



From Dr. Stephanie L. Knight, Simmons Dean of Education and Human Development

Dear Colleagues,

Our Academic Affairs Committee is proud to publish its second Academic Affairs Digest, spring 2018. As you can see from the publications and conference presentations below, Simmons faculty members are diligently producing outstanding research. Their efforts expand the research base in their substantive areas and lead to improvements in their fields.

We think it's important to share how our professors are building the intellectual base of the school. Just as significant is what they do to mentor graduate students. By offering different scholarly opportunities for publishing and presenting at conferences to our students, faculty help them find paths to their own areas of interest and advancement.

Of particular note, Simmons faculty bring in an impressive amount of grants and research money which help support scholarly productivity as well as graduate students. In rank, we are second in external funding despite being relatively new and small in size.

Thank you for making Simmons the vibrant place that it is.



APPLIED PHYSIOLOGY AND WELLNESS

Eric G. Bing, Professor, presented “Creating Sustainable Health Systems in Low Resource Settings” Grand Rounds, UT Southwestern Medical Center, February 7, 2017

Sushmita Purkayastha, Assistant Professor, presented Cerebral Blood Flow Regulation and Clinical Symptoms in Sports Related Concussion. Invited Speaker, *Grand Rounds Presentation at the Department of Physical medicine & Rehabilitation at UT Southwestern Medical Center*, December 2nd, 2016.

Scott L. Davis, Associate Professor, along with 14 others, recently published: “Multiple sclerosis-related white matter microstructural change alters the BOLD hemodynamic response.” *Journal of Cerebral Blood Flow and Metabolism* 36: 1872-1884, 2016.

Huang M*, Allen DR, Keller DM, Fadel PJ, Frohman EM, and **Scott L. Davis**, Impaired carotid baroreflex control of arterial blood pressure in multiple sclerosis. *Journal of Neurophysiology* 116: 81-7, 2016. *first published manuscript for Mu’s dissertation

Pearson J, Ganio MS, Schlader ZJ, Lucas RAI, Gagnon D, Rivas E, **Scott L. Davis**, Kowalske KJ, and Crandall CG. Post-junctional sudomotor and cutaneous vascular responses in non-injured skin following heat acclimation in burn survivors. *Journal of Burn Care and Research*, 2016 Jun 28. [Epub ahead of print].

Bradley Warren, Lecturer, and Odenheimer-Brin, E. (2017). Advancing the physical activity curriculum at the collegiate level, *Health Education*, 117(4).

L. Ryan and **Peter Weyand, Professor**, recently presented: Impact forces during running: loaded questions, sensible outcomes, at the *Body Sensor Network 2016 Conference* at UCSF, San Francisco, CA.

Udofa A, Ryan L and **Peter Weyand** published Impact forces during running: loaded questions, sensible outcomes, *IEEE, Engineering in Medicine and Biology*, in press. in press.

Clark K, Ryan L and **Peter Weyand** published A general relationship links gait mechanics and running ground reaction forces, *Journal of Experimental Biology*, accepted Oct 17th, published online Oct 24th.

Clark K, Ryan L and **Peter Weyand** recently published an article on A general relationship links gait mechanics and running ground reaction forces. *Journal of Experimental Biology*, **220**, 2: 247-258, 2017.

DISPUTE RESOLUTION & COUNSELING

Greta A. Davis, Clinical Assistant Professor (2016) presented *HIV and meaningful work: A review of the Literature and Best Practices* at the TCA Professional Growth Conference. Dallas, TX.

Greta A. Davis (2016) presented *GLBTQ & Career: Harnessing Hope for a Better Future* at the TCA Professional Growth Conference. Dallas, TX.



Greta A. Davis (2016) presented *The MBTI Four Functions & Decision-Making: Advanced Interpretation Strategies* at the TCA Professional Growth Conference. Dallas, TX.

Sarah Feuerbacher, Clinical Assistant Professor (2016) presented *Building Bridges Across Disciplines: Innovations in CACREP Identity* at the TCA Professional Growth Conference. Dallas, TX.

Sarah Feuerbacher (2016) presented *Ethics and Legal Issues in Technology* at the TCA Professional Growth Conference. Dallas, TX.

Sarah Feuerbacher (2017) presented *Ethics and Legal Issues in Technology* at the Texas School Counselors Association. Arlington, TX.

Misty Solt, Clinical Associate Professor (2016) presented *Child and Adolescent Sexuality* at the TCA Professional Growth Conference. Dallas, TX.

Gay McAlister, Clinical Associate Professor (2016) presented *Intersection of Ethics & the Internet* at the TCA Professional Growth Conference. Dallas, TX.

