

Fall 2013

Colleague, Fall 2013

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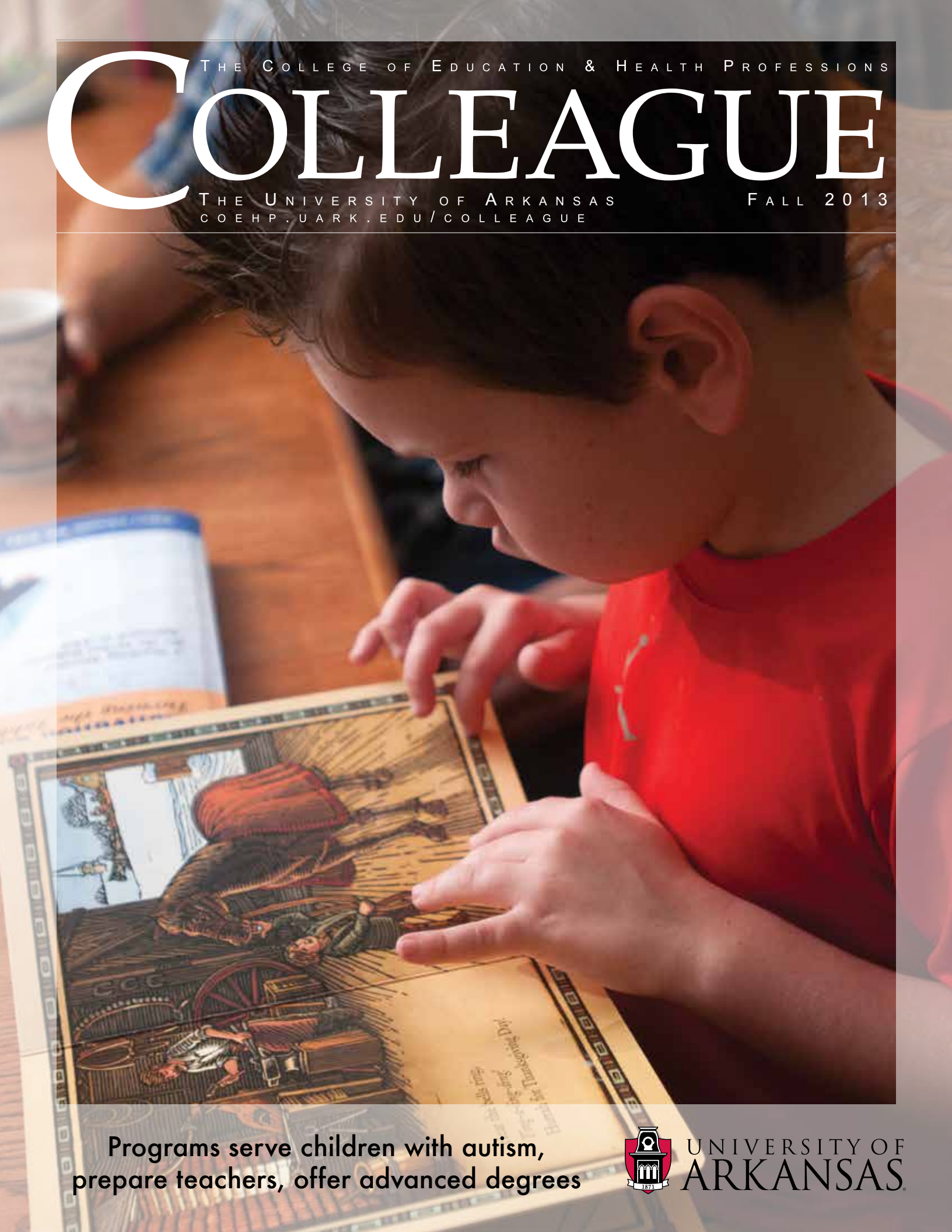
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COLLEAGUE

THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

THE UNIVERSITY OF ARKANSAS
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FALL 2013



Programs serve children with autism,
prepare teachers, offer advanced degrees



UNIVERSITY OF
ARKANSAS

Autism: We're Making a Difference

Twenty years ago, many individuals had never heard of the disability category of autism, which was extremely rare. Unfortunately, the prevalence of autism spectrum disorders has increased exponentially over the past 10 years. In 2012, the Centers for Disease Control reported that one out of every 88 children between the ages of 6 and 17 had an autism spectrum disorder. What has fueled this increase is unknown; what is known is that parents, family members, schools and society in general must deal with this epidemic.

I am pleased to report that we are involved with several new initiatives that will affect people of all ages with autism spectrum disorders, their families, and the community. Six years ago, the College of Education and Health Professions initiated a graduate certificate program in autism spectrum disorders. This 18-hour program remains the only professional preparation program in Arkansas that focuses on individuals with this disability.

The certificate is intended for teachers, school administrators, speech-language therapists, psychologists and any other professionals involved with children with this disorder. Since its beginning, more than 50 graduate students have enrolled in the program, creating a pipeline of professionals better equipped to meet the needs of this population. Recently, we added an emphasis on applied behavior analysis that will enable students to become eligible to sit for the exam that leads to board certification in applied behavior analysis.

Last year, the college established the Autism Support Program. This program is designed to provide extensive



Tom Smith, Dean

support for college students with autism spectrum disorders. They are extremely bright and very capable of achieving success in college classrooms. However, because of the characteristics often resulting from autism spectrum disorders, they would not be successful.

Our college support program provides weekly academic counseling, as well as a wide array of social supports that enable these students to achieve success in their college classes and in other aspects of their lives here.

The college is also providing quality assurance for the state's Arkansas Autism Partnership program that serves preschool children across the state, and

we sponsor an annual autism symposium for professionals and parents. While we are extremely pleased with our successes to date in the field of autism spectrum disorders, we have additional plans.

We are very interested in developing an autism clinic where professionals would conduct interdisciplinary assessments of children suspected of having autism spectrum disorders and design and implement intervention plans for these children. And lastly, the college is very interested in establishing, with the Dale Bumpers College of Agricultural, Food and Life Sciences, a model inclusive preschool program for children with autism spectrum disorders at the Jean Tyson Child Development Center on campus. This program would provide a campus-based laboratory setting to implement state-of-the-art interventions and provide a wonderful environment for preparing future special

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Laura Morgan, right, watches a monitor as data is collected from Carol Dunahoo's leg raises on a Biodex machine in the Human Performance Lab at the University of Arkansas. Morgan studied how high-velocity training affects the resting metabolic rate of older adults for her master's thesis in exercise science. Read more on the Colleague website at <http://coehp.uark.edu/colleague>. Photo by Brooke Galligan

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On the Cover

Logan Himes' parents say applied behavior analysis has helped him make progress with his autism symptoms. Read about University of Arkansas autism programs on pages 4-9. Photo by Brooke Galligan



Get in Touch:

Send alumni news, questions and suggestions to Heidi Stambuck, director of communications, at stambuck@uark.edu or 302 Graduate Education Building, University of Arkansas, Fayetteville, AR 72701. You can also read the *Colleague* online.

Scan the QR tag at right to get more news and feature articles about students, faculty, staff and programs of the College of Education and Health Professions. Or visit <http://coehp.uark.edu/colleague>. You can also find us on Facebook.



FEATURES

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Scholarships Honoring Legendary Trainers Boost Student Aspirations: Yuri Hosokawa, front row, from left, Kathryn Johnson, Jacqueline Laird and Rachel York won the Bill Ferrell Endowed Scholarship in Athletic Training. Jessica Cohen, back, won both the Ferrell Award and the Dean Weber Endowed Scholarship in Athletic Training. *Photo by Russell Cothren.*

Read more about scholarships and see a slideshow:



College Names Assistant Dean for Health Professions



Fran Hagstrom

The College of Education and Health Professions appointed Fran Hagstrom to a new position of

assistant dean for health professions.

An associate professor of communication disorders, Hagstrom provides administrative support for accreditation and curriculum matters as well as other academic aspects in

the health-related programs of the college.

Hagstrom served as head of the rehabilitation, human resources and communication disorders department since August of 2010 after serving one year as interim department head. She earned a doctorate in developmental psychology from Clark University and joined the University of Arkansas faculty in 2002. ■

University Now Offers Nursing Doctorate

The Eleanor Mann School of Nursing began offering a Doctor of Nursing Practice this fall.

The new degree is part of continuing efforts by the University

of Arkansas to better prepare nurses by raising their education level, with the ultimate goal of improving health care.

The new doctorate emphasizes nursing practice and leadership rather than research and uses a hybrid method of delivery, requiring between one and three visits to the Fayetteville campus. ■

Director Named at Osher Lifelong Learning Institute

The College of Education and Health Professions appointed Susan Tonymon to be director of the Osher Lifelong Learning Institute at the University of Arkansas.



Brain Activity: Joel Freund, a University of Arkansas professor of psychology, shows a brain to students in Shawn Bell's science class at Randall G. Lynch Middle School in Farmington. Freund taught the students about brain function after an accident. He was one of several university faculty members who took part in the Adopt-A-Classroom program created by the Education Renewal Zone in the College of Education and Health Professions. They were paired with K-12 teachers in one of 23 local partner schools. *Photo by Elizabeth Smith.*



Susan Tonymon

Tonymon formerly directed the Beck PRIDE Center for America's Wounded Veterans at Arkansas State University in Jonesboro and served on Gov. Mike Beebe's Arkansas Yellow Ribbon Task Force. She has a Master of Social Work degree and certification as a Licensed Master Social Worker.

The Osher Lifelong Learning Institute is a member-driven, peer-led program that offers non-credit classes, trips, and seminars in areas such as

history, current events, literature, science and local interests. It offers more than 100 courses each year to a learning community of people over 50. For more information about becoming a member or teaching a course, visit <http://olli.uark.edu>. ■

New Office Investigates Innovations in Education



Denise Airola

The College of Education and Health Professions established the Office of Innovation for Education

in cooperation with the Arkansas Department of Education. The goal of the office is to help schools find and use innovative strategies and technologies to improve educational access and opportunities with the goal of improved educational outcomes for Arkansas students.

Denise Airola, formerly research specialist with the Arkansas Leadership Academy and assistant director of the National Office for Research on Measurement and Evaluation Systems, was named director of the new office. She also was appointed by Tom Kimbrell, Arkansas commissioner of education, to the South Central Comprehensive Center Regional Advisory Board. ■



Jonathan and Amanda Himes talk with their son, Logan, who has autism. Photo by Brooke Galligan. Photo by Brooke Galligan

University of Arkansas Programs Serve People with Autism Across Lifespan

Amanda and Jonathan Himes noticed their son, Logan, wasn't developing like other children by the time he was about 2. Their doctor suggested he be tested for an autism spectrum disorder.

After the diagnosis, the couple, who both teach English at John Brown University in Siloam Springs, began educating themselves about autism. Now 6, Logan has made significant progress with applied behavior analysis, a treatment method they found after much trial and error.

Amanda Himes attended the 2012 Autism Spectrum Disorders Symposium at the University of Arkansas, partly because applied behavior analysis was the topic presented by Greg Hanley, a professor of psychology at Western New England University and an expert with more than 20 years of experience in the field of developmental disabilities.

Behavior analysis is characterized by first understanding why problem behavior occurs and basing treatment on that understanding, according to Hanley. It contrasts with behavior modification techniques that focus on motivating children to behave differently through a system of rewards and punishments.

