

The Lead

The College of Education and Human Services Newsletter Lindenwood University

Vol. 2024: End-of-Spring

Dean's Message

As we approach the end of another academic year, it is with great pride and gratitude that I reflect on the accomplishments of our College of Education & Human Services. Together, we have navigated through unprecedented challenges with resilience, creativity, and unwavering dedication to our mission of excellence in education. As I look back at some of the highlights of the past year, I am filled with optimism and enthusiasm for the opportunities that lie ahead.

First and foremost, I want to express my deepest appreciation to our faculty and staff for their exceptional commitment to our students' success. Despite the challenges, you have demonstrated extraordinary adaptability and innovation in delivering high-quality education, and your unwavering dedication has ensured that our students continue to receive a transformative educational experience.

Our students have also risen to the occasion with remarkable resilience and determination. They have shown remarkable perseverance in pursuing their academic goals and making meaningful contributions to our community. Whether through in-person or virtual classrooms, research projects, or community engagement initiatives, our students have embodied the values of excellence, integrity, and service that define our College.

This year, our college has achieved significant milestones across various domains. Our faculty members have continued to engage in cutting-edge research that advances knowledge and informs practice in the fields of education, leadership, counseling, and social work. From groundbreaking studies on educational issues to innovative pedagogical approaches, our research endeavors have had a profound impact on both theory and practice.

Furthermore, our commitment to diversity, equity, and inclusion has remained steadfast. We have implemented initiatives to foster a more inclusive and welcoming environment for all members of our community, ensuring that every voice is heard and valued. Through targeted recruitment efforts, professional development opportunities, and inclusive curriculum design, we are actively working to dismantle barriers to success and promote social justice in education.

As we approach the summer break, I encourage each of you to take time to rest, recharge, and rejuvenate. The past year has been demanding, and it is essential to prioritize self-care and well-being. Whether spending time with loved ones, pursuing personal interests, or simply enjoying moments of relaxation, I hope you find joy and fulfillment in the coming months.

Looking ahead to the next academic year, I am excited about the opportunities that await the College. As we continue to navigate the evolving landscape of education, we must remain steadfast in our commitment to innovation, collaboration, and excellence. Together, we will build on the foundation of our achievements and chart a course for continued growth and success.

As I step into a new role at Lindenwood, as Interim Provost of Academic Affairs, and welcome Dr. Mark Penny to serve as Interim Dean for the College of Education and Human Services, I want to express my heartfelt gratitude to each member of our COEHS community for your tireless efforts, dedication, and passion. We have achieved remarkable success, and I am confident that the best is yet to come. I look forward to watching the College's continuing journey of excellence in the year ahead.

Warm regards,

Dan



Dr. Dan Kirk, Interim Provost of Academic Affairs, with Dr. Mark Penny, Interim Dean of the College of Education and Human Services at Lindenwood University starting July 1st, 2024.

Featured Stories

Futures of Education Summit



COEHS Dean, Daniel Kirk, welcomed attendees to the first-ever Futures of Education Summit, gave an outline of the night's agenda, and introduced the faculty teams leading breakout sessions. Dr. Lynette Dixon and Dr. Michael Rankins; Dr. Rebecca Panagos and Dr. Amanda Aldridge; Dr. Jill Hutcheson and Dr. Michelle Whitacre.



Dean Kirk and Dr. Annie Arnone, Department Chair for Advanced Curriculum and Instruction, broke the ice by facilitating a Rock-Paper-Scissors Tournament.



Rock-Paper-Scissor finalists in their final duel.

Attendees headed off to the breakout session of their choice: Mental Health in Education, The Staffing Crisis in Education, or Designing Schools of the Future.



Lindenwood's chapter of the Student Council for Exceptional Children presented at the Summit, encouraging attendees to join the group.



Keynote speaker Dr. Mark Penny reflected on his experiences at all levels of education, learned about each attendee and their specialization of choice, and expressed the important role each attendee can have in the futures of education.

COEHS attends Lindenwood's Black and Gold Athletic Benefit



Lindewood student Loria Harris (left) and Dr. Annie Arnone, Advanced Curriculum and Instruction Department (right) posed for pictures before enjoying the benefit.

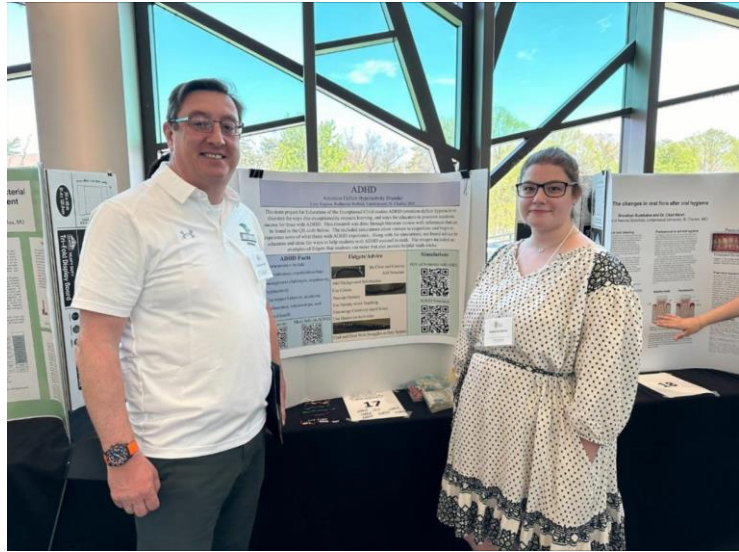


Dean Kirk placed the highest bid, winning a signed Taylor Swift guitar for his daughters.

