



University of  
La Verne

12th Annual

PPS

Symposium

March 9, 2019





# Program Schedule

**8-8:45AM**

Breakfast, check-in  
Opening remarks: Dr. Runnels  
Greetings: Dean White-Smith

**8:45-9:45AM**

Keynote by Dr. Niki Elliot

**10-11AM**

Workshops Session One

**11:10AM-12:10PM**

Workshops Session Two

**12:15-1:15PM**

Lunch on Your Own

**1:15-1:45PM**

Graduate Student Action Research  
Presentations

**1:50-2:50PM**

Keynote by Bob Tyra

**2:55-3:55PM**

Workshops Session Three

**4-5PM**

Alumni Professional Panel  
Discussion

---

**University of  
La Verne**  
PPS Symposium

**Saturday  
March 9, 2019  
8AM-5PM**

**Abraham Campus Center**  
2000 2nd Street  
La Verne, CA 91750

# Table of Contents

**KEYNOTE BIOGRAPHIES..... PAGE 4**

## **WORKSHOP INFORMATION**

### **Session One: 10-11am..... Page 5**

Counseling from a Socio-Political Perspective (LAC 104)

Resilience Strategies for School Psychologists: Self-Care for You & Your Peers (CPBM 142)

School-Based Supports and Strategies for Students with ASD (ACC 207)

The Power of Implementing MTSS & PBIS (ACC 205)

### **Session Two: 11:10-12:10pm..... Page 6**

A Critical Race Perspective to Strengths-Based Counseling (ACC 207)

Gladeo.org: 21st Century Approaches to Career Exploration (ACC 205)

"The Struggle is Real" - Social Justice in Your Practice as a School Psychologist (CPBM 142)

Suicide Risk Assessment: Procedures and Protocol in Schools (LAC 104)

### **Session Three: 2:55-3:55pm..... Page 7**

Educationally Related Mental Health Services (ACC 205)

Prevention & Intervention of Depression in Asian American Adolescents (ACC 207)

Working in an Alternative Education Setting: Challenges, Rewards (LAC 104)

**ACTION RESEARCH INFORMATION..... PAGE 8**

**LOCAL EATERIES..... PAGE 15**

**CAMPUS MAP..... PAGE 16**

## **LEGEND**

**Abraham Campus Center= ACC**

**College of Public & Business Management= CPBM**

**Landis Academic Center= LAC**

# Keynote Biographies

## DR. NIKI ELLIOT



Niki serves as the Co- Director of the Center for Neurodiversity, Learning, and Wellness. She earned a Masters Degree and elementary teaching credential from Teachers College, Columbia University. She holds a PhD in Education from the University of California, Los Angeles. Over the past twenty years, Niki has taught at all levels from elementary school to university courses in Education and Human Development. She specializes in the development of educational programs and services for special needs student populations. She is committed to approaching learning differences and behavioral support from a holistic perspective. Niki is a certified energy therapist, Reiki Master Teacher and Level 1 Kundalini Yoga instructor. As the founder of the Innerlight Method, Niki trains educators, mental health professionals and parents to include mindfulness, nutrition and energy balancing techniques to support student success. She is the author of two books on energy healing and intuition development.

Bob started his career as a middle and high school counselor in New York, Massachusetts and California. He worked for twenty-seven years at the Los Angeles County Office of Education (LACOE) starting as a Regional Occupational Program (ROP) counselor. He was an assistant principal in Juvenile Court and Community Schools including LACOE's performing arts and polytechnic high schools. Bob was a member of a national School-to-Career multi-million dollar grant team from 1993 to 1997. He served LACOE as a Project Director and was responsible for the development and publication of "Life after High School" guidebooks that sold over 2.5 million copies in California from 1999 to 2009. He also worked with an Advisory Committee to launch the SPARC initiative and Academy Awards program that recognized more than 250 school counseling programs in California (from 2001 to 2010) for their support team accomplishments.

## BOB TYRA



# Workshop Information

## SESSION ONE

### Counseling from a Socio-Political Perspective

Adonay Montes, Ph.D. &  
Lisa Andrews, M.S.W., M.A. Ed., M.S.  
University of La Verne Faculty

The workshop will present participants with an opportunity to learn and review the beginning building blocks of sociocultural competence. Given the evolution of our educational demographics and its corresponding historical trajectories, educators, counseling and school psychology prospective and current stakeholders must learn to integrate sociocultural competence as a tool of empowerment, understanding, motivation and ultimately to create spaces of success for students, families, educational leaders and other stakeholders.

### Resilience Strategies for School Psychologists: Self-Care for You & Your Peers

Tasha Cooper & Jessika Shields  
School Psychologists

San Bernardino City Unified School District  
In this workshop participants will increase their awareness of the need and importance of self-care and understand the impact of stress, burnout, and compassion fatigue on your performance. Participants will be able to identify signs and symptoms of compassion fatigue, both professionally and personally. Participants will also be given strategies on how to support and improve the effectiveness of current and future work with students impacted by stress, loss, and trauma. The tools gained from this workshop have lifetime application.

