

STUDENT POSTER SESSION A: ABSTRACTS

POSTER #A1

"Anhedonia as Lack of Meaning: A Neurophilosophical Review"

Presenter: Abigail Weiss

Abstract:

This review focuses on anhedonia in Major Depressive Disorder (MDD). The purpose of this literature review is to examine anhedonia at differing levels of analysis, offer some synthesis, and propose a framework for both treatment approaches and future research. There are four levels of analysis: epigenetic, molecular/structural, sub/conscious, and environmental. Each level recurses on previous levels, resulting in both top-down and bottom-up effects. No one level of analysis can be examined in isolation, and effective treatment requires an understanding of the impact each level has on the individual.

POSTER #A2

"The Neuroscience of Healing: Addressing Chronic Pain and Stress in University Communities"

Presenters: Ashley Sullivan, Rebecca Block

Abstract:

The presenters will share an innovative mind-body approach for university settings using Pain Reprocessing Therapy (PRT)—a neuroscience-based method that retrains the brain to interpret pain signals accurately—combined with somatic healing practices. In 2024–25, 68.9% of undergraduates and 71.9% of graduate students reported healthcare visits for chronic pain (NCHA). We explored and integrated PRT tools to facilitate inclusive, care-centered campus well-being systems. This presentation will showcase qualitative results indicating main themes of effectiveness from the Healing from Within program done on the University of Rochester Campus and future directions to address chronic pain and, in turn, improve academic performance, workplace productivity, and overall mental health.

POSTER #A3

"Artificial Intelligence and Mental Health: A Literature Review"

Presenter: Kathryn Raffloer

Abstract:

Recent developments in the use of artificial intelligence (AI) in mental health counseling by clinicians and clients have not yet been fully conceptualized or understood. This narrative review has identified three themes in recent empirical literature published since 2015: AI intervention and engagement, AI as a diagnostic tool, and perceptions of AI for mental health. In each domain, studies show both progress and improvements for clients and clinicians, as well as their negative perceptions and the potential problems of AI use. Overall, we conclude that AI is optimally used when carefully integrated with traditional counseling, taking all these dimensions into account. Implications and future directions are discussed.

2026 WARNER RESEARCH DAYS

POSTER #A4

"Growth-Mindset in Teachers-Turned-Administrators: A Phenomenological Approach"

Presenter: Bethany Adams

Abstract:

Growth mindset is the belief that a person's abilities and personality can change over time. The literature surrounding growth mindset in education supports the idea that having a growth mindset greatly benefits teachers and their students. However, there is a dearth of growth mindset research surrounding teachers who progress into an administrative position in education. As administrators are in charge of important schoolwide policy decisions that can change the trajectory of a school's growth, it is important to understand administrators' growth mindsets. This study helps to fill the gap in the research by examining what promotes (and what hinders) growth mindset in teachers-turned-administrators. This study uses a phenomenological approach to examine interviews with teachers-turned-administrators conducted in 2022 for a different project. Codes were created and synthesized using the surrounding literature. After examining the interviews, themes of curiosity, promoting growth mindset in students and subordinates, and persistent learning attitudes came up for the interviewees. A negative predictor for experiencing these themes were fellow administrators and socioeconomic status of the district the interviewees were located in. Taken together, these findings indicate that teachers-turned-administrators are growth mindset oriented and try to promote growth mindset to others they work with.

POSTER #A5

"Culture Matters: Black Women Caregivers' Experiences, Perceptions, and Health in Caring for Loved Ones with Chronic Conditions"

Presenter: Carmona Ross-Asare

Abstract:

