

Student Research Opportunities

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Behavioral Research & Teaching



<http://www.brtprojects.org>



Faculty, Staff, and Students:

Front Row (L-R): Huna Yim, Raina Megert
Row 2 (L-R): Marissa Pilger, Sevrina Tindal, Jerry Tindal, Daniel Anderson
Row 3 (L-R): Hailey Hinkle, Steffani Mast
Row 4 L-R: Julie Alonzo, Rob Robinson, Denise Swanson, Dan Farley, Joe Nese
Back Row L-R: Josh Kahn, Evan Townsend, Leilani Sáez, Shawn Irvin

Research Opportunities

Spanish Language Vocabulary Pilot Study (easyCBM)

Date: 2016 Grades: 2-12

In response to requests from educators, we have begun work on adding Spanish-language vocabulary assessments to the measures available on the easyCBM Deluxe and District editions. A crucial step is gathering empirical data on how the newly written vocabulary items work with students in selected grades. Researchers will be conducting a study in the Spring and Fall of 2016 where Native Spanish Speakers in grades 2-12 will take a series of Spanish language vocabulary items on a secure online item piloting website. No identifying information will be collected about the students participating in the study, although teachers who participate and who want to receive a free one-year subscription to the easyCBM Deluxe Edition will need to provide their contact information (email, school, and state). Contact: jalonzo@uoregon.edu

iPad/Tablet Administration Pilot Study (Oregon Extended Assessment)

Date: Spring 2016

The **Oregon Extended Assessment** was redesigned in the 2014-15 school year in order to develop a vertical scale that would support modeling of academic growth for students with significant cognitive disabilities. The test design was also structured to support future tablet administrations. Researchers will be conducting a study in the spring of 2016 where students who take the ORExt will participate in the assessment in the typical format (paper/pencil), will wait approximately two weeks, and then take a tablet administration of the same assessments. The focus of the study will primarily be teacher and researcher observations of the student/tablet interactions to ensure that the tablet administration is not introducing construct irrelevant variance. The comparability of scores between the two administrations will also be reviewed. Contact: geraldt@uoregon.edu

Computerized Oral Reading Evaluation (CORE)

Date: 2015-2016

There are several problems with current assessments of passage reading fluency (PRF): (a) high cost of implementation in a one-to-one administration setting; (b) passages equivalence; and (c) large measurement error. These influence the instructional decisions based on PRF scores. This study is important because it could help provide more accurate PRF scores, reduce instructional time lost to testing saving school resources, and improve instructional decisions. Contact: jnese@uoregon.edu

Project ICEBERG

Date: 2015-2020

Project Iceberg (Intensifying Cognition, Early literacy, and Behavior for Exceptional Reading Growth) aims to enhance early learning data-based decision-making for preventing reading disabilities in preschool and kindergarten classrooms. Our primary goal is to build tablet-based

resources and products for helping teachers effectively address children’s identified early risk for reading difficulties. Contact: Leilani Saez lsaez@uoregon.edu

Internship Activities:

Working with a team of researchers to collect and analyze research data as well as prepare papers for journals, technical reports, and conference presentations

Student Time Commitment:

Negotiable and variable depending on the students’ needs, interests, and availability.

Skills Needed:

Some practical experience in working with data in a research team would be helpful.

Keywords:

Assessment, technology tools, K-8 classrooms, data analysis

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Center for the Prevention of Abuse and Neglect



Research Unit:

Although an impressive body of empirical research has increased our understanding of child abuse and neglect intervention, it has also shown that intervention alone does not decrease the rates of child abuse and neglect; they remain very high in the United States. A new kind of effort is needed to translate existing and emerging knowledge into significant reduction in the rates of child abuse and neglect.

The Center for the Prevention of Abuse and Neglect is designed to develop, implement and research a collective impact and public health approach to child abuse/neglect prevention. For more information, please visit the center's [website](#).

Principal Investigator:

Jeff Todahl, jtodahl@uoregon.edu, CPAN Co-Director, Director of Research

Projects' Description:

CENTER FOR THE PREVENTION OF ABUSE AND NEGLECT¹
College of Education, University of Oregon
Rainier Building, 1444 Walnut St., Eugene, 97403

Established in April, 2012, the Center for the Prevention of Abuse and Neglect is designed to develop, implement and research a collective impact and public health approach to child abuse and neglect prevention. Most CPAN research activities are directly related to the 90by30 Initiative (described below), though additional current projects include an evaluation of a child

¹ Our research and implementation activities have been funded by the following groups, among several others: 1) The Oregon Community Foundation, 2) The Ford Family Foundation, 3) Meyer Memorial Trust, 4) Spirit Mountain Community Fund, and 5) East Bay Community Foundation.

sexual abuse curriculum (*Stewards of Children*), measurement of child abuse and neglect prevalence rates across Oregon (Oregon Prevalence Study), and participation in a 24 U.S. university evaluation of campus-based sexual assault prevention (McBee).

If you have an interest in primary prevention, violence prevention, and/or population-level implementation science (translating research into community-based change), you will likely have high interest in CPAN's work. We have many active research projects that you could participate in right away, and opportunities for research that can be tailored to your particular interests and areas of expertise. Your time commitment to any given project also can vary based on your availability and other factors.

This handout is a brief summary of our mission and our current activities. If you have an interest in learning more, please contact Dr. Jeff Todahl, CPAN Co-Director (jtodahl@uoregon.edu; 541-346-0919).

The mission of CPAN is to promote the prevention and effective measurement of interpersonal violence trends both in Lane County and across the state of Oregon using best practices in dissemination science and surveillance.

