachers, and support staff in a rural southern New Jersey school district. The research indicated that a police implemented engagement program would be beneficial to students in a rural southern New Jersey school district. Police personnel and school administrative staff identified and implemented new programs aimed at enhancing positive engagement and building trust between the student body, school staff, and police department.

Warren Nelson

Advisor: Dr. Joseph Marchetti | **Table Number:** 4

Title: A Qualitative Study on the Effects Mergers and Acquisitions on Organizational Culture

Over the past 15 years, I have been involved in several mergers and acquisition activities. Only two weeks into a new job, and fresh out of the Coast Guard, I worked for a company that was sold. I had no clue what that meant. My ignorance, as it turned out, was bliss. As my colleagues scrambled, I watched and could not shake the feeling that a lot of the chaos could be avoided.

Much is written on the importance of corporate culture. Much of it pinpoints the importance of prescriptive and purposeful focus on it during times of merger or acquisitions. Despite all of this theory, the practice employed by real managers in real merger situations turns out very differently. Though the literature consistently positions corporate culture as a “game-changer” tool for the corporate leader, leaders are still leaving it out, or at least downplaying its importance during due diligence and planning phases.

Through one on one interviews with a variety of leaders in various fields, the study asks for reflections of the merger and acquisition activities in such a way as to gauge the overall impact on corporate culture. Since most corporations keep due diligence data secret, the respondents will remain anonymous to protect their roles. These types of leaders can be hard to access, so protection of corporate information is extremely important. It also examines said impact on the mergers and acquisitions themselves. These case studies are boiled down to six assertions about the role corporate culture plays in mergers and acquisitions and vice versa. Though the study does not establish clear evidence of merger and acquisition failure in the absence of corporate culture planning, it does illustrate that in many cases, companies pay the price of such transgressions with human resources. Research also indicated an interchangeable use of the terms “corporate culture” and “organizational culture.” Some definitions for these terms are superficial, and others are simply wrong. A key recommendation of the study involves the actions of repeat mergers and acquisitions within the same company, and other similar leadership. 100% of respondents agreed that corporate culture would become a more important consideration in subsequent mergers. While there is a wealth of data on mergers in general, very little examine such repeat processes.

Bill Perkins

Advisor: Dr. George Sharp | **Table Number:** 5

Title: Action-logic Awareness and the Capacity to Lead in a Complex Environment

In this combined methodology study, the researcher explored the interweavement of habits, mindsets, and capacities with knowledge, skills, and competencies in seven leaders, who lead in complex environments, and have profiled postconventional with a psychometric instrument. The research was guided by the following questions: (a) How does action-logic awareness improve a leader’s ability to lead in a complex environment? and (b) at what action-logic do leaders reach full capacity to optimize their knowledge, skills, and capacities? Interview transcripts and reflective journals were analyzed with abductive reasoning and grounded theory measures. Research findings generated 10 thematic labels critical to the two central questions: (a) Frustration is a necessary evil; (b) disruption fosters development; (c) learning is a catalyst for vertical development; (d) vertical development is a personal venture; (e) vertical and horizontal leadership are always connected; (f) action-logic awareness bolsters abilities; (g) postconventional mindset transcends optimization; (h) fluidity of transformation to an earlier action-logic is necessary; (i) cultures can breed or limit mindsets; and (j) the complex environment demands postconventional mindsets. Interweaving the core themes with the literature and emerging phenomena supported the theory that action-logic awareness cultivates the mindset to lead through volatility, uncertainties, complexities, and ambiguity by cause of optimization of horizontal leadership competencies and the capacity to exercise fluidity of transformation of mindset to meet forces as they emerge. The findings supported the theory that it is the Redefining action-logic wherein a leader optimizes his or her knowledge, skills, and competencies.

Charles Powell

Advisor: Dr. Pamela Vaughan | **Poster Number:** 6

Title: A “Flipped” Approach Alternative Mechanism for Supplementing Funds for Public Education

This qualitative study attempted to explore a model for the Maurice River Education Foundation to acquire real estate owned properties in order to generate revenue by implementing a housing acquisition strategy to close public school funding gaps. There was no significant research conducted on the housing acquisition strategy in relation to public schools; however, there was existing research on foreclosed properties and their impact on communities. The researcher of this dissertation interviewed officials from a Mid-Atlantic University. All the data was transcribed and coded to develop themes and theme-related components in order to make assertions about the data. The qualitative findings revealed the following themes: (1) acquisitions; (2) relationships; (3) planning; and (4) risk. The research indicated nonprofit organizations at the university, private, and public K-12 school districts levels are using real estate acquisitions as a method of funding and methods of reducing costs for faculty. This study provides information useful to public schools and other non-profit organizations considering a housing acquisition strategy as a mechanism to generate revenue in an attempt to close funding gaps.

Kathryn Suk

Advisor: Dr. John Kellmayer | **Table Number:** 6

Title: Can no-cost materials create a COUP in a community college success course?

This quasi-experimental quantitative study examined the impact of a faculty leadership decision to transition from commercially published materials to no-cost materials in a community college student success course in relation to three parameters: outcomes, use, and perceptions. The study utilized the COUP Framework outlined in the OER Research Toolkit from the Open Education Group to explore the impact on term grades, student engagement with course materials, and students’ perceptions around their use of course materials after the materials conversion. The researcher conducted two chi-square goodness of fit tests with institutional data related to expected and observed course outcomes after the materials conversion; conducted an independent samples t-test to compare the cohort means of students’ time spent in the publisher’s digital learning support platform prior to conversion and the campus LMS after the conversion; and reviewed survey data to report students’ perceptions of the free and open materials and their use of the same. Results were consistent with the current literature on OER efficacy. The study showed no significant change in outcomes when one variable, faculty teaching load, was isolated. There was no statistically significant effect on “use”, defined by the researcher as student engagement, with course materials. This unique interpretation of this framework parameter might offer opportunities for further research. The students’ perceptions did reflect an overall increased interest in enrolling in courses that require no-cost materials like those in the college success course.

Daniel Fidalgo Tome

Advisor: Dr. Joseph Marchetti | **Poster Number:** 2

Title: The Experience of First-Generation Students Utilizing Federal Work-Study at a Four-Year Public State Regional Institution

Four-year public state regional institutions of higher education need to address the concerns of some of their most vulnerable populations. First-Generation (FG) students, whose parent or family members have not attended college, need additional support services from staff and faculty throughout their time to acclimate to a new culture on-campus and to be successful in their college career. In order to address these needs, this study examines FG students who receive Federal Work Study that show need due to at-risk status. The concern is that first-generation students may be admitted to higher education

institutions without the knowledge, or understanding, of how to utilize their federal work-study awards. Data was gathered with the Family History Knowledge and College Persistence Survey. Survey results were measured on a 5-point Likert Scale along five different subscales: Family History, Institutional Engagement, Institutional Commitment, Cultural Change, and Resilience. Results indicated that FG students reported high levels of agreement within the categories of being focused on their futures, confident they chose the right university, and being focused on overcoming their obstacles. Areas that indicated the greatest amount of uncertainty were whether they believed their grandparents persisted in meeting their goals, whether they felt comfortable appealing to a committee should they have an issue or problem at the University, and whether they preferred working on-or-off campus, especially when asked to compare off-campus work to work-study opportunities. Findings contribute to the body of knowledge necessary to better assist students in how to best utilize their Federal Work Study.

Doctor of Physical Therapy

Ziwei Li

Advisor: Dr. Lauren DelRossi | **Poster Number:** 7

Title: A Multi-Year, Mixed Methods Assessment Of Student Competency Within A Pediatric Interprofessional Education Experience

Interprofessional education (IPE) provides students an opportunity to learn “about, with and from each other to improve the quality of care”(WHO). In the delivery of collaborative, family-centered pediatric care, parents are a team member. Learning to work as a team requires intentional practice. For students to practice working as a team, we created an immersion IPE experience called Baby Lab (BL) matching parents and infants/toddlers (dyad) with student teams from physical (PT), occupational (OT), speech therapy (SLP) and nursing (BSN).

This study was designed to measure student performance on objectives based on the IPEC core competencies over 3 sequential years of BL with students of different, progressive cohorts. We hypothesized that BL would be a beneficial learning experience for all students regardless of discipline.

Master of Arts in American Studies

Vic Conover

Advisor: Dr. Adalaine Holton | **Campus Center Meeting Room 5**

Title: Developing an American Studies Undergraduate Course

Presentation of the work for my independent study on how to develop an American Studies undergraduate-level General Studies course, tentatively titled "LGBTQ+ Lives and Culture in the US," in which we will examine narratives of LGBTQ+ sexual orientations and gender identities in contemporary American TV, film, literature, music, art, and social media, and the ways in which those depictions shape public perception of LGBTQ+ individuals and culture.

The independent study and presentation focuses on three areas: (1) Course Content: researching and choosing the works to be covered in the course), (2) Course Delivery: creation of a syllabus, assignments, and instructional method (online or hybrid); and (3) Pedagogy: identifying learning goals; research on how to teach an online or hybrid course, create assignments, develop a grading rubric, and meet the standards for a General Arts & Humanities (GAH) course at Stockton.

Edwin Rosa

Advisor: Dr. Adalaine Holton | **Campus Center Meeting Room 5**

Title: Africa in the Crosshairs: An Examination of American Big Game Hunter Culture in Africa

An African Safari hunt is viewed as the pinnacle of the sport. This is one of the most raw and naturalistic hunting experiences that can be found. Contemporary African Safari hunting culture is imbued with nostalgia and tradition for a time long past. Many of the same hunting practices have been observed since the premier American hunting expedition in Africa, the Smithsonian-Roosevelt African Expedition of 1909. One such practice is the coveted trophy kill photograph. I will be utilizing a visual rhetoric analysis to dissect the way images are manipulated and more importantly discuss why the images are manipulated in the ways that they are. There are paradoxical ways in which the images are presented and what they actually mean. For instance, in many of the images I examined—both past and present—I found on the surface it appears that nature is being worshiped but in contradictory fashion the only way it can be worshiped is to objectify it in death. I also observe the ways in which race and gender stereotypes are reaffirmed in hunting imagery. While there are many similarities in past and present safari hunting culture, there are also striking differences between the two time periods. One such example being the improvements in technology made since Roosevelt's expedition. Regardless of the era, one thing has always remained the same, the pleasure that hunters feel when they pull the trigger with their prize in sight.

