

Dean's Welcome Message

Welcome to the Graduate Research Symposium at Stockton University. Today we celebrate the journey and accomplishments of our graduate students who have engaged in research within the past year. Designing and conducting research can be a challenging and rewarding part of this academic journey and tonight signifies the culmination of one's empirical quest and capstone experience. I must acknowledge that this research could not have been possible without the dedicated assistance of faculty mentors who have shared their own passion, curiosity, and knowledge with these distinguished scholars.

The Spring 2015 presenters include students from six distinct programs: American Studies, Computational Science, Criminal Justice, Education, Occupational Therapy and Social Work. Their projects signify their commitments to practitioner-based research, academic excellence, and are comprised in the oral and poster presentations listed within this booklet.

We are proud of them all. We are grateful to all who contributed to the success of this event: our graduate student presenters, dedicated alumni, faculty advisors, program directors, deans, program faculty, staff, friends, family, and all of our special guests. We encourage you to attend the sessions, view the posters, and ask these remarkable scholars about their journey.

Best regards,

A handwritten signature in black ink, reading "Lewis E. Leitner". The signature is written in a cursive style with a large initial "L".

*Dr. Lewis Leitner, Dean of the School of Graduate
and Continuing Studies*

Graduate Research Symposium

Campus Center, April 30, 2015

-AGENDA-

6:00 p.m. – 6:20 p.m. Welcoming Remarks Campus Center
Event Room

6:25 p.m. – 8:00 p.m. Poster Session Campus Center
Event Room

Distinguished Research Fellowship Funded Projects

Master of Social Work

Master of Science in Occupational Therapy

Capstone Presentations

Master of Arts in American Studies (CC-M5)

Master of Arts in Education

Master of Arts in Criminal Justice

Master of Science in Computational Science

Master of Science in Occupational Therapy

-Presentations-

Distinguished Research Fellowships

Alyssa Alotta, Poster Presentation

Master of Social Work

A Needs Assessment and Feasibility Study of a Community Food Pantry Farm Coop Collaborative

This study is needs assessment and feasibility study with the clients who access food resources from a community food pantry. The Community Center serves multiple individuals of diverse backgrounds; including low and middle socioeconomic classes, gender, race, and individuals impacted by Super Storm Sandy. The food pantry relies on state funding, but mostly donations from community organizations to provide their clients with food. Most of the food that is received is canned fruits and vegetables, canned soups, past baked goods, and others processed food items that can no longer be sold at local grocery stores due to their expiration dates. Approximately once per week there are very limited numbers of fresh vegetables, fruits, and eggs, and these items are high demand disappearing from shelves within hours. There is no guarantee that fresh produce will be available to everyone. Food items are on a first come first serve basis. The purpose of this study is to assess interest among clients in participating in a cooperative with local farm(s) to provide the community food pantry with fresh produce. Clients would volunteer time to receive a cooperative share of produce, dairy, or seasonal farm products.

Amanda Ault and Jennifer Cocuzza, Poster Presentation

Master of Science in Occupational Therapy

Get FIT w/ Stockton: The benefits of a community based nutrition & fitness program for individuals with IDD

This poster highlights an innovative, community based, nutrition and exercise program designed for adolescents and adults with intellectual and developmental disabilities. The poster will address the health behaviors among this population and present research outcomes from the Get FIT program.

Carleen Bauman, Poster Presentation

Master of Social Work

Study of Parenting Wisely as an Evidence Based Practice

The child welfare field has been slow to begin using and requiring Evidence Based Practices (EBP) in contracted services for families at risk of child abuse and neglect (The California Evidence Based Clearinghouse, 2014). As such, there is a growing body of EBP in child welfare. Child welfare agencies and in most states require Parenting Education Programs for parents who have abused or neglected their children, or who are at risk of abusing or neglecting their children. As an MSW student placed in a community prevention services agency, I have learned that the parent education curriculum utilized at this agency in Cumberland County New Jersey is not currently an EBP. The purpose of this study was to acquire, implement and evaluate the efficacy of an evidence based parenting curriculum at CASA PRAC (Puerto Rican Action Committee) in Vineland, New Jersey.

Emily Berrue and Jillian Petracco, Poster Presentation

Master of Science in Occupational Therapy

Occupational Therapy Student Participation in Professional Organizations and its Impact on Advocacy of the Profession

Occupational Therapy students are encouraged to become members of professional organization, such as AOTA, at the start of their academic careers. Specifically in OT, these engagements are addressed in educational programs' accreditation standards, compelling students to demonstrate professional advocacy through participation in organizations that promote OT (Accreditation Council for Occupational Therapy Education B.9.13). Though the importance of participation in professional organizations is well documented and understood, few studies explore this at the graduate student level. Additionally, to our knowledge, there are no studies specifically relating to the OT profession. Therefore, this study is designed to explore how participation in professional organizations impacts students' perceptions of advocacy for the occupational therapy profession.