GOALS OF THE CENTER FOR THE PREVENTION OF ABUSE AND NEGLECT

- 1) Develop, implement and evaluate a place-based, community generated child abuse and neglect theory of change;
- 2) Develop and implement a population-level child abuse prevention countywide measurement protocol and statewide child abuse prevalence measurement system;
- 3) Provide child abuse prevention technical assistance expertise and training for other region-center initiatives in the United States; and
- 3) Provide research and evaluation services to private foundations and units of government to test the efficacy of statewide prevention strategies.

For more information, please visit: <https://education.uoregon.edu/rou/center-prevention-abuse-and-neglect>

CURRENT RESEARCH, INTERNSHIP, THESES, CAPSTONE AND SENIOR PROJECT OPPORTUNITIES:

1. Stewards of Children (*Protect Our Children*) Evaluation

Stewards of Children is a facilitated, video-based child sexual abuse prevention curriculum designed for adults. It is being delivered across 10 Oregon rural regions (n=20,500+). CPAN is conducting a developmental program evaluation in partnership

with The Ford Family Foundation. The evaluation is underway, with the following current activities:

- pilot data analysis (n=505+)
- study 1; pre-post analysis
- study 2; 6, 12 and 18-month longitudinal analysis
- Participant focus group interviews, English and Spanish language formats
- Spanish language pre-post evaluation
- Random-digit comparator data collection and analysis

For more information about this intervention, please see: [Stewards of Children](#)

2. Oregon Prevalence Study

The Oregon Prevalence Study (OPS) is designed to more accurately measure child abuse and neglect prevalence rates. Data, to date, relies on child abuse report rates (which significantly under-represent actual rates) and retrospective research with adults. National survey data has several additional limitations. The OPS will survey middle and high school students (stratified random sample). At this time, CPAN is adapting existing measures (JVQ, CTQ), developing items for additional constructs, and modifying ACE items. In the 2016-2017 academic year, the measure will be piloted and refined for implementation in 2017-2018. Activities include:

- Measure development (including age-appropriate modifications)
- Pilot
- Analysis
- Review and finalizing of methodology and sampling frame plan

3. Child Abuse Prevention Climate Survey

The Child Abuse Prevention Climate Survey (CAPCS) is a 50-item measure that was recently administered (random-digit dial) in Lane (n=503) and Whatcom² (n=410) counties. It will be re-administered every 4 years through 2032. The measure is designed to identify public beliefs, attitudes, self and collective efficacy, and perceptions of child abuse *primary* prevention strategies. Current CAPS research activities include:

- Qualitative analysis of open-ended items
- CAPCS measure development (e.g., additional principle component analyses, validity and reliability testing)
- Between group comparator analysis of Whatcom and Lane County data

4. Child Abuse Prevention Community Engagement Investigation, 2nd Generation

This qualitative evaluation will formalize the '90by30 Question' community engagement protocol. Researchers will select 'communities of interest' (e.g., youth, marginalized populations, businesses) and will seek their response and recommendations to the 90by30

² Whatcom County is in Washington State and serves as a matched comparator.

strategic plan. This study merges community engagement, public health, and Spradley's (1979) ethnographic methodology. Interviews will take place in the community (e.g., strategic park locations, Dari Mart convenient stores).

5. Child Abuse Primary Prevention Systematic Literature Review

The CPAN Systematic Literature Review Team has nearly completed an exhaustive systematic literature review of child abuse *primary* prevention evidence-based programs. This review has direct application: It is informing strategies that are being considered and selected by 90by30 Regional Leadership Teams and CPAN. Current needs with this project:

- 6 month update of systematic review
- Search and review of promising and highly recommended strategies by national organizations (e.g., Chapin Hall, FRIENDS Network, USDHHS, CDC, Center for the Study of Social Policy)
- Publication of findings, peer review
- Publication of findings, public consumption

6. McBee Sexual Assault Bystander Multi-University Efficacy Evaluation

A partnership with the University of Kentucky and 24 public colleges and universities. McBee will evaluate the activities and effectiveness of University of Oregon sexual assault prevention efforts and quasi compare those findings with 23 other U.S. universities.

7. COAMFTE Intimate Partner Violence Curriculum Survey and Review

The Intimate Partner Violence Survey is in a follow-up phase. This study investigated COAMFTE training programs' inclusion of IPV content (including universal screening). Current activity:

- Follow-up with eligible training programs
- Administer survey
- Analysis and publication

8. Center for Healthy Relationships IPV Universal Screening Protocol

This mixed methods study is designed to evaluate the current interpersonal violence screening protocol at the Center for Healthy Relationships. Evaluation of secondary data and qualitative interviews with existing clients will inform CHR practice strategies.

9. Lane ESD School-based Violence Prevention Curricula Audit

Modeled after research by Walsh and colleagues in Australia (Walsh, Berthelsen, Nicholson, Brandon, Stevens, & Rachele, 2013), this study will evaluate child abuse and

dating violence prevention school policy and curricula in all schools in the Lane ESD region. This study will inform efforts in Lane County to more systematically prevent child abuse and neglect via universal prevention strategies in our public schools, k-12.

10. Safe Families for Children: Qualitative Investigation

Safe Families for Children is a faith-based respite care service provided to Lane County families. It has demonstrated promise in reducing child abuse and neglect by providing proactive support to families (Anderson, 2014) and has been adopted as a prevention strategy by Lane County 90by30 regional leadership teams. This study, the first of its kind in the U.S., will capture participants' beliefs about the benefits and challenges of the service and recommendations for expansion. For more information about Safe Families for Children, please see: <http://safe-families.org/>

For more information about CPAN and the 90by30 Initiative, please visit: <http://90by30.com>.