Gay McAlister (2016) presented *Breaking Bad News to Parents* at the TCA Professional Growth Conference. Dallas, TX.

Gay McAlister (2016) presented *Intersection of Ethics & the Internet* at the Texas School Counselors Association. Arlington, TX.

Gay McAlister (2016) presented *Bridging Differences, Brokering Peace* at the Texas School Counselors Association. Arlington, TX.

EDUCATION POLICY AND LEADERSHIP

Kim, S. and **Dan Berebitsky, Assistant Professor** (2016) published An Application of Multivariate Generalizability in Selection of Mathematically Gifted Students. *Eurasia Journal of Mathematics, Science, and Technology Education*, 12(9), 2587-2598.

Boston, M., Henrick, E., Gibbons, L. **Dan Berebitsky** and Colby, G. (March 30, 2016) published Investigating how to Support Principals as Instructional Leaders in Mathematics. *Journal of Research on Leadership Education*, 1-32.

Dominique Baker, Assistant Professor and Doyle, W. R. (2016) published Impact of community college student debt levels on educational attainment. Paper presented at the *Understanding Student Debt* conference sponsored by the University of Pennsylvania's Alliance for Higher Education and Democracy and the American Academy of Political and Social Science. Philadelphia, PA.

Flores, S. M., Prescott, B. T., Hillman, N., Sponsler, B., Saenz, V., Zaback, K., Paulson, K., **Dominique Baker** and Drake, A. (2016) published Translating research into policy to increase equity in higher education:



Lessons learned from the ASHEWICHE collaborative. Boulder, CO: Western Interstate Commission for Higher Education.

Sondra Barringer, Assistant Professor, S. N., Taylor, B. J., and Slaughter, S. “Trustees as Boundary Spanners: Implications for University Connectivity and the Field of Higher Education.” presented at *Association for the Study of Higher Education* Conference. Columbus, OH. November 11, 2016.

Leanne Ketterlin-Geller, Professor, (2016-17). *Systems-level Implementation of Response to Intervention in Mathematics: Introduction and Advanced Applications*. Four-part professional development workshop series sponsored by the New York City Department of Education. New York, NY.

Murakami, E. and **Frank Hernandez, Professor and Associate Dean**, (2016) co-authored Preparing educational leaders as consumers of policies and practices or thinkers influencing educational reform and freedom? In (Eds) Autumn Tooms Cypres and Anthony Annunziato *Leadership: Learning, teaching, and practice*. Charlotte, NC: Information Age Publishing.

Frank Hernandez (2016) authored Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers and Alternative Pathways to College [Book Review]. *Teacher College Record*.

Frank Hernandez and McPhetres, J. (November, 2016) presented Adolescents’ perceptions of sexual relationships and teachers: Implication for school leadership. University Council for Educational Administration (UCEA). Detroit, MI.

Frank Hernandez and Endo, R. (2017) authored *Developing and Supporting Critically Reflective Practitioners: Diverse Perspectives for the Twenty-First Century*. Sense Publications

Murakami, E., **Frank Hernandez**, and Almager-Quintana, I., Valle, F. (2017) published Latina/o school administrators and the intersectionality of professional identity and race. Sage Open.

Frank Hernandez and Marshall, J. (2017) published “Auditing Inequity: Teaching aspiring administrators to be social justice leaders. *Education and the Urban Society*. Vol 49(2) 203-228

Nino, J., **Frank Hernandez**, Valle, F. and McPhetres, J. (2017) published Latina/o school principals as instructional leaders. *Association of Mexican American Educators (AMAE) Journal*.

Frank Hernandez (2017) authored book chapter “Gay rights in the locker room” In (Eds.) Paul Chamness Miller and Cu-Hullan Tsuyoshi McGivern, *Queer Voices from the Locker Room* Information Age Publishing.

TEACHING & LEARNING

Lemons, C. J., **Jill Allor, Professor**, **Stephanie Al Otaiba**, and LeJeune, L. M. (in press) published Ten research-based tips for enhancing literacy instruction for children and adolescents with intellectual disability. *Teaching Exceptional Children*.

Stephanie Al Otaiba, Jones, F., Levy, D., Rivas, B., & Wanzek, J. (in press). Building a growth mindset within data-based individualization: A case study of two students with reading disabilities learning to learn. In



Pullen, P.C., & Kennedy, M. J. (in press). *Handbook of Multi-Tiered Systems of Support and Response to Intervention* (Eds.). New York, Routledge.

Stephanie Al Otaiba and de Mellado Cruz, V. (2016, November), presented *Professional development to improve beginning reading skills for students with disabilities*. Paper presented at the annual Conference for the Council for Learning Disabilities.

