University Class Standing as of Fall 2012:

Sophomore
Applicant Information

<table>
<thead>
<tr>
<th>Applicant Information</th>
<th>Student Name</th>
<th>Marissa Mueller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant Information</td>
<td>Student ID</td>
<td></td>
</tr>
<tr>
<td>Applicant Information</td>
<td>Student Email</td>
<td></td>
</tr>
<tr>
<td>Applicant Information</td>
<td>Student Phone</td>
<td></td>
</tr>
<tr>
<td>Applicant Information</td>
<td>Student Major</td>
<td></td>
</tr>
<tr>
<td>Applicant Information</td>
<td>Student Minor</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Please check this box if this is a group project.

The student named above will serve as the primary point of contact on this application and will serve as the lead investigator.

(No response)

Number of units completed:

(include courses/units for the current semester)

32

Project Name:

*The Effects of a Two-Tiered Peer-Sensitivity Training on the Social Interactions between One Elementary Age Child with Autism and His Peers*

Mentor Information

<table>
<thead>
<tr>
<th>Mentor Information</th>
<th>Mentor Name</th>
<th>Simone DeVore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Information</td>
<td>Mentor Dept.</td>
<td>Early Childhood/Special Education</td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Mentor Email</td>
<td></td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Mentor Phone</td>
<td></td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Co-Mentor 1 Name</td>
<td>(No response)</td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Co-Mentor 1 Dept.</td>
<td>(No response)</td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Co-Mentor 1 Email</td>
<td>(No response)</td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Co-Mentor 1 Phone</td>
<td>(No response)</td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Co-Mentor 2 Name</td>
<td>(No response)</td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Co-Mentor 2 Dept.</td>
<td>(No response)</td>
</tr>
<tr>
<td>Mentor Information</td>
<td>Co-Mentor 2 Email</td>
<td>(No response)</td>
</tr>
</tbody>
</table>
Cumulative UW-Whitewater GPA

If your GPA is less than the minimum (2.75), a exemption may be granted upon Undergraduate Research Program approval and mentor support. The mentor’s letter of support must address the rationale for the exemption request.

Please check if this proposal (select all that apply):

(No response)

Compliance Information

• This proposal involves procedures that require Institutional Review Board/Institutional Animal Care and Use Committee approval; such approval is in process. (Approval must be finalized before funds can be spent.)
Proposal

A proposal up to 1,000 words (equivalent to a document that is approximately three pages in length, typed, and double spaced. The proposal will include the following sections:

A brief introduction including a statement of goals and objectives for the project.

An outline of the method or design for carrying out the project (should be the largest section of the proposal).

A schedule for completing the project.

A statement of anticipated significance of results (i.e. briefly describe possible outcomes of the project and why they are likely to be of interest).

Undergraduate Research Grant Proposal

The Effects of a Two-Tiered Peer-Sensitivity Training on the Social Interactions between One Elementary Age Child with Autism and His Peers

Student Investigator: Marissa Mueller Mentor: Dr. Simone DeVore

a. Introduction: Current prevalence rates of children with Autism Spectrum Disorders (ASD) are 1/100 (Kogan et al., 2009). Children with ASD experience difficulties with communication, social relationships, emotional regulation, and learning (Mazurek & Kanne, 2010). In inclusive schools, educators and families are concerned about the lack of opportunities children with Autism have for building friendships and interacting with their peers. The majority of children with Autism are on the outside of social networks in schools (Bauminger, Shulman & Agam, 2003; Boyd & Shaw, 2010; Kasari, Locke, Gulsrud, & Rotheram-Fuller, 2011). Educators and families want to improve opportunities for social interactions between students with and without disabilities. They do so by offering interventions that are designed to promote social acceptance by students who are typically developing towards students with Autism (Bellini, Peters, Benner, & Hopf, 2007).

