

The Lead

The College of Education and Human Services Newsletter

Lindenwood University

Vol. 2024: Mid-Fall

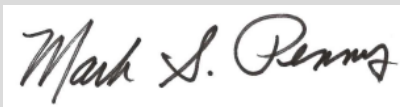
Dean's Message

Welcome to the Lead, Lindenwood University's College of Education and Human Services (COEHS) Fall 2024 Newsletter. My name is Dr. Mark Penny, and I am serving as the Interim Dean for the College of Education and Human Services. It is my pleasure to welcome you all to the latest edition of The Lead. I am 90 days (about 3 months) into my new role in the College and I am learning every day alongside a deeply committed and professional team of faculty and staff. I was incredibly happy to welcome our students back to campus on August 26. I have visited faculty and students in all modalities of instruction and learning. One of the tasks our University President, Dr. John Porter and I have taken on is visiting 20 area high school principals in a 20-day time frame. We have been able to share the great happenings here at the University and carefully listen to ways to increase and ensure student success.



The primary responsibility of the COEHS is to prepare educators, counselors, social workers, and leaders for the state and beyond. We realize our alumni are in high demand and our reputation among those we serve is positive. My vision for the College is to become a premier education, social work and counseling leader in the region and country. Please enjoy the articles submitted by COEHS team members! Come by Roemer Hall on the beautiful “Heritage Side” of campus for a personal tour or visit!

Warm Regards,



Dr. Mark S. Penny

Interim Dean, College of Education and Human Services

Featured Stories

COEHS Ranked as College of Distinction



The College of Education and Human Services at Lindenwood University has been recognized as a 2024-2025 College of Distinction in Education.

This prestigious recognition exemplifies the commitment and dedication to our profession as well as to the success of our graduates. The college is proud to be recognized in 2024-2025 as a College of Distinction. The College of Education and Human Services continues to embody the tradition of excellence in education.

Family Day

September 21, 2024

The College of Education and Human Services had a fun day at the Family Day Event. We were asked to help with the Family Day crafts and games. The college participants included Jodi Petersen, Drs. Denise King, Michelle Whitacre, Emilie Johnson, Jill Hutcheson, and Alex Tripamer. Our space was open to visitors starting at 10:00 and we had dozens of families with lots of children stop by for the fun! It was a wonderful day for us, and we got to meet and interact with so many visitors to our campus! Kudos to Madison Shaw, Director, Student Involvement and First Year Programs, and her team. I think COEHS had as much fun as our visitors!





An overview of the Giant Soccer booth as well as tables set out for Crafts and an area for “Cake” Walk (only there was no cake – but lots of great prizes)!

Curriculum & Instruction

DEWEY Award Round 2



Dr. Michelle Whitacre, Associate Professor in the department of Curriculum and Instruction, was awarded another \$70,000 DEWEY grant from the Missouri Department of Elementary and Secondary Education for the 2024-2025 academic year. The purpose of these awards is to enhance teacher recruitment and retention within the state. Dr. Whitacre is utilizing the award to continue to develop Lindenwood's *Academy for Students of Color as Classroom Educators*. The Academy, which officially launched in 2023, is specifically designed to foster a supportive community that aids in student success and retention for

individuals from underrepresented backgrounds. Academy members will receive financial awards while also participating in various professional development opportunities, community outings, and service projects to enrich their experiential learning. They will also be mentored by professional educators working in local school districts who will serve as Academy Fellows.

Triad Training for Cooperating Teachers, University Supervisors and Teacher Candidates is a Roaring Success

Teacher Candidates in their final semester of the certification program, along with their Cooperating Teachers from local school districts and Lindenwood College of Education and Human Services University Supervisors, attended a Triad Training on Thursday, August 29th. Dr. Amanda Aldridge, Associate Professor and Director of Internships and Culminating Experiences, hosted the event at Lindenwood University. Admissions Representatives and Faculty of the College of Education and Human Services attended the event to welcome the Cooperating Teacher and Teacher Candidate guests.



This orientation aimed to familiarize attendees with the processes and procedures of the culminating clinical experience at Lindenwood. Dr. Mark Penny, Interim Dean for the College of Education and Human Services kicked off the orientation with a warm welcome.