This qualitative dissertation explores the culturally informed caregiving experiences of seven self-identified Black women who provide unpaid care to middle-aged and older adults (MAOA), aged 40 and above, living with chronic conditions. Centered in Black feminist epistemologies and guided by interpretive phenomenological analysis (IPA), the study examines how Black women define caregiving, the meanings they ascribe to their roles, and the cultural practices they engage in to sustain themselves physically, emotionally, and spiritually. The study included 16 semi-structured interviews with caregivers residing in NY. The research is informed by Black feminist thought, Caregiver Identity Theory, Sociocultural Theory, and a Stress and Coping framework, which together highlight how caregiving is not only a gendered and racialized labor but also an expression of cultural history, spiritual resilience, and identity formation. Through interpretive phenomenological analysis, the narratives of seven Black women caregivers revealed seven interconnected themes: The Nature of Giving Care, Rooted in Responsibility, Spiritual Grounding and Cultural Practices, Care as Identity and Resistance, Time as Sacred and Scarce, Negotiating Self-Care, and Learning and Education. These themes highlight caregiving as a comprehensive responsibility integrated in cultural traditions, intergenerational expectations, and systemic challenges, while also reflecting acts of resilience, identity formation, and the pursuit of balance between self-care and caregiving demands. Collectively, the findings highlight how cultural and spiritual practices are central coping strategies, and how caregiving simultaneously serves as a source of strain and empowerment. This study contributes to caregiving scholarship by centering the lived experiences of Black women, a population whose voices are historically marginalized in health and caregiving research. It clarifies the culturally grounded practices that shape their caregiving roles, health, and well-being. The study emphasizes the need for culturally responsive caregiver support programs and policies that recognize caregivers' needs across diverse contexts and uplift the culturally sustaining practices they use in the face of systemic inequities.

POSTER #A6

"Parent Stress and Child Behavior: Exploring the Relationship Between Parent Report and Physiological Data"

Presenter: Kathryn Buettner

Abstract:

Autistic children often experience elevated mental stress levels. Their parents also often face greater stress than those raising non-autistic children. Parenting stress negatively affects families, increasing risks of physical ailments (e.g., cardiovascular disease) and mental health issues (e.g., depression). Few analyses have explored the relationship between daily child stress and parent stress; initial research on physiological stress responses suggest that child and parent stress appear to be coupled. The current study seeks to compare parent report measures of stress and child's behavior to physiological stress markers recorded during the wearing of a wearable device designed to capture physiological arousal. Understanding the relationship between parental stress and child behavior may help explain how these types of stress interact, providing a reference for early stress detection and management, potentially mitigating physical and behavioral health risks.

POSTER #A7

"A Narrative Review of Evidence for the Key Role of Neural Oscillations in Cognitive Representation"

Presenter: Lauren Szymula

Abstract:

The brain is a complex dynamic system, with many parts working independently and interdependently in ways that vary with time. Higher order cognitive functions like attention, working memory, and learning are often considered separate. Common to all of them, and fundamental to cognition itself is representation: how information is encoded in the brain. While neuronal electricity is the language of the brain, how do we get from neuron spikes to memory? How does experience shape cognition? This narrative literature review spans scales and domains of electrophysiological evidence to propose oscillations as a core mechanism. These electric waveforms rise and fall across a range of frequencies: from one peak per second, to over 100 peaks per second. Faster waves can fit within slower waves, organizing lower order sensory information up the processing hierarchy. Similar wave structures can also form a framework for communication across brain areas, integrating experience with memory. Throughout development, increasingly complex organization and sophisticated processing become possible. As such, oscillations play a key role in how cognitive functions emerge from the coding, transmission, and consolidation of the sensory representations of experience. Understanding these processes over time will further the understanding of cognition as a whole.

POSTER #A8

"A Randomized Controlled Trial of a Play-Based School Intervention: The Primary Project Effectiveness Study"

Presenter: Lindsay Dryden

Abstract:

Primary Project is a school-based prevention program for students in grades Pre-K-3 who exhibit mild to moderate school adjustment difficulties. Using an evidence-based, child-centered play approach, students meet with a specially trained adult once a week for 30-40 minutes in a dedicated play space over a 12-15 week period. Children's Institute conducted a randomized controlled trial to understand the effectiveness of Primary Project for increasing social and emotional competence. Students from five school districts were selected based on teacher ratings using universal social-emotional screening results from the Teacher-Child Rating Scale (T-CRS; Hightower et al., 1986). Teachers again rated study participants at the end of the intervention on four social-emotional domains. Students who received Primary Project showed statistically significant gains in all four domains of social and emotional competence compared to their waitlisted peers, with effect sizes ranging from small to medium. These findings show that Primary Project is an effective prevention program for students exhibiting mild to moderate school adjustment concerns.