Curriculum & Instruction

COEHS Undergraduate Presents Poster Session

Middle School Math Major Katherine Kellner is one of the first undergraduate COEHS students to present a Poster Session at the Student Academic Showcase. Katherine shared her literature review on teaching students with Attention Deficit Hyperactivity Disorder and offered a creative, novel solution for assisting all students in solving math problems. Katherine developed manipulative, kinesthetic materials for students to make on their own and apply mnemonic tiles to follow math formulae. Session participants made their own “Math Fidgets” during the Poster Session.



Faculty presents with Student Panel at Neurodivergency and Autism Learning Academy Professional Development



The follow-up session of Neurodivergency and Autism on April 16th emphasized adult learners in the college setting. A student panel led by Student Academic Success Counselor Janet Owens shared their journeys and learnings after Professors Javeria Faqooki and Rebecca Panagos related background information and the latest research findings. Students discussed building a community of neurodivergent learners to meet regularly.

Study Abroad Oxford

A Summer in the Wizarding Realm: Lindenwood in Oxford, England has been moved from 2024 to 2025. Join us as we focus on the psychological development of Harry Potter and the students attending Hogwarts Academy. How did Harry's childhood influence his character development? How did group dynamics shape his decisions and actions? In times of adversity, what made Harry resilient? How can we learn from Harry? Readings explore the impact of intergroup competition, the importance of group identity on character development and the influence of positive psychology on Harry Potter and the main characters.

We will tour locations from the Harry Potter book series and other majestic landmarks, such as London and Windsor Castle. The oldest English-speaking university in the world, Oxford plays a prominent role in many scenes that we recognize from the book series. In addition to excursions, three class meetings are held in Oxford lecture halls.

All Lindenwood University Students are welcome.



[Learn more about Study Abroad Oxford!](#)

Kappa Delta Pi Tau Phi Honor Society Initiation

Congratulations to the 15 outstanding individuals who were initiated into the Kappa Delta Pi Tau Phi Chapter on April 16! As the premier honor society in education, Kappa Delta Pi recognizes excellence in scholarship, leadership, and service. We welcome these new members to our esteemed community and look forward to their continued dedication to the field of education.

Eleanor Aughey
Sierra Brumme
Chris Cain
Kortney Chaney
Mary O Clark
Lauren Dale-Derks
Kelli Gorman
Chanel Gwynn-Williams

Lyriel Hankins
Ava Kiely
Alexandria King
Sarah Marian
Valerie Matayasi
Tracey Polinsky
Cassidy Thomas



**MACTE Outstanding Beginning Teacher Awardees
from Lindenwood Honored**

Mr. Cary Anthes, Social Studies Middle School Education

Kala Buck, Principal at Montgomery County Middle School says: "Cary brings an energy and positivity that are rivaled by few. He is not afraid to share ideas during grade-level and department meetings. He is never afraid to ask questions and take advice. He has an absolute passion for helping students, not just improve their academics but their whole selves. He has been an absolute joy this year and I hope he stays at Montgomery Middle School for many years. There may be someone who teaches better than Cary out there, but I think you would be hard-pressed to find one with more joy, energy, or passion for the students, community, or subject matter than him. Those characteristics are what make him an amazing teacher. "



Ms. Alison Hansen, Elementary Education



Joan LaMarche, Principal at Incarnate Word Academy in Chesterfield says: “She is a 4th grade homeroom teacher and teaches Math to all our 4th and 5th graders (about 70 students) When I observe in my room, it is unbelievable that she is a first-year teacher. She has the poise and calmness to handle classroom discipline. Her understanding of how to teach math has grown throughout the year. Her students work through centers learning and practicing difficult concepts only because she has give the clearest directions to students and knows how to hold them accountable to what they are learning. Thank you for letting me brag about her. Lindenwood prepared her well!”

Early College Academy (ECA)

The College of Education and Human Services at Lindenwood University participates in the ECA program which allows high school juniors and seniors to earn college credit by enrolling in carefully curated coursework as part of their high school curriculum. Currently two local school districts, Brentwood School District and Fort Zumwalt School District have enrolled students interested in becoming teachers in ECA coursework. Dr. Hutcheson, Associate Dean COEHS, has created appropriate syllabi for two of the initial courses in the C&I program of study: EDU 11110 Orientation to Education with Field and EDU 20200, Psychology of Teaching and Learning. The content for both courses **are** part of the students’ high school curriculum.



On a recent visit to Brentwood High School, Dr. Hutcheson was able to observe ECA students participating in a lesson taught by Dr. Jerome Schmidt.

LU COEHS Celebration of Teaching: A Showcase of Achievement

On May 3, 2024, Lindenwood University College of Education and Human Services held a Celebration of Teaching and Student Showcase—a heartwarming gathering supported by the Teaching Excellence and Innovation Grant and the Dewey Grant.

Dr. John Porter and Dr. Daniel Kirk opened the session with congratulatory statements and support for the teaching profession. Dr. Rebecca Panagos’

Education of the Exceptional Child students and Dr. Amanda Aldridge's students in the Student Teaching and LindenTeach Internship courses took the stage to present their portfolios and projects in a showcase style of presentation. They shared their knowledge and experiences with Lindenwood peers and faculty, as well as with administrators from K-12 area schools. Future Teacher groups from a local K-12 school district served as special guests at this event, and were able to talk to the Lindenwood faculty and students about their experiences in a teacher preparation program at Lindenwood.

