NINTH ANNUAL
EDUCATIONAL
PSYCHOLOGY &
METHODOLOGY
STUDENT RESEARCH
POSTER SESSION
MAY 7, 2010

Sponsored by the Educational Psychology and
Methodology RGSO and the Graduate student
organization

University at Albany
School of Education
Department of Educational and Counseling
Psychology
Special Thanks to:

Joan Newman- Educational Psychology & Methodology Division Director

Kevin Quinn- Educational & Counseling Psychology Department Chair

All of our professors for their guidance and support in our research

And this year’s RGSO:

President- Bethany Ochal
Vice President- Matt LaFave
Treasurer- Kim Westcott
Dir. of Special Events- Alex Wind
Representative- Georgia Brooke
Representative- Kristina Mycek
Representative- Yehan Zhou
Representative- Shuyi Guan
Web Master- Asil Ozdorgu

POSTER SESSION AGENDA

Location: Education 335

10:30 – 11:00 Poster Setup

11:00 – 12:30 Guest Speaker
Dr. John Hitchcock

12:30 – 1:00 Refreshments

1:00 – 2:30 Student Poster Session

2:30 – 3:00 Clean Up
Dr. John Hitchcock is experienced with research design, program evaluation, and providing technical assistance to educators and clinicians. His professional interests lie in developing educational and psychological interventions for U.S. minority groups and in international settings, special education research, experimental design, and mixed method designs. He is currently serving as a co-Principal investigator of two federally funded randomized controlled trials (RCTs). One trial is designed to evaluate a reading intervention and the other focuses on a software package designed to enhance mathematics achievement. Both projects entail his taking a lead role on design, multilevel analyses, and reporting. Dr. Hitchcock is also a principal investigator of a What Works Clearinghouse review, funded by the Institute for Education Sciences at the US Department of Education. The review focuses on interventions designed to meet the needs of students with emotional and behavioral disorders. This work synthesizes research to facilitate decisions about adopting related programs, and entails evaluating the quality of RCTs, quasi-experimental designs, and single-case studies that were designed to evaluate the impacts of special education interventions. He also continues to work on a multi-year research program that utilizes mixed methods designs to develop assessment and intervention services for children in Sri Lanka. In addition to participating in numerous program evaluations, Dr. Hitchcock has provided technical assistance to teachers in the areas of educational technology and student progress monitoring. Prior to joining the Educational Studies Department at Ohio University, Dr. Hitchcock worked as a research consultant for the American Institutes for Research and ICF International in the Washington, DC area. He is a member of the American Education Research Association, American Evaluation Association, is an education affiliate of the Campbell Collaboration and is on the editorial board of Learning Disabilities Research and Practice. He earned three graduate degrees from the University at Albany, SUNY, culminating in a PhD in 2003, and is now a professor in the Education Research and Evaluation program at Ohio University.
Stressful Life Events and Problematic Internet Use by Adolescent Females and Males: A Mediated Moderation Model

Dongping Li, Stella Xian Li, Wei Zhang

In a sample of 660 adolescents (\( M \text{ age} = 14.14 \text{ years} \); 55% females), this study examined a mediated moderation model in which temperamental effortful control and sensation seeking moderated the relationship between stressful life events and problematic Internet use (PIU), and this moderating effect was mediated by maladaptive cognitions. Findings revealed that effortful control buffered the risk of stressful life events for females’ PIU, and this effect was mediated through maladaptive cognitions. The risk-buffering effect of effortful control for males’ PIU was not significant, although it buffered the risk of maladaptive cognitions for PIU. The risk-enhancing effect of sensation seeking was not significant in both female and male adolescents. In addition, males scored higher on risks but lower on protective factors of PIU than females, which explain the gender difference in PIU. The authors discuss the theoretical and practical implications of these findings.

