Nineteenth Annual
Graduate Student Research Day

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March 1, 2019
Mississippi Room
Coffman Union
The Department of Educational Psychology is pleased to welcome you to the Nineteenth Annual Graduate Student Research Day in celebration of the academic accomplishments of its graduate students.
WELCOME

Geoffrey Maruyama, Chair
Department of Educational Psychology

Frank Symons, Associate Dean
College of Education and Human Development

Russell Burris Fellowship in Educational Psychology

Announcement of the 2019-20 award recipient

INTRODUCTIONS

Kristen McMaster, Associate Chair
Department of Educational Psychology

PAPER PRESENTATIONS

Do LGB Students Feel Safe and Why Does It Matter?

Rik Lamm, QME
Co-authors: Tai Do, Kory Vue, Kyle Nickodem, Michael C. Rodriguez
Michael Rodriguez, Adviser


Brittany Pennington, Special Ed
Co-authors: Jaelyn Gunderson, Jessica Simacek, Jason Wolff, Kristen McMaster
Jason Wolff, Adviser

Evidence of a relationship between mental rotation skills and performance in a 3D puzzle game

Nicolaas VanMeerten, PsyF
Co-authors: Keisha Varma, Matthew Gravelle, Nickolas Miller, Evva Kraikul, Farzan Fatemi
Keisha Varma, Adviser
## POSTER PRESENTATIONS

1. **Analysis of Self-Injurious Behavior With and Without Restraint Materials**  
   **Emily Unholz, Special Ed**  
   Co-authors: Rebecca Kolb, Jennifer McComas  
   Jennifer McComas, Adviser

2. **Investigating Internal Structure of Social Emotional Learning Measures: A Bifactor Approach**  
   **Mireya Smith, QME**  
   Co-authors: Youngsoo Kang, Kory Vue, Alejandra Miranda,  
   Michael Rodriguez  
   Michael Rodriguez, Adviser

3. **Cross-Language Differences in Remembering and Identifying Fractions**  
   **Jimin Park, PsyF**  
   Co-authors: Soo-hyun Im, Sashank Varma  
   Keisha Varma & Sashank Varma, Advisers

4. **Examining the quality of the literature on communication interventions for individuals with Rett syndrome**  
   **Aleyah Shipchandler, Special Ed**  
   Co-author: Jennifer McComas  
   Jennifer McComas, Adviser

5. **The use of Rubik’s Cube to Improve Spatial Reasoning**  
   **Jesslyn Valerie, PsyF**  
   Co-author: Keisha Varma  
   Keisha Varma, Adviser

6. **Mixed-Effects Meta Analysis of SSD Writing Interventions**  
   **Kyle Wagner, Special Ed**  
   Co-authors: Shawn Datchuk, Bridget Hier  
   Kristen McMaster, Adviser
7 Exploring Evidence that Board Games can Support Computational Thinking
Ching-Yu Tseng, PsyF
Co-authors: Jenifer Doll, Keisha Varma
Keisha Varma, Adviser

8 Supporting and Measuring Student Engagement in a Technology-Based Social Learning Environment
Tayler Loiselle, PsyF
Co-author: Keisha Varma
Keisha Varma, Adviser

9 Parent-reported Barriers and Facilitators to Obtaining a Diagnosis of ASD: A Systematic Literature Review
Pang Chaxiong, Special Ed
Co-author: Alefyah Shipchandler
Jason Wolff & Rose Vukovic, Advisers

10 Using Brief Experimental Analysis to Identify Effective Mathematics Intervention for Middle School Students
John Mouanoutoua, Special Ed
Co-authors: Jennifer McComas, Mohammed Almalki, Ellina Xiong
Jennifer McComas, Adviser

11 Measurement Invariance for Noncognitive Measures across Unique Populations by Explanatory IRT
Ozge Ersan, QME
Co-authors: Jose Palma, Youngsoon Kang, Michael C. Rodriguez
Michael Rodriguez, Adviser

12 When Misconceptions Strike Back: The Durability of the Refutation Text Effect
Jasmine Kim, PsyF
Co-authors: Reese Butterfuss, Rina Harsch, Joseph Aubele
Panayiota Kendeou, Adviser
13 Externalizing Behavior and Low Academic Achievement: Does a causal relationship exist?  
Tara Kulkarni, School Psych  
Co-author: Amanda Sullivan  
Amanda Sullivan, Adviser

14 Sensory Responsivity in Toddlers At Risk for Autism Spectrum Disorder  
Emma Worthley, Special Ed  
Co-authors: Jaclyn Gunderson, Jason Wolff  
Jason Wolff, Adviser

15 Nonlinear Association of Asian Student School Composition and Hmong Student Developmental Skills  
Kory Vue, QME  
Co-authors: Tai Do, Kyungin Park  
Michael Rodriguez, Adviser

16 Student Response to an Inferencing Intervention to Improve Comprehension: An Exploratory Analysis  
Britta Bresina, Special Ed  
Co-authors: Kristen McMaster, Panayiota Kendeou  
Kristen McMaster, Adviser

17 On the Assessment of Student Learning Outcomes in Graduate Education: Current State and Future Directions  
Jose Palma, QME  
Co-author: Charlotte A. Voight  
Michael Rodriguez, Adviser

18 Epistemic dimensions of language and their influence on trust and believability of information  
Joseph Aubele, PsyF  
Co-authors: Reese Butterfuss, Rina Harsch, Panayiota Kendeou  
Panayiota Kendeou, Adviser
19 A Validity Argument Sensitivity Analysis of Social and Emotional Learning Measures with Few Items
Carlos Chavez, QME
Co-authors: Michael C. Rodriguez, Kory Vue, Julio Cabrera
Michael Rodriguez, Adviser

20 Relational Reasoning as a Catalyst for Knowledge Revision
Rina Harsch, PsyF
Co-author: Panayiota Kendeou
Panayiota Kendeou, Adviser

21 Levels of regulation and self-injury in a female subject with Rett syndrome
Shawn Girtler, Special Ed
Co-authors: Rebecca Kolb, Jennifer McComas
Jennifer McComas, Adviser

22 Fighting Fire with Fire: Using Personal Anecdotes to Combat Vaccine-Related Misconceptions
Reese Butterfuss, PsyF
Co-authors: Jasmine Kim, Susan R. Goldman, Panayiota Kendeou
Panayiota Kendeou, 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 the Director of Graduate Studies, Panayiota Kendeou, for taking the lead in coordinating all of the details this year. We also recognize our faculty members for their participation in this event.