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01. Education

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Abstracts from the 2014 Oklahoma Research Day

Held at the University of Central Oklahoma

02. Education and Professional Studies

01. Education

02.01.01 Prospective Memory and Task Complexity: Is Familiarity Important?

Thomas, Hancock

University of Central Oklahoma

A novel prospective memory paradigm was used to further test the ecological validity of the standard event based word list. During the study participants had to collect a list of groceries while either viewing a list of words or watching a video of grocery store aisles. Interspersed throughout the items were four prospective targets. It was found that the cover task performance was significantly better for the text condition however they did not differ by prospective performance.

02.01.02 Blended Education: A Case Study at the University of Central Oklahoma (UCO)

Len, Bogner , Bucky Dodd

University of Central Oklahoma

Blended Education is a systems-based design process created at UCO as a way to combine multiple delivery formats and strategies in ways that enhance learners' flexibility and "humanness" in the learning process. Humanness describes the authenticity that exists between people within distributed learning environments. BE is designed to promote this authenticity by providing the types of communication and interactions that are supportive of dialogue in learning processes. At the core of BE is the Blended Education Framework. This framework identifies the components and connections that are frequently present in the higher education learning environments at UCO and outlines ways they may be connected together to add flexibility and personalization for learners and faculty. Research on student satisfaction with the BE format was conducted over the 2012-13 academic year. The research invited students who were enrolled in BE courses (7 in total) to complete an online questionnaire at the end of their course. Note: the BE courses were ran in 8 week block format. The questionnaire addressed demographic information and perceptions about the students' experience with Blended Education. Students' reported a high satisfaction and appreciation for the flexibility and dialogue produced through the Blended Education format.

02.01.03 Combat to College: University-level Student Veterans' Perceptions of Traumatic Brain Injury and Their own Cognitions

Chas, Riden, M.Ed. , Malinda Green, Ph.D.

University of Central Oklahoma

Imagine that on the road to Baghdad, suddenly and without warning, your vehicle gets hit by a roadside bomb. The earth explodes! Will you be killed or survive? How will the blast-wave affect your brain? Combat to college is an important adaptive period in military veterans' lives. Four years ago, the DOD recognized that, while traumatic brain injury (TBI) resulted in physical impairment, the more problematic consequences involved an individual's cognition, emotional function, and behavior (Jaffee et al., 2009, p.663). Jaffe and Meyer (2009) stated that fighting the Middle East wars had made us much more aware of the acute and chronic effects of TBI (p.1291). In blunt force trauma to the skull, similar intracranial forces, that move and contort the brain in a helmet-to-helmet collision between two football players, resembles blast-impact brain movement felt by soldiers and marines on the battlefield when exposed to rocket propelled grenades, improvised explosive devices, and fragmentation ordinance. During an explosion, blast waves penetrate the Kevlar helmet into the skull causing injurious biomechanical activity in the brain leading to an immediate and abrupt change in physiological function. Transitory movement in the brain may cause permanent neurological damage. Once referred to as "shell-shock," TBI is investigated in student veterans attending a four-year college, through their perceptions of their own learning, cognition, and behavior.

02.01.04 Effectiveness of the Urban Teacher Preparation Academy

Mike, Nelson

University of Central Oklahoma

The purpose of this project was to describe the instructional practices used by 1st year teachers and student teachers of the Urban Teacher Preparation Academy (UTPA) at the University of Central Oklahoma. First year teachers and student teachers were observed during the fall of 2013. During instruction, observers recorded instances of behaviors that matched criteria in an observation form. Observations were conducted in three domains: Instruction, Classroom Management, and Affective Environment. Student Teachers and 1st Year Teachers were organized, had created a positive classroom environment, and were using instruction techniques to actively engage students in learning. Student Teachers were weak when it came to monitoring if students were on-task, to telling students the goal of the lesson, to wrapping up the lesson, and in demonstrating that they knew their students. First Year Teachers were better at monitoring if students were on-task, at telling students the goal of the lesson, and in demonstrating that they knew their students.

02.01.05 Bringing Service Learning Into the Graduate Classroom

Ed, Cunliff , Rachel Winters, Shannon Dennis

University of Central Oklahoma

Purpose: The purpose of this study was 1. to develop a model that would facilitate service learning for busy graduate students, and 2. to study the long term impact of training for community developers. This poster addresses only the model development. Methods: Non-profit organizations often are unable to conduct program evaluations due to a lack of staff or resources. Graduate students frequently are employed, with families and are unable to do school related activities, such as service learning, outside of regularly scheduled classes. In an effort to bridge the gap for both groups a negotiation process began between Dr. Cunliff and Ms. Winters from UCO's Adult and Higher Education program; and Ms. Dennis from Possibilities Inc. During a one year period a six step model emerged and actively involved UCO faculty and students in a focus group process for gathering input from graduates of the Possibilities program, and involved graduate students in a data analysis process that was presented to Ms. Dennis as Executive Director of Possibilities. The model is simple and highly replicable for a metropolitan university wanting to increase its connection to the community while benefiting students through real time application of learning. Discussion: The test of this model will be through its success or failure as others attempt to replicate it. It is being used a second semester with the same organization and instructor, but with a different set of issues.

