-Presentations-

Doctor of Education in Organizational Leadership

Amanda Copes
Advisor: Dr. George Sharp | **Poster Number:** 5
Title: Inter-Professional Development: A Concept for Cultivating Leadership

This presentation will introduce the audience to the concept of "INTER-Professional Development" - the bringing together of individuals with a common ground from across disciplines and professional organizations to learn from, with, and about one another relative to topics and trends that are universal and current. INTER-Professional Development events have the potential to be a leadership strategy for organizations by creating an environment where presenters can bring with them diverse perspectives and share their content through a variety of lenses and instructional modalities, while attendees are given the opportunities to network and share experiences. The creation of these types of purposeful occasions help cultivate an atmosphere of leadership as leaders need to be able to effectively engage one another; communicate strategically; coach, mentor, and develop others as potential leaders; and

This research project studied the possibility of creating a departmental level Faculty Group (FG) that would focus on creating action plans to help to retain the students who are enrolled in their Professional Studies department. Because the faculty of the PS department interact with many students, they can be a powerful and influential role model for their students. Can they be rallied and motivated to develop action plans that will coordinate their efforts towards student retention? Faculty can be a highly cooperative and dedicated group that focuses on educational goals. However, coordinating faculty can be challenging. Given the current situation at the CC, the faculty may be resistant, fearful or even apathetic. This Dissertation in Practice will review the willingness of the faculty of the PS department to develop and participate in a faculty group.

Robert R. Heinrich
Advisor: Dr. George Sharp | **Poster Number: 4**
Title: Factors Impacting Student Retention and Strategies to Increase Persistence for At-Risk Students

This dissertation in practice study analyzed and evaluated student learning and success at a Southern New Jersey four-year public university with the objective to optimize student retention and encourage persistence. This problem of practice explored what factors impact student retention and persistence. The study focused on identifying students that are considered at-risk by collecting mid-semester feedback from faculty who are teaching freshman seminar courses. By establishing data points that will warn of trouble based on academic, financial and behavioral thresholds, the goal was to use those indicators to identify students who may be struggling and provide early intervention to improve student success and retention. As these factors are identified, the research then provided additional insight into what early intervention strategies will improve success for at-risk students. Interventions are recommended for the students identified as at-risk and the outcomes of the intervention strategies are discussed by reviewing the academic performance for the students identified in the study.

Jeannine Ingenito
Advisor: Dr. John Kellmayer | **Table Number: 2**
Title:

The researcher of this dissertation interviewed six board members from a public school district. All the data was transcribed and coded to develop themes and theme-related components in order to make assertions about the data. The qualitative findings reveal the following themes: (1) the housing acquisition strategy; (2) potential benefits; (3) potential risks; (4) community engagement; and (5) leadership.

The research indicates that the implementation of the model yields financial gains while improving the community, thus positively impacting board members' perceptions of the strategy. This study provides information useful to public schools and other non-profit organizations considering a housing acquisition strategy as a mechanism to generate supplemental revenue.

Brian McBride
Advisor: Dr. John Kellmayer| **Table Number: 3**
Title: The Middle School Experience: Examining Teacher Leadership to Formulate Meaningful Professional Development

Reform within education throughout the country, and specifically in New Jersey, has led to greater demands being placed on school districts, school administration, and teachers to develop and deliver robust instruction that will meet every student at their level of learning. Such an opportunity for innovation to maximize student learning occurs in teacher professional development.

Nicole Nelson
Advisor: Dr. Pamela Vaughan and Dr. Sonia Gonsalves| **Poster Number: 3**
Title: Partnership for Productive Youth

Much is written on the importance of corporate culture. Much of it pinpoints the importance of prescriptive and purposeful focus on it during times of merger or acquisitions. Despite all of this theory, the practice employed by real managers in real merger situations turns out very differently. Though the literature consistently positions corporate culture as a "game-changer" tool for the corporate leader, leaders are still leaving it out, or at least downplaying its importance during due diligence and planning phases.