Participants also learned about the Missouri Educator Evaluation System (MEES) tool, which will be used as the certification exam for Teacher Candidates seeking Initial Teaching Certification in Missouri. Dana Humphrey, a representative from the St. Louis Regional Professional Development Center, facilitated calibration training on the MEES.





LindenTeach Interns Launched Into Area Schools



The Fall 2024 LindenTeach Internship group was launched into area partner district schools the week of September 3rd. The LindenTeach (3 credit hour) course was designed to supplement the teaching experience in regional partner districts. In this COEHS Internship, Teacher Candidates engage in supervised, professional field experiences and utilize reflective practices to improve their teaching. The course supports the development of the professional knowledge, skills and disposition of the teacher candidate. This unique paid internship provides undergraduate and graduate level candidates with the opportunity to experience the role of a substitute-teacher in a real school setting.

**College of Education and Human Services Represented at
St. Dominic Career Fair**

In September, Dr. Amanda Aldridge represented the College of Education and Human Services at the St. Dominic High School's annual career fair. Undergraduate Admissions Representative Shannon Kobal and Dr. Aldridge met with many high school students and their parents, answering questions about the diverse programs that the university offers. Several of those students expressed a keen interest in becoming teachers, and Dr. Aldridge shared insights on the rewarding journey of pursuing a career in education.



During the event, Dr. Aldridge reconnected with a former student, now a social studies teacher and coach at St. Dominic High School. Preston Hammerschmidt proudly introduced her to several students whom he believed had great potential to become outstanding teachers, further highlighting the lasting influence of the college's programs. Dr. Aldridge was thrilled to witness the strong ties between the college and its graduates and their continued impact on future educators.

Kappa Delta Pi Education Honor Society Receives National Award for Celebration of Teaching Initiatives

The Kappa Delta Pi Tau Phi chapter at Lindenwood University knows the importance of celebrating and elevating the profession in today's teaching and learning environment is essential to the maintenance of the standards of the profession. By organizing and participating in these three key events this academic year, our KDP Education Honor Society chapter was able to recruit new membership, celebrate current members that completed the teacher preparation program and earned certification, and celebrate and support professional



development for the educators across the entire university. These three events brought attention to the Kappa Delta Pi chapter at Lindenwood University not only from our own community within the university, but also to over 20 school districts in our local area.

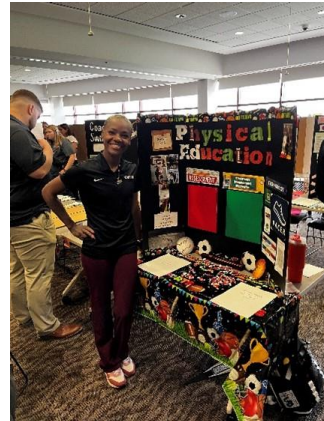
This project was implemented in conjunction with a Dewey grant from MO DESE, directed by Dr. Michelle Whitacre, and through a Teaching in Excellence and Innovation grant awarded to Kappa Delta Pi Honor Society chapter sponsor and Associate Professor, Dr. Amanda Aldridge.

This project covered three events, supported by Kappa Delta Pi Tau Phi Chapter at Lindenwood University:

Event 1. Celebration of Teaching Event, December 2023

Event 2. Celebration of Teaching Day- Hosted by LU Learning Academy, Supported by KDP

Event 3. Celebration of Teaching/Student Showcase Event, May 2024





In Event 1 and 3, our chapter wanted to celebrate the completers of our teacher preparation program by organizing an event in which university administration and faculty were present. Outstanding Cooperating Teachers and those that had earned university honors and awards were acknowledged. Our Alumni Director, Dr. Jennifer Edler, presented the completers with gifts and treats, catered to the education profession. In addition to the celebration of these individuals, the LU community and the wider community were invited to attend. Representatives from 20 area school districts were involved in these events and attended to help celebrate and possibly recruit these completers into job opportunities. University administration including President Porter, Interim Provost Kirk and Human Resources Vice President Dr. Deb Ayres were some of the esteemed presenters and guests at these events. Various COEHS faculty and University Faculty were in attendance.

Candidates from freshmen to graduate students in Dr. Rebecca Panagos and Dr. Aldridge's courses were then invited to present projects showcasing their learning over the course of the semester to guests. Future Teacher groups from area high schools were invited and engaged with the collegiate presenters and COEHS faculty members.

