



The
UNIVERSITY
of **VERMONT**

College of Education
and Social Services

11th Annual Research Symposium Thursday, May 5, 2016

Time	Event	Location
8:00 to 8:30	Morning refreshments & welcome	Memorial Lounge
8:30 to 9:10	Panel Presentation - Session 1	427A Waterman
9:15 to 9:55	Panel Presentation - Session 2	427A Waterman
10:00 to 10:30	Poster Session	Memorial Lounge
10:35 to 11:15	Panel Presentation - Session 3	427A Waterman
11:20 to 12:00	Panel Presentation - Session 4	427A Waterman

Panel Presentations

Session	Title	Presenters
1	New Vermonters and refugee communities	Cynthia Reyes, Katharine Shepherd, Colby Kervick, Juliet Halladay, Shana Haines, Suzy Comerford, Ashraf Alamatouri, Fahimeh Bahrami & Hemant Tamang-Ghising
2	Educational institutions (schools/districts/colleges)	Penny Bishop, Bernice Garnett, & Jesse Suter
3	State & local social service programs/agencies	Bernice Garnett & Tammy Kolbe
4	Life/work balance and impact on scholarship productivity	Juliet Halladay, Lori Meyer, Jane Okech, & Lance Smith

Poster Session

Presenters	Topic	Abstract
Lance C. Smith	The Development and Validation of the Contemporary Critical Consciousness Measure-I	The development of critical consciousness (CC) has been theorized to be an essential prerequisite for individual and collective action toward changing inequitable social conditions. However, empirically supported instruments intended to measure this important construct have only recently been introduced to the literature. The purpose of this project was to create a brief, psychometrically sound measure of CC. Two studies with over 600 observations provide initial reliability and validity data on the Contemporary Critical Consciousness Measure I (CCCM-I). Results from exploratory and confirmatory factor analyses suggest that the final 19-item CCCM-I assesses CC associated with racism, classism, and heterosexism and provides a general index of CC. Results support the internal consistency and factor structure of the measure. Expected relationships between the CCCM-I and existing measures of symbolic racism, classism, and heterosexism provide evidence for the validity of the instrument. Limitations, future directions for research, and multicultural education implications are discussed.
Lawrence G. Shelton	Teaching an Ecological Perspective on Family Transitions	Understanding family functions and processes requires taking a perspective that is simultaneously both developmental and ecological. Construction of this complex perspective is a major challenge for students, but it can be well begun in a carefully designed introductory family science course. The curriculum presented in this poster begins with a solid foundation in Bronfenbrenner's ecological perspective, and then applies the framework to analyze family transitions across the family cycle. The course presented guides students through the transitions with examples and exercises that succeed in demonstrating the ecological correlates and consequences of individual and family development.

<p>Tammy Kolbe</p>	<p>Educational programs for diverse students; program evaluation</p>	<p>This paper presents findings from a resource cost study of four high schools' efforts to implement its AVID/TOPS program. AVID (Advancement Via Individual Determination) has been identified as a promising student support intervention for boosting college readiness, attendance, and persistence and has been adopted by high schools nationwide. The AVID/TOPS program expands the AVID model to include additional student support and mentoring activities. The study's findings hold promise for providing education policymakers and leaders with important new information about the resource requirements for replicating the AVID/TOPS program, as well as program costs. In addition to overall and site-specific cost estimates, study findings shed light on the different resource packages used by schools. Of particular interest are differences in how school sites chose to staff the AVID program, and the resulting impacts and costs associated with these staffing decisions. Second, the study establishes baseline cost effectiveness estimates, permitting comparisons between the AVID/TOPS program and other interventions with similar goals.</p>
<p>Bryan Dague, Cassandra George, Emily Martin, Stirling Peebles</p>	<p>Post-Secondary Education for students with intellectual & developmental disabilities</p>	<p>Think College at the University of Vermont (UVM) is an innovative, inclusive, academic, social, and vocational program for students with developmental and intellectual disabilities seeking a college experience and career path. Participants earn a 12 credit Certificate of College Studies for non-matriculated students designed to include: Academic Enrichment, Social & Recreational Activities, Life Skills & Self-Advocacy, and Career Skills & Work Experience. Think College at UVM incorporates student-centered planning, academic advising, and peer mentors for an inclusive, supportive college experience. Think College is a two-year, non-degree certificate program through the University of Vermont Continuing Education Department and the Center on Disability and Community Inclusion.</p>
<p>Alyssa Barnes, Katharine Shepherd, Tammy Kolbe, George Salembier</p>	<p>Characteristics of Effective Data-based Decision-Making Teams</p>	<p>This presentation highlights results of a two year study of high functioning pre-referral teams. Utilizing direct observation and interviews, we identified key characteristics of effective teams, including the use of consistent structures and routines supported by school leaders, proactive problem-solving, and excellent skills in data analysis and collaboration among members. Preliminary findings will be presented regarding team structures and routines, evidence of data literacy among team members (e.g. understanding, analyzing, and using data) and use of collaborative processes.</p>

<p>Fiona Patterson and Sienna Fontaine</p>	<p>Creating a Storybook</p>	<p>This poster session unfolds the process of taking several significant life experiences – my evacuation from England to the U.S. as a small child during World War II and my subsequent reunion with my parents five years later - and working them into a storybook for children of a similar age to mine when we were reunited. One key consideration is the relationship of childhood memory to adult perspectives on the events. And this is a topic that seems especially relevant today as, tragically, families, communities, and nations around the world are again confronting the challenges of huge wartime upheaval and displacement. The story I tell is based on my own experiences, but it also utilizes illustrations created by an accomplished artist – Sienna Fontaine - who did her own research on the era and is an MSW graduate of our program.</p>
<p>Laurie Gelles</p>	<p>Video Games and Learning Theory: The Effects of Multisensory Stimuli on Learning a Sensorimotor Task</p>	<p>Educational pedagogy focuses on increasing engagement and thus enhancing the learning process for all learners. The purpose of this quantitative study was to examine possible connections between simultaneously administered multimodal stimuli and the process of learning a sensorimotor task. While a significant portion of multisensory learning research has looked at connections between individual input modalities and learning, this study examined the relationship between the simultaneous administration of multimodal stimuli and learning a related motor task. Accuracy scores were collected from 48 full-time college-aged students, while they interacted with a multisensory video game (Guitar Hero II™), presented with either unisensory or bisensory stimuli, for approximately two and a half hours. Results indicated that bisensory stimulus has a statistically significant effect on a person's ability to learn a related motor task ($p = .002$).</p>