Through one on one interviews with a variety of leaders in various fields, the study asks for reflections of the merger and acquisition activities in such a way as to gauge the overall impact on corporate culture. Since most corporations keep due diligence data secret, the respondents will remain anonymous to protect their roles. These types of leaders can be hard to access, so protection of corporate information is extremely important. It also examines said impact on the mergers and acquisitions themselves. These case studies are boiled down to six assertions about the role corporate culture plays in mergers and acquisitions and vice versa. Though the study does not establish clear evidence of merger and acquisition failure in the absence of corporate culture planning, it does illustrate that in many cases, companies pay the price of such transgressions with human resources. Research also indicated an interchangeable use of the terms "corporate culture" and "organizational culture." Some definitions for these terms are superficial, and others are simply wrong. A key recommendation of the study involves the actions of repeat mergers and acquisitions within the same company, and other similar leadership. 100% of respondents agreed that corporate culture would become a more important consideration in subsequent mergers. While there is a wealth of data on mergers in general, very little examine such repeat processes.

Bill Perkins
Advisor: Dr. George Sharp| **Table Number: 5**
Title: Action-

The independent study and presentation focuses on three areas: (1) Course Content: researching and choosing the works to be covered in the course), (2) Course Delivery: creation of a syllabus, assignments, and instructional method (online or hybrid); and (3) Pedagogy: identifying learning goals; research on how to teach an online or hybrid course, create assignments, develop a grading rubric, and meet the standards for a General Arts & Humanities (GAH) course at Stockton.

Edwin Rosa
Advisor: Dr. Adalaine Holton| **Campus Center Meeting Room 5**
Title: Africa in the Crosshairs: An Examination of American Big Game Hunter Culture in Africa

An African Safari hunt is viewed as the pinnacle of the sport. This is one of the most raw and naturalistic hunting experiences that can be found. Contemporary African Safari hunting culture is imbued with nostalgia and tradition for a time long past. Many of the same hunting practices have been observed since the premier American hunting expedition in Africa, the Smithsonian-Roosevelt African Expedition of 1909. One such practice is the coveted trophy kill photograph. I will be utilizing a visual rhetoric analysis to dissect the way images are manipulated and more importantly discuss why the images are manipulated in the ways that they are. There are paradoxical ways in which the images are presented and what they actually mean. For instance, in many of the images I examined—both past and present—I found on the surface it appears that nature is being worshiped but in contradictory fashion the only way it can be worshiped is to objectify it in death. I also observe the ways in race and gender stereotypes are reaffirmed in hunting imagery. While there are many similarities in past and present safari hunting culture, there are also striking differences between the two time periods. One such example being the improvements in technology made since Roosevelt's expedition. Regardless of the era, one thing has always remained the same, the pleasure that hunters feel when they pull the trigger with their prize in sight.

Courtney Stewart
Advisor: Dr. Adalaine Holton| **Campus Center Meeting Room 5**
Title: Jet Magazine: A Study of Black Consumer Culture & The Civil Rights Movement 1955-1965

A pivotal time in our nation's history, the Civil Rights Movement influenced and was influenced by all types of people of different races, genders, sexualities, and value systems. Perhaps most importantly, this era also had a significant impact on media and culture in America, specifically black America. Focusing on the 1955-1965 publications of Jet magazine, a periodical aimed at the African American population, t

Master of Business Administration

Chris Howard
Advisor: Dr. Diane Holtzman | **Table Number: 8**
Title: I Manager

This project involved an examination of generational differences in the workplace and a reflection on my management style and techniques. Specifically, I considered the impact of workplace differences and personality traits, as measured by well-known personality assessments, on my approach as a manager.