As the event concluded, there was a sense of pride—a celebration of the journey taken and the bright future that lies ahead. The Celebration of Teaching and Student Showcase not only honored hard work but also highlighted the transformative power of education.





Educational Leadership

Students Recognized at Lindenwood Honors Convocation

The following Educational Leadership students received awards at the recent Lindenwood Honors Convocation:



Carson Mowery received the Sue Spellmann Graduate Award in Education - This award is given to the graduate student who has demonstrated outstanding academic achievement, leadership, and potential as a professional educator.

Dr. Jon Eastman received the Lighthouse Consulting Doctor of Education in Administration Award - This award is given to the outstanding graduate of the Doctor in Education program who has demonstrated superior leadership in the educational field.

Allison Hoffner received the Francis and Elizabeth Huss Graduate Award in Education Administration - This award is given to the graduate student who has demonstrated outstanding academic achievement, leadership, and potential as a professional school administrator.



Dr. John Thompson received the Larry Doyle Outstanding Doctoral Student in Educational Administration Honors Award - This award, given for service to the School of Education and the university, is awarded to a doctoral student who has achieved high levels of academic success.



Dr. Ethan Sykes received the Alvin M. Francis Award in Educational Leadership - This award is given to a first-generation graduate student from rural roots. The student receiving this award has consistently demonstrated leadership traits of good character, including honesty, wisdom, fairness, vision, creativity, approachability, academic competency, and administrative excellence.

Student Successfully Completes Doctoral Dissertation Defense

The following student recently completed a successful defense of their doctoral dissertation, earning their Doctorate in Education.

Narissa Waller defended her dissertation titled “Readers’ Workshop Model Impact Urban Primary Students’ Motivation and Reading Progress.” Her dissertation chair was Dr. Roger “Mitch” Nasser. Through this study, the researcher aimed to determine whether the implementation of the Readers’ Workshop positively affected the academic and literacy progress of primary students in an urban setting. Student progress was analyzed by comparing their assessment scores and reading levels in fall 2022 and spring 2023. The study aimed to identify effective teaching practices that can be implemented to bridge the achievement gap between urban students and their counterparts. The researcher took a comprehensive approach to their investigation, analyzing various quantitative and qualitative data sources by reviewing students’ pre- and post-assessment scores, reading levels, and reading motivation. The quantitative analyses revealed significant differences in student literacy progress and reading motivation and several themes that assisted in constructing and comprehending participant responses. The quantitative data analysis of the hypotheses moderately aligned with the qualitative results, although there were no discernible differences in students’ motivation to read and iv literacy progress. There were some discrepancies between the quantitative and qualitative data. For example, even though some students were doing well on curriculum assessments and showing academic growth during progress monitoring, they were still struggling and performing at a basic or below basic level, according to the district assessment. The research indicated that identifying effective strategies for managing and reducing classroom disruptions caused by behavioral issues is essential.

Congratulations to Edd graduates in Cohort I and the Legacy Program!



Cohort I, (left to right) Emily Woodall, Elizabeth



Left to right: Lisa Stein, Dr. Lynda Leavitt, Nancy Fuchs

MacDonald, Susan Edele, Samantha Webb, Brian Elder and Sarah Schmid with Dr. Lynda Leavitt (center).

Left to right: Vicki Rees, Dr. Lynda Leavitt, and Lori Vaughn

*Not pictured: LaVada Rice

Human Services

From Foster Care to College



Foster care youth often struggle with the transition from the child welfare system to successful adulthood.

Recognizing college is a key to success in life, a collaboration with the St. Charles Community College (SCC), Missouri Children's Division, and the Lindenwood University Social Work program was formed to address the barriers to college enrollment specific to these youth. Dr. Denise King serves on the program committee and, as Field Placement Coordinator,

placed two students at the community college to initiate this program. Chelsea Dutton, now a Case Manager at SCC after BSW graduation, and Alexis Akerman, LU social work practicum student, planned and delivered a Welcome Day on April 12th for St. Louis metropolitan area foster youth and their MO Children's Division case managers. Samone Covington from Lindenwood volunteered to support her fellow students. The foster youth were acclimated to SCC and its programs. The keynote speaker was Eugenia Doreen, a successful college graduate who grew up in foster care. Her message to the audience was inspiring, helping the youth believe they can do it, too. A panel of Eugenia Doreen, Rene Brinkman from the MO Children's Division, and Dr. Carla Mueller from Lindenwood Social Work answered audience questions about 2-year and 4-year programs, mental health concerns, and tips to succeed in college in addition to the support that can be expected from the MO Children's Division in the Transitional Living Program. The event concluded with lunch

and a tour of SCC. The foster youth appreciated the event and asked for more in the future.

Human Services Honors Convocation Awards 2024

School Counseling Award: Rachel Clausius

From current instructor-- Rachel is a hard-working student who shows a strong work ethic and determination to succeed. In her academic classes, she has consistently excelled and demonstrated a thirst for knowledge. Rachel asks important questions that help to stimulate classroom conversations and help to expand everyone's understanding of course topics. In communicating with her classmates, she demonstrates grace, compassion, and humility. She is always the first to volunteer for a project and shows solid leadership skills in small group work.

In her field experience, Rachel has demonstrated a dedication to school counseling and has received overwhelmingly positive feedback from her faculty and site supervisors. She has been creative in her development of classroom guidance lessons and shows excellent classroom management skills. Her individual and small group sessions also show a deep care for student welfare and success. She is truly a delight to work with and to teach.

