Eighteenth Annual
Graduate Student Research Day

March 2, 2018
Mississippi Room
Coffman Union
The Department of Educational Psychology is pleased to welcome you to the Eighteenth Annual Graduate Student Research Day in celebration of the academic accomplishments of its graduate students.
WELCOME

Geoffrey Maruyama, Chair
Department of Educational Psychology

Russell Burris Fellowship in Educational Psychology

Announcement of the 2018-19 award recipient

INTRODUCTIONS

Ernest Davenport, Director of Graduate Studies
Educational Psychology

PAPER PRESENTATIONS

Subskill Analysis of Oral Reading: Initial Evidence and Guidelines for Reliable Results
Danielle M. Becker, School Psych
Co-author: Theodore J. Christ
Ted Christ, Adviser

Constructing Diagnostic Subscores on Assessments: A Case Study of Identifying Students At-Risk
Bowen Liu, QME
Co-authors: Mark L. Davison, Gina Biancarosa, Sarah Carlson, Ben Seipel
Mark Davison, Adviser

Using Schema-Based Instruction to Teach Elementary Students With Learning Disabilities to Solve Multiplication and Division Word Problems
Ahmed Alghamdi, Special Ed
Co-author: Asha Jitendra
Asha Jitendra, Adviser
Improving Outcomes of Underrepresented Students Through YMCA Community Engagement Programming

Anthony Shulzetenberg, PsyF
Geoffrey Maruyama, Adviser

POSTER PRESENTATIONS

1 A Pathway to Resilience for Students who Experience Trauma: A Structural Equation Modeling Approach
Youngsoon Kang, QME
Co-authors: Mireya Smith, Ozge Ersan, Michael Rodriguez
Ernest Davenport, Adviser

2 A Review of Mathematics Strategies and Interventions for Use with English Language Learners
Leila Jones, School Psych
Co-author: Annie Goerdt
Robin Codding & Amanda Sullivan, Advisers

3 A Simple Look at Complexity in Early Writing CBM
Kyle Wagner, Special Ed
Co-authors: Robert Smith, Kristen McMaster, Erica Lembke
Kristen McMaster, Adviser

4 An Exploratory and Confirmatory Factor Analysis Examination of School Counselor Preparedness in Effectively Counseling Gender Nonconforming Students – A National K-12 Survey
Cristina Silva Gleason, CSPP
Co-authors: Carolyn Berger, Abbie Maxfield, Anastasia Osbeck
Marguerite Ohrtman, Adviser
Culturally Responsive Mental Health Practices for Hmong Students and Families
*Aria Fiat, School Psych*
Co-authors: Sydney Pauling, Annie Hansen-Burke
Clayton Cook, Adviser

Development and Evaluation of a Growth Mindset Intervention based on Neuroplasticity in Underrepresented Undergraduate Students
*Isabel López, PsyF*
Co-authors: Astrid Schmied, Tai Do, Wanqi Yang, Minerva Muñoz, Janet Dubinsky and Geoffrey Maruyama
Geoffrey Maruyama, Adviser

Does Disruptive Behavior in Kindergarten Predict Need for Special Education Services in Third Grade?
*Tara Kulkarni, School Psych*
Co-author: Amanda Sullivan
Amanda Sullivan, Adviser

Does shifting ability support interleaved learning of new science concepts in middle school students?
*Jimin Park, PsyF*
Co-authors: Keisha Varma, Sashank Varma
Keisha Varma, Adviser

Examining Predictors in Children's Frustration in Response to Failure
*Sydney Pauling, School Psych*
Co-authors: Andrew Jordan Thayer, Aria Fiat, Clayton Cook, Cheryl He
Clayton Cook, Adviser
10 Examining with Whom and How Children Naturally Cope with School-based Problems  
Sydney McCaslin, School Psych  
Co-authors: Clayton Cook, Aria Fiat, Sophia Frank  
Clayton Cook, Adviser

11 Fraction Intervention for Struggling Math Learners: A Systematic Review  
Rachel Roesslein, School Psych  
Co-authors: Robin Codding, Sydney P. McCaslin  
Robin Codding, Adviser

12 Implementing Telehealth Systems Across a Three-Tiered PBS Model to Support Rural Organizations  
Stephanie Benson, Special Ed  
Co-authors: Erin Watts, Jessica Simacek, Rachel Freeman  
Frank Symons, Adviser

13 Improving spatial reasoning through a mobile game  
Nicolaas VanMeerten, PsyF  
Keisha Varma, Adviser

14 Investigating the Effects of Tier 2 Narrative Language Intervention on Students with At-Risk Externalizing Behaviors  
Stacey Brandjord, School Psych  
Co-author: Robin S. Codding  
Robin Codding, Adviser

15 Measuring Language & Early Literacy Development of Three-Year-Olds  
Kristin Schuster, School Psych  
Co-authors: Alyssa Schardt, Scott McConnell, Alisha Wackerle-Hollman, Anthony Albano, Liuhan Cai, Dana Brandes, Erin Lease  
Clayton Cook, Adviser
Percieved Discrimination's Impact on Internalizing and Externalizing Mental Health Diagnoses in U.S. Children and Adolescents

Mollie Weeks, School Psych
Co-author: Amanda Sullivan
Amanda Sullivan, Adviser

Player Agency and Content Retention in Educational Games

Jenifer Doll, PsyF
Co-authors: Keisha Varma, Charlie Mackin
William Bart, Adviser