02.01.06 Academic Entitlement and Self-Esteem Among University Students

Karin, Hickenbotham , Karen Barnes

University of Central Oklahoma

Society today displays a high sense of entitlement which evolved from the self-esteem movement to boost one's self-confidence and self-worth. Students entering into higher education have an inaccurate view of their individual role versus the role the institution plays in their education. The objective of this research was to examine the relationships between self-esteem and academic entitlement and self-esteem and psychological entitlement. Educational achievement was the focus of Morrow's (1994) claim that the value of education is threatened by the practices of professors and students. Morrow's argument serves as the conceptual framework for this study by examining the breakdown in the culture of learning. The Academic Entitlement Scale, the Psychological Entitlement Scale, and the Self-Esteem Scale were used to survey 190 students on their attitudes and beliefs toward their education. A low negative relationship was found between self-esteem and academic entitlement ($r = -.16$, $p < .05$) and a significant relationship between academic entitlement and psychological entitlement ($r = .60$, $p < .01$). Evaluating students' self-esteem and academic entitlement, 61% believed they should be bumped to the next letter grade if within one percentage point without any effort on their part. The presence of entitlement among students in higher education is prevalent in the current study. Academic entitlement is linked to privileged attitudes among students who feel the

02.01.07 Cognitive Rehearsal and Payment Mechanism: Cash has a Rehearsal Role in Spending Less

Yaser, Dorri , Fatemeh Sabeghi, Heather Martin, Janelle Grellner

University of Central Oklahoma

The number of credit card users in America is growing everyday due to its advantages. Ease of use, availability of credit (for spending), extended warranty on purchases made by credit card, liability insurance for renting a car are among the major advantages of credit cards. Despite various advantages of credit card use, there is a major disadvantage: credit card debt. The purpose of this research is to investigate whether cash use has a rehearsal role in spending less. Here, we hypothesize that total spending is significantly affected by the method of payment and those who use cash as their payment method, will spend significantly less. In this study, 9 students (4 males and 5 females) were recruited from university participant pool data. All participants were asked to use their credit/debit card for three weeks. Then they were asked to use cash as their payment method for another three weeks. Repeated measure design was used to compare the total spending for different payment mechanisms. Mauchly's test indicated that the assumption of Sphericity had been met. The preliminary result of this study indicated that the total spending was significantly affected by the type of payment mechanism and students who used cash, spent significantly less money than those who used credit/debit card, $F(1,8) = 15.41, p = 0.004$; $M_{\text{credit/debit}} = \424 and $M_{\text{cash}} = \$133$. This could be due to the small sample size. This study is on-going and a larger sample is being studied.

02.01.08 The Effects of Undergraduate Students Viewing Their Teacher as a Creator of Music

James, Lindroth

Northeastern State University

The purpose of this study was to examine attitudinal changes in undergraduate students towards their marching band director after experiencing the band teacher beyond the instructional role by rehearsing and performing music created by the teacher. The primary data collection technique was semi-structured interview. These interviews were conducted at various stages before, during and after music was arranged for performance. Participants' responses were transcribed and examined for patterns, trends and themes. From these data, certain codes emerged and were sorted and categorized into four themes: 1) Quality of musical arrangement, 2) Teaching process in rehearsals, 3) Teacher/Student relationships, and 4) Pre-service teacher training. Findings support the literature regarding musician identity and the transmission of identity.

02.01.09 Student Perceptions of Service-Learning & Plans for Continued Service

Rachel, Winters , Karen Barnes

University of Central Oklahoma

Institutions are constantly seeking out the most effective pedagogical techniques to integrate into the classroom with the ultimate goal of graduating educated, engaged citizens. Research suggests that students that participate in service-learning not only experience more depth of learning but they are more likely to be engage in service again in the community (Fenzel & Peyrot, 2005; Moely, McFarland, Miron, Mercer, & Ilustre, 2002; Stokamer, 2005). The purpose of this study was to determine the relationship between service-learning experiences and the likelihood of a student to serve again during college or post-graduation. Six classes, three first-year experience and three upper level major courses with 116 college students enrolled at the University of Central Oklahoma were selected by convenience sampling. This descriptive study was collected through a survey questionnaire, Student Perceptions of Service-Learning modified from Campus Compact Community Based Learning-Student Survey and the American Association of Community Colleges Student Post-Service Survey (2004; 2001) to measure the student's perceptions and motivations to serve in the future. While 53% of students suggested that they would volunteer more or continue volunteering after their course ended there was no correlation between the number of hours served and their plans for continued service.

