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Educational Psychology & Counseling

Spring 2011

EPC Newsletter, Spring 2011

Educational Psychology and Counseling Department

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University of
Tennessee

NEWSLETTER

Spring 2011

EPC AWARDS & RECOGNITION

We would like to recognize and congratulate EPC faculty and programs who have been rewarded for their contributions and hard work.

Dr. Jeannine Studer, School Counseling Coordinator and Professor of Counselor Education, received the 2010 Tennessee Association for Counselor Education and Supervision (TACES) Dr. Charles Thompson Counselor Educator of the Year Award.



Dr. Jeannine Studer



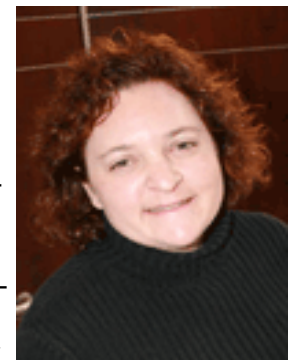
Dr. Bob Kronick

Dr. Bob Kronick, Professor in Counselor Education, received the Martin Luther King Jr. Commemorative Commission's Education Award on January 13, 2011.

The Grief Outreach Initiative was awarded two internal grants - one from The University of Tennessee Academic Outreach and Engagement Council and one from the UT Innovative Technology Center. The Incentive Grant funds research within the program and the Faculty First Grant supports the creation of innovative ways to incorporate technology in mentoring grieving children in our community.

Dr. Tricia McClam, Professor in Counselor Education, coordinates the Initiative.

The University of Tennessee's FUTURE Program received funding for five years under the Transition Program for Students with intellectual Disabilities by the U.S. Department of Education, Office of Postsecondary Education. The program is a two-year certificate program for students with intellectual disabilities or autism who do not earn a regular high school diploma (see more on page 3). **Dr. Melinda Gibbons**, Assistant Professor in Counselor Education, works with the program alongside colleagues in TPTE, Special Education, and Connections for Disability and Employment.



Dr. Melinda Gibbons



Dr. Allison Anders

Dr. Allison Anders, Assistant Professor in Learning Environments and Educational Studies, received a grant from the Academic Outreach and Engagement Council at The University of Tennessee to develop an orientation guide to public schools for families with refugee status. The project will be led by Dr. Anders and includes graduate students and faculty from Applied Educational Psychology, Counseling, and Cultural Studies in Educational Foundations.

EPC INTRODUCES THE NEW EVALUATION, STATISTICS AND MEASUREMENT DOCTORAL CONCENTRATION

The Evaluation, Statistics, and Measurement (ESM) concentration is a new student-centered, hands-on course of study that leads to a Ph.D. in Educational Psychology and Research:

- Provides students with broad but rigorous skills so they can function, upon graduation, as esteemed professionals,
- Generates scholarship that is relevant to and appreciated by scholars external to the University of Tennessee who work in areas of evaluation, applied statistics, and measurement, and
- Achieves a reputation, nationally and internationally, as the preferred place where highly qualified students and faculty members want to study and work.



ESM faculty and doctoral students

The concentration maintains enrollment of 15-20 students and is based squarely upon the needs of students. Students in the evaluation concentration face strong but more challenging job markets (whether they pursue careers as university faculty members or program evaluation or applied statistics professionals) that demand increasingly higher levels of methodological, quantitative, and statistical sophistication. The changing evaluation expectations of federal and state agencies continue to be reflected in grant requirements demanding program evaluations that encompass higher levels of measurement reliability and validity, greater use of advanced quantitative research designs, and more advanced multivariate statistical methodologies. ESM faculty are Dr. Jennifer Morrow (Program Coordinator), Dr. Sky Huck, and Dr. Gary Skolits. For more information, please visit the [ESM website](#) for more information.

EPC BY THE NUMBERS 2010...

26 - Tenure track/tenured faculty

1 - Associate Dean

325 - Graduate students

39 - Assistantships

6 - Scholarships & Fellowships

1 - University Teaching Award Winners

64 - Journal Editorial/Review Board Members

8 - Faculty Authorships, Books

9 - Faculty Authorships, Book Chapters

64 - Faculty Authorships, Refereed Journals

48 - Student/Faculty Authorships, Journals

51 - Conference Presentations

65 - Student/Faculty Authorships, Conference papers

3 - Affiliated Research Centers

- Center for Literacy Studies
- KLASS Center
- Institute for Assessment & Evaluation

2 - Certificate Programs

- Evaluation, Statistics and Measurement
- Qualitative Research

2 - Distance Education MS Programs

- Instructional Technology (hybrid)
- Rehabilitation Counseling

EPC STUDENTS SELECTED TO PRESENT RESEARCH AT THE 2011 RESEARCH COLLOQUIUM

Twelve EPC students were selected to present their research at the 2011 Research Colloquium on Friday, March 4th. Hosted by the Graduate Student Advisory Board, the Colloquium is designed to provide an opportunity to recognize and support graduate student research in the College of Education, Health, and Human Sciences. EPC student representatives included the following:

Featured Presentation

Hoping and coping: A phenomenological study into the HIV-lived experience
Shayne Harrison

Poster Presentations

Bullying and the Wellness of Early Adolescents
Blair Mynatt & Eric Heidel

Constructing Wikis in Technology-Enabled, Active Learning Classrooms: A Qualitative Study
John C. Cummings & Taotao Long

Strengthening the Social Network: Religiosity and Spirituality in First-year Perceptions of Belongingness
Tiffany Smith, Patrick Barlow, & Ann Cisney-Booth

A Review of Student Use of the Internet
Amber Hughes

SCHOOL PSYCHOLOGY FACULTY & STUDENTS REPRESENT EPC AT THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Dr. Christopher H. Skinner was one of four highly productive scholars who were invited to attend The School Psychology Research Collaborative Conference. Presenting to about 40 young school psychology faculty who applied for and received fellowships to attend this pre-NASP research focused conference, Dr. Skinner provided advice and training on conducting and publishing research. Additionally, the school psychology students and faculty presented 12 papers at the conference. Presentations are cited below with the students' names in bold.