Barbara Edelhauser, Poster Presentation

Master of Social Work

Unintentional Opiate Overdose and the Family: A Qualitative Study of Bereaved Parents

Opiate overdose deaths, usually involving heroin, increased 160% between 2010 and 2013 in the State of New Jersey, topping off at 741 deaths from heroin in 2013, with hundreds of additional opiate-related deaths. While a pilot program introducing naloxone to reverse overdose saved 200 lives in two counties last year, people continue to die. The statistics are alarming but they fail to convey the impact on families. The stigmatization of addiction has led to inadequate services for the families of addicted individuals both before and after an overdose. The experience of the parents of overdose victims is barely present in scientific literature. This qualitative research study aims to bring attention

to the stories of these parents. Twenty parents of unintentional overdose victims were interviewed in order to find common themes in their experiences. Most were members of GRASP (Grief Recovery After Substance Passing) support groups or in communication with the leaders of these groups. Individuals from seven counties were interviewed. All were white, middle class parents living in suburban or rural areas. Interviewees were asked to describe their children and trace the trajectory of their addiction, including rehabilitation attempts and interface with criminal justice systems. Opinions on drug policy were elicited.

Michelle Ghaul, Gennelle Gunderson, Jennifer Scrivani, and Jacqueline Stanton, Poster Presentation

Master of Science in Occupational Therapy

The Experience of a Learning Abroad Project in Colombia on Occupational Therapy Students

This poster displays the qualitative data gathered from a learning abroad opportunity in Colombia experienced by 7 students in the Master of Science in Occupational Therapy Program. During this trip students visited 2 universities, various clinical sites, an orphanage and participated in several cultural excursions. The purpose of this research project is to discuss the change in cultural awareness of the students after the travel abroad experience and to explore its impact on their future practice as occupational therapists working with clients with diverse backgrounds.

Master of Arts in American Studies

William Albertson, PowerPoint Presentation

Digital Humanities Internship

The Digital Humanities internship experience at Stockton University offers its interns the ability to learn multiple different important technical skills with the goal of helping that student look for employment after graduation. Some of the technical skills learned mostly in the first semester throughout this internship include WordPress, HTML, CSS, JavaScript, jQuery and AJAX. In the second semester the interns as a group are assigned to either an Organization from Stockton University or outside the University to help that organization create a web presence, or improve on their current web presence. During this semester the interns learn how to deal with a client, present a business plan, and deliver on what is expected of the client, either as a web designer, web content manager, or social media marketer.

Stephanie Allen and Eric Anglero, PowerPoint Presentation

Sesquicentennial Internship at Hammonton's Kramer Hall

This graduate research symposium presentation was the culmination of a semester-long internship in connection with Kramer Hall in Hammonton. Eric Anglero and Stephanie Allen were the initial interns for a project with the goal of collecting and digitizing various papers, objects, and artifacts that chronicled the 150 year history of Hammonton, the result of a sesquicentennial grant received by the city in order to commemorate this milestone anniversary. The process included reaching out to various clubs and organizations, as well as private citizens with relevant collections, in an effort to compile an accurate, detailed, and compelling history of Hammonton. This meant recording oral histories, sifting and sorting through physical objects such as clothing and art pieces, and looking at photos, documents, and

letters that told the story of those who lived in Hammonton throughout the last century and a half. Then all of the objects collected were (or will be) either scanned, photographed, or displayed in the exhibit housed at Kramer Hall.

Stephanie Allen and Ashley Vaccaro, PowerPoint Presentation
Archiving South Jersey: Our EASA Conference Experience

This graduate research symposium presentation is the summation of what we learn from our experience attending and presenting our papers on a panel at the Eastern American Studies Association conference, which was held March 27th and 28th at Rowan University in Glassboro, New Jersey, as well as from the presentations of others participants. The title of our panel is “Archiving South Jersey,” and the purpose of our papers was to shed some light on the important field of archival research, specifically in connection with our local area. There are three presenters on the panel: Stephanie Allen, whose paper is entitled “Recovering, Republishing, and Rediscovering: Why Archival Work Still Matters,” Tania Rivera, whose paper is entitled “Vineland Historical and Antiquarian Society and Museum: Preserving and Sharing Local History,” and Ashley Vaccaro, whose paper is entitled “Digitizing Chatsworth: Buzby’s General Store.” Some of the topics covered are likely to be how and why digitization can help preserve local history and the impact having access to that history can have on future generations of citizens and scholars alike. The connection between all three papers is that without archives, the history of families, groups, and entire communities could be lost forever; this work aims to ensure that does not happen.

Jennifer Robinson, PowerPoint Presentation

Restoring Margaret Crosby to American Literary History

This research project focuses on the recovery of a nineteenth century woman writer's life and works. Specifically, the researcher focused on Margaret Crosby's, *A Violin Obligato and other Stories*, a book of nine of her early short stories. The social and historical context of the stories is examined. The researcher created a scholarly edition of the text as well as a web edition and online presence for Crosby.

