College of Health, Education, and Human Development
“The Engaged College with a Personal Touch”

FALL 2011

HEHD
CLEMSON
RESEARCH
FORUM

October 21, 2011
11:00 am – 1:15 pm
Hendrix Student Center

CLEMSON UNIVERSITY
Welcome

Thank you for participating in the College of Health, Education, and Human Development’s 2011 Fall Research Forum. The Forum is our entity for college-wide engagement in research activities. Last fall we launched our first focus on sharing faculty research activities – completed, in process, proposed – as a way to connect and interact about the important work we do. Hopefully the Fall Forum will also facilitate research networks earlier in the academic year.

HEHD Spring Research Forum

Hold the date: The poster presentations for faculty, staff, and students will be featured Thursday, April 19th, 2012.

Thank You

To all of our presenters and attendees, we express our “thanks and appreciation.” You are contributing to the evolution of our research presence. Your conversations and contributions will extend beyond today’s agenda to make a difference each day for our students, our colleagues, and our College.

Lawrence R. Allen  
Dean, College of Health, Education, and Human Development  
116 Edwards Hall  
Clemson University

Kathy Headley, Ed.D.  
Associate Dean for Research and Graduate Studies  
College of Health, Education, and Human Development  
532 Edwards Hall  
Clemson University
Special Acknowledgements

Each year, planning and implementing the Forum involves teamwork. The Forum’s Planning and Implementation Team of faculty, staff, and students ensures that important tasks, large and small, are completed to make the Forum evolve smoothly. *To these people, I send a very special thank you.* Their coordination and cooperation are incredible strengths for our College.

On behalf of the College of Health, Education, and Human Development, we take this opportunity to acknowledge the efforts of this team as well as to the College Research Committee for their guidance and promotion of the Forum.

**Forum Planning and Implementation Team**
- Susie McGhee  Administrative Assistant – Associate Deans’ Office
- Karin Emmons  Media Resources Specialist – Department of PRTM
- Bobbi Curry  Accountant/Fiscal Analyst – Department of PRTM
- Michelle Marchesse  HEHD Learning Resource Center

**2011 – 2012 HEHD Research Committee**
- Lynne Cory  Department of Parks, Recreation, and Tourism Management
- Sam Drew  National Dropout Prevention Center
- David Fleming  Eugene T. Moore School of Education
- Amy Milsom  Eugene T. Moore School of Education
- Shirley Timmons  School of Nursing
- Khoa Truong  Department of Public Health Sciences
- Paula Watt  Joseph F. Sullivan Center

*Thank you for your contributions to our College and especially to the 2011 Fall Forum*
Fall HEHD Research Forum
October 21, 2011
Hendrix Center Ballroom

AGENDA

10:45 am – 11:00 am  ATTENDEE CHECK-IN

11:00 am – 11:15 am  WELCOME AND OPENING REMARKS
                     Kathy Headley, Associate Dean
                     College of Health, Education, & Human Development

11:15 am – 11:45 am  FACULTY ROUNDTABLE SESSION ONE

11:45 am – 12:05 pm  BREAK FOR BOX LUNCH PICK UP

12:05 am – 12:35 pm  FACULTY ROUNDTABLE SESSION TWO

12:45 pm – 1:15 pm   FACULTY ROUNDTABLE SESSION THREE

Box lunch will be available at 11:45 for pre-registered attendees.

THANKS FOR YOUR PARTICIPATION IN THE FALL 2011 HEHD RESEARCH FORUM
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Session One - 11:15 to 11:45, Hendrix Student Center Ballroom

Invited presentations on ‘Finding the Money’ to support your research agenda

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 National Science Foundation (NSF)

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Faculty Roundtable Presentation

Robert Knoeppel & Matthew Della Sala .......................................................................................... E
 Measuring Equity in School Finance and Student Achievement

Session Two, 12:05 to 12:35, Hendrix Student Center Ballroom

Khoa Truong, Hugh Spitler, & Odette Reifsnider .......................................................................... A
 Inter-generational Burden of Maternal Drinking

Dake Zhang ....................................................................................................................................... B
 A Follow-up Meta-analysis of Word Problem Solving Interventions for Students with Learning Problems