### School-Based Supports and Strategies for Students with ASD

Angela Davis, PhD, NCSP & Katherine Balino, M.Ed.  
Lead School Psychologist & Education Specialist  
Bonita Unified School District

This session is designed to increase the school psychologist's working knowledge of supporting students with Autism Spectrum Disorder (ASD) in school settings. First, the eligibility criteria for autism per California Code of Regulations and IDEA will be reviewed. A brief overview of the various components of a school-based autism assessment will be included. Next, the presenters will discuss IEP development and continuum of placement options for students with ASD. Lastly, specific classroom-based and individual evidence-based strategies and supports will be discussed.

### The Power of Implementing MTSS & PBIS

Becky Manchant & Dana Armstrong  
Educational Counselors  
Brea Olinda Unified & Placentia-Yorba  
Linda Unified

Multi-tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) go hand in hand to challenge the educational status quo. Learn how to implement this data-driven, research-based framework to encourage positive behavior and provide timely, proactive support for at-risk students.



# Workshop Information

## SESSION TWO

### A Critical Race Perspective to Strengths-Based Counseling

Gyasmine George-Williams, Cand., PhD  
University of La Verne Faculty

A common narrative of many students of color and disenfranchised groups share is that they often feel disconnected with mainstream approaches is because those approaches fail to reflect their cultural interests. When helping practitioners are knowledgeable of the sociocultural factors impacting students of color and disenfranchised groups, resources and support is specialized. Utilizing tenets from Critical Race Theory and Bronfenbrenner Social Ecological Theory, this workshop will share strengths based strategies to serving students of color holistically.

### Gladeo.org: 21st Century Approaches to Career Exploration

Michelle Cho & Lisa Andrews

Gladeo Executive Director & University of La Verne Faculty

Given the national focus governing college to career readiness, the presenters will increase student awareness as to trends and best practices governing career readiness and obstacles to implementing career readiness practices with fidelity. Emerging school counselors will develop perspective concerning the intersectionality between the opportunity gap and career aspirations and access and comprehend the need to facilitate career readiness activities using a 21st century approach that is predicated on technology and specific to the needs of marginalized youth and students of color. Students will be challenged to consider Gladeo as a critical resource that will support their career development activities as they move into the profession.

### "The Struggle is Real" - Social Justice in Your Practice as a School Psychologist

Jacqueline Henry-Hogarth  
Licensed Education Psychologist  
Covina-Valley Unified School District

As school psychologists we are described as "uniquely qualified members of school teams that support student's ability to learn and teachers' ability to teach" (NASP, 2016). As a part of this team we have a commitment to social justice in order to create a liberatory and transformative response to racial, gender, and class oppression within the educational system. People of color struggle to find their way within the American society, to belong and be welcomed while trying to maintain a sense of pride for their culture and who they are. This has been a historical struggle and continues today, as highlighted by current immigration policies.

Therefore, from a practice perspective, how do we, as School Psychologists, advocate for social justice and equity for the student's we serve?

### Suicide Risk Assessment: Procedures and Protocol in Schools

Jose J. Juarez, M.A., M.S., LMFT, LPCC, LEP  
Clinical School Psychologist  
West Covina Unified School District

Suicide Risk Assessments are amongst the most common tasks performed by a school psychologist and a school counselor. They are also the most scary for new school counselors and school psychologists. In this presentation, you will learn the steps to conducting a defensible suicide risk assessment, how to document the assessment and what to do if you have to hospitalize a student. You will also learn about assessing special education populations that are at most risk for engaging in suicidal behavior. I will also present on how to provide interventions for suicidal students.



# Workshop Information

## SESSION THREE

### Educationally Related Mental Health Services

Sherika McKenzie, M.S., M.A.Ed., LMFT#53616, & Zachary Maupin, Ed.S., LEP#3828

School Psychologists

Norwalk La Mirada Unified

In 1984, California legislature passed AB3632, which required county mental health departments to provide some psychological counseling services to pupils who were most severely impacted (California Association of School Psychologists [CASP], 2014) and needed these services to benefit from special education (Beam, Brady, & Sopp, 2011). On June 30, 2011, AB3632 was replaced by AB114, which requires all local educational agencies (LEAs) to take responsibility for all mental health services (Beam et al., 2011; CASP, 2014). In response to the enactment of AB114, school districts reconceptualized and, perhaps, altered their guidelines for providing mental health services to students with disabilities (Lawson & Cmar, 2016). LEAs created a range of counseling services that were educationally related, which have been commonly referred to as Educationally Related Mental Health Services (ERMHS) (CASP, 2014). The goal for this presentation is to provide an overview of the following information as it relates to ERMHS: (1) statistics on the most common mental health disorders in youth, (2) history on educational laws related school-based mental health services, (3) explanation of ERMHS, and (4) discussion on assessing and determining the need for ERMHS.

### Prevention and Intervention of Depression in Asian American Adolescents

Kim Dieu, Ph.D.

University of La Verne Faculty

This presentation will address depression among Asian American adolescents. The session consists of examining cultural factors that affect Asian American youths' display of depressive symptoms and will provide evidence-based, school strategies for prevention and intervention. Further, the presentation seeks to address cultural conceptions of mental illness, which informs Asian American adolescents' usage of mental health services.