From her advisor--I have had the honor to serve as Rachel's academic advisor throughout her time at Lindenwood. Rachel has been a joy to work with from her always positive attitude to the joy you hear as she talks about her future as a school counselor. She is an incredibly bright and talented individual who without a doubt will make the biggest difference in her students' lives, no matter what capacity she may serve. I look forward to hearing what the future holds for this amazing counselor in training and am incredibly proud of the work she has done and will continue to do in and outside of the classroom.

Resume—As a counselor, her many years of early childhood will also be a huge service to her in the profession, students, and clients she will encounter. Often an early childhood background lends itself to a lifespan and developmental perspective. This will be an asset as she continues to grow in the field.

CMHC Award: Saint Rice, Jr.

Saint Rice, Jr. stands as a visionary champion for equity and transformation across a spectrum of roles and sectors. With over three decades of experience in education, criminal justice, and corporate sectors, he continues to advocate for diversity, equity, and inclusion along with the empowerment of all persons. He currently serves as the Assistant Dean of Equity, Diversity, & Inclusion and Director of Faculty, Staff, and Community Engagement at Washington University's Olin Business School. As a certified diversity executive, he discerns the intersection of DEI initiatives in business, education, and the broader community.

Additionally, he is the co-founder of the Perficient Education and Leadership Institute, where he passionately promotes leadership development, DEI training, student success strategies, and dissertation coaching. Committed to building a more equitable world, Rice serves as a force for positive change, blending leadership, scholarship, and spirituality to empower individuals and inspire those seeking to make a meaningful difference in society.

Saint is also devoted to his family, and he and his wife, Dr. LaVada Rice, founded the "No More Hiding Men's Ministry," aiming to empower men through faith and purpose, promoting the belief that holistically healthy men empower strong communities. He and his wife also enjoy traveling abroad and spending time with their grandchildren.

Saint Rice, Jr. has previously earned his doctoral degree in higher education and leadership from Maryville University in St. Louis, a master's in criminal justice and law enforcement administration, and a bachelor's in communications specializing in video production from Lindenwood University. In recent years, he returned to Lindenwood to pursue a graduate degree in Clinical Mental Health Counseling. We are very pleased to present him with the 2024 CMHC Award.

Behavior Analysis Student of the Year Award: Hannah Thompson

This award recognizes academic scholars who generate peer-reviewed research. They are leaders in their class and have contributed novel work in the professional field of behavior analysis. This year is Hannah Thompson.

Hannah Thompson is being recognized for conducting research in a novel and under-researched area of behavior analysis and for having her thesis work published in a highly respected peer-reviewed academic journal.

Social Work: Samone Covington

Samone Covington is being recognized for her excellence in social work education and her dedication to social and racial justice, particularly for the unhoused.

Social Work Class of 2024

The Bachelor of Social Work Class of 2024 is graduating with distinction

Reagan Griessel is graduating with Honors as she completed the extra coursework and assignments as required by the Lindenwood Honors College. She will begin working as a Foster Care Case Manager for KVC in July.

Chelsea Dutton is working as a case manager for St Charles Community College.

Mahlik Good has been employed by Hoyleton Youth and Family Services.

Elizabeth Eisenhauer will begin full-time with the Missouri Children's Division upon graduation.

Allyson Hively will continue her work with adults diagnosed with developmental disabilities at Emmaus Homes.

The Crisis Nursery in the Family Empowerment Program will employ **Tori Martin**.

Calista Kuberski will be an Advocate at the Bridgeway Women's Shelter.



Samone Covington, Social Work Student of the Year, has been accepted into the Washington University Brown School of Social Work, ranked 2nd in the nation for Master of Social Work Education.

We congratulate all our new BSWs; the next generation of social workers.

Celebrating Our Graduating Cohort!

We would like to congratulate our graduating cohort on completion of their master's degree in Behavior Analysis! They have all worked tirelessly throughout the duration of our program and particularly this semester with the completion of their master's theses. We are so proud of all of you!

Graduate: Carlee Weir
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: A Comparison of Shaping and Imitation for Reducing a Dog's Problem Behavior

Abstract: Approximately 68% of dogs adopted from animal shelters are later returned due to behavioral problems or undesirable behavior (e.g., aggression, barking; Howard & DiGennaro Reed, 2014). Previous research has shown the effectiveness of training methods based on positive reinforcement, such as shaping and clicker training, and there has been a growing interest in the use of imitation during training. Most recently, Fugazza and Miklosi (2015) compared a shaping procedure with a "Do as I do" method to increase desirable behavior with dogs and the results showed that the "Do as I do" method was more efficient and effective for teaching object-related actions with mixed support for training body-movement actions. However, it was noted that the dogs and owners who participated had previous histories of training that could have impacted the results and the effect of training on the reduction of problem behavior was not assessed. Thus, the purpose of the current study was to replicate and extend previous research by comparing the effectiveness of a shaping procedure with an imitation procedure with a pet dog to reduce problem behavior and to train a "place" response. The results showed that the imitation procedure was successful for teaching the dog to "place" in a designated location whereas the shaping procedure did not progress past the first approximation to the terminal behavior. Additionally, these results were shown to generalize across various conditions and during scenarios known to evoke problem behavior. Further, problem behavior was reduced during the imitation procedure but continued during the shaping procedure.