Erika Voorman, PowerPoint Presentation

"Does This Darkness Have a Name?": An Analysis of School Shootings as Portrayed by Hollywood

Moses Lake, WA. Bethel, AK. Pearl, MS. West Paducah, KY. Jonesboro, AK. Springfield, OR. Littleton, CO. Red Lake, MN. Newtown, CT. Marysville, WA. Each one of these towns were at one point, just that – towns. Now, they are shorthand for tragedy, the hometowns of school rampage shooters, the beginning of sound bites that leave an empty feeling in your chest. The news media along with politicians and interest groups influence the narrative that is told around a school rampage shooting, but another major player in the story-telling process is Hollywood. Hollywood has the ability to synthesize key moments in our nation's history, whether the event sequence of a movie or TV show depicting these key moments is accurate or not. And while Hollywood may not provide accurate depictions of historical moments or notable events in history, the representations that they do create become a form of history, skewing and changing the way that present and future generations perceive these events. The purpose of this paper was to present how Hollywood portrays school rampage shootings and shooters and the possible effect that Hollywood's portrayals have on the general public's perception of school shooters and the actions they take.

Karen Williams, PowerPoint Presentation
Feminism- In Theory and Practice

This independent study combined the reading of feminist theory with the practice of learning to be an advocate for women. The independent study was divided into three parts: to learn, to serve, and to teach. The first part focuses on feminist readings, with an overview of feminist theory, specifically the power and expectations of gender and sexuality. The second part was to see how the theory informs practice, specifically in the area of working as an advocate for women, and would involve volunteering time weekly to the Atlantic County Women's Center. In addition to theory readings, there were readings about how to write grants and how to shape policy that affect women.

Master of Arts in Criminal Justice

Abigail Bielecke, Stephanie Medvetz, and Dr. Manish Madan

PowerPoint Presentation

Examination of News Reports of Rape (and Gang-Rape) Incidents in India

Rape is an issue that affects victims and families worldwide. In 2012, the infamous Delhi gang rape created a series of intense reactions and protests in India. As a result, anti-rape laws were strengthened in the country, but it is a crime that has been consistently reported in the media. Rape can occur against men, women, transgender individuals and children; however the purpose of the current study is to explore the content of rape (and gang-rape) incidents as it relates to women victimization. The study used content analysis as a research methodology to examine approximately 500 news articles collected between 2011 and 2013 reporting rape incidents in India. We will also discuss the protocol that was developed to deconstruct the news reports for further analysis. Findings and future direction will be discussed.

Stephanie Medvetz, PowerPoint Presentation

The Impact of a Homework Assistance Program in Atlantic City, New Jersey

The purpose of this project was to examine the impact of a homework assistance program in Atlantic City, New Jersey. The Stanley S. Holmes Village Homework Assistance Program in Atlantic City, New Jersey began on September 15, 2014. The program was created through a collaboration with the Atlantic City Housing Authority and Urban Development Agency, The Atlantic City Police Department and Stockton University's Center for Community Engagement. Stockton University students and Atlantic City police officers assist children from Stanley S. Holmes Village with their homework Monday through Friday, 3 p.m.

to 5 p.m. at the Stanley S. Holmes Village Community Center. The 56 enrolled students range from kindergarten to the sixth grade. Special events have also been offered to the students. The goal of the program is to engage children in their homework and create trust with police officers. Approximately 44% of the total children at the Stanley Holmes S. Village Apartment Complex utilize the program. Furthermore, approximately 53% of the enrolled children attend the program weekly. Tutors have reported that students are more focused and engaged in completing their homework, in addition to having better relationships with police officers.

Master of Arts in Education

Pamela Brown, Table Top Presentation

Gaining Independence: The Effects of the Gradual Release of Responsibility Method and Rewards Systems on Student Autonomy in Math

This study examined the effects of the Gradual Release of Responsibility Method on prompt dependency with the addition of a reward system. Five third and fourth grade students in a multiply disabled classroom were observed in mathematical lessons over a ten-week period. It was predicted that the students would need less invasive prompting and at a reduced amount during a math lesson over the ten-week period as a result of rewarding them for independent task completion. A positive relationship was shown between shifting the responsibility of learning from solely on the teacher to primarily on the students and rewarding them for becoming autonomous learners.

Jessica DeBiase, Table Top Presentation

Examining the Impact of Explicit Writing Instruction on Seventh Grade Students' Abilities to Compose Creative Essays

The purpose of this study was to improve creative writing skills of seventh grade students through the use of direct and explicit writing instruction. The participants of this study were 23 students (11 boys and 12 girls) from a seventh grade inclusive language arts classroom. The intervention occurred after beginning of the year benchmark assessment results showed failing scores in creative writing. This study included implementation of direct and explicit instruction in figurative language and use of mentor texts to teach creative writing skills. Students' creative writing abilities were monitored by formative assessments including questioning, feedback, observations (written and video), graphic organizers, and reflective logs. Summative assessments such as writing benchmark assessments and figurative language tests were also used. After analyzing all formative and summative assessments, the results indicated that students improved their creative writing skills after implementation of explicit writing instruction.

