

# **UIC**

# **College of**

# **Education**

# **Research Day**

# **2020**

## **Program**

**Gregory V. Larnell & Michael K. Thomas, Co-Chairs**  
**Sponsored by the COE Office of Research**

**Special thanks to J Garpue Lieway,  
the College of Education Educational Technology Lab,  
and all student volunteers**

**February 14, 2020  
9:00 a.m. — 3:00 p.m.  
University of Illinois at Chicago  
Student Center East - Illinois Room B & C  
750 South Halsted Street, Chicago, IL**



## 11<sup>th</sup> Annual UIC College of Education Research Day

### PROGRAM OVERVIEW

9:00 a.m.	<b><i>Breakfast, Welcome Remarks, and Overview</i></b>	Illinois B
9:30 a.m.	<b>Morning Paper Sessions 1 &amp; 2</b>	(1) Illinois C (2) Fort Dearborn B
11:00 a.m.	<b>Keynote Speaker – Dr. Erika C. Bullock,</b> Assistant Professor, Curriculum and Instruction, University of Wisconsin-Madison	Illinois B
11:45 a.m.	<b>Lunch &amp; Poster Session</b>	Illinois B
1:00 p.m.	<b>Afternoon Paper &amp; Roundtable Sessions</b>	Papers: Illinois B Roundtables: Illinois C
2:30 p.m.	<b>Closing Remarks and Acknowledgments</b>	Illinois B

## Morning Paper Session 1 – Illinois C

9:30am – 11:00am

### Towards an Integrated Society for Individuals with Several Disabilities: Voices of Korean-American Volunteers

Veronica Y. Kang & Sunyoung (Sunny) Kim

As of 2017, there are approximately 1,887,914 Koreans in the United States. Despite the growing number, Korean-Americans (KAs) are underrepresented in research, policies, and practices. Thus, understanding their cultural values/experiences may be important. For instance, research shows that disability is stigmatized in Korean culture which could lead individuals with a disability to experience marginalization and stress. Among different types of disabilities, severe disability (SD) may impact one's communication, daily routines, and self-regulation. These characteristics along with the diverse cultural/ethnic background could impact the experiences of KAs with SD. Relatedly, they could benefit from community-based opportunities for social engagement. Current literature shows the advantage and lack of natural support for individuals with SD. Particularly, volunteering has recently received greater attention by both Americans and KAs, often through religious or non-profit organizations. Yet, there is no research on KA community-based programs and the experiences of individuals involved. Thus, authors adopted a phenomenological approach to explore the experiences and perceptions of KA volunteers. Ten KA volunteers participated in interviews. Through constant comparative method, three themes emerged: (a) meaning of SD in one's life, (b) inclusion facilitated at multifaceted levels, and (c) needs of KA community-based programs. Implications for practice and research are discussed.

### Persistent inequities in state-of-art accountability systems: What's the problem and what can we do about it?

Lisa Walker and Steve Tozer

This paper analyzes Chicago Public Schools (CPS) and State of Illinois accountability measures to explore persistent underlying inequities of accountability systems. Accountability measurement in CPS and Illinois now reflect metrics that research indicates should improve if a school is meeting the system's performance expectations. This was not the case under NCLB. However, we have found that schools with high rates of student mobility and absenteeism are targeted and stigmatized by these improved local and state accountability systems. Typically, these are predominantly African-American enrollment schools. At the same time, the improvements in accountability measures enable us to better differentiate performance patterns of low-performing schools. Investigation into how these high-churn schools can progress from weaker to stronger has the potential to be much more productive for developing effective system-level supports than the stigmatizing approaches currently in use.

## Morning Paper Session 2 - Fort Dearborn B

9:30am – 11:00am

### A Systematic Literature Review of the Most Effective Strategies that Promote an Inclusive Environment for Elementary Students with Autism Spectrum Disorder