"Logan has to be highly motivated to respond, and applied behavior analysis works with that," Jonathan Himes

said. "He makes eye contact now, and he didn't two years ago. Now, he has learned to look us in the eye to get what he wants. He is still considered non-verbal because he can only utter single words, often not the right ones for the situation, but he does understand our verbal instructions. He follows directions like picking up the couch cushions."

Autism is a neurological disorder that affects boys more than girls. The U.S. Centers for Disease Control and Prevention estimates that an average of 1 in 88 children in the United States has been identified with an autism spectrum disorder. Autism spectrum disorders are all characterized by varying degrees of impairment in communication skills, social interactions, and restricted and repetitive patterns of behavior. According to the CDC, not all causes of autism spectrum disorders are known, but it is likely there are many causes.

The College of Education and Health Professions at the University of Arkansas is committed to providing education programs to teach professionals how to serve the autism community. This commitment is demonstrated through the provision of quality assurance for the autism Medicaid waiver program, development of autism spectrum disorder programs, development of the Applied Behavior

Analysis graduate programs, sponsorship of the annual Autism Spectrum Disorders Symposium, and development of the Autism Support Program for college age students with autism. The University of Arkansas programs prepare professionals to work as teachers or therapists as well as support people with autism in pursuing their careers through higher education.

Early Intervention

The Himeses saw in Logan's behavior several of the signs commonly seen in children with autism spectrum disorders including repetitive behavior and aversion to touching pictures in a book designed to give tactile sensations to toddlers. (See box for more signs)

Before Logan began attending a program that uses applied behavior analysis, his behavior was difficult to control, his parents said, but now the family can sit down at mealtimes without as much disruption and do other things together such as going to church and to birthday parties. He spent 30 hours a week at the Northwest Arkansas Center for Autism and Developmental Disabilities directed by Beth McKee before starting kindergarten this fall.

The Himes recently met another child his age with very similar symptoms who had not had applied behavior analysis treatment like Logan, and the difference between the two was remarkable, Jonathan Himes said. The other child still reached for everything she could, breaking things and not responding to people, behavior that Logan has gotten beyond, he said. The Himes family, which includes daughters Audrey, 4 and Elinor, 2, employs a nanny, and she taught Logan to dress himself every morning, Jonathan said.

"She's very calm and intuitive," he said. "She is very good at getting him to cooperate."

Peggy Schaefer Whitby, an assistant professor of special education, serves as Act Early

Ambassador for the Centers for Disease Control and Prevention program called "Learn the Signs." She works with a statewide team made up of pediatricians, other autism experts and families with children on the spectrum that develops systems for early screening of neurodevelopmental disabilities. The team also works to educate parents, health-care professionals and educators in Arkansas to recognize and act on early warning signs of autism and other developmental disabilities. One aim of the program is to

"I do know one thing: with this condition, you cannot leave the kid alone to 'develop at his own pace' or march to the beat of his own drummer. If you do not intervene and attack this autism with as much effort, creativity, and persistence as you can summon, and enlist all the hired hands that your retirement funds can afford, then there is a strong possibility that the child may get stuck in a very scary place."

Jonathan Himes, May 2013

reach populations that don't speak English, in particular parents who speak Spanish or Marshallese.

Whitby received a doctorate in exceptional education from the University of Central Florida and is a board-certified behavior analyst. She previously directed the University of Nevada at Las Vegas Center for Autism Spectrum Disorders and worked as an applied behavior analyst in schools.

Whitby explained that children with autism benefit from intense early intervention services. Research supports the need for at least 20 hours per week of intensive therapy and

family involvement during the non-therapy times.

"The data collected on the child's goals drive the treatment," Whitby said. "You also teach a family how to monitor a child's progress. We're not going to do the same intervention for months if it isn't working. Language development and communication skills are critical for a child with autism."

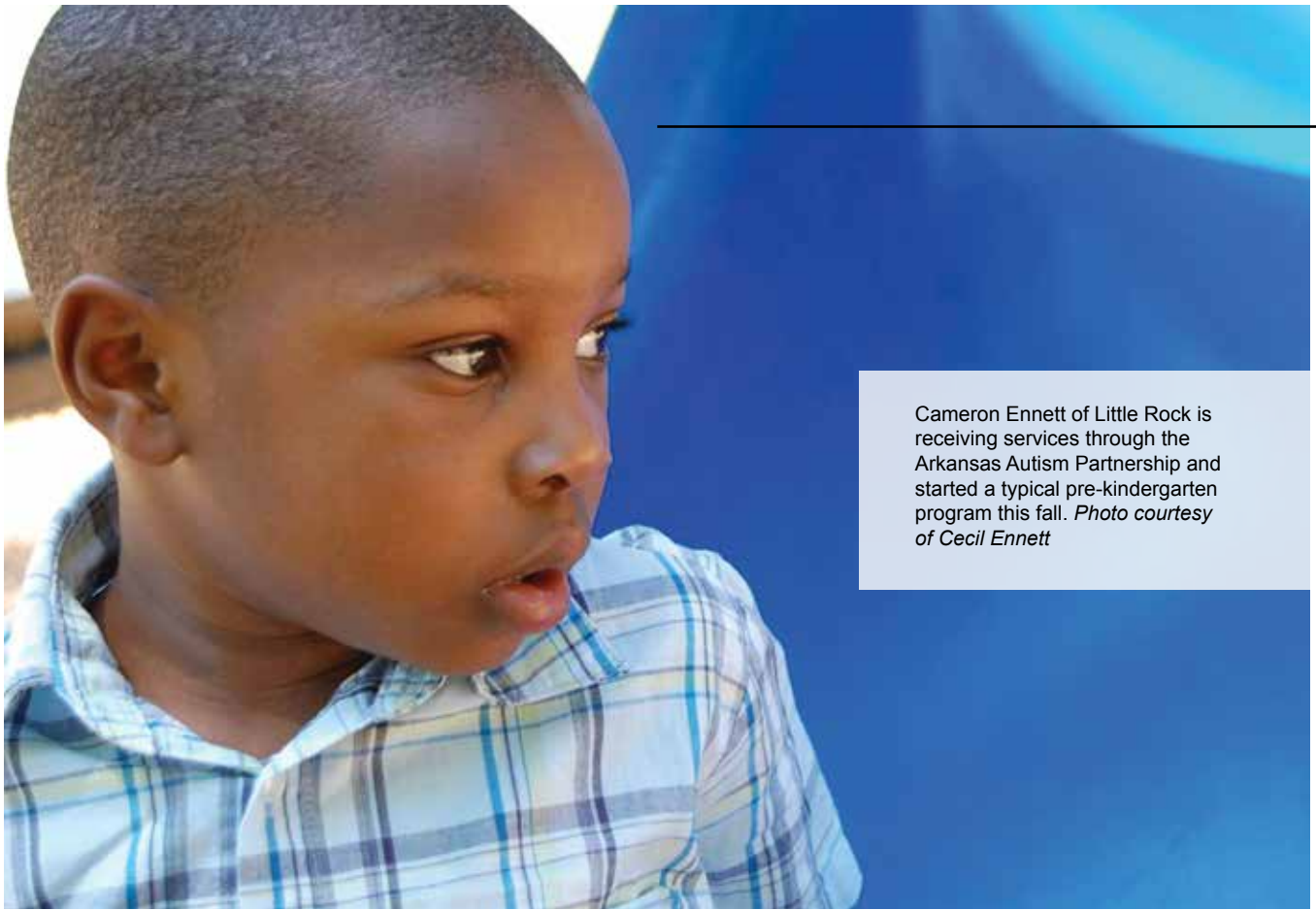
If the treatment team can help a non-verbal child start communicating, the child is more likely to function well in many areas, she said.

"The early timeframe for intervention is critical," Whitby said. "Research suggests that early intervention can change the trajectory of the disorder for many children with autism. If we can intervene early and help the child develop pivotal skills, the child is more likely to function in an inclusive setting. The progress in early intervention could mean the difference between an adult with an autism spectrum disorder living independently or varying levels of dependency on others. We must help families of children with autism spectrum disorders to find the services they need.

"Parents of children with autism are often scared," Whitby continued. "They are too afraid to get excited about their child's future, but it is important for them to have a vision of what could be. Otherwise, they see their child living with them all of his life, and they may not do all they can to prepare him or her for an independent life."

Jonathan Himes said the couple tries to be realistic while at the same time pushing Logan to make progress.

"That's the hardest part after the diagnosis," he said. "You go all out as hard as you can and invest effort and money, but



Cameron Ennett of Little Rock is receiving services through the Arkansas Autism Partnership and started a typical pre-kindergarten program this fall. *Photo courtesy of Cecil Ennett*

you don't know if it's going to help. We have no idea what will happen, but we have a lot of little windows of hope."

The University of Arkansas started offering a graduate certificate in applied behavior analysis this fall. It is delivered online with a clinical requirement that can be done in the student's geographic area. The program is expected to increase the number of professionals in Arkansas and neighboring states that become board certified in applied behavior analysis. People who complete the courses required for the certificate will be prepared to take the exam that leads to board certification in applied behavior analysis.

Elizabeth Lorah, assistant professor of special education, began teaching in the autism programs with Gartin and Whitby this fall. Lorah has a master's degree in applied behavior analysis and a doctorate in educational psychology, both from Temple University. She is board certified in applied behavioral analysis and previously worked with the University of Pennsylvania's Center for Autism Research and the Philadelphia School District.

Statewide Program

Parents such as the mother of 5-year-old Jacob, who lives in Northwest Arkansas, say another program Whitby works with has made her feel "less helpless." Jacob's mother saw results within a week of a home therapist working with him.

Whitby provides quality assurance for that program, called Arkansas Autism Partnership and operated by

Partners for Inclusive Communities based in the College of Education and Health Professions. Karan Burnette, director of the program, said its purpose is to evaluate children with autism and provide one-on-one intervention in their homes for up to 30 hours per week. Whitby ensures that the paraprofessionals working with the children and their families are completing the appropriate assessments, treatment and data collection.

The program began serving children and families last fall. Eligible children between the ages of 18 months and 5 years all over the state were enrolled in the 100 available slots, and about 85 percent are boys.

"It has gone wonderfully well," Burnette said. "We recently received assessment data and are seeing amazing progress. One boy is totally potty trained and started with none of those skills. Another one who knew 20 words four months ago now knows 350 words, and another that was having screaming, crying tantrums that lasted two hours now cries for 2-3 minutes only. We're seeing huge changes and that's what we hoped we would see because they are so young."

The children receive direct services and the parents observe and participate in the intervention, Burnette said.

"We use evidence-based interventions based on the individual child," she said.

The program, made possible through Medicaid funding and a legislative mandate that insurance cover autism-related services, has the added benefit of building a workforce of professionals who can help families of children with autism in Arkansas, she said.



Faculty and staff in the college's special education programs include, from left, front row, Barbara Gartin, University Professor of special education, and Aleza Greene, director of the Autism Support Program; back row, Peggy Schaefer Whitby, assistant professor of special education, and Tom Smith, University Professor of special education. *Photo by Brooke Galligan*

"We contract with providers and they hire staff," Burnette explained. "We are seeing people with a wide range of qualifications. Some are already very skilled like (Whitby) and others are developing the skills needed."