### Working in an Alternative Education Setting: Challenges, Rewards

Mary Martinez

University of La Verne Faculty

In my presentation I would expand on my own journey from high school counselor in a high-achieving college preparatory environment to serving the most challenged students in public education. I would explain the different types of alternative education environments and go over recent legislation that addresses the needs of this group of students. Finally, I would provide an overview of what research says about working with this high-needs group and how to incorporate this into your practice.



# Action Research

**Corrie Alamillo**

## **Peer Counselor Perceptions**

With the recent focus and awareness on adolescent mental health nationwide, the increasing popularity of peer counseling in high schools has caught the interest of growing numbers of people who work with adolescents. Peer counseling involves the training and use of nonprofessional persons to assist the student body with a broad range of topics by providing one-on-one, confidential support to those in need. The purpose of this study was to explore Peer Counseling Programs in general, means of program implementation, the ways in which the counselors perceive their services and ways in which the program has altered their lives in general. A total of 18 peer counselors participated in this study. Peer counselors were both interviewed and asked to complete a questionnaire in an effort to gain insight into how they perceive their services as being beneficial. Results indicated that not only do they feel their services are fundamental to the student body, they also have been inspired to enter the field of mental health because of their experience.

**Michelle Cervantes**

## **What is the Effect of School-Based Peer Mentoring on Adolescent's Mental Health?**

Statistics show that suicide is the third-leading cause of death amongst adolescents between the ages of ten and twenty-four and 20% of all adolescent's experience depression before reaching adulthood; females are twice as likely to develop depression versus their male counterparts. The purpose of this study was to provide school-based mentoring and study its effects on adolescents suffering with severe depression and suicide ideation. A total of five mentees at Bell Gardens Intermediate School participated in the study. Mentees attended a total of ten-weekly group sessions. The mentees were given pre and post self-rating scales and their parents or caregivers were interviewed as well. Following the ten group sessions, a post self-rating scale and parent interview was conducted to determine the effects school-based mentoring had on each mentee over the course of the ten-week sessions. Results indicated a slight improvement amongst all participants in their depression-like symptoms.

**Rola Chowdhury**

## **Evaluating the Effects of Peer-Facilitated Social Skills Groups in Relation to Behavior, Emotional Self-Regulation, and Academic Achievement**

Peer-facilitated group counseling is regarded as an effective intervention employed within schools to address issues related to student social skills, emotional regulation, self-control, and academic performance (Slaten and Elison, 2015). The purpose of this study was to evaluate the efficacy of a counseling group among students within the primary grade levels; four participants were included from the first, second, and third grade. Data was collected within a six-week period through teacher accounts, office referral reports, and observations of the participants within structured and unstructured settings. Results of the study indicated an overall improvement in the areas of social skills and emotional regulation, with varied results in classroom behavior and academic performance.



# Action Research

**Cathy Cruz**

## **Does Second Step, a Social Emotional Learning Curriculum Improve Empathy in Elementary School Students?**

Social-emotional learning is an important part of a child's education. The experiences of a child during their years in school set the groundwork for current and future peer relationships. Most children learn these skills naturally, while participating in various school-related activities. Others, however, do not easily acquire these skills and need additional training to attain these valuable skills. The purpose of this study was to facilitate a social skills group in a friendly and confidential setting. The curriculum utilized was Second Step; the topics targeted were empathy and respect. Six students were selected to participate in the thirty-minute, once weekly social skills group. Students were asked to complete a survey with questions geared to understand their social knowledge of empathy and respect towards others. Teachers were interviewed to gather information on the students' level of social skills, empathy, and how these affect their academic performance. Observations in an unstructured setting were conducted. The group was held for a total of six weeks. At the end of the final session, students completed the same survey from six-weeks prior. Teachers were re-interviewed, and observations were again conducted in a similar setting. Results of these three data points indicate that student empathy increased after the six-week social skills group sessions.

**Samantha Fitzgerald**

## **Teacher Strategies for Helping Children Who Are Dealing with Divorce**

Divorce is very common in today's society. It is something that impacts people on an individual and familial level. Although adults are the ones to whom it legally relates, children also experience the ramifications of it. There are families who are able to process divorce in a healthy way, and there are those who have a difficult time working through it. Regardless, what happens at home can impact a child's performance at school in a positive or negative way. The purpose of this study was to equip teachers with strategies that can help children who may be struggling emotionally, behaviorally, or academically as a result of their parents' divorce. By providing teachers with information and tools to support children, they are able to create inclusive and positive classroom environments.

**Alena Gassner**

## **The Effectiveness of a Reading Intervention Program for Struggling Students**

Many of the students placed in special education receive services under the category of Specific Learning Disability. A major component of a Specific Learning Disability is difficulty with reading. Reading is a vital skill used throughout an individual's lifetime; therefore, it is important to provide early intervention services to lessen difficulties and improve children's skills in this area. The purpose of this study was to evaluate the effectiveness of the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program. SIPPS intervention program and examine the impact on students' reading skills. This study took place at Redwood Elementary School and consisted of four third grade students who struggled with reading. Several methods of data collection were utilized including two pre and post tests and a pre and post survey. Due to the obtained results, a fourth method of data collection was utilized. The students participated in the intervention for six weeks. The results indicated that all students showed growth in their reading skills, including their ability to decode words and read fluently.