Individual and Family Correlates of High and Low Achievement among Children in a Head Start Program

Millah Musungu

Preschool children living in poverty are at risk for not attaining the required pre-academic and social-emotional skills that predict successful transition to kindergarten. Resiliency research identifies a number of protective factors that have been shown to be related to positive outcomes for some children from high-poverty environments and mitigate the effects of poverty-related risks for these more “resilient” children. The present study investigated individual and family correlates of high and low achievement among children in the Head Start Program. 618 four-year-old children (ranging between 44 months to 57 months, with an average age of 50.9 months) from a Head Start program in upstate New York was investigated. An exploratory investigation of the comparison of means using one way analysis of variance was used. The results are consistent with previous findings that individual and family protective factors correlate with high academic achievement. The findings and implications are discussed.
Evaluating State Pilots; *We have Choices* DVD

**Kevin Murphy**

This poster session documents evaluation findings on efforts to enhance person-centered services across the state of New York. In 2009, OMRDD partnered with the Self-Advocacy Association of New York State, Inc. (SANYS) in the production of an hour-long DVD tentatively titled *We Have Choices* that highlights individuals with developmental disabilities that are leading rich or fulfilled lives outside of 24-hour support facilities. This presentation highlights the impact of the video on the “freedom of choice” of developmentally disabled persons in eight areas: neighborhood and community membership, creative expression, family and friends, home life, spiritual and religious life, teaching and learning, sports and adventure, and work. Data sources include observations and survey of stakeholders. Outcomes suggest that the DVD had a positive impact on stakeholders’ perceptions of choice.

Real World, Real Use: The Impact of Integrating Student-Centered Learning in Adult On-Line Instruction in Mathematics and Science

**Jane A. Rodd, Dianna L. Newman, and Patricia J. Lefor**

This poster documents evaluation findings on the integration of constructivist methods into technology-supported distance learning with adult learners in the fields of mathematics and science. The overarching goal of the project was to promote content relevancy by creating authentic learning experiences for students. To achieve this goal, selected existing online courses were modified, and new courses were developed to reflect a more problem-based approach to learning relevant to students’ lives and careers. A multi-phased, mixed-methodology evaluation design was developed and utilized to support the objectives, which were to evaluate ability to serve diverse students, changes in course related affect, and changes in course related content knowledge. Participants were 1458 (Math, n=938; Science, n=520) adult learners enrolled in mathematics and science courses offered on-line to under-graduate students at a 4-year public college. Results indicated that students made significant gains in content, transfer of content, content-specific affect, and generalized learning affect.
Social Skills Development in Head Start Programs
Laura Ficarra

Teachers’ need for effective behavior management skills is becoming as salient as the expectation of pedagogical effectiveness for academics. While this challenge pervasively affects all levels of schooling, current literature estimates that nearly 35% of preschool-age children present with behavioral problems due to limited social skills, especially in impoverished areas. To further complicate the issue, the recursive relationship between academic achievement and problematic behavior is such that many students who exhibit difficulty within the behavioral domain are also assessed as being below grade-level on academic performance. Therefore, contemporary research suggests that early intervention for students is necessary as a possible solution for improving the social skills functioning of students for successful school and transitional outcomes. The nature of Head Start preschool intervention programs reflects these concerns that are evident in practice and theory. Current analyses of data collected with the Head Start preschool population revealed a statistically significant interaction between level of support and time of assessment on social skills development.

Enhancing the Reliability and Validity of Special Education Preservice Teacher Ratings
Deborah May, Mary Gozza- Cohen, Jane Domaracki, Lisa Gardner, Matt LaFave

It has become evident that teacher education programs must strive to prepare highly qualified and skilled teachers since it is essential for teachers to work effectively with students with disabilities. As stated by Haycock (2001), what schools do matters enormously, and what matters most is good teaching. This poster shares how professional standards, modified with permission from Danielson’s Framework for Teaching (1996), were developed, how they can be used in a reliable and valid way to measure preservice special education teachers’ growth and abilities as they progress through their teacher education programs, and how these standards can be used by administrators and supervisors to support and guide both novice and experienced teachers in their schools. For the purpose of analysis, data gathered using Danielson’s framework to evaluate preservice teacher’s abilities in their first field placement, in their internship, and their final portfolio was used to determine reliability of raters, as well as to quantify student growth over the duration of the placement.
A Cross-Cultural Study of Learning Behaviors in the Classroom from a Thinking Style Perspective

Hongyu Cheng

This study was designed to search for explanations of different learning behaviors in the classroom presented by American and Chinese students. The researcher speculated that thinking style might have an influence on learning behaviors and at least partially explain the different behavioral traits presented by the two groups of students in the classroom. An existing thinking style measure and a self-developed learning behavior measure were administered to three samples: American students \((n = 129)\), Chinese students in China \((n = 134)\), and Chinese students in the U.S. \((n = 121)\). ANOVA, multiple regression and tests of mediation effects were used to compare learning behavior and thinking style among the sample groups, and to examine the relationships among three variables: cultural group, thinking style, and learning behavior. It was found that American students self-reported more “active” behavioral traits in the classroom and tend to be analytic in thinking style, while Chinese students, both in China and in the U.S., self-reported more “passive” behavioral traits, and were inclined to be holistic in thinking style. It was also found that thinking style variables mediate the relationship between cultural group and learning behavior in the classroom, which suggests that thinking style might partially explain the distinct behavioral traits in the classroom presented by American and Chinese students.