Jeannine Saadeh and Majed Alshehri

The purpose of this paper is to explore the most effective strategies that promote an inclusive environment for elementary students with autism in general education environments (grades K-6). Inclusive education takes place when schools, educators, administrators, and students work together to collaborate, motivate, and learn with one another in a way that is positive, supportive, and individualized to student's needs (Kurth & Gross, 2015). Students must participate and contribute to all aspects of the classroom, in order for inclusion to be successful. The goal of inclusion is to improve the education system for all students (Janney & Snell, 2014). Research (Carter, Sisco, Brown, Brickham, & Al-Khabbaz, 2008; Katz, Mirenda, & Auerbach, 2002) proves that there are many benefits of inclusive education that affect all students, and these include high levels of communication and social interaction, interactive small group discussions, strong friendships, increased confidence, high academic achievement, respect for each others' abilities and differences, and professional growth of special education and general education teachers (as cited in Janney & Snell, 2014). The research questions that we will be investigating are as follows: (1) Which types of inclusive strategies promote the most effective academic, social, behavioral, and emotional well-being for elementary students (ages 5-11) with moderate and severe autism, their teachers, and their peers in inclusive settings? (2) How does age affect the outcomes of these strategies for students with moderate and severe autism, their teachers, and their peers in inclusive settings?

### Professional Learning within Community-Based Preschools

David Banzer

This study examines early childhood teachers' experiences of professional development in order to understand how professional learning occurs. Using a social constructivist framework, teachers are understood as active learners with ongoing development of pedagogical knowledge. Qualitative data from semi-structured interviews with community-based Head Start preschool teachers revealed findings examining a variety of professional development formats and activities. This coded data identified factors that promote or inhibit professional learning as a product of sociocultural contexts. An additional landscape survey of a larger sample provides further understanding of preschool teachers professional development opportunities. This study provides teacher voice to the experience of professional development and discusses how professional learning can be developed in meaningful ways to promote long-term, sustainable change and refinement in instructional practices. (Available for morning sessions only).

## **"At this age, they're sponges!" : Exploring the Beliefs of Low-income Latina Mothers on the Importance of Kindergarten**

Jasmine Brown, M.S., OTR/L, Sarai Coba – Rodriguez, Ph.D., CFLE

Low-income Latino preschoolers are disproportionately at risk for not being prepared for the transition to kindergarten when compared to their white and black counterparts (Child Trends, 2013; Lee, Autry, Fox, & Williams, 2008). Along with this, minority families are often viewed through a deficits lens within the educational system, as uninvolved and uninterested (Kim, 2009). Despite this, some researchers have highlighted that minority families are involved and value their child's education (Orozco, 2008). Based on this understanding, this presentation utilizes a family resiliency perspective to explore the beliefs of 17 low-income Latina mothers on the importance of kindergarten for their transitioning preschoolers, how they access their child's kindergarten readiness, and the messages they give to their young child. Findings from this study provide insight into the many ways mothers supported and monitored children's transition readiness and the lifelong aspirations they have of their preschoolers that often go unnoticed.

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## **Afternoon Paper Session - Illinois C**

**1:00pm – 2:30pm**

### **Mathematical Mirrors, Windows, and Sliding-Glass Doors: YA Texts as Sites for Identifying with Mathematics**

Sara Rezvi, Ahreum Han, Gregory V. Larnell

Examining the stereotypes of how mathematics is constructed can unveil what remains just below the surface of mathematics-identity construction. In this column, we attempted to answer a central question: How do adolescent and young adult (YA) texts support or constrain young learners' mathematics identifying? Dr. Rudine Sims Bishop's (1990) metaphors of mirrors, windows, and sliding-glass doors provides a rationale for investigating YA texts to understand how mathematics are likely viewed and recognized in our society. Although mathematics has rarely been a focus in YA literature study, there is a notable research (Darragh, 2018) which examine the image of school mathematics as a school subject, mathematics teachers, and student images as capable mathematics learners regarding race, class, and gender, among other modes of identifying. Her finding suggests that mathematics is positioned as unnecessary, full of unlikable teachers, and functionally erases young mathematicians of marginalized identities in young adult novels. The single story becomes, in effect, the sole syllabus that reifies the hidden curriculum of mathematics. Therefore, we suggest that a critical re-consideration of power relationships within the single story of how

mathematics is framed, envisioning mathematics class where our students are empowered to become their fully authentic and realized selves.