# Action Research

**Taite Geenen**

## **The Leadership Skills Class and its Effects on Physical and Verbal Aggression**

Navigating the social, emotional, physical, and intellectual changes that come with adolescence makes this stage a complex period of development. Individuals who lack social-emotional skills are not well equipped for such changes and may exhibit a wide range of maladaptive behaviors, including physical and verbal aggression. At school, these behaviors cause a ripple effect, adversely affecting student success and campus climate. Therefore, it is important to provide school-based prevention and intervention programs to mitigate the impact of behavioral problems. Fortunately, there are several social-emotional learning programs that have shown promise in addressing issues related to aggression. More specifically, the Leadership Skills Class at Walker Junior High School aims to develop coping strategies and self-awareness for at-risk students, while decreasing their physical and verbal aggression. This project studies the Leadership Skills Class and its effectiveness by measuring middle school student's physical and verbal aggression.

**Jessica Guerrero**

## **The Effects of Peer Counseling Integrating Conflict Resolution Skills on Defiance Against Authority**

High school students at times do not know how to handle and manage their emotions; thus, they seek their peers to talk about their feelings. These students who are defiant against teachers or authority figures get overlooked and are seen as "bad" students rather than provided with necessary supports. The purpose of this study was to review a new program that offers peer counseling to students who are defiant against authority by integrating conflict resolution skills. The intervention will provide one on one peer counseling to students who are rebellious towards authority figures. The sessions were infused with teaching conflict resolutions skills that could be applied to everyday dilemmas. A total of twenty students participated, with ten consultees and ten peer counselors. The intervention took place within a high school setting. The consultees were given pre-intervention surveys to measure the baseline of their conflict resolution approach. A workshop was given to the peer counselors about conflict resolution skills and how to best help consultee's manage conflicts faced with authority figures. Results indicate that peer counseling with the integration of conflict resolution skills decreased defiance against authority and improved appropriate behavior overall.

**Dayna Hedlund**

## **Best Buddies: Inclusion, Awareness, and Friendship**

Programs like Best Buddies International strives to bridge the gap between disabled students and non-disabled students through social interactions and opportunities to spend one-on-one time with each other. Data supports the many benefits students receive from pair-buddy programs for both populations and encourages these types of experiences as it enriches lives. Although there is a rise in programs like Best Buddies and the data supports them, many schools still do not have them implemented. The purpose of this study was to implement a Best Buddies program at an elementary school that did not currently have a program in place. A total of 18 California Elementary school students were the participants in the current study. The intervention lasted 7-weeks and data was collected through pre, mid, and post interviews, surveys, and observations. Results indicated that the general education students gained awareness and understanding of their Intellectually Disabled peers and the students in the moderate/severe class grew socially. Results also indicated that both populations gained friendship and made substantial growth.

# Action Research

**Rachel Hendertilo**

## **Positive Behavioral Interventions and Supports (PBIS): Gaining Student Buy-In**

Schools are often tasked with providing, the students that they serve, with more than just an academic education. It is often seen as the schools responsibility to help their children to succeed academically, behaviorally, emotionally, and socially (Lee, 2019). There are many approaches that schools often take to help meet their student's needs. One such approach is the Positive Behavioral Interventions and Supports (PBIS) approach. PBIS is aimed at helping schools address student's behavioral needs as well as teaching correct behaviors within the classroom and school setting (Lee, 2019). The purpose of this study was to find ways that schools using PBIS can increase student buy-in. There were a total of 28 students within one Avid classroom that were involved as participants as well as 5 teachers and staff members. The study utilized several data collection method's including observations, interviews, pre and post survey's as well as a discussion (led via a PowerPoint presentation) with the students concerning their thoughts and opinions on the school's PBIS program. The results indicated that the intervention was successful in that it helped students to recognize the importance of the target behaviors as well as increased their observed occurrences of said positive behaviors.

**Anthony Hernandez**

## **Second Step: Social Emotional Learning and Positive Outcomes**

The role of a school psychologist differentiates despite the development standards created by the National Association of School Psychologist (NASP). The intricacies of districts and individual school climates usually dictate the role a school psychologist will play at their assigned school sites. Behavioral concerns is a heavy influence and common thematic occurrence for many school sites. Parents, teachers, and professionals are usually given recommendations and suggestions to address behavior that are unsuccessful due to the fact that they are not consistently data-driven and in order to effectively deal with behaviors, data is necessary. Data-driven and research has shown that teaching students social-emotional learning (SEL) skills have a positive influence on school attitudes and performance, better problem-solving skills, and supports engaging teaching approaches such as proactive classroom management and cooperative learning, and environments that encourage and reinforce positive classroom behavior. The purpose of this study was to determine the type of positive outcomes that would occur when a Second Step curriculum was implemented with a small group of selected kindergarten students within an inclusion classroom.