Previously, lack of a funding mechanism meant that Arkansas didn't have a market for autism-related services, restricting access for families.

"Families couldn't get any services other than what children with other developmental disabilities could get," Burnette said. "Access is increasing but it is not nearly enough. It's a step in the right direction. The program will make huge differences for children by the time they start school. This is one time where what is ethically and morally right for children also saves the state money in special education services and Medicaid services later. The data have been very clear about that from the beginning."

School Days

Cameron, a child in Little Rock who is receiving services through the Arkansas Autism Partnership, has made such progress that he entered a typical pre-kindergarten program this fall. Logan Himes also started kindergarten this fall in Siloam Springs with a paraprofessional assigned to assist him.

The College of Education and Health Professions prepares educators to teach children with autism like Cameron and Logan when they enter school. The college offers a master's degree in special education with an ASD certificate. The college also offers a graduate certificate in autism spectrum disorders that can be completed separate from a degree and is delivered online.

Barbara Gartin holds the prestigious rank of University Professor of special education. She and Tom Smith, the dean of the college and also a University Professor of special education, have written textbooks about teaching children with disabilities, and both have received the Burton Blatt Humanitarian Award from the Council for Exceptional Children's Division on Autism and Developmental Disabilities. Smith is executive director of the division, and Gartin has also held several offices with the national organization.

"People with a bachelor's degree enroll in our master's degree in special education because of the increasing number of children with autism spectrum disorder diagnoses," Gartin said. "We have developed a partnership with Arkansas Behavior Intervention Consultants. They help sponsor our annual symposium for parents, educators and other professionals, and they help teach courses and supervise practicums for the graduate certificate."

"Maureen Bradshaw and Mary Ann McIntyre are trained at a very high level and have experience in public schools that is useful," Gartin said. "Every course in the graduate certificate program requires some field work."

"Technology and support from the university allows us to reach people across the state with high-quality instruction," Gartin continued. "At the same time, we want the number of participants to stay manageable so that we can maintain high program quality and produce really outstanding interventionists for communities."

The college has sponsored its autism symposium that offers a multidisciplinary focus for five years. The goal is to give teachers, speech-language therapists, nurses, other health-care professionals as well as parents new information on available therapies and educate them about other developments. The Arkansas Department of Education co-sponsors the symposium, and the college's new affiliation with Partners for Inclusive Communities strengthens resources available for parents.

"We hear from participants that the symposium provides real information that they can use,"

Gartin said. "We are glad we can do that."



Jonathan Himes watches his son, Logan, play with a favorite toy.

Going to College

Children like Logan, Jacob and Cameron will likely need extra help if they plan to go to college. Aleza Greene taught childhood education classes in the College of Education and Health Professions until last year when she began work as director of the Autism Support Program to help university students on the spectrum obtain the services they need to be successful.

“All six students we ended the spring semester with are back with us this fall, and we have four new students starting, all freshmen,” Greene said.

All university campuses offer services such as accommodations for test-taking and help with note-taking for students with disabilities, but Greene’s program offers customized services in all areas of a student’s life, including academics, independent living and integrating into life on campus. Many offices on campus and their staffs have been supportive of the program, Greene said.

She hired two mentors and five academic coaches. The peer mentors are undergraduates, including several from the communication disorders program in the College of Education and Health Professions. The academic coaches, who have at least a bachelor’s degree, help the program’s students with study skills and tutoring, and the mentors concentrate on social aspects of campus life such as attending football games and practical information such as

using public transportation.

“We like to use the mentors because they are close in age to the program’s students,” Greene explained. “For one kid to show another kid how to use the bus won’t stand out as much as if it were someone who looks like an adult and not a student.”

Greene kept in contact with the parents of the program’s students throughout the school year and the summer. Part of her job and the job of the mentors and coaches is to provide a safety net by making sure the students are doing what they should be doing to be successful while also teaching the students how to do things for themselves. College can be a huge challenge for students who have been told all their lives where to go and what time to be there. The freedom of college takes some adjusting for typical students but can be the downfall of a student with an autism spectrum disorder, Greene said.

“There is not one formula for measuring the outcome of the program,” she said. “All of our students are at different places in their development. Grades aside, we saw personal growth in every student.”

It’s likely that some of the students will need to stay enrolled in the program their entire time in college because the demands on them change as they progress, Greene said, and the program will tailor its services to the students’ needs. One such change might be to adjust to apartment living and as they near graduation, they may need services that focus more on preparing for job interviews.

“I feel like we are more comfortable with our role than parents might be because we understand that people grow and learn by taking risks,” she said. “A certain amount of failure is OK, and you learn by experience. We can’t guarantee that a student will have a certain grade point average but we can help them be happy and busy. I can guarantee they will learn things here with our support that they won’t learn if a parent is driving them to a community college.”

What’s Ahead

Future goals for the program are to secure funding for a state of the art autism training center, Whitby said. Through a clinical model, teachers, behavior analysts and related health professionals could learn how to work with a child who has an autism spectrum disorder before they are faced with the task in a classroom setting. The center could train professionals while serving families and children who might not otherwise receive services. The university’s telemedicine system could easily be utilized to train professionals and families across the state.

Increasing the capacity of the people in Arkansas to provide effective interventions can lead to a cumulative impact of substantial economic, academic and social benefits to society, research has shown. Access to intense, evidenced-based interventions in the public system can mean the difference between independence and lifelong dependency for many children with autism spectrum disorders, Whitby said.

A child or adult with an ASD might:

- Not play “pretend” games (pretend to “feed” a doll)
- Not point at objects to show interest (point at an airplane flying over)
- Not look at objects when another person points at them
- Have trouble relating to others or not have an interest in other people at all
- Avoid eye contact and want to be alone
- Have trouble understanding other people’s feelings or talking about their own feelings
- Prefer not to be held or cuddled or might cuddle only when they want to
- Repeat actions over and over again
- Appear to be unaware when other people talk to them but respond to other sounds
- Be very interested in people, but not know how to talk, play, or relate to them
- Repeat or echo words or phrases said to them, or repeat words or phrases in place of normal language (echolalia)
- Have trouble expressing their needs using typical words or motions
- Have trouble adapting when a routine changes
- Have unusual reactions to the way things smell, taste, look, feel, or sound
- Lose skills they once had (for instance, stop saying words they were using)

Source: Centers for Disease Control and Prevention

Find Out More:

- Autism Support Program <http://coehp.uark.edu/10656.php> •
- Partners for Inclusive Communities <http://uofapartners.uark.edu/index.php> •
- Special Education Academic Programs <http://cied.uark.edu/5225.php> •

Adjunct Instructors Teach Graduate Certificate Courses

Maureen Bradshaw, M.S.E., has 34 years of experience in the area of education and behavior. She worked 10 years as the state consultant for children with emotional disturbances including autism and 21 years as state coordinator for Arkansas Behavior Intervention Consultants.


Bradshaw has been receiving specialized training in autism spectrum disorders since 1989, enabling Arkansas to offer to parents and school districts up-to-date, research-based programs. She is one of 23 professionals nationwide and four in Arkansas who have obtained Level 5 certification in pivotal response treatment to change behavior and improve communication in children with autism.

Bradshaw also has experience in identifying children with autism using the Autism Diagnostic Interview-Revised and Autism Diagnostic Observation Scale, two measures considered to be the gold standard for identification.

Mary Ann McIntyre, M.A., CCC-SLP, has more than 30 years of experience as part of an interdisciplinary team responsible for determining appropriate teaching strategies for students with autism spectrum disorders based on their individual strengths and needs.

She has worked with people of all ages, in university settings, early childhood settings, public schools and residential placements, and she directed the autism spectrum disorders program at Vanderbilt University Medical Center for 10 years.

McIntyre speaks on topics related to autism locally, regionally and nationally. She has worked as autism consultant for the school districts of Bentonville, Fayetteville and Rogers and this year is working as a behavior support specialist for the Northwest Arkansas Educational Service Cooperative.



Children followed Henschell's actions to get the alien sticker out of the box.

Student Research Delves Into Autism, Studies Over-Imitation

Tamara Henschell was looking for a research topic for her Honors College thesis when her husband told her about a video he saw comparing imitative behavior between children and chimpanzees.

Henschell had been learning about autism spectrum disorders in her language disorders course, including the various symptoms and issues children have in learning language and using language. She wondered what the same experiment might say about the way children with autism learn.

Henschell graduated summa cum laude in the spring with a bachelor's degree in communication disorders from the University of Arkansas. The Honors Program in the College of Education and Health Professions requires honors students to complete a thesis in order to graduate with honors.

In the original experiment by Victoria Horner, a researcher at the University of St. Andrews in Scotland, Horner shows a chimp a black box and taps and pushes on the box with a tool before using the tool to get a treat out. Then, the chimp imitates all of her movements and also gets the treat. Next, Horner uses a see-through box and goes through the same process. This time, however, the chimp can see that the tapping and pushing is unnecessary so he

doesn't do it and goes directly for the treat instead.

When Horner repeated the same experiment with children, they followed the researcher's movements with the black box just like the chimps did, but they went through the same routine with the clear box, even though they could see they didn't need to in order to get the treat. The researchers call this "over-imitation."

Horner suggests that, while the experiment shows the chimps are more pragmatic than the children who waste movements copying her, the results indicate that humans' propensity to copy others actions helps them survive as a species.

"When I watched the video about this experiment, I thought about the fact that children with autism are known for having difficulties with imitation and that it may affect their ability to develop language and other behaviors," Henschell said. "I wanted to see if they differed from typically developing children in their imitation skills. I did more or less the same study."

Henschell recruited the assistance of a Northwest Arkansas agency that works with children with autism spectrum disorders and put together two groups for her experiment. She had five children with autism and five

Tamara Henschell used these two boxes to study imitative behavior of children with autism. Photos by Brooke Galligan



typically developing children between the ages of 4 and 6.

“I expected to find that the children with autism would not over-imitate unnecessary movements related to getting the prize in the way that typically developing children do,” she said. “Researchers have done all kinds of things to try to see what motivates this over-imitation, whether it’s social, cultural, norm-prescribed. There doesn’t seem to be a definitive answer.”

To Henschell’s surprise, her study found almost no difference between the two groups of children, and she wondered whether that was because the children with autism are receiving discrete trial training that includes the specific task of working on imitation.

She reported some differences in the way the children behaved while imitating her actions.

“The typically developed kids had no interest in me,” she said. “They were not looking for my approval. They were really, really interested in the task at hand. They were into it.”

“The children with autism would look up at me several times as though they had been trained to look for approval or direction,” Henschell continued. “It didn’t seem as natural as with the typical kids.”

She had the sense that, if she had not been in the room with them or the trials were done in a non-clinical environment, the children with autism wouldn’t have done the over-imitative behavior.

“I think the only way to see a difference between the two groups might be if the children with autism had literally just been diagnosed and not started treatment,” she said. “I think, in that way, it was a really good outcome. It showed how well that angle of treatment was working. In this task, the children with autism were able to over-imitate as well as typically developing children. All of those children had been brought up to speed and I think that bodes well for that particular therapy.”

Henschell started the graduate program in communication disorders in the College of Education and Health Professions this fall. When she is finished, she plans to gain clinical experience as a speech-language therapist for several years but might be interested in teaching and conducting research later.