### **Grounded Theory Analysis of Adolescents' Public Posts on Instagram**

Thitirat Sriplo & Michael K Thomas

An extensive research literature has been examined the role of Instagram in adolescent development (Frison & Eggermont, 2017). However, existing theoretical frameworks of online communication are less likely to capture activities and behaviors that are reflected in the content adolescents post on social media. The purpose of this study was to develop an explanatory theoretical framework to investigate how and why adolescents use Instagram and relate this mechanism to their development. One hundred fifty public contents on Instagram were randomly collected between November, 2018 – July, 2019. The present study used grounded theory to discover themes emerging from recurring events (Glaser, 1978). Using grounded theory coding procedures, two categories emerged: self-presentation and social acceptance. Grounded theory procedures revealed the association between adolescents' self-presentation and their desire for social acceptance. Adolescents tended to use Instagram as a means to gain social acceptance. They often invited more followers (i.e., using #follow4followback) and sought positive responses from others (i.e., using #like4like). Research suggests that positive responses on social media indicate social support and approval (Zell & Moeller, 2017). Therefore, to gain indicators of social acceptance, adolescents often created flattering photos (i.e., posing) and expressed positive emotions (i.e., confidence, happiness, and pride) on Instagram.

### **Adolescents' Judgment of Homophobic Harassment and Exclusion: The Role of Perceived Intention and Outcome**

Yueyao Wang, Megan Edgin, Christopher Marosi, Stacey Horn

Sexual and gender minority (SGM) youth experience significantly higher rates of harassment and exclusion in peer contexts than their peers. However, little research focuses on adolescents' judgements of these different types of harassment. In this study, middle and high school students ( $N = 560$ ,  $M_{age} = 14.82$  years) evaluated of six scenarios describing homophobic harassment: excluding or teasing a peer because of their sexual orientation or gender identity and using homophobic language. Overall, one-way repeated measure ANOVA showed adolescents judged actions directly against SGM peers (excluding/teasing) as more wrong than homophobic language that does not only target SGM peers. For majority of the scenarios, adding perceived outcome for the victim in the regression models eliminated the effect of perceived perpetrator intention on adolescents' judgement of wrongness. In the teasing someone because of gender identity scenario and the calling someone a "dyke" or "fag" scenario, intentions remained a positive predictor. These results highlight that adolescents considered both intentions and outcome when making judgements about wrongness of

homophobic harassment, but that judgments of wrongness are more influenced by perceiving that the harassment would have a negative impact on the victim.

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## **Roundtable Sessions – Illinois Room B**

**1:00pm – 2:30pm**

### **The Integration of Social Accountability in Medical School Curricula: An Exploratory Case-Study**

Shahida Badsha

There has been a growing recommendation for social accountability in medical education. Over the last three decades there have been multiple reports on the subject, some justifying it, others debating it and yet others providing guidelines for adopting it and evaluating it. The curriculum, being an important determinant of the learning environment in a medical school, needs to be reformed in order to bring a change in the form of education. Some medical schools have reported changes in their curricula, interim results showing successful impact in a few cases. There is, yet, no report about the critical changes in curricular features that will lead to the integration of social accountability in medical education. This study will analyze the curricula of four undergraduate medical schools, from different countries and determine the extent to which curricular features related to the concept of social accountability are integrated in the studied curricula. This will be a step towards the identification of curricular features that can be adapted for use by medical schools planning a reform or renewal of curriculum to achieve social accountability in education.

### **Who's Coaching the Coaches: Charting the Evolution of a Coaching PLC**

Lionel Allen, Jr., Cynthia Barron, Beverly LaCoste, Joe Shoffner, Kay Volk

The provision of leadership coaching has become a central feature of the clinical experience in several preparation programs identified in the research as exemplary (Darling-Hammond et al., 2007) yet we know very little about the developmental structures that support leadership coaches. Conceptually anchoring our work in the literature on professional learning communities and effective teams, this paper reports findings from a 12-month study that examines the work of coaches in a program where leadership coaching is a key feature of the program's clinical experience and where leadership coaches have established a professional learning community designed to catalyze their learning and development as coaches.

## Improving and Assessing Computational Thinking in Maker Activities: The Integration with Physics and Engineering Learning

Yue Yin, Roxana Hadad, Xiaodan Tang, Qiao Lin

Computational thinking (CT) is believed to be a critical factor to facilitate STEM learning, and a vital learning objective itself. Therefore, researchers are continuing to explore effective ways to improve and assess it. Makerspaces feature various hands-on activities, which can attract students with diverse interests from different backgrounds. If well designed, scaffolded maker activities have the potential to improve students' CT skills and STEM learning. In this study, we explore ways to improve and assess physics and engineering integrated CT skills through developing maker activities and assessments, which are applicable in both informal and formal educational settings. Our paper presents our work on improving and assessing CT in maker activities with two primary goals. First, it introduces the maker activities and instruments we developed to improve and assess CT that are integrated in physics and engineering learning. Second, it presents the students' CT skill and disposition change from pretest to posttest in two summer academies with CT enhanced maker activities, which was respectively led by after school educators and formal educators in a public library.