Jeff Todahl, Ph.D., Co-Director, Center for the Prevention of Abuse and Neglect and Director of Research (541) 346-0919, jtodahl@uoregon.edu; Phyllis Barkhurst, Co-Director and Director, 90by30, (541) 346-7484, phyllisb@uoregon.edu. Todahl and Barkhurst are Co-Founders of the Center. Phyllis Barkhurst is located in the UO's Rainier building, 1444 Walnut St. Dr. Todahl is located both in the Rainier building and 245 HEDCO (College of Education).

Sample of current and under development 90by30 outreach activities:

- Development and support of 7 Lane County Regional Leadership Teams
- Convening Organization, Lane County Child Abuse Prevention Month (please see <http://getinvolvedlanecounty.org/> for 2016 example)
- Convening Organization, 90by30 Annual Conference
- *What Would We Do Lane County?* skill training video series
- Implementation of NAPCAN's (Australia) *Play Your Part* Campaign

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CTL Undergraduate Research Fellowship (URF)

ctl.uoregon.edu/research/urf

Program Description:

In 1998, Dr. Edward J. Kame'enui, Dean-Knight Professor Emeritus and Founding Director of the Center on Teaching and Learning (CTL), created and established the Undergraduate Research Fellowship (URF) Program for a singular purpose: To support University of Oregon undergraduate students in any discipline who are committed to conducting undergraduate research and are likely to continue to conduct research in graduate school.

For the 2017-2018 school year, the Undergraduate Research Fellowship (URF) Program is interested in supporting Oregon residents who are full-time juniors and seniors in Education or a related field at the University of Oregon. Majors within the College of Education that are eligible to apply include:

- Communication Disorders and Sciences
- Educational Foundations
- Family and Human Services
- Music Education

Related fields outside of the College of Education may include undergraduate programs in disciplines such as: Psychology, Linguistics, General Science, General Social Science, etc.

A critical requirement of the URF is that students are required to engage in an active and ongoing program of research for the 2017-2018 Academic Year. Therefore, students are responsible for locating a potential research placement with a faculty mentor prior to applying to the program. The research project must be related to an educational issue and the applicant must make a case that they plan to pursue Graduate research explicitly in education-related areas and issues.

Program Activities:

Selected Undergraduate Research Fellows (URFs) will work as valued members of a research team and are granted a tuition waiver for the 2017-2018 Academic Year (up to 17 credits per term). The URF program is specifically designed to encourage undergraduates to continue their studies in graduate school with a commitment to engage fully in research and the process of scientific inquiry. Specific activities students engage in during the URF program will depend on the nature of their research project.

Student Time Commitment:

Students are expected to commit a minimum of 10 hours per week to their research project during the 2017-18 Fall, Winter, and Spring academic terms. Students must also attend regularly scheduled seminars (3 per term @ 1credit hour per term), and prepare short progress reports each term during the year. A final report and PowerPoint presentation of the URF research project is required at the end of the spring term and open to the public.

Application Procedure:

Students interested in education or a related field (e.g., Communication Sciences and Disorders, Psychology, Educational Methodology) who demonstrate substantial interest in research and who intend to pursue a program of research in graduate school may apply to the URF program. The program is designed to support full-time undergraduate students of junior or senior class standing with a cumulative GPA of at least 3.50. Applicants must qualify for resident tuition rates at the UO.

Application form can be downloaded at: ctl.uoregon.edu/research/urf

Please contact Tanya Sheehan via phone (541-346-1472) or email <tsheenan@uoregon.edu> if you have any questions.

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Culture and Health Promotion Lab (CHP Lab) Research Opportunity

Principal Investigator:

Tasia M. Smith, Ph.D.



Lab Description:

The Culture and Health Promotion Lab (CHP Lab) is seeking new research assistants to help us conduct community-based prevention research in the Eugene and Portland area with underserved populations, especially racial/ethnic minorities and individuals from low-income households. These projects will (a) explore factors that contribute to obesity and obesity-related health disparities among underserved populations, (b) explore unique cultural-based protective factors that may help to increase engagement in positive health behaviors, (c) seek to understand the interaction between physical and mental health outcomes, and (d) develop and disseminate culturally sensitive interventions.

If you have an interest in health disparities, community-engaged research, and underserved populations, you will likely find joining the CHP Lab a rewarding and informative experience. Participation in the CHP Lab will provide undergraduate and graduate students the opportunity to assist with participant recruitment and retention, administering assessments to adolescents and families, provide childcare during assessments, data entry, research writing, and other miscellaneous lab tasks.

Our team works collaboratively with several community organizations in Lane County and surrounding areas. This is a great opportunity for individuals interested in graduate school and in careers in the social sciences.

Potential Benefits to Interns:

Working in the CHP Lab you will:

- Gain human subjects research experience
- Gain experience with culturally sensitive research practices

- Learn different data collection methods and assessment tools
- Learn about intervention development and dissemination
- Learn about and contribute to the dissemination of research in multiple forms

Student Time Commitment:

Most of the research tasks will occur between the hours of 8:00 am and 6:00 pm Monday-Friday; however, some evening and weekend hours *may* be required.

- Commit to at least 2 terms in CHP Lab
- Commit to at least 6-9 hours per week
- Attend weekly 1hr mandatory lab meetings
- May volunteer or receive course credit

Desired Qualifications:

- Be comfortable interacting with families and community leaders in both lab and community settings
- Be motivated, organized, dependable, and able to work independently and in groups
- Must have an ability to meet deadlines, engage in effective communication, and produce quality work

Application Procedure:

Interested applicants should e-mail a resume/vita and answers to the following questions to Jonathan Pedroza at jpedroza@uoregon.edu. Use the subject line: CHP Research Opportunity.

