

Fourth Annual UVM College of Education and Social Services Scholarship Symposium

Making  Difference

May 15, 2009 8:00 to 12:00 (Waterman Building)

Symposium Opening – 8:00 to 9:00 (Memorial Lounge)

8:00	Coffee, snacks, and conversation
8:30	Welcome by Dean Fayneese Miller
8:45	Introduction to sessions by Symposium Planning Committee

Paper Session 1 – 9:15 to 10:15 (Locations listed below)

Room	Presenters	Title
455	LeBlanc	<i>Response to Instruction (RtI): A Cross Case Analysis of Three Schools</i>
	Shepherd & Salembier	<i>Implementing Response to Instruction: A Cross- Case Analysis of Four Pilot Sites</i>
456	Conley, Baigelman, Borsavage, Comley, Little-Hayes, & Riley	<i>Just Regular Reading: Study Hall Based Book Clubs in a Rural Working Class High School</i>
	Halladay	<i>Texts and Readers in the Elementary Grades: Issues in Assessment and Instruction</i>
457	Johnson	<i>Resilience: Queer Professors From the Working Class (SUNY Press, 2009)</i>
	Smith	<i>Understanding Diversity Training for People of Color at Predominantly White Institutions</i>
458	Brown	<i>Living the Game: Using Game Theoretic Applications to Increase Motivation in High School Students</i>
	McMahon	<i>An Assessment of the Functioning of the Universal Periodic Review Mechanism of the United National Human Rights Council</i>

Poster Session – 10:15 to 11:00 (Waterman Fourth Floor Hallway)

Paper Session 2 – 11:00 to 12:00 (Locations listed below)

Room	Presenters	Title
455	Hurley, Stewart, & Strojny	<i>Preschool Children in a Refugee Resettlement Community: A Qualitative Study</i>
	Ogrizovich & McShane	<i>Universal Design for Learning Grant</i>
456	Kornheiser	<i>Trends in Public Private Partnerships of the US Department of State: A Hierarchical Linear Modelling Approach</i>
	Leibowitz	<i>A Further Exploration of Modus Operandi: Can We Predict Whether Adolescent Sexual Abusers Will Use Force?</i>
457	Nelson & Pacific	<i>Beyond The Yellow Flowers: Grief Processes Of Long Term Care Staff</i>
	Patterson & Wahlers	<i>Multigenerational Lessons from the Co-Housing Model</i>
458	Mosenthal, Lipson, & Riker	<i>A Meta-Synthesis of School-wide Audits: What It Reveals about Literacy Instruction in Grades 3-6</i>
	Suter, Jesse	<i>Effectiveness of the Wraparound Process: A Meta-Analysis</i>

Join us for lunch – 12:00 to 12:30 (Waterman 427)

We wish to acknowledge and express our appreciation to all the presenters, colleagues, staff, and students who supported today's symposium.

In particular, we want to thank Kelly Circe and Chris Caswell for their essential logistical help and suggestions that have greatly improved this symposium.

We thank Dean Fayneese Miller, Associate Dean Susan Comerford, and the CESS Research Council as well for their guidance and support.

We would not have this opportunity to share and learn from our colleagues in the college without the symposium founders who started this CESS celebration of scholarship in 2006:

Michael Giangreco
Richard Johnson III
James Mosenthal
Lawrence Shelton
Gary Widrick

Thank you all!

CESS Scholarship Symposium Planning Committee 2009

Nancy Diamond
Deborah Hunter
Sean Hurley
Loralyn LeBlanc

George Leibowitz
Holly Lynn-Busier
Brent Sitterly
Jesse Suter

Paper Presentation Abstracts (in alphabetical order by first presenter)

Author(s): Brown, Elisabeth

Role & Department: Undergraduate student - Department of Education

Title: *Living the Game: Using Game Theoretic Applications to Increase Motivation in High School Students*

Abstract: The purpose of my research was to explore how game theory might connect students to an interesting and applicable field of mathematics to help spark their interest in the subject matter and thus increase their motivation. I wanted to bring into the classroom the parts of game theory that students could solve with their level of mathematical knowledge such as basic zero-sum and non-zero sum games. One application for these topics could be to solve sets of equations for more than one unknown. Students would also be able to explore the basic concept behind the "Prisoner's Dilemma" to see how different mathematical strategies could improve the players payoffs in a given situation.

