**Mary-Therese Hawkins** (School Psychology) will assess whether using an operational definition of bullying will help teachers accurately distinguish bullying and non-bullying situations, and how likely teachers are to intervene in each situation.

**Kali Olson** (School Psychology) will determine if using the Homework, Organization, and Planning Skills (HOPS) intervention improves the organization, time-management, and homework completion of fourth-grade students.

**Celine Santos** (School Psychology) will address a research gap in the academic success of students with recent immigrant histories by examining the influence of different forms of academic support across ethnicity and grade level.

**Rebekah Hulse** (School Psychology) will examine if using the Pyramid Model in preschool classrooms is an effective way to develop and improve the early literacy skills that will be needed for kindergarten.

**Stephanie Koenigsman** (School Psychology) will examine the effect that implementing the Straight Talk Mentoring Program with a small group of elementary students has on their level of engagement, emotional, and behavioral concerns.

 **Sara Borchardt** (School Psychology) will examine the relationship between intrinsic motivation, perceived self-competence, and reading achievement in fourth grade students.

**Morgan Bradly** (School Psychology) will examine the effect that strength usage has on the mood, well-being, and life satisfaction in fourth and fifth grade students.

**Kathryn Gnadt** (School Psychology) will explore the types of training general education teachers have received to teach English Language Learners (ELL) and determine how training predicts attitudes towards teaching students who are ELL.

**Jenna Mathew** (School Psychology) will compare cognitive-behavioral intervention and mindfulness-based cognitive intervention to determine what program is more effective for children experiencing anxiety.

**Katerina Novakova** (School Psychology) will examine the relationship between immigrant status, extracurricular involvement, academic achievement, and school connectedness in children with recent immigrant histories.

**Amber Schade** (School Psychology) will explore whether children with Autism Spectrum Disorder (ASD) can generalize the pretend play skills they have learned in a video modeling intervention and apply them to sociodramatic play that uses different toys than the social skills intervention used.

**Victoria Schaewe** (School Psychology) will survey teachers’ perceptions about the effectiveness of Positive Behavioral Intervention Supports in schools, and will use office referral and suspension data to compare the perceived effectiveness to the actual effectiveness.