1. When are you available to start?
2. Why are you interested in joining the CHP Lab?
3. What do you hope to gain from working in the CHP Lab?
4. Please include your current schedule as an excel file, spanning 8:00 am -7:00 pm weekdays and weekends. Please indicate times when you are NOT available either due to class or previous commitments by including an X in the appropriate cell.

Qualified applicants will be contacted for a follow-up interview. Background checks are required for all accepted volunteers.

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Early Dual Language Development Laboratory



Lab Description:

The Early Dual Language Development (EDLD) Laboratory at the University of Oregon is dedicated to understanding how young children from bilingual backgrounds develop English and maintain their home language. In particular, the EDLD lab focuses on the dual language development of Spanish and English of children from birth to age 5. Furthermore, the EDLD lab conducts research related to early language interventions provided to Spanish-speaking children in order to develop methods that are appropriate for the linguistic and cultural backgrounds of these children and their families. Current projects include deep analysis of the characteristics of the language input provided in the homes of young children from Spanish-speaking backgrounds as well as focus groups to describe the perspectives of Spanish-speaking families towards existing language intervention strategies.

Principal Investigator:

Lauren M. Cycyk, PhD, CCC-SLP

Internship Activities:

Opportunities will vary depending on the projects in the EDLD lab. Activities related to current projects include transcribing and coding language input data and review of previous research related to home language environments.

Potential Benefits to Intern:

- Learn about early dual language development and interventions for children and their families from Spanish-speaking backgrounds
- Improve your Spanish proficiency
- Gain experience with varied aspects of research and clinical methods (e.g., language transcription)

Student Time Commitment:

A minimum of 7 hours per week spread over blocks of availability between 3-7 hours is preferred. On a case by case basis dependent on students' availability and the needs of the EDLD lab, this time commitment can be reduced to a minimum of 3 hours per week. This time commitment is relevant to weekdays only and includes attendance at semi-regular lab meetings. A consecutive, two-term commitment is also required.

Research credits through the Communication Disorders and Sciences program are available. One research credit = 3 hours of volunteer work per week for the 10-week term.

Skills Needed:

Undergraduate students must have at least an emerging level of Spanish proficiency in order to be selected as volunteers in the EDLD lab. Near-native or native proficiency in Spanish is highly desirable. Students must be able to work well with teams, meet deadlines, be flexible and independently motivated, follow instructions with a high-level of detail, and demonstrate excellent communication skills and high dependability

You should especially consider applying for this position if you are interested in pursuing a degree in the communication disorders and sciences field.

Application Procedure:

Contact Dr. Lauren Cychk via email at lcychk@uoregon.edu. Attach your resume to the email and Include the following information:

1. Your interest in pursuing volunteer work in the EDLD lab as it relates to your personal and/or professional goals
2. Your previous experience with research and/or with children and families from Spanish-speaking backgrounds
3. Your rating of your Spanish proficiency (i.e., beginner, intermediate, advanced, native speaker) in the areas of speaking, listening, reading, and writing
4. Your availability of hours and terms

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Filming Interactions to Nurture Development (FIND) at the SNAP Lab

Project Title:

Filming Interactions to Nurture Development



Principal Investigator:

Philip Fisher, PhD

Project Description:

The Fisher Stress Neurobiology and Prevention (SNAP) Lab focuses on the effects of early life adversity, developing and examining preventative interventions to improve outcomes for children and families, and impacting policy and practices towards high-risk children and families.

The lab is looking for students who can work on our FIND programs. FIND stands for Filming Interactions to Nurture Development, and is a strength based video coaching program for parents and other caregivers of high-risk children. FIND uses video of naturally occurring child-parent interaction to encourage developmentally supportive caregiving.

Potential Benefits to Interns:

- Learn about early brain development, toxic stress and parenting
- Gain experience with clinical intervention and research
- Learn innovative video editing

Student Time, Commitment and Requirements:

- Commit to a *minimum* of one full academic year (3 terms) in the SNAP Lab
- Commit to 6-9 hours of work per week
- Be in your junior year or higher
- Demonstrate exceptional organizational skills, communication and dependability

Application Procedure:

Please send your resume to Kyndal Howell, Assistant Director of Operations for the SNAP Lab, kyndalh@uoregon.edu

In your email, please note whether you are available and willing to intern over the summer months.

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Innovations in Instructional Technology (IIT): Helping All Students Learn through Technology Enhancements

Principal Investigator:

Kathleen Scalise, kscalise@uoregon.edu

Project Description:

This project builds scenario-based activities for students to enhance educational learning outcomes, increase cognitive engagement, and build a sense of belonging in digital media for students and teachers.

Internship Activities:

- Assist PI in planning and building materials
- Gain expertise in new digital adaptive medias to help support student learning
- Use technology to collect evidence on elements of student interaction, engagement and learning

Student Time & Commitment:

Negotiable and variable depending on the students' needs, interests, and availability.

Skills Needed for Internship:

Enthusiasm and a willingness to learn; skills in a variety of technology uses are also beneficial but the opportunity to learn such skills will also be made available to students participating in IIT projects.

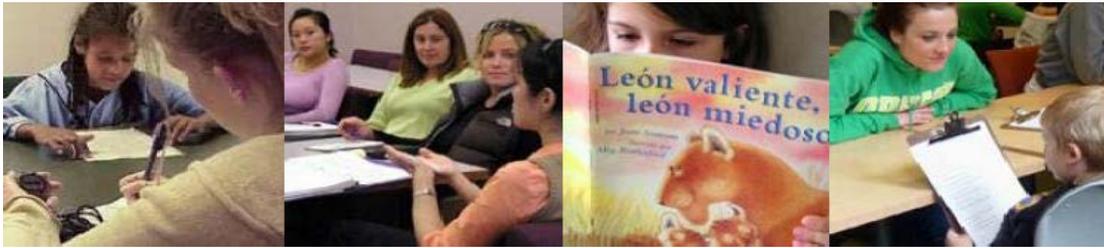
Materials Requested for Application:

Resume (can be brief but should include information on the student's current program, year of study, and prior education); a paragraph on why the student is interested in this project; recommended but not required to provide an example of student work such as a class paper or

a media product produced by the student (video, blog, wiki, animation, programming code snippet etc).

