

THE ELEVENTH ANNUAL GRADUATE SCHOOL SYMPOSIUM



**Assumption
University**

SCHOOL OF
GRADUATE STUDIES

APRIL 8, 2021

6:00 pm – 8:00 pm

Virtual



Program Schedule at a Glance

6:00pm - 6:15pm	Welcome Session
6:15pm - 6:40pm	Concurrent Sessions I
6:40pm – 6:45pm	Transition
6:45pm - 7:10pm	Concurrent Sessions II
7:10pm – 7:15pm	Transition
7:15pm - 7:40pm	Concurrent Sessions III
7:40pm - 8:00pm	Presentation of Certificate of Recognition Closing Remarks

NOTE: The password for all symposium zoom links is Assumption.

Symposium Schedule

6:00pm-
6:15pm

OPENING WELCOME SESSION

Room A: <https://assumption.zoom.us/j/94169981453?pwd=ZnhpVmFNSjNtOFRnUXNOZGRPTIFYZz09>

Dr. Kimberly Schandel, Dean of the School of Graduate Studies

Dr. Nanho Vander Hart, Director of the Special Education Program

6:15pm-
6:40pm

CONCURRENT SESSIONS I

Effectiveness of a Training & Coaching Model for Functional Behavior Assessment & Intervention Planning for School Behavior Specialists

Room A: <https://assumption.zoom.us/j/94169981453?pwd=ZnhpVmFNSjNtOFRnUXNOZGRPTIFYZz09>

Presenter: Allison Negron, Special Education Program, Positive Behavior Support

Faculty Advisor: Dr. Samantha Goldman

Findings on the effectiveness of a functional behavioral assessment (FBA) training series conducted for 14 behavior specialists in Worcester Public Schools will be presented in response to the following research questions:

1. Is there a change in participant FBA knowledge after participating in a 4-session training series?
2. Does follow-up coaching paired with the FBA training series have an impact on acquisition of FBA knowledge as compared to the control group?
3. Are the FBA training series and coaching activities perceived as efficient and acceptable means of professional development?

Assessing Adjustment to College and Impact of COVID-19 for Students with a Chronic Medical Condition

Room B: <https://assumption.zoom.us/j/99688728712?pwd=MERNeUtlbFI3TGoyV0RhNktyYzU5QT09>

Presenter: Selene Anaya, Clinical Counseling Psychology Program

Faculty Advisor: Dr. Alison Stoner

This study has been created to better understand the nuances of the adjustment to college for students with a chronic illness. The study has assessed variables related to physical health, as well as psychological and social variables hypothesized to be related to college success. One particular measure is the COVID-19 Exposure and Family Impact Scale (CEFIS). All children and families face disruption and changes to normal life. Families with a child who has an existing health condition may have particular stressors and worries. This measure assesses the impact of the pandemic on families of children with pediatric health conditions.

Examination of Irritability and Internalizing Symptoms in College Students who Meet Diagnostic Criteria for Oppositional Defiant Disorder

Room C: <https://assumption.zoom.us/j/93356061456?pwd=UXhqTU44ak53V2xGTlhaZlorMjVPUT09>

Presenters: Taylor O'Rourke, Mariah Fraser, & William Nall (Alumnus), Clinical Counseling Psychology Program

Faculty Advisor: Dr. Leonard Doerfler

Oppositional defiant disorder (ODD) is a diagnosis typically given to children that display a pattern of irritable mood, argumentative behavior, and vindictiveness. Roughly, 3% of children meet diagnostic criteria for ODD. Although ODD is not typically diagnosed in adults, the current study

examines prevalence rates of ODD across three college campuses in Worcester, MA. The study also looks at differing characteristics between adults who meet diagnostic criteria for ODD and those who do not. Findings indicate that a similar percentage of adults also meet diagnostic criteria for ODD. Findings also suggest there are significant differences in characteristics like irritability between those who meet diagnostic criteria for ODD and those who do not.

6:45pm-
7:10pm

CONCURRENT SESSIONS II

Decreasing Duration of “Exaggerated Slowness” to Increase Independence

Room A: <https://assumption.zoom.us/j/94169981453?pwd=ZnhpVmFNSjNtOFRnUXNOZGRPTIFYZz09>

Presenter: Kathryn Wood, Applied Behavior Analysis Program

Faculty Advisor: Dr. Karen Lionello-Denolf

This project summarizes the use of ABA concepts, assessments and interventions (positive reinforcement, behavioral momentum, preference assessments) and their impact on an adult female who engages in the target behavior of “exaggerated slowness.” This behavior has impacted this individual’s choices in vocational opportunities that she has shown interest in. The individual was able to decrease her “exaggerated slowness” by a significant amount, despite various caregivers believing her diagnosis of obsessive-compulsive disorder manifested itself through the time it took her to complete a specific task. The data taken following the use of behavioral interventions shows that may not be the case.