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### Poster Session – Illinois Room B

11:45am – 1:00pm

#### Positive Effects of Online Responsive Ongoing Professional Development (ROPD) on Teachers' Problem-Based Learning (PBL) Curriculum Implementation Adherence

Jeremy Riel & Kimberly A. Lawless

Teachers' adherence to designed curricular expectations is an important area of focus of investigation concerning the fidelity of implementation of curriculum. However, with open-ended curricula such as problem-based learning (PBL), the concept of adherence to curricular expectations is less focused on ensuring that "correct" answers are achieved, but instead on ensuring that the processes of PBL and other open-ended activities and pedagogy are maintained. To this end, teachers often need support with adhering to prescribed curricular activities and pedagogical activities when implementing a novel curriculum. In this paper, the outcomes of a form of online professional development called responsive ongoing professional development (ROPD) are investigated to identify how participation in ROPD predicts curriculum implementation adherence. ROPD participation by 26 middle-school social studies teachers in the United States was analyzed over a semester of implementing a blended-learning curriculum called GlobalEd. While accounting for teachers' number of years of experience with the curriculum, findings show that participation in online, ongoing ROPD strongly predicts high levels of adherence among teachers. Although ROPD is but only one of many factors that likely

explain adherence, such participation nonetheless serves as a valuable tool for intervention implementation and as a learning analytics indicator for the health of a curriculum implementation in real-time.

### **A Functional Narrative Analysis of Crossover/Court-Involved/At-Risk Secondary Urban Youth with Disabilities Who Live in Poverty and their High School Environments**

Jennifer Reynolds

In this narrative study, the researcher will analyze the personal and “lived” stories of urban adolescents with disabilities who are affected by Chicago’s secondary education system, including those students involved in the Child Welfare (Cross-over Youth) and Juvenile Justice Systems (Court-involved Youth) as well as the “lived” stories of their family members and members of their communities. As a method, a functional narrative analysis “begins with the experiences as expressed in lived and told stories of individuals” (Creswell, p. 67). Clandinin (2013) maintains that “the focus of functional narrative inquiry is not only valorizing individuals’ experiences, but it is also an exploration of the social, cultural, familial, linguistic, and institutional narratives within which individuals’ experiences were, and are, constituted, shaped, expressed and enacted (pg. 18). The researcher hopes to gain answers to significant questions that will bring serious educational injustices to light. Stories from teachers and administrators will be analyzed as well, to provide more detailed information and validity to the study. Through the method of storytelling, the researcher will attempt to understand issues that have led to major disconnections and downfalls between vulnerable, crossover, and court-involved youth with disabilities and their schools. The researcher will keep in mind what the participants think about, what can be learned from them, and what their stories can reveal about secondary school education and support for this population in Chicago. What are major factors/themes from participants’ stories that need to be addressed and heard? What school policies are of privilege and are made to appear natural or normal? In what ways can Chicago’s secondary institutions support changes in their curriculum, culture, and school climate to provide the Free and Appropriate Public Education (FAPE) these children lawfully deserve?

### **Adolescents’ Judgment of Homophobic Name-Calling: The Role of Peer/Friend Context and Emotional Response**

Yueyao Wang, Megan Edgin, Christopher Marosi & Stacey S Horn

Being the target of homophobic name-calling has been associated with negative mental health outcomes, and little research focuses on the role of context of this behavior. The current study investigated victims’ judgements of wrongness of two types of homophobic name-calling in two relationship contexts (i.e., friend/peer) during adolescence. Middle and high school students ( $N = 477$ ,  $M = 14.7$ ,  $SD = 1.63$ ) evaluated experiences of generalized anti-gay language (i.e., “that’s so gay”) and more targeted homophobic name-calling (i.e., being called a “fag”). Adolescents identified their relationship(s) with the name-caller as “friend” and/or “non-friend peer,” their emotional response to the behavior, and judgments of wrongness. We tested two latent models using structural equation modeling to understand the effect of relationship context on

adolescents' judgements of wrongness with the factor of emotional response. Our results show insights into contextual factors that may influence adolescents' emotional responses and judgments in name-calling situations. Different patterns of judgments in the friendship context emerged, which may suggest that negative effects can be ameliorated by type of relationship in some name-calling situations but not others. These results can provide valuable information regarding preventing and intervening in instances of homophobic name-calling.