Tier II Interventions: Social-Emotional and Literacy Development in Head Start Children

Bethany Ochal & Kim Westcott

The use of multi-tiered models to prevent and respond to behavior and literacy problems, particularly for young children, has gained widespread support. Combined models of behavior and academic support are based on a Response-to-Intervention (RTI) framework, in which intervention is differentiated, with each successive level providing increased levels of support for a universal (Tier I), selected (Tier II), and targeted (Tier III) population.

Tier I supports (i.e., The Teaching Pyramid and Supplemental Literacy Program) are being employed in a partnering Head Start program located in upstate New York as part of a research project exploring achievement in low-income children. Currently, the authors are implementing Tier II supports in the forms of social-emotional and literacy groups, geared toward a selected group of preschoolers at-risk for future behavior problems and reading failure.
The Effect of Discussion Quality and Quantity on Reading Comprehension during One-to-one Reading Instruction

Mary Beth Arcidiacono

Opinions concerning the use of discussion in reading instruction to improve comprehension have become more prevalent in the literature over recent years. The approaches which use discussion as a pivotal portion of instruction have also increased. The purpose of this study is to investigate the effects on reading comprehension of (1) discussion quality and (2) amount of discussion within the context of explicit one-to-one reading instruction. Discussion is operationally defined as 3 or more turns between teacher and student, and pertaining specifically to comprehension rather than word-solving. Discussion Quality is rated as Low (fewer than 10 questions within the session) or High (10 or more questions within the session). Discussion amount is rated as Low (fewer than 10 occurrences) or High (10 or more occurrences). Reading comprehension is measured using pre-test and post-test scores on QRI-4. It is hypothesized that properly scaffolding discussions during reading will result in improved comprehension scores for tutored readers.

Investigation into the Impact of Academic Studies on Leisure Motivation as Perceived by Graduate Students

Jane A. Rodd, and Joan A. Swanson

This poster reports the findings of a survey conducted with students at a North Eastern university (N=33) to investigate perceived impact of academic study on leisure. Using a mixed method design, which combined qualitative, descriptive and correlational analysis, the investigators purposed to add to the existing knowledge base on how graduate students perceived academic study to impact their leisure time, and whether and how strongly this effected their motivation to participate in leisure. The survey combined closed and open-ended questions to collect data on student demographics, leisure participation and leisure affect. Self Determination Theory (Deci and Ryan, 1985) provided the theory underpinning the measurement of motivation. Primary findings included an association between academic program and leisure motivation. Qualitative data suggested that further research into relationships between leisure motivation, academic performance and student wellbeing are needed.
The Impact of Classroom Furniture in University Settings on Student Attitudes
Susan Rogers

Optimizing formal learning environments has been the province of researchers and educators for many years. The design of so-called Learning Spaces has also caught the attention of architects and interior design professionals. The purpose of this research is to evaluate effect of classroom design on learning outcomes and attitudes of students and faculty. Several classrooms will be structured in three different formats: 1) Highly Flexible 2) Moderately flexible and 3) Traditional. Analyses will be conducted to determine if these structures impacted student attitudes, measured using Burgess and Kaya’s (2007) Classroom Attitude Scale. The researchers hypothesize that student comfort, and student-student collaboration will increase as seating flexibility is enhanced.

Computer Games and Opportunity to Learn: Implications for Teaching Students from Low Socioeconomic Backgrounds
David Yun Dai & Alexander P. Wind

There has been an emergent interest in using computer games to enhance learning and motivation. What are the implications for students of low socioeconomic status (SES) backgrounds? Will the use of computer games create new opportunity to learn for these students or enlarge the “digital divide”? What are the affordances and constraints of using computer games to promote learning for this group of students? We use the concept, “opportunity to learn” (Gee, 2003, p. 27), as an overarching idea to organize our review. Specifically, the main purpose of this chapter is to identify affordances and constraints of using computer games for learning by students who have limited access to educational material and related resources and who may otherwise be at risk in terms of lowered academic achievement or dropping out of school entirely. We first discuss instructional use of computer games in the context of “opportunity to learn” as an equity issue. We then review possible advantages and constraints of using computer games as a learning tool with this group of students. Finally, we propose a conceptual framework for a research agenda aimed at enhancing effective use of computer games for learning, particularly targeting those students who are socioeconomically disadvantaged.
Does Breastfeeding Moderate the Negative Effects of PCBs on Cognitive Functioning?