Increasing Academic Engagement using the Color Wheel System.

Blondin, C.A., Skinner, C. H., **Parkhurst, J.,** Wood, A., & Snyder, J.

The Effects of Partial-Assignment Completion on Student Choice Behavior.

Embree, M.L., Skinner, C.H., **Parkhurst, J.,** Conley, E. & **Nalls, M.L.**

Undergraduate exam performance predictors across critical thinking levels.

Galyon, C., Blondin, C.A., & Forbes, B. E.

Comparison of reading interventions for an English Language Learning student.

Galyon, C. E., & Skinner, C. H.

Reliability and Validity of the Monitoring Academic Progress Reading Screener.

Hilton, A.N., Bell, S.M., McCallum, R.S., **Hopkins, M.B., Miller, K.C., & Cornett, A.**

Reliability and validity of the Monitoring Academic Progress-Reading (MAP-R) screener.

Hilton-Prillhart, A., Hopkins, M.B., Bell, S.M., & McCallum, R.S.

Hopkins, M.B., McCallum, R.S., **Miller, K.C., Hilton, A.N., & Bell, S.M.** *Monitoring Academic Progress Mathematics Brief Group Administered Multifaceted Mathematics CBM.*

Fostering Psychological Adjustment Following Traumatic Events.

Kravitz, M., Becker, J.A., Aspiranti, K.M., Bain, S.K.

Taped Problems Intervention: Generalization of Inverse Addition Facts.

Miller, K.C., Galyon, C.E., Skinner, C.H., Gibby, L., & Meadows-Allen, S.

Reinforcing Learning Activities versus Assessment Performance to Enhance Spelling Accuracy.

Nalls, M.L., Embree, M.L., Skinner, C.H., & **Quillivan, C.**

Building Mathematic Fluency Using Technology and Idiosyncratic Target Problems.

Parkhurst, J. T., Embree, M.L., Skinner, C. H., **Yaw, J.,** Adcock, W., & Luna, E.

A descriptive analysis of the school-wide positive behavior support literature.

Quillivan, C. C., Hopkins, M. B., & Skinner, C. H.

THE REACH PROJECT 2ND YEAR UPDATE

The REACH Project is in its second year of funding. Currently REACH provides child-centered play therapy, peer-to-peer conflict resolution, parent skills training and family therapy, and teacher training and consultation for children and families at high risk of juvenile delinquency. The primary purpose is to discover what works and how in order to prevent juvenile delinquency. Services are provided to turn around the lives of children and families in our community, while collecting data on the effectiveness of services. REACH services are provided in Knox County Schools' largest urban, high poverty elementary school (Dogwood Elementary) and in one afterschool program for at-risk students at Pond Gap Elementary.

The REACH Project is in its second year of funding from the Tennessee Commission for Children and Youth. Early results suggest positive outcomes. For example, in year one, 80% of children served demonstrated significant or highly significant progress in teacher ratings on the Child-Behavior Checklist (a widely used standardized scale of troubled children's behaviors), plus children served had a 50% reduction in disciplinary referrals, an almost 100% reduction in suspensions, and a one third reduction in absences. Year two results suggest similar trends; many children served in year one continue to make progress.

The project is led by associate professor Jeff L. Cochran, with assistance from professor Bob Kronick. Treatment coordinator, Nancy H. Cochran, and three advanced graduate interns from the Mental Health Counseling concentration staff the program.



Dr. Jeff Cochran, Associate Professor & REACH Project Coordinator

FUTURE PROGRAM: POSTSECONDARY EDUCATION OPPORTUNITIES FOR STUDENTS WITH INTELLECTUAL DISABILITIES AND AUTISM

The University of Tennessee's FUTURE Program is a two-year certificate program for students with intellectual disabilities or autism who do not earn a regular high school diploma. Funded for five years under the Transition Programs for Students with Intellectual Disabilities by the U.S. Department of Education, Office of Postsecondary Education; the FUTURE Program is staffed by Liz Fussell, Program Administration; Cate Smith, Program Coordinator; Melinda Gibbons, an Assistant Professor; and David Cihak, Associate Professor. Graduate Assistants from Counselor Education, Special Education, Assessment and Evaluation, and Therapeutic Recreation represent the program.

While the primary focus of this program is on the academic, social, and vocational success of our students, the program is designed to have campus-wide partnerships with academic and social programs and university students. Our current campus collaborations include the Korn Learning, Assessment, and Social Skills (KLASS) Center; Institute for Assessment and Evaluation; Counselor Education; Special Education; and Therapeutic Recreation. Students participate in university activities and will audit UT courses as a means to build social and vocational skills.

The FUTURE Program will begin with 8 students in August 2011. Each student will complete a person-centered plan that will serve as a guide for the creation and implementation of an individualized course of study. To prepare for students arriving on campus, we are busily developing curricula for three courses: FUTURE Skills, Career and Life Planning, and Educational Mentoring (a summer course for UT students who are interested in volunteering with the FUTURE Program).

In the next few months FUTURE staff will be conducting surveys to determine the perceptions and attitudes of university faculty, staff, and students regarding the inclusion of students with intellectual disabilities and autism in postsecondary education opportunities on a college campus. We need your participation with the surveys as well as program collaborators and student volunteers. If you are interested in volunteering or collaborating with the FUTURE Program, contact Liz Fussell at lizfuss@utk.edu.

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