02.01.10 Student Development Theory to Practice

Rachel, Winters , Ed Cunliff

University of Central Oklahoma

Student Affairs practice is founded on a body of theories related to college student development. Which student development and leadership theories are used most often in student affairs practice? In this study, the researcher aimed to discover of the determined prominent theories, which of them are most commonly used in the field. Ten student affairs professionals from different sized institutions, ranging in professional level and competency area were surveyed online. The instrument has 23 questions and was divided up into three categories: (1) Student Development, (2) Leadership Development and (3) General Student Affairs Theories in Practice. Each section had one block of questions rated on a Likert scale and two qualitative short essay questions. The study found 86% of participants highly valued theory when hiring new professionals and for use in their daily practice. While this study cannot be generalized to all of student affairs, it identifies a few theories that are used most frequently and could be used as a pilot study. Considerations for further research are discussed.

02.01.11 Decreasing self-injurious behavior through Differential Reinforcement of Other Behaviors (DRO) with Response Blocking

Shanna, Riley

University of Central Oklahoma

Abstract Self-injurious behavior is one of the most devastating behaviors exhibited by people with intellectual disabilities. The purpose of this study is to decrease self-injurious behaviors in the form of hand biting in a young child with the diagnosis of Autism. It's purposed that with a functional analysis we can determine the function this behavior serves for the individual. Once the functional analysis (FA) is complete, a multiple baseline design across environments with a DRO procedure and response blocking will be implemented. No baseline is to be collected due to the risk involved with this behavior; the FA will serve that purpose. Implementation of these procedures along with data collection the student will learn a functional replacement behavior for the hand biting in doing so this will affect his life in a socially significant ways.

02.01.12 Anxious Individuals Show Greater Physiological Response to Humorous Stimuli

Deon, Hall , Caleb Lack, Sean McMillan

University of Central Oklahoma

The study examined how physiological responses while watching three distinct types of humor varied in relation to the amount of anxiety the viewer had. The study consisted of a 4 between x 4 within design. The researchers had the participants complete the Penn State Worry Questionnaire (PSWQ), Leibowitz Social Anxiety Scale (LSAS), and the Obsessive-Compulsive Inventory-Revised (OCI-R) in order to determine each participants related anxiety level. The types of humor that were represented in the research were uncomfortable or awkward, gross-out, and slapstick. The results suggested that there was a reliable difference between the heart rate means of the anxious and non-anxious groups.

02.01.13 Increasing Mands for Information

Derrick, Meyers

University of Central Oklahoma

Requesting information is typically a problem for children on the autistic spectrum. Problems making simple requests, leads to what parents and teachers call "melt downs" due to the frustration the absence of this simple skill creates within the child. This single-subject research project used a simple AB design to test the hypothesis that requesting, as a behavior, could be taught. Using 80% mastery as a goal and Discrete Trial Training (DTT) including verbal prompts as the intervention, frequency data collection procedures provided evidence that the intervention was efficacious. While generalization to other children is limited, the project was successful and holds implications for replication with children on the autistic spectrum.

02.01.14 TRIPS: Teaching Reading Intervention Proficiency Skills

DiAnn, McDown , Emmanuella Smith, Keith Higa, Laura Branch

University of Central Oklahoma

The purpose of this study is to determine teacher candidates' (TCs) proficiency, self-efficacy and ability to transfer knowledge in reading instruction and assessment. The research team, after collecting adequate video footage of research assistants and researchers conducting reading assessments on K-8 participants, will create training modules for use as course supplements. Using pre-post data collected before and after the implementation of the modules, the team will measure effectiveness of the intervention. This study is a multi-method quasi-experimental design set within a phenomenological framework. Our goals are to enter the world of our TCs and get a clear vision of their field experiences in this course, design video training modules to support our TCs' literacy skills acquisition, and to measure the effectiveness of the modules in regard to TCs' proficiency, self-efficacy, and ability to transfer knowledge and skills to authentic classroom settings. Teacher candidate surveys, course feedback and reflections will all be analyzed for this study. Analysis of the qualitative data will be conducted through heuristic inquiry methodology (Moustakas, 1994). We believe this course redesign has the potential to transform field experiences into more meaningful, authentic collaborations with lasting impact for teacher candidates. Researchers will share the progress on this project, and discuss challenges they have encountered.