Bita Behforooz, Georgia Brooke, Ji Eun Lee

Faculty Mentor: Joan Newman

Breastfeeding poses a dilemma for populations exposed to certain environmental toxicants including some industrial byproducts and pesticides. Although breastfeeding may increase infants’ exposure to toxicants, research has found that it provides developmental and health benefits. A previous study (Newman et al., 2009) of 271 Mohawk adolescents found small to moderate effects of certain PCB groupings on cognitive functioning - notably long term memory. Because of their location near industrial pollution sources and their traditional life styles involving fish eating, members of the Akwesasne Mohawk community may be considered at greater risk for PCB exposure. Community members have raised concerns about whether it is advisable to breastfeed their children. The current study is being undertaken to determine the role, if any, of breastfeeding in the negative cognitive outcomes previously found to be associated with PCB levels of adolescents in the Akwesasne community.

Grant numbers ES04913-10 and ES10904-05

Comparing Charter and Public Schools Using Multilevel Models

Jason Bryer, Bethany Ochal, and Kim Westcott

The concept of school choice within the United States is not new. Private schools have been educating students since the founding of the United States. However, in 1988, Ray Budde proposed an alternate approach to school choice that has grown to be known as charter schools (Kolderie, 2005). Unlike their private school counterparts, charter schools receive public funding but are relieved of many of the bureaucratic and regulatory constraints public schools adhere to, but are still held accountable for student performance. Despite claims by charter school advocates that charter schools are performing as well if not better than the public school counterparts (see e.g. Allen, Consolettie, & Kerwin, 2009), other studies suggest ambiguity with regard to charter school performance (see e.g. Braun, Jenkins, & Grigg, 2006a; Center for Research on Education Outcomes, 2009; Hubbard & Kulkarni, 2009). This study utilizes the results of the 2007 National Assessment of Educational Progress (NAEP) conducted by the National Center of Educational Statistics (NCES). Multilevel modeling analyses reveal the complexities of this issue. That is, in different circumstances charter may perform better, the same, or worse than their public school counterparts.
City School District Mathematics and Science Partnership: Mathematics Initiative

Lindsey Rosecrans and Kathy Gullie

To address ongoing needs in mathematics education, the Syracuse City School District (SCSD) in partnership with Syracuse University's Department of Mathematics and the Teaching and Leadership Program in the School of Education received funding for a 2007-2010 Title IIB Mathematics and Science Partnership (MSP) Mathematics grant through the New York State Department of Education.¹ To meet the need for outside evaluation assistance, SCSD contracted with the Evaluation Consortium at the University at Albany, SUNY. A multiphase, mixed methodology design, including data collection from multiple stakeholder groups, was developed and utilized to support evaluation objectives. Both quantitative and qualitative methods were employed to meet the needs of project decision makers. This poster session provides a summary of the data sources, collection methods, and target stakeholders from whom information was gathered throughout the project. As the MSP Mathematics grant ends, there is clear evidence that intensive professional development focused on mathematics content and mathematics pedagogy is beginning to transform teachers’ instructional styles, and is having a positive impact on students’ learning and achievement.

Poster Abstracts

Examining Youth and Family Satisfaction with Outcomes of Mental Health Services

Mycek, K., Mehta, S., & Radigan, M.

During the past two decades, the roles of family and youth consumers in shaping the mental health service system have expanded. Consumer satisfaction surveys have been used nationally to gain feedback on the quality of public mental health services, especially regarding child outcomes. In NYS, families’ perceptions of their child’s mental health services are assessed using the Family Assessment of Care (FACS). Youth perspectives are assessed using the Youth Assessment of Care Surveys (YACS). This poster will show satisfaction trends in NYS for youth and families since 2007 for different program types.
Technology Use in Gifted Education: A Review of the Research
Jingping Chen & Yehan Zhou

Attempt to use technologies, especially computer technologies and information technologies, has got its history for more than forty years (Bransford & Practice, 2000). Although how to use technology appropriately is still a question to the educators and researchers, very few people will doubt the great potential of using technology to enhance teaching and learning. However, in the field of gifted education, the practice and research of technology use is not as active as they are in other fields. Moreover, among current practices and researches of using technology in gifted education, very few of them are examining the technology under gifted-education theories or with systematical perspectives. In this article, the author will review the literature of using technology in different professional areas: identification, programming, curriculum, teaching, and counseling (Dai & Coleman, 2005). By looking into how the technologies have been used in the transition of gifted-education paradigm (from educate the gifted to talent development), the author tries to find out a systematical way to conceive, to incorporate, and to utilize the current technology in gifted education, as well as the future direction of developing technologies especially for gifted education.