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The complete HEHD Research Forum booklet with detailed abstracts can be found on the Research Website at [http://www.clemson.edu/hehd/research/research-forum/index.html](http://www.clemson.edu/hehd/research/research-forum/index.html)
Measuring Equity in School Finance and Student Achievement

**Purpose:** The purpose of this study is to explore the intersection of finance equity and equity of student achievement as required by accountability standards at the state and federal levels. The link between finance and student achievement is affirmed in recent judicial interpretations of state school finance distribution models. According to the literature, the equity of the finance distribution system is calculated using measures of dispersion that include range, federal range ratio, coefficient of variance, McLoone Index, and Verstegen Index. No equity statistic is used to measure student performance. Rather researchers and policy makers examine both trend and achievement gap data. The requirement of finance and performance equity embedded in state and federal statute requires a new way of conceptualizing the relationship between the two concepts.

**Method:** The study was largely conceptual in that researchers were interested in developing a ratio to measure the equity of both student performance and resources. Five years of district level finance and student achievement data from Kentucky were used in the development of the ratio. Traditional finance statistics were used for holistic understanding of the equity of Kentucky’s finance system. Then, the kurtosis was calculated to examine how the distributions of finance and student performance clustered around the mean. The researchers then created a new ratio of the kurtosis of the distribution of measures of student achievement to the distribution of resources to show the relationship of the two distributions.

**Findings:** Researchers have found a pattern in the ratio. Given a normal distribution of resources to education, the equity ratio becomes greater as the distribution of measures of student achievement becomes more leptokurtic. At some point, the ratio begins to decline as scores begin to cluster more around the mean and there are fewer outliers in the distribution.

**Implications:** A consistent finding in school finance adequacy litigation is that it is incumbent on state legislatures to provide sufficient resources so that all children will meet state and federal proficiency targets and that there must be an alignment between resources to education and student achievement. This equity ratio is introduced as a tool to assess the degree to which policymakers have succeeded in providing sufficient resources so that students are provided equality of educational opportunity. Future research will include district level data from multiple states in different regions of the country.
Inter-generational Burden of Maternal Drinking

**Background:** Alcohol use during pregnancy has been linked to a variety of adverse birth and infant health outcomes. Heavy and binge drinking are associated with increased risk of preterm birth. More than 500,000 children are born preterm annually in the U.S. The rate of preterm birth is higher among minority women.

**Purpose:** This study aims to estimate the aggregate burden of maternal drinking on preterm birth across sociodemographic groups in the U.S. in 2008.

**Methods:** A discrete event simulation model was developed to estimate the number of preterm births due to maternal binge drinking. Model inputs included numbers and rates of births and preterm births in 2008 from the National Center for Health Statistic; female population by childbearing age groups from the U.S. Census; increased relative risks of preterm births due to maternal drinking extracted from the literature; and adjusted prevalence of binge drinking among pregnant women estimated in a multivariate logistic regression model using data from the Behavioral Risk Factor Surveillance System.

**Results:** The most conservative estimate attributed maternal binge drinking to 9,296 preterm births (1.85% of all preterm births) in 2008. The estimated rate of preterm birth due to maternal drinking was 1.68% among all preterm births to White women, 0.70% among Black women, 3.47% among Hispanic women, and 2.50% among other races. Compared to other age groups, women ages 40-44 had the highest adjusted binge drinking rate and highest preterm birth rate due to maternal binge drinking (4.76%).

**Conclusions:** Maternal binge drinking contributed significantly to preterm birth and differentially across sociodemographic groups.
A Follow-up Meta-Analysis for Word-Problem-Solving Interventions for Students with Math Difficulties

Following a meta-analysis study conducted by Xin & Jitendra (1999), this study carried out a follow-up meta-analysis of word problem solving interventions published from 1996 to 2009 for students with learning problems in mathematics. The study examined the influences of education reforms as moderator variables on intervention effects, including inclusive movement, response to intervention model, standard movement, and mathematics education reform. The researchers analyzed 29 group-design studies and 10 single-subject design studies that met the criteria for inclusion. Separate analyses were performed for group design studies and single-subject studies using standardized mean change and percentage of non-overlapping data (PND), respectively. The overall mean weighted effect size (d) and PND for word problem solving instruction were positive across the group-design studies (d=1.848) and single subject studies (PND=95%). Implications for policy-makers and researchers were discussed within the contexts of inclusive education, standard based movement, the RtI model, and mathematics education reform.
African American Faculties’ Career Decisions about a Predominantly Caucasian University in the United States

**Purpose Statement**: Predominantly Caucasian institutions (PCIs) have generally been unsuccessful in recruiting/retaining African American scholars. This problem continues even though ethnic minority faculty can enhance scholarship outcomes for students and faculty. This study aimed to 1) describe factors that influence African American scholars’ decisions to accept employment at a PCI, 2) identify factors that influence African American scholars’ career decisions within a PCI, and 3) uncover factors that influence African American scholars’ decision to leave PCI employment.