Christopher Dennis, Poster Presentation

Effects of Cursive Handwriting and Summary Writing Instruction on High School Students' Writing Skills

This research project was conducted to increase the summary writing skills of twenty high school students through cursive handwriting and summary writing instruction, in a United States History II college preparatory class. After pre-assessment and initial observation it was concluded that the students struggled in both handwriting and summary writing skills. The study took place across a period of five months in a southern New Jersey public high school. The students, after a pre-writing assessment, received explicit and systematic instruction in cursive handwriting and summary writing skills. The researcher collected and analyzed formative assessments (writing responses, homework, exit tickets,

and essay writing assignments) and a post- writing assessment. The researcher video recorded lessons and wrote reflective logs to see how the instruction was implemented and how students responded to writing instruction. Additionally, the researcher collected attitude surveys (pre and post) to understand students' perception about handwriting and summary writing skills. The results were compared with a test group of students. It is anticipated that the students will increase their ability to use cursive handwriting and write cohesive and clear summaries.

Elena Greenwood, Table Top Presentation

Effects of Explicit Instruction on Third-Grade ELL Students' Ability to Identify, Define and Use Vocabulary in Sentences

The purpose of this study was to examine whether or not explicit vocabulary instruction would facilitate third grade English Language Learners' (ELLs) ability to identify, define and produce sentences using target vocabulary words. Ten third graders from various mainstream classes were involved in the study. Pre- and post- vocabulary tests data were analyzed to gather information about the students' ability to recognize, provide definitions and correctly use target vocabulary words in written sentences. In addition, reflective logs, and four videos of teaching instruction were collected to see how students were responding to explicit vocabulary instruction. Results indicated that students improved in identifying, defining and using vocabulary words correctly, after implementing explicit vocabulary instruction.

Christina Favre, Table Top Presentation

How a Technology Teacher Can Support Classroom Teachers in Preparation for PARCC

The purpose of this project was to study how a technology teacher can support classroom teachers in preparation for online assessments. During this initial year for implementation of PARCC, there were many challenges facing schools. As teachers faced the reality of online assessments, they began to feel the pressure, stress and anxiety of the changes that were occurring. Survey data from teachers and students indicated a need for targeted professional development and lesson design to support preparation for online testing. Field notes from benchmark testing showed students lacked the skills they would be required to have for online tests. This project prompted the creation of “Cyber Mornings,” a program with the technology teacher that provided increased student access to computers before school.

Kristin Garbutt, Poster Presentation

Using “the CUBES” Word Problem Strategy to Help Sixth Grade Students to Solve Math Problems

The purpose of this action research project was to improve students’ performance in solving mathematical word problems by teaching sixth grade students to use the CUBES word problem solving strategy. The CUBES strategy is an acronym that stands for: circle key numbers, underline the question, box math action words, evaluate and explain, and solve and check your work. Twenty students from sixth grade inclusive math classroom participated in this research project. The CUBES strategy was taught and used in the classroom over the course of four months. Students took a pre- and post- word problem test of the month. In addition, observation tools (such as videos, and reflective logs) were collected to determine whether teaching students a problem-solving strategy enhanced their ability to comprehend, solve

and explain word problems. The results showed that the use of CUBES math word problem-solving strategy improved student achievement scores in solving word problems.

Michael Hannel, Table Top Presentation

Brushing Up: Improving Teeth Cleaning Habits in Adolescents with Autism through Video Modeling

The purpose of this study was to improve the teeth-brushing proficiency of adolescents with autism, who are on the lower-functioning end of the spectrum. The two students profiled in this study, ages 17 and 19, were assisted in the task of brushing their teeth using video mediation. The steps of the routine were modeled for the students in a series of six videos, using an Apple iPod Touch to display them. Following a collection of baseline data, task analysis was used to assess student progress, with videos and reflective logs on the researcher's instruction serving as a supplemental source of evidence on the participants' response to the modified instruction over the eight-week course of this study. Ultimately, both students showed improvement in their overall level of independence in this skill. Of the eighteen total steps outlined in the task analysis data form, the students achieved mastery of twelve and ten, respectively. This progress is promising, in that it indicates potential for greater success utilizing video modeling in the form of a more long-term intervention.

Amanda Huenke, Table Top Presentation

How Does Encouraging Self-Regulation Increase Student Autonomy?

This research project was conducted to increase student autonomy in a small group writing setting by using the Self-Regulation Strategy Development plan in a first grade inclusion classroom. The goal was to decrease student-to-teacher interaction and strengthen the amount of time the students worked independently.

This was accomplished by decreasing the amount of time at the teacher spent at the small group by three minutes each week over a nine week span. At the conclusion of the study, the researcher decreased student interaction time by 47%. The researcher included the following data collection in the study; videotaped observations, in-depth anecdotal notes, and pre and post assessments. The results of this research indicate that self-monitoring will increase student independence in class, thus improving their performance in writing.

