Twentieth Annual
Graduate Student Research Day

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February 28, 2020
Mississippi Room
Coffman Union
The Department of

Educational Psychology

is pleased to welcome you

to the Twentieth Annual

Graduate Student Research Day

in celebration of

the academic accomplishments

of its graduate students.
WELCOME

Kristen McMaster, Chair
Department of Educational Psychology

Frank Symons, Associate Dean
College of Education and Human Development

Russell Burris Fellowship in Educational Psychology

Announcement of the 2020-21 award recipient

INTRODUCTIONS

Panayiota Kendeou, Director of Graduate Studies
Department of Educational Psychology

PAPER PRESENTATIONS

Development and Piloting of the Parent Perceptions of Autism Spectrum Disorder (PP-ASD) Survey
Pang Chaxiong, Special Ed
Co-author: Jason Wolff
Jason Wolff & Rose Vukovic, Advisers

Do Admissions English Assessments Predict Success in Higher Education? A Meta-Analysis
Samuel Ihlenfeldt, QME
Michael C. Rodriguez & Joseph Rios, Advisers

But Does it Transfer? Knowledge Revision in the Context of Refutation Texts
Jasmine Kim, PsyF
Panayiota Kendeou, Adviser

Promoting Teacher’s Fidelity of Implementation of Class-wide Behavior Management using Behavioral Skills Training
Jenna Klaft, School Psych
Robin Codding & Amanda Sullivan, Advisers

POSTER PRESENTATIONS

1 Adapted Check In Check Out Classroom Intervention
Jaclyn Gunderson, Special Ed
Co-author: Frank Symons
Frank Symons & Jason Wolff, Advisers

2 Identifying Social-Emotional Factors that Predict Academic Resilience
Ashley Hufnagle, PsyF
Co-authors: Martin Van Boekel, Geoff Maruyama
Geoffrey Maruyama, Adviser

3 Culturally Responsive PBIS Activity Improves Class-wide Behaviors of Diverse Students
Alexandria Muldrew, School Psych
Co-author: Faith G. Miller
Faith Miller, Adviser
Knowledge Revision in the Context of Social Media
Reese Butterfuss, PsyF
Co-authors: Joseph Aubele, Sonia Zaccoletti, Giovanna Morara, Lucia Mason, Panayiota Kendeou
Panayiota Kendeou, Adviser

Epistemic Beliefs, Hedging Language, and Source Credibility: Complex Interactions
Rina Miyata Harsch, PsyF
Co-authors: Reese Butterfuss, Panayiota Kendeou
Panayiota Kendeou, Adviser

Understanding reducible fractions
Jimin Park, PsyF
Co-author: Sashank Varma
Keisha Varma, Adviser

The State of Computing in Introductory Statistics
Chelsey A. Legacy, QME
Co-authors: Andrew Zieffler, Elizabeth Fry, Laura Le
Robert delMas & Andrew Zieffler, Advisers

Sensory Profiles as Predictors of Adaptive Behavior in Toddlers with Autism
Emma Worthley, Special Ed
Co-author: Jason Wolff
Jason Wolff, Adviser

Investigating Strategies to Increase General Education Teachers’ Adherence to Evidence-Based Practices: A Meta-Analysis of the Single Case Literature
James L. Merle, School Psych
Co-authors: Andrew J. Thayer, Madeline Larson, Sydney Pauling, Clayton Cook, Joseph Rios, Jenna McGinnis, Margaret Sullivan
Clay Cook, Adviser

Promoting teachers’ use of data-based decision making through effective professional development
Seyma Birinci, Special Ed
Kristen McMaster, Adviser

Students’ Science Explanations and Cognitive Engagement in Middle School Science
Tayler Loiselle, PsyF
Co-author: Keisha Varma
Keisha Varma, Adviser

The consistency of human clustering
Vijay Marupudi, PsyF
Co-authors: V. N. Vimal Rao, Jimin Park, Rina Harsch, Jeffrey Bye, Sashank Varma
Sashank Varma, Adviser

A person parameter recovery study for different scoring approaches of multiple-selected-response items
Ozge Ersan Cinar, QME
Michael C. Rodriguez, Adviser
14 Factors Related to Parental Consent for School-based Mental Health Services
   Jenna McGinnis, School Psych
   Co-author: Clay Cook
   Robin Codding & Amanda Sullivan, Advisers

15 Learning from Informational Videos: The Relation Between Text Cohesion and Comprehension Skill
   Britta Bresina, Special Ed
   Co-authors: Kristen McMaster, Pani Kendeou
   Kristen McMaster, Adviser

   Reba Koenen, PsyF
   Co-author: Sashank Varma
   Sashank Varma, Adviser

17 Enhancing the Transition to School for Students with ASD
   Hannah Wittenburg, School Psych
   Co-authors: Jessica Dreyer, Elyse Farnsworth
   Elyse Farnsworth, Adviser

18 On the Utilization of the Comprehensive Assessment of Outcomes in Statistics
   Vimal Rao, QME
   Co-author: Carlos Chavez
   Robert delMas & Andrew Zieffler, Advisers

19 A Cognitive Behavioural Therapy Lesson Design for Statistics Anxiety
   Link Tank, PsyF
   David DeLiema, Adviser

20 Personality’s Role in Students’ Perceived Academic Control and Feedback Receptivity: A Pilot Study
   Shelby Weisen, PsyF
   Co-authors: Jeffrey Bye, Joseph Rios, Martin Van Boekel
   Geoffrey Maruyama, Adviser

21 Equipping School Psychologists with Tools to Promote Early Math Skills
   Megan Onesti, School Psych
   Co-authors: Elyse Farnsworth, Lauren Van Gomple
   Elyse Farnsworth, Adviser

22 Sense of Belonging: Measure Construction and Validation
   Tai Do, PsyF
   Co-authors: Carlos Chavez, Michael Rodriguez, Rik Lamm, Michael Dosedel
   Geoffrey Maruyama, Adviser

23 Narrowing Opportunity Gaps: Enfranchising Socially Marginalized Students
   Thuy Nguyen, School Psych
   Co-authors: Mollie Weeks, Quennie Dong, Amanda L. Sullivan, Andy V. Pham
   Amanda Sullivan, 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, Panayota 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.