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Intervention-Focused Field Placement with Families and Children



Principal Investigator:

Elizabeth Skowron, Ph.D.

Lab Description:

Professor Elizabeth Skowron and her lab encourage motivated undergraduate students to apply to become FHS interns for the Coaching Alternative Parenting Strategies (CAPS) Project. As a member of our lab, you will gain valuable experience working with high-risk, DHS involved children and working in an intervention research setting. You would gain first-hand experience observing licensed therapists doing Parent-Child Interaction Therapy (PCIT), a type of family therapy.

This is an amazing opportunity for individuals interested in graduate school and in careers in the social sciences.

Internship Activities:

As an intern, you would:

1. Gain direct client contact providing sibling support for family visits
2. Learn about and observe an evidence-based therapy intervention
3. Become familiar with many other aspects of a collaborative research lab, including data collection, data organization, and research writing

Student Time Commitment:

Applicants should have large blocks of availability on at least three days during the week (for example; 9-noon M,W,F or 1-6 T, Th, etc) and be able to work up to two weekends per month.

Desired Qualifications:

Ideal applicants should enjoy working with children of a variety of ages, be motivated, organized, have good attention to detail, and must be able to pass a criminal background check. No prior research experience is necessary.

Students may volunteer their time or receive course credit. Students must agree to a 1-3 term commitment. Outstanding candidates who show dedication and commitment to the position may later qualify for a senior field placement including leadership opportunities, other job opportunities, and may receive letters of recommendation.

Application Procedure:

Interested applicants should e-mail a resume and answers to the following questions to Lisa Shimomaeda at lshimom2@uoregon.edu:

1. When are you available to start?
2. What experience do you have working with children 3-7 years old?
3. What do you hope to gain from working in our lab?
4. Please include your current schedule as an excel file, spanning 9am – 8pm for both weekdays and weekends. Indicate times when you are not regularly available either due to class or other previous commitments by including an X in the appropriate cell.

Qualified applicants will be contacted for a follow-up interview.

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KEEP-P Project at the SNAP lab



Keeping Parents Supported

Project Title:

The KEEP-P Project at the Stress Neurobiology and Prevention Lab (SNAP lab)

Principal Investigator:

Phil Fisher, PhD

Project Description:

The Stress Neurobiology and Prevention (SNAP) Laboratory is looking for several new research assistants to help us conduct intervention research in the community. As a research assistant in the SNAP lab, you will be gaining valuable experience for graduate school, and may be able to earn upper division credits.

KEEP-P is a clinical trial of a new group-based parenting intervention for parents with preschool age children. The research sample will include up to 240 preschoolers and their biological or foster parents and adoptive families. KEEP-P is funded by the National Institute of Child Health and Human Development. Phil Fisher, PhD, is conducting the study. We are looking for students to assist with the project including assessing families, providing childcare during assessments, data entry and tracking, as well as miscellaneous lab tasks. This is a great project for students who are especially interested in early childhood education and working with high-risk families.

Our team works collaboratively with Early Childhood CARES and the Lane County Department of Human Services child welfare agency to recruit families. Families will be randomly assigned

to KEEP-P (parenting support group) or KEEP-P+ (parenting support group + parenting video coaching intervention).

We will conduct four waves of data collection, starting with a baseline assessment followed by an assessment immediately post intervention and two follow-up assessments at 12 months and 18 months from baseline. Assessments will include interviews and questionnaires for the parents, developmental assessments with the children and parent-child interaction tasks, as well as behavioral coding. KEEP-P has a video component that utilizes Filming Interactions to Nurture Development (FIND). You may be asked to help with FIND project tasks.

Potential Benefits to Interns:

Working in the SNAP lab you will:

- Gain experience in a research setting
- Learn how interventions work
- Gain experience conducting standardized interviews
- Learn about different data collection methods and protocols

Student Time, Commitment, and Requirements:

We assess the KEEP-P families between the hours of 8:30am and 7:30pm Monday – Friday and weekends generally between the hours of 8:30am – 6:00pm. The assessments, including prep and clean up time can last up to 3 hours. We need students who can:

- Commit to 3 terms at the SNAP Lab
- Be available 6-9 hours a week, including some weekends and evenings (your schedule must permit for blocks of time that are several hours in length)
- Be in your sophomore year or higher
- Show an ability to meet deadlines and have a high attention to detail
- Be comfortable working with children 0-6 years of age
- Attend the weekly 1hr mandatory staff meeting
- To work with children you must be able to pass a background check

You should consider applying for this position if you have a passion for working with children and families, research, or science; are a quick learner; have the ability to work independently; are communicative; and have decent computer skills.

Application Procedure:

Briefly answer the questions below and **include a letter of interest and your resume**. Send items to: Alex Wagnon, KEEP-P Assessment Coordinator, awagnon@uoregon.edu

1. Describe any experiences you have had with data collection (populations, methods).
2. The children we see during assessments (age 2.5 – 6) can be very active and may have difficulty focusing on the task at hand. With training, do you feel confident in your ability to keep such a child on the right track? What strategies do you think you would use to keep a child on task?
3. How flexible are you able to be with your schedule? What strategies do you use to keep your schedule in order?
4. When are you available to start? Are you able to commit to 3 terms?

