



March 29, 2019

Tenth Annual



CURRY SCHOOL *of* EDUCATION  
*and* HUMAN DEVELOPMENT

**Bavaro Hall and Ruffner Hall**

**March 29, 2019**

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**Special Thanks**

- The Curry Foundation for the continued contribution and support for the conference.
- Dean Robert Pianta for his continued support for the conference
- Dr. Liz Bettini for presenting the Keynote address
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- Audrey Breen for communication support
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- John Rhea for website and technology support
- The Education Council for continued support
- Dr. Catherine Bradshaw for her support as CRC’s faculty advisor
- Dr. Derrick Alridge for presenting at the closing session
- Workshop organizer: SEEDS4CHANGE
- Participants, reviewers, moderators, judges, workshop presenters, and discussants for their support and time
- To the Curry faculty for supporting and encouraging students in their research



Discover. Create. Change —

## CRC Volunteers

\*Reviewer †Moderator

Bianka Charity-Parker\*

Rosalie Chung\*†

Christopher Dittrick\*

Emily Heiston\*

Jessalyn James\*

Haley Johnson\*

Brian Kim\*

Michelle Kreamer\*

Josh Medrano †

Kate Peebles\*

Miray Seward †

Jennifer Suriano\*

Vickie VanUitert\*

Christian West\*†

## Schedule

Time	Event	Location
8:15-9:30	<b>Registration</b>	Bavaro Cafe
	<b>Breakfast</b>	
8:30-9:30	<b>Poster Session</b> <i>see pages 5-6</i>	Bavaro Atrium
9:45-10:45	<b>Paper Presentation Sessions A, B, &amp; C</b> <i>see pages 7-9</i>	Ruffner 179, 106, & Bavaro 318a
11:00-12:30	<b>Keynote Speaker</b> <i>see page 10</i>	Holloway Hall
12:30-1:15	<b>Lunch</b>	Bavaro Café
1:15-2:15	<b>Workshops</b> <i>see pages 11-12</i>	Holloway Hall & Ruffner 179
2:30-3:15	<b>Closing Reception</b>	Bavaro Atrium

The Curry School of Education and Human Development stands out in a new generation of education schools: Focused outward in partnerships with the field, seeking detectable impacts, and advancing knowledge and change through strong scholarship. Our scholarly work helps create effective environments that foster learning and development for every individual, at every age level, across many domains of learning and performance.

We seek to create an exponential impact, to have a multiplier effect, through our scholarship. We aim to empower our students to move out into schools and clinics around the world to inspire their own students. We strive for discoveries that unleash proven-effective tools that improve health and wellbeing for communities worldwide. The innovation that results from the interactions between Curry’s faculty and students is already making an impact in every state across the country and all over the world.

The Curry Research Conference is a product of this connection between faculty and students focused on scholarship — it is a signature feature of our students’ commitment to their development as scholars and a sign of the faculty's catalyzing support of students' interests and skills. On behalf of the faculty, we extend our congratulations and appreciation to our students for this annual celebration and exchange of their ideas.

Sincerely,



Bob Pianta  
Dean

**CRC Steering Committee**

<b>Chairs</b>	Kate Peeples Casedy Thomas
<b>Proposals</b>	Justin Doromal Emily Wiseman
<b>Logistics</b>	Rose Sebastian Alexa Quinn
<b>Program</b>	Rosalie Chung Vickie VanUitert
<b>Outreach/ Communications</b>	Cathy Corbin Edward Scott
<b>Faculty Liaison</b>	Catherine Bradshaw, Ph.D.

## Community Reception & Awards

Join us for a community reception for an opportunity to continue conversations with students, faculty, and our keynote speaker. Light refreshments and coffee will be served.

During this time, we will announce the winners of the tenth annual poster session competition and present winners with the awards.

Dr. Derrick Alridge will present on the work of *Teachers in the Movement* and *the Center for Race and Public Education in the South*, followed by a Q&A session.