**Subjects**: Purposive sample (n=10) based on eligibility criteria: a) full-time 9 or 12-month assistant professor, associate professor, or professor; b) consent to participate; c) pre-tenured or tenured; d) African American; and e) at least 18 years of age. All held earned doctorates, had mean age of 42.2 years (SD, 7.6), were in current faculty position an average of 8.05 years (SD, 6.7), and mean number of years as resident of the state (location of university) was 15.55 (SD, 15.8). Ranks of assistant and associate professor and professor were held by 20%, 40%, and 40% of participants, respectively. They represented all academic colleges within the university. Two (20%) held 12-month and eight (80%) held 9-month appointments. Most (90%) were married and reported an annual income of greater than $90,000 and one (10%) was single with yearly income of $60,000 to $69,999. There were seven (70%) males and three (30%) females.

**Methodology**: Qualitative descriptive design; in-depth, audio-taped individual interviews resulting in verbatim transcripts; and constant comparative data analysis were used.

**Findings**: Four themes were revealed: “universitality”, dual marketing, balance, and detour under pressure. Themes represented domains that ranged from unique university attributes and surrounding community demographics to formal and informal marketing strategies and overall balance of scholarship and personal well-being.

**Conclusions**: Recommendations for recruiting and retaining African American faculties ranged from targeting scholars familiar with the community to incentivizing/engaging current faculty and administrators in personalized and ongoing recruitment campaigns to showing support for diversity/ethnicity-centered research interests and contributions.

**Implications for Practice**: Findings shed light on understanding overall well-being and scholarship productivity of African American faculties and how both these factors are perceived by colleagues and administrators within PCIs. Findings can also inform human resource officers who seek to diversify organizational workforces as well as support US efforts to improve post-graduate education in the US.
Illustrating Successful Leadership in South Carolina’s High-Needs Schools: Case Study Methodologies in the Study of Educational Leadership

Data compiled by the South Carolina Education Oversight Committee (EOC) illustrates the extraordinarily high levels of poverty, low levels of academic achievement, and marked achievement gaps along socio-economic and racial/ethnic lines in schools across the state. Despite the numerous challenges faced by school leaders in the state’s rural, high-poverty schools, some principals have been able to enhance student academic achievement, and a select few have even reduced academic achievement gaps.

The practices of these principals could provide valuable insight for other principals in rural schools, offer a research basis for informing the state’s current movement toward legislating alternative principal certification, and contribute to a growing body of international research on successful school leadership in various contexts. Yet, they are not currently being documented. As a result of this paucity of research, our nine-member team utilized a grant from the University Research Grant Committee to investigate successful school leadership in seven schools across South Carolina. In this forum we describe the systematic approach we took to select our cases and to study how the principals interacted with their school communities to enhance student achievement.
Development of a Pediatric Virtual Patient System to
Enhance Nurse Interviewing Skills
HEHD Interdisciplinary Research Innovation Project

The Pediatric Virtual Patient System is a collaborative, interdisciplinary research project which combines the unique knowledge and experience of faculty from the School of Nursing and School of Computing to create a pediatric virtual patient. The purpose of the proposed research is to use a combination of emerging computing and virtual reality technologies to build and test a pediatric virtual patient system (mother/child) designed to enhance nurse interviewing skills and clinical decision making abilities. The central hypothesis of the research project is that instructional pedagogies, such as virtual patients, are a realistic option for bridging the gap between the academic setting and future nursing practice. Experiential learning, such as simulation, provides students with opportunities to develop essential clinical practice skills. Simulation in nursing education is a recommended strategy to promote safe clinical practice. Simulation impacts nursing judgment and the development of self-efficacy, which are essential to provide safe care for patients in a variety of health care settings.