### **A Critical Review of Social Media and Early Adolescents' Development of Social-Emotional Competence Skills**

Thitirat Sriplo; Marisha L. Humphries

Social media can provide adolescents opportunities to practice their social-emotional competence, the ability to understand and manage one's feelings in order to achieve successful social interactions (Pabian et al., 2018). Despite the connection between social media use and adolescents' social-emotional competence skills, research has not fully examined the underlying mechanism that facilitates the development of social-emotional competence skills among early adolescents. The purpose of this paper is to critically examine the literature regarding the relationship between social media and adolescents' social-emotional competence skills. The critical review of 19 empirical studies indicated that research in this area tended to focus on the frequency, intensity, and rate of social media usage and was less likely to examine how adolescents use the features of social media to facilitate their social interactions (e.g., reactions and comments). Furthermore, the role of social media in the development of social-emotional competence skills has largely been unexamined among early adolescents (age 11-14 years old). The majority of research has been focused on high school and college students (Koutamanis et al., 2013). Future research should investigate how early adolescents can use the features of social media to practice their abilities to interact with others in a socially acceptable way.

### **Fidelity outcomes of behavior related paraprofessional training: A systematic review**

Kary Zarate & Courtney Barcus

This poster aims to review the paraprofessional behavioral training literature and the associated fidelity outcomes. The presenters intend to bring awareness of the behavioral training needs required by paraprofessionals compared to other special education personnel. A systematic literature review was conducted in the spring of 2019 with the aim of uncovering the frequency of training methods and components as well as the behavioral interventions used in paraprofessional training. Additionally, articles were coded for treatment fidelity as well as methodological quality and rigor. Presenters will discuss findings related to the systematic review as well as implications for the field.

### **Letting go: The mediating role of technology and collaboration in removing constraints to enactment**

Erin A. Preston and Louanne Smolin

Inquiry-based curriculum can require teachers to “let go” of control over instruction and student activities. This presents challenges for professional developers. How does one teach to let go? Professional development can take an additive approach, introducing more requirements and increasing constraining effects of professional demands. However, removing constraints can reduce burdens and facilitate enactment of new practices (Kennedy, 2016). The context of this research was a professional development program designed to support inquiry-based, technology-integrated curriculum in arts classrooms. Data drew from interviews, observations, and memos. Purposive teacher sampling was based on consistent multi-year program activity participation ( $N=8$ ). Constructivist grounded theory was employed to gain an understanding of contextual elements and social processes, building theories around teachers’ pedagogical transformations and mediating factors in their professional learning (Charmaz, 2014). Findings indicate professional development reduced teachers’ perceived pressures to integrate technology leading to an expanded conception of technology as artistic material and social practices to support learning. Participants shifted their normative classroom practices from being an expert on skills to supporting expert disciplinary thinking through exploratory engagement in technology-based artmaking. These findings have implications for practical and theoretical methods to support technology integration and inquiry-based learning in professional development and classroom contexts. Charmaz, K. (2014). Constructing grounded theory (2nd ed.). Thousand Oaks, CA: Sage Publications. Creswell, J. W. & Poth, C. N. (2018). Qualitative inquiry & research design: Choosing among five approaches (4th ed.). Thousand Oaks, CA: Sage Publications. Kennedy, M. M. (2016). How does professional development improve teaching? Review of Educational Research, 86(4), 945-980.

### **College Students’ Perceptions of a Race-Centered, Pre-Service Training in Social Emotional Learning**

Chastity L. Owens, Marisha L. Humphries, and Cassandra McKay-Jackson

Pre-service training can guide the implementation process of educational and psychosocial interventions for school-based professionals, influencing how and what they teach (Durlak, 2015). Colleges and universities are often tasked with the responsibility of training school-based professionals to lead Social Emotional Learning (SEL) initiatives in primary and secondary schools (Zins, 2001). SEL is the process of enhancing one’s ability to manage their own feelings and to understand the feelings of others (CASEL, 2018). Many college students lack a nuanced understanding of the intersection of race and social and emotional development (McKay-Jackson & Massat, 2016; State, Kern, Starosta, & Mukherjee, 2010). Little is known qualitatively about how college students would perceive a race-centered SEL training. Nine college students participated in six race-centered SEL training sessions followed by one post-training focus group session. Training sessions and focus group data were transcribed. This study uses content analysis to examine the transcriptions of focus group data in order to capture pre-service education and school social work trainees’ perceptions of a race-centered SEL training. The

findings will be discussed in regards to pre-service training and race-centered social emotional learning.