Oppositional Defiant Disorder, Irritability, and Internalizing Symptoms in College Students

Room B: <https://assumption.zoom.us/j/99688728712?pwd=MERNeUtlbFI3TGoyV0RhNktyYzU5QT09>

Presenters: Anthony Mastrocola, Anna Lindgren, & Tayler Weathers, Clinical Counseling Psychology Program

Faculty Advisor: Dr. Leonard Doerfler

The present study examined the occurrence of ODD in college students and compared 2 measures of irritability, a transdiagnostic feature, in predicting internalizing and externalizing symptoms in the sample. After controlling for demographic features, the ARI, angry/irritable ODD symptoms, and defiant ODD symptoms significantly predicted depression, anxiety, stress, borderline personality disorder, and ADHD symptoms. Findings indicate that irritability is associated with both internalizing and externalizing symptoms in young adults. Although highly correlated, both irritability measures independently predicted higher symptoms. Research examining different irritability measures is important to understanding the co-occurrence of mental disorders.

Use of a Card Sorting Procedure to Teach Prompt Types for ABA Service Delivery

Room C: <https://assumption.zoom.us/j/93356061456?pwd=UXhqTU44ak53V2xGTLhaZlorMjVPUT09>

Presenter: Taylor O’Rourke, Clinical Counseling Psychology Program

Faculty Advisor: Dr. Karen Lionello-Denolf

In special education settings, prompts are often used in discrete trial (DT) programs. The efficacy of a card-sorting procedure to teach prompt definitions for 3 DT programs (receptive labeling, social questions, and motor imitation) was tested. Stimuli were cards with correct and incorrect definitions and graphics of prompts from the DT programs. Examples included more and less restrictive examples of gestural, vocal, and motor prompts for both initial trials and correction trials. In a pretest, undergraduate participants sorted cards from all programs based on examples of correct versus incorrect definitions for both trial types. Then, they studied a handout

containing correct definitions from one program, followed by repeated card sorts for that program to 90% accuracy. A posttest with all the cards, training on second program, and a final posttest followed. Figure 1 depicts results from 8 participants, including 4 who did not complete the entire sequence. The number of training/sort cycles to reach criterion ranged from 1-6. Generalization to untrained programs in the posttest was variable but suggests positive transfer. Although this procedure may effectively teach prompt definitions, refinements are needed to reduce training time and increase posttest accuracy. Maintenance of learning over time should also be assessed.

7:15pm-
7:40pm

CONCURRENT SESSIONS III

An Introduction to Mindfulness and Meditation: A Professional Development Training

Room A: <https://assumption.zoom.us/j/94169981453?pwd=ZnhpVmFNSjNtOFRnUXNOZGRPTIFYZz09>

Presenter: Kristina Bogosh, M.Ed., M.A., CAGS Resiliency in the Helping Professions Program
Faculty Advisor: Dr. Mary Ann Reilly Mariani

A small group professional development training (PD) in Mindfulness Meditation was offered over 5 sessions with 3 professionals from a regional high school as part of the course requirements for the Resiliency CAGS. Outcomes assessments including stress and mindfulness measures were completed. An introductory 45-minute session and 4 additional mini sessions including a psychoeducational component and meditation practice comprised the PD training. Participants discussed informal and formal practices they were engaging in outside of the mini sessions. Perceived stress levels went down and mindfulness measures increased. Learning, challenges and future plans by the trainer are discussed.

Mindful Self-Compassion Group for Remote Only Learners

Room B: <https://assumption.zoom.us/j/99688728712?pwd=MERNeUtlbFI3TGoyV0RhNktyYzU5QT09>

Presenter: Gillian Granger, M.A., CAGS Resiliency in the Helping Professions Program
Faculty Advisor: Dr. Mary Ann Reilly Mariani

Curriculum adapted from the #SC4Teens: Self-compassion for Teens in the Classroom curriculum, an evidence-based mindful self-compassion skills training program by Karen Bluth, Ph.D., was presented to a group of five volunteers from Blackstone Valley Tech's cohort of eighteen remote only learners. The material was organized into eight sessions designed to take approximately 47 minutes each. In the formative data, participants identified helpful takeaways and reported utilizing mindful self-compassion practices outside of the group and positive changes in their responses to the environment. Summative data revealed increased participant self-compassion and resilience, particularly in the area of emotional regulation.

Meditation, Self-Efficacy, and the Social Contagion of Memory Effect

Room C: <https://assumption.zoom.us/j/93356061456?pwd=UXhqTU44ak53V2xGTlhaZlorMjVPUT09>

Presenter: Nelson "Trey" Powers III, Clinical Counseling Psychology Program
Faculty Advisor: Dr. Leamarie Gordon

The relationship between memory self-efficacy (MSE) and actual memory performance has been well-studied without much consensus (Beaudoin & Desrichard, 2011 for review). Few studies have attempted to experimentally manipulate MSE prior to assessing memory performance, particularly in an applied eyewitness memory context (but see Bogart, 2017; Szpitalak & Polczyk, 2015). In the present study, we will examine whether completing a task believed to enhance

memory capabilities (the MSE manipulation) will improve memory for a witnessed event and reduce susceptibility to suggestions on an eyewitness memory task. We will also examine whether mindful meditation exercises relate to memory performance.

7:40pm-
8:00pm

PRESENTATION OF CERTIFICATE OF RECOGNITION
CLOSING REMARKS

Room A: <https://assumption.zoom.us/j/94169981453?pwd=ZnhpVmFNSjNtOFRnUXNOZGRPTIFYZz09>

Dr. Kimberly Schandel, Dean of the School of Graduate Studies

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Assumption University
Graduate School Programs

Master of Business Administration (MBA)

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School Counseling

Special Education

Transition Specialist