Event #2 allowed our KDP members to help facilitate an entire day of professional development opportunities for our university faculty. Members proudly wore their chapter tee shirts, assisted, and answered questions at sessions that faculty from all colleges

across the university attended. They served on a student panel that consisted of 6 future teachers that emphasized best teaching practices in the university classroom setting.

The intended outcomes and objectives were met clearly through these highly collaborative and orchestrated events, and the chapter earned a Celebration of Teaching: Gold Award for their efforts. The Celebration of Teaching event is a national Kappa Delta Pi Signature Service Initiative.



LU Grad Wins National Teaching Award

Nominated by the St. Louis Challenger Center, 2014 LU Graduate in the MA Gifted Program, Gina Pereda received the 2024 June Scobee Rodgers Educator Award for her pioneering efforts building and leading the STEAM Middle Science Program. Gina, an 8th-grade integrated science teacher at Steam Academy in Ferguson-Florissant School District, was presented with \$2,500 to further her efforts. As reported by her district, “Gina Pereda has been a middle school science teacher in this district for the entire twenty-year existence of Challenger Learning Center – St. Louis and has brought more than 20 groups of students to the Center to fly Missions. She engages fully with the professional development offered by the Center and provides insights to peers new to visiting the Center.”



[Read the full story here!](#)

Educational Leadership

Student Successfully Completes Doctoral Dissertation Defense


Several students recently completed successful defenses of their doctoral dissertations, 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 methodology included four classroom observations, five surveys, and four personal interviews to gain insight into teachers' perspectives on student learning and the impact of the Being a Reader Curriculum on academic progress. 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 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.



Angelique Brown defended her dissertation titled “The Impact of Trauma in Urban Communities on Educators and How They Prevail.” Her dissertation chair was Dr. Sherrie Wisdom. This research was an exploration of the impact of community trauma in urban communities. The study surveyed 20 educators using open-ended questions to understand their experiences with trauma, strategies for coping, and the effects on their personal and professional lives. Community trauma, including gun violence, mass and school shootings, homelessness, educational neglect, was common among participants. Notably, traumatic events such as the deaths of Michael Brown, George Floyd, and Trayvon Martin, and the COVID-19 pandemic, had significant emotional personal and professional impacts. Educators in urban settings reported higher exposure to these events. Educators disclosed using various methods to manage their emotions, including prayer, self-reflection, mindfulness, and professional counseling. While other participants alluded to leaving or wanting to leave the profession, associated with the increased levels of trauma in the community, the school. There was a significant reliance on faith-based practices for emotional support and social-emotional learning (SEL) strategies were commonly used to support students, although the study revealed a gap in trauma-informed practices. It was also found that trauma affected educators' experienced concerns of safety, hopelessness, and high stress levels. Some felt less hopeful and more fearful, while others found strength and resilience. The research highlighted the importance of addressing educators' well-being to improve their professional efficacy. The study suggests improving training in the areas of trauma-informed practices and social and emotional learning for all stakeholders. It also recommends future research with more detailed and structured survey questions, personal interviews, and community-engaged research methods to better capture the nuanced experiences of educators. Overall, the research underscores the complex ways community trauma affects educators and the need for systemic support and resources to help them navigate these challenges effectively.



Melinda Odom defended her dissertation titled “An Exploration of Literacy Instruction in Higher Education Programs in Missouri.” Her dissertation chair was Dr. Roger “Mitch” Nasser. Literacy supports all content areas and is crucial to the academic achievement of all students (Birdyshaw et al., 2017). The International Literacy Association (ILA, 2017) posits that teachers are the most crucial factor in content and pedagogical achievement. The ILA (2019) stresses that students have a right to a highly effective and knowledgeable educator who can provide evidence-based reading instruction. Research illustrates that students who do not learn to read by the third grade continue to struggle throughout school (Rickenbrode & Walsh, 2013). Rickenbrode and Walsh (2013) confirm that most of these students will remain poor readers and are more likely not to graduate high school. Given the high stakes of our children, it is imperative that educators are prepared to teach reading effectively. This study aimed to analyze foundational literacy courses in teacher preparation courses and how they teach the components of literacy. This study used conceptualizations of teacher knowledge as a theoretical lens to examine preparation practices that foundational literacy educators use to prepare preservice teachers to teach reading, combined with the theory of Louisa Moats that correcting inadequate teacher preparation is a crucial step in reducing reading problems. In a report by Evens et al. (2018), teacher knowledge is theorized by three domains: content knowledge, pedagogical knowledge, and content pedagogical knowledge. The researcher analyzed the curriculums of the participating universities using a rubric and collected the perceptions of all participants through questionnaires and interviews. This study held significance as it contributed to the body of research in Missouri and advanced the exploration of instructors' and novice teachers' perceptions regarding their preparedness to teach reading.