Author(s): Conley, Katanna; Baigelman, Samantha; Borsavage, Michelle; Comley, Caroline; Little-Hayes, Jessica; & Riley, Kristen

Role & Department: Faculty member & Undergraduate students - Department of Education

Title: *Just Regular Reading: Study Hall Based Book Clubs in a Rural Working Class High School*

Abstract: This presentation discusses the first year of a program to implement weekly book clubs in a rural, working class high school. Undergraduate students, in collaboration with the principal investigator, conducted a qualitative study of the ways in which high school students engaged in conversation around narrative literature in a social book club setting. Several student researchers will discuss their process and findings.

Author(s): Halladay, Juliet

Role & Department: Faculty member - Department of Education

Title: *Texts and Readers in the Elementary Grades: Issues in Assessment and Instruction*

Abstract: This presentation will offer a brief review of some of my recent research on the topics of reading comprehension, oral reading fluency, motivation to read, and reader-text matching in the elementary grades. In addition, it will include a preview of some upcoming work on a variety of topics: 1) the validity of oral retellings as assessments of reading comprehension; 2) teachers' and students' perspectives on the practice of leveled reading; and 3) oral reading fluency variables that serve as predictors of reading comprehension.

Author(s): Hurley, Jennifer; Stewart, Emily; & Strojny, Morgan

Role & Department: Faculty member & Undergraduate students - Department of Integrated Professional Studies

Title: *Preschool Children in a Refugee Resettlement Community: A Qualitative Study*

Abstract: Students and I will share initial results of a qualitative study investigating factors contributing to positive and negative outcomes for preschool refugee children at risk for disability living in the refugee resettlement community. Participants were 30 early childhood and special educators serving families from countries including Somalia and Congo. Very preliminary results will be shared.

Author(s): Johnson III, Richard

Role & Department: Faculty member - Department of Education

Title: *Resilience: Queer Professors From the Working Class (SUNY Press, 2009)*

Abstract: I will talk briefly about one of my latest books, *Resilience: Queer Professors From the working Class* (published with Oldfield). In my discussion I will go into a fair amount of detail on professionals and professors who come from working class/poor backgrounds and who identify as LGBT individuals. I will also discuss the obstacles/challenges we faced getting through college and graduate school and eventually landing in higher education.

Author(s): Kornheiser, Emilie

Role & Department: Graduate student - Community Development and Applied Economics, College of Agriculture and Life Sciences

Title: *Trends in Public Private Partnerships of the US Department of State: A Hierarchical Linear Modelling Approach*

Abstract: This paper seeks to identify how the U.S. Department of State specifically utilizes public private partnerships. By triangulating three levels of data, these issues are examined in breadth as well as depth. A hierarchical linear model explores correlations between administrative bureau, strategic goals, geographic region, capital investment, and partnership lifespan, in the more than 700 PPPs that the U.S. Department of State has engaged in. These analyses begin to reveal the current state of PPPs in the Department of State, a necessary step in the creation of formal protocols of accountability that preserve the flexibility intrinsic to PPP success.

Author(s): LeBlanc, Loralyn

Role & Department: Graduate student - Department of Education

Title: *Response to Instruction (RtI): A Cross Case Analysis of Three Schools*

Abstract: The purpose of this study was to investigate through a mixed methods approach to explore the professional development experiences of individuals in three schools piloting Response to Intervention, also known as Response to Instruction (RtI). Analysis for this study included semi-structured interviews with classroom teachers, special educators, paraprofessionals, principals and the two educational consultants who provided the initial professional development training to the staff at the three schools piloting RtI. Analysis of Variance (ANOVA) was used to determine if there was a relationship between groups formed by Teacher Roles, Tiers of Instruction Delivery (Tier I, Tier II and Tier III) or Schools with respect to the Concerned-Based Adoption Model (CBAM) seven Stages of Concern. Major findings from this study revealed themes of readiness, providing necessary resources, continuing various professional development training to sustain RtI, sustaining the work of RtI through Professional Learning Communities and the need for strong leadership and continuous collaboration.