“In my opinion, if you are going to teach, you need to have well-rounded experience and you can’t do that without clinical experience,” she said. “I like helping people.”



New Alternative Teacher-Certification Program Pulls From Best of Rest

There's more than one way to train a teacher.

Conra Gist has taught teacher-preparation courses in a traditional program, and she has taught in an alternative licensure program. This year, she helped design the new Arkansas Teacher Corps at the University of Arkansas.

Gist, an assistant professor of curriculum and instruction, said the Arkansas Teacher Corps program incorporates the best ideas from several kinds of teacher licensure programs. She and Gary Ritter, holder of the Twenty-First Century Chair in Education Policy, developed the program with Benton Brown, executive director. The 22 Arkansas Teacher Corps Fellows are teaching this fall in high-need districts in south and central Arkansas. School officials in the districts say they have difficulty finding certified teachers in some content areas.

"Preparation provided by Arkansas Teacher Corps is designed in a way that mimics what teachers do in their classrooms: plan, teach, assess, reflect and adjust," Gist said. "Teacher and learning standards guide each step. Within that are the nuts and bolts of teaching."

Gist grew up in Texas and earned a bachelor's degree in psychology and political science from Southwestern University in Georgetown, Texas. She moved east to work in the New York City Teaching Fellows (NYCTF) program



Gonra Gist



Arkansas Teacher Corps fellows started their training June 17 in Little Rock. They are from left, Victoria Le, Jordan Humphreys, Mia Pereya, Emilianne Slamons, Caleb Rose, Lindsey Trahan, Aaron Mickens, Phillip Blake, Dennis Felton Jr., Casey Jenkins, Candace Taylor, Michael Zust, Phoebe Cooper, Adam Sweatman, Sara Osuna, Steven Bonds, Randi Henderson, William Chesher, Ashley Higginbotham, Brittney Chesher, Meyshana Lunon and Kathryn Ward. *Photo by Jacob Slaton*

for non-education majors and, through that program, earned a master's degree in childhood education from Brooklyn College. She went on to earn a doctorate in urban education from the City University of New York. This is her first full-time faculty appointment.

After her time as a teaching fellow with the NYCTF program, Gist worked as an adjunct faculty member teaching alternative-route teachers, selecting applicants, mentoring and advising.

Gist now conducts research about ways to facilitate teacher learning in different preparation models.

"By its nature, the compact time frame, we have to teach so much," she said of Arkansas Teacher Corps. "It's a great opportunity to study teacher-learning design, in this case over the course of a summer, so we can be smarter how we best prepare teacher-learners in abbreviated preparation programs."

Intense Preparation

Six weeks of intensive training began June 17 in Little Rock for the fellows, who were chosen from more than 100 applicants. They worked alongside Pulaski County Special School District teachers in summer school part of the day and

heard lectures and took part in workshops and small group sessions with Arkansas Teacher Corps mentors the rest of the day. University of Arkansas faculty members and other education experts presented content during the training.

One of the fellows, Jordan Humphreys, is teaching fifth-grade science at KIPP Delta, a charter school in Helena-West Helena. She earned a bachelor's degree in biology from Arkansas Tech University last December. She originally planned a career as a physician's assistant but a temporary job at a preschool in Bentonville got her thinking about teaching. Then, her father-in-law showed her a newspaper article about Arkansas Teacher Corps. She also has worked with children as a mentor and camp counselor.

Humphreys described the training as very rigorous.

"The lecture series was incredible," she said. "Teachers from Fayetteville and Springdale who talked about art infusion were really interesting. They took the abstract concept of infusing art into my lessons and made it concrete for me."

She said the Arkansas Teacher Corps Fellows met regularly with mentors who have taught through the Teach for America program, a similar model of alternative certification.

"It was easy for them to relate to us what they expected in the classroom and what actually happened," Humphreys



Jordan Humphreys, an Arkansas Teacher Corps Fellow, teaches fifth-graders at KIPP Delta Public Schools in Helena-West Helena about the culture of Thailand during a summer session. Photo by Stuart Holt



said. “They told us what to look for in terms of being a non-traditional teacher.”
Gist described the small group sessions with fellows and

a mentor as mini professional learning communities based on content area.

“Toward the end of the six weeks, the fellows taught solo in a classroom, receiving feedback from Arkansas Teacher Corps mentors as they implemented a unit they designed and assessed student learning,” she said. “They also developed a final ‘performance task’ that they presented to the other fellows, their mentors and instructors as evidence of their learning.

“The final weeks were not as scripted because the learning design is dictated by the areas of growth and need of each individual fellow,” Gist continued. “The fellows engaged in a video analysis protocol in professional learning communities that enabled them to assess their performance on different competencies and determine next steps. At that point, the individual’s learning drives the process.”

Brown said the fellows were required to pass Praxis exams to gain licensure in Arkansas. They receive a \$5,000 stipend per year from the program in addition to their teaching salary from the school district that hires them and are committed to the program for three years.



Benton Brown, foreground, directs the Arkansas Teacher Corps. He is pictured here with graduate student Jennifer Ash and Gary Ritter, professor of education reform, during a review of applications for the program. *Photo by Russell Cothren*

Yearlong Support

The summer institute and induction program includes a service-learning component, Gist said, because the fellows need to learn from and with students, their parents and other stakeholders in the school and geographic communities in which they will live and serve.

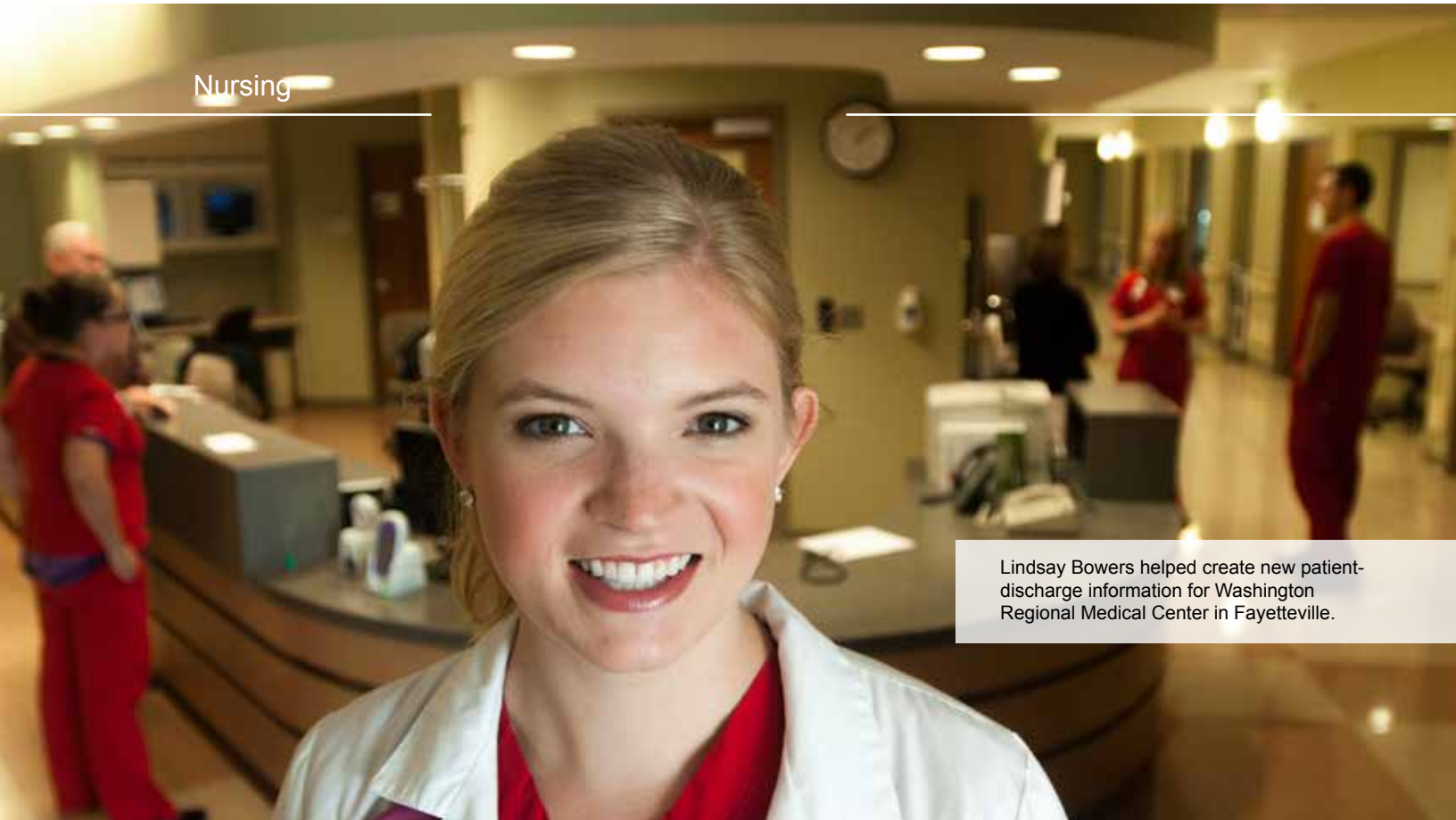
“They may not know the context of south Arkansas, for example, so they need to learn about the assets of the communities, their strengths and allies,” Gist said. “Instead of a preparation model in which new teachers are parachuting in, our fellows will learn and serve alongside community members so they understand that the community is central to the lives of the students they teach. This allows the program to combat what we call a ‘deficit’ mindset that views the community as an area that doesn’t have anything going for it. Instead, they think about the assets they have in the community and build on the strengths to work as agents of change.”

The Arkansas Teacher Corps Fellows will participate in a yearlong induction program that provides quarterly professional development sessions, content-based online virtual learning communities, and guidance from district mentors in the schools where they are placed to ensure they

have support the entire year, Gist said. The first cohort of fellows will also receive individualized support from an ATC Teacher Development mentor, which is in some ways similar to a faculty mentor that students in the UofA’s traditional teacher-education program, the Master of Arts in Teaching, work with and learn from during a student-teaching internship. However, in this case the fellows will be working with this ATC Teacher Development mentor during their first year of teaching.

“We designed the summer piece as performance-based and we’re incorporating features of the M.A.T. and other alternative certification programs such as the final performance task presentation, mentor teachers and a service-learning component,” she said. “We incorporated research on state and national levels, and we based the curriculum design on frameworks from two primary sources: the concepts developed by Charlotte Danielson, an internationally recognized expert in the area of teacher effectiveness, and the Interstate Teacher Assessment and Support Consortium, which is part of the Council of Chief State School Officers.

“Arkansas Teacher Corps has pulled the best of innovations across different models to put into this one institute.”



Lindsay Bowers helped create new patient-discharge information for Washington Regional Medical Center in Fayetteville.

Nursing Student's Info Sheet Expected to Delay Re-admissions

Nursing student Lindsay Bowers' project to help congestive heart failure patients monitor their symptoms at home may improve their quality of life and slow the progression of their disease process.

Bowers, who plans to graduate in December from the Eleanor Mann School of Nursing, was 13 when her grandmother died of congestive heart failure. The personal experience made creating an information sheet for Washington Regional Medical Center to use when congestive heart failure patients are discharged an easy choice of a project for Bowers.

Bowers received a State Undergraduate Research Fellowship grant to help fund her research project done in collaboration with the hospital in Fayetteville. She is conducting her research under the direction of Nan Smith-Blair, associate professor of nursing.