POSTER #A9

"Carrying the Weight of Excellence: Personal and Others' Expectations in Asian Students' Science Experiences"

Presenters: Ziqin Li, Zhizheng Zhang, Nestor Tulagan

Abstract:

This qualitative study examines how Asian undergraduate students interpret and negotiate personal and others' expectations in science courses. While prior research has documented the effects of parental expectations on academic outcomes, less is known about how students themselves make meaning of these expectations within culturally embedded contexts. Through semi-structured interviews, this work explores how participants differentiate personal aspirations from perceived familial and social demands, and how these expectations shape motivation, pressure, and academic identity.

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POSTER #A10

"Teacher Absenteeism in Nigeria: A Review of Associated Mechanisms and Contextual Moderators"

Presenter: Arinze Amanekwe

Abstract:

Teacher absenteeism in Nigeria remains a persistent challenge with significant implications for instructional time, educational quality, and public expenditure. This literature review synthesizes empirical and conceptual studies to examine the factors associated with teacher absenteeism and the contextual conditions within which it occurs. The evidence suggests that absenteeism in Nigeria is multidimensional, extending beyond physical absence from school to include classroom withdrawal, reduced instructional engagement, and diminished professional commitment. Across studies, associated factors cluster around several domains: demographic and personal characteristics; compensation and promotion practices; job satisfaction and professional identity; deployment patterns/models and commuting constraints; supervision and accountability systems; health, stress, and trauma; and sociocultural and political disruptions such as market days and insurgency. Rural-urban disparities, insecurity, economic instability, and weak governance structures further shape patterns of absenteeism across contexts. By organizing these diverse strands of evidence, this review highlights teacher absenteeism as a complex and contextually embedded phenomenon. The literature evidence suggests the need for multifaceted policy responses that address both structural conditions and school-level management practices within Nigerian basic education.

POSTER #A11

"Rethinking GenAI in Higher Education: A Posthuman Perspective on Teaching-with-GenAI"

Presenters: Adam Gama-Krummel

Abstract:

The rapid growth of generative artificial intelligence (GenAI) in higher education has sparked widespread research on faculty adoption, classroom use, and concerns about academic integrity. This study draws on a systematic review of over forty peer-reviewed studies published between 2020 and 2025 to examine how faculty engagement with AI has been understood in the research literature. Most existing studies frame AI as a tool that instructors choose to adopt, manage, or regulate. These approaches help explain patterns of use and resistance, but they often overlook changes in how teaching itself is being reshaped. To address this gap, this study introduces posthuman perspectives that view AI not simply as a tool, but as part of a relational system that reshapes teaching practice. From these lenses, faculty experiences of uncertainty, trust concerns, shifting authorship, and changing classroom dynamics are not just practical challenges; they signal broader transformations in professional roles and responsibility. Rather than treating educators as isolated decision-makers, these frameworks understand teaching as increasingly shaped through human-machine interaction. By combining a comprehensive literature review with posthuman approaches, this study offers a new way to think about AI in higher education as an ethical and relational transformation.