Master of Arts in Education

Meghan Abbatemarco
Advisor: Dr. Kimberly Lebak | **Table Number: 13**
Title: Visuals and Communication in a Nonverbal Preschool Classroom

The purpose of this project was to explore the implementation of visuals added to center time in a preschool disabilities class with non-verbal students. Visual Pictures representing the toys and items in the area were added to learning centers. The teachers modeled how to use the pictures in order to request for the items, increase communication and learn new vocabulary. Video recordings, reflective logs, and vocabulary assessments were collected and analyzed over a three-month period. Three overall themes emerged: 1) the teacher modeling increased word use, 2) there was a lack of student-to-student interaction during center time, and 3) the achievement ofa 9 mne9y l.8 (h cl)1.0e 9 mt. 2e a 38 (hr)-5 2e57L8 ac55gs(gs)-

The purpose of this research project was to improve first grade bilingual students' language and vocabulary by using the dialogic approach called Prompt, Evaluate, Expand, and Repeat (PEER) and Completion, Recall, Open-ended questions, Wh-

Paula J. Lucas
Advisor: Dr. Kimberly Lebak | **Table Number: 20**
Title: Student-Centered Learning Fosters the 4Cs: Communication, Collaboration, Creativity & Critical Thinking

The purpose of this study was to determine if student-centered practices would lead to increased engagement in collaboration, communication, creativity, and critical thinking in order to develop these skills. These skills are critical outcomes for a 21st Century education. The question that this study attempted to answer was: How does student-centered learning increase student engagement in the

Advisor: Dr. Priti Haria| **Poster Number:** 15
Title: Working with Words: Use of Six Syllable Types to Improve Reading Fluency of a Struggling Reader

The purpose of this study was to examine the effects of teaching "six syllable types" to improve a struggling reader's fluency skills. During one-on-one instruction, the researcher implemented explicit six syllable types instruction across a period of 12 weeks for 25 minutes, three days a week to improve reading fluency. The researcher collected and analyzed pre- and post- Curriculum-Based Assessment (CBA) Fluency probes data, bi-weekly for 12 weeks, to gather information about the student's reading fluency skills. Pre- and post- word-identification assessment data was collected and analyzed for each syllable type as well as survey responses to measure the participants' attitude and perception towards reading. The researcher also conducted observations to understand how the student was engaging and reacting to the explicit six syllable type instruction. Results of this study indicated that explicit six syllable type instruction had a positive effect on the student's ability to recognize words and an emerging upward trend in his reading fluency skills for words read per minute.

Michelle Nilan
Advisor: Dr. Kimberly Lebak| **Poster Number:** 16
Title: Coaching Paraprofessionals to increase Social Skills in an Autism Classroom.

The research aims to show if by coaching paraprofessionals how to use social supports to help young students with Autism, it will increase peer interactions. Students with Autism have a difficult time with social interactions. The Paraprofessionals spend a majority of the day with the children and interacting with them. By coaching my paraprofessionals on how to teach social skills, can this help increase social interactions between the children? By collecting social skills data, surveys, and reflections, I will be analyzing the data to see if there is an increase in the children's social interactions. In this study, there are six students with Autism from the ages of three to five. There are two girls and four boys. There are four female Paraprofessionals in the study ranging in ages from 29 to 62. The Paraprofessionals are working with the children, and myself and we will be collecting data that will demonstrate how the children are interacting with other children. The Paraprofessionals are also completing weekly reflections so we can discuss and evaluate the data collection during weekly meetings. From our weekly meetings, as well as my reflections, I have determined three themes: positive relationships between teachers/paraprofessionals/students led to an increase in social skills of students, intentional collaborations between staff members, including coaching, created a positive classroom learning environment, teacher modeling of positive interactions with students for paraprofessionals increased positive interactions between paraprofessionals and students, and teacher prompting of students to perform tasks positively increased students' social skills. From the data collected, it was shown that teaching social skills to children with Autism will increase their social interactions with others. In my classroom, I have found that we work well as a team to make meaningful interactions for the students. We have realized that, due to the cognitive level of many of our children, they show slow progress in the