Debra Majewski, Table Top Presentation

Empowering Para-Professionals to Elicit Joint Attention in Preschool Students with Autism

Children with autism commonly have communication and socialization delays and deficits that inhibit overall interpersonal and cognitive development. To minimize the adverse effects of these deficits, it is crucial for young, autistic children to have access to early intervention programs that are designed to enhance communication and socialization skills. The purpose of this study was to assess the viability of training para-professional staff to autonomously engage disabled, autistic children in joint attention activities in a full day preschool class. Para-professionals were trained to utilize joint attention bids when engaging students in play. Five student/Para-professional dyads were videotaped for 10 minutes, one time per week, for six weeks in individual child preferred classroom play centers. Data was collected from the para-professionals and teachers in the form of reflection journals, pre and post skills questionnaires in addition to overall analysis of frequency and type of para-professional bids elicited, number of students engaged in joint attention activities and analysis of percent of time on-task behavior during the sessions. This study provides promising data on the ability of para-professionals to independently engage preschool students in joint attention whereby positively impacting the development of communication and socialization.

Katie Neustadter, Table Top Presentation

Will Incorporating Cooperative Learning Techniques Increase Positive Student Engagement and Peer Interactions in a First Grade Classroom?

The goal of this research was to study the impact of explicitly teaching and practicing collaborative strategies in a first grade classroom. My goal was to research and implement various collaborative strategies in order to strengthen positive social relationships among students. Throughout the 2014-2015 school year, students were taught three cooperative learning strategies, which included teaching social skills, talking chips, and homework huddle. I incorporated the following data collection in the study; videotaped observations, assessments reflecting each students' socialization skills, and in-depth anecdotal notes. The findings from this study are beneficial for special education and general education teachers within an elementary school setting.

Samantha Notos, Poster Presentation

Contextual Analysis of Academic Vocabulary in the Middle School Classroom

The purpose of this action research was to measure how engaging in contextual analysis through dialogue transfers to the ability to analyze academic vocabulary. Fourteen seventh-grade students participated in the setting of a basic skills language arts classroom. Initial data found that students were unable to decipher unknown academic terms in a text and dialogue without consistent teacher redirection. Data was collected over a three-month period through videos, student artifacts, reflection logs, and pre- and post- assessments. Video analysis established that student ability to dialogue through rationalization of ideas and collaboration positively progressed. Overall findings discovered students could independently complete a contextual analysis of academic vocabulary terms in reading and writing while engaging in academic discourse.

Jean-Paul Oldroyd, Poster Presentation

Improving Performance of Seventh Grade Students with Disabilities in Solving Problems with Fractions

In the researcher's special education classroom, eleven seventh grade students with disabilities struggled with the concept of fractions. Thus, the purpose of this research study was to investigate the effectiveness of explicit instruction in fractions and appropriate use of math vocabulary (e.g., denominator, numerator, etc.) to increase the middle school students' ability to solve fraction problems when presented in varied formats (i.e., equation, word problems, etc.). During a mathematics class, the researcher implemented explicit instruction in use of fraction and specific math vocabulary across a period of two months to increase students' math related vocabulary. The following data were gathered and analyzed: student artifacts (i.e., teacher-made math worksheets with and without word problems in fractions), district benchmark test for math, pre- and post- teacher made test, reflective logs, students' feedback surveys, and video recording of math lessons. The results indicated that the implementation of explicit instruction and use of specific vocabulary increased middle school students' ability to solve fraction problems.

Brooke Parsons, Table Top Presentation

Instruction in Six-Syllable Types Enhances Struggling Readers' Performance in Fluency

In a learning resource classroom, fifth grade students are struggling with basic decoding skills in reading. The purpose of this action research project was to increase the 5th grade students' fluency and decoding skills by providing systematic instruction in six syllable types. During the language arts block, six students participated in the study across a period of 8-weeks. Instruction was implemented for 30 minutes on Mondays and 15 minutes on Fridays. Each week the researcher focused on a specific syllable type and the strategies to approach word analysis. The researcher collected

and analyzed pre- and post-curriculum-based measures on Oral Reading Fluency (ORF), Word Identification Fluency (WIF) and Qualitative Reading Inventory IV 5th grade word list (QRI). The researcher wrote reflective logs and recorded videos to observe and analyze student engagement, questioning and student response, during intervention phase. Based on data sources, the initial results showed that after receiving explicit instruction in six syllable types, the students have improved their knowledgebase about six-syllable types and increased their fluency scores.

Dawn Parry, Table Top Presentation

Text Dependent Response: Critical Thinking Skills using Higher Order Thinking and Higher Order Questioning

Text dependent questions require the use of critical thinking skills. Those skills can be fostered through the use of Revised Bloom's Taxonomy six pillars and close reading. This study evaluated eleven fourth grade students utilizing close reading strategies to increase rigor in reading. The study concluded that the students were able to take an active role in their learning and increase their use of critical thinking skills which enabled the them to respond to text dependent questions based upon the three higher pillars of Revised Bloom's Taxonomy: analyzing, evaluating, creating. The artifacts showed a steady increase in the students' use of critical thinking skills while responding to text dependent questions using text evidence and academic vocabulary related to reading.