### **Korean American community members' involvement to promote multilingual, multicultural and multimodal literacy**

Hanae Kim

Early childhood bilingual studies have shown that children's experience in bilingual/multilingual environments bring profound impact on children's social, cognitive, and linguistic development and awareness (Bialystok, 2007; Liberman et al., 2017) and some studies (Fan et al, 2015, Liberman et al, 2017) even say small exposure to the multilingual environment bring positive impacts. Yet, it is not easy to provide the multilingual and multicultural environments without the supports from the community. Knowing the significance of exposure to multilingual and multicultural at the early age and significance of involvement and supports from the community members, I interviewed three Korean American volunteers at the local public library in the suburb of Chicago, where they read children's book written in Korean for children between 4 and 11 years old.

### **The Mental Labor of School Choice: A Case Study of Families Who "Choose" Their Neighborhood Public School**

Kristy Ulrich Papczun

In general, middle class parents participate in school choice more than others; this is consistent with the neoliberal agenda that pushes a lot of the school reform that espouses policies that create equality based on an open-market structure for schools but create inequitable situations that further the divide between the haves and have-nots (Allen, 2017; Andre-Bechely, 2007; Gulson, 2011; Hamnett & Butler, 2010; Yoon, 2017; Yoon & Lubinski, 2017; Waters, 2017). Broader questions that revolve in the arena in which my research lies include: What is happening behind the parent narratives that shape school choice in Chicago? What is the work parents do to choose a "better" school? What happens to the school they left behind? This research project will zoom in on a case study of families who do the initial research of school choice and, with that knowledge in hand, maintain attendance at their neighborhood school. What are the narratives of the parents who do this mental labor of school choice and yet remain at the school that requires no choice? What meaning do parents make from their immobility when "choosing" their neighborhood school after engaging in the mental labor of school choice?

### **Paragogical Action Review**

Charles Jeffrey Danoff

How can informal learning endeavors reflect on what they have accomplished? What lessons should they take forward to improve their future group studies? A methodology is introduced that others can leverage for informal educational review using two lenses. First, the "Paragogical Action Review", which was developed based on the well-known After Action Review. Second, "Causal Layered Analysis", a method for envisioning transformation. These are linked together in an illustrative example, using the techniques to evaluate work in the Peeragogy Project. This informal learning community was convened by media scholar Howard Rheingold in 2012, charged with being a living resource for "for any group of people who want to learn anything." Since one aim of peeragogy is to be explicit about how learning works, it makes sense to investigate how to learn from failures and successes. The poster will show how using the combined methods can surface emergent themes and diagnose trends.

### **Math Word Problems Interventions on English Learners with Disabilities: A literature review**

Jing Wang & Norma Lopez-Reyna

Many English learners (ELs) with disabilities struggle with solving math word problems since it requires a comprehensive skill set that includes vocabulary knowledge, spatial thinking, procedural knowledge, conceptual understanding, and reading comprehension. Thus, providing effective instruction and adequate support on math word problems is especially challenging for teachers who work with English learners with disabilities. In response to the Common Core State Standard, teaching the skills of solving word problems is a critical component in school curriculum as it relates to the development of problem-solving abilities in a real-world context. As such, preparing teachers with methods for improving word problem-solving skills of English learners with disabilities is essential to ensure academic growths and positive school outcomes. This study is useful to help current teachers and/or future practitioners work with ELs with disabilities in mathematics. Teachers can utilize the identified effective intervention strategies and follow the intervention implementation procedures to facilitate a progressive development of word problem solving skills. In addition, educators must take a concerted effort to provide ELs with disabilities with opportunities in receiving culturally and linguistically responsive instructions or scaffoldings to warrant adequate educational services. Participants will be provided with practical approaches for systematic intervention plans aim at developing both English language acquisition and word problem solving ability of ELs with disabilities.