Kim, Y.-S. G., Gatlin, B., **Stephanie Al Otaiba**, and Wanzek, J. (in press). Theorization and an empirical investigation of the component-based and developmental writing fluency construct. Manuscript accepted for publication in *Journal of Learning Disabilities*.

Kim, Y.-S. G., Schatschneider, C., Wanzek, J., Gatlin, B., and **Stephanie Al Otaiba**, (in press). Writing evaluation: Rater and task effects on the reliability of writing scores for children in Grades 3 and 4. Manuscript accepted for publication in *Reading and Writing: An Interdisciplinary Journal*.

Wanzek, J., Gatlin, B., **Stephanie Al Otaiba**, and Kim, Y.-S. (in press) authored The impact of transcription writing interventions for first-grade students. Manuscript accepted for publication in *Reading and Writing Quarterly: Overcoming Learning Difficulties*. doi: 10.1080/10573569.2016.1250142

Wanzek, J., Petscher, Y., **Stephanie Al Otaiba**, Rivas, B., Jones, F. J., Kent, S., Schatchneider, C., and Mehta, P. (in press) published Effects of a yearlong supplemental reading intervention for students with reading difficulties in fourth grade. Manuscript accepted for publication in *Journal of Educational Psychology*.

Stephanie Al Otaiba, Jones, F., Levy, D., Rivas, B., and Wanzek, J. (in press) published Building a growth mindset within data-based individualization: A case study of two students with reading disabilities learning to learn. In Pullen, P.C., & Kennedy, M. J. (in press). *Handbook of Multi-Tiered Systems of Support and Response to Intervention* (Eds.). New York, Routledge.

Doris Baker, Assistant Professor, Polanco, P.^S, Conry, J.^S, Yovanoff, P., & Al Otaiba, S. (2016, December). *Feasibility and use of an intelligent tutoring system to teach vocabulary to Hispanic English Learners*. Poster and video (<https://vimeo.com/193398988>) presented at the annual Principal Investigator Meeting of the Institute of Education Sciences, Washington., D.C.,

Doris Baker, (2016, November). *Cómo mejorar la comunicación y el vocabulario expresivo de los niños a través de la lectura interactiva y la enseñanza explícita del vocabulario*. Invited to present this workshop at the IX International Encounter of Special Education and Psychopedagogy at the Universidad Católica del Maule in Talca, Chile. Travel funds were paid by UCM.

Amy Gillespie Rouse, Assistant Professor and Graham, S. (2017) published Teaching writing to adolescents: The use of evidence-based practices. In K. Hinchman & D. Appleman (Eds.), *Adolescent Literacy: A handbook of practice-based research* (pp. 443-456). New York: The Guilford Press.

Amy Gillespie Rouse and Collins, A. A. (2016) published Effective and ineffective writing practices for students with disabilities. In B. Cook, M. Tankersley, & T. Landrum (Eds.), *Advances in learning and behavioral disabilities* (Vol. 29, pp. 61-84). Bradford, UK: Emerald Group Publishing Limited.

Amy Gillespie Rouse and Rouse, R. J. (2016, December) presented Third graders' use of writing to facilitate learning of engineering concepts. In A. Gillespie Rouse (Chair), *Writing and STEM: Performance of diverse*



learners in elementary and middle grades. Symposium conducted at the Literacy Research Association conference, Nashville, TN.

Kiuhara, S. A., **Gillespie Rouse, A.**, Dai, T., and Tolbert, M. (2016, December) presented Mathematical reasoning through writing: 4th to 6th graders at tier 2. In A. Gillespie Rouse (Chair), *Writing and STEM: Performance of diverse learners in elementary and middle grades*. Symposium conducted at the Literacy Research Association conference, Nashville, TN.

Candace Walkington, Assistant Professor (2016) published Using students' funds of knowledge to teach algebra. In Wood, M. B., Turner, E. E., Civil, M., and Eli, J. A. (Eds.). *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 217). Tucson, AZ: The University of Arizona.

Candace Walkington, Clinton, V., and Mingle, L. (2016) published Considering cognitive factors in interest research: Context personalization and illustrations in math curricula. *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 89-96). Tucson, AZ: The University of Arizona.

Paige Ware, Professor, (in press, 2017) published Technology, new literacies, and language learners. In C. Chapelle and S. Sauro (Eds.), *The handbook of technology in second language teaching and learning*. Hoboken, NJ: Wiley- Blackwell.

Paige Ware, (in press, 2017) published Technology in kindergarten to 12th grade teaching. In the TESOL encyclopedia of English language teaching. Liantas, J. I. (Ed.). Hoboken, NJ: Wiley.