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Mathematics eText Research Center (MeTRC)

Project Title:

Mathematics eText Research Center (MeTRC)

Principal Investigator:

Mark Horney, PhD, mhorney@uoregon.edu



Research Unit:

The Center for Advanced Technology in Education (CATE) is a research and outreach unit approved by the Oregon State System of Higher Education (OSSHE) and dedicated to investigating and promoting the use of advanced technology in education. CATE is committed to transforming teaching and learning through the use of computing and communication technologies.

Current projects focus on:

- Promoting and sharing information on advanced technology in education
- Providing professional development on integrating technology across the curriculum
- Investigating innovative technology for supporting at-risk learners
- Assisting educational agencies with technology planning
- Developing effective strategies for computer-based studying
- Promoting Internet connectivity and interactivity for teaching and learning

For more information on the center, please visit cate.uoregon.edu

Project Description:

MeTRC is funded by the U.S. Office of Special Education Programs (OSEP) to investigate reading and writing in mathematics, particularly by students with learning disabilities or vision impairments. MeTRC is currently analyzing two large data sets from research projects conducted over the past two years. The first involves a database of student interactions with an online supplemental mathematics curriculum, and seeks to understand the patterns of student behaviors as they make use of the various features available in a digital reading and study environment.

The second data set is a collection of mathematical explanations written by students studying fractions. This study is focused on the differences between explanations written using traditional pencil and paper tools and those available in a multimodal digital writing environment.

Internship Activities:

Working with a team of researchers in organizing and coding data, and identifying patterns in learning outcomes using a combination of qualitative and quantitative analysis procedures.

Student Time & Commitment:

Negotiable and variable depending on the students' needs, interests, and availability.

Skills Needed for Internship:

Some practical experience in working with data in a research team and in preparing manuscripts for publication.

Key Words:

Mathematics, reading, writing, multimodal, data analysis

The Step Ahead Project

- Interested in classroom-based research?
- Want to build your resume?

Kate Ascetta, a doctoral student in the Special Education Department, is conducting an intervention study in preschool classrooms. The study will be exploring how different supports for teachers can influence their use of strategies with the children in their classroom.

The study is looking for:

- 5-10 data collectors for a year long project (Sept–March: only 5-10 hours per term).
- Interested people should be up-to-date with CITI training (if not Kate will assist).
- Previous data collection experience is not required, but helpful.

- People who are reliable, responsible and strong attention to detail.

The study will provide:

- Training in coding language samples.
- Training in conducting assessments with adults (Peabody Picture Vocabulary Test-PPVT).
- No travel required - all coding & assessments will occur on campus or online.

Please Contact: Kate Ascetta - Kascetta@uoregon.edu for more information.

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Multiple-choice Comprehension Assessment Project



Research Unit:

Center on Teaching and Learning, <https://ctl.uoregon.edu/>

Faculty Members:

Gina Biancarosa, Ed.D ginab@uoregon.edu and

Sarah Carlson, Ph.D, carlsons@uoregon.edu

Project Description:

The MOCCA Project is funded by the U.S. Department of Education through the Institute of Education Sciences (IES) to validate and refine a new measure (MOCCA) for diagnostic purposes in reading comprehension. MOCCA was originally developed to identify the cognitive processes that take place during reading comprehension, and whether such processes are associated with reading comprehension problems in struggling readers. To do so, readers are asked to complete a missing sentence in a short narrative text with the “best” sentence out of four options in the multiple-choice assessment. Each option represents a specific cognitive reading comprehension process that has been identified in previous research (e.g., paraphrase, different inferences). The “best” option completes the text in a causally coherent way so that the goal, subgoal, and resolution causally fit together. Preliminary results from the original development of MOCCA indicate that two types of struggling readers tend to overly-rely on processes that do not help them develop causal coherence during reading when they are not choosing that “best” option. Thus, in the current project, we will expand, test, and validate MOCCA by developing additional items that will range in grades 3-5. Each grade level assessment will have 3 forms and will be piloted each year, including with a nationally representative sample in Years 2 and 3. This is also a multi-site project in which data will be collected in Chico, CA with our partner Ben Seipel, Ph.D., and IRT analyses will be conducted at the University of Minnesota with our partner Mark Davison, Ph.D.

Internship Activities:

Working with a team of researchers to organize and code verbal protocol data, as well as assist in various analyses throughout the project (e.g., identification of comprehension groups based on project data; observation of IRT analyses).

Student Time Commitment:

Negotiable and variable depending on the students' needs, interests, and availability.

Skills Needed:

Some practical experience in working with data in a research team.

Keywords:

Reading comprehension, assessment, struggling readers, data analysis

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Prevention Science Institute Human Subject Research:

Data Collection through Family and Child Interviews, Behavioral Coding, Data Management, and Data Analysis Opportunities



Prevention Science Institute: <http://psi.uoregon.edu>

Site Description:

The Prevention Science Institute (PSI) at the University of Oregon is a multidisciplinary institute focused on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings. The core mission of the PSI is to improve the lives and well-being of children, individuals, and families throughout the lifespan. The PSI is a research institute designed for collaboration between faculty across disciplines, including psychology, social and affective neuroscience, development, and education, and others who are interested in prevention. The PSI has office locations in both the Eugene and Portland campuses.

Internship Activities:

There are opportunities as needed, throughout the academic year and summer, to work on several longitudinal studies in the Eugene or Portland area conducting research with children and families. Undergraduate students will be selected for available positions according to their interests, skills set, and availability. The PSI internship allows students to gain experience in a variety of research activities which include, but are not limited to: gathering data through in-person interviews and/or over the phone using standardized questionnaires, tests, and semi-structured interview protocols; organizing and coding behavioral interactions that have been digitally recorded; assisting in the management of data and data analysis; working in a research team environment. Other tasks may include data entry, data checking, attending regularly scheduled team meetings, and/or other procedures as required to support the needs of the research.