Positive Behavioral Intervention Supports (PBIS) is a program for teaching behavioral expectations in the same manner as any core curriculum subject. The study takes place at a Southern New Jersey middle school that has the most diverse population in the district and is centrally located geographically. The school houses the middle school ESL program and the middle school autism program for the entire district. The focus of the study was twofold, one the implementation of the PBIS program and to analyze the leadership role in the implementation of the school wide program. The analysis of reflective logs, video/audio recording, and teacher survey led to a shift in student behavior from off-task to on task, the shift from negative reinforcement to positive reinforcement, and the transformation of leadership skills and how administrators are preparing me for a leadership role. -

students' reading levels. The results showed that the implementation of close reading strategies was effective in improving reading levels in struggling learners.

Helen Rodenheiser
Advisor: Dr. Priti Haria | **Poster Number: 19**
Title: "Is That Right?": Improving Kindergarteners' Self-Monitoring and Metacognitive Reading Strategies

Early childhood teachers are tasked with the responsibility of introducing young learners to reading and fostering early reading skills to create a strong foundation for later academic success. Executive functioning skills, such as self-monitoring and metacognitive awareness, are undeniably an important consideration when evaluating young learners. The purpose of this study was to determine if the explicit instruction of executive functioning skills, specifically self-monitoring and metacognitive strategies, had an impact on student performance in reading. The study included seventeen kindergarten students within an inclusion classroom. I collected and analyzed pre- and post- running record assessments and metacognitive interviews along with weekly video recordings and reflective logs. Analysis of the data revealed that students increased their independence and their self-correction rates during reading sessions and became less dependent on the teacher. Data analysis also showed that the teacher incepe 4n Dat

increase student learning outcomes? The participants of the study are 6 students, 6 to 7 years of age placed in a self-contained classroom setting. The study was completed over a 12 week period in which students were taught different mathematical strategies in order to solve addition and subtraction equations. Prior to introducing a new learning strategy, students were engaged in sing-alongs with either a mathematically written song (using vocabulary and terminology) or a nursery rhyme and at times used instruments such as rhythm sticks, shakers, drums, etc. By collecting video recordings, student data (beginning and midyear assessments and student work), and reflective journals on lessons taught, this allowed results to be coded based upon student driven connections, individual average strategy scores, teacher redirected prompts, student enjoyment, and musical activities present during lessons, which resulted in three themes emerging. The conclusion is that musical activities have a positive effect on student understanding of using different strategies to solve addition and subtraction problems.

Kelly Vazquez
Advisor: Dr. Kimberly Lebak | **Table Number: 24**
Title: Will the Use of Hands-

Advisor: Dr. Kimberly Lebak and Dr. Pamela Vaughan | **Poster Number: 21**
Title: Successfully Implementing the Next Generation Science Standards

The goal of this study was to answer the question: How does implementing three dimensional Next Generation Science Standards base lessons increase student achievement? Eighteen fifth graders participated in the implementation of the Next Generation Science Standards over a twelve week period. This study provided an opportunity for students to learn disciplinary core ideas of science, cross cutting concepts, and science and engineering practices through in-depth learning. A qualitative method was used to analyze reflective journal entries, videos of lessons, student work samples, interviews, formative and summative assessments, and a pre/post science test. After data collection, each data source was coded and analyzed to identify themes. Three themes that emerged from the data were implementing the Next Generation Science Standards led to a shift from teacher-led instruction to student-led learning, hands-on activities led to an increase in understanding, enthusiasm, and participation, and implementing the Next Generation Science Standards aligned lessons increased student achievement in science. The results concluded that implementing the Next Generation Science Standards and teaching using three-dimensional learning leads to success in science.

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Master of Arts in Instructional Technology

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practitioners. However, they're not trained in any specific career sector leading to an inability to implement sector-based career counseling strategies.

