The School of Graduate Studies and Continuing Education is pleased to announce awards for this year’s graduate research grants. UW-Whitewater recognizes the importance of basic and applied research for our graduate student’s professional education and supports their efforts with modest research grants. Funds are provided by the School of Graduate Studies and Continuing Education and the Segregated University Fees Committee. Graduate Student applied projects will directly benefit 16 school districts and will be presented to professional organizations in Wisconsin, Washington, DC, and Spain.

**Danica Ashbeck** (School Psychology) will determine if the use of Sound Partners, a non-teacher tutoring program, not only improves the early literacy skills of first grade students, but also improves their spelling ability as well.

**Nina Bild** (School Psychology) will examine whether a correlation exists between bullying and immigration status in an urban elementary school in the Midwest.

**Rosie Bliss** (School Psychology) will determine if explicitly taught video modeling skills improve the conversation skills of middle school students who have been diagnosed with autism spectrum disorder.

**Leah Bortz** (School Psychology) will develop an understanding of how the perceptions of teachers and students relate regarding impressions of social support for sexual minority youth, in order to inform the need for additional education for both groups and support programs for LGBTQ students.

**Michelle Boyer** (School Psychology) will determine whether early literacy learning for ELL (English Language Learners) students can be enhanced by including the students’ first language in instruction.

**McKenzie Carran** (School Psychology) will use Second Step, a universal violence prevention curriculum, to improve students’ prosocial behaviors (empathy, socially responsible behavior) and social-emotional knowledge.

**Laura Lehrer** (School Psychology) will explore the reasons why suspensions and expulsions are still being used in schools, despite the limitations of these exclusionary practices.

**Kristin Mariano** (School Psychology) will evaluate the effectiveness of a school-based behavioral intervention, the Check In-Check Out (CICO) intervention, in order to expand upon current research and demonstrate CICO’s effectiveness with Midwestern elementary school students.

**Katelyn Oellerich** (School Psychology) will identify and understand strategies that may be useful in supporting the organizational and academic needs of a child with ADHD by teaching homework, organization, and planning skills.
**Amanda Palmer** (School Psychology) will investigate the impact of social relationships and students’ perceived support from relationships with parents, teachers, and classmates on their academic achievement.

**Sandra Ramirez** (School Psychology) will evaluate the efficacy of the Leveled Literacy Intervention (LLI) program in improving reading performance in students who are English Language Learners.

**Larry West** (Business Administration) will research the transatlantic slave trade of the 1700s in relation to a business model and investigate the long term global behavioral ramifications of this model in society today.

**Lindsay Woodbridge** (Counseling) will determine the relationship between journaling as part of a counselor education master’s program and its effect on learning.