Our deepest thanks to poster judges:

Chris Mazurek (Curry-Human Services and Dept of Psychology)  
LaVae Hoffman (Human Services - Communication Disorders)  
Sibylle Kranz (KINE)  
Jake Resch (KINE)  
Rachel Wahl (EDLF - Social Foundations)  
Bryan Cook (CISE - Special Education)

## Poster Session

**Time & Location: 8:30-9:30 AM, Bavaro Atrium**

- 1. Impact of Short-Term Exercise Training and Diet on Glucose Effectiveness between Prediabetes Phenotypes*  
**Kara Anderson, Natalie Eichner, Nicole Gilbertson, & Emily Heiston**
- 2. Analysis and Comparison of Vowel Triangle and Recognition Across Languages*  
**Megan Amrhine, Liza Buettner, Cayla Eason, Erin Taffe, Meghan Wilks, & Brittany Woods**
- 3. Effect of Interval Exercise Plus a Low-Calorie Diet on Endothelial Function in Obese Females*  
**Nicole Gilbertson, Stephanie Miller, & Natalie Eichne**
- 4. Literature Review: Compensatory Error Production in School-Aged Children with Repaired Cleft Palate*  
**Sydney Cadogan, Mackenzie Cooper, Nicole Ganow & Todd Kirks**
- 5. Circulating Lactate is Elevated in Prediabetes Phenotypes Compared with Normal Glucose Tolerant Counterparts*  
**Brielle Dotson, Emily Heiston, Stephanie Miller, Natalie Eichner, Nicole Gilbertson, & Steven Malin**
- 6. Teacher-Child Emotion Talk*  
**Gabrielle Lachman, Ciara Leonard, Sareena Chadha, & Luotong Yao**
- 7. Student Perceptions in STEM Learning Environments*  
**Sarah Lilly, Leah Brooks, Morgan McCole, & Rachel Griffin**

## Poster Session Continued

**Time & Location: 8:30-9:30 AM, Bavaro Atrium**

**8.** *An Examination of Novice Elementary Teachers' Planning and Enactment of Ambitious Mathematics Instruction*

**Faith Peddie**

**9.** *Current Status of the Graduate Education of Speech-Language Pathologists in Cleft and Craniofacial Disorders in the United States*

**Hannah Sypniewski, Brittany Andris, Emily Sigmon, & Katy Butler**

**10.** *What's in a Book? Parent's Views of Traditional Books vs. Books with Electronic Elements*

**Shoronda Matthews**

**11.** *Evaluating the Impact of a Vocabulary App Plus Explicit Instruction of Vocabulary Knowledge of Fifth Grade Students with and Without Disabilities*

**Victoria Van Uitert**

**12.** *The Differences in Emotional Management Across Fourth Grade Classrooms*

**Emily Vislosky, Frances Coolman, & Mollie Lubetkin**

**13.** *Thinking Relatively: The Role of Magnitude in Spatial and Mathematical Reasoning*

**Josh Rainier Medrano**

**14.** *Low-Calorie Diet with or Without Interval Exercise Reduces Post-Prandial Aortic Waveform in Obese Women*

**Emily Heiston**

**15.** *Social Capital in Formal Makerspaces*

**Sarah Lilly**

## Notes

## Notes

## Paper Presentation Session A Student Engagement & Learning

**Time & Location: 9:45-10:45 AM, Ruffner 179**

**Moderator: Christian West**

*Teaching and Learning in an AP Economics Course*

**Michael Gurlea**

This study examines how students' classroom experiences relate to their reasoning about and learning of new knowledge and skills in AP Economics. Findings suggest a tension between the goals of economic education, traditional best-practice instruction, and the specific goals and measures of success in an AP Economics course.

*Learning Grammar and Negotiating Meanings of "the Good Life":  
Language Acquisition in Refugee Resettlement Contexts*

**Jieun Sung**

This study examines how adult refugees negotiate meanings of the educated self and "the good life" through participation in an ESOL course in the US resettlement context. I argue that these beliefs anchor and drive refugees' motivation to pursue education, and support aspirations to pursue lives of purpose and meaning.