Post-Graduation Plans: I hope to work at an early intervention clinic and after gaining some experience I hope to work in other populations, whether that be with adults or in a school

Graduate: Nicole Meyer
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: A Comparison of Positive Reinforcers to Increase Food Acceptance by an Adult With Down Syndrome

Abstract: Previous research to address food-related issues with individuals with developmental and intellectual disabilities is extensive and has shown to be effective. However, most previous research continues to rely on escape-extinction procedures and more research is needed on less intrusive methods. Further, additional research is needed on these procedures with other populations and comparison studies are needed on interventions based on positive reinforcement. Thus, the purpose of the current study was to examine the use of a shaping procedure with contingent access to either tangible/activity-based reinforcers or contingent access to preferred foods to increase food consumption with an adult with Down syndrome and moderate intellectual disability. The results of the current study demonstrated that the participant completed each step of the shaping procedure independently. Additionally, edible reinforcers were shown to be more effective in increasing the participant's independence with completing the shaping procedure.



Post-Graduation Plans: After graduation, I plan to continue to work with adults with intellectual disabilities as I gain experience as a BCBA.

Graduate: Masyn McWilliams
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: The Use of Social Scripts and Conversational Blocks for Past Event Recall With a Child With Autism

Abstract: Individuals with autism spectrum disorder (ASD) may face challenges with social skills (APA, 2013; Reindal et al., 2021; Wong et al., 2022). One important social skill is engaging in reciprocal conversations and various approaches have been identified in previous research as effective methods to increase this skill (Bhana et al., 2023; Canestaro et al., 2021). The successes and limitations of scripted interventions for increasing reciprocal conversation skills illuminate potential avenues for refining and

expanding past event recall for individuals with ASD. Thus, the purpose of the current study was to examine the use of social scripts that have been found to be effective in previous research for increasing reciprocal conversation skills to increase past event recall for a child with ASD. Additionally, the current study addressed several limitations from previous research by enhancing social validity through parental assessments, providing clear definitions for unscripted responses, and introducing a novel approach to teaching with the use of conversational blocks. Data collection and results are expected to conclude within the upcoming weeks.

Post-Graduation Plans: After graduating, I plan to pursue my BCBA (Board Certified Behavior Analyst) license and focus my practice on early development. I am looking forward to making a positive impact on the lives of young children and their families through behavioral interventions and supportive guidance.



Graduate: Mya Watson-Blake
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: Using Functional Communication Training to Reduce Undesirable Behaviors With Dogs

Abstract: Undesirable behavior, such as excessive barking, jumping up, and biting, is prevalent among pet dogs with an estimate of 72%-85% of dogs exhibiting at least one type of undesirable behavior (Dinwoodie et al., 2019; Powell et al., 2021; Salonen et al., 2020).

Further, canine undesirable behavior has been found to be the leading cause of owners

relinquishing their dogs to rescue shelters (Powdrill-Wells et al., 2021).

Functional communication training (FCT) is a method that has shown to be effective with human populations for reducing challenging behaviors by teaching an individual an alternative response that results in the same class of reinforcement that maintains maladaptive behavior. However, FCT remains largely unexplored with non-human populations to reduce undesirable behavior. Further, there has been limited research on the use of augmentative communication devices for non-humans and recently, the use of talk-buttons with dogs have grown in popularity across the United States despite a lack of empirical evidence for their effectiveness. Thus, the purpose of the current study was to examine the use of FCT to reduce undesirable behavior across four dogs using voice-recorded buttons. Data collection is currently in progress and is expected to conclude this summer.

Post-Graduation Plans: After graduation, I plan on continuing to collect data for my thesis project while I continue to accrue supervision hours. Once this is completed, I plan on sitting for the BCBA exam to become a board-certified behavior analyst.



Graduate: Nick Nazzoli
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: An Evaluation of a Latency-Based Functional Analysis to Decrease Problem Behavior With a Pet Dog



Abstract: A latency-based functional analysis (FA) is a variation of a standard FA in which the latency between the start of a trial to the onset of the behavior is measured as opposed to measuring the frequency or rate of the behavior. An advantage of the latency-based FA is that the number of behaviors observed during an assessment is lower compared to a standard FA. This may be advantageous when assessing the function of a problem behavior which is dangerous, like biting. Although latency-based FAs have been used to identify the function of behavior in humans, there is no research showing its efficacy with non-human participants. Thus, the purpose of Experiment 1 was to determine the function of jumping behavior in a pet dog using a latency-based FA. The purpose of Experiment 2 was to show that the latency-based FA accurately identified the function of behavior by informing the implementation of a differential reinforcement of incompatible behavior (DRI) procedure used to replace jumping behavior with a sitting behavior. Results and data collection are expected to conclude this summer.

Post-Graduation Plans: My current plans are to work as a BCBA while I continue to expand my area of competencies into other disciplines of ABA.

Graduate: Danny Fonseca
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: The Use of Differential Reinforcement to Reduce Aggression With a Pet Dog

Abstract: Dog aggression is a serious public safety issue that can result in the harm of animals or others (Haug, 2008).

Reinforcement-based procedures have shown success in previous research for addressing problematic behaviors with dogs and can minimize the unwanted side effects that can result from punishment techniques

(Certification Council for Professional Dog Trainers, 2009). One reinforcement-based procedure that has received much attention in the research literature with human populations

is differential reinforcement of alternative behavior (DRA) and one component of differential reinforcement procedures that has shown to be critical for the reduction of undesirable behavior in human populations includes the implementation of a functional analysis (FA). Although previous research has shown success with the use of an FA to identify functions of non-human behavior, severe problem behaviors with non-humans, such as aggression, may pose as a safety risk for those implementing the FA. Thus, the purpose of the current study was to evaluate the use of a DRA procedure to reduce aggression with a pet dog following the results of a combination of the precursor FA (PFA) and a latency-based FA. The results showed that the PFA and latency FA identified escape as a maintaining variable and showed that the DRA procedure was successful for reducing aggression and for training a “place” command.