When working at summer camps and in elementary school classrooms, I noticed the lack of friendships and peer networks children with Autism have compared to those who do not have Autism. I want to address this problem by conducting research, which will help me understand if a two-tiered peer sensitivity training will help students with Autism; and I begin by studying one elementary age child with Autism. To understand the effects a two-tiered peer sensitivity training has on increasing opportunities for social interactions between one child with Autism and his or her peers, I want to conduct a case study using a single subject design. By doing so, I will be able to see how the different types of interventions (each of the two tiers) work in the classroom.

b. Proposed Study and Methods: I plan to use a single subject design by conducting baseline observations (A), observations during an intervention phase (B), and observations during the post-intervention phase (A). During each phase (A, B, A), I will be observing how many times the child with Autism interacts with peers. My operational definition of peer interactions is the number of times the child with Autism initiates or responds to positive forms of interaction with his/her peers during ten minutes of direct observation. One observation cycle will be six ten-minute observations, which I intend to conduct at least eight times during baseline, intervention, and post-intervention phases.

The independent variable is a two-tiered peer sensitivity training, which will be implemented during the second phase of the study (B). The multi-tiered intervention includes a 90 minute training session, which will be provided at an elementary school. The training session is provided by Good Friend Inc., a not for profit organization that two women created to help people become more aware about Autism and more comfortable around those who have Autism. Following the Good Friend training, I will also implement a classroom-based reward system during six weeks. This reward-based intervention will involve the entire classroom, not just the child with Autism, so that all students in the classroom receive incentives for interacting with each other and building relationships (e.g. choosing to sit with the peer with Autism at the same lunch table). The second phase of the study (B) will involve observations of the number of times the student with Autism initiates or responds to positive forms of interaction with his/her peers during ten minutes of direct observation. One observation cycle will be six ten-minute observations, which I intend to conduct at least eight times during baseline, intervention, and post-intervention phases.

The dependent variable is a two-tiered peer sensitivity training, which will be implemented during the second phase of the study (B). The training session is provided by Good Friend Inc., a not for profit organization that two women created to help people become more aware about Autism and more comfortable around those who have Autism. Following the Good Friend training, I will also implement a classroom-based reward system during six weeks. This reward-based intervention will involve the entire classroom, not just the child with Autism, so that all students in the classroom receive incentives for interacting with each other and building relationships (e.g. choosing to sit with the peer with Autism at the same lunch table). The second phase of the study (B) will involve observations of the number of times the student with Autism initiates or responds to positive forms of interaction with his/her peers during ten minutes of direct observation. One observation cycle will be six ten-minute observations, which I intend to conduct at least eight times during baseline, intervention, and post-intervention phases.

In addition to my direct observations I will also involve the teacher and family to conduct observations so I can strengthen the credibility of my research. Following these two phases, I will remove the rewards and observe the child’s interactions during the third phase of the study using the same number of observations as during baseline. I will chart the number of positive interactions within six ten minute observations for a total of at least eight observation cycles during each phase and calculate trends in the data. Through this research I will find out whether or not interventions in the classroom help one child with...
Autism to have an increased number of opportunities to interact with his peers, and therefore help him become more integrated within the classroom.

c. Schedule: During July to August I will identify a child who is in a classroom that has agreed to participate in the Good Friend training, as well assuring that the family has agreed for the child to participate in a single case study. An IRB will be submitted for approval during this time. From September to December I plan to conduct baseline observations (A), observations of the intervention phase (B), and observations of the post-intervention phase (A). Observation methods will include recorded observations by the child’s special education teacher, a family member, and I. Each will observe the child’s interactions with peers. If possible, the child will provide a self-assessment of his opportunities to “play with peers” during the school day (including lunch, and playground). Between January and February I will finish analyzing data and writing results. March will be the time to meet with my mentor and start creating a poster for Undergraduate research day and begin submitting edits. In April I will be presenting at undergraduate research conferences (UWW and NCUR).

d. Anticipated Significance: My mentor is currently conducting study of how the Good Friend curriculum helps students who are typically developing to report an increased awareness, acceptance, and empathy towards students with Autism through a pre- and post-survey based assessment. Finding out how the Good Friend training and a classroom reward based intervention helps a student with Autism to have more opportunities to interact with peers will allow researchers and professionals to design new interventions. I am hoping that there will be a significant increase in the opportunities that peers with and without Autism have to interact with each other. I hope to be able to show that young children need training and rewards in their everyday environment to interact more with a classmate with Autism.