## **Paper Presentation Session B**

### **Teacher Preparation & Practice**

**Time & Location: 9:45-10:45 AM, Ruffner 106**

**Moderator: Josh Medrano**

*The Liberatory Potential of Teacher Mindfulness*

**Amy Laboe**

Recent research on mindfulness shows benefits for both teachers and classrooms, thus opening the field to further theorizing the potential for mindfulness. As such, this paper proposes looking at mindfulness as an agentic act of embodied bidirectional attention leading towards teacher liberation and transformation.

*One University's Story on Teacher Preparation in Elementary Mathematics: Examining Opportunities to Learn*

**Casedy Thomas**

This multi-case study examines how three elementary mathematics methods teachers in the same teacher education program provide their teacher candidates (TCs) with learning opportunities. The findings suggest that the instructors' beliefs influence the content that TCs have the opportunity to learn and the nature of the TCs' opportunities to learn.

## **Notes**



## Doctoral Student Workshop

**Time & Location: 1:15-2:15 PM, Holloway Hall**

**Moderator: Rosalie Chung**

**Presenters: Jessalyn James, Aliza Husain, Pilar Alamos,  
Alex Miller, Nicole Gilbertson, &  
Bryan VanGronigen**

The transition to becoming a doctoral student can often be confusing and hard to navigate. This panel of final-year doctoral students intends to provide some guidance on how to make the most of your time in your PhD program. Panelists offer diverse perspectives as they are from multiple programs in the School of Education. There will also be time for Q&A near the end of this session.

## Paper Presentation Session C Health & Well-Being

**Time & Location: 9:45-10:45 AM, Bavaro 318a**

**Moderator: Miray Seward**

*Monitoring In-Field Running Biomechanics during Trail and Road Races: A Case Series*

**Alexandra DeJong & Jay Hertel**

Individual competitive adult runners were evaluated using wearable sensors to measure running biomechanics during a 5-kilometer (K) hilly race and a 21-K road race. This analysis allowed for identification of spatiotemporal outcomes in various racing conditions that would not have previously been feasible in the traditional laboratory setting.

## Keynote Speaker

**Time & Location: 11:00 AM-12:30 PM, Holloway Hall**

### **Social Psychological Approaches to Reducing Socio-economic Disparities in Education**

Efforts to develop an effective special education teacher workforce have primarily focused on developing special educators' knowledge and skill. In this presentation, I argue that these efforts are insufficient, because special educators need both opportunities to learn effective practices and opportunities to enact those practices in the service of students. Focusing on special educators' serving students with emotional/behavioral disorders, I describe two recent studies of special educators' working conditions. In the first, we used structural equation modeling to analyze data from a national survey. We found SETs' perceptions of adequacy of planning time, workload manageability, stress, and emotional exhaustion mediated relationships between other working conditions and intent to stay. In the second, we are examining how special educators experience the interpersonal aspects of their work in self-contained classes for elementary school students with EBD. We are finding that managing complex interpersonal dynamics is an important component of these special educators' work, and that special educators feel their working conditions shape the ways they enact this responsibility. I conclude by discussing the importance of future research on how school contexts may shape the quality and effectiveness of the special education teacher workforce.



#### **Dr. Elizabeth Bettini, Ph.D.**

Dr. Elizabeth Bettini is an assistant professor in the special education program at Boston University's Wheelock College of Education and Human Development. Dr. Bettini's research focuses on how working conditions contribute to special educators' instructional quality, stress, and longevity in teaching, especially for novice special educators and special educators serving students with emotional/behavioral disorders. Her research has been published in 26 peer-reviewed articles, and has been funded through the Institute for Education Sciences and the Spencer Foundation, among others.

## SEEDS Workshop

### **Responsibly Using Race in Research**

**Time & Location: 1:15-2:15 PM, Ruffner 179**

**Presenters: Kimalee Dickerson, Alexa Quinn, & Christian West**

As researchers, we must remain conscious of the contexts in which our participants interact on a daily basis. Race as a social construction can be used in research; however, we must remain vigilant in describing race as such and not making unfounded inferences. In this CRC workshop, we hope to improve participants' ability to critique research more knowledgeably in terms of how/if to use race as a variable. We will discuss the consideration of using racial-categorization theories or other categories instead of race as independent variables in research. We will also encourage reflection on best-practices in social science research for using racial categorizations.