Alexis K. Wood defended her dissertation titled “Satellite Campus Enrollment: A Qualitative Investigation of Enrollment Preferences of the Post-Traditional Student.” Her dissertation chair was Dr. Roger “Mitch” Nasser. This qualitative study examined the relationship between the course offerings at a satellite campus and on-ground post-traditional student enrollment. This study aimed to determine why post-traditional learners enroll at a satellite campus and whether course offerings influence on-ground enrollment. Research has indicated an increasing need for educational programs that adapt to the nontraditional adult learner. This dissertation has four research questions that focus on the preferences and experiences of the adult learner enrolled at a satellite campus. Eleven survey participants and three interview participants provided data. Participants shared their experiences, which led to several emergent themes in the

categories of affordability, influencers, academic and institutional support, and whether their entry term influenced their overall perception of the program they enrolled in. Study participants expressed the need for educational programs and support tailored to the adult learner, which includes a preference for on-ground courses in convenient locations close to work or home. This study shows that higher education institutions can do more to support their adult learner population and suggests enhancements for increased support and inclusion.



Arron Nakia Whitt, Sr. defended his dissertation titled “A Quantitative Content Analysis on Juvenile Crime Rates in Comparison to Student Outcome Data in a Saint Louis Metropolitan High School Setting.” His dissertation chair was Dr. Sherrie Wisdom. Mental health is one of the most polarizing topics of the 21st Century. Mental health affects those from all economic statuses, races, age ranges, and genders. Since mental health can affect the youth population, the researcher investigated two Saint Louis metropolitan school districts that were listed in provisional accreditation status with the Department of Elementary and Secondary Education (MoDESE). The purpose of this research was to identify relationships between the graduation rates, dropout rates, and enrollment rates of high school students and compare these data to the crime statistics obtained from the Saint Louis metropolitan juvenile courts. The researcher gathered secondary data from Normandy Schools Collaborative and Riverview Gardens school districts during the school years of 2020 through 2023 to use for this analysis. Additionally, data were collected from the City of St. Louis Family Court Report to the Community during the years of 2020 through 2021. The researcher conducted a Chi-Square test for independence to seek relationships across years 2020 to 2023 to determine if relationships existed between graduation, enrollment, and dropout rates in comparison to juvenile crimes (felony, misdemeanor, and status) committed during those same years. The results of this study revealed that there was a significant hike in enrollment for Normandy Schools Collaborative and Riverview Gardens between the school years 2020 to 2021 and 2021 to 2022. A significant hike existed in felony crimes between years 2020 to 2021 and 2021 to 2022, a significant hike in misdemeanors was also noted between years 2020 to 2021 and 2021 to 2022; then again between 2021 to 2022 and 2022 to 2023. Notably, there was a significant drop in status referrals between 2020 to 2021 and 2021 to 2022.




Alexandria Brandriff defended her dissertation titled “Exploring Student Veterans Barriers.” Her dissertation chair was Dr. Roger “Mitch” Nasser. The student veteran population in higher education is a unique group of individuals with different skills and life experiences not typically found among traditional students. Through a comprehensive analysis of quantitative and qualitative data, this study explores the complex challenges that student veterans face in higher education. It aims to explore the challenges, barriers, and support programs experienced by student veterans throughout their higher education journey, as well as compare the graduation and retention rates of student veterans and traditional students. The researcher first gathered and analyzed qualitative data from student veterans’ responses to a survey utilized to gain their perspective on what challenges they faced when transitioning out of the military and into higher education. The survey also aims to compile data regarding programs that the university was offering specific to veterans, and if those programs were truly beneficial to the student veteran. Additionally, the researcher gathered student veteran’s perspective of what higher education institutions can do better in the future. The data revealed financial insecurity and social isolation as the top challenges that student veterans face in their higher education journey. They noted that the Student Veteran Group and Military Tuition Assistance (GI Bill) are significant factors that contribute to the continuance and success of their higher education roadmap. The second portion of this study was to analyze student veterans' graduation and retention rates by comparing veterans who use VA programs against those who do not, as well as a comparison of the student veteran population against the traditional student population. The data revealed no significant difference in graduation and retention rates for any hypothesis of this research study.