"My grandma died of congestive heart failure so that topic hit home with me," Bowers said. "I enjoyed learning about the heart and ways to make a difference as a nurse, especially because congestive heart failure affected me and my family personally."

Bowers created an information sheet for patients being discharged from the hospital after treatment for congestive

heart failure. It's designed to help them monitor their symptoms with the ultimate goal that they not have to return to the hospital.

Jim Bass, Washington Regional's director of cardiology and progressive care units, wanted to have discharge instruction materials revamped.

"This group of patients needs to understand that their condition can't be stopped but the progression of the disease can be slowed," Bass said. "They can improve their quality of life by continually monitoring their diet, their weight, their fluid intake and by taking their medications. Sometimes we see increased admissions after holidays when people tend to overeat and take in too much sodium. That's a big risk for congestive heart failure."

The hospital has good information but sometimes it's overwhelming for patients, Bass said. It's so detailed that they miss the most important messages the medical staff want them to have, he said. The information on Bowers' discharge sheet is expected to lengthen the time between hospital re-admissions for these patients.

"The hospital needed just one front-and-back sheet with the main points about what patients should be doing when they go home," Bowers said.

Jim Bass, right, the hospital's director of cardiology and progressive care units, helped Bowers develop her project. The one-page sheet is displayed behind Bowers. Photos by Brooke Galligan



Bowers met weekly with staff nurses to talk about what information was most important for patients to have after they leave the hospital. They wanted her to cover six aspects on the information sheet: Diet, weight, activity, symptoms, medications and smoking.

“I used a red light-green light effect,” she said. “On one side are three columns – go, slow and whoa – that tell people what symptoms to monitor and what to do if they experience these symptoms.”

For example, rapid weight gain is a danger sign with congestive heart failure. The sheet instructs patients to weigh themselves daily and to call the doctor if they gain 3 or more pounds in a 48-hour period. A patient who gains or loses more than 5 pounds in a 48-hour period should seek medical attention immediately. Congestive heart failure can cause a buildup of fluid around the heart, which is what weight gain can indicate. The fluid retention makes it harder for the heart to pump and circulate blood to the rest of the body, Bowers explained.

“There is a medication log on the back where the patient writes down what medications they are taking, what they are for and how frequently to take them,” Bowers said. “A nurse will help them fill out the sheet before they go home.”

Congestive heart failure is the leading cause of re-admittance to a hospital within 30 days of discharge, Bowers said. According to the American Heart Association, 5.3

million Americans have it and in 2009 treatment costs were \$34.8 billion with a significant portion of that spent for hospitalization. Hospitals lose Medicare funds if re-admission rates for certain conditions are higher than expected in an effort by the government to reduce the number of patients re-admitted within a month of being discharged.

Bowers, who is from Kansas City, hopes to work as a registered nurse either in an intensive-care unit or on a cardiac-care floor after graduation. She plans to return to school later for an advanced degree and work as a nurse practitioner.

“I have enjoyed every clinical experience I’ve had,” she said.

Not only does the opportunity for clinical rotations help nursing students hone their skills while gaining practical experience, the experience benefits the clinical site such as Washington Regional. The clinical experience also serves the hospital as a sort of job interview process, Bass said. The hospital can show students the types of experiences they would have if they were hired.

“We want to make sure students at the university are getting the best clinical experience they can while at our facility,” Bass said. “We give them opportunities to show them that we are one of those hospitals trying to reach out to patients and nurses. We show them they can make a difference with patients. They see we have innovative ideas and we’re including them as part of that innovation.”



Kristen Jozkowski, right, advises master's student Jessica Harris on her thesis research. *Photo by Brooke Galligan*

Research by Professor, Students Seeks Better Understanding of Sexual Behavior

Most colleges and universities offer programs to teach students how to avoid sexual assault, but incident rates have not fallen over the past 50 years, according to several studies. That's something Kristen Jozkowski hopes to change.

Jozkowski's research on the way men and women communicate their consent to have sex could lead to improved sexual assault prevention programs on college campuses.

Jozkowski, a University of Arkansas assistant professor of community health promotion, surveyed 185 students at Indiana University while working on her doctorate in health behavior. She wanted to examine how college students define consent and how they express and interpret consent in real-life sexual interactions. Many sexual assault prevention efforts focus on clear communication of consent as a way to reduce sexual assault, but little research examines how heterosexual college students conceptualize sexual consent, Jozkowski said.

Her research on consent and other topics has been published in premiere journals in her field such as the

Journal of Sex Research, the International Journal of Sexual Health and the Journal of Sexual Medicine.

Study Findings

Jozkowski found significant differences in how men and women communicated their consent to intercourse with women using more verbal strategies and men using more nonverbal strategies. She found men also relied more on nonverbal indicators when interpreting their partner's consent and non-consent than women did.

"The ways men and women look for cues to indicate consent and interpret them differs and this could potentially led to unwanted sex," Jozkowski said.

As a follow-up to this study, she conducted interviews with college students regarding their consent negotiation and found that it rarely happens explicitly.

"We all talk in code," Jozkowski said.

For example, a male participant said he may ask a woman to

come to his house and watch a movie. Because of the context of their relationship and the timing of the invitation, he may intend it as an invitation for sex and he assumes that's how she interprets it. In a different context with a different woman, the same invitation may mean just watching a movie.

Sexual assault prevention education that addresses gender differences in consent communication may help men and women see the value in direct, verbal communication of consent or at least demonstrate that simple messages of consent promotion (i.e., just get consent) may be inadequate.

"College students are saying something, but meaning something else, and they think the intended message is well understood given other contextual cues," Jozkowski said. "But what is really going on from our analyses is that men and women have disjunctive views of consent. Both think they understand each other but really the two (men and women) have different understandings of what these codes mean."

Student Involvement

Jozkowski became interested in sexual behavior and sexual health as an undergraduate when she worked with a volunteer group that did peer health education at Penn State.

"My friends started asking me random questions about sexuality," she said. "I was acting as a lay health educator and it became apparent from their questions that a lot of students don't know much about sexual health."

For her graduate degrees, Jozkowski went to Indiana University, where she worked with faculty and other students at the Center for Sexual Health Promotion and the Kinsey Institute for Research in Sex, Gender and Reproduction. The Kinsey Institute was established by biologist Alfred Kinsey, who was among the first scientists to conduct large-scale inquiries into human sexuality.

Now, at Arkansas, several students assist Jozkowski with research in many ways, including doing literature reviews, helping to recruit study participants, writing survey questions, coding data and writing up results.

Mary Hunt earned her undergraduate degree in family studies and human services from Kansas State University, where she was a member of a student organization that conducted sex education presentations for student groups. Hunt read lengthy transcripts of interviews Jozkowski conducted in a study about sexual function and menopausal women to look for patterns and code them for analysis. She has done a literature review on that topic and is working on one for a study on attitudes toward abortion.

"Sex is a difficult topic," Hunt said, "but if you give people a space they feel comfortable in and ask them specific questions, they open up. People want to talk about their experiences. They understand they are helping us to understand the field of sexuality better."



Mary Hunt, left, and Kelley Rhoads are studying community health promotion and working with Kristen Jozkowski on research into sexual behavior. *Photo by Brooke Galligan*

Teaching and Learning

Hunt taught a course on medical terminology last year. She found that students lacked basic knowledge about sex and a lot of what they assumed they know is incorrect.

"It's important to know your own body so that you can develop opinions and beliefs about what you want for yourself," Hunt said. "It's hard to make decisions about what you want if you don't understand your body and the issues related to sexual health. Sex is everywhere. You need to understand what is advertising and what is manipulative."

Doctoral student Kelley Rhoads is working with Jozkowski on research about how technology such as online dating affects sexual health and sexual practices. They also worked together on a paper about sexual excitation and inhibition mechanisms to see whether an established measurement model will work as well with populations of sexual minority women such as it has with heterosexual women.

Helping Jozkowski on her consent research led Jessica Harris to her master's thesis topic, *Sexual Pleasure and Enhancement: Implications for College Sexuality Education*. They worked together on a poster presentation about the endorsement of token resistance among college students and its implications for sexual assault prevention education for the Scientific Study of Sexuality's annual meeting.

Harris has also helped oversee students in the community health promotion bachelor's degree program who are involved in Jozkowski's research. The undergraduate students have learned how to code data and identify themes in survey results.

Rhoads and Jozkowski are also applying for a grant to fund research into how medical professionals advise patients about sexual health following surgery and cancer treatment.

"Often, people are unhappy when they are not having satisfying, healthy sexual experiences," Jozkowski said. "Healthy sexual activity increases years of quality living."



BROOMS UP! University Recreation Offers Diverse Programming Through Quidditch

By Lindsay Smith

To Harry Potter fans, the word “quidditch” is nothing new. In the book series, it is a magical sport played in the wizard community and involves flying on broomsticks and other enchanted sports equipment. What was once a fictional sport dreamed up by author J.K. Rowling is now a real-life sport played by more than 300 universities and high schools in the United States and in 12 other countries.

The University of Arkansas’ University Recreation club sports program has one of those teams.

The sport of quidditch began at Middlebury College in Vermont in 2005. A group of students decided to create a set of rules that could be translated into real life. By 2010, the sport had grown to have an actual governing body known as the International Quidditch Association.

“After much consideration, we decided to add the quidditch club not only for the diverse sporting opportunities

it provides to students, but because of the passion and organization that the club members have for their sport,” said Shannon Dere, assistant director for clubs sports.

The rules of quidditch are fairly complex. The game is a full contact co-ed field sport that is described by the club’s secretary, Ethan McCormick, as a “mix between rugby, soccer and dodge ball mixed with a little catch-me-if-you-can.”

There are four positions in the game: The chaser who scores, the keeper who is a glorified chaser but can also play goalie, the beater who plays a physical game of dodge ball and the seeker who catches the snitch. The snitch is a tennis ball in a sock, worn tucked into the waistband of a person dressed in yellow.

The starting call of the real-life quidditch game is “BROOMS UP!” While there is no actual flying on brooms in the adapted version of the sport, the players must have

a broom in between their legs at all times. This means that at any given time in the game, a player has only one hand available to use.

The main objective of the game is simple, to score more points than the other team. Points are awarded by scoring goals that are worth 10 points each, or catching the snitch, which is worth 30 points and ends the game. The key strategy is that you do not want to catch the snitch unless it will put you ahead of the other team.

“During the actual game, there is nothing more satisfying than to be in a tight match and look over to see your team’s seeker holding the snitch high in the air giving your team the win,” said Andrew Bolton, a senior majoring in agriculture education and extension. “I saw chalk advertisements around campus for the sport and decided to contact them. I grew up reading Harry Potter and am a huge fan.”

McCormick explained that not all players on the team are die-hard Potter fans. In fact, there are some team members who have never read the series. They do all have one thing in common though: a love for a unique sport that is both fun and physically demanding.

“I hope people will not so quickly write off this sport as just a bunch of ‘nerds’ on broomsticks. I hope they will give it a chance because every sport has to start somewhere,” smiled Bolton. “I think that if they were to sit down and define what a sport is, they will find that quidditch most certainly fits into that definition.”

McCormick finds the camaraderie and the embracing nature of the sport to be especially appealing.