**Chris Jung**

## **Developing Self-Awareness Through an Anger Management Group**

In the last few decades, there has been a dramatic rise in the frequency and intensity of student behaviors. The concerns caused by these behaviors have resulted in the growth of school-based anger management groups. Prior research has shown anger management groups to be successful and effective, when the program addresses the physiological, cognitive, and behavioral components associated with anger. The primary aim of this study was to examine if the implementation of an anger management groups helped increase students' self-awareness. To explore this inquiry, self-awareness was further defined as the ability to recognize one's emotions, identify triggering events, seek help from an adult or peer, and utilize appropriate coping skills. An 8-session anger management group was implemented at Lee V. Pollard High School, where a total of 12 students participated in the study. Participants were administered a pre and post survey to compare responses regarding self-awareness during anger-provoking events. Results indicated a positive increase in self-awareness following the completion of the anger management group.

# Action Research

**Marlayna Leslie**

## **Using Restorative Circles in Response to Bullying in Elementary School**

Social justice is an important aspect in the role of a school psychologist and educators alike. Recent trends in education have integrated restorative practices as a means of conflict resolution, social skills building, and positive behavior supports. The purpose of this study was to evaluate the effectiveness of common restorative practices in response to conflict in the form of bullying, in elementary aged children; as well as monitor its impact on discipline referrals. A total of 31 sixth grade students and one teacher at Cal Aero Preserve Academy in Chino, California were participants in the study. Student's participated in a seven-week curriculum utilizing restorative circles to remediate the issue of bullying among their peers. The teacher provided weekly data on the number of bullying infractions occurring as well as the amount of office referrals made. Pre and post surveys were administered to the teachers surrounding the intervention to determine its impact on the presenting problem. Results indicated that students engaged in bullying behavior less often and office referrals decreased subsequent to participating in the Restorative Circles.

**Karla Luevano**

## **Training Students to Self-Represent During Their Transitional IEP Meeting**

High school students with disabilities are included in their transition planning, yet sometimes do not fully understand the changes that will occur during the transition from high school to various post-secondary environments. In order to help facilitate successful transitioning, a better understanding of one's disability and self-advocacy skills need to be increased. This will lead to increased graduation rates, increased enrollment in post-secondary education and increased employment wages (Kochar-Bryant and Izzo, 2006). The purpose of this study was to increase the understanding of disability and the self-advocacy skills of special education students who attend Pomona High School (PHS). Five students and their case carriers from PHS participated in the study. Each student completed a six week training program which focused on self-determination, self-advocacy, post-secondary goals, post-secondary opportunities and developing individual student transition plans. Results indicated an increase in the students' targeted skills.

**Megan Averill**

## **Multi-Tiered Systems of Support (MTSS): Training Teachers for Student Progress**

In classrooms where students outnumber the teachers thirty to one, it is pertinent that each student be given an equal opportunity to succeed. Schools are now transitioning to a problem-solving, data-driven approach that ensures each student can access a level of support catered to their specific need. The key to a successful transition is dependent on collaboration, consultation, and training. The purpose of this study was to educate Springs Charter Schools' teachers about the Multi-Tiered System of Supports (MTSS) process and the appropriate ways to refer students, participate in meetings, and ultimately facilitate student progress. The participants of this study included ten teachers from Cherry Valley Homeschool Cooperative, which is one of the Springs Charter Schools locations. The teachers were given a pre-survey to determine their initial knowledge of the MTSS process, before attending a training on the subject. Following the training, the participants were given a post-survey to determine if they had learned new information and, if so, would be changing their current approach to the process. The study revealed that teacher training increases knowledge of the process and confidence within the teachers themselves in their efforts to support students. Teachers disclosed that they were more likely to refer students because they had a better understanding of MTSS.

# Action Research

**Jaime Onate**

## **Chaffey Academy Program's Effect on Teachers**

The progression of education has led to a more proactive approach to helping students than a reactive style as seen in the past. Multi-Tiered Systems of Support (MTSS) have become more prominent within districts and school sites, as educators are taking an active role in helping students at every level. The Chaffey Academy Program (CAP) is a newly implement MTSS at Chaffey High School, as an additional 33-minute period to the school day. There are various forms of CAP that address the diversity of the student body. The program helps students with academics, teaches foundational academic skills and has interest-based lessons. The purpose of this study was to research the effect of CAP on teachers, teacher buy-in, and how that affected overall job satisfaction. For the program be effective and continue, teacher buy-in is essential. Results indicated that most participating teachers are satisfied with CAP. Similarly, a majority of teachers reported that students are responding well to the program, that they are dedicated to their class, would recommend the program to other schools, and feel that they have more autonomy during their CAP period. In addition, students reported having a positive view of the program and a majority feel that it has either helped them continue to pass their classes or help improve their grades.