### **Exploration of Self-Guided Play Behaviors in a Inclusive Preschool Classroom**

Amanda Passmore

In early childhood, play aligns with the primary developmental task of building social competencies and communication skills through peer interactions, and many teachers used self-guided center time as a way to promote social and cognitive learning skills. The purpose of this study is to examine how students with developmental delays spend their time playing in self-guided center time within an inclusive preschool classroom as compared to their typically developing peers. The Play Observation Scale (POS) was used to observe eight four-year-old

students with and without an Individual Education Plan (IEP) during two 32-minute observations of self-guided play in an inclusive preschool classroom. Comparative analysis indicated differences in sustained play behaviors among students with disabilities resulting in less total time engaged in cognitive or social play behaviors. Additionally, analysis of all participant behaviors indicated differences in the types of cognitive and social behaviors preschool students participate in as a result of their play center selection. Implications for how teachers can design play environments based on material selection to support increased sustained play behaviors and higher levels of cognitive and social play are proposed.

### **The Black Male College Experience: Working Towards Improving the Graduation Rate for Black men**

Melvin Woolfolk

In America, there is currently a national graduation rate of 60% over a 6-year time period. (NCES, 2019) Approximately half of the students who enroll into colleges and universities are not graduating. There has been no significant change in the overall graduation rate over the past couple of years. Except for men of color, there has been a steady decline in the graduation rate of African American/Black, Latino, and Hispanic men who are enrolled at colleges and universities. For the purpose of my research, I will be connecting with Black male students gain a better understanding of their college experiences. When looking at UIC, the graduation rate for Black men is approximately 30%. Which means that 70% of the black men that enroll at UIC either transfer or dropout. According to the Office of Institutional Research Black students overall are way more likely to not complete their degree at UIC. (UIC OIR, 2017) This research aims use a narrative analysis to learn about the struggles they face while working towards their bachelors.

### **Defining quality and success in educational interventions: An integrated model of evaluative criteria**

Rebecca M. Teasdale

Evaluation aims to deepen understanding about educational interventions—what works, for whom, and in what circumstances—and inform decisions about intervention design and resource allocation. To accomplish this, evaluators gather empirical evidence to address criteria (both explicit and implicit) that distinguish a “high quality” or “successful” intervention from one that is “low quality or “unsuccessful”. A central task of the evaluator, then, is determining which definitions of quality or success—and whose definitions—will be privileged, as different definitions may lead to different conclusions and consequences. This poster presents an empirically supported model of evaluative criteria that can be used to surface and interrogate the criteria that underpin evaluative conclusions and as a thinking tool to guide criteria specification in evaluation practice. The framework describes and integrates two aspects of criteria: domain and source. Domain refers to the type or focus of a criterion, while source describes the individual, group, or knowledge base from which it is drawn. Taken together,

these aspects can be used to map the possibilities available to evaluators, illuminate the perspectives on quality and success that are privileged, and highlight opportunities for more inclusive and equitable evaluative processes, conclusions, and consequences.

### **The Impact of Parents' Participation on Children's Academic Competencies in Early Intervention/Prevention Services: Multigroup Latent Growth Analysis**

Grace Cua, Davielle Lakind, Tara Mehta, Dana Rusch, and Marc Atkins

School engagement is highly related to children's mental health and long-term adjustment, especially for children in poverty. As part of a school-based prevention and early intervention model for school-aged children, paraprofessional staff from four community agencies delivered parenting and school support principles across one school year. Among children who completed the program ( $n = 375$ ; 59.5% African American, 35.2% Latino/Hispanic,  $M = 7.11$  years old), a multigroup latent growth model examined the extent to which growth in children's school engagement differed by trajectories of parents' participation (as identified in Lakind et al., 2019) over the course of a full school year. Results indicated that children's academic competencies increased over the course of the school year among parents with consistent but low participation ( $B = 1.072$ ,  $p < .001$ ), parents with increasing participation ( $B = 2.242$ ,  $p < .001$ ), and parents whose participation declined and subsequently rebounded ( $B = 1.221$ ,  $p < .001$ ). Among children whose parents with consistently high participation, their academic competencies were the highest at the beginning of school year, and remained stable over the course of the school year ( $B = 0.510$ ,  $p = .199$ ). These results suggest that paraprofessional outreach in impoverished communities is a promising approach to reach parents and improve school engagement for children at high risk for mental health difficulties.