Courtney Stewart

Advisor: Dr. Adalaine Holton | **Campus Center Meeting Room 5**

Title: Jet Magazine: A Study of Black Consumer Culture & The Civil Rights Movement 1955-1965

A pivotal time in our nation's history, the Civil Rights Movement influenced and was influenced by all types of people of different races, genders, sexualities, and value systems. Perhaps most importantly, this era also had a significant impact on media and culture in America, specifically black America. Focusing on the 1955-1965 publications of Jet magazine, a periodical aimed at the African American population, this paper examines editorial content and product advertisements, as well as advertising industry structure and leadership during the Civil Rights era. Jet was meant to promote solidarity in the black community and provide a space for the accurate representation of blacks, but, this was not always the case. This paper uses a number of sources including issues of Jet, digital archives on the Civil Rights Movement, books, and articles to explore readership, racism, advertising, cultural materialism, and consumerism in the African American community from 1955 to 1965.

Master of Business Administration

Chris Howard

Advisor: Dr. Diane Holtzman | **Table Number:** 8

Title: I Manager

This project involved an examination of generational differences in the workplace and a reflection on my management style and techniques. Specifically, I considered the impact of workplace differences and personality traits, as measured by well-known personality assessments, on my approach as a manager.

Master of Arts in Education

Meghan Abbatemarco

Advisor: Dr. Kimberly Lebak | **Table Number:** 13

Title: Visuals and Communication in a Nonverbal Preschool Classroom

The purpose of this project was to explore the implementation of visuals added to center time in a preschool disabilities class with non-verbal students. Visual Pictures representing the toys and items in the area were added to learning centers. The teachers modeled how to use the pictures in order to request for the items, increase communication and learn new vocabulary. Video recordings, reflective logs, and vocabulary assessments were collected and analyzed over a three-month period. Three overall themes emerged: 1) the teacher modeling increased word use, 2) there was a lack of student-to-student interaction during center time, and 3) the achievement of the students increased with the addition of vocabulary in centers and teacher to student interaction. The results indicated the implementation of visuals in centers and the assistance of teacher modeling lead to higher achievement in learning new vocabulary but there was a lack of student to student interaction and communication overall.

Casey (Stickney) Beck

Advisor: Dr. Kimberly Lebak | **Poster Number:** 8

Title: The Effects of a Project-Based Approach in an AP Computer Science Class

The aim of this study was to examine AP Computer Science A student's application of the AP Computer Science A curriculum skills and concepts through a project based approach. The study also analyzes the same students' motivation levels during the approach. The research followed 8 students in a high achieving suburban high school district. The students learned the Advanced Placement Computer Science A curriculum under the java language platform. The design of the study had the students program a game in java code of their own creation. During their programming process, motivation and student ability to use a range of different computer science skills data was collected. Pre-tests and Post-tests were also conducted to measure an increase or decrease in academic achievement. Students rated and explained their motivation throughout their programming through a survey. Student work was heavily looked at for ability to identify programming skills used and using a range of skills. After data analysis, I found that the nature of the gaming project was not the only factor in student motivation, which in turn did not correlate with student's off task behavior and project performance, project based

learning through the Game Project influenced academic achievement on the AP Computer Science A curriculum concepts only as much as the student put into the project and as fun as the game project could be, students still recognize a “school-work” component and begrudgingly complete those aspects. The results acquired from this study will now help for my future classes on how I plan their practicing of concepts and assignments.

Kelley Becker

Advisor: Dr. Kimberly Lebak | **Table Number:** 14

Title: Cooperative Learning Strategies

The goal of this action research study was to see if the use of cooperative learning strategies increased student engagement in the classroom and if the engagement increased the students’ achievement on their benchmark tests. There were twenty fourth grade participants from my language arts class in the study. For 10 weeks I collected student surveys, interviews, reflective journals, and benchmarks. Through analysis of the data, three themes emerged: 1) effective grouping changed students’ attitude about they feel and work in cooperative learning groups in language arts, 2) cooperative learning strategies increased positive behaviors during language arts class, and 3) Students increased achievement on benchmark after cooperative strategies were used in language arts. I found that cooperative learning strategies do increase the students’ engagement and can be a factor in increasing students’ achievement on benchmarks.

David Biaselli

Advisor: Dr. Kimberly Lebak | **Table Number:** 15

Title: Socratic Seminars and APUSH Essay writing

This research explores student-led discussions as a method of pre-writing. Specifically, the aim was to determine the efficacy of implementing Socratic Seminars in improving Advanced Placement US History students’ Document-Based Question/Long-Essay Question writing. Data collected ranged from video recordings, to student surveys, reflective journals on twenty-six lessons taught, the Socratic Seminar rubric, and AP US History DBQ and LEQ rubrics. The strategies focused on improving specific points within each rubric - those designed for demonstrating broader knowledge and deeper understanding of the content through insightful connections. In total, 118 Sophomore AP US History students were surveyed and monitored over the course of four months. Prior to four writing assessments, students took part in a structured classroom Socratic Seminar discussion. After collecting and analyzing data gathered during the implementation of the study, four themes emerged. These themes were: repetition of APUSH skills-based lessons/assessments supports the “Understanding by Design” framework, which may indicate positive results on LEQ/DBQ scores, student-led discussions generated positive results for providing evidence in a written response (students understood the value of a collaborative environment), and students who contributed 2 or more times in a Socratic Seminar were more likely to attain higher DBQ/LEQ scores than students who did not participate as frequently in the discussions. Finally, through these methods, students on average performed higher on DBQ and LEQ assessments than national averages on 2018 APUSH exams.

Jennifer Bolling

Advisor: Dr. Priti Haria | **Poster Number:** 9

Title: It Takes a Village to Build Vocabulary and Comprehension Skills of Bilingual First Graders

The purpose of this research project was to improve first grade bilingual students' language and vocabulary by using the dialogic approach called Prompt, Evaluate, Expand, and Repeat (PEER) and Completion, Recall, Open-ended questions, Wh- questions, and Distancing (CROWD) during story time at home and in school. The 17 first-grade students and their parents participated in an eight-week program of reading for 10 minutes at least three days a week using Spanish and English storybooks. The parents received training in how to use PEER and CROWD strategies to expand students' language and vocabulary skills. Parents practiced these strategies in their child's classroom and then implemented these strategies at home during story time. At the completion of this study, an analysis of reflective journals, video recordings, and pre and post assessments revealed that the students improved in their language development and vocabulary skills. The parent participants believed and conveyed in their interview that reading and discussing story books with their children has brought them closer.

Lisa Brodack

Advisor: Dr. Priti Haria | **Table Number:** 16

Title: Success Story of Middle School Science Students: Universal Design for Learning (UDL) Increased Academic Engagement

In an inclusive 7th grade science classroom, students struggled to stay focused and interested during science instruction. The purpose of this research study was to examine the impact of creating universal learning environments on the students' ability to academically engage in the inclusive science classroom. Universal Design for Learning (UDL) is an instructional framework based on brain research that guides the development of flexible learning environments to support and accommodate all learners. The following data sources were collected and analyzed to determine the impact of UDL on students' learning: student interest inventories, video recordings of science lessons, teacher reflective logs, student artifacts, post-tests, and student engagement observation tool sheet. The findings of this study indicated that when teachers vary their instructional methods (e.g., visually, auditorily, kinesthetic, etc.), and students are given choices in expressing content understanding (e.g., choice to orally present, write poem, create poster, etc.), students expressed an increased ability to academically engage with the science content.

Kristie Cafiero

Advisor: Dr. Priti Haria | **Poster Number:** 10

Title: Tales of a Middle School Resource Room: Improving Comprehension Through Systematic Instructional Routine

The focus of this research study was to improve five middle school students' reading comprehension skills by integrating systematic comprehension instructional routine before (e.g., explanation of vocabulary words, set the purpose, tap prior knowledge), during (e.g., use of questioning), and after (e.g., retell or main idea and details) reading. In a small group setting, I read non-fiction texts and engaged students in a variety of comprehension strategies. I administered the following measures to determine the effectiveness of systematic comprehension instructional routine: student pre- and post-survey, pre- and post- reading comprehension assessments, student work samples, video recording of instruction, and reflective logs. Results indicated that the use of systematic comprehension instructional routine before, during, and after reading enhanced struggling readers' comprehension skills.

Michelle Clark**Advisor:** Dr. Kimberly Lebak | **Poster Number:** 11**Title:** Varying Uses of Anchor Charts as Mathematical Resources

The purpose of this study was to discover how students use anchor charts as a mathematical resource in a 4th grade classroom. The students' ages are 9-10 years of age. The class is a fourth grade in-class resource room. The design of the study was to observe and study how students use anchor charts as a mathematical resource. A qualitative method was used over a fourteen-week period to analyze how students use anchor charts throughout their learning process. Reflective journals, interviews, surveys, and videos were coded, then compared and analyzed to uncover patterns, trends, and conclusions. The following themes were observed: for students to use anchor charts the teacher must explicitly teach and model how to use them, students were able to use the skills learned from the anchor charts when new content was presented, and students initially relied on anchor charts for support, but as they became more confident with the concept their reliance on anchor charts decreased. The results showed that effectively using anchor charts does improve students' academic vocabulary and overall understanding of concepts.

Riana Cordoba**Advisor:** Dr. Kimberly Lebak | **Table Number:** 17**Title:** The Effect of Implementing Next Generation Science Standards on Student Achievement in a High School Special Education Biology Classroom

The purpose of this study was to incorporate science practices and three-dimensional assessments in a biology classroom to determine whether or not Next Generation Science Standards (NGSS) increased student achievement. The research focused on the use of models in the lessons as well as performance assessments that aligned with the science practices and disciplinary core ideas of NGSS. The study took place over three months in an urban city school district which has students of all learning levels. The participants included eight special education students in the 10th grade level. The strategies used were aligned with NGSS including science practices, models, illustrations and performance assessment tasks. Students were required to complete performance assessments during the research period to show if any improvement in student achievement had been obtained. The data collected during this study included video lessons, reflective logs, three-dimensional assessments, the EQuIP Rubric, student grades, student samples, student interviews, and student self-assessments. Three themes emerged as a result of the data: the use of models in lessons led students to construct explanations of core scientific ideas, the incorporation of science practices in NGSS lessons increased student understanding of core scientific ideas, and the use of models and science practices led to an increase in student assessment scores. The results revealed that using science practices and three-dimensional assessments aligned with NGSS can increase student achievement and scores. The results showed that specific science practices and performance assessments helped students to succeed over traditional teaching methods and previous science standards.