Darice A. Pico, Table Top Presentation

Implementing Literacy Centers to Increase Kindergarten Students' Knowledge of Letter and Sound Identification, Recognition and Reading Sight Words

The goal of this action research project was to implement literacy centers to increase kindergarten students' knowledge of letter

and sound identification, recognition and reading sight words. Eighteen kindergarten students participated in this research project. Literacy centers were developed for students using differentiated activities. Each week the materials used for each literacy center were explained and modeled for the class as a whole group before the students participated in small group centers. The result of this action research project indicated that kindergarten students are apt to learn from their independent work at literacy centers and enhance their knowledge in the areas of letter and sound identification, recognition and reading sight words.

Leah Rodriguez, Table Top Presentation

The Effectiveness of the GUESS (Givens-Unknown-Equation-Substitution-Solution) Problem Solving Strategy in a High School Physics Classroom

The purpose of the study was to teach the **GUESS** (givens-unknown-equation-substitution-solution) problem solving strategy to eight high school physics students to comprehend and solve physics problems, in a Learning Resource Classroom for 9th grade Physics. Students were taught the GUESS problem-solving strategy through explicit instruction in a whole group and small group setting. Students received the intervention daily for seven weeks and they completed pre-, interim-, and post-physics problem test to determine the effectiveness of the GUESS strategy. In addition, the researcher video-recorded lessons and wrote reflective logs to capture student and teacher behaviors. The results for this study indicated that the use of explicit instruction in teaching **GUESS** strategy had a positive effect on the students' ability to solve physics problems.

Megan Romano, Poster Presentation

Enhancing Algebra I Students' Understanding of Linear Functions through Technology-Assisted Instruction

The purpose of this study was to explore the effects technology-based instruction has on students' achievement scores in the linear functions unit of Algebra 1. This study included experimental and control groups, and was conducted in a small, southern New Jersey school. The experimental and control groups included both an Advanced Algebra 1 class and an Advanced Algebra 1 Block class with an in-class support teacher. There were a total of twelve students in the experimental group and twenty-seven students in the control group. All students are in ninth grade except for one eleventh grader and three eighth graders. The experimental group was taught the linear functions unit through interactive, technology infused lessons three out of five days a week. Students used web programs such as www.desmos.com and www.ixl.com to complete notes on linear functions. Both the experimental and control groups took the same pre- and post- Algebra tests. All tests had both a computer portion that was created on Google Docs and paper portion. The following data were collected: videos, reflective logs, perception surveys and student artifacts, quizzes that were given biweekly, pre- and post- Algebra 1 tests, to determine the effectiveness of the technology-based instruction.

Diana Reitz, Poster Presentation

Using a Flipped Classroom to Improve High School Students' Algebra II Skills

The purpose of this research project was to improve math test scores of fourteen high school students through flipped classroom instruction, in an Algebra II class. Due to the observed behavior of students' dependence on the teacher, it has been concluded that students' need more practice in solving algebra problems independently. Thus, the students received flipped classroom instruction during the 2014-2015 school year in a New Jersey

public school. The researcher administered an Algebra II post-test and a survey to determine students' responses to the 'flipped classroom' experience. The researcher also collected observation data, such as videos and reflection logs. In addition, the following data sources were collected and analyzed: average assessment percentiles pre and post of the 'flipped classroom,' the average assessment scores of the traditional classroom (i.e., the classroom that was not flipped) within levels of Algebra II. The anticipated results reflect students' achieving higher test scores after the implementation of a 'flipped classroom.'

Melissa Scully, Table Top Presentation

Self-Directed Learning in a Fifth Grade Inclusion Classroom and Its Effect on Student Motivation and Achievement

The goal of this research project was to determine the effects of self-directed learning strategies in a fifth grade inclusion classroom. Current trends in education have emphasized development of determined, independent learners. This study evaluated the effects of self-directed learning strategies in regards to fostering a student-centered learning environment. Two inclusion language arts classrooms consisting of a total of forty-one students were surveyed, videoed, evaluated and assessed to determine the effects of self-directed learning strategies. The results of this study indicated a direct correlation between the implementation of student-led learning centers and increased student autonomy in the classroom. Student learning contracts were also supplemented into this study which provided increased student motivation through a selection of activities that tailored to students' unique learning styles.

Christie Stable, PowerPoint Presentation

Explicit Handwriting Instruction: Improving Preschool Students' Writing Skills

The purpose of this study was to determine the effectiveness of explicit handwriting instruction. The group being observed consists of 6 four and five year old preschool students, four boys and two girls. Over the course of 8 weeks, the instructional focus has been to improve students' handwriting skills through the implementation of explicit instruction, repetition and modeling. The intervention began with a simple writing task, such as writing their first and last names to sign in each day. These students were also shown proper finger holds, correct letter formation, case usage and how to write on a line using specific, detailed instructions. When teaching these skills, directions were clearly stated and explicit, step by step instructions were implemented during each lesson. Pre- and post- tests were administered by the teacher to assess proper letter formation and document their progression or correct their weaknesses. Weekly reflective logs and numerous videos were also evaluated to determine how the group was responding to the writing instruction.