02.01.15 Production of Academic Journals and Conferences Administrative Issues Journal: Education, Practice, and Research

Patsy, Parker , Carey Smith, Frederic Murray

Southwestern Oklahoma State University

The production and development of a new academic journal and attendant conferences to support and highlight the mission of the journal, is a visionary undertaking. It requires the establishment of an editorial board, the creation of editorial policy, the support of an advisory board; a large team of reviewers, and consistent paper/presentation submissions. Academic journals and conferences provide promotion, tenure, and networking opportunities for higher education faculty. With a mission to provide collaboration across disciplines, the editors of the Administrative Issues Journal (AIJ) strive to connect authors, educators, and practitioners to give an outlet to academic work and research. Production of an academic journal and conference at a small regional institution presents challenges because of limited resources, but the AIJ has progressed from an idea in 2009, to its first publication in 2011, to an established biannual publication schedule and an annual conference each year since its inception. The editorial team of AIJ from Southwestern Oklahoma State University and Idaho State University are looking forward to connecting the academic population for many years in the future.

02.01.16 Increasing Contact With At-Risk Students Through a Referral Guide

Andrea, Velsor , Olaf Standley

Northeastern State University

In an effort to increase outreach to at-risk students, the Student Academic Success Center developed a Referral Guide as a resource to more effectively reach out to and follow-up with at-risk students. As a result, campus wide communication with at-risk students has increased along with overall retention rates for the institution. The Referral Guide is designed to align with the MAP-Works student success and retention platform; however, it can be adapted to coordinate with any type of early intervention and alert system. This presentation will provide an overview of the referral guide, present the benefits of the guide, and discuss the corresponding tracking and follow-up system developed by the Student Academic Success Center. Through analysis of data from MAP-Works as well as data gathered through the Student Academic Success Center's intake form, we have been able to detect students most at-risk for leaving the institution as well as identify the offices we work with most closely in order to develop continuing partnerships for student success. With the Referral Guide and concentrated outreach efforts, the Student Academic Success Center has been able to partner with other offices and individuals on campus to better serve our students.

02.01.17 Sex Differences in the Electromyography of Microexpressions

Kiersten, Durning

University of Central Oklahoma

This research is directed toward a better understanding of emotions being shown through Micro-Expressions, comparing an individual's ability to "hide" their emotions comparing male and female participants. Measuring the participants' facial movements in reaction to the picture both when inhibiting emotion and not. Micro-expressions may be socially determined with an individual mimicking another's emotional facial expression. This study will test if pictures displaying facial expressions would be causation for more muscle movement, measured with electromyography.

02.01.18 Parent Education, Socio-Economic Status and Student Achievement in English and Mathematics in Nigeria.

Yetunde, Quadri

University of Central Oklahoma

This qualitative study was to examine the relationship between parent education, socio-economic status, and student achievement in English and Mathematics in Nigeria. The study was carried out in a private secondary school in Ibadan; a city in South West Nigeria. Six students ranging from low to high achievers were subjects of this study. Their parents had different educational backgrounds varying from high school diploma to doctorate, and were lower to middle class status. The students were interviewed face to face over a period of two weeks, and the findings did not report that parent education or socio-economic status had any direct relationship with their achievement. Other factors not considered in this study may be contributory to students' achievement. Parents expectation, involvement, and praise; students motivation, limited number of subjects, and the type of school—private rather than public—may have contributed to the result obtained.

02.01.19 Back to School and S.H.E. Studies:

Shannon, Altom-Deckard

Northeastern State University

One of the largest growing population of college students today is adult women. How does this group of students find the support and resources to turn their ambition into a solution? This research project focuses on the adult woman's needs in higher education and offers an alternative for getting this group of students' needs met on the college campus. Women returning to college face a new set of challenges such as experiencing strain due to fulfilling several different role identities in their daily life. Role strain is felt when an individual is continually transitioning between roles such as: a professional, a parent, a spouse, or a student. Supportive programs and organizations could offer the adult learner options for coping and managing the obligations associated with these roles. This project will use a qualitative approach through interviews and focus groups. The purpose of the research is to determine what the needs are, how to meet the needs of this group of students, and to offer a solution with the proposal of one organization focused on multiple goals. S.H.E. Studies: Support for Higher Education Studies is the development of a network that exists to support this growing population of students in an effort to sustain and encourage the success of the adult female student.