Jenna DePompo**Advisor:** Dr. Priti Haria | **Poster Number:** 12**Title:** Use of Explicit Instruction: Improving Fifth Graders' Vocabulary and Comprehension Skills

In an inclusive 5th grade classroom, students were struggling with comprehending a text due to the lack of vocabulary and comprehension skills. The purpose of this research study was to implement explicit instruction in vocabulary and comprehension strategies (e.g., story retell, main idea and detail), during guided reading lesson to improve 17 students' vocabulary and comprehension of fiction and non-fiction text. The following data sources were collected and analyzed: reflective logs, video recordings of guided reading lessons, pre- and post- vocabulary and comprehension, and pre- and post- New Jersey School District Reading Assessment. The findings from this project indicated that the use of explicit instruction with the emphasis on reinforcement and repetition improved students' vocabulary and comprehension skills. The findings from this project indicated that the use of explicit instruction with emphasis focusing on reinforcement and repetition improved students' vocabulary and comprehension skills. Additionally, the data analysis revealed that explicit vocabulary instruction deepened their understanding of the text. This research is continuous and the outcome of the data reveals that explicit instruction of vocabulary builds a student's comprehension.

Nicole Dougherty

Advisor: Dr. Kimberly Lebak | **Table Number:** 18

Title: Students' Mathematics Achievement with Explicit Instruction and Formative Assessment

The purpose of this research study was to maximize small group instruction for students with disabilities in a multiply disabled classroom. The research focused on the implementation of ambitious instruction in the forms of explicit instruction and formative assessment to increase student achievement in the classroom. The study took place throughout three months at an out-of-district, county school specifically designed for students with disabilities. Participants included four students (ages 9-11) in grades three-five who tested on the first-grade math level. Data collected included beginning of the year and mid-year benchmark assessments, summative chapter tests, various forms of formative assessments, reflective journals, and peer-reviewed videos. This data was analyzed for levels of student understandings, types of misunderstandings, and teacher responses. The results show an increase in total student understandings and average chapter test scores. The results also revealed an increase in teacher noticing in the form of teacher prompts and teacher questioning.

John Fischer

Advisor: Dr. Kimberly Lebak | **Poster Number:** 13

Title: Improving Student Writing through Enhanced Engagement with Conventions Instruction

The purpose of this research was to determine whether and to what extent student writing skills could be improved through enhancement of the level of student engagement with instruction and activities involving the conventions of standard English. The rationale for this research came from teacher observation of the writing abilities of both present and past students, who generally have demonstrated deficiency in the area of sentence construction. Even advanced-level students have consistently demonstrated some level of room for improvement. It would stand to reason that a fuller understanding of conventions would aid students in demonstrating improved writing skill. The participants in this study were 84 twelfth-graders, 60 of which were College Prep students and 24 of which were Honors students. Methodology included a series of classroom interventions intended to increase student exposure to and experience with English conventions. These interventions included increases in the frequency of scheduled conventions-based lesson plans, introduction of more cooperative learning activities, and the

use of individual student-teacher conferences as a tool for both instruction and assessment. The data collected would include student responses to discussion board prompts requiring demonstrations of specific conventions-based skills, formative assessments requiring students to identify and correct flaws in provided samples of writing, and summative assessments requiring students to demonstrate and identify examples of specific conventions-based skill in their own writing. These would be analyzed qualitatively through observations of student performance during learning activities and quantitatively through scoring of the assessment tasks.

Brittany Griffin

Advisor: Dr. Kimberly Lebak | **Poster Number:** 14

Title: Inner-Classroom Transition Interventions

The purpose of this research was to compare the effectiveness of three transition interventions on the time taken for students to shift from one learning activity to the next, as well as how independently students make that transition. Various studies have shown three targeted transition interventions, Beat the Timer, individual schedules, and high-probability (high-p) instruction, can be effective in this area. Fourteen preschool students participated in this study because it was apparent that valuable academic time was being lost due to the lengthy time spent transitioning from one activity to another. The research question being addressed is will implementing targeted transition strategies, Beat the Timer, individual schedules, and high-probability instruction, decrease the amount of time and teacher prompts given when transitioning from one activity to another? Each of the three interventions were introduced, one at a time while transitioning from centers to read-aloud. The time taken to transition as well as the number of teacher prompts given were recorded daily. Video logs as well as daily, written logs, were recorded to document detailed accounts of the transitions made within the classroom. Three themes emerged from this research: Through implementing structured transitions within my classroom, it was found that the amount of teacher verbal prompting decreased, through implementing structured transitions within my classroom, it was found that student independence increased, and the high-probability instruction transition intervention worked more effectively regarding the measured factors, than the other two interventions.

Keywords: transition, verbal prompt, intervention, student independence

Sandy Layton

Advisor: Dr. Kimberly Lebak | **Table Number:** 19

Title: Word Problems: Friend or Foe

The goal of this research was to answer the question: Will specific problem solving strategies, explored outside of regular scheduled math instruction time, increase students' achievement in solving word problems? The Working Backwards Strategy was introduced and Multi-Step problems were practiced during the research period. Research was completed two days a week from December through February. Eighteen students in a regular education, fifth grade classroom participated. Students classwork samples and notebook work samples, video lessons, survey results, pre and post assessments were gathered throughout the twelve week period. Data showed that when introducing a new strategy of Working Backwards, direct instruction was needed often. Gaining confidence in a new strategy led to increased abilities in working with a previously taught strategy such as solving multi-step problems. Students' overall attitudes regarding math were more positive at the end of the research period which increased their ability to work independently and within small groups.

Paula J. Lucas**Advisor:** Dr. Kimberly Lebak | **Table Number:** 20**Title:** Student-Centered Learning Fosters the 4Cs: Communication, Collaboration, Creativity & Critical Thinking

The purpose of this study was to determine if student-centered practices would lead to increased engagement in collaboration, communication, creativity, and critical thinking in order to develop these skills. These skills are critical outcomes for a 21st Century education. The question that this study attempted to answer was: How does student-centered learning increase student engagement in the learning process and lead to the development of the learning and innovation skills of the 21st Century? There were thirteen Spanish 2 high school students who participated in the study. Six students were sophomores and nine were freshmen ranging in ages from fourteen to sixteen years old. The class seats were rearranged into collaborative groups of three to five students. Learning-centers were established in the classroom. Students participated in student-directed, collaborative learning sessions on an average of three times per week for twelve weeks from December 3rd to March 1st. The data collected were videos, photographs, student questionnaires and surveys about their learning styles and preferred activities, self-assessments, reflective learning journals, student artifacts, and empirical evidence. A qualitative method was utilized to analyze how students engaged in the learning process. Three themes emerged that directly related to increased engagement, cooperation in task completion, and involvement in higher-order thinking activities. The results of the study showed that student-centered learning led to higher levels of engagement, students developed a more cooperative, communicative, and collaborative approach to learning, and students engaged in more creative and critical thinking processes.

Chelsea Macauley**Advisor:** Dr. Kimberly Lebak | **Table Number:** 21**Title:** Centers-Based Classrooms and Student Focus

In classrooms today, teachers are making the switch to a centers-based approach to learning. This approach to teaching has many benefits such as reduced behavioral problems and increased self-motivation. The purpose of this study was to explore how implementing a centers-based classroom would affect students focus and concentration. The goal in any centers-based classroom is to foster student's independence and display a positive correlation between on-task behaviors and desired student behaviors. This study took place in a Learning and Language Disabilities (LLD) self-contained classroom with kindergarten and first grade students. There were four kindergarten and six first grade students. The students in the classroom have behavioral, learning, and communication disorders. The data sources collected were videos, reflective logs, student self-assessments, and anecdotal notes. To analyze the data, sources were gathered through the use of coding while also using analytical and logical reasoning to determine patterns and trends. Findings showed that centers stimulate students to promote positive behaviors and increased learning. Giving students the opportunity to explore their own learning methods, while getting the chance to be hands-on improved on-task behaviors. Centers-based classrooms allow students time to engage in developmentally appropriate practice activities that are well thought-out and planned by the teacher. Overall, students are given the opportunity to practice skills that are being taught in the classroom while they observe, listen, question, create, and discover.

Chelsea Morales

Advisor: Dr. Priti Haria | **Poster Number:** 15

Title: Working with Words: Use of Six Syllable Types to Improve Reading Fluency of a Struggling Reader

The purpose of this study was to examine the effects of teaching “six syllable types” to improve a struggling reader’s fluency skills. During one-on-one instruction, the researcher implemented explicit six syllable types instruction across a period of 12 weeks for 25 minutes, three days a week to improve reading fluency. The researcher collected and analyzed pre- and post- Curriculum-Based Assessment (CBA) Fluency probes data, bi-weekly for 12 weeks, to gather information about the student’s reading fluency skills. Pre- and post- word-identification assessment data was collected and analyzed for each syllable type as well as survey responses to measure the participants’ attitude and perception towards reading. The researcher also conducted observations to understand how the student was engaging and reacting to the explicit six syllable type instruction. Results of this study indicated that explicit six syllable type instruction had a positive effect on the student’s ability to recognize words and an emerging upward trend in his reading fluency skills for words read per minute.

Michelle Nilan

Advisor: Dr. Kimberly Lebak | **Poster Number:** 16

Title: Coaching Paraprofessionals to increase Social Skills in an Autism Classroom.

The research aims to show if by coaching paraprofessionals how to use social supports to help young students with Autism, it will increase peer interactions. Students with Autism have a difficult time with social interactions. The Paraprofessionals spend a majority of the day with the children and interacting with them. By coaching my paraprofessionals on how to teach social skills, can this help increase social interactions between the children? By collecting social skills data, surveys, and reflections, I will be analyzing the data to see if there is an increase in the children's social interactions. In this study, there are six students with Autism from the ages of three to five. There are two girls and four boys. There are four female Paraprofessionals in the study ranging in ages from 29 to 62. The Paraprofessionals are working with the children, and myself and we will be collecting data that will demonstrate how the children are interacting with other children. The Paraprofessionals are also completing weekly reflections so we can discuss and evaluate the data collection during weekly meetings. From our weekly meetings, as well as my reflections, I have determined three themes: positive relationships between teachers/paraprofessionals/students led to an increase in social skills of students, intentional collaborations between staff members, including coaching, created a positive classroom learning environment, teacher modeling of positive interactions with students for paraprofessionals increased positive interactions between paraprofessionals and students, and teacher prompting of students to perform tasks positively increased students’ social skills. From the data collected, it was shown that teaching social skills to children with Autism will increase their social interactions with others. In my classroom, I have found that we work well as a team to make meaningful interactions for the students. We have realized that, due to the cognitive level of many of our children, they show slow progress in the data. I realized that the children will need very intense teaching, which is difficult to implement due to the staff to student ratio and other structured time that must take place during the day. By continuing this, I am hoping to carry on increasing the social interactions of the students.