The researchers have conducted a preliminary pilot study in which faculty members from the School of Nursing engaged with the virtual patient and completed a survey, providing important feedback on the performance of the virtual patient system. Based upon initial feedback, the researchers have begun to make revisions in voice recognition and animation of the virtual characters. Once revisions on the system have been completed, the researchers will proceed to the next stage of testing with faculty, and ultimately with students from the School of Nursing.

The virtual patient project addresses a critical gap in current access to pediatric patients, as it will provide students enhanced nurse interviewing skills and clinical decision making skills through interactions with the virtual patient dyad (mother/child). The proposed research is significant because it will have the ability to transform clinical nursing education by enhancing current instructional pedagogies and further prepare students to enter the clinical setting.
Current Trends in the Use of Therapeutic Group Homes for Adolescents

The effectiveness of therapeutic group homes has been questioned as an effective form of treatment for at-risk youth. This presentation will examine the recidivism rates of a sample of at-risk youth who participated in an established group home program. While least restrictive interventions are the primary mode of treatment for adolescents, therapeutic group homes still offer an alternative to training school and long stays in local detention centers for adolescents who may have failed in other therapeutic modalities.

The effectiveness of these residential services was measured in three ways: services are evaluated by primary referral sources; follow-up data is obtained at various intervals after program participation to measure recidivism; and a more sensitive, "Offense Seriousness Score", was computed and analyzed prior to, during and after treatment in the residential program (a sample of 63 participants was used in this part of the study). Also separate data on 740 clients who have participated in the agency group homes over the past several years is examined to determine what percentage got back into trouble with the Department of Juvenile Justice during one-year follow up periods.

Results from the evaluation of the follow-up data indicated a global recidivism rate of 37% for clients involved in the group home programs. The more detailed analysis of follow-up data, the comparison of Offense Seriousness Scores checklist, indicated that not only is there a low recidivism rate for group home participants but that the 37% of clients who get back into trouble do so for significantly less serious types of offenses than they committed before treatment. This was demonstrated in the study both by documenting a 52% decline in aggregate crime and by the correlated t-test. This indicates a statistically significant difference between the before and after treatment groups in the direction of decreased seriousness of offenses after treatment.

Therapeutic group homes that meet and go beyond the established standards can be an effective alternative to training school and long detention center stays. Community referral sources routinely discuss the problem with finding appropriate foster care placements for the increasing number of at-risk youth within communities. There is also the issue that some at-risk youth may not be appropriate for outpatient treatment or placement in foster care due to the severity and chronic nature of their behaviors. Therapeutic group home programs may be a viable and effective option, therefore, for the at-risk adolescent with more severe delinquent and mental health issues.
Successful Leadership in High-Needs Schools: An Examination of Leadership in Challenging Circumstances

Decades of research on school leadership have determined that principal leadership can have a significant, if indirect, effect on student learning. In the US, a great deal of research is currently centered on leadership in urban schools. While this focus is warranted, less attention has been paid to leadership in rural schools, such as those found in the southeastern part of the US. In addition to facing the same challenges as urban school leaders, such as attracting and retaining highly-qualified teachers, and providing sufficient support for traditionally underserved students, principals in rural schools often face additional challenges enhancing student achievement.

Despite the numerous challenges faced by principals in South Carolina’s rural, high-poverty schools, some principals have been able to enhance student academic achievement, and a select few have even reduced academic achievement gaps. The practices of these principals could provide valuable insight for other principals in rural schools, offer a research basis for informing the state’s current movement toward legislating alternative principal certification, and contribute to a growing body of international research on successful school leadership in various contexts. Yet, they are not currently being documented. As a result of this paucity of research, our team of nine faculty members and students utilized a grant from the University Research Grant Committee to investigate successful school leadership in seven schools across our state. In this forum we present preliminary findings from the first four case studies to emerge from our project.
With Their Help: How Community Members Construct a Congruent Third Space in an Urban Kindergarten Classroom