“It’s a seriously competitive sport, but we are allowed to have fun while meeting new people with quirky personalities,” McCormick said. “The biggest accomplishment for me so far has been playing in the World Cup in Kissimmee, Fla. It was the first time for us to compete on this level, and it was



against the biggest teams in the country.”

There were 60 teams in the Division 1 bracket and Arkansas made it to the round of 16 teams.

The University Recreation Club Sports program offers 30 different clubs and includes more than 1,000 participants each year. The program provides opportunities for individuals who share a common interest in a specific sport to enjoy the benefits of a group experience. Clubs are regulated by program and university regulations but retain the characteristics of self-administration and self-regulation. Members assume a variety of roles within the club such as member, officer and coach and are called upon to assist in all aspects of club operations.

UREC Fitness Center Hours of Operation

MONDAY-THURSDAY

6 A.M.—11:45 P.M.

FRIDAY

6 A.M.—8:45P.M.

SATURDAY

9 A.M.—8:45P.M.

SUNDAY

1 P.M.—11:45P.M.

UREC Fitness Center Membership Services Desk

MONDAY-FRIDAY

8 A.M.—7 P.M.



Keyona Smith, left, shares the benefits of fitness by leading group exercise classes.



Motivating Others Inspires Graduate Student By Katie Helms

Keyona Smith isn't afraid to try something new. Especially when it involves standing in front of a room where all eyes are on her. Smith often finds herself in this situation, under the scrutiny of eager exercisers watching her every move as a University Recreation group fitness instructor. Instead of apprehension or self-consciousness, she sees a challenge: to motivate her participants.

Smith moved to Arkansas without ever having been to the state. Originally from New York, she attended Bennett College in North Carolina and was recruited for a graduate degree program in kinesiology. Finding herself in a new town, not knowing anybody, and dealing with the death of a close family member all at once left Smith struggling in her transition. Unfortunately, the transition to graduate school wasn't the only thing that Smith struggled with. The adjustment was taking its toll on her weight and health.

Discovering a New Lifestyle

Wanting to get healthier and increase her activity level, Smith looked to University Recreation, where she had seen group fitness classes advertised. The first one that she tried was Zumba®. The next day, she tried Pilates. The following day, she tried group cycle. By October, she noticed that she had lost several pounds. By the end of her first semester, she felt stronger, healthier and more comfortable in her clothes.

Smith noted a positive carryover effect of her new habit into other areas of her life, including better eating habits

and improved coping abilities.

"Exercise helps me cope with stress," she explained. "Everything else seems better when I exercise."

Smith's new lifestyle now includes riding her bike for transportation instead of driving or taking the bus. Less than a year ago, she couldn't imagine herself being healthy enough to use self-powered transportation. Aside from saving on gas and not having to search for a parking space, Smith smiles as she mentions her favorite biking benefit: getting a workout.

Finding Her Niche

Better physical health wasn't the only thing that Smith found when she started participating in UREC group fitness classes. She was staying home and studying all of the time because she didn't know anyone on campus.

"I was miserable," said. "I met a lot of people through fitness classes. It was good to get out and interact."

Smith found the camaraderie and team atmosphere of group fitness to be especially motivating. Instead of stopping when she got tired, she found herself drawing energy from others in the class, and she was able to meet greater challenges than she would by herself.

Casey Fant, fitness programs coordinator for the University Recreation department, noticed that Smith was becoming a regular participant in multiple group fitness classes and identified her as a potential instructor. Just as she



Rachael Reagan leads a hip hop hustle class.



Matthew Gibbons, seen in the mirror, leads a yoga class at the University Recreation Fitness Center.

University Recreation Fitness Center More Than a Gym, It's a Community

Located in the heart of the University of Arkansas campus, the University Recreation Fitness Center is a place where students and UREC members meet to work out and inspire each other to continue their journey to a healthier and happier self.

"I have come to enjoy the conversations I have here almost as much as my workout!" said Jim Jernigan, UREC member. "The participants are friendly, considerate, a great mixture of young and old, and the combination of these elements creates a sense of anticipation at the thought of working out."

The UREC Fitness Center has become a staple in the lives of many UREC members.

"Over 50,000 people came to the UREC Fitness Center last year," said Kristin DeAngelo, assistant director for fitness center operations. "It provides a community for students, faculty, staff and alumni who want to engage in a healthy lifestyle."

The UREC Fitness Center brings in more than 3,000 members a week during the semester, partly because of the wide variety of equipment it offers, and offers more than 95

group fitness classes a week that accommodate an array of interests. Yoga and Zumba®, to name a few of the classes offered, are where UREC members meet every week to work out and encourage one another to get fit.

"I am inspired to stay faithful to yoga, partly because of the friends I have made here," said Marcia Finley, UREC member, about the yoga classes. "We care about and check in on each other."

"I like to think of my Zumba® class as a family," said CJ Egalite, UREC Zumba® instructor. "It has been a place where friendships grow and possible friendships begin. I have noticed groups of friends regularly attending my class, and it's a way for them to connect and bond beyond work and class."

The friendly staff, accommodating environment and state-of-the-art facility are part of what make the UREC Fitness Center so inviting to its members. It has undoubtedly become more than just a place to work out, but rather a place where members can congregate and work toward personal fitness goals together.

did with her graduate degree program, Smith jumped right in.

"It's cool when people see me on campus and say, 'You were my instructor!'" she said.

Complimenting Academics

As a group fitness instructor, Smith finds herself becoming more interested in the exercise motivations of others, as it also applies to the areas that she is studying in her graduate program. Enabling people to find the appropriate balance between pushing themselves and recognizing limitations is an aspect of being an instructor that she finds especially relevant in her career plan to become a physical therapist. She has learned how to identify participants who need exercise modifications to accommodate their individual fitness levels. She also finds

her first-hand experience as a fitness class participant to be helpful in relating to potential clients.

"If you tell someone to perform a task, it helps if you know what the person is feeling," she explained.

Developing Her Own Style

Smith isn't planning to stop trying new things anytime soon. She is helping to debut Insanity®, a new fitness class type, this fall.

She would like to continue to develop her teaching style, wanting the reputation that participants can expect a good workout in her classes. She plans to continue teaching fitness classes after graduation, noting that she gets as much out of it as she gives.

"I like discovering how I can motivate people to become healthier," Smith said. "It motivates me as well."

Speakers

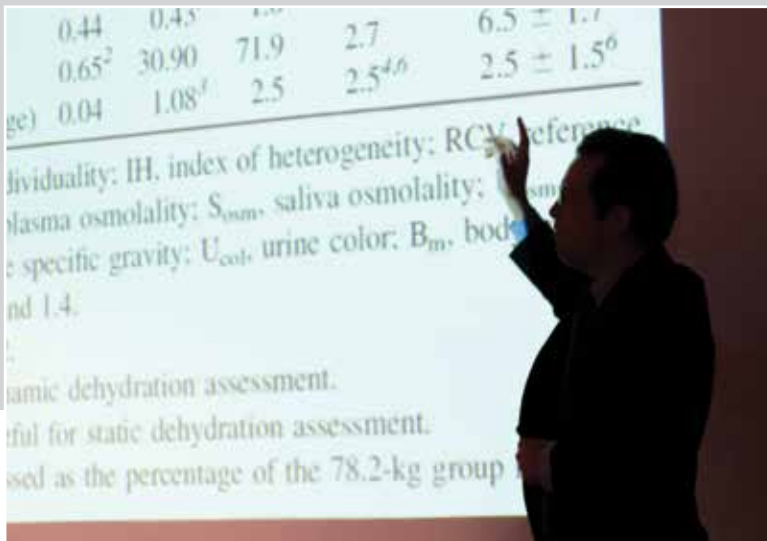
Speakers Teach, Entertain, Inspire

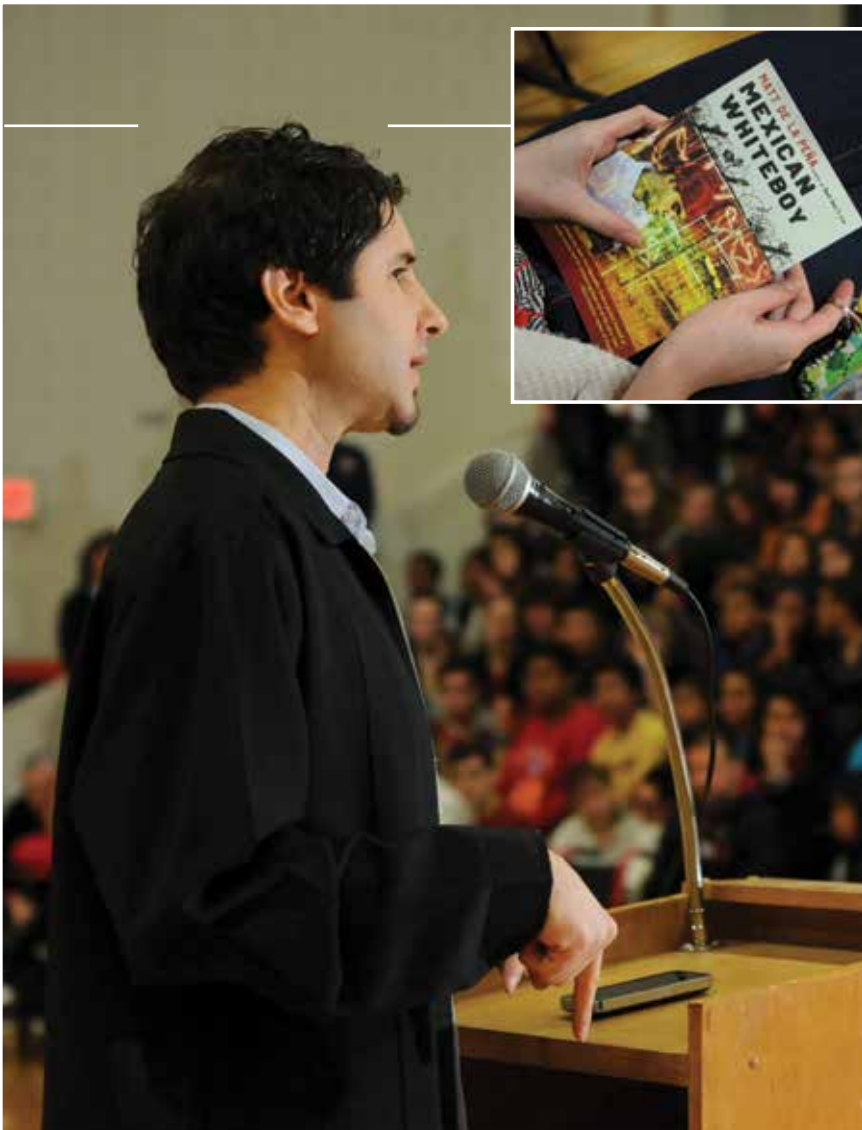
Photos by Brooke Galligan

Lawrence Armstrong

Lawrence Armstrong, an expert on hydration who teaches and conducts research at the University of Connecticut, describes for Arkansas kinesiology students and faculty the various ways of assessing hydration status of individuals. Armstrong, who spoke in March, was one of several speakers in a new lecture series sponsored by the Human Performance Lab.

He developed a widely used hydration assessment chart in the 1990s that represents how urine color indicates hydration status. His research specialties include effects of dehydration on physical performance and effects of mild dehydration on mood and cognitive performance. Several students in the kinesiology program in the College of Education and Health Professions are working with faculty members on research into hydration.