Kimberly Rhodes

Advisor: Dr. Priti Haria | **Poster Number:** 17

Title: A Massively Mixed Up Middle School: A Leadership Role of School Wide Positive Behavior Intervention Supports

Positive Behavioral Intervention Supports (PBIS) is a program for teaching behavioral expectations in the same manner as any core curriculum subject. The study takes place at a Southern New Jersey middle school that has the most diverse population in the district and is centrally located geographically. The school houses the middle school ESL program and the middle school autism program for the entire district. The focus of the study was twofold, one the implementation of the PBIS program and to analyze the leadership role in the implementation of the school wide program. The analysis of reflective logs, video/audio recording, and teacher survey led to a shift in student behavior from off-task to on task, the shift from negative reinforcement to positive reinforcement, and the transformation of leadership skills and how administrators are preparing me for a leadership role.

Jessica Rista

Advisor: Dr. Priti Haria | **Poster Number:** 18

Title: Impact of Coaching in Facilitating Professional Learning Communities (PLC) on Algebra I Teachers' Pedagogy Skills

Algebra I is the foundation of advanced coursework in mathematics and a passing score on the New Jersey state assessment is required for graduation. Despite this, many students struggle to attain mastery, indicating a need for additional professional support for teachers. Research shows that instructional coaches and professional learning communities [PLC] positively affect teacher pedagogy and student achievement, however, there is limited research in secondary mathematics education. This case study explored the leadership role of a math coach in facilitating an Algebra I PLC focused on math instructional strategies and its impact on teachers' math pedagogy. The researcher/coach collected pre- and post- questionnaire and interview data from two teachers in the PLC regarding their pedagogical practices, as well as pre- and post- evaluation data of the coach's leadership practices. Following each of the three Algebra I PLC meetings focused on a different teaching strategy, the coach conducted one teacher observation and post-observation conference for each of the two teachers over an 8-week period. Qualitative analysis of the coach's pre- and post- leadership evaluations, reflective journals, and PLC meeting video recordings indicate the math coach's leadership skills have enhanced through intentional PLC practices. Additionally, the coach's reflective journals, classroom observations, teacher interviews, and teacher questionnaires indicate that the impact of math coaching was positive on teachers' pedagogy skills. Overall, findings suggest that school administrators should structure more time in the school day for collaborative professional development opportunities.

Maria Santiago

Advisor: Dr. Kimberly Lebak | **Table Number:** 22

Title: Improving Reading Levels in Struggling Learners Through Close Reading Strategies

The purpose of this study was to examine how close reading strategies improved reading levels in struggling learners. Eight students participated in this study. The students' ages ranged from eight to eleven years old in a self-contained classroom setting. A qualitative method was used over a twelve-week period. Reflective log entries, lesson videos, running records, and formal and summative assessments were conducted and analyzed to determine themes. The sources were coded to uncover themes, patterns, and conclusions. The design of this study provided a specific analysis of each students' reading comprehension level. Three themes were observed in the data: higher level questions produce higher level student responses and conversations, scaffolding student thinking through the progression of text dependent questioning helps develop students to deeply analyze and appreciate various aspects of the text, and close reading strategies and repeated readings improve students' fluency and increase

students' reading levels. The results showed that the implementation of close reading strategies was effective in improving reading levels in struggling learners.

Helen Rodenheiser

Advisor: Dr. Priti Haria | **Poster Number:** 19

Title: "Is That Right?": Improving Kindergarteners' Self-Monitoring and Metacognitive Reading Strategies

Early childhood teachers are tasked with the responsibility of introducing young learners to reading and fostering early reading skills to create a strong foundation for later academic success. Executive functioning skills, such as self-monitoring and metacognitive awareness, are undeniably an important consideration when evaluating young learners. The purpose of this study was to determine if the explicit instruction of executive functioning skills, specifically self-monitoring and metacognitive strategies, had an impact on student performance in reading. The study included seventeen kindergarten students within an inclusion classroom. I collected and analyzed pre- and post- running record assessments and metacognitive interviews along with weekly video recordings and reflective logs. Analysis of the data revealed that students increased their independence and their self-correction rates during reading sessions and became less dependent on the teacher. Data analysis also showed that the teacher increased her use of "think aloud" and modelled metacognition to make the reading process more transparent.

Johnna Tratta

Advisor: Dr. Kimberly Lebak | **Poster Number:** 20

Title: The Influence of Physical Movement on the On-Task and Off-Task Behavior of Students

The purpose of this action research study was to examine the effects of physical movement on students' on-task and off-task behavior. The participants in this study were four students between the ages of 6 and 7, with moderate to severe special needs of varying nature. The data collected for this action research study included daily data that measures redirection frequencies in fifteen-minute intervals for each student throughout the day, coded reflective journals, and coded instructional videos. Collected data was analyzed and compared to identify any existing relationships between the integration of physical movement in classroom activities and the degree of on-task behavior among students. From the analysis of collected data, three themes emerged: the integration of physical movement within the classroom resulted in a positive relationship between student engagement and enjoyment and physical movement activities, the integration of physical movement within the classroom resulted in increased verbal redirections to keep students on task, and the positive relationship between physical movement and overall student performance.

Elizabeth VanTrieste

Advisor: Dr. Kimberly Lebak | **Table Number:** 23

Title: Musical Activities in Math Instruction

The purpose of this study was to determine if integrating music into mathematical instruction impacted student learning outcomes of solving addition and subtraction strategies. The idea behind this goal is to find if students can make connections in learning from incorporating musical activities into a classroom activity and different strategies to solve addition and subtraction problems. Music incorporates mathematical patterns such as rhythm, movement, and other baseline understandings of math. The research question presented during this study asks, will integrating music into mathematical instruction

increase student learning outcomes? The participants of the study are 6 students, 6 to 7 years of age placed in a self-contained classroom setting. The study was completed over a 12 week period in which students were taught different mathematical strategies in order to solve addition and subtraction equations. Prior to introducing a new learning strategy, students were engaged in sing-alongs with either a mathematically written song (using vocabulary and terminology) or a nursery rhyme and at times used instruments such as rhythm sticks, shakers, drums, etc. By collecting video recordings, student data (beginning and midyear assessments and student work), and reflective journals on lessons taught, this allowed results to be coded based upon student driven connections, individual average strategy scores, teacher redirected prompts, student enjoyment, and musical activities present during lessons, which resulted in three themes emerging. The conclusion is that musical activities have a positive effect on student understanding of using different strategies to solve addition and subtraction problems.

Kelly Vazquez

Advisor: Dr. Kimberly Lebak | **Table Number:** 24

Title: Will the Use of Hands-On Activities and Scaffolded Questions Increase the Understanding of Science Concepts for Students?

The goal of this study was to explore how the use of inquiry activities and scaffolding questions will increase the understanding of science concepts for students. Twenty of my fourth grade Science students participated in this project. Over 12 weeks, reflective journals, lesson videos, lab sheets, exit tickets, anecdotal notes, assessment data, and interest inventories were collected and analyzed. These sources were analyzed to uncover any patterns or trends that developed and to formulate conclusions. Two themes that were observed included student ability to answer higher order questions and comprehension of content increased and teacher instruction evolved to become more active student inquiry and higher order thinking. The results showed that students were able to develop higher order thinking through the use of active student inquiry and scaffolding questions. It also demonstrated an evolution of the teacher's instructional methods to support the students' academic growth.

Lynsey Venturini

Advisor: Dr. Kimberly Lebak | **Table Number:** 25

Title: Game-Based Instruction

The goal of this study was to answer the question: How does using games for math instruction help students to improve their math skills in first grade math? Twenty-one students participated in this study. The students were in a regular education first grade classroom and ranged in age from six to seven years old. The purpose of this study was to determine if using weekly math games for instruction would increase the students' math skills, leading to an increase in achievement and increase of scores on math assessments, allowing students to be successful in first grade math using the Every Day Math 4 program. A qualitative method was used over a twelve-week period to analyze reflective journals, track students' progress in math using weekly Math Minutes, Unit Math Assessments, Mid-Year Math STAR assessment, and Mid-Year Every Day Math Assessment. Lesson videos of students participating in playing math games were also used.

Rochelle Yunk

Advisor: Dr. Kimberly Lebak and Dr. Pamela Vaughan | **Poster Number: 21**

Title: Successfully Implementing the Next Generation Science Standards

The goal of this study was to answer the question: How does implementing three dimensional Next Generation Science Standards base lessons increase student achievement? Eighteen fifth graders participated in the implementation of the Next Generation Science Standards over a twelve week period. This study provided an opportunity for students to learn disciplinary core ideas of science, cross cutting concepts, and science and engineering practices through in-depth learning. A qualitative method was used to analyze reflective journal entries, videos of lessons, student work samples, interviews, formative and summative assessments, and a pre/post science test. After data collection, each data source was coded and analyzed to identify themes. Three themes that emerged from the data were implementing the Next Generation Science Standards led to a shift from teacher-led instruction to student-led learning, hands-on activities led to an increase in understanding, enthusiasm, and participation, and implementing the Next Generation Science Standards aligned lessons increased student achievement in science. The results concluded that implementing the Next Generation Science Standards and teaching using three-dimensional learning leads to success in science.

Master of Arts in Instructional Technology

Anjanette Christy

Advisor: Dr. Philip Tietjen | **Poster Number: 22**

Title: Active Shooter Preparedness at the Stockton Performing Arts Center

The purpose of this study was to examine the level of preparedness in active shooter defense training among part-time employees and volunteer ushers at the Stockton Performing Arts Center of Stockton University. A needs analysis conducted with emergency management subject matter experts and sample groups of employees and volunteers revealed inadequacies in active shooter response skills and knowledge. Lack of preparedness in this regard may lead to greater casualties should an event occur. An online training module was designed for instructional intervention, and participants were reassessed in attitude and competencies after said training. The results demonstrated a 37% increase in test scores among part-time employees and a 57% increase in test scores among volunteer ushers. The overall attitude and feedback that was surveyed towards active shooter training and the online module produced favorable outcomes as well. The study concluded that there was a substantial increase in proficiencies which led to greater preparedness among Stockton PAC personnel.