Student Time Commitment:

Variable, depending on the student’s interests and availability, and the needs of the project. For most positions, blocks of availability on at least 1-3 days during the week are required. For example: 9-12pm M, W, F or 1pm-6pm T/TH, etc. Some projects may require evening and/or weekend availability.

Skills Needed:

Undergraduates selected to work with PSI researchers must be able to perform work within in a team-oriented environment, complete project-related tasks in a timely manner, maintain communication with supervisors and other team members, attend meetings as required, and maintain reliability in data collection and/or coding. Applicants must enjoy working with adults and children of a variety of ages, be motivated and organized, have good attention to detail, and be able to pass a criminal background check. No prior research experience is necessary.

Preferred skills include experience in research, experience with assessment procedures, and experience working with children ages 3 – 18. A one-year commitment is preferable on most projects.

Students may volunteer their time or receive course credit. Outstanding candidates who show dedication and commitment to the position may later qualify for other research opportunities and may receive letters of recommendation.

Application Procedure:

Interested applicants should e-mail a resume and answers to the following questions to Kate Harvey: kharvey@uoregon.edu.

1. When are you available to start?
2. What experience do you have working with adults, children, and/or adolescents?
3. What do you hope to gain from working at the PSI?

Please include your current schedule as an excel file, spanning 9am – 8pm for both weekdays and weekends. Indicate times when you are not regularly available either due to class or other previous commitments by including an X in the appropriate cell.

Qualified applicants will be contacted for a follow-up interview as positions become available.

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Positive Behavior Intervention Supports



Principal Investigator:

Kent McIntosh, kentm@uoregon.edu & Rob Horner, robh@uoregon.edu

Research Unit:

Educational and Community Supports (ECS) is a research unit within the College of Education at the University of Oregon that has operated since 1972.

ECS focuses on the development and implementation of practices that result in positive, durable and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal and state funded projects support research, teaching, dissemination and technical assistance activities.

For more information, please visit <http://ecs.uoregon.edu/>

Project Description:

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. This internship will support the Technical Assistance Center by developing and publishing Evaluation Briefs based on the PBIS database of 40 million office discipline referrals. Please visit this website to view examples of evaluation briefs already completed to date: [PBIS Evaluation Briefs](#)

Internship Activities:

Attend weekly research meetings on Mondays from 12:00-1:30 at Lokey 143

Identify evaluation questions that can be answered from the existing PBIS database

Collaborate with Dr. McIntosh on analysis and writing of Evaluation Briefs

Briefs are then posted on the www.pbis.org website and used by the states, districts, and schools implementing PBIS.

Student Time & Commitment:

Negotiable and variable depending on the students' needs, interests, and availability.

Skills Needed for Internship:

Some experience completing statistical analysis and in preparing a professional manuscript.

Data Collection and Experience in Educational Research

Sloan Storie, and Allaina Douglas – doctoral students in the Special Education Department – are looking for students who are interested in learning differing ways to collect data for educational research projects. Students will be able to attend research meetings, help conceptualize research projects, and learn a variety of methods to track and monitor educational practices within research. Additionally, class credit will be available for this opportunity and (contingent on term completion) students are eligible for a letter of recommendation. This opportunity will take place in HEDCO Autism Research and Training (HART) house classroom located on University of Oregon campus.

Researchers are looking for:

- Available at least 1 hour per week.
- Interested participants should be up-to-date with CITI training (contact Sloan or Allaina for assistance).
- People who are reliable, responsible and strong attention to detail.

Time Commitment:

- All participants will need to be available for at a minimum of 1 hour once a week to participate in data collection and/or research meetings. The day/time will be contingent on research participant availability.
- Researchers projects may be ongoing but require a minimum 1 term commitment.

Benefits:

- Attend meetings with others interested in educational research.
- Learn a variety of ways to collect data out in the field.
- Help conceptual research projects.
- Become eligible for a letter of recommendation for work or graduate school applications.
- Add a beneficial experience to your curriculum vitae!

Please Contact: Sloan Storie – sloans@uoregon.edu OR Allaina Douglas – allainas@uoregon.edu for more information!

Teaching Social Skills for Success on the Playground

Sloan Storie, and Allaina Douglas – doctoral students in the Special Education Department – are conducting an intervention exploring ways to help children with and without disabilities learn to use appropriate playground skills together. The purpose of this study is to evaluate teacher use of direct instruction and how it effects children’s use of appropriate playground skills. Additionally, students will be measured on their indices of happiness and social initiations. The project will take place in HEDCO Autism Research and Training (HART) house classroom located on University of Oregon campus.

Researchers are looking for:

- 4 teachers (pre-service, in-service, undergraduate or graduate)
- Interested participants should be up-to-date with CITI training (contact Sloan or Allain for assistance).
- People who are reliable, responsible and strong attention to detail.

Time Commitment:

- All participants will need to be available for a 1.5 hour block at least once a week to participate with a total of 26.5 hours. The day/time will be contingent on child and teacher availability.
- Researchers anticipate a maximum of 15 separate 1.5 hour (i.e., 26.5 hours total) sessions including the target children.

Benefits:

- Practice in direct instruction teaching, facilitating play and working with young children of diverse abilities.
- Participants will be provided a \$50.00 gift card upon completion of the study. Once a participant has started the study (i.e., data has been collected) and they choose to withdrawal participation for any reason, they will receive 50% of the stipend (i.e., \$25.00 gift card).