Author(s): Leibowitz, George

Role & Department: Faculty member - Department of Social Work

Title: *A Further Exploration of Modus Operandi: Can We Predict Whether Adolescent Sexual Abusers Will Use Force?*

Abstract: Researchers have noted a lack of investigations on the factors associated with adolescent sexual abusers' utilization of modus operandi (MO), i.e., strategies used to coerce, and/or force victim compliance. The present study examined the relationships between the characteristics of victimization and the use of specific MO strategies (favors, threats and force), as well as the predictability of adolescent sexual abusers' MO. Self-report data were collected from 332 sexually abusive youth in court-ordered treatment. The Modus Operandi Questionnaire measured the use of favors, threats, and physical force. The Self-Report Sexual Aggression Scale was used to measure characteristics of the offenses, and the Child Trauma Questionnaire was used to measure five types of trauma. Using logistic regression models, a number of variables were tested (characteristics of victimization, types of trauma, drugs and alcohol, planning the offense, and being told to abuse by a third person) that were hypothesized to predict the use of certain MO strategies by sexually abusive youth. Findings indicated that many sexually abusive youth recapitulated the MO that was used on them during victimization. Implications for theory building, research, and treatment of adolescent sexual abusers are offered.

Author(s): McMahon, Edward

Role & Department: Graduate student - Department of Education

Title: *An Assessment of the Functioning of the Universal Periodic Review Mechanism of the United National Human Rights Council*

Abstract: This project seeks to answer is how effective is the United Nations Human Rights Council (HRC) in promoting human rights around the world? More specifically, I ask whether the Universal Periodic Review mechanism of the HRC contributes to the HRC's mandate to promote world-wide human rights. My methodology is two-fold; I will a) undertake document analysis of UPR reports, and b) qualitative interviews with stakeholders designed to provide context for the UPR and its functioning. This is a compelling and timely topic as it deals with the practical implications of two contemporary related and fundamental theoretical and policy debates: the liberal international versus realist views of the world order, and the universalist versus cultural relativist approaches to the interpretation of fundamental human rights.

Author(s): Mosenthal, Jim; Lipson, Marjorie; Riker, Maureen

Role & Department: Faculty members & Graduate student - Department of Education

Title: *A Meta-Synthesis of School-wide Audits: What It Reveals about Literacy Instruction in Grades 3-6*

Abstract: The purpose of this study is to create a "normative" profile of struggling schools, and, in so doing, identify a starting point for school improvement efforts. We present the results of a meta-analysis of 15 school audits involving approximately 180 teachers and intermediate-grade literacy specialists. These audits were conducted using an interpretive lens that emerged from earlier research on successful schools. Of interest in this study, as reflected in the audit reports, is the state of upper elementary literacy instruction in schools struggling to meet state performance standards.

Author(s): Nelson, Cassi and Pacific, Julie

Role & Department: Undergraduate students - Department of Social Work

Title: *Beyond The Yellow Flowers: Grief Processes Of Long Term Care Staff*

Abstract: This project assessed the need for grief training in the Long-Term Care (LTC) community in general. Through an extensive review of pertinent literature and interviews of caregivers in this field, we hoped to better understand the challenges that face staff who work with dying residents. By gaining a better understanding of grief in general and how detrimental it can be if left unresolved, we have tried to raise awareness about the need for open communication between employers and employees surrounding death and loss in a community.

Author(s): Ogrizovich, Nick and McShane, Ellen

Role & Department: Staff - Academic Support Programs

Title: *Universal Design for Learning Grant*

Abstract: The Universal Design for Learning (UDL) grant, entitled Supporting Faculty to Teach all Students: A Universal Design Consulting Team Model, is a \$1 million, three year grant funded by the U.S. Department of Education. This grant began October 1, 2008 and runs through September 30, 2011. We are currently in the interviewing and hiring our consultant teams stage. Some of the Design Team members worked on the Excellence and Equity grant, which paved the way for the UDL grant. The UDL grant aims to improve student's educational experience by incorporating accommodations into the curriculum, among other things. By making a course more accessible, UDL benefits all students. The three principles we will work with are multiple means of representation, multiple means of expression and multiple means of engagement.

Author(s): Patterson, Fiona and Wahlers, Salissa

Role & Department: Faculty member & Graduate student - Department of Social Work

Title: *Multigenerational Lessons from the Co-Housing Model*

Abstract: Multiple generations live together less frequently now than in the past. This study looks at intergenerational living experiences in four co-housing communities in Vermont via information gathered from 83 completed questionnaires (55.3% response rate) and 20 intensive, long interviews. The study involved residents aged 14 to 90 and what could be learned from communities who share resources, knowledge & skills; use joint decision making; have significant social interactions; and emphasize simplifying everyday life & protecting the environment. The focus was on knowledge that could be gained & used by those who plan and administer multi-generational housing project.