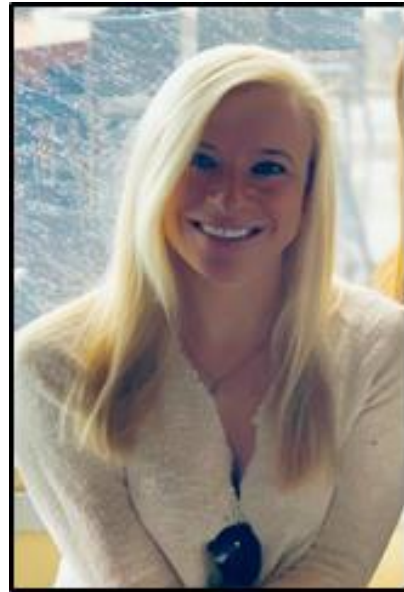
Post-Graduation Plans: After graduation, I plan on taking A LOT of vacation and prepping for my exam! Excited for my future as a future BCBA.



Graduate: Dyana Schneider
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: The Use of a Token Economy to Decrease Problem Behaviors and Increase Task Completion for a Pre-Schooler with Autism

Abstract: The execution of a token economy has been shown to be effective to decrease problem behaviors and increase task completion, communication, and other skills for individuals with and without intellectual and developmental disabilities (Matson & Boisjoli, 2009). Although previous research has shown token economies to be effective, there remains criticisms regarding existing research, such as low experimental rigor, among others (Maggin et al., 2011). Additionally, although token economies embed evidence-based behavior-analytic strategies (Wong et al., 2015) there appears to be a disconnect between basic and applied research and implementation of token economies in a clinical context (e.g., relying on fixed versus variable schedules of reinforcement). Therefore, the purpose of the current study was to examine the effectiveness of a token economy using a flexible approach to the token exchange via a variable ratio schedule of reinforcement system in a preschool setting with one young participant with autism. The results showed an increase in task completion and a reduction in problem behavior following intervention.



Post-Graduation Plans: I plan on enjoying my summer and preparing for the BCBA exam and will continue to teach and apply principles of ABA in my self-contained classroom for one more year and then move to ABSpectrum as a future BCBA. I look forward to this journey!

Graduate: Emily McDonald
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: A Systematic Literature Review of Applied Behavior Analytic Services Within the Criminal Justice System

Abstract: Overall, mass incarceration rates have become a financial burden on the country as it costs over \$28,000 per year per individual, totalling \$37 billion annually in services (Kyckelhahn, 2012). Although various programs are available to incarcerated individuals and for those considered at risk for offending, access to these programs can vary by facility and jurisdiction due to “tough on crime” attitudes, high prison populations, and low levels of funding (Seiter & Kadela, 2003).

Further, the effectiveness of these interventions in preventing offenses, reducing recidivism, and fostering rehabilitation is not entirely known. Thus, in response to the challenge of elevated recidivism rates and incarceration rates, there has been a plea for a change in the criminal justice system’s methodology, with an emphasis on involving behavior analysts in the dialogue to assist in adapting current practice (Biglan, 1995). However, the extent of the application of behavior-analytic interventions within the criminal justice system in the research literature is unclear. Thus, the purpose of the current review was to examine the existing experimental literature to determine the current state of this research topic. Such a review aimed to contribute valuable insights into the existing body of knowledge, informing future policy and practice within the criminal justice system.

Post-Graduation Plans: I plan to sit for the boards in late July and then I will be moving to Belgium in August to work remote for my current clinic for the next year.



Graduate: Mackenzie Drost
Thesis Advisor: Robbie Hanson, Ph.D., BCBA-D

Thesis Title: A Systematic Review of Training Procedures for First Responders When Interacting With Individuals With Diagnoses

Abstract: Although safety is a priority for first responders when responding to calls in the community, there have been numerous documented cases in which first responders have unintentionally caused harm to someone with a diagnosis while on the job. Given the potential harm that could be caused to individuals with autism or other diagnoses when interacting with law enforcement and first responders, it seems as though effective training procedures for these professionals is critical. However, training for first responders varies from state to state and can depend on the county in which the services are provided. Although behavioral skills training (BST) has a well-established history of training non-behavior-analytic professionals and although previous research provides some encouraging recommendations on the dissemination of applied behavior analysis (ABA) and BST to non-behavior professionals, it is unclear the current status of the research literature on the use of ABA to train first responders. Thus, the purpose of the current literature review was to examine the existing research that focuses on training procedures used for first responders when interacting with people with diagnoses/disabilities.

Post-Graduation Plans: After graduation, I will be moving back home and spending the summer working for the Niagara Parks Police Service. In the fall I plan on applying to the Niagara Regional Police and joining the Crisis Intervention Team.



Graduate: Kate Heersink
Thesis Advisor: Maggie Pavone, Ph.D., BCBA

Thesis Title: A Brief Report: The Effects of Feedback Timing Delivery on Task Performance for an Adult With a Traumatic Brain Injury

Abstract: The present study focused on the timing of the delivery of feedback on task performance for an adult with a traumatic brain injury (TBI). Experimenters presented a task to underline the grammatical mistakes in a hypothetical personal information form for a hypothetical company and alternated between two conditions (feedback delivered during the task and feedback delivered after the task was completed). Rate per minute was collected for every session. The results showed a slight increasing trend in rate per minute during intervention, yet minimal differentiation in task performance across the different feedback conditions.