02.01.20 The Effects of Training Head Start Parents in Dialogic Reading Practices and its Impact on Language Acquisition

Jennifer, Coscia , Sophia Sweeney

Northeastern State University

The purpose of this study is to determine how a program intended to educate parents on dialogic reading impacts language development in Head Start students. Dialogic reading is a nontraditional shared book reading where the adult empowers the child to become the storyteller by utilizing strategic questioning, expanding child responses, and prompting conversations about the story. This action research utilized observations and video recordings as data sources. This study took place in an urban Head Start classroom. The first author modeled dialogic reading strategies to each parent/child dyad. The researchers documented the frequency and types of questions used by parents throughout the 15 week study; including yes/no, attribute/function, recall, and open-ended questions. Open-ended questions are essential in dialogic reading, as they aid the child in becoming the storyteller through critical thinking and allow for expansive responses. Parents asked nine questions during the first video analyzed, 20 questions in the second video, 23 questions in the third, and 21 questions in the fourth video. Initially, parents asked yes/no and recall questions. Over time, parents increasingly asked series of questions, many of them open-ended, while repeating and expanding their child's answers. The parent training program developed the parents' questioning strategies and ability to facilitate the children's storytelling, thereby positively impacting the students' la

02.01.21 Increasing Task Performance: Interdependent Group Contingency in the Workplace

Sam, Smith , Leila Keihani

University of Central Oklahoma

The purpose of this study was to increase task performance through differential reinforcement of incompatible behavior using interdependent group contingencies. There were eight staff members (six females, two males) chosen from a school for children with disabilities divided into three teams (two teams of two and one team of four). Individual participants received a break coupon based on the percentage of graphing data completed by the team as a whole. A five-minute break coupon was given for 80% completion of graphing duties, a ten-minute break coupon was given for 90% completion of graphing duties, and a fifteen-minute and five-minute break coupon was given for 100% completion of graphing duties. Results indicate an increased rate of graphed data by all teams. During baseline the school's director implemented an unforeseen checklist that affected the measurements taken on percentage of data graphed. Despite this limitation, data still shows that the intervention maintained the behavior at a higher rate more consistently than with the checklist alone.

02.01.22 Intrusive and Holistic Advising in Practice

Kristal, Soderstrom , Erik Wilkinson, Kaydee Dyer

Northeastern State University

In 2011, Northeastern State University (NSU) established the Student Academic Success Center (SASC), with the assistance of a Title III grant, with the goal of improving student retention. The SASC utilizes an intrusive-holistic advising model that encourages faculty, student, and SASC coordinator participation in the success of students. Faculty are able to refer students who demonstrate extra need, fail to attend class, or radically change behavior to coordinators for interventions. Coordinators, through either special interventions or traditional appointments, discuss a student's challenges, interests, goals, and well-being both in and out of the classroom. Coordinators also refer and walk students to campus resources for additional assistance. Students are encouraged to reflect on their strengths, weaknesses, and motivations for their actions. This intrusive-holistic model allows the coordinators to be proactive in addressing student needs before the student is forced to withdraw or fail courses. This approach has also been adopted by different departments within the university and has led to a new advising model at NSU. This presentation will highlight goals, intervention strategies, and results based off of the first two years of the SASC's program.

02.01.23 Effective Application of ABA With a Non-Verbal Child With Autism

Donna, Kearns

University of Central Oklahoma

Students with autism often need help to prepare them to acquire skills in order to interact effectively in a school setting. The objective of this research was to utilize results of pretesting along with techniques used in Applied Behavior Analysis to increase five skill areas needed for success in school. The hypothesis was that utilizing discrete trial teaching along with natural environment teaching based on identified skills and skill deficits of a non-verbal child with autism, we can increase skills needed for school success. Methods used in this study included an assessment of skills in five key areas including Motor and Visual Performance, Academics, Language, Self-Help, and Social according to results from the Assessment of Basic Language and Learning Skills –Revised (ABLLS-R) by Partington (2010). Then using those results, an academic and behavioral intervention plan was designed and implemented on a daily basis in his special education classroom where he attended half-days five days a week. He received one-on-one intervention three hours daily to improve his skills in each of the five areas. Results indicated that the subject made significant gains in all areas, especially in Language and Motor and Visual Performance. Though the use of discrete trial teaching and natural environment teaching appeared to help him acquire new skills, it also became obvious that when new skills were added, he struggled to maintain previously acquired skills in some area

02.01.24 Academic Writing Apprehension in a Blended Learning Environment

Dohwon, Kim , Karen Barnes

University of Central Oklahoma

This descriptive study was conducted to determine the relationships between online and face-to-face academic writing apprehension and academic and computer skills among university students in a blended learning environment. A total sample of 53 undergraduate and graduate students from a mid-western university completed the surveys. The Writing Apprehension Test (Daly & Miller, 1975) and the Test of Online Learning Success (Bline, Lowe, Meixner, Nouri & Pearce, 2001) were used to assess the purposive and convenience sample of the students' academic writing apprehension in a traditional classroom and online writing environments as well as their computer and academic skills. Pearson's correlation coefficient and t-test were used to analyze the data. Results indicated that there were substantial, positive correlations between classroom academic writing apprehension and computer skills ($r(51) = .690, p=000$), classroom academic writing apprehension and academic skills ($r(51) = .770, p=000$), online academic writing apprehension and computer skills ($r(51) = .770, p=000$), and online academic writing apprehension and academic skills ($r(51) = .749, p=000$). This study rejected the null hypotheses and was statistically significant. Findings showed that students who have a high level of academic writing apprehension have lower computer and academic skills. Key words: academic writing apprehension, blended learning environment, computer and academic skills