Author(s): Shepherd, Katharine and Salembier, George

Role & Department: Faculty members - Department of Education

Title: *Implementing Response to Instruction: A Cross- Case Analysis of Four Pilot Sites*

Abstract: This session will highlight preliminary findings of a qualitative study being conducted of the implementation of Response to Instruction (RtI) in four schools in Vermont. The presentation will provide a description of the RtI implementation model, and will include a discussion of implications for pre-service programs in teacher education and educational leadership.

Author(s): Smith, Sherwood

Role & Department: Faculty member - Department of Integrated Professional Studies

Title: *Understanding Diversity Training for People of Color at Predominantly White Institutions*

Abstract: Faculty, staff & students of color at Predominately White Institutions (PWI's) often find training dominated by cultural competency workshops and diversity trainings that are targeted toward the dominant group (usually identified as Whites/ Anglos in the United States). While it is important that such trainings exist, it is equally important, and often overlooked, to have workshops aimed specifically at people of color (marginalized populations at PWI's). This session will review research data currently being collected on the outcomes from a specific training.

Author(s): Suter, Jesse

Role & Department: Faculty member - Center on Disability and Community Inclusion

Title: *Effectiveness of the wraparound process: A meta-analysis*

Abstract: Wraparound is a team-based service planning and coordination process intended to improve outcomes for children and youth with serious emotional and behavioral disorders and support them in their homes, schools, and communities. Wraparound is not a specific treatment, but rather a process through which service providers and families collaboratively work together to develop an individualized and strengths-based plan. A meta-analysis of seven controlled outcome studies was conducted to review wraparound's evidence base. Findings revealed that wraparound led to more positive outcomes with an overall effect in the small to medium range. Specific outcome domains produced medium effects for positive changes to the youth's living situation and small effects for mental health outcomes and youth functioning (including school and juvenile justice related outcomes).

Poster Display Abstracts (in alphabetical order by first presenter)

Author(s): Barbuto, Kristina

Role & Department: Undergraduate student - Department of Education

Title: *Assessing the Need for a Children's Literature and Teaching Resource Library on the University of Vermont Campus*

Abstract: The primary objective for conducting research in the area of text accessibility and professional preparation for student educators was to assess the need for a children's library and teaching resource center on the University of Vermont campus. Over one hundred undergraduate, graduate and doctoral students enrolled in the College of Education and Social Services were surveyed and interviews were conducted with four professionals within CESS and affiliated University organizations. From this research, it was found that a children's literature and teaching resource library on the UVM campus would serve a very specific population of students within the College of Education and Social Services. Also, the presence of such a resource would provide greater text accessibility to those children's organizations affiliated with the University.

Author(s): Diamond, Nancy and Hurley, Sean

Role & Department: Faculty members - Department of Education

Title: *Preparing Women for Academic Leadership: The Higher Education Resource Services (HERS) Institutes, 1976-2003*

Abstract: This study reports on a survey of women who attended one of the HERS annual leadership institutes during 1976-2003. Distributed to 2,887 alumnae, the survey used a questionnaire to measure the impact of HERS training on their careers. Findings are based on 1,347 returned surveys. On a scale constructed to measure the self-reported impact of HERS attendance, results indicated that women who were in positions of dean and above gave higher ratings than those in other positions. In addition, higher ratings designating HERS impact were associated with those respondents who reported obstacles to their career advancement as compared to those who reported no obstacles, regardless of their level of position.

Authors(s): Downes, John and Toolin, Regina

Roles and Department: Graduate Student and Faculty member - Department of Education

Title: *Partnering with Students in Middle Grades Teacher Professional Development*

Abstract: For over a decade, middle grades students have participated in a state-wide middle grades professional development institute designed to advance teachers' pursuit of their middle grades teaching endorsement. Students have acted as consultants and collaborators, offering their voice and expertise on young adolescent needs, teaming, curriculum development, and portfolio conferencing. This study explores the role of students in changing the attitudes and practices of teachers participating in a state-wide middle grades professional development institute. The goal is to inform the design of this and other teacher professional development opportunities, to understand how student "voice" serves as a link between students and teachers engaged in professional development, and to uncover the interaction between student voice and teacher change.