Anna Grace Rollins defended her dissertation titled “The Choice of Pre-K: An Examination into Black Caregivers’ Early Childhood Care Decisions and How Early Childhood Care Predicts Black Children’s Educational Outcome.” Her dissertation chair was Dr. Roger “Mitch” Nasser. Despite the national push for increased Pre-K enrollment, findings on the effects of attending Pre-K are contradictory and inconsistent. Due to conflicting research and viewpoints on traditional education outcomes, many families are choosing not to send their children to Pre-K. This study focused on the often overlooked thoughts and experiences of Black parents and guardians when making decisions about early childhood education for their children, as well as the academic and behavioral effects of attending Pre-K for Black children in subsequent years. Through surveys and interviews, this study explored factors that influence Black parents’ decisions about enrolling their children in Pre-K. Themes that arose were that parents chose Pre-K because it can provide an educational head start for children and encourage them to be more social with same-aged peers, as well as adults they were not familiar with. Black

parents also seek safe, high-quality educational programs with trained, supportive caregivers. In addition to the qualitative findings, behavioral frequency data and math and reading standardized test scores were collected throughout the 2022-2023 school year for Black students in kindergarten, first, and second grades. Inferential statistics showed no significant relationships between attending Pre-K and the academic or behavioral success of Black students, with the exception of second-grade reading. The researcher found that there was sufficient evidence to reject the null hypothesis and there was a difference between the academic success of Black second-grade students on a standardized iReady reading assessment, based on whether or not they went to Pre-K. The researcher aimed to help make early childhood care options more transparent, accessible, and representative of all families to close the educational gap, based on SES and race.



Samone Smith defended her dissertation titled “An Analysis of Teachers’ Viewpoints from Public, Private, and Charter Schools on Effective Lesson Planning and Instruction.” Her dissertation chair was Dr. Roger “Mitch” Nasser. This dissertation explored the perspectives of elementary school educators in St. Louis, Missouri, regarding impactful lesson planning and instruction across public, charter, and private school settings. Drawing on existing literature and empirical data, the study seeks to unveil the approaches and perceptions teachers hold towards lesson planning, shedding light on essential characteristics for effective teaching. The introductory chapter sets the stage by presenting the significance and purpose of the study, framing research questions, and outlining the methodology. The following chapters explore the theories, review the literature, and analyze collected data to help us understand lesson planning practices in modern education. By exploring the viewpoints of teachers across different school types, the research elucidates potential disparities and commonalities in instructional practices. Through surveys and interviews, educators' self-evaluations inform discussions on the efficacy of lesson planning techniques, providing insights into pedagogical preferences and professional development needs. In summary, this dissertation serves as a comprehensive exploration of lesson planning practices in elementary education. This study offers valuable insights for educators, policymakers, and researchers alike. Bridging theoretical frameworks with empirical evidence, the study enriches our understanding of effective teaching methodologies and informs future endeavors in educational research and practice.



Dearon M. McKinney defended his dissertation titled “A Mixed Methods Comparative Analysis of Missouri Public Charter Schools’ Performance Vs Traditional Public Schools of Similar Demographics and the Correlation between their Performance and Funding.” His dissertation chair was Dr. Sherrie Wisdom. This dissertation presents a comprehensive investigation into the performance of public charter schools in Missouri compared to traditional public schools with similar demographic profiles. The study employs a mixed-methods research design, incorporating both quantitative and qualitative approaches to gather and analyze data. The primary objectives include assessing academic outcomes, examining demographic characteristics, and exploring the relationship between school performance and funding allocation. The quantitative phase involves a large-scale statistical analysis of academic achievement data, such as standardized test scores and other relevant metrics obtained from both charter and traditional public schools. A careful matching process ensures that demographic factors such as socioeconomic status, ethnicity, and English language proficiency are considered for valid performance comparisons. The qualitative component employs parent and educator surveys to provide a nuanced understanding of the contextual factors influencing school performance. Principals, teachers, and parents contribute valuable insights into the school culture, teaching methods, and community engagement initiatives. Furthermore, the dissertation explores the correlation between school performance and funding by scrutinizing budgetary allocations, resource distribution, and financial management practices. This investigation aims to uncover any patterns or disparities that may exist in the financial support received by charter and traditional public schools. The findings of this study contribute to the ongoing discourse on education reform and policy-making by offering evidence-based insights into the performance of traditional public schools and public charter schools in Missouri. The results may inform decision-makers, educators, and stakeholders about the strengths and challenges associated with different school models, ultimately guiding efforts to enhance educational outcomes for students across diverse communities.