References available upon request.
## Travel, Supplies, and Other (T, S, O)

Justify each entry in the Budget Narrative with all relevant details. If Match funds are pledged, describe in the Budget Narrative.

1. **Travel (refer to** [http://www.uwsa.edu/fadmin/travel.htm](http://www.uwsa.edu/fadmin/travel.htm))

<table>
<thead>
<tr>
<th>Item</th>
<th>Miles</th>
<th>Rate</th>
<th>Total</th>
<th>GRANT REQUEST</th>
<th>MATCH (if applicable)</th>
<th>TOTAL PROJECT FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airfare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mileage</td>
<td>300</td>
<td>$0.485</td>
<td>$145.50</td>
<td>$146</td>
<td>-</td>
<td>146</td>
</tr>
<tr>
<td>Lodging</td>
<td># Nights</td>
<td>Rate</td>
<td>Total $0.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meals</td>
<td># Days</td>
<td>Rate</td>
<td>Total $0.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Software/Books

3. Office Supplies/Photocopying

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>GRANT REQUEST</th>
<th>MATCH (if applicable)</th>
<th>TOTAL PROJECT FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardboard, contact paper, markers, etc</td>
<td>$50</td>
<td>-</td>
<td>$50</td>
<td></td>
</tr>
</tbody>
</table>

4. Workshops, etc.

5. Other (list items and provide details in Budget Narrative)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>GRANT REQUEST</th>
<th>MATCH (if applicable)</th>
<th>TOTAL PROJECT FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster printing</td>
<td>$36</td>
<td>-</td>
<td>$36</td>
<td></td>
</tr>
</tbody>
</table>

6. Other (list items and provide details in Budget Narrative)

7. Other (list items and provide details in Budget Narrative)

8. Other (list items and provide details in Budget Narrative)

9. Other (list items and provide details in Budget Narrative)

### Supplies & Expenses Sub Total

<table>
<thead>
<tr>
<th>Amount</th>
<th>GRANT REQUEST</th>
<th>MATCH (if applicable)</th>
<th>TOTAL PROJECT FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>$232</td>
<td>-</td>
<td>$232</td>
<td>-</td>
</tr>
</tbody>
</table>
Budget Justification
Created Friday, May 04, 2012

Page 1

Your Budget Justification

Please be sure that your response is no more than 350 words (equivalent to a document approximately three pages in length, typed, double spaced, minimum 1 inch margins, and 12 pt font).

Applicants should use Word or comparable word processing software to complete the proposal. The text must then be cut and paste into the online proposal submission system (ReviewRoom). You may not use text formatting in the system (i.e., no bold, italics, or underlining). Hard returns must be used to separate paragraphs.

All anticipated supplies should be listed with their estimated costs. All travel costs need to comply with University travel reimbursement requirements.

(Note that the budget should not exceed the needs of the project, normally up to a maximum of $500/grant or $1000/grant for undergraduate honors thesis research (or its equivalent thereof. See FAQ page for more information). Limited additional awards of up to $250 are available for projects that require research abroad. Special attention should be paid to the budget of larger requests).