Post-Graduation Plans: Right after graduation, I plan on taking the BCBA exam and working within the OBM and marketing side of ABA. In the near future, I hope to work as an external consultant for a company where I can work with multiple different populations (TBI clients, OBM, Marketing, Depression, OCD, etc.). This also allows me to become a supervisor after my first year of being a BCBA. I am looking forward to all the ways ABA can be applied to my future job.

Graduate: Graham Hebisen
Thesis Advisor: Maggie Pavone, Ph.D., BCBA

Thesis Title: Equivalence-Based Instruction and the Occurrence of Untaught Relations in a Child Diagnosed with Autism Spectrum Disorder

Abstract: Previous research has found that the number of sessions required for learners to engage in emergent responding for untaught relations following equivalence-based instruction (EBI) is variable and it has not been established how many training sessions are needed to produce emergence. The purpose of this study was to demonstrate how much EBI training was needed for a learner with autism to engage in emergence for an auditory-visual conditional discrimination task involving sight words. The results showed that the learner was able to engage in emergent responding within the first training session.

Post-Graduation Plans: After graduation, I will continue to stay in St. Louis and work with Wright Way Behavior Services. I plan on continuing to study and take the BACB Exam in July.



Schario and Stehn to present at 2024 ASERVIC Conference

The faculty of the Clinical Mental Health Counseling program are delighted to share that student Kassaundra Schario will be presenting at the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) national conference this summer. ASERVIC is a division of the American Counseling Association dedicated to promoting the necessity of counselors attending to their clients' spiritual and religious values in a culturally responsive way. The presentation, titled "Exploring the Research of Religious Trauma, Spiritual Harm, and Related Damage Caused by Religious and Spiritual Affiliations" was selected from a national peer-review process. The reviewers commented that the proposal stood out due to its relevance to ASERVIC and its relevance to the field of counseling. Schario will be co-presenting at the conference with Lindenwood faculty member Molly Stehn, Associate Professor of Counseling.



Association for Spiritual, Ethical,
and Religious Values in Counseling

Dr. Maggie Pavone and students presented their work as a part of the "Boosting Outcomes" Webinar on May 14, 2024.

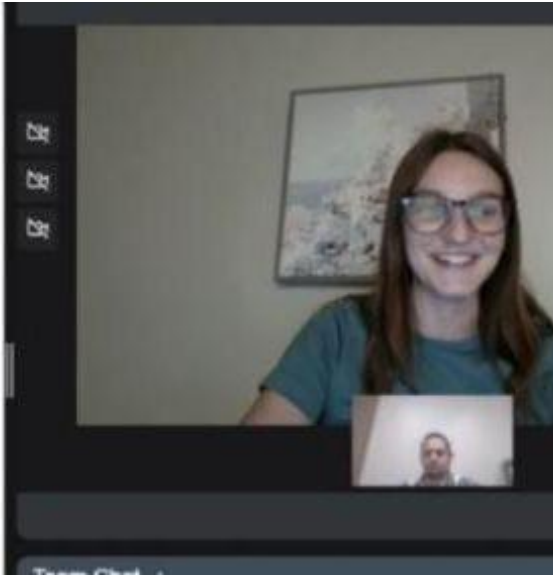
Kate Heersink and Nick Nazzoli, recent graduates of Lindenwood University's Behavior Analysis program, presented alongside professor Dr. Maggie Pavone on May 14, 2024, as part of the Boosting Outcomes webinar. Dr. Pavone opened the event with an update on current research related to evidence-based feedback practices in the field. Nick presented the fieldwork that he and Dr

Pavone had started and Kate presented her thesis work, also under Dr. Pavone's supervision. The presentation focused on the following three learning objectives:

1. Attendees will be able to describe the process of delivering feedback from a conceptually systematic behavior analytic standpoint.
2. Attendees will be given tools to practice crafting and delivering feedback in difficult situations that commonly arise in behavior analytic practice.
3. Attendees will advance their current knowledge of recent research on feedback and learn how others are contributing to the basic and applied use of feedback strategies in ABA.

The webinar was attended by more than 200 guests, many of whom earned CEUs (continuing education units) for attending.

The image shows a promotional graphic for a webinar. On the left, a blue banner at the top says "WEBINAR". Below it, the title "Boosting Outcomes" is in large blue font, followed by "Providing Advanced Feedback in ABA Research and Practice" in black. The presenters are listed as "PRESENTED BY Dr. Maggie Pavone, Nick Nazzoli & Kate Heersink". At the bottom, a blue bar contains a calendar icon, the date "Tuesday May 14th 11AM CST", a ribbon icon, and "Earn 1 Superv CEU". To the right, the text "Goal of Research Project" is visible in large black font. Further right, a partial view of a person's face and a laptop is shown, with the text "Intro" and "Purp feed ante to es gow" partially visible.



More from COEHS

On the Road Again



The COEHS is taking an active role in recruiting students. On March 18th and 19th, Dr. Tanya Vest, faculty with Educational Leadership, and Wendy Linton, manager of Educational Partnerships, teamed up to represent Lindenwood at the Missouri Association of Secondary School Principals conference held at Lake of the

Ozarks. The duo shared information about our Gold Partnerships with K-12 schools which saves students 20% on tuition as well as information about our graduate programs including educational specialist programs and Ed.D program.