Recruiting Girls to Computer Science: Interest, Sense of Belonging, and Stereotypes in Programming Environments

Christina M Zdawczyk, PsyF
Co-author: Keisha Varma
Keisha Varma, Adviser

Re-encountering Misconceptions: Transferring Knowledge from Refutation Texts

Jasmine Kim, PsyF
Co-author: Panayiota Kendeou
Panayiota Kendeou, Adviser

Using Social Media Technology to Enhance Science Engagement in Middle School Students

Tayler Loiselle, PsyF
Co-author: Keisha Varma
Keisha Varma, Adviser

School and community sports participation and positive youth development: A multilevel analysis

Kyle Nickodem, QME
Co-authors: Martin Van Boekel, Youngsoon Kang, Carlos Chavez, Michael Rodriguez
Ernest Davenport, Adviser
22 Screening Data and Teacher Judgments of Reading and Math Skills
Nicole McKeveit, School Psych
Co-author: Allyson J. Kiss
Robin Cooding & Amanda Sullivan, Advisers

23 Statistical problem-solving cycles while solving simulation tasks
during guided interviews
Jonathan M Brown, QME
Co-authors: Robert C. delMas, Andrew S. Zieffler
Robert delMas & Andrew Zieffler, Advisers

24 Strategies to Facilitate Peer Support in Parenting Program for Low
Income Families: A Systematic Review
Rachel Knowles, School Psych
Co-author: Alisha Wackerle-Hollman
Amanda Sullivan, Adviser

25 Testing Two Observational System Approaches to Measure
Behavioral Reactivity during Modified Quantitative Sensory
Testing in Rett Syndrome
Alyssa Merbler, Special Ed
Co-authors: Breanne Byiers, Chantel Barney, Frank Symons
Frank Symons, Adviser

26 The Effectiveness of Two Flashcard Methods for Improving Math
Subtraction Fluency
Alyssa Schardt, School Psych
Co-authors: Jenna McGinnis, Alexandria Muldrew, Alaa Houri
Faith Miller & Amanda Sullivan, Advisers

27 Understanding the Relationship Between Academic Engagement
and Academic Motivation: A Synthesis of Correlational Research
Alyssa Schardt, School Psych
Co-author: Annie Christenson
Faith Miller & Amanda Sullivan, Advisers
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Virtual Reality as an Acceptable and Effective Stress Regulation</td>
<td>Yue Lyu, CSPP</td>
</tr>
<tr>
<td></td>
<td>Intervention for Children</td>
<td>Co-authors: Tiffany L. Hansen, Aria Fiat, Jordan Thayer, Clayton Cook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kelli Howard, Adviser</td>
</tr>
<tr>
<td>29</td>
<td>The Impact of the Student-Teacher Relationship for English Language</td>
<td>Laurie Kincade, School Psych</td>
</tr>
<tr>
<td></td>
<td>Learners</td>
<td>Amanda Sullivan, Adviser</td>
</tr>
<tr>
<td>30</td>
<td>The Link Between Math Anxiety and Math Performance</td>
<td>Rebecca Edmunds, School Psych</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-authors: Danielle M. Becker, Stacey C. Brandjord, Allyson J. Kiss, Jenna M. Klaft, Kourtney R. Kromminga, Leila Jones, Rachel I. Roesslein, Amelia P. Ruedy, Kristin E. Running</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robin Codding &amp; Ted Christ, Advisers</td>
</tr>
<tr>
<td>31</td>
<td>The mental representation of exponential expressions</td>
<td>Kasey Michel, PsyF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-authors: Sashank Varma, Drake Bauer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sashank Varma, Adviser</td>
</tr>
<tr>
<td>32</td>
<td>The relation between executive function and inference making</td>
<td>Britta Bresina, Special Ed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-authors: Reese Butterfuss, Kyle Wagner, Panayiota Kendeou, Kristen L. McMaster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kristen McMaster, Adviser</td>
</tr>
<tr>
<td>33</td>
<td>The Impact of Teacher Self-Efficacy on General Well-being Outcomes</td>
<td>James L. Merle, School Psych</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-authors: Andrew Thayer, Kristin Schuster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clayton Cook, Adviser</td>
</tr>
</tbody>
</table>
Using Multilevel Logistic Regression to Inform Reading Development: Orthographic Structure Matters

**Calvary Diggs, School Psych**

Co-authors: Danielle M. Becker, Nicole McKevett, Theodore J. Christ, Mary Jane White

Ted Christ, Adviser
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT MISSION STATEMENT

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY MISSION STATEMENT

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department’s scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.
ABOUT GRADUATE STUDENT RESEARCH DAY

The Department of Educational Psychology instituted Graduate Student Research Day in recognition of the abilities and talents of its students. This annual event is designed with three purposes:

- Provide a format for graduate students to present their research and be recognized locally by peers and faculty
- Give students an opportunity for professional development and practice for future state or national conferences
- Promote a department-wide activity that brings faculty and graduate students together around a common goal of disciplined inquiry

We take great pride in our graduate students and celebrate them as the future of educational psychology.

We would like to give special thanks to the Department of Educational Psychology staff and Ernest Davenport for taking the lead in coordinating all of the details this year. We also recognize our faculty members for their participation in this event.