Worship Music Preferences of Adolescents at Church
Zach Warner

Music is a major part of corporate worship for many cultures and religions. This investigation explored the preferred style of worship music of adolescents that attend Christian church services. Participants were surveyed for their favorite style of worship music for each of three venues: Sunday service, youth service and personal listening. The top style preferences for each venue were collected as was the overall style preference. In addition, associations were sought between respondent age and music style and between respondent gender and music style. Preferred music styles followed a pattern suggested by previous literature. Participants typically preferred the worship music style currently found in their home-church. No significant associations between music style and gender were found. However, there was found to be a significant association between preferred worship music style and age.
Cross-cultural Study of Parenting Style and Its Relation to Academic Achievement and Self esteem.

Ji Eun Lee, Stella Xian Li, Deepti Marathe, Yuriko Sasaki

Faculty mentor: Joan Newman

An important role of cross-cultural research is to examine ethnocentric assumptions about desirable socialization methods and developmental patterns. Li, Lee and Newman (2009) found that authoritative parenting was associated with academic success in high school for American adolescents, but not for adolescents from China or Korea. A study is now being planned to investigate a wider range of parenting styles, including those found to be more typical of Asian parents, and examine the association of parenting style with academic outcomes and self esteem. The Parental Authority Questionnaire (Buri, 1991) will be distributed to college students now in USA who lived with their parents during their high school years in USA, China or Korea. Students will report on the authoritative, authoritarian and permissive parenting characteristics of their mothers and fathers, as well as their own high school and college academic achievement and current self esteem.

The Effects of Counselor Gender and Problem Type on Attitudes Towards Seeking Professional Psychological Help Among Turkish High School Students

Hamide Yilmaz

The aim of the present study was to explore factors related to professional help-seeking by high school students in Turkey when they experience problems in school. Gender differences in attitudes towards seeking professional help and the effects of preference for counselor gender and problem type on those attitudes were examined in the scope of this research. The Attitudes towards Seeking Help Scale and a survey instrument concerning participants’ gender, preference for counselor gender, and problem type were administered to 342 (199 female and 143 male) high school students who were randomly selected. To examine the research questions, one-way ANOVA and two-way ANOVA were conducted. The results showed that male and female high school students displayed different attitudes toward seeking help. Female students had much more positive attitudes towards seeking help than did males. For female students, neither of the factors investigated (counselor gender, problem type) nor their interaction, affected help seeking. On the other hand, among male students, the interaction of counselor gender and problem type influenced attitudes to help-seeking. Research limitations, suggestions for further research, and implications for practice are discussed.
Retention and Achievement in 1st Semester Freshman Chemistry Classes at the University at Albany  
Anthony J. Leonardi

This paper is concerned with high attrition rates in college chemistry in the freshman year. Data was obtained from the database at the University at Albany for 1st semester Chemistry classes for the previous 5 years. The research questions asked: What is the relationship between class size, gender, and race, and retention and achievement? A multivariate analysis of variance was used to analyze the data. Results are discussed in the context of literature on retention and achievement in science classes for freshman, and a possible solution is suggested.

Self-Esteem, Self-Efficacy and Other “Self-“s: A Literature Review  
Yuriko Sasaki and Zheng Yan

The present review focuses on self-esteem and self-efficacy in terms of social psychology, educational psychology and cross-cultural psychology. The main reason of this review was to seek any relations among self-confidence, self-esteem, self-efficacy and other “self” topics in order to speculate the self-confidence formation. However, as there is limited literature on self-confidence, we have reviewed specifically self-esteem and self-efficacy in addition to identifying “self-“ topics. Our review shows that (1) definitions of self-esteem and self-efficacy; (2) research evidences which indicate different developmental paths of self-esteem in different context, such as gender differences and cultural differences; (3) different functions of self-efficacy; and (4) brief descriptions of “self” terminologies.