Stacy Forman

Advisor: Dr. Philip Tietjen | **Poster Number: 23**

Title: Career Counseling: An Application to the Service Industry

The recent shift of the public workforce development system to sector-based strategies in New Jersey has refocused career counseling towards a more integrated counseling approach. Career counselors are expected to be knowledgeable about the labor market and industry trends to effectively advise job seekers of career pathway opportunities. Understanding what the labor market entails, managing information and imparting accurate and reliable information are key competencies of career

practitioners. However, they're not trained in any specific career sector leading to an inability to implement sector-based career counseling strategies.

This study used Kolb's experimental learning theory to develop and deliver a curriculum designed to equip career counselors with the tools, resources, and knowledge to more effectively guide job seekers along their service industry career pathways. The primary research question guiding this research was: Will career counselors be more knowledgeable about the service industry because of participating in a series of training workshops?

Study participants included five career counselors employed in the public workforce system in New Jersey. Of the five, three career counselors completed the entire series of workshops, while two partially completed. Their post-training assessment scores were supported by their level of workshop completion. Results revealed that career counselors were more open-minded, about the industry, and could articulate labor market information in a manner more aligned with standard career counseling practices. The results of this instructional intervention clearly demonstrated that training career counselors increased their knowledge. This result shows promise for expanding the study to include a larger number of career counselors.

Leah Henderson

Advisor: Dr. Philip Teitjen and Dr. Jung Lee | **Table Number:** 10

Title: Online Graduate Orientation

Traditionally, orientation programs have been designed to help students make a successful transition into college. Now, considering the high rate of online programs, institutions need to offer online students the option of an online orientation. Currently there is only the option of a face-to-face orientation for all new students, however, it is important to be able to offer every new student the benefits that orientation has to offer. The goal of this project was to develop an online orientation for new graduate students and analyze feedback from participants.

I planned to offer new online graduate students the option of attending an online orientation, for the online orientation program, I created a course in Blackboard for newly admitted graduate students. This course consists of links for training in Blackboard, the goPortal, as well as other resources needed to have a successful graduate career. The course also contained a survey that was accessible through Survey Monkey. Results indicated that although most prefer a face-to-face setting, that it was important to offer an online format for those unable to attend orientation in person. Results also showed that the online orientation course offered information that was informative and helpful.

Darya Hrybava

Advisor: Dr. Philip Tietjen | **Table Number:** 11

Title: Examining the Effectiveness of Supplemental Video Instruction in a Painting Course

This research project aimed to determine whether or not supplementing the Painting I course at Stockton University with an educational video that explains the chiaroscuro technique, shows relevant examples, and provides a tutorial on how to execute it would significantly improve the understanding and attitude of students toward the technique. In the process, the research also looked at the best practices of teaching a new painting technique. Various studies that have been conducted on the effectiveness of various types of instruction on the retention and transfer among learners all seem to indicate that multimedia presentation, especially when a video stimulus is included, generally results in

more effective and long-term learning. A student survey consisting of twelve multiple choice questions, as well as one open-ended response question, was conducted, with the goal of obtaining concrete data on student attitudes and opinions about pertinent issues, and to use their responses to determine whether it would be worthwhile to create a video tutorial on the chiaroscuro technique. All thirteen students polled indicated among their responses that they use video regularly to learn various skills, and based on this survey it was determined that a video tutorial that students can use to supplement their knowledge of this topic was a promising candidate for a potential solution to this instructional problem.

Michelle Keck

Advisor: Dr. Philip Tietjen | **Poster Number:** 24

Title: Training Employees Using Behavior Modeling Strategies

This study examined whether a computer training program that utilized behavior modeling strategies could improve employees' knowledge of a Learning Management System (LMS), improve employees' attitudes towards using the LMS, and result in employees being able to use the LMS independently. This study took place at AtlantiCare, a hospital system based in Southeastern New Jersey. A needs analysis was conducted with the leadership team and employees within the Environmental Service (EVS) department. The directorial interview that was conducted with the leadership team yielded that there was no formal training process for computer usage and computer programs, including the LMS. Leadership reported that they were asked approximately 5 times a day for assistance with computer related tasks. The employee survey was conducted with 16 employees. The results yielded that 14 out of 16 respondents wanted to learn basic computer skills and 9 out of 16 employees felt either a little uncomfortable or very uncomfortable using the various different computer programs that the organization expects their employees to log into. To address the lack of knowledge and comfort amongst employees, a computer training program was designed and implemented using strategies based in Social Cognitive Theory. At the conclusion of the study, leadership reported that there was a tremendous improvement in employees' abilities with and attitudes towards computer usage and computer programs, including the LMS. The employees enrolled in the computer training also reported that they were becoming more comfortable in using the computer and the computer programs that they access.

Sandy Leone

Advisor: Dr. Philip Tietjen | **Poster Number:** 25

Title: Examining the Effects of Project Based Learning through online workshops for Cyberbullying

This study examined the behaviors of students towards cyberbullying after the completion of an online workshop. Cyberbullying is intentional and repeated harassment that is meant to cause harm and takes place through emails and text messages, through social media and in forums and online gaming where people can view, participate in or share content. The majority of cyberbullying victims are between the ages of 15 and 29 years old. Although Stockton promotes the values of integrity, community, social justice, respect and responsibility, the university currently does not have an educational program or workshop that is administered as a sanction for those students who break the Code of Conduct and participate in cyberbullying. The research relied on the collection of data from a pre-assessment and post-survey, administered to participants before and after they participated in the cyberbullying workshop. Results showed that a project based learning workshop was effective in increasing student's knowledge of cyberbullying and teaching them how to avoid from participating in it. Additionally, results

showed an increase in student's understanding of the consequences of inappropriate digital communication.

Suzanne Marine

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Poster Number: 26**

Title: The Exploration of Self-Directed Montage Talent Training Modules for Recruiters and Hiring Managers.

The purpose of this study is to explore self-directed adult learning in corporate training. PricewaterhouseCoopers LLP (PwC) is one of the largest accounting/consulting firms in the world. The firm is currently in the process of revamping all of the instructional training materials for better global accessibility on their Learning Management System (LMS). This research investigates current training for Montage Talent and how it can be improved. Montage Talent is a virtual interviewing portal used currently by recruiters and hiring managers to screen and hire candidates at PwC. The information gathered from the needs analysis/data analysis will be used to create new self-directed training modules for Montage Talent. The updated self-directed instructional training will be sent to production and launched on the LMS later this year.

Danielle Martin

Advisor: Dr. Philip Tietjen and Dr. Jung Lee | **Table Number: 12**

Title: New Faculty Advising

Stockton University prides itself on its "Student First" philosophy offering precepting and advising to students from its full time faculty members. The Bachelor of Science in Health Science (BSHS) program has experienced exponential growth over the past 5 years making it the largest major within the University. This large growth has also increased the number of preceptees assigned to faculty. As new faculty are being hired, a formal process to teach new faculty about the advising process has not been established.

Through this analysis, assessments of newly hired faculty members within the last 2 years indicated that there is a gap of knowledge regarding academic advising. An interview with the BSHS program coordinator solidified a need for an instructional intervention. To test this theory, I developed a face-to-face and online module that aimed to increase conceptual knowledge of advising materials and increase favorable attitudes towards advising students.

The data compiled from the pre-test and post-test indicate that the instructional intervention revealed an increase in percentage of correct answers thus increasing knowledge in the content area. Overall satisfaction with the training was observable as the participants all rated it as 10 out of 10. The small sample size of 7 overall participants could skew research results. Overall, this research could provide valuable information on including adult learning and case study theories into a formal academic advising training program for the University.

Amanda Martinez

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Table Number: 29**

Title: Wireless Microphone Set-up at Stockton University

On April 13, 2017 the Federal Communications Commission (FCC) sold a majority of the 600 MegaHertz (MHz) bandwidth to be used for wireless broadband services (Example: Cell Phones) and eliminate the use of wireless microphones within that service band. Due to this change the University purchased new Wireless Microphone Systems within the 400 MHz bandwidth. This case study will incorporate video-based learning modules to train members of the university on how to use the new the equipment. In addition, the modules will train new member to use the audio board and Main Event Room “Touch Panel”. The results of this study show how to set base settings for optimal sound using the G3 Wireless Sennheiser Wireless Microphones.

Morgan Kelly McKenna

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Table Number:** 30

Title: Gamified Building Rounds

The use of gamification as an instructional tool has grown in popularity in recent years. Gamified instruction has been known to increase engagement and motivation with students and trainees. This project aims to use gamification to educate and encourage Operations Assistants (OAs) in Stockton University’s Campus Center to complete building rounds accurately and appropriately. Pre-intervention performance data suggests that OAs are not motivated to ensure that the building is running to capacity. A survey revealed that 88% of OAs knew how long it should take to complete building rounds in full. However, in reviewing data from a month’s worth of OA submitted building rounds reports, 43.70% took less than the required completion time. As an intervention, a gamification tool was implemented to prompt and encourage OAs to complete building rounds correctly. A personnel change was a large contributing factor to the limitations of this study as it resulted in a lack of incentive and ultimately, a change in intervention deployment time. With limitations in mind, post-intervention data suggests that the OAs did not benefit as expected from the gamification activity as 55% of building rounds have taken less than the required time since intervention deployment, an increase from pre-intervention data. Recommendations for future studies include implementing the activity at the beginning of the semester as opposed to the middle. At that time, OAs will be participating in an in-service, providing them an environment for learning and encouragement in regard to completing their daily job responsibilities.

Couper McLay

Advisor: Dr. Philip Tietjen | **Poster Number:** 27

Title: The Impact of E-Learning Website on College Students’ Perception and Knowledge of Bitcoin and Blockchain Technology

There is an ongoing debate on the legitimacy of cryptocurrency as well as a large amount of misinformation about Bitcoin and Blockchain technology. To make matters worse, the information found on the internet is not presented in a way that promotes a basic understanding about Bitcoin and Blockchain technology.

The purpose of this study was to see if creating one centralized location would give students a better understanding of what Bitcoin and Blockchain technology are. A website was developed to meet the needs of the students looking for accurate information. The site offers simple educational videos, myths and facts, history timeline and much more.