02.01.25 Understanding the Differences in State Reported Recidivism Rates: The Highs and the Lows.

Kelly, Cowan

University of Central Oklahoma

This project analyzes correctional systems in Oklahoma and Colorado; specifically looking at programs offered during incarceration due to varying recidivism rates. Reported rates for Oklahoma are significantly lower than those of Colorado: 14% and 49% respectively. This research also explores the different political ideologies regarding sentencing, and any other variables that may play a role in contributing to the rate of recidivism in those regions. This project began with an exhaustive search of programs utilized by each state. Initially the researcher planned on utilizing a questionnaire for program heads regarding program eligibility and access, as well as perceived effectiveness. Upon further analysis the researcher found that sentencing structure seemed to be vastly different between states, and may be a major factor behind rate differences. Due to this, the researcher switched gears and continued on a path of discovery regarding sentencing structure differences, rather than an analysis of available programs and their effectiveness. Results show that Oklahoma utilizes a rule that requires offenders serve at least 85% of their sentence before being able to earn "good time," whereas Colorado uses no such rule. This enables the offender to serve less time, but allows less time to gain benefits from programs, trainings, and treatments available during incarceration. Further research will incorporate treatment effectiveness within each states correctional system

02.01.26 Increasing Attention Using Single-Subject Design In a Child With Traumatic Brain Injury And Autism.

Gabriela, Escobar

University of Central Oklahoma

Children with autism often struggle to maintain attention across multiple settings. A decreased tendency to attend can make it difficult for children to acquire new tasks, making it hard for them to achieve success in academic and social settings. Through the use of a single-subject design, this research project aims to increase the attention to task of a 4-year old male with a diagnosis of a Traumatic Brain Injury and Autism by using Applied Behavior Analysis techniques in task choice. By providing the student with task choice, an increase in the student's tendency to attend to stimuli is expected to occur.

02.01.27 Predictors of Sprint Performance

Terry, Taylor

University of Central Oklahoma

The purpose of this research was to determine what variables are good predictors of sprint performance. The proposed methods will include testing college age recreationally trained adults. Their level of training will be assessed by a questionnaire. Each subject will be tested on knee and hip extension and flexion peak torque at 500 degrees/second. These peak torques will serve as predictor variables for sprint performance. Peak torque will be assessed via a Humac Norm Isokinetic Dynamometer, Model 770 (Stoughton, MA.). Furthermore, a one repetition maximum (1RM) leg press will be conducted and used as a predictor variable as well. During the 1RM testing if the subject does not accomplish the lift they will be allowed two additional attempts, if they cannot accomplish the lift the previous weight lifted will be the 1RM. A multiple regression with a step wise progression will be the statistical tool used to analyze the data. To reduce the chance of making a type II error the alpha level will be set at .05 The researcher's hypothesis is that all peak torques and the 1RM will be significant predictors of sprint time.

02.01.28 The Vietnam War: the Great Divide that Brought us Together

Anthony, Reynolds

Southeastern Oklahoma State University

The Vietnam War was a devastating war for Americans financially, morally, and the number of casualties sustained. This war is still considered one of the worst wars that the United States of America has had, because of how divided Americans felt about the Vietnam War. Many were for the war, many were against the war. The battlefield was different from other wars as well; our troops had more problems with disease and landmines than any other war. The Viet Cong were constantly using guerrilla warfare on our ground troops. Ambushes were constant and a big nuisance for our soldiers. Morally, this war had caused many civilian deaths, not in America so much as in Vietnam. Estimates of two million people had been killed by in the Vietnam War by attacks from the U. S. soldiers or Vietnamese soldiers (www.digitalhistory.uh.edu). In this presentation I will be viewing photography to get a feel of depth and feelings people were having and going through during this war, civilian and soldier alike. Poetry will read as reference so that the war can be understood better, much of the poetry was written by civilians who were very anti-war. The film Born on the Fourth of July will be referred to as well. It has a historically accurate involvement with the returning veterans from the war.