Laura Suey, Poster Presentation

Using Close Reading to Answer Text Dependent Questions

This qualitative research study explores compiled close reading data collected from September 2014 through February 2015. The participants include forty-five sixth grade students in a basic skills environment. The research topic investigates how analytic and independent reading are critical skills for students to apply when answering text dependent questions. The literature review provides information on close reading as well as critical features that are addressed during the close reading process. These features include text complexity, annotation, tiered vocabulary, and text dependent questions. The data and analysis section includes

information collected and analyzed from videos, reflective journal logs, and assessments from participants.

Michele Sutley, Poster Presentation

Systematic Activity-Based Instruction to Boost Spelling and Reading Fluency Scores of Seventh Grade Students with Disabilities

The purpose of this study was to examine how a group of 7th grade students with special needs respond to systematic activity-based reading instruction. The goal was to improve students' skills in the area of spelling and reading fluency. The program utilized was Scholastic System 44 Next Generation. The teacher used systematic activity-based instruction to teach decoding and spelling skills. Materials such as: skills and practice sheets, System 44 flip chart reviews, weekly spelling lists, and academic games were utilized to facilitate decoding and spelling skills. Other activities implemented were: word building, and Partner Timed Fluent Reading practice. The following measures were administered to determine the effectiveness of activity-based instruction: pre- and post-intervention spelling test performance, observation of student performance in the acquisition of the skill being assessed, student feedback, video recordings, reflective logs, and student SPI scores to assess decoding ability. The results indicated these strategies increased the students' ability to spell and decode; therefore, promoting phonemic awareness and improving spelling performance.

Colleen Tomlinson, Table Top Presentation

Using Graphic Organizers to Enhance Pre Writing in a Multiple Disabilities Classroom

This research studied the impact of implementing the POW+WWW, What=2, How=2 graphic organizer with four middle school students with multiple disabilities. Findings from

this study indicate that students successfully improve their writing and getting their thoughts on paper. Using the POW+WWW, What=2, How=2 Graphic Organizer developed by S. Graham and K.R. Harris, students successful improved their writing and storytelling abilities. Adaptations to the graphic organizer were made to fit the students' individual learning styles. This study looked at the students' independence levels and quality of student's ideas over a four month period.

Louisa Vain, Poster Presentation

Using Questioning to Improve 11th Grade Students' Reading Comprehension Skills

The purpose of this research was to find out the effect of questioning on struggling high school students' reading comprehension skills. The presenter used questioning strategy that included use of higher order and lower order questions based on Bloom's Taxonomy to improve students' comprehension skill. Throughout the research project the teacher modeled effective questioning techniques in whole and small group format during language arts class. The following data sources were collected and analyzed: departments English assessments benchmark pre and posttest, student work samples, student feedback surveys, video recording of English lessons, and teacher reflection logs. The findings of this study showed that intentional and strategic use of questioning increased high school students' reading comprehension skills.

Heather Williams, Table Top Presentation

Building Reading Engagement and Comprehension in Primary School Students

Improving students reading skills and engagement in small-group discussions is important to reach higher levels of comprehension. Two groups of 3-4 students per group were established to investigate the effectiveness of collaborative, student-led discussions, the engagement among the groups, and the collective responses to the text dependent questions on students' reading comprehension. A pre & post reading interest survey was completed by each of the seven, 8-9 year old participants from the same inclusion classroom. In both groups, students' attitudes, motivation, and interest in reading as well as participation in collaborative groups were enhanced and the results affirmed the effectiveness of the program designed. Further analysis was done to probe students' interaction processes when the dynamics of the groups were re-organized weekly to increase interest and participation in the group activities. Based on the findings, implications for a future learning design could increase further by adding student-selected texts rather than teacher selected texts to increase students' interest in reading.

Master of Science in Computational Science

David E. King, Jr., PowerPoint Presentation

A Study into the Impact of Physical Structures on the Runway Velocity Field at the Atlantic City International Airport

Wake vortices are generated by airplanes in flight. These vortices decay slowly and may persist for several minutes after their creation. These vortices and associated smaller scale turbulent structures present a hazard to incoming flights. Consequently, it is important that incoming flights are timed to arrive after these vortices have dissipated. Local weather conditions, mainly prevailing winds and surrounding structures, can affect the transport and development of these vortices. Therefore, there is a need to fully understand localized wind patterns at the airport-sized microscale in order to understand how these patterns will affect wake vortex development. The purpose of this study was to conduct a computational investigation into the impacts of localized wind flows and physical structures on the velocity field at Atlantic City International Airport. The simulations are undertaken in OpenFOAM, an open source computational fluid dynamics software package, using an optimized geometric mesh of the airport. Sub-grid scale turbulence is modeled using a Large Eddy Simulation (LES) approach.