This research project was conducted at an urban, all-girls’, and majority African-American school in the Midwest. Most of the girls live in one of two housing projects that surround the school. The school elected to become an all-girls’ science academy after being forced to restructure due to federal regulations. Since this change, the school has made Adequate Yearly Progress in reading and math in all grade levels. Additionally, the school is now a ‘choice school’ wherein students in the district can elect to attend this school through a voucher program. While working with these teachers on incorporating science inquiry programs, I noticed the heavy family and community members’ involvement in the school. Mrs. Fern and Talia’s grandma are two of the 25 matrons in the school. They volunteer at the school and are true jack-of-all-trades. They run errands, are substitute teachers, make copies, attend field trips, watch the girls during lunch and recess, and essentially help out in any way that they are asked. The majority of the matrons, including Mrs. Fern and Talia’s grandma, volunteer every day, all day. Talia’s grandma has volunteered in the classrooms of all eight of her grandchildren. She has missed five days in the past 10 years. Additionally, 100% of the matrons are related to the girls at the school in some way—mothers, grandmothers, aunts, or cousins. By utilizing community members in her classroom, Mrs. E is creating congruence between home and school—an essential component of congruent Third Space construction. Their participation in her classroom goes beyond helping but also includes teaching the girls. I was intrigued by the ease in which teachers, community members, and the girls were able to participate in different types of discourses: home and school. I posit their relationship and their fluid teaching relationship helps to create a Third Space wherein science and home discourse are brought together instead of in opposition with each other.

Several researchers (Chin, 2006; Delpit, 1995; Lemke, 1990) have discovered that the language practices of school science are largely responsible for distancing marginalized students from science while providing support for more privileged students. Equitable instruction and assessment practices for diverse students involve consideration of their cultural experiences and local discourse, which enable them to connect with science and maintain their identities (Lee, 2001). Through the use of narrative inquiry, this paper tells the story of how a kindergarten teacher in an all-girls’ school incorporates family and community members’ involvement to the construction of the congruent Third Space present in the classroom, and the ways the girls respond to this involvement, thereby providing a successful model for other schools in marginalized communities. In this study, the author sought to understand how this teacher and the community members’ in this classroom create a congruent Third Space. This research inquiry includes the systematic use of the methodology portraiture with analysis of critical events. The portraits are titled: Mutual Desire for the Girls to Succeed and Community Members’ Involvement. This paper moves Third Space theory towards praxis through concrete examples in an urban, kindergarten classroom.
Leader-Member Exchange Theory Applied to Principal-School Counselor Relationships

Leader-Member Exchange (LMX) Theory has been used as a foundation for evaluating the outcomes of superior-subordinate relationships in a variety of professional fields. LMX theory postulates that the quality of the relationship is predictive of both organizational and subordinate outcomes. The purpose of this research was to examine the relevance of LMX theory as the foundation for explaining variance in school counselor role definition, job satisfaction, and turnover intentions. Participants (N = 188) included school counselors in three Southeast states. Approximately 86% were female and the remaining 14% male. They identified themselves as White (85%), Black (13%), Asian/Pacific Islander (5%), Hispanic/Latino (5%), and Multiracial (5%). Forty-three percent of the participants worked in elementary schools, 26% in middle schools, and 27% in high schools, while the remaining 14% worked at more than one level.

Participants completed seven instruments including: (1) The LMX7, (2) School Counselor Advocacy Questionnaire, (3) Principal Decision Sharing Item Set, (4) School Counseling Program Implementation Survey, (5) School Counseling Activities Discrepancy Scale, (6) Job Satisfaction Item Set, and (7) Turnover Intentions Item Set.

A path analysis was conducted to examine the effect of principal-school counselor relationship and the mediating effects of use of advocacy skills and principal decision-sharing on school counseling program implementation discrepancy, job satisfaction and turnover intentions.

Findings included: (a) principal-school counselor relationship and counselor use of advocacy skills influenced school counseling program implementation discrepancy, (b) principal-school counselor relationship influenced job satisfaction and turnover intentions to a greater extent than did the mediating variable of program implementation discrepancy.

Findings suggest that the stronger the relationship between principal and school counselor, the more closely the school counseling program aligns with what the school counselor ideally wants, the more satisfied s/he is in his/her job, and the less likely s/he is to pursue other employment. This research supports the importance of spending time to develop working relationships – principals must recognize their role in employee-related outcomes.
Early Childhood Obesity Prevention and Healthy Living Network Project

The purpose of this research project is to address the growing problem of childhood obesity in the United States and globally. The goal of the project is to gather data directly from 4-7 year old children, their parents, teachers, and program directors about preferences and practices related to physical activity and food choices in early learning settings.