**Jennifer Parks**

## **The Effects of Group Counseling on the Inappropriate Behaviors of Students Labeled Emotionally Disturbed**

The purpose of this study was to raise awareness and introduce staff members to the benefits of group counseling and how it is empirically proven to decrease inappropriate behaviors amongst students. This study was targeted towards students labeled emotionally disturbed (ED) who attend school within the Rialto Unified School District. A total of six ED students at Morgan Elementary School were chosen by the administrator and a special education teacher to participate in group counseling over an eight-week period. Pre and post-surveys were distributed to staff members and students in order to collect data and determine if the group sessions were effective. Results indicated that the inappropriate behaviors exhibited by the students decreased after participation in group sessions.

**Cliana Santa Cruz**

## **The Effects of Promoting Self-Advocacy and Self-Awareness**

Research has shown that self-determination skills, such as self-advocacy and self-awareness, have the potential to increase successful secondary outcomes for students with disabilities (Bremer, 2014). Self-advocacy skills for students with disabilities have been linked to elevated school performance and more successful adult outcomes. Given the concerns for transitioning 6th grade students, this study set out to determine how 6th grade students with disabilities develop self-advocacy and self-awareness skills. The study utilized a qualitative research methodology of conducting surveys, observations, and interviews with 21 students on IEP's or 504 plans and three 6th grade teachers. The students and teachers participating attended Maple Elementary located in Hesperia, California. Noteworthy themes included: self-awareness, self-advocacy, support from teachers, hard work and determination, and ability to take control. Findings indicated that teachers and students reported higher levels of self-advocacy after implementation of the self-awareness/ self-advocacy skills. The current study sought to examine 6th grade students' self-advocacy by increasing confidence and communication in students' classroom setting.

# Action Research

**Eileen Reza Singh**

## **The Positive Effect of Social-Emotional Education on Conflict Among Kindergarten Students**

Schools are assumed to be establishing the foundation for which children and adolescents prepare themselves for taking a pivotal role in society. Kindergarten students may face difficulty as they transition into a structured and more formal education. Students entering kindergarten may lack the social and emotional regulation skills to cope with the new daily demands that kindergarten may present them with. A lack of regulation and coping skills leads to conflict among students. The purpose of this study was to establish and implement a social emotional foundation to assist in facilitating a better learning experience for these students. A facilitated social conflict resolution group was implemented in the school setting. Facilitating such programs can help to reduce the number of conflicts that kindergarten students will engage in while it will help with supporting Kindergartners in making the smooth transition into formal education.

**Mariana Tapia**

## **Evaluating the Effects of Physical Activity on Student's Self-Esteem**

This project was conducted to determine a correlation between physical activity and student's self-esteem. The study included the implementation of a running club. A total of sixty-five 6th grade students who attend Tracy Elementary in the city of Baldwin Park participated in the study. Students completed a pre-survey before the implementation of the running club to obtain student self-reports on self-esteem. Participants then took part in a five-week running club, where they learned the fundamentals of running and completed a mile at the end of the fifth week. Following the intervention, post surveys, student interviews, and teacher interviews were conducted to determine if students reported an increase in self-esteem. An increase in self-esteem was not established among the participants. However, students reported other positive outcomes.

**Ladan Ziapour**

## **Inclusion Awareness Training**

An inclusive classroom consists of mainstreaming special education students into a general education population. Inclusion benefits all students by encouraging those with and without learning disabilities to engage and work together toward academic success. With the increasing popularity of inclusion within schools, it is important that teachers are equipped with the proper tools and tactics of handling the challenges that come with teaching a classroom of students with various learning disabilities at one time. Two general education elective teachers at A.B. Miller High School agreed to take part in the Inclusion Awareness Training. An initial pre-test established their baseline prior to the PowerPoint training workshop, followed by a post-test to gauge if their knowledge and understanding had increased. Test results and teacher feedback indicated that the training was successful as teachers felt more positive and aware of teaching in an inclusive classroom.