Author(s): Hjemvik, Leann

Role & Department: Graduate student - Department of Social Work

Title: *Interagency Matters! Disseminating Information Regarding Act 264 and the Interagency Agreement via E-Newsletter*

Abstract: Over the course of the year, the Interagency Agreement Support Team has refined the ways in which they disperse information to the community. By utilizing online programs *Mail Chimp* and *Blogger*, an e-newsletter format has been developed as a tool to send information to a wider audience. People who receive the e-newsletter can access information quickly and efficiently, focusing on their personal areas of interest, as well as gain broader access to information regarding Act 264 and the Interagency Agreement. The Interagency Agreement has served to expand the population eligible for Coordinated Services Plans under

the original Act 264, and now includes children and youth with severe emotional disturbances, as well as those who are eligible for special education services and disability-related services.

Author(s): Hurley, Jennifer

Role & Department: Faculty member - Department of Integrated Professional Studies

Title: *Social Validity Assessment in Social Competence Interventions for Preschool Children: A Review*

Abstract: Social competence intervention studies published from 1970 to 2008 for preschoolers were reviewed for reports of social validity assessment. Analysis of 90 studies indicated that 24 (26.67%) of studies included a report of social validity assessment. Assessments occurred for the following levels: goals (7.78%), procedures (7.78%), and effects (21.11%). Studies with social validity assessment were reviewed for the following dimensions: methods, participants, time of assessment and results. Trends in the rate of social validity assessment, methodological concerns and recommendations for further social validity assessments are discussed.

Authors(s): Rossiter, Kel

Role & Department: Graduate student – Department of Education

Title: *Environmental Studies Program Graduates As Leaders In Regional Environmental Nonprofits: What Sustains Them And What Influence Did Their Education Have On Them As Committed Environmental Professionals?*

Abstract: This phenomenological study investigates the stories of ten committed, regional environmental non-profit (ENP) professionals who were environmental studies program (ESP) undergraduates, exploring what sustains them in their work, with a focus on the role their undergraduate academic and extracurricular experiences play in supporting their commitment. Financial hardships, public valuation of environmental work, the need to perform multiple roles within the organization, complexities in ecological practice, the associated complexities in human interactions, and a slow timeline for change were the major challenges they reported. They feel prompted to persist in their work by a desire for ethical accord between their personal values and professional lives and the sense of place they find where they live and work. Considering their undergraduate years, study abroad, field research, internships, community-based class projects, and involvement in student clubs and organizations were all mentioned as formational experiences. Based on these findings, recommendations are made regarding ESPs and ENPs.

Author(s): Stanley, Ellen

Role & Department: Undergraduate student - Department of Education

Title: *English as a Second Language Teachers in a Refugee Resettlement Community: Perspectives and Experiences*

Abstract: I have interviewed three English as a Second Language teachers and written 'portraits' of each teacher. I plan to outline the common themes in these interviews in a poster

format to display my findings as well as having a copy of my thesis available for spectators to peruse.

Author(s): Trafan, Tiffany

Role & Department: Undergraduate student - Department of Integrated Professional Studies

Title: *The Infant Industry*

Abstract: The purpose of my study is to understand practices of midwifery and obstetrics in the United States, and what it is about these practices that cause women to choose to seek out doctors more often than midwives for their care during and after pregnancy. A case study was conducted with 3 midwives and 2 physicians who currently work in a practice in the Northeastern United States that offers women the choice to be cared for during their pregnancy and labor by either midwives or physicians. The midwives and physicians in this study are assumed to be representative of women's health providers in the United States.

Author(s): Vendola, Victoria

Role & Department: Undergraduate student - Department of Education

Title: *Eating Without Salt: Studying Abroad in Florence, Italy*

Recent Publications by CESS Faculty (2007 to present)

Aiken, J. A. (forthcoming) "Make Decisions and Prioritize." In Michelle Acker-Hoover & Gary Ivory, (Eds.). *Superintendents' Voices*. Lanham, MD: R & L Education Press. (Anticipated Publication, 2008)

Aiken, J. A., Taft-Blakely, J. French, D., Young, C., Stanley, S., Wasleben, L., Goodrich, W., (2007). *Implementing Policy Governance in Vermont Schools: A Research Study*. A Report to the Vermont School Boards Association and Vermont Commissioner of Education. Montpelier, VT: Department of Education.

Billman, A. K., Hilden, K., & **Halladay, J.L.** (2008). When the "right texts" are difficult for struggling readers. In E. H. Hiebert & M. Sailors (Eds.), *Finding the right texts: What works for beginning and struggling readers*. New York: Guilford.