John J. Harrington III defended his dissertation titled “Review of Transition Programs for Autistic Students from Pre-k to Elementary School and Elementary School to Middle School in a Midwest Suburban School District.” His dissertation chair was Dr. Graham Weir. The goal of the study was to determine what high-quality transitional plans look like and explain how they are an important tool for providing a solid educational experience for students with ASD. The study hopes to provide school leaders and teachers with an additional resource that will showcase best practices across one large suburban school district in the St. Louis area. This study aimed to address current support, the effectiveness of services, successful programs, critical resources, potential outcomes,

and limitations for the school district's transition services through the program evaluation. The researcher developed a qualitative research study focusing on six research questions to provide recommendations on special education transition services for ASD students transitioning from early childhood to elementary and elementary to middle school. The researcher and dissertation committee developed a survey distributed to 350 employees within 10 elementary schools and two alternative schools in the district. The group received 31 responses to the questions. The survey was designed to understand the current processes in place for students with ASD, understand the gaps in the processes, as well as best practices. The survey also reached out to 15 total Regular Education Teachers and Special Education Teachers to see if they would be willing to be part of the interview process. Five employees volunteered to participate in the follow-up interviews. The survey and the interviews provided the needed information to help generate responses to the research questions. The researcher was able to use the provided information to align responses to the proper research questions. The research quickly identified patterns based on the responses. The patterns provided the researcher with the needed guidelines to produce the recommendations. The program evaluation response data supported the researcher's conclusion that the school district studied, provides basic transition services for students with ASD, but they have limitations that restrict the services from meeting the full potential that is needed to optimize the success of the students with ASD.

Human Services

Mental Health First Aid

With the increased awareness of mental health challenges, behavioral health providers have developed training for Mental Health First Aid similar to First Aid for physical injury. The goal is to teach people how to identify and respond to mental health challenges and to then connect people with the help they need. Dr. Carla Mueller, Social Work professor and therapist, facilitates this training for Lindenwood groups and the community. She has delivered Mental Health First Aid training to LU professional advisors and the residential life staff. Providing this training to those who



support our students who struggle with issues of loneliness, depression, substance use, and anxiety helps to reduce the stigma of mental health and encourages students to seek help. This crisis support and suicide prevention training helps people understand mental health and substance use behaviors, how to recognize signs and symptoms of serious concern, and how to offer comfort to a person in crisis. Resources to connect to professionals for ongoing care and self-help techniques are also included in Mental Health First Aid sessions.



Dr. Dixon Leads Interdisciplinary Clinical Workshop at Conference in Aberdeen, Scotland



Dr. Lynette Dixon and her colleague, Dr. Carol Berger, Associate Professor in Nursing at Maryville University led an interdisciplinary clinical workshop at the ICN NP/APN Network Conference in Aberdeen, Scotland on the topic of “Motivational Interviewing to Promote Lasting Behavior Change.” Drs. Berger and Dixon are working to apply counseling strategies into the field of nursing to empower both providers and patients and promote more patient-centered care in the field of medicine.

Publication of Master’s Thesis

We would like to congratulate our recent graduate, Emily McDonald, for having her master's thesis titled, A Systematic Literature Review of Applied Behavior Analytic Services Within the Criminal Justice System, published in the academic peer-reviewed journal *Behavioral Interventions*.



Congrats Emily!

[Read the full article here!](#)

Upcoming Events

Spring 2025 Semester Begins

January 13, 2025

Study Abroad @ Oxford

July 2-23 2025

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Student Council for Exceptional Children (LU SCEC)



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If you are a Human Services Alumni, check out:

[LinkedIn: Lindenwood University Alumni Human Services](#)

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

We hope you enjoyed this issue of The Lead!

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

Editor: Cameron Lashley, aided by Grammarly



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