Economic Education Center Makes a Big Impact with Financial Education this Spring

Lindenwood's Economic Education Center (EEC) has reached more than 750 children, students, and adults through its financial education initiatives in April. Throughout the month its annual Get Money Smart @ Lindenwood program took place. The program is designed to combat financial illiteracy and is open to Lindenwood students, faculty, staff, and alumni. The program of four free events, which coincide with National Financial Literacy Month and Money Smart Month St. Louis, featured dynamic speakers discussing practical personal finance issues and strategies.



The EEC also offered its Mad City Money Financial Reality Simulation at three high schools to more than 230 students. Through this experiential learning program, students develop financial skills by getting a taste of the real world as they take on the role of an adult. Students discover what it is like to budget for monthly expenses, manage debt, and save for the future.

On April 13, the EEC – as the only educational institution – joined around a dozen local organizations to increase financial awareness and provide resources to children and families through the annual Money Smart Month Kids Zoo Safari. This popular event at the St. Louis Zoo attracted 400 children and parents who engaged in fun activities to help equip families to better educate children of all ages about sound financial principles and share relevant resources.

The EEC's efforts will continue throughout the summer, with plans to partner with the Higher Education Consortium of St. Louis to bring a group of teens who plan to become first-generation college-goers to Lindenwood for a series of fun – and educational – activities. To learn more about these initiatives, contact Grant Black at gblack@lindenwood.edu.

Economic Education Center Director Appointed by Governor to Missouri State Board of Education



On April 12, Missouri Governor Mike Parsons announced his appointment of Tawni Hunt Ferrarini to the Missouri State Board of Education. Dr. Ferrarini is the founding director of Lindenwood's Economic Education Center. She also serves as the Plaster Professor of Economic Education in the Plaster College of Business and Entrepreneurship and is part of the Hammond Institute for Free Enterprise. Dr. Ferrarini is a renowned educator, author, and researcher who has influenced economic education around the world. She is a co-author of the popular *Common Sense Economics* book and educational resources and the recent

Teachers Can Be Financially Fit: Economists' Advice for Educators.

She travels extensively sharing her expertise related to economic and financial education. If confirmed by the Missouri Senate, Dr. Ferrarini will bring a wealth of experience and expertise to this influential role that can help shape education throughout Missouri.

Publication Schedule for The Lead

We've shifted from a monthly schedule to four times per year:

**Mid- Fall semester
End- of- Fall semester
Mid- Spring semester
End -of- Spring semester**

For the latest information between issues, follow us on social media:

Facebook:

[Lindenwood COEHS](#)

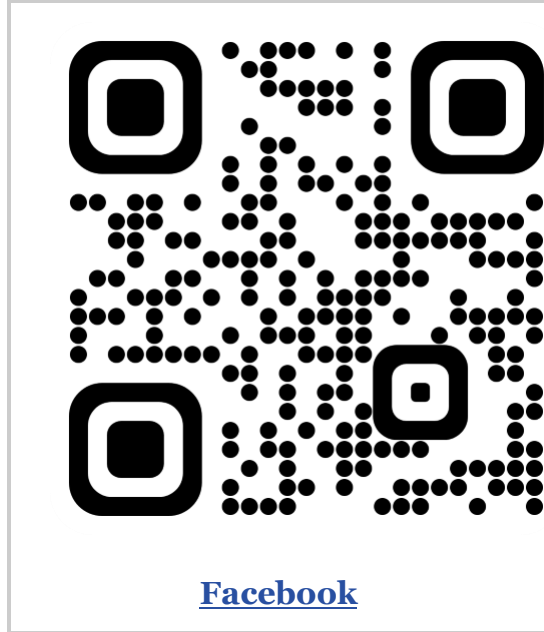
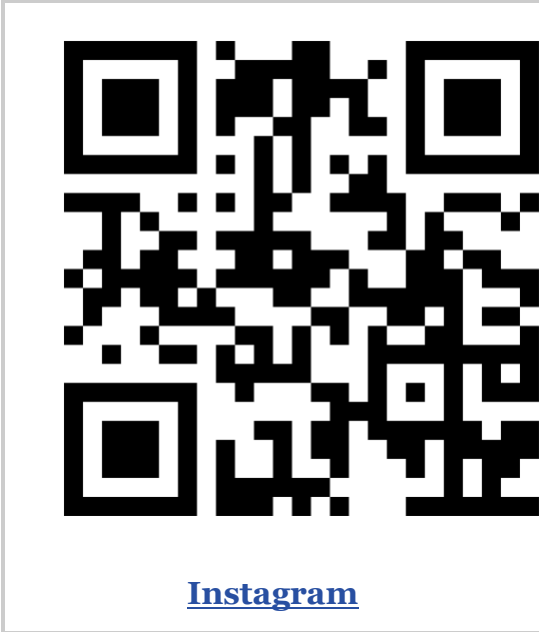
X (aka Twitter):

[LU College of Education and Human Services](#)

Instagram:

[Lindenwood COEHS](#)

Student Council for Exceptional Children (LU SCEC):



If you are a Human Services Alumni, check out:
[LinkedIn: Lindenwood University Alumni Human Services](#)

Upcoming Events

Fall 2024 Semester Begins:

August 26, 2024

Study Abroad @ Oxford

July 2-23 2025

Editor: Lindsey Johnston, aided by Grammarly

We hope you enjoyed this issue of The Lead!

Please email any suggestions or feedback to COEHS@lindenwood.edu

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