This study used Kolb's experimental learning theory to develop and deliver a curriculum designed to equip career counselors with the tools, resources, and knowledge to more effectively guide job seekers along their service industry career pathways. The primary research question guiding this research was: Will career counselors be more knowledgeable about the service industry because of participating in a series of training workshops?

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more effective and long-term learning. A student survey consisting of twelve multiple choice questions, as well as one open-ended response question, was conducted, with the goal of obtaining concrete data on student attitudes and opinions about pertinent issues, and to use their responses to determine

On April 13, 2017 the Federal Communications Commission (FCC) sold a majority of the 600 MegaHertZ (MHz) bandwidth to be used for wireless broadband services (Example: Cell Phones) and eliminate the use of wireless microphones within that service band. Due to this change the University purchased new Wireless Microphone Systems within the 400 MHz bandwidth. This case study will incorporate video-based learning modules to train members of the university on how to use the new the equipment. In addition, the modules will train new member to use the audio board and Main Event Room "Touch Panel". The results of this study show how to set base settings for optimal sound using the G3 Wireless Sennheiser Wireless Microphones.

Morgan Kelly McKenna
Advisor: Dr. Jung Lee and Dr. Philip Tietjen| **Table Number:** 30
Title: Gamified Building Rounds

The use of gamification as an instructional tool has grown in popularity in recent years. Gamified instruction has been known to increase engagement and motivation with students and trainees. This project aims to use gamification to educate and encourage Operations Assistants (OAs) in Stockton University's Campus Center to complete building rounds accurately and appropriately. Pre-intervention performance data suggests that OAs are not motivated to ensure that the building is running to capacity. A survey revealed that 88% of OAs knew how I- 3-0.6 (e)-5.8 (wTp%(r)-1.7 (ea)-2.I44.8 (h)-0.6-4.1 (f) o)-9.5 (-1.6

Advisor:

Ryan Terrell
Advisor: Dr. Jung Lee and Dr. Philip Tietjen| **Table Number: 33**
Title:

Hannah Bibeault, Emily Koop, Terence Marron, Alexandra Negri, L. Michelle Vargas
Advisor: Dr. Andrea Garcia| **Poster Number: 41**
Title: Effectiveness of Aquatic Therapy in Improving Gross Motor Skills in Children with Cerebral Palsy

The purpose of this study was to assess the effectiveness of aquatic therapy on improving gross motor function in children diagnosed with Cerebral Palsy (CP). CP is the most common physical motor disability in children. This disorder is a consequence of early brain damage or dysfunction characterized by atypical control of movements and positions which is seen through deficits such as abnormal muscle tone, abnormal muscle weakness, bone abnormalities, balance disorders, or loss of selective motor control. Compilation of ten evidence-based articles through five databases yielded three systematic reviews, four randomized controlled trials, one pilot study, one quasi experimental study, and one qualitative study. Aquatic movement and exercise studies for children diagnosed with any classification of CP and a variety of gross motor outcome measures were included. Clinically significant improvements were documented in areas of gross motor functioning, strength, endurance, overall mobility, water skills, quality of life scores, dynamic balance, gait speed, body functions and activities, and participation components. In conclusion, aquatic therapy is a beneficial intervention for improving gross motor function in children diagnosed with cerebral palsy. Results also show the need for additional studies of

for approximately 1.8 - 4 percent of school-aged children (Hammond, Jones, Hill, Green, & Male, 2012). Active video games (AVGs) are a form of digital entertainment that relies on physical movement, which can be utilized to promote the development of motor skills. One benefit of active video games is their ability to simulate a natural environment through virtual reality while promoting a low-pressure atmosphere to master motor skills. With play being the primary occupation of children, AVGs can be utilized as an age-appropriate and inexpensive therapeutic intervention to facilitate generalizability of motor skills.