# Local Eateries

In walking distance from the University

## American

Pappas Artisanal  
2332 D St,  
La Verne, CA 91750  
3 Minutes Walk

Roberta's Village Inn  
2326 D St,  
La Verne, CA 91750  
4 Minutes Walk

Warehouse Pizza  
2340 D St,  
La Verne, CA 91750  
4 Minutes Walk

## Chinese

Cafe Wang  
2316 D St,  
La Verne, CA 91750  
4 Minutes Walk

## Italian

Caffe Allegro  
2124 W 3rd St,  
La Verne, CA 91750  
4 Minutes Walk

## Japanese

Aoki Japanese Restaurant  
2307 D St,  
La Verne, CA 91750  
4 Minutes Walk

## Korean

Spoooner's  
2325 D St,  
La Verne, CA 91750  
4 Minutes Walk

## Mediterranean

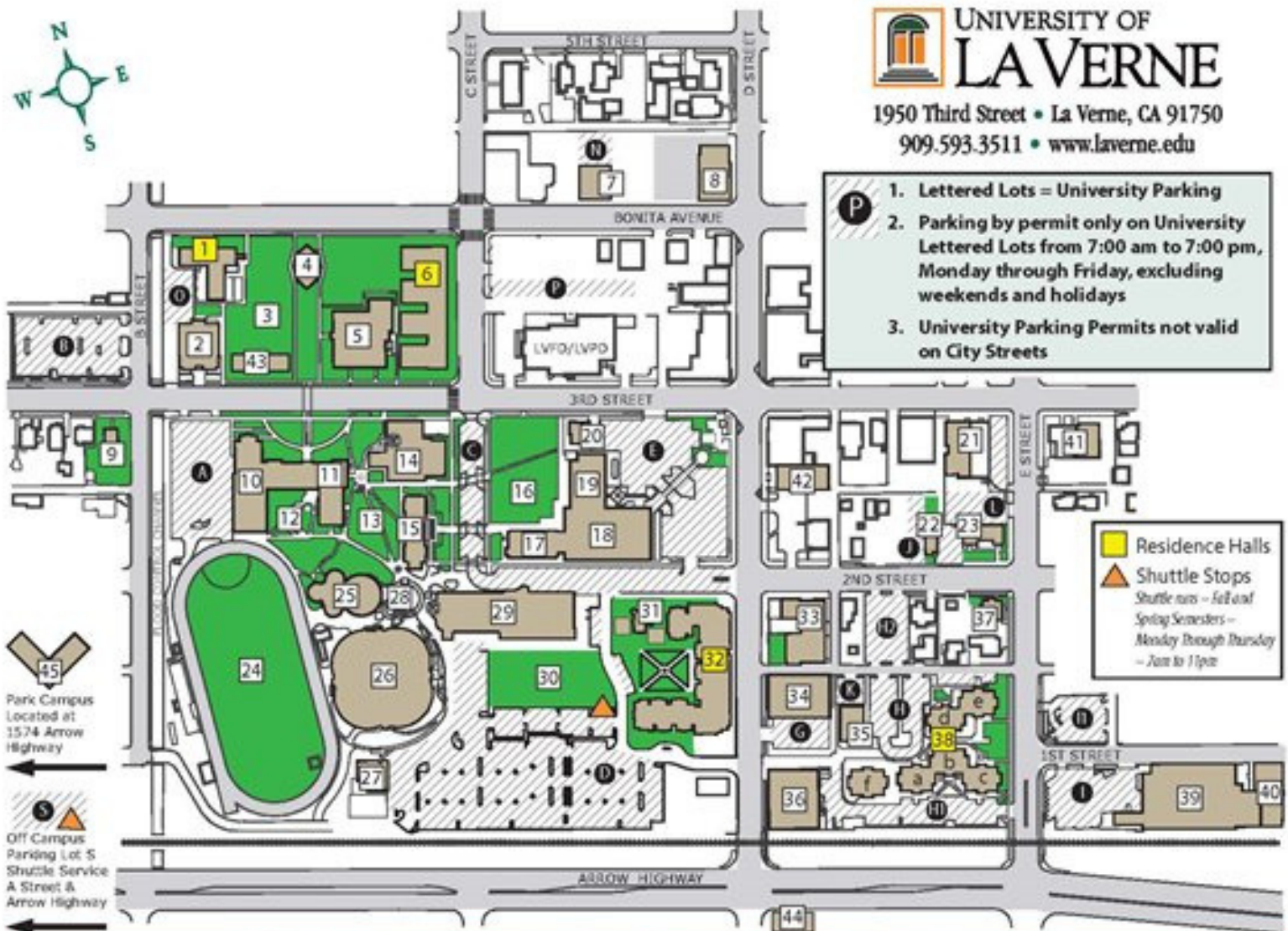
Argo Mediterranean Grill  
2313 D St,  
La Verne, CA 91750  
4 Minutes Walk

## Mexican

El Merendero Restaurant  
1910 Fairplex Dr,  
La Verne, CA 91750  
8 Minutes Walk

# Thank You

A very special thank you to our keynote speakers for their wise words of encouragement and advisement. Our gratitude extends to our presenters for sharing their time and expertise with our Educational Counseling and School Psychology students. We are grateful to the professionals who offered tips to our students at the panel discussion. We thank our students who worked diligently on their Action Research Projects and participated in sharing their results with attendees. A final thank you to our attendees whose desire to learn and access knowledge made this event possible.



**P**

1. Lettered Lots = University Parking
2. Parking by permit only on University Lettered Lots from 7:00 am to 7:00 pm, Monday through Friday, excluding weekends and holidays
3. University Parking Permits not valid on City Streets