Michael Padovani

Advisor: Dr. Philip Tietjen | **Table Number:** 30

Title: Examining the Effects of Vocal Mimicry on Ninth Grade English Students with ADHD

Special Education students in a 9th-grade English class who possessed AD-HD demonstrated low memory retention skills. In an effort to assist these students in comprehending the material presented in class for an extended period of time, this project focused on creating a supplemental learning resource in the form of an audio recording of the material read by the class' teacher and utilizing vocal mimicry, or modifying the voice to emulate other's vocal characteristics. This project sought to determine the effectiveness of this method of vocal delivery as a supplemental tool by assessing the students after using both a vocal mimicry based recording and a standard recording of the teacher reading the material. Using several formative assessments, a summative assessment, a short constructed response, and feedback assessment, vocal mimicry proved to be an effective supplemental tool to assist high school students with AD-HD in regards to memory retention

Adriane Sicknick

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Poster Number:** 28

Title: Organization and Design of Information Affects Knowledge and Attitude Towards Undergraduate Research

Despite the emphasis put on the importance of undergraduate research, the School of Natural Sciences and Mathematics (NAMS) website does not provide a centralized tool detailing the information on the benefits of research, student responsibilities or how to locate a student research position. The aim of this study was to examine students who are educated on the benefits of undergraduate research and provided tools to locate current research for undergraduate experiences, are more informed, and have a more positive attitude towards undergraduate research. Seven junior and senior students from the NAMS engaged in research participated in a post-assessment questionnaire. The questionnaire was broken out into two sections: basic knowledge obtained from the website and the ease of use through website design. There was favorable response in understanding the information obtained from the web page and the ease of retrieval of information through the web page design. It is hoped that this study will inform students of the benefits of research and locating a research position, thus improving their attitudes towards research.

Stacey Suydam

Advisor: Dr. Jung Lee and Dr. Philip Tietjen | **Table Number:** 32

Title: Book Buddies: A Project Based Approach

This study examines the use of project based learning strategies and digital tools during peer reading sessions between developmental kindergarten and fourth grade students in order to increase student engagement. A needs analysis conducted on four kindergarten classes and four classroom teachers in a Southern New Jersey elementary school, indicated that 83% of the students desired a task to complete during reading sessions. Data collected from sixteen separate teacher observations indicated that student engagement began to decrease after fifteen minutes of reading and was non-existent at the end of the thirty-minute session. To address the problem of student engagement, project based learning strategies and use of digital tools were implemented through a series of lessons taught over an eight-week time period. At the conclusion of the study, student surveys and teacher observations indicated that student engagement increased by 73% when compared to observation data collected from a separate control group.

Ryan Terrell**Advisor:** Dr. Jung Lee and Dr. Philip Tietjen | **Table Number:** 33**Title:** Development of Microaggressions Training for Higher Education Employees

This study examines the most effective training method in addressing microaggressions experienced by professionals in a higher education setting. Microaggressions as defined by Merriam Webster is a comment or action that unconsciously expresses a prejudiced attitude toward a member of a marginalized group. My research addressed the issues reported in the college wide campus climate survey issued at Stockton University in 2017. This study also incorporated the principles of social learning theory developed by Albert Bandura to design a workshop that included, technology and intergroup dialogue. Employees were provided resources and group activities in an instructor led classroom setting on the subject of microaggressions. The goals and objectives of this research are as follows for employees who participated in the workshop: identify microaggressions, ability to combat microaggressions, generate intergroup dialogue about microaggressions, identify the harm caused by microaggressions. This was measured by analyzing pre-survey and post-survey responses using a paired sampled test. Also, a post- assessment was administered to the employee sample population. The data revealed from this analysis that a mix method approach in this workshop was statistically significant with regards to effectiveness. In addition, 85% of the employees who participated in the microaggressions workshop reported on the post-survey that they would feel confident intervening if they witnessed a microaggression, after completing the workshop. Future considerations for research could include expanding this workshop into multiple sessions to reach a broader population. Another area of focus for future studies could be reassessment to test effectiveness of information over time.

Aimee Wynne**Advisor:** Dr. Philip Tietjen | **Poster Number:** 29**Title:** Traditional vs. Art-Based Reflections Using Bloom's Affective Domain To Elicit Deeper Thinking

Reflection is an integral part of civic engagement and service-learning. The cultivation of foundational knowledge of emerging into citizenship comes from deep reflection about the world, the community, and the role of the self in it. Practitioners have used traditional methods of reflection for many years and this has resulted in predictable outcomes. However, using the framework of the Affective Domain of Bloom's Taxonomy, there is emerging evidence that art-based reflection provides a deeper and more meaningful connection between actions and perspectives. The purpose of this study is to compare how traditional reflection practices and art-based reflection practices can enable students to dive deeper within themselves to reach those harder to access affective domains.

The study method asked participants to take part in two reflection sessions, one traditional and one art-based, over the course of two days which included pre and post-tests. Students who participated showed an interest in both the traditional and art-based reflections. The results of both reflection sessions show promise for expanding the study to include more students that are not in a leadership development program. Further research is needed to explore art-based reflection sessions in helping students to unlock the higher levels in Bloom's Affective Domain.

Dominique Zappola**Advisor:** Dr. Philip Tietjen | **Table Number:** 34**Title:** Project Based Learning in Mathematics

Project Based Learning is a learning strategy that is highly recommended by former educators and researchers in the education field. PBL allows children to learn through hands on engagement and builds a sense of community. Throughout PBL, children are able to work together and share their ideas through collaboration. In order for students to reach their full potential inside of the classroom, they need to enjoy learning and achieve high scores. Schools are shifting from a direct instruction approach of teaching towards a more student centered learning approach. The purpose of this study was to determine if project based learning would increase student test scores, as well as increase student motivation in Mathematics. In designing this research study, I asked both students and teachers a variety of questions to determine if students were successful in mathematics, as well as enjoying learning. Teachers were asked to rate student's attitude and creativity and students were asked to share their favorite and least favorite part of math class. Based off their responses, it was apparent that there was a need to adjust our instruction to improve students learning experiences. In order to improve their learning experiences, I designed lessons where students were creating their own projects, while working with a partner, and using manipulatives to solve rigorous word problems. After implementing this strategy with my students, the results showed that project based learning is a successful learning technique for children due to their post assessment scores and post survey results.

Master of Science in Communication Disorders

Hajira Ali, Jamie Bello, Kelly Lickfield, Taylor Mckay

Advisor: Dr. Monika Pawlowska | **Poster Number:** 30

Title: Use of Intensive Interaction to Promote Communication in Children with Multiple Disabilities

Multiple disabilities (MD) is an umbrella term referring to students with more than one diagnosed disability. According to the National Center for Education Statistics (2019), 132,000 students received special education services in schools under the category of MD in the 2014-2015 school year. Children with MD demonstrate a wide range of skills and may have deficits affecting speech, language, cognition, emotion regulation and behavior. Intensive interaction is a treatment approach used to facilitate communicative interactions in people with MD who experience severe communication challenges. We chose to focus our research on autism spectrum disorder (ASD) co-occurring with cerebral palsy (CP) because it is estimated that 7% of children with CP are also diagnosed with ASD (Cerebral Palsy Guidance, 2019). We conducted a literature review to determine whether intensive interaction is an effective method for improving interaction and communication skills in children with ASD and CP.

Marianna Alshay, Allison Carini, Justine Centner, Kaleigh Haar, Lauren Miklosey

Advisor: Dr. Monika Pawlowska | **Poster Number:** 31

Title: Is Melodic Intonation Therapy (MIT) an appropriate and effective therapeutic intervention method for promoting natural prosody in children with apraxia of speech?

Childhood apraxia of speech (CAS) is a speech sound disorder which may be diagnosed after a child has begun to speak. It is a neurological disorder that affects the brain pathways involved in planning the

sequence of movements involved in producing speech. Children with CAS have difficulty saying what they want to say correctly and consistently. As a result, their speech may be very difficult to understand. The goal of this research is to review studies on the effectiveness of Melodic Intonation Therapy (MIT) in promoting natural prosody in children with CAS.

Danielle Callegari, Danielle Cotta, Daniel Prawetz, Olivia Romalino, Samantha Skinner

Advisor: Dr. Monika Pawlowska | **Poster Number:** 32

Title: The Effect of Classroom Frequency Modulation Systems on Speech Perception in Children with Auditory Processing Disorder.

Auditory processing disorder (APD) is a disorder in which the brain has difficulty processing auditory stimuli and integrating them to derive meaningful information. Children with APD typically misunderstand what is said to them, frequently request to have information repeated, struggle to maintain attention on verbal information, and have difficulty following complex verbal directions. The negative impacts of this deficit are more severe when the listener is trying to process auditory information that is presented rapidly or in noisy environments. One skill that is commonly affected by APD is speech perception, which is a person's ability to perceive incoming speech sounds. Frequency modulation (FM) systems are personal sound systems that can be used in the school setting by children with APD and other hearing impairments. Thus, the purpose of this literature review is to determine how the use of classroom FM systems affects speech perception in children with APD.

Katie Campbell, Ashley Golden, Leah Oattes, Molly Skotarczak, Erin Toye

Advisor: Dr. Monika Pawlowska | **Poster Number:** 33

Title: Visual Phonics as an Instructional Method for Children with Mild to Moderate Hearing Impairment

Introduction: Children with hearing impairment may have deficits in various areas of language development. Two of the most compromised areas are reading and literacy. Oral language abilities are foundational for literacy and include skills such as phonological awareness and language comprehension. One instructional program that targets phonological awareness skills is visual phonics. This program pairs hand cues with the English phonemes. The current research review was carried out to determine if visual phonics is an effective reading instructional method for school-age children with mild to severe hearing impairment. Methods: Evidence was collected from five databases: LLBA, ERIC, MEDLINE, PsychInfo, and PubMed. The search terms used were: visual phonics and hearing impairment, visual phonics and hearing impairment and reading, hearing impairment and reading, and hearing impaired children and visual phonics. Results: The studies included in the report showed that participants demonstrated statistically significant improvements in: beginning reading skills, phonemic awareness tasks, decoding, reading comprehension and speech production. Conclusion: The findings indicate that visual phonics was reported to have favorable results for school-aged children with mild to profound hearing impairment. Visual phonics is an instructional reading method that should be considered for clinical use.