To question the efficacy of AVGs in a therapeutic setting, the following hypothesis was formed: in children with atypical motor development, active video games have an effect on functional movement compared to children who do not participate in active video games. A literature search was performed utilizing academic databases including PsychInfo, Medline, CINAHL Complete, PubMed, and Academic Search Complete to identify studies most relevant to the hypothesis. Research studies concluded that the overall benefits in promoting functional movement through AVGs in children with atypical motor development were positive, but limitations threatened the results (i.e. small sample sizes, internal validity threats, biases). Future research using larger sample sizes will help draw more accurate and generalizable findings.

Alyssa Casanova, Alexis Disbrow, Dionia Henderson, Devin Pino, Erica Tenpenny
Advisor: Dr. Andrea Garcia and Dr. Kimberly Furphy| **Poster Number: 44**
Title: The Effectiveness of Social Skills Groups on Social Skills Acquisition for Children Diagnosed with Autism Spectrum Disorder

The purpose of this review was to determine if social skills groups show an enhancement in social skill acquisition for children diagnosed with autism spectrum disorder (ASD). An analysis of 10 studies considers the relationship between social skills groups and an improvement in social skills for children with ASD. The participants consisted of males and females, ages 6 to 17, diagnosed with ASD. The studies analyzed consisted of 5 randomized controlled trials, 1 randomized parallel group, 3 pretest and posttest trials, and 1 case study. Interventions consisted of different variations of social skills groups and the majority were compared to a control treatment. The articles suggest that social skills groups are beneficial in the acquisition of social skills for children with ASD, yet important considerations for the degree and longevity of success are the duration and continuity of the groups. In order to maintain social skills, treatment had to be continuous, as some studies showed that improvements following the cessation of intervention effects were not seen to be long lasting. Limitations within the studies included small sample sizes and a majority of male participants. Additional research in this area could further benefit these findings.

Ciara Catling, Harsh Dave, Alex Duga, Lori Gioia-Grether, Jennifer Mellish, Charlie Stefanowitz
Advisor: Dr. Victoria Schindler| **Poster Number: 45**
Title: Effects of Supported Education on the Self Perception of Stockton Undergraduate Students with Disabilities

An academic course, Skills for Success, is an occupational therapy-based supported education program designed for Stockton college students diagnosed with autism spectrum disorder (ASD), learning disability (LD), and other mental health (MH) diagnoses.

The COPM is a semi-structured interview tool used to gauge participants' perception and satisfaction of their current occupational performance. The tool guides participants to identify problems in areas

Master of Science in Occupational Therapy students participated in an eight-day, faculty-led, study abroad trip to Colombia, South America. While abroad, students were exposed and encouraged to participate in activities to learn about the culture as well as the clinical and educational aspects of

Mackenzie Goddard, Elizabeth McGrogan, Abigail McHugh, Jonathan Miller, Angelika Paluch, Amanda Ross
Advisor: Dr. Victoria Schindler| **Poster Number: 51**
Title: Task Skills Scale and Interpersonal Skills of Stockton Students Enrolled in the Skills for Success Program

The purpose of this poster is to identify and measure task and interpersonal skills development in 17 undergraduate students aged 18-27 enrolled in the Skills for Success Program during the Fall 2018 semester at Stockton University. Student members of the Skills for Success Program have a variety of DSM V diagnoses such as Autism Spectrum Disorder, Attention-Deficit Hyperactivity Disorder, Learning Disability, or other mental health diagnosis. This study utilized a pretest-posttest design administered at the beginning and end of the 15-week semester. Assessments used included an 8-item task skills scale and an 8-item interpersonal skills scale. Both quantitative and qualitative measures were completed and analyzed by student mentors of the Masters of Occupational Therapy Program. It is hypothesized that there will be notable improvement on both interpersonal and task skills scales, supporting the efficacy of the Skills for Success Program for students with DSM V mental diagnoses.