Bishop, P., Allen-Malley, G. & Brinegar, K. (2007). "Student perceptions of integration and community: Always give me a chance to shine." Volume 6 in V. Anfara (Ed.) *The handbook of research in middle level education*. American Educational Research Association's Middle Level Education Research Special Interest Group. Greenwich, CT: Information Age Publishing.

Bishop, P., Brinegar, K., Patrizio, K., & Tarule, J.M. (2007). "Teacher educators reflect on standards." *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice*, 21(2&3).

Bohjanen, S., Humphrey, M., & **Ryan, S.** (in press). *Left Behind: Lack of research-based interventions for children and youth with Fetal Alcohol Spectrum Disorders*, *Rural Special Education Quarterly*.

- Bruns, E. J., **Suter, J. C.**, Leverentz-Brady, K. M., (2008). Is it wraparound yet? Setting quality standards for implementation of the wraparound process. *Journal of Behavioral Health Services & Research*, 35, 240-252.
- Cricco, K. **Holland, M.** (2007) "Nutrition Assessment Guidelines for Children with Special Health Care Needs." *Nutrition Focus*, University of Washington, Seattle, WA, 22(3) 1-12.
- Dennis, R., Potvin, M., MacLeod, M.** (submitted for review). "Supporting Interdisciplinary Service Providers: The TRISPSCY Project for Knowledge Translation in Rural Vermont." Burlington VT: CDCI, UVM.
- Doyle, M.B. & **Giangreco, M.F.** (2009). Making presentation software accessible for high school students with moderate and severe intellectual disabilities. *Teaching Exceptional Children*, 41 (3), 24-31.
- Dydbahl, C. & **Ryan, S.** (in press). FASD Inclusion: Teachers talk about practice. *Prevention School Failure*.
- Edelman, S.W., Dennis, R.E.,** Prelock, P.A, **MacLeod, M. & Potvin, M** (2007). "QG 18: Getting the most out of support services." In Michael F. Giangreco & Mary Beth Doyle (Eds.) *Quick-Guides to Inclusion: Ideas for Educating Students with Disabilities* (2nd Ed.). Baltimore: Paul H. Brookes Publishing.
- Geroski, A.,** Hutchinson, D., Margolis, G., & **Okech, J. E. A.** (Demonstrators), & D. Hutchinson (Director). (2007). "Counseling skills demonstrations" [DVD]. In Houghton Mifflin/Lahaska Press, *The essential counselor: Process, skills, and techniques*. Boston, MA: Houghton Mifflin Co.
- Gerstl-Pepin, C. I.,** (In Press, 2007). "Introduction on the special issue on the media, democracy, and the politics of education." *Peabody Journal of Education*, 82(1), 1-9.
- Giangreco, M. F.** (2008). Extending inclusive opportunities. In K.M Cauley & G. Pannozzo (Eds.). *Annual editions: Educational psychology* (23rd edition) (pp. 50 - 52). Dubuque, IA: McGraw-Hill Contemporary Learning Series, A Division of The McGraw-Hill Companies, Inc.
- Giangreco, M. F.** (2009). Extending inclusive opportunities. In P. Hick, & G. Thomas (Eds.) (2009). *Inclusion and Diversity in Education: Volume III: Inclusive pedagogy in curricula and classrooms* (pp. 247 -253). London: Sage.
- Giangreco, M. F., Hurley, S. M., & Suter, J. C.** (2009). Special education personnel utilization and general class placement of students with disabilities: Ranges and ratios. *Intellectual and Developmental Disabilities*, 41, 53-56.
- Giangreco, M. F.** (in press). Extending inclusive opportunities. In K.M. Cauley & G. Pannozzo (Eds.). *Annual editions: Educational psychology* (24th edition). Dubuque, IA: McGraw-Hill Contemporary Learning Series, A Division of The McGraw-Hill Companies, Inc.
- Giangreco, M. F.** (in press). One-to-one paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong? *Intellectual & Developmental Disabilities*.
- Giangreco, M. F., Broer, S. M., & Suter, J. C.** (in press). Guidelines for selecting alternatives to overreliance on paraprofessionals: Field-testing in inclusion-oriented schools. *Remedial and Special Education*.
- Giangreco, M. F., Suter, J. C., & Doyle, M. B.** (in press). Paraprofessionals in inclusive schools: A review of recent research. *Journal of Educational and Psychological Consultation*.
- Giangreco, M. F., Suter, J. C., & Doyle, M. B.** (2007). "Recent research on paraprofessionals in

inclusion-oriented schools." Manuscript submitted for publication.