Gabriella Carmen, Jade Gallucci, Ashlee Moran, Caroline Pastino, Vanessa Zou

Advisor: Dr. Monika Pawlowska | **Poster Number:** 34

Title: Phonologically-Based Literacy Interventions for Children with Down Syndrome

Phonological awareness skills are an important aspect of reading. Efficient readers are able to match letters with corresponding sounds and then blend the sounds together to decipher an unfamiliar word. Children with Down syndrome are often able to read familiar using a whole word approach; however,

they may lack the phonological skills to read unfamiliar words. This research explores the impact of phonologically-based interventions on the reading abilities of preschool- and school-aged children with Down syndrome. We report on five relevant and recent studies that examine the impact of a phonologically-based reading program on the reading skills of children with Down syndrome. If the results of these studies reveal that phonologically-based reading programs create significant improvement of reading skills in children with Down syndrome, then they could be more widely implemented in schools across the nation. These programs would allow for children with Down syndrome to participate more frequently in activities that involve interpreting written language, such as reading a book in class or at home. Speech-language pathologists, teachers, occupational therapists, and reading specialists are among the professionals that could benefit from this information.

Megan Donovan, Kelsey Kelly, Francesca Ruth

Advisor: Dr. Monika Pawlowska | **Poster Number:** 35

Title: Use of Therapy Dogs in Fluency Treatment for Persons Who Stutter

The study investigated the extent to which the presence of a therapy dog during treatment can increase speech output and fluency as well as reduce apprehension in persons who stutter. This study consisted of four participants, two school-aged children and two adults, all diagnosed with a fluency disorder. Following the baseline sessions, participants completed eight or nine treatment sessions, half semi-randomly selected to have the therapy dog/dog handler present. All sessions followed the same treatment protocol, differing only in the presence or absence of the dog/dog handler. Treatment was conducted by graduate students, who were members of the research team.

The results indicated that apprehension was unaffected by the presence of the therapy dog. Also, all participants showed no difference in their speech output (mean length of utterance) between sessions with and without the dog. P1, P2, and P3's fluency did not increase with the presence of the dog. However, P4's fluency increased when the dog was present. In addition, P1 & P2 showed minimum engagement with dog during treatment. P3 & P4 showed high engagement. All of the participants reported that they enjoyed the presence of the dog and felt happy to have the dog in the session. It was also noted that each participant thought therapy was the same with and without the dog handler. All participants reported that they did not mind having the dog handler present.

Kaeleigh Milito, Jen Nolan, Daniela Rengifo, Shannon Sheedy, Mariah Smith

Advisor: Dr. Monika Pawlowska | **Poster Number:** 36

Title: Effectiveness of treatment targeting executive function in children with Traumatic Brain Injury

Traumatic brain injury (TBI) can follow events such as falls, car accidents or being hit by an object. Its effects can vary from mild to severe and can impact a person's ability to function in daily life. One area that is significantly affected by TBI is executive function. This area is comprised of working memory, cognitive flexibility and inhibitory control. Deficits in executive function can influence a person's ability to communicate effectively in everyday situations. This literature review reports on studies of the effectiveness of treatment programs targeting executive functions in children with TBI. Additionally, the review investigates availability of research on treatment effectiveness in Latino populations.

Kaila Santiago

Advisor: Dr. Monika Pawlowska | **Poster Number:** 37

Title: Parents' Perspectives On Children With Autism Swallowing Pills

Children with disabilities, including Autism Spectrum Disorder (ASD), are oftentimes required to take prescription pills daily. Noncompliance and nonacceptance can impede effective medical treatment (Babbit et al., 1991). Existing research suggests that treatment can be used successfully to teach pill swallowing to children with ASD and that parents can be involved in the treatment. However, there is little research about parents' perspectives on their awareness of treatment options, their involvement in the treatment process and the effectiveness of treatment. It is important for clinicians to understand the caregiver's views in order to provide effective services.

The current study addressed the following research questions: (1) "What behaviors are demonstrated when children with ASD ingest medication?" and (2)

"What is the parents' perspective on behavioral training to help children with ASD swallow pills?" The researchers developed a 16-question survey which was made available to parents of children with ASD via Autism Speaks Foundation website as well as via Faces 4 Autism, a local support group in New Jersey. Forty six participants responded between June 25th,, 2018 to February 8th, 2019. Questions included types of behaviors exhibited, amount of involvement of the parent when child is ingesting medication, as well as amount of time to complete process. Additionally, parents were asked if there should be additional research regarding training protocols for swallowing medication.

The results of the study will help determine whether there is a need for more services and more parent education to support successful medicine ingestion by children with ASD.

Lauren Sheehan

Advisor: Dr. Monika Pawlowska | **Poster Number:** 38

Title: Rett Syndrome and Learning: Perspectives of Parents and Professionals

The purpose of this research is to learn the range of thoughts and perceptions of parents, teachers, speech language pathologists, and additional professionals, about individuals with Rett syndrome's ability to learn. Research focusing on the cognitive abilities of individuals with Rett syndrome and their ability to learn is limited. An online survey was distributed that targets a community of parents of individuals with Rett syndrome, and professionals that work with persons with Rett syndrome. The specific aim of this study was to answer the following questions:

1. What is the range of perceptions and expectations of parents, teachers, and therapists about persons with Rett syndrome's ability to learn?
2. What is the frequency and intensity that parents, teachers, and therapists spend teaching persons with Rett syndrome?
3. What is the extent to which parents, teachers, and therapists are aware of recent research regarding the learning potential of individuals with Rett syndrome?

The results of this study may inform specialists about areas to provide education, and offer insight to professionals about their respective perspectives, which can help facilitate communication among them.

Jonathan Vega**Advisor:** Dr. Russell Manson | **Table Number:** 9**Title:** Identification of Eye Movement Patterns in Heroes of the Storm

Using OpenCV (Open Source Computer Vision Library), a program was written to recognize faces, track and record pupil movement of a subject while playing a video game (Heroes of the Storm). Then using machine learning, classification of data was done to remove false detections of eyes using KMeans Clustering. This was then visualized using Matplotlib (a visualization library) to plot eye maps of every session. A neural network was then created to compare eye maps of different character playthroughs. This was then used to identify what character the subject was playing in future recordings.

Master of Science in Occupational Therapy

Ashley Badders, Alena Kumta, Allison Moran, Sonia Rubillo**Advisor:** Dr. Victoria Schindler | **Poster Number:** 39**Title:** Self-Assessment of Cultural Competence

Twelve Masters of Occupational Therapy Students (MSOT) travelled abroad to Bogotá, Colombia as part of a study abroad service learning trip. Four of these students conducted research on the self assessment of cultural competence of the MSOT students (N=12) travelling abroad. A pre and post test design was implemented to help identify areas of skill, knowledge, and awareness, during interactions with others, as well as assist participants in identifying strengths and areas which need development in the context of cultural competence. The pre test was administered in the fall of 2018, and the post test given after the students returned from their trip during spring break 2019. This poster presents the statistical analysis of the gathered data, as well as any significance extracted.

Paige Betz, Jillian Bowden, Emily Iannuzzi, Christine Mukai, Felicia Williams, Leonor Zahrend**Advisor:** Dr. Victoria Schindler | **Poster Number:** 40**Title:** MSOT Student Comfort with the Mental Health Population

The purpose of this research is to compare the comfort levels of 30 occupational therapy students working with the mental health population before and after 2 years of intense educational courses. The research is attempting to demonstrate clinical significance on an increased comfort interacting with the mental health population. The participants completed the Comfort Scale and Opening Minds Stigma Scale for Healthcare Providers, during the first week of the program, then again within the last few weeks of the 2 year program. The demographics and previous experiences interacting with the mental health population varied throughout the 30 participants. However, all of the participants received mental health education throughout the 80 credits of educational courses and fieldwork experiences over a 2 year span. The results of this research are aiming to support clinical significance for increased knowledge and comfort while interacting with the mental health population. This research is striving to demonstrate how education and exposure to individuals diagnosed with mental health disorders impacts the attitude and opinions of the occupational therapy students.

Hannah Bibeault, Emily Koop, Terence Marron, Alexandra Negri, L. Michelle Vargas

Advisor: Dr. Andrea Garcia | **Poster Number:** 41

Title: Effectiveness of Aquatic Therapy in Improving Gross Motor Skills in Children with Cerebral Palsy

The purpose of this study was to assess the effectiveness of aquatic therapy on improving gross motor function in children diagnosed with Cerebral Palsy (CP). CP is the most common physical motor disability in children. This disorder is a consequence of early brain damage or dysfunction characterized by atypical control of movements and positions which is seen through deficits such as abnormal muscle tone, abnormal muscle weakness, bone abnormalities, balance disorders, or loss of selective motor control. Compilation of ten evidence-based articles through five databases yielded three systematic reviews, four randomized controlled trials, one pilot study, one quasi experimental study, and one qualitative study. Aquatic movement and exercise studies for children diagnosed with any classification of CP and a variety of gross motor outcome measures were included. Clinically significant improvements were documented in areas of gross motor functioning, strength, endurance, overall mobility, water skills, quality of life scores, dynamic balance, gait speed, body functions and activities, and participation components. In conclusion, aquatic therapy is a beneficial intervention for improving gross motor function in children diagnosed with cerebral palsy. Results also show the need for additional studies of longer duration evaluating effectiveness of aquatic intervention on long term improvement in gross motor functions in comparison to other therapeutic interventions.

Madeleine Brownsey, Jessica Checinski, Tatiana Davidson, Emily Disbrow, Lyndsey Fraser

Advisor: Dr. Andrea Garcia | **Poster Number:** 42

Title: Effectiveness of Augmentative and Alternative Communication Systems for Facilitating Functional Language Development for Children with Autism Spectrum Disorder

Functional language development is crucial for children to facilitate communication of their wants and needs and is essential for expression and interaction. Autism spectrum disorder (ASD) can potentially impact language development, limiting a child's ability to communicate effectively within his/her environment. An average of one-third to one-half of school-aged children with ASD do not use speech as their primary way of communicating (Brady, 2015). Augmentative and alternative communication systems (AACs) are not only used as assistive devices but are also used to facilitate growth in language development of non-verbal children; therefore, helping to create lifelong occupational functionality.

The purpose of reviewing the literature was to determine the effectiveness of AACs for children diagnosed with ASD compared to those with the same diagnosis who do not receive communication interventions. AACs vary from low-tech to high-tech devices and include picture exchange communication systems (PECS), speech generating devices (SGD), American Sign Language (ASL), and iPad technology. Utilization of these devices provide opportunity for requesting, expressing feelings, and actively engaging in conversation. Overall, AAC interventions have been found to be beneficial and effective for developing functional communication in children with ASD.

