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6. Professional Teacher Education

Northeastern State University

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Abstracts from the 2015 Oklahoma Research Day

Held at Northeastern State University

02. Education and Professional Studies

06. Professional Teacher Education

02.06.01 Combined Physical and Voice Training For Parkinson's Disease

Amanda,McClelland *University of Central Oklahoma*

Jacilyn,Olson *University of Central Oklahoma*

John,Ahrens *University of Central Oklahoma*

Kyle,Covey *University of Central Oklahoma*

Lacey,White *University of Central Oklahoma*

Linda,Sealey-Holtz *University of Central Oklahoma*

The primary purpose of this study was to estimate the feasibility of group physical fitness and voice treatment for individuals with Parkinson's Disease. The second purpose is to report changes in pre-to-post outcomes on measures of fitness, balance, bone density, voice perturbation and noise, vocal intensity, and maximum phonation time as the result of a simultaneous physical fitness and voice treatment program. Combining physical and voice training in a dual purpose program is anticipated to be successful because both types of training rely on similar principles to elicit results. Eight males with Parkinson's Disease attended 60 minute sessions, three times per week for four weeks. Vocal measures were obtained using the OperaVox application program and the Voice Handicap Index. Physical measures included aerobic fitness, muscular strength and endurance, agility, and flexibility. Changes in pre-to-post outcomes of physical and voice measures were compared. Increase in vocal and physical performance was noted after participating in this pilot study. Results indicated that receiving voice and physical therapy simultaneously can be helpful for individuals with Parkinson's disease. More research is needed with this type of therapy.

02.06.02 Current and Desired School Psychological Services: Perceptions by Education Professionals

Amy, Barnett *Southwestern Oklahoma State University*

Robin, Sobansky *Southwestern Oklahoma State University*

The National Association of School Psychologists (Blueprint III, Ysseldyke et al., 2006) identifies two objectives of school psychological services: (a) enhancing the competence of students, including academic/cognitive and social-emotional areas of functioning, and (b) building and maintaining the capacity of systems so they are able to assist students to become competent. However, a review of available research suggests that school psychologists are often limited in the scope of their practice. To gain a better understanding, stakeholder perceptions of current and desired school psychological services should be considered. The purpose of the present investigation is to determine current perceptions held by educational professionals, including administrators, teachers, as well as service providers. The study specifically addresses: (a) level of knowledge, satisfaction, and perceived helpfulness of school psychological services; (b) perceptions regarding the roles and functions of school psychologists; and (c) future desired roles and functions of school psychologists. Results will lead to an increased understanding of the field in regards to actual practice and existing models, as well as a better conceptualization of training needs. An increased understanding by stakeholders of school psychologists' roles and functions may lead to an increased demand for services, thus an increase in enrollment in training programs.

02.06.04 Grammar Knowledge and Response to Instructional Methodology in SLP Curriculum

Linda, Sealey-Holtz *University of Central Oklahoma*

Lyndee, Stovall *University of Central Oklahoma*

Michael, Humphries *University of Central Oklahoma*

The purpose of this study was to document the current grammar knowledge of students across the speech-language pathology (SLP) curriculum and investigate the effect of the online instructional methodology of segmenting to aid in information processing. Accordingly, segmenting online content by 'chunking' information is thought to increase learning. Therefore, the hypothesis was that those students who were randomly assigned to the online instructional group given information using the segmenting principle would evidence increased performance on post-instruction surveys compared to pre-instruction surveys. Participants were students enrolled in junior, senior, and first-year graduate level SLP courses. The first year graduate students in SLP completed grammar knowledge surveys both pre- online instruction and post-instruction. Findings included cross-sectional data from surveys completed by all students and pre-instruction surveys by 1st year graduates. Data was compared by instructional level. Findings also included comparative data. The first year graduate students were randomly assigned to one of two online instructional groups: segmented or a non-segmented. Results from the pre and post surveys were compared by group.

02.06.05 Learning Environment Research: Empowering Teachers and Learners as Change Agents

Linda, Harris *University of Central Oklahoma*

Decades of learning environment research have demonstrated students' perceptions of their classroom environments can influence a variety of developmental outcomes (Fraser, 2012). Based on a correlational study, this poster presents learning environment research as a rich avenue for engaging educators in action research that can allow teachers to create adaptive classrooms. With student perception feedback in hand, teachers are empowered to partner with their students to implement changes that can yield improved outcomes. At all times, teachers remain in control of their own class data and likewise, plan their own interventions. This action research approach acknowledges the capability and necessity of classroom teachers to engage in meaningful research to bring about positive change in partnership with their students. Serving as a model for action research, this study asked, "What is the relationship between students' person-environment fit (PE fit) and their academic performance in writing?" As a result of this poster presentation, attendees can envision a process by which they begin or expand the process of action research by seeking students' input while adaptations are still possible. In this way, action research can be introduced and/or expanded in classrooms across the state. Reference Fraser, B. J. (2012). Classroom environment (2nd ed.). New York, NY: Routledge.