- Giangreco, M.F. & Doyle, M.B.** (2007). *Quick-Guides to Inclusion: Ideas for Educating Students with Disabilities* (2nd edition). Baltimore: Paul H. Brookes.
- Halladay, J.L., Billman, A.K., Park, Y., Gao, F., Reffitt, K., and Hasty, N.** (2007). The literacy research we have. In M. Pressley, A.K. Billman, K.H. Perry, K.E. Reffitt, & J.M. Reynolds (Eds.), *Shaping literacy achievement*. New York: Guilford.
- Hurley, S. M., & Novick, L. R.** (in press). Solving Problems Using Matrix, Network, and Hierarchy Diagrams: The Consequences of Violating Construction Conventions. *Quarterly Journal of Experimental Psychology*.
- Johnson III, R., Reyes, C., & Smith, S.** "Debunking Notions of Ethnic Identity: Reflections on Identities and Pedagogies for Faculty of Color at a PWI." for submission in October 2007 to the *Journal of Diversity in Higher Education*.
- Johnson III, R.G. & Rivera, M.** (2007). "Refocusing Human Resources Management: A Need for Diversity Competencies." *Journal of Public Affairs and Education*. 13(1), 15-27.
- Kasprisin, C. A., Single, P. B., Single, R. M., Muller, C. B., and Ferrier, J. L.** (forthcoming). "Improved mentor satisfaction: Emphasizing protégé training for adult-age mentoring dyads." *Mentoring and Tutoring*.
- Lipsey, M. W. & Hurley, S. M.** (2009). Design Sensitivity: Statistical Power for Applied Experimental Research. In L. Bickman & D. J. Rog (Eds.), *The SAGE Handbook of Applied Social Research Methods* (p. 44-76). Washington, DC: Sage.
- Lipson, M. Y.** (In press). *Assessment and instruction of reading and writing difficulties* (4th ed.). NY: Pearson.
- Lipson, M. Y.** (2007). *Teaching reading beyond the primary grades: A blueprint for helping intermediate students develop the skills they need to comprehend the texts they read*. NY: Scholastic
- Manning, K.** (May/June 2009). What's Your Analysis? Philosophical underpinnings of student affairs work regarding difference. *About Campus*, 14(2).
- Manning, K. & Muñoz, F.M.** (in progress). *Organizing Student Affairs*. In S. Harper, J. Schuh, & S. Jones (Eds.), *Student Services: A Handbook for the Profession*. San Francisco, CA: Jossey Bass.
- Manning, K. & Muñoz, F.M.** (in press). *Conclusion: Re-visioning the Future of Multicultural Student Services*. In D. Stewart (Ed.), *Building Bridges, Re-visioning Community: Multicultural Student Services on Campus*. Washington, D.C.: American College Personnel Association Media.
- Manning, K.** (in press, Fall 2009). Review of W. Bergquist and K. Pawlak, *Engaging the Six Cultures of the Academy*. *The Review of Higher Education*.
- Okech, J. E. A., & Champe, J.** (2008). Informing culturally competent practice through cross-racial friendships. *International Journal for the Advancement of Counseling*, 30, 104-115.
- Okech, J. E. A.** (2008). Reflective practice in group co-leadership. *Journal for Specialists in Group Work*, 33(3), 1-17.
- Okech, J. E.A., & Rubel, D.** (2009). The experiences of expert group work supervisors: An exploratory study. *Journal for Specialists in Group Work*, (34)1,68 – 89.
- Okech, J. E. A., & Rubel, D.** (2007). Diversity competent group work supervision: An application of the supervision of group work model (SGW). *Journal for Specialists in Group Work*, 32, (3), 245-266.

- Pinderhughes, E. E., **Hurley, S. M.**, & the Conduct Problems Prevention Research Group (2008). Disentangling Ethnic and Contextual Influences Among Parents Raising Youth in High-Risk Communities. *Applied Developmental Science*, 12, 211-219.
- Potvin, M.-C., Prelock, P.A., & Snider, L.** (2008). Collaborating to Support Meaningful Participation in Recreational Activities of Children With Autism Spectrum Disorder. *Topics in Language Disorders*, 28(4), 365-374.
- Reyes, C.** (In press). "Disturbing the Waters": Using relational knowledge to explore methodology. *Educational Studies*.
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