Marissa Mueller
Justification for Budget

For my undergraduate research single subject case study, I will need a little bit of money in order to help me complete the study and see it through until the end. I have stated on the budget form that I will need at least 300 miles to be reimbursed with the appropriate University rate. The reason I will need this amount to be reimbursed is because, depending on where the elementary school I will be working at is located, I will be obtaining my observations anywhere from two until three times per week for six to eight weeks. This means that I will have to visit the school at least twelve times minimum, in order to acquire a sufficient amount of personal observations. This would bring the total for transportation to $145.50, which becomes rounded to $146.00. Fortunately, I will not be traveling any long distances that require me to use airfare, hotels, or need meals.

Next on the list is office supplies/photocopying. I put a minimum of $50.00 in this spot because for the classroom based reward system that I am planning on implementing, I will need some minor office supplies in order to fully implement this reward system into the classroom, so I feel $50.00 is a decent amount to ask for. Lastly, I am planning on presenting a poster at Undergraduate Research Day in April of 2013, so I will need the appropriate amount of money in order to print a poster, which is $36.00. This brings the entire total for my study to $232.00. This is just a minimum amount, but I feel it will be enough to complete my study efficiently.
Simone DeVore, Ph.D.
403 Stone Terrace
Monona, WI 53716
Daytime Phone (262) 472-5808, (608) 698-4823
Home Phone (608) 221-2903
E-Mail: devores@uww.edu

CURRICULUM VITAE (Abbreviated Format)

Education
Ph.D., Special Education, University of Wisconsin-Madison, August 2002
Emphasis: Early childhood special education and human ecology

Professional Experiences
Associate Professor August 2009 to present
Assistant Professor August 2003 to 2009
Academic Staff/Lecturer, University of Wisconsin-Whitewater, 2002 to 2003
Project Assistant, Wisconsin Center for Education Research, University of Wisconsin – Madison, 2000 to 2002
Associate Lecturer, UW-Madison, School of Education, 2000 to 2001

Administration
Program Coordinator of Early Childhood Education (dual licensure program), 2010-2012 and 2006-2008
- Facilitate student teaching placements for preschool, birth to three/early intervention, and full semester experiences for 60 to 90 students per semester
- Chair monthly meetings with core faculty in C&I and Spec. Ed.
- Chair advisory board meetings with representatives from community preschools, public schools, early childhood agencies, technical colleges, parents, and graduates of the ECE major
- Wrote and submitted combined Program Report to NCATE following NAEYC and CEC standards
- Received national recognition by both CEC and NAEYC
Interim Associated Director of Undergraduate Research 2011 to present
- Recruit students and mentors for Research Apprenticeship Program
- Assist in organizing Undergraduate Research Day and UW System Symposium

Publications
Refereed Publications
Non-Refereed Publications

Presentations


Grants
Committee on Baccalaureate Expansion (COBE) Grants (2011-12). Global Campus Online Baccalaureate Degree in Education (GLOBE), funded ($67,787 dollars)

- Develop coordinated advising system for transfer students in high need education areas
- Evaluate the effectiveness of online and alternative teacher education program in Early Childhood Education (dual licensure)
State Personnel Development Grant (SPDG). Institutions of Higher Education (IHE) Hub Preparing All Educators for All Learners / Mini-Grant Award (2011 – 2012), funded ($9,989 dollars). Collaborative Consultation in Action – Year Two
- Creation of online modules on collaborative consultation for early childhood professionals in related services and special education
- Continuation of field testing of consultation model in two school districts and child care centers

State Personnel Development Grant (SPDG). Institutions of Higher Education (IHE) Hub Preparing All Educators for All Learners / Mini-Grant Award (2010 – 2011), funded ($5,000 dollars). Collaborative Consultation in Action
- Co-teaching and field based training on consultation with students in Early Childhood Education, Special Education, and Communicative Sciences and Disorders during fall semester
- Field testing of consultation model in two school districts and child care centers