Matt de la Peña

Matt de la Peña talks to students at Southwest Junior High School in Springdale about his book, *Mexican WhiteBoy*, that was removed from classrooms in the Tucson School District last year. The state of Arizona passed a law making it illegal to teach courses in public schools that focus on a single ethnic group. The College of Education and Health Professions brought de la Peña to Arkansas to speak to students in Springdale and Rogers and to university students and educators on campus.

De la Peña told his audiences that he writes novels about young people struggling with their ethnic identity to promote social justice but also to encourage reluctant readers like he was, to give them characters with which they can identify. De la Peña's mother was white and his father was first-generation Mexican-American. As a boy, he didn't feel brown enough for his Mexican cousins or white enough for his high school friends.

"People who ban books don't read books," de la Peña said. "They hear about them or judge them on something as simple as the title. *Mexican WhiteBoy* was cited as anti-white, but it was as much about being white as it was about being Mexican."

Carlos Cortes

Carlos Cortes tells his story of growing up the son of a Mexican Catholic father and a Jewish mother in 1940s Kansas City to help teachers understand their students of mixed background. He performed the one-person play he wrote, "A Conversation with Alana: One Boy's Multicultural Rite of Passage," at this year's ESL Symposium in February sponsored by the curriculum and instruction department in the College of Education and Health Professions at the University of Arkansas and Project RISE (Realizing and Increasing Student Excellence).

Cortes talked to educators at the symposium about how they may recognize students of mixed backgrounds who don't fit into the cultural patterns they might expect. He uses his story to help teachers avoid stereotyping and be better able to grasp the complexity of issues their students might be going through.



Scholarship Established in Memory of Denny



The family of George Denny, a professor of educational statistics and research methods who died June 13, established a scholarship fund in his memory.

The George S. Denny Memorial Scholarship fund can be accessed at the university's online giving website at <http://onlinegiving.uark.edu>. In the

gift designation box, select "Specific department, program or fund" and enter the name of the scholarship.

Current and former colleagues and students, friends and family fondly recalled his caring and fun-loving nature after his unexpected passing, as well as his high-quality work helping others with research and data analysis. Two months earlier, Denny won the college's STAR award for service, teaching, advising and research given to the outstanding all-around faculty member in the college. It was one of many awards and honors he received since joining the University of Arkansas faculty in 1991.

Denny earned a doctorate in educational psychology from Michigan State University in 1990. He taught for six years at Wichita State University before coming to Arkansas. He was survived by his wife, Heather; two sons and three daughters; three grandchildren; his parents; and one brother and five sisters. ■

Faculty Awards



Innovative Teaching
Jennifer Beasley
childhood education



Rising STAR
Matthew Ganio
kinesiology

Faculty and Staff Notes

Dennis Beck, assistant professor of educational technology, was awarded an SEC Visiting Faculty Travel Grant to develop a collaborative research partnership with the University of Kentucky.

Marta Collier, associate professor of childhood education, was honored as a "true and cherished friend" of Springdale schools by the Springdale School District's board of education.

Matthew Ganio, assistant professor of exercise science, was appointed director of the Human Performance Laboratory.

Jay Greene, holder of the Twenty-First Century Chair in Education Reform, Robert Maranto, holder of the Twenty-First Century Chair in Leadership, and Patrick Wolf, holder of the Twenty-First Century Chair in School Choice, were named to a list of the most influential education scholars in the country by the Washington-based think tank American Enterprise Institute.

Bart Hammig, associate professor of community health promotion, was appointed head of the department of health, human performance and recreation.

Jean Henry, associate professor of community health promotion, received a Muskie Fellowship to present lectures

Faculty Awards



Mentoring and Advising
Kristin Higgins

counselor education



Significant Research
Clarethia Hughes

workforce
development



Superior Service
Cheryl Murphy

educational technology



Innovative Teaching
Ellen Odell

nursing

and workshops in Azerbaijan with Asvad Gabul-zada, an alumnus who is from Azerbaijan.

Michael Hevel, assistant professor of higher education, received a faculty research grant through the Arts and Humanities Seed Funding Program of the office of vice provost for research and economic development. Hevel planned to use the grant to complete archival research on a book about the history of college students and alcohol from the early 19th century to the present.

Carleton Holt, associate professor of educational leadership, was elected to the Board of Directors of the National Council of Professors of Educational Administration.

Stavros Kavouras, assistant professor of exercise science, spoke at the Chinese Nutrition Society Conference on new adequate intake guidelines for water. He also was invited to speak at the inaugural event of the

Indonesian Hydration Working Group.

Michael Loos, clinical assistant professor of counselor education, was appointed to a three-year term on the Arkansas Board of Examiners in Counseling.

Brandi Maples, director of financial affairs, won the Dean's Special Recognition Award.

Robert Maranto, holder of the Twenty-First Century Chair in Leadership, and Patrick Wolf, holder of the Twenty-First Century Chair in School Choice, published a study in *Public Administration Review* about their research findings of a lack of attention to performance-based measures as the driving factor leading to firings. They looked at "impossible jobs," such as police commissioners and school superintendents, to determine whether success in those jobs was determined by performance.

Suzanne McCray, vice provost for enrollment and director of nationally competitive awards, edited *All In: Expanding Access Through Nationally Competitive Awards* published by the University of Arkansas Press. McCray is also an associate professor of higher education.

Merry Moiseichik, professor of recreation and sport management, was elected a fellow of the American Academy for Park and Recreation Administration.

Cheryl Murphy, professor of educational technology, received the Faculty Distinguished Achievement Award for service from the Arkansas Alumni Association.

Cara Osborne, assistant professor of nursing, received the *Journal of Midwifery & Women's Health* Best Research Article Award for "First Birth Cesarean and Risk of Antepartum Fetal Death in a

Staff Awards



Overall Performance
Laurie Brigham
curriculum and
instruction



Overall Performance
Brea Bartholomew
Gragg
Chalk and Wire



Superior Service
Jennifer Hazelrigs
Outdoor Connection
Center



Service to Faculty
and Staff
Betsy Parsons
health, human perfor-
mance and recreation

Faculty and Staff Notes

Subsequent Pregnancy.”

Gary Ritter, holder of the Twenty-First Century Chair in Education Policy, co-authored *A Straightforward Guide to Teacher Merit Pay: Encouraging and Rewarding Schoolwide Improvement* with **Joshua Barnett**, a University of Arkansas alumnus. The guidebook published by Corwin is a culmination of Ritter and Barnett’s 10 years of studying merit-pay plans and working with school leaders to design plans in districts across the nation.

Tom Smith, University Professor of special education, won the 2013 Burton Blatt Humanitarian Award from the Council for Exceptional Children’s Division on Autism and Developmental Disabilities.

Patrick Wolf, holder of the Twenty-First Century Chair in School Choice, co-chaired the Second

Annual International School Choice and Academic Reform Conference. ■

Student Notes

Education students **Sarah Bart**, **Melissa Brooks**, **Grace Gandy** and **Lindsey Swagerty** were chosen to attend a two-week NASA Pre-Service Teacher Institute in Hampton, Va.

Jon David Adams, a master’s student in kinesiology-exercise, won a 2012 Central States American College of Sports Medicine Master’s Research Award.

Rani Bakhsh, **Jim Curry**, **Hunter Gullett**, **Tim Hanify**, **Zac Hill**, **Dakotah Howard**, **Bayleigh Jones** and **Sandra Sandoval** placed second in the Live Communications and Robotics competitions at the South West

Student Notes

Regional Technology and Engineering Education Collegiate Association Competition and third in Problem Solving and Transportation Design.

Daniel Bowen, a doctoral student in education policy, and **Jay Greene**, holder of the Twenty-First Century Chair in Education Reform, published a study in the *Journal of Research in Education* that found athletic success doesn’t necessarily come at the expense of academic success for high school students.

Tanner Burks of Lonoke, a senior nursing student, received a Mayo Clinic externship for the summer, one of 111 students chosen from more than 1,000 applicants.

Lizabeth Henley, a student in the R.N. to B.S.N. program, was appointed to the Arkansas Nurses Association Board of Directors in the

Staff Awards



Superior Service
Josh Raney
R.A.Z.O.R. Coach



Service to Students
Alex Rich
University Recreation



Service to Students
Kyle Shunkey
University Recreation



Superior Service
Mary Ann Stewart
academic advisor



Superior Service
Christy Wear
academic advisor



Service to Faculty
and Staff
Shari Witherspoon
Human Performance
Laboratory

recent graduate position.

Shelby Holden of Sherwood, a nursing major, was named Presidential Scholar in the College of Education and Health Professions. **Heather Summers** of Fayetteville, a nursing major, and **Rachael Wise** of Sherwood, a childhood education major, won the Henry G. and Stella Hotz Awards.

Silvia Imanda, Kim Murie, Peggy Ward and **Lisa Wood**, curriculum and instruction doctoral students studying science education, made presentations at the 12th biennial conference of the International History, Philosophy and Science Teaching Group in Pittsburgh. They were accompanied by William McComas, Parks Family Professor of Science Education, who also gave a presentation is a past president of the group.

Gi-Yong Koo, a doctoral student in sport management, published research on the role that on-field performance plays in an athlete's credibility when it comes to endorsing products in *Sport Marketing Quarterly*. Koo worked with **Stephen Dittmore**, associate professor of recreation and sport

management, on the research.

Shannon McCarthy, a doctoral student in sport management, presented research at the College Sport Research Institute conference. She studied the University of Cincinnati's decision to eliminate athletic aid for men's Olympic sports at a national conference.

Ivy Mullen, a master's student in higher education, was awarded the Rising Star Graduate Student Award from the Student Affairs Administrators in Higher Education Region IV-West.

Miranda Small, an Honors College student majoring

Student Notes

in communication disorders, won first place in the Honors Research Symposium sponsored by the College of Education and Health Professions. Small's project was "Factors Determining the Efficacy with the Use of Pharmacotherapy in Children with ASD and Other Disorders." Jenna Burchfield, a kinesiology student, won second place with "Hydration Biomarkers: Creating a User-Friendly Hydration Technique," and Lindsay Campbell, a nursing student, won third place with "Effects of Nursing Staff on Quality of Long-Term Care Facilities."

Ginney Wright, doctoral student in social studies education, presented her work on teaching about the Holocaust at the National Council for the Social Studies annual conference.

Ariana Baker, Lindsey Butler, Lauren Ibekwe, Caitlin Kelley and **R. Michael Stephens** were inducted into the Beta Tau chapter of Eta Sigma Gamma, a national honorary society for students studying community health promotion. Chapter officers **Sandra Ellis, Jessica Harris, Nathanael Irons** and **Ashley Manchamee** participated in the initiation ceremony.

Kattie Cottin and **Amanda Garrison**, first-year master's students in athletic training education, each won a Richard E. Vandervoort Memorial Scholarship.

Alex Goff, a senior in kinesiology, placed third in his age division at the Ironman triathlon competition July 28 in Lake Placid, N.Y.

Alumni Notes

John Buckwalter, Ph.D. '95, was named dean of the College of Human Ecology at Kansas State University.