02.01.29 Default-Mode Network Interference as a Predictor of Behavioral Inhibition Deficits in Adults with ADHD

William Scott, Sims

University of Central Oklahoma

The default-mode network (DMN) has been linked to attentional and working memory deficits, as well as the overall variability in task performance that is characteristic of ADHD. The current study will investigate how abnormal transition from task-negative to task-positive states in adults with attention deficit/hyperactivity disorder influences the behavioral inhibition deficits observed in this population. If the DMN is not being fully suppressed in individuals with ADHD, then these individuals should display a more prominent theta band frequency when attempting to complete a task after a period of rest compared to non-ADHD individuals. Additionally, if the lack of suppression of the DMN affects behavioral inhibition in ADHD individuals, then a more prominent theta band frequency should be observed when an individual with ADHD attempts to inhibit a saccade during the eye-tracking tasks after a period of rest. The current study will utilize EEG readings of very low frequency oscillations to examine the functioning of the DMN, as well as eye-tracking tasks to examine the differences in behavioral inhibition between populations. The eye-tracking tasks will require participants to actively inhibit responses to visual stimuli while having their brain activity measured via EEG. Worse inhibitory control is expected in the ADHD population corresponding with evidence of incomplete DMN suppression during the task.

02.01.30 Modifying Curriculum to a General Education Personal Health Course by Means of University Student Responses

Tia, Bennett , Mark Giese

Northeastern State University

Many colleges and universities offer Personal Health as an option within General Education. In an effort to promote continuous improvement in this course, it was our research plan to ask students five questions that would aid in knowing which concepts they know most about, least about and several questions regarding the quality of instruction. After proper IRB approval, five hundred twenty nine students (N=529) participated in taking a survey intended to answer these questions. The students could choose one of 10 categories in each of the five questions, each category being a component of wellness. These components are commonly covered in most Personal Health books used today. Chi Square was used to determine if a significant difference existed in any of the 10 choices in each of the five questions, and if males answered differently than females. The results showed that students felt that stress, STD's, and nutrition were most effectively taught and they knew least about stress, nutrition, STD's, and contraception. Their interests at the beginning of the course were fitness, nutrition and relationships. There was no clear interest pattern at the conclusion of the course. The participating students felt that knowledge of alcohol was the most important concept for college students to know, followed by information on STD's and stress. As a result of this study, the faculty teaching the Personal Health course will focus their efforts on the information supplied

02.01.31 Indigenizing The Curriculum: Content And Ways Of Learning In Water Issues

Jennifer, McCann , Christine Hallman

Northeastern State University

As part of the NASNTI program at NSU, we mindfully incorporated content and pedagogy with an “Indigenous” perspective. We expected that students would, at the conclusion of the course, feel an increased level enrichment in their educational experience and also become more proficient in and aware of Water Issues from a Native American Perspective. A pre-survey and a post-survey were developed and administered to determine whether there was a significant difference in students’ impression of NSU’s integration of Native American perspectives and beliefs into class curriculum. Consistent with the ISDC Survey Task Force recommendations, this survey contains five categories based on existing components of the 2012 National Survey of Student Engagement’s The Student Experience in Brief. Categories include: Level of Academic Challenge, Active and Collaborative Learning, Student and Faculty Collaboration, Enriching Educational Experiences, and Supportive Campus Environment. The number of questions in each category varies from 1-9. There were 12 pre-survey responses and 11 post-survey responses. Preliminary results suggest a change with an overall increase in student familiarity with and understanding of American Indian perspectives within the context of Water Issues. Students’ sense of cultural comfort increased within the classroom, however there was a note qualifying the increased comfort level to within the classroom vs. the larger campus commun

02.01.32 Charting New Ground: Assessing overall American Indian satisfaction with the NSU Experience

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Northeastern State University’s Indigenous Scholars Development Center (ISDC) is a \$1.6 million dollar, Title III NASNTI grant designed to identify and facilitate the success of at-risk American Indian students. In order to provide the necessary services the ISDC had to assess American Indian students’ overall levels of satisfaction and familiarity with NSU and its indigenous services and programs. The study assessed NSU American Indian students’ satisfaction with NSU services and programs. Familiarity with support and programs were also assessed. Due to political and ethnicity-related processes, a number of previous surveys had been compromised through multiple completions by single individuals, possibly coerced perceptions provided and a lack of targeted subjects. The survey, consisting of five demographic questions, 19 satisfaction program familiarity questions. The Checkbox software used allowed for only self-identified American Indian students to receive the survey link as well as limiting their completion of the survey to one iteration. 2,485 American Indian students were sampled. Results indicated positive satisfaction overall and some of the services provided as well as a degree of familiarity with NSU indigenous services and programs which, while acceptable, needs further promotion. Discussion will include the survey results as well as steps to be taken to heighten awareness, familiarity and satisfaction with all of NSU’s indigenous programs.