**R** Residence Halls

**S** Shuttle Stops  
 Shuttle runs – fall and Spring Semesters – Monday through Thursday – 7am to 11pm

**45** Park Campus Located at 1574 Arrow Highway

**S** Off Campus Parking Lot 5 Shuttle Service A Street & Arrow Highway

## UNIVERSITY OF LA VERNE MAP LEGEND

|   |  |   |  |  |
|---|--|---|--|--|
| <b>2100 Arrow Highway</b> ..... 44<br>Baseball Batting Cages  | <b>Center for the Advancement of Faculty Excellence</b> ..... 41<br>Office of Sponsored Research   | <b>Classroom A-B-C</b><br>Student Accounts East   | <b>Leo Hall</b> ..... 33<br>Business Management & Leadership<br>College of Education & Organizational Leadership<br>– Dean's Office<br>Organizational Leadership<br>Public & Health Administration | <b>Sneaky Park</b> ..... 16  |
| <b>2215 E Street</b> ..... 23<br>Counseling Center<br>Disabled Student Services   | <b>Central Services - east</b> ..... 40<br>Capital Planning<br>Facilities<br>Space Management<br>ILV Graphics<br>Unified Services Desk   | <b>ELS Language Center</b> ..... 9  | <b>Lordsburg Building</b> ..... 42<br>Liberal Studies  | <b>South Quad</b> ..... 30<br>Shuttle Stop for Parking Lot 5   |
| <b>Abraham Campus Center</b> ..... 29<br>ASAP<br>Barbara's Place<br>Abraham Campus Center Administration<br>Career Services<br>Commencement<br>Graduate Success Center<br>International & Study Abroad Services<br>Learning Enhancement Center<br>Ludwick Conference Center<br>Multicultural Services<br>Office of Student Life<br>Student Affairs<br>Undergraduate Admission | <b>Central Services - west</b> ..... 39<br>Enrollment Management and Communications (BOC)<br>Graduate Admissions<br>Housekeeping<br>Mail Services<br>Marketing & Recruiting<br>Purchasing<br>BOC Administration<br>Strategic Communications<br>Undergrad Admissions Operations | <b>Fasnacht Court</b> ..... 12  | <b>Mainiero Hall</b> ..... 10<br>Biology<br>Chemistry<br>La Verne Lecture Hall<br>Mathematics<br>Physics   | <b>Sports Science &amp; Athletics Pavilion</b> ..... 26<br>Athletic Training<br>Campus Safety<br>Front Athletic Court<br>Intercollegiate Athletics<br>Movement & Sports Science<br>Transportation and Parking Services |
| <b>Arts &amp; Communication</b> ..... 36<br>Art<br>Communications Boxes<br>LTV & LEOM Studios<br>Self Mail Space  | <b>Chapel</b> ..... 4<br>Campus Ministry   | <b>Founders Hall</b> ..... 11<br>Chief Diversity and Inclusion Office<br>Computer Science<br>History & Political Science<br>La Verne Experience<br>Morgan Auditorium<br>Music<br>President's Office<br>Provost's Office | <b>Miller Hall</b> ..... 15<br>Carbon Gallery of Photography<br>English<br>Legal Studies<br>Modern Languages<br>Philosophy & Religion<br>Photography<br>Speech Communication                       | <b>Stu-Han Residence Hall</b> ..... 6  |
| <b>Barkley</b> ..... 34<br>Education  | <b>College of Business &amp; Public Management</b> ..... 19<br>Business Management & Leadership – Dean's Office<br>Public & Health Administration  | <b>Graduate Academic Services</b> ..... 22  | <b>Modular Classroom</b> ..... 43  | <b>University Advancement</b> ..... 7<br>Alumni Relations<br>Public Relations  |
| <b>Barkley Annex</b> ..... 35<br>BCA Teacher Education  | <b>Dailey Theatre</b> ..... 25<br>Theatre Arts   | <b>Hanawalt Fitness Center</b> ..... 27<br>Football Program   | <b>Music Annex</b> ..... 20  | <b>University Quad</b> ..... 13  |
| <b>Brandt Residence Hall</b> ..... 1<br>Psychology  | <b>Davenport Dining</b> ..... 14<br>President's Dining Room<br>West Dining Room  | <b>Hanawalt House</b> ..... 31<br>Hanawalt West Courtyard and East Patio<br>University Scheduling and Events Services   | <b>Oaks Residence Hall</b> ..... 38<br>Student Housing & Residential Education   | <b>University Mall</b> ..... 3<br>Vista La Verne Residence Hall ..... 32<br>Campus Store   |
| <b>Bonita Building</b> ..... 8<br>Psychology  | <b>E Street Building-2180 3rd St.</b> ..... 21<br>CBPM Advising and Student Services   | <b>Health Services</b> ..... 37   | <b>Ortmayer Athletics Complex</b> ..... 24   | <b>Wilson Library</b> ..... 18<br>Hess Center  |
|   |  | <b>Hoover</b> ..... 5<br>College of Arts & Sciences – Dean's Office<br>Psychology (CAPA/BCA)<br>Sociology/Antropology<br>University Counseling Center   | <b>Park Campus</b> ..... 45<br>Facilities and Technology Services<br>Human Resources/Personnel<br>Library Center<br>Office of Information Technology<br>Unified Computing Services                 | <b>Woody Hall</b> ..... 2<br>Academic Support & Retention<br>Accounts Payable<br>Finance<br>Financial Aid<br>Registrar<br>Risk Management<br>Student Accounts<br>Treasury, Management & Budget                         |
|   |  | <b>Johnson Family Plaza</b> ..... 28  |  |  |
|   |  | <b>Landis Academic Center</b> ..... 17<br>Applied Business Science & Economics<br>Business Management & Leadership<br>Harris Art Gallery<br>Howell Board Room   |  |  |