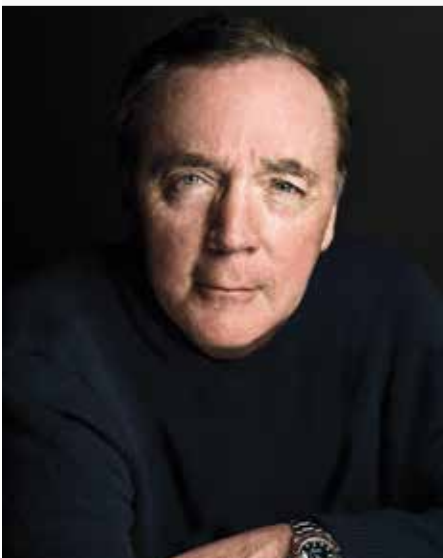
Melissa Efurd, Ed.D., was named chair of the department of dental hygiene at the University of Arkansas for Medical Sciences.

Amanda Finch, M.Ed., received the Rising STAR New Professional Award from the Student Affairs Administrators in Higher Education Region IV-West.

John Horn, M.Ed. '00, was named director of the division of recreational sports at the University of Wisconsin-Madison.

Laura Jacobs, M.Ed. '05, communications director for Crystal Bridges Museum of American Art in Bentonville; **Lott Rolfe IV**, B.S.E.

Best-Selling Author Patterson Creates Scholarship Fund



World-renowned author James Patterson has established the James Patterson Teacher Education Scholarship Fund at the University of Arkansas. Patterson's gift of \$48,000 will provide eight scholarships in the amount of \$6,000 each to students majoring in elementary or secondary education in the College of Education and Health Professions.

Chancellor G. David Gearhart was contacted by Patterson, a best-selling mystery and children's book author, to discuss the possibility of the scholarship fund.

"We are honored to have a

scholarship program in his name at the University of Arkansas and are grateful for his philanthropy," Gearhart said. "His recognition and support of our teacher education programs reinforce the excellent reputation of the teacher preparation offered by our university."

Patterson's books have sold an estimated 275 million copies worldwide. He has had 19 consecutive No. 1-selling New York Times best-selling novels and holds the New York Times record for the most hardcover fiction best-selling titles by a single author with 89 total.



The College of Education and Health Professions recognized three alumni at a reception May 10 at Carnall Hall and at the college's commencement on May 11 at Bud Walton Arena. From left, with Dean Tom Smith, they are Gretchen Oliver, Betty Winfield and Jessica Fay Sliger. Oliver, B.S.E. '96, M.S. '99, assistant professor of kinesiology at Auburn University, won the Outstanding Alumni Award in Health and Human Services. Winfield, B.S.E. '59, professor emeritus of journalism at the University of Missouri, won the Outstanding Alumni Award in Education. Sliger, M.A.T. '08, teacher of Spanish as a foreign language and as a heritage language at Rogers High School, won the Outstanding Young Alumni Award. *Photo by Brooke Galligan*

Visit <http://coehp.uark.edu/colleague> for more news.

Alumni Notes

'94, owner and principal attorney with Rolfe Law Firm, P.A., in Little Rock, and **Roger H. Sublett**, B.S.E. '64, president of Union Institute and University in Cincinnati, were elected to the Arkansas Alumni Association Board of Directors.

Mark Kelley, Ph.D. '99, was named dean of the College of Education, Health and Behavioral Sciences at the University of Tennessee at Martin.

Marjorie Marugg-Wolfe of Rogers, Ed.S.'82, Ed.D. '93, recipient of the Outstanding Alumni Award in Education in 2012, died March

3, 2013. She was instrumental in founding the Single Parent Scholarship Fund of Benton County, the Arkansas Single Parent Scholarship Fund, and ASPIRE, a nationwide support network for single parent scholarship programs across the country.

Chase Stoudenmire, M.Ed. '10, was awarded a Boren Fellowship from the National Security Education Program.

Erin Armstrong Merrill, B.S.N. '06, was the 2013 recipient of the Spirit of Nursing Award for Excellence in Patient Care presented by the Nebraska Medical Center in Omaha.

Ryan Patton, B.S.N. '11, was one of 15 winners selected by Khan Academy in a nationwide video competition to create video tutorials to help students study for the Medical College Admission Test.

Friends Notes

Sandra Taylor of Fayetteville, an employee of the University of Arkansas for 42 years, died May 18. She worked as a cashier in the intramural and recreational sports program, now called University Recreation.



Cathy and Mike Mayton are pictured in Portland, Ore., at the National Symphony Orchestra fall trustees meeting. They are members of the new Arkansas Teacher Corps Society.
Photo courtesy of yassinephoto.com

Arkansas Teacher Corps Society Helps Donors Make Big Impact

Mike Mayton and his wife, Cathy, have a long track record in philanthropy and, when they heard about the newly established Arkansas Teacher Corps Society, they knew they wanted to be involved.

“For a very small amount of money, there is no doubt you are going to change at least one person’s life in the school where the teacher goes,” Mike Mayton said. “With a gift of \$5,000, you can instill a dream in some child’s life in Arkansas. That’s a huge bang for your buck. If one person goes to college or one person thinks of a career path they had not considered possible before, that makes it so worth it.”

The College of Education and Health Professions created the Arkansas Teacher Corps Society with three suggested giving levels: \$5,000 to sponsor a teacher for one year, \$10,000 to sponsor a teacher for two years and \$15,000 to sponsor a teacher for three years. The college established the alternative certification program called Arkansas Teacher Corps last year, and faculty and staff trained 22 fellows who are now teaching in high-need districts in south and central Arkansas.

Mike Mayton is an attorney with offices in Little Rock and West Memphis. Cathy Hamilton Mayton serves as executive director of the Episcopal Collegiate School Foundation in Little Rock.

Cathy Mayton is a vice regent of the Mount Vernon Ladies’ Association of the Union, and Mike Mayton is a national trustee of the National Symphony Orchestra in Washington, D.C. He is also an honorary member of the Arkansas Symphony Orchestra Board of Directors.

The Maytons are both trustees of the Stella Boyle Smith Trust. Mike Mayton is a graduate of the Sam M. Walton College of Business and the UA School of Law. Cathy Mayton has a bachelor’s degree from Randolph-Macon Woman’s College.

Education is important to them.

“This program really hit home for us,” he said. “The main reason it did for me is, having grown up in a small town, rural environment, I know how important education is. It is the only way I had out. I knew that obtaining a good education would open doors for me and give me the opportunity for a better life.”

Mayton grew up in Taylor, a town of 700 people that borders Louisiana. The couple heard about Arkansas Teacher Corps through their friend, Vicki Saviers, who chairs the college’s campaign steering committee and serves on the Arkansas Board of Education. They met the Arkansas Teacher Corps Fellows at a reception Saviers and her husband hosted in Little Rock.

“We were just so taken with the whole program and the young people who spoke that night,” Mayton said. “Any time there is a project that reaches out to a small community in the state, it gets my attention, especially when it concerns education.”

Mayton said another attractive feature of the program is that it brings bright, enthusiastic young people to Arkansas to teach and also may help keep bright, enthusiastic Arkansans in Arkansas.

“We are very excited about this program,” he said. “It is really raising the bar in Arkansas.” ■



Donors Contribute to Students' Success

Recipients of the Master of Arts in Teaching Endowed Scholarship are pictured after being honored at a reception May 14 at University House. They are, from left, Haley James, Emma Hurtado, Brianna Kitchen, Marcela Carrasco, John Brown III representing benefactor Windgate Foundation, Erin House, Dean Tom Smith, Samantha Fugate and Caitlyn Rutledge. *Photo by Brooke Galligan*

Recipients of the John H. and Jane W. Donaldson Endowed Memorial Scholarship are pictured after a luncheon in their honor May 15 at the Janelle Y. Hembree Alumni House on the University of Arkansas campus. They are, from left, Amanda Wyatt, Jesse McKinley, Molly Cowan, Dean Tom Smith, Lindsay Grisham, Susan Moreno, benefactor John Donaldson, David Church, Eboni Walker and Michael Baker. *Photo by Brooke Galligan*



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Former Hog, Now NBA Coach, Sees Degree Opening Doors

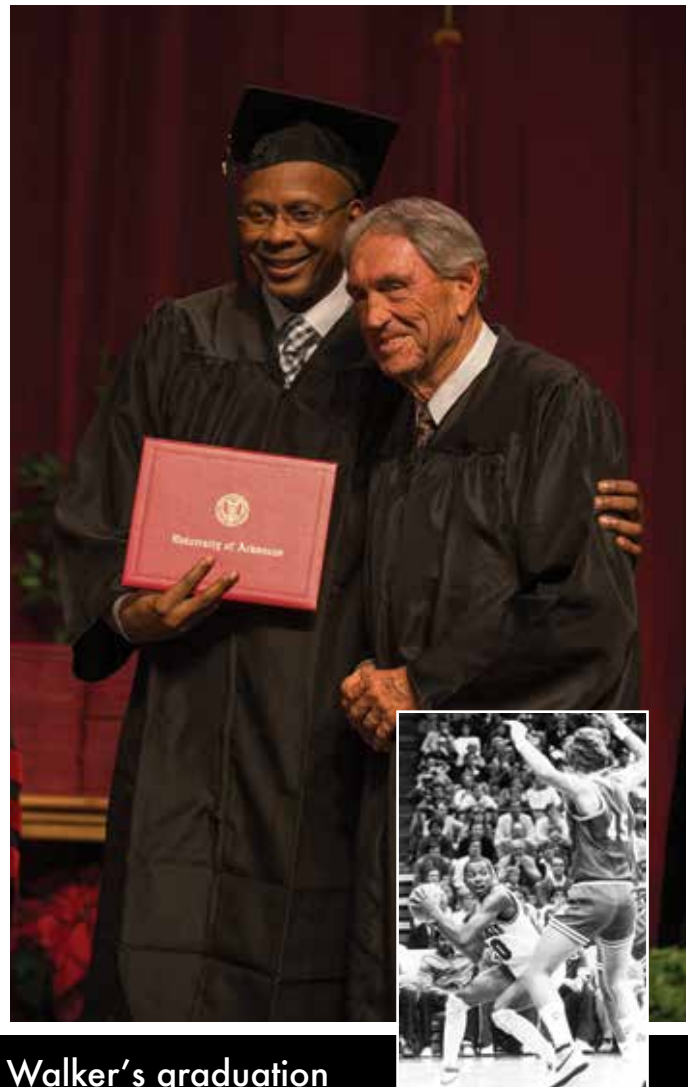
Darrell Walker, a Razorback basketball standout during the early 1980s, graduated from the University of Arkansas this past year with a bachelor's degree in human resource development.

The bachelor's degree completion program is offered online by the College of Education and Health Professions through the Global Campus.

Walker, photo on left, was a second-team All-American guard at Arkansas in 1983 and helped the Razorbacks win two Southwest Conference titles and reach the NCAA "Sweet-Sixteen" twice. He went on to become a first-round NBA draft pick of the Knicks in 1983 and still ranks 18th on Arkansas' all-time scoring list and is 10th in assists.

Now an assistant coach for the New York Knicks, Walker crossed the stage at Bud Walton Arena, inset photo, with his coach from Arkansas, Eddie Sutton, on Dec. 15. Walker said the online format of the program allowed him to obtain the degree, which he wanted to further his dream of being a college basketball coach someday.

Photos courtesy of the Athletic Department



Watch a video about Darrell Walker's graduation