The subjects include 4-7 year old children in early learning settings in Greenville, South Carolina (Head Start, public school and community-based after school programs), their parents, teachers, and program directors. Reflecting the research literature on childhood obesity, 40% of the children are Hispanic, 40% are African American, and 20% are Caucasian.

Research methods are both qualitative and quantitative. Face to face interviews are conducted with 4-7 year olds and their parents about their daily routines related to physical activity and food preferences and choices. Parents complete a one-page nutrition survey. Center directors and teachers complete the NAPSACC instrument, a standardized tool that assesses physical activity and nutritional elements of the program. A research team member completes a daylong on-site observation using the EPOA standardized tool and a review of policy and practices documents. In addition, focused observations of selected children are conducted in each setting to provide a snapshot of daily routines related to physical activity and food preferences.

Data is currently being gathered and analyzed. Findings will be available in February 2012.

The goal of this study is to better understand the daily routines of 4-7 year old children related to physical activity and food preferences, and to gain insight into the policies and practices of program administrators of these programs. A second goal is to contribute to the emerging research literature on childhood obesity.
Intergroup dialogue has increasingly been used on college campuses since the late 1990’s to provide a venue for students to explore differences and to build self-efficacy and capacity regarding understanding of their own social identities (Dessel & Rogge, 2008; Nagda, 2006; Zuniga, Nagda, & Sevig, 2002). A partnership involving Counselor Education, the Gantt Center for Student Life, and University Housing has enabled Clemson to provide training for peer dialogue facilitators and open opportunities for intergroup dialogue to all new students. This project is also rich in undergraduate research opportunities. Dialogue facilitators are engaged in a Creative Inquiry designed to help them explore and understand the experiences of new students participating in intergroup dialogue. Further, the facilitators themselves are being studied by the research team. Quantitative methods have been employed in the area of pre- and post-assessments. Qualitative evaluation has incorporated multiple methodologies, including observation, focus groups, interviews, and analysis of video logs. Data collection and analysis are still in progress. We hope to set the stage for this collaboration, to highlight research projects in process, and to discuss ways in which this data may be an impetus for additional research and educational opportunities within all three departments.
The Impact of Intentional Learning Activities on At-Risk Youth in an Afterschool Environment: The GoalPOST Project

The purpose of this project is to develop and measure the impact of an intervention model that addresses self-perpetuating disparities in low-income communities during out-of-school time. Among the disparities include opportunities to learn academic content, engagement of family in the educational process, and recreation and leisure opportunities. Specific aims of GoalPOST (Goal-oriented Performance in Out of School Time) include determining the impact of (1) Academic Enrichment, (2) Physical Recreation, and (3) Family Engagement components of this intervention on the academic and social development of participating students. One further aim (4) is to evaluate and develop a model for a sustainable university/school partnership for implementing such interventions.

The intervention is implemented within 7 local elementary schools and involves over 400 students and their families. The project employs two primary research questions with supporting sub-areas.

1. What out-of-school time “whole-child” factors contribute to academic and social development?
   a. Academic enrichment
   b. Intentional recreation programming
   c. Family engagement

2. Does a university/school partnership result in mutually beneficial outcomes for both?
   a. Environmental factors
   b. Teacher education experiences
   c. School-based enrichment practices

The research and evaluation protocol includes data collected before, during, and after the intervention. Student and parent batteries were implemented prior to the intervention. Teacher ratings, goal-setting interventions, promising practices observations, and school performance data were collected during the intervention. Student posttests, parent surveys, and stakeholder evaluation data were collected upon completion of the intervention. The presentation will describe each component of the evaluation and research protocol and provide results in key areas. Outcomes include impact on the development of social, physical, and academic gains among participating students, stronger connections between participating students and their families, and an evaluation and further refinement of a university/school partnership that yields the positive gains previously mentioned.

Funding and providing quality, academically-oriented resources for sustaining quality out-of-school time experiences remains a challenge. There are few examples of university/school partnerships for formal out of school time delivery models. Given the rich resources that a college/university can offer, it is conceivable that well-planned partnerships can meet the needs of both stakeholders while providing enriching experiences for the children that need them the most.
SAVE THE DATE

HEHD RESEARCH FORUM

PLEASE BE SURE TO MARK YOUR CALENDAR!

Faculty, Staff and Student
Poster Presentations

April 19, 2012 – Hendrix Student Center