Please Contact: Sloan Storie – sloans@uoregon.edu OR Allaina Douglas – allainas@uoregon.edu for more information!

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Science Instructional Coach



Project Title:

Project ESCOLAR (eText Supports for Collaborative Online Learning and Academic Reading)

Principal Investigator(s)/Supervisor(s):

Fatima Terrazas-Arellanes, Ph.D.,
fatima@uoregon.edu

Project Description:

Project ESCOLAR is a five-year study conducted by the University of Oregon's Center for Equity Promotion (CEQP). ESCOLAR is creating and evaluating high-quality Collaborative Online Learning (COL) units to help middle-school students explore science, collaborate with others online, and enhance learning. The project is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).

Internship Activities:

Working with a team of researchers in designing and teaching online science curriculum, developing content lessons, and lesson plans. Specifically:

- Design instructional lessons and lesson plans
- Conduct classroom observations and instructional coaching to middle school science teachers
- Prepare materials for instructional coaching activities
- Conduct professional development workshops for middle school science teachers

Potential Benefits to Interns:

- Gain classroom experience working with teachers and students
- Apply science knowledge in a real-world environment
- Network with schools and districts
- Collaborate with researchers in education studies
- Earn credit hours while getting job experience

Potential Benefits to the Project:

The project would benefit greatly from the involvement of an intern who would assist teachers in the field when needed, creating a smoother implementation for teachers and students; teachers would also benefit from having a science expert with whom they could communicate about the topics their students are studying. Overall, the intern would be an asset to the project in that s/he would provide the needed science instruction and discussion to collaborative meetings with teachers and within the classroom environment.

Student Time & Commitment:

Negotiable and variable depending on the student's needs, interests, and availability.

Skills Needed/Required Experience:

Applicants should have strong communication skills and be highly responsible; preference is given to applicants with a science background and an interest in education or teaching.

Key Words Associated with the Project:

Science, teaching, online, coaching, collaborative learning, classroom observations

Application Procedure:

Submit a letter of interest and resume, including a list of biology, chemistry, physics, and closely related courses taken and grades received (unofficial copies of transcripts are acceptable) to Emily Walden at ewalden@uoregon.edu.

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Semi-Automated Music Therapy for Children with Severe Disabilities

Principal Investigator:

Directed by Anthony Hornof, Associate Professor

Department:

UO Department of Computer and Information Science



Project Description:

Students specializing in early childhood intervention, music therapy, developmental disorders, special education, human services, and other related fields, are sought for a directed research project that will investigate opportunities for semi-automated music therapy in the homes of children with disabilities. The project will explore possibilities for computer-mediated music therapy, and focus largely on girls with Rett Syndrome, a severe motor and intellectual disability affecting girls and women. Musical interventions have been shown to ameliorate the regressive symptoms of Rett Syndrome (Elefant & Meir, 2004; and others). The project will explore how new interactive systems might be used to deliver (a) music therapy and music-motivated interactive activities and (b) opportunities for girls with Rett Syndrome to participate in fun social activities.

Skills Needed/Required Experience:

We are looking for a highly motivated undergrad or graduate student who has a passion for working with individuals with disabilities, and has experience or would like to gain experience learning about and working with these populations. Applicants should have a strong interest in research that focuses on improving the quality of life for individuals with disabilities.

Applicants should be able to perform the following tasks:

- Read, take notes on, and write short responses to research articles relevant to the study, to learn about Rett syndrome and the goals of the project.
- Performing literature searches to explore new questions that arise.
- Develop study materials, such as recruitment fliers, parent questionnaires, and parent interview questions.
- Accompany faculty member or graduate student(s) on trips to the homes of girls with Rett syndrome to observe parent interviews and data collection.

- “Code” videos of girls with Rett syndrome interacting with music-playing devices to note locomotive behavior and indicators of happiness.
- Work with MS Excel to assist in the analysis of single-case research design.
- Attend research team meetings to discuss project timelines, weekly duties, and project goals.

Potential Benefits to Interns:

- Valuable field and research experience working with children with disabilities.
- Experience coding video and analyzing data.
- Knowledge of single-case research design and how it may be used to work with unique and specific populations.
- Experience collaborating with a faculty member and graduate student(s) in a real-world, scientific, practical research project.
- Depending on the level of commitment and contribution, possibly a co-authorship on a conference or journal paper.

Student Time & Commitment:

Minimum 10 hours per week. Highly motivated outstanding students may be considered for full-time summer work and a stipend.

Application Procedure:

You can learn more about Anthony and his research at <<http://ix.cs.uoregon.edu/~hornof/>>.

Please contact Anthony via phone (541-346-1372) or email <hornof@cs.uoregon.edu> if you have any questions at all about this position.

If you are interested, please submit: (a) 1-page letter of interest, and (b) resume/CV to Anthony Hornof at <hornof@cs.uoregon.edu>.

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SSET/NTACT Systematic Literature Review



Project Title:

NTACT Systematic Literature Review

Principal Investigator:

Dawn A. Rowe, drowe3@uoregon.edu and Valerie L. Mazzotti, vmazzott@uoregon.edu

Project Description:

The National Technical Assistance Center on Transition is conducting a systematic review of the literature to identify evidence-based, research-based, and promising practices in the area of secondary transition.

Internship Activities:

- Assist PIs in searching multiple databases to identify articles to include in review
- Coding articles for research quality and content
- Keeping reference list up-to-date

Student Time & Commitment:

Negotiable and variable depending on the students' needs, interests, and availability.

Skills Needed for Internship:

Critical reading skills, skills to conduct electronic searches via the library website, APA, ability to follow directions, written and oral communication skills.

Materials Requested for Application:

Writing sample.

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