02.01.33 Learning Management Systems, Frustration and Learning Success

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Most college students must use a learning management system (LMS) to successfully complete coursework, even those who intentionally avoid online classes, as LMS use has become a required element of many on-campus courses. Does the usability of a LMS relate to college student frustration and learning success in academic courses? The purpose of this study is to measure the usability of Desire2Learn (D2L) and the relationship it has with student frustration and learning success. Ellis' Rational Emotive Behavior Therapy provided the theoretical framework for this study. A sample consisting of 124 graduate and undergraduate students rated D2L's usability using a modified version of the Computer Systems Usability Questionnaire (Lewis, 1993) as well as their frustration with using D2L. Using Pearson's correlation coefficient, the results indicated a strong negative relationship between student frustration and D2L usability, $r(74) = -.640$, $p = .000$. More than 77% of students indicated they would take another DL2 course; however, participant comments cited "finding course content" as a prevalent source of frustration using DL2. Findings from this study may be used by university faculty to identify standards for when and how to use D2L to reduce student frustration and enhance learning.

02.01.34 Perceived Willingness to Intervene in Sexual Assault Scenarios

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The current study aims to investigate the perceived willingness to intervene as a bystander in a sexual assault. Participants will be presented two vignettes that describe a sexual assault, one that is obvious and one that is ambiguous. The vignettes will vary between participants on whether or not intervention can be anonymous and whether or not the participant is familiar with the offender. The authors predict that participants will perceive themselves as more willing to intervene in an obvious rather than an ambiguous sexual assault scenario, when anonymous rather than known, and when not related to the offender rather than related. The authors also predict that participants who have intervened in the past are more willing to perceive themselves as likely to intervene in both scenarios. An ANOVA will be used to measure the effects of ambiguity (within), sex (between), anonymity (between) and relationship with offender (between) on perceived willingness to intervene. The findings will have implications for sexual assault bystander intervention education, an issue particularly relevant to institutions of higher education where ambiguous sexual assaults occur.

02.01.35 Effects of Rest Period Length on Exercise Volume In Older Adults B. Hamill University of Central Oklahoma, Edmond, OK

Brandon, Hamill

University of Central Oklahoma

One of the main concerns of a proper resistance-training regimen is the rest period taken between sets of exercise. A rest period is time taken to recuperate between sets and exercises, which are known to affect the outcome of resistance training among younger adults. The amount of rest taken between sets of resistance training affects many physiological functions as well as training adaptations. However very little evidence is available regarding recommendations for rest periods among older adults. **PURPOSE:** The purpose of this study is to determine if 1-, 3-, or 5-minute rest periods in between sets of the leg press exercise will increase volume (number of repetitions) among older adults 60-90 years of age. **METHODS:** Twenty-eight men and women with a minimum of eight-weeks of resistance training were recruited to participate in this five-week study. Weeks one and two consisted of one-repetition maximum (1RM) testing. Weeks 3-5 consisted of three sets using 80% of the 1RM with a 1-, 3-, or 5-minute rest period (in random order) between two sets of 8 repetitions with the third set being conducted to failure. **EXPECTED RESULTS:** The researcher has hypothesized that the volume of exercise completed following a 5-minute rest period will be greater than the volume of exercise completed following the 3- and 1-minute rest periods. It is also expected that the 3-minute rest period will result in a greater volume of exercise than the 1-minute rest period.

02.01.36 Service Learning: University Students' Attitudes, Skills, and Experiences

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Abstract A sample of Undergraduate students at a Midwestern public university was asked to answer questions concerning service learning experiences. Surveys were collected from one class at each education level: freshman, sophomore, junior and senior in four separate course subjects. Hours of time spent in service learning experiences were compared to students' scores on a questionnaire involving attitudes and skills toward civic and social issues as related to service learning in the expectation of proving a relationship. The questionnaire covered six areas: Civic action, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes. Open-ended questions were included to provide detail and additional resource information. This descriptive study was important in its support of determining the value of course offerings with a service learning component. In addition to previous research, student answers to the survey questionnaire provided additional information to aid in future course offerings and provide enhancements to current programs. **Keywords:** service learning, higher education, civic attitudes

02.01.37 Passive Speakers in the Absentee Shawnee Community: Understanding Their Silence

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This poster will discuss adult members of indigence communities who understand their heritage languages fluently but rarely, if ever, speak them. These individuals are referred to as 'passive speakers' and very little is understood about this phenomena and techniques that could successfully assist these individuals in overcoming their barriers to speaking. The Absentee Shawnee community at Little Axe will be used to provide a case study of this phenomena. Standard second language acquisition theory posits that 'affective filters' are the emotional variables associated with the success or failure of acquiring a second language (Krashen, 1975). These filters are used to determine what makes a good language learner such as attitudes and motivation. These filters will be contrasted with traditional Shawnee socialization and corrective behavior, such as teasing and shaming. These behaviors transfer to adult language situations which will be argued helps create passive speakers. Furthermore, I will contrast what second language acquisition constitutes as a 'good language learner' against how teasing and shaming may be inhibiting fluency among passive speakers due to the inverted success of this type of socialization and corrective behavior.