Master of Science in Occupational Therapy

Michelle Ghaul, Genelle Gundersen, Jennifer Mehesy, Alexsandra Morales, Andrew Scafario, Jennifer Scrivani, and Jacqueline Stanton, Poster Presentation

Using Yoga as an Occupational Therapy Intervention

Our project will be conducted during a 9-day Learning Abroad trip to Colombia, SA in which the students and faculty will be exploring the profession of occupational therapy in Colombia, visiting two universities, several clinical sites, and an orphanage. During this trip we will be presenting a yoga workshop to students and faculty from two OT programs in Bogota, the Universidad del Rosario and Escuela Colombiana de Rehabilitacion. The objectives of this project are to: 1) share the universally cost-effective intervention of yoga for improving health and promoting positive outcomes in a variety of individuals from different socioeconomic backgrounds and diagnoses; 2) further our academic and professional growth; and 3) gain a global perspective of how occupational therapy is practiced internationally.

Jennifer Cocuzza, Jalynn Provaznik, Hema Ramdass, Taylor Ramiza , and Ryan Tallant, Poster Presentation

Evaluating Change in Task Skills of Stockton Undergraduate Students in the Skills for Success Course

This poster displays change in a variety of task skills in the students enrolled in the Skills for Success course, a supported education program for Stockton undergraduate students diagnosed with mental illness, learning disabilities, and/or autism spectrum disorder. Students in the Masters of Science in Occupational Therapy (MSOT) program administered the Task Skills Scale to undergraduate students enrolled in the Skills for Success course in the Fall 2014 and Spring 2015 semesters. The Task Skills Scale is a pre/post observational assessment used to evaluate 8 skills

necessary to complete daily tasks. The Skills for Success course addresses the challenges of higher education that students may experience. Study skills, time management, organization, writing skills and social skills are some of the areas of focus in the course.

Amanda Ault, Emily Berrue, Alyssa Denny, Laura Genco, and Jessica Thorp, Poster Presentation

The Effects of the Skills for Success Course on the Interpersonal Skills of Stockton Undergraduate Students

This poster illustrates the effect of the Skills for Success program on interpersonal skills of Stockton students with mental health, learning disability and autism-spectrum diagnoses. The Skills for Success course is a supported education mentoring program that addresses academic areas such as writing skills, time management, study skills, and social skills as these skills can be challenging in a higher education setting. The mentors, Masters of Science in Occupational Therapy (MSOT) students, completed pre and posttests of the Interpersonal Skills Scales (ISS) on the mentees during the Fall 2014 and Spring 2015 semesters. The ISS is a quantitative and qualitative assessment that evaluates eight areas of interpersonal behavior.

Jennifer Mehesy, Aleksandria Morales, and Andrew Scafario
Poster Presentation

Impact of a Learning Abroad Experience on the Cultural Competency of MSOT Students

MSOT student researchers sought to measure if their perceptions of cultural diversity were effected after participating in a 9-day learning abroad trip to Bogotá, Colombia. The Cultural Competency Checklist (CCC) was self-administered to seven MSOT students pre and post the trip. The CCC measured students' level of understanding of cultural influence on child-rearing practices, life activities, and communication skills using

both a Likert Scale and open-ended responses. Qualitative and quantitative data were analyzed to determine if there was a change in levels of cultural competency.

Chris Eisenmann, Brooke Kimble, Kristen Marcantuono, and Kristin Ross, Poster Presentation

MSOT Student Comfort Scale with Individuals with Mental Health and Autism Spectrum Diagnoses

This poster will present perceptions of comfort among 26 MSOT students working with individuals with mental health and autism spectrum diagnoses. The Student Comfort Scale pretest was administered during the students' first week in the 2 year MSOT program. A post-test was administered during the final weeks of the program and after students had completed mental health service learning and fieldwork placements. The Student Comfort Scale included quantitative and qualitative data.

Alyssa Denny and Jacqueline Stanton, Poster Presentation

Student-Clinician Collaboration to Promote Knowledge Translation and Professional Development

This poster highlights the outcomes of two complementary research studies exploring if interaction between clinicians and students helps promote knowledge translation and professional development. Additionally, this poster shares a current model of and strategies for integrating practicing clinicians into an MSOT curriculum and highlights learning opportunities that prove most helpful to students and clinicians.

Jillian Petracco, Katie Orlando, Kirsten Alfano, Samantha Morrison, and Joshua Muchnick, Poster Presentation
Skills for Success Course: Participants and their Perceptions of Occupational Performance

This poster displays demographic information and the occupational performance of students in the 2014 -2015 Skills for Success course, a supported education program for undergraduate students at Stockton University who have a learning disability, autism-spectrum disorder or mental illness. At the start of the course, undergraduate students completed a demographic form of background information. Graduate students in the Master of Science Occupational Therapy (MSOT) program administered the Canadian Occupational Performance Measure (COPM) at the start and end of each semester (pretest/posttest) to these undergraduate students. The COPM is an evidence-based outcome measure used to identify self-perception of performance in everyday living. In this course, specific emphasis is placed on academic and social skills. The MSOT students and undergraduate students then collaborate to establish semester-long goals addressing time management and organization, study skills, writing skills, and social skills.

Thank you



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