Carly Burnup, Kate Earles, Laura Eguia, Alexa Pritchard, Danielle Wilson

Advisor: Dr. Andrea Garcia and Dr. Kimberly Furphy | **Poster Number:** 43

Title: The Effects of Active Video Games on Functional Movement in Children with Atypical Motor Development

Child development progresses along a continuum. While some children hit their milestones within normal limits, others experience developmental delays which can result in atypical motor development. Atypical motor development encompasses children who experience deficits in motor skills and accounts

for approximately 1.8 - 4 percent of school-aged children (Hammond, Jones, Hill, Green, & Male, 2012). Active video games (AVGs) are a form of digital entertainment that relies on physical movement, which can be utilized to promote the development of motor skills. One benefit of active video games is their ability to simulate a natural environment through virtual reality while promoting a low-pressure atmosphere to master motor skills. With play being the primary occupation of children, AVGs can be utilized as an age-appropriate and inexpensive therapeutic intervention to facilitate generalizability of motor skills.

To question the efficacy of AVGs in a therapeutic setting, the following hypothesis was formed: in children with atypical motor development, active video games have an effect on functional movement compared to children who do not participate in active video games. A literature search was performed utilizing academic databases including PsychInfo, Medline, CINAHL Complete, PubMed, and Academic Search Complete to identify studies most relevant to the hypothesis. Research studies concluded that the overall benefits in promoting functional movement through AVGs in children with atypical motor development were positive, but limitations threatened the results (i.e. small sample sizes, internal validity threats, biases). Future research using larger sample sizes will help draw more accurate and generalizable findings.

Alyssa Casanova, Alexis Disbrow, Dionia Henderson, Devin Pino, Erica Tenpenny

Advisor: Dr. Andrea Garcia and Dr. Kimberly Furphy | **Poster Number: 44**

Title: The Effectiveness of Social Skills Groups on Social Skills Acquisition for Children Diagnosed with Autism Spectrum Disorder

The purpose of this review was to determine if social skills groups show an enhancement in social skill acquisition for children diagnosed with autism spectrum disorder (ASD). An analysis of 10 studies considers the relationship between social skills groups and an improvement in social skills for children with ASD. The participants consisted of males and females, ages 6 to 17, diagnosed with ASD. The studies analyzed consisted of 5 randomized controlled trials, 1 randomized parallel group, 3 pretest and posttest trials, and 1 case study. Interventions consisted of different variations of social skills groups and the majority were compared to a control treatment. The articles suggest that social skills groups are beneficial in the acquisition of social skills for children with ASD, yet important considerations for the degree and longevity of success are the duration and continuity of the groups. In order to maintain social skills, treatment had to be continuous, as some studies showed that improvements following the cessation of intervention effects were not seen to be long lasting. Limitations within the studies included small sample sizes and a majority of male participants. Additional research in this area could further benefit these findings.

Ciara Catling, Harsh Dave, Alex Duga, Lori Gioia-Grether, Jennifer Mellish, Charlie Stefanowitz

Advisor: Dr. Victoria Schindler | **Poster Number: 45**

Title: Effects of Supported Education on the Self Perception of Stockton Undergraduate Students with Disabilities

An academic course, Skills for Success, is an occupational therapy-based supported education program designed for Stockton college students diagnosed with autism spectrum disorder (ASD), learning disability (LD), and other mental health (MH) diagnoses.

The COPM is a semi-structured interview tool used to gauge participants' perception and satisfaction of their current occupational performance. The tool guides participants to identify problems in areas

including self-care, school/work and leisure. In regards to the Skills for Success (SFS) program, this tool was used to measure pre and post performance and satisfaction in educational skills such as organization and time management, study skills, writing skills, and a personal interest goal.

Pre and post test quantitative and qualitative data was analyzed to identify common barriers, limitations, and success on student performance. The goal of our research was to compare the pre and post data in order to determine the effects of the Skills for Success program on academic performance.

Ciara Catling, Michelle Fitzula

Advisor: Dr. Kathleen Klein | **Poster Number:** 46

Title: Evaluating Preschool Environments: Addressing Self-Regulation and Learning Needs

This poster session describes a framework and process for assessing the preschool environment. The physical and social environments are important in promoting student interactions, learning activities, and context. A well-designed preschool environment promotes self-regulation, social emotional learning (SEL) and positive behavior for all preschool students. The primary aims of this project were to investigate current best practices for preschool classroom design to promote SEL, collect quantitative data based on observation of preschool classrooms, and use literature findings to develop a survey to assess the knowledge, attitudes and behaviors about best practices among preschool teachers and staff at the same private school preschool program. Future directions include using literature review findings and data collected to facilitate collaborative efforts in environmental redesign to address the learning and self-regulation needs of preschool students.

Katie Coiro, Alyssa Long, Sam Pellecchia, Chelsey Thivierge, Justin VanOyen

Advisor: Dr. Andrea Garcia | **Poster Number:** 47

Title: Evaluating the Effectiveness of Hippotherapy in Improving Postural Control in Children Diagnosed with Cerebral Palsy

Hippotherapy is commonly utilized in occupational therapy practice to address gross motor functioning in individuals with physical and neurological disabilities. Occupational therapists may use this intervention to address the postural control of clients within this population, in order to increase occupational performance. The purpose of this study is to evaluate the effectiveness of hippotherapy compared to no intervention, in improving the postural control of children with cerebral palsy (CP). A literature search was conducted utilizing online databases including MEDLINE, PubMed, CINAHL, Academic Search Complete, and PsycInfo. Databases were reviewed until February 22, 2019. Twenty studies were initially identified, then were narrowed to ten articles based on the fulfillment of the following criteria: (1) hierarchy of evidence, (2) evaluation of the effectiveness of hippotherapy on postural control, and (3) inclusion of children diagnosed with CP. The studies were assessed and results obtained utilizing a Quantitative Critical Review Form (Law et al., 1998). These findings support hippotherapy to be an effective intervention to improve postural control in children with CP. However, a literature gap and heterogeneity of samples may impact the overall clinical significance, suggesting additional studies may be warranted.

Nikki D'Intino, Gordon Fordyce, Kate Luethold, Danielle McCabe

Advisor: Dr. Victoria Schindler | **Poster Number:** 48

Title: Cultural Competencies for Global Engagement: Skills & Attitudes

Master of Science in Occupational Therapy students participated in an eight-day, faculty-led, study abroad trip to Colombia, South America. While abroad, students were exposed and encouraged to participate in activities to learn about the culture as well as the clinical and educational aspects of occupational therapy. Quantitative measurements of cultural competence were assessed using a Likert-scale questionnaire developed from the Hyter, Roman, Staley, & McPherson (2017) article on Competencies for Effective Global Engagement: A Proposal for Communication Sciences and Disorders. Additionally, qualitative data was collected and analyzed on the thoughts and concerns students had with travel to Colombia. Results of the pretest/posttest qualitative and quantitative data will be presented.

Megan Dwyer, Michelle Fitzula, Alexandria Grazioso, Mark Tirone

Advisor: Dr. Victoria Schindler | **Poster Number:** 49

Title: Cultural Competencies for Global Engagement: Knowledge & Dispositions

Master of Science in Occupational Therapy (MSOT) students have the opportunity to participate in a service learning trip to Bogota, Colombia every spring break. This trip provides a mental health fieldwork experience, as well as an opportunity to collaborate with OT students, professionals, and community partners in Colombia. This session will discuss the impact of the study abroad experience on cultural competency in OT students. Cultural competency in the healthcare field is important in order to provide quality, accessible care to individuals of various cultures. This research assessed students' pre and post self-perceived knowledge, dispositions, and rating of current cultural competence through quantitative and qualitative measures.

Michelle Eng, Michelle Guidice, Alondra Guzman, Christina Thomas, Frances Sweeney

Advisor: Dr. Andrea Garcia | **Poster Number:** 50

Title: The Impact of the Early Start Denver Model (ESDM) in Children with Autism Spectrum Disorder (ASD)

The evidence of early intervention has been demonstrated to have a significant impact on child development. Early intervention is a range of services to help children from ages 0-3 years old who have developmental delays or a specific health condition. The Early Start Denver Model (ESDM) is a behavioral approach derived from Applied Behavioral Analysis (ABA) principles that are used for children diagnosed with autism as early as 12 months. The literature available pertaining to the effectiveness of the ESDM was researched to understand skill development in areas such as cognition, social, and play in children diagnosed with autism. Literature suggests that there was overall improvement in cognition, social skills, language (receptive and expressive), verbal skills, parental stress, and a change in diagnosis of autism. The ESDM has shown a noticeable difference in behaviors for children who receive this form of intervention but there are evident discrepancies within the literature that does not solidify the sole use of this approach on children diagnosed with autism. However, the majority of the literature confirms the benefits of general early intervention in children diagnosed with ASD. Overall, it was concluded that the research available for the use of the ESDM in skill development in children diagnosed with autism is not substantial enough to confirm its effectiveness. The replication of additional studies with various designs and larger sample sizes is suggested to affirm the overall benefits of the ESDM in comparison to other early interventions.

Mackenzie Goddard, Elizabeth McGrogan, Abigail McHugh, Jonathan Miller, Angelika Paluch, Amanda Ross

Advisor: Dr. Victoria Schindler | **Poster Number:** 51

Title: Task Skills Scale and Interpersonal Skills of Stockton Students Enrolled in the Skills for Success Program

The purpose of this poster is to identify and measure task and interpersonal skills development in 17 undergraduate students aged 18-27 enrolled in the Skills for Success Program during the Fall 2018 semester at Stockton University. Student members of the Skills for Success Program have a variety of DSM V diagnoses such as Autism Spectrum Disorder, Attention-Deficit Hyperactivity Disorder, Learning Disability, or other mental health diagnosis. This study utilized a pretest-posttest design administered at the beginning and end of the 15-week semester. Assessments used included an 8-item task skills scale and an 8-item interpersonal skills scale. Both quantitative and qualitative measures were completed and analyzed by student mentors of the Masters of Occupational Therapy Program. It is hypothesized that there will be notable improvement on both interpersonal and task skills scales, supporting the efficacy of the Skills for Success Program for students with DSM V mental diagnoses.