International Incentive Grant Program (2009), funded ($1,800 dollars); (with Robin Fox)
- Build cooperative cross-cultural partnerships among faculty and candidates in Early Childhood Education to organize student teaching opportunities for students from UW-Whitewater at Centros de Estudios Interamericanos (CEDEI) School in Cuenca, Ecuador
- The director of CEDEI School will visit UW-Whitewater from April 13 to 21, 2009 as a guest speaker at the Early Childhood Conference and sign a program agreement with the College of Education

Wisconsin Teaching Fellow (Office of Professional and Instructional Development) (2007/08), funded ($4,500 dollars)
- Completed training of trainers in Classroom Assessment Scoring System (CLASS) at the University of Virginia in Charlottesville.
- Conducted a Scholarship of Teaching and Learning (SOTL) pilot study on the ability of student teachers to provide quality teaching and self-reflection related to overarching dimensions of emotional support, classroom organization, and instructional support.

Undergraduate Research Faculty Mentor (2006-present), funded ($500 dollars each)

Waisman Center: DPI State Improvement; T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program (2006-2008), funded ($20,000) (with Giuliana Miolo) Title: Developing partnerships in early childhood education and care
- Collaborated with UW-Whitewater College of Education and WI Technical Colleges in Beloit and Waukesha to develop an articulation agreement for the Early Childhood Education major.
- Designed a model for interdisciplinary field study placements for students in Early Childhood Education Associates degree programs at Blackhawk Technical College and Waukesha County Technical College, graduate students in Speech and Language Pathology, and students in Early Childhood Education (dual licensure) at UW-Whitewater

Department of Public Instruction (2006), funded ($5000)
- Appointed higher education liaison in Wisconsin for National Individualizing Preschool Improvement Project (NIPIP)
- Collaborated with national demonstration site, in Waukesha, WI
- Developed on-line workshop in collaboration with Department of Communicative Sciences and Disorders
<table>
<thead>
<tr>
<th>Surname, 1st Name, Mentor</th>
<th>1st Name, Student</th>
<th>Year of Grant</th>
<th>UWW Res. Day Present. (Y/N)</th>
<th>NCUR Present. (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeVore Simone Heiderscheit</td>
<td>Ann</td>
<td>2006</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Schultz Amber</td>
<td></td>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helms Jess</td>
<td></td>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welch Angie</td>
<td></td>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burda Carly</td>
<td>2007/08</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Schmidt Elizabeth</td>
<td>2007/08</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Haas Joanna</td>
<td>2008/09</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Krueger Andrea</td>
<td>2009/10</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Cribb Rachel</td>
<td>2009/10</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>George Ashley</td>
<td>2009/10</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Jacobson Laura</td>
<td>2009/10</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Klefstad Erica</td>
<td>2010/11</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Schnelle Jennifer</td>
<td>2010/11</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagerty Brittney</td>
<td>2010/11</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millspaw Julie</td>
<td>2010/11</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zemel Melissa</td>
<td>2010/11</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brudos Tanya</td>
<td>2010/11</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O'Connell Casey</td>
<td>2011/12</td>
<td>Withdrew from research</td>
<td>Withdrew from research</td>
<td></td>
</tr>
</tbody>
</table>
Other Conference Presentations (Please give conference, location, date)
National Association for the Education of Young Children Atlanta, GA, November 2006 Co-author

UW-River Falls Symposium Co-author

Follow-up Student Grant Submissions (Please give agency, funding status, submission date)
For NAEYC conference: UWW Leadership Center supported funding and the College of Education supported funding for NAEYC and for NCUR

Publication(s) (Please give full citation)
NCUR submission April 07, funded
NCUR submission April 08, funded

Other Grant-related Products
Will pursue with interest from students

UW River Falls Symposium h in summer 2012
h in summer 2012 (co-author)
Is student in a post-graduate program, related career (details, please)?
Teaching licensure candidates in early childhood regular and early childhood special education

Candidates for dual certification
Applying to ASU for grad. School received teaching pos. because of research
Will present to K teachers and Whitewater school board