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POSTER #A12

"Negotiating Risky Transitions in Novel Teaching Practices"

Presenter: Elizabeth Wilson

Abstract:

How do teachers incorporate “risky” pedagogical practices? I explored this question during a collaboration with a middle-school teacher to implement a place-based science unit grounded in the Justice-centered ambitious Science Teaching (JuST) framework (Luehmann et al., 2024; under review). Framing risk through Cooke’s (2024) definition of pedagogical risk-taking (PRT), I investigated the ways in which the teacher attempted novel JuST practices along with the supports she utilized during the unit implementation. Findings include 1) the teacher’s sense of adventure in attempting an innovative unit created a willingness to try unfamiliar practices, 2) modeling of practices by the research team followed by a second attempt supported an increase in confidence, and 3) the teacher’s interactions with students changed throughout the course of the unit in ways that indicated a change in beliefs about what types of student participation should be valued in a science class. This study was submitted as part of a symposium to the International Conference of the Learning Sciences and additionally forms a foundation for a future dissertation study.

POSTER #A13

"Factors that Impact Decisions on Special Education Placements for Students with Disabilities: A Narrative Analysis"

Presenter: Elyse Schirmer

Abstract:

The Individuals with Disabilities Education Act (IDEA) of 2004 mandates that students with disabilities be educated alongside their nondisabled peers to the greatest extent appropriate in the Least Restrictive Environment (LRE). According to this law, removal from the general education setting should only occur when the use of supplementary aids and services cannot be achieved satisfactorily. Data shows that the inequitable implementation of LRE varies widely depending on the school district. Additionally, a review of the literature exposed that factors other than the students’ supplementary aids and services may impact these decisions. A student’s educational placement is determined by their school-based Individualized Education Program (IEP) team. I propose to use the qualitative, phenomenological approach of narrative analysis using semi-structured interviews to study the factors that impact IEP team members as they make decisions on special education placements. The data analysis will be structured using Bronfenbrenner’s ecological systems model to better determine the level of influence these social circles present. By exploring the experiences of IEP team members, policy and practice may be informed to better implement LRE equitably.

STUDENT POSTER SESSION B: ABSTRACTS

POSTER #B1

"Can Attachment Security Be Achieved? A Developmental Model of Change After Trauma"

Presenter: Megan Black

Abstract:

Early relationships play a central role in how people regulate emotions, respond to stress, and understand connections with others and themselves across the lifespan. When caregiving relationships are inconsistent, frightening, or unavailable, individuals may develop patterns of anxiety, withdrawal, or emotional dysregulation that can persist into adulthood. However, many people show meaningful change over time, developing greater stability, resilience, and relational confidence. This process is often referred to as earned secure attachment (ESA).

This presentation introduces a developmental model describing how attachment security can emerge after relational trauma. The model proposes that change occurs through repeated experiences in which distress is met with engagement, support, and repair rather than defense or disconnection. Over time, these experiences reshape expectations about safety, relationships, and the self. Implications for mental wellness, psychotherapy, and recovery from relational trauma will be discussed, along with ways these processes can be observed in a clinical assessment called the Adult Attachment Projective (AAP).

POSTER #B2

"Equilibrium: A Multi-Level Dynamic Therapeutic Sphere"

Presenter: Pengzhao Xie

Abstract:

The therapeutic relationship has been established as one of the most robust predictors of psychotherapy outcome, yet theoretical models continue to fragment what is fundamentally a unified, dynamic system. This literature review proposes an integrative framework that reconceptualizes the counseling space as a therapeutic sphere—a dynamic relational system requiring therapists to navigate three interdependent levels of regulation simultaneously: (1) intrapersonal equilibrium (the self-regulatory capacities of both therapist and client), (2) intersubjective co-regulation (the bidirectional emotional attunement and mutual influence occurring between therapist and client), and (3) boundary maintenance (the protective therapeutic frame that separates the container from external chaos). Drawing on Winnicott's holding environment, Kohut's self psychology, attachment theory's emphasis on co-regulation, and contemporary relational psychoanalysis, we argue that effective therapy depends not on mastering any single level, but on the therapist's capacity to fluidly navigate between these levels to restore equilibrium when clients bring turbulence into the therapeutic sphere. This model can be used in individual and group counseling.

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POSTER #B3

"A Review on the Interaction between the Menstrual Cycle and Quality of Life"

Presenter: Rishika Kannan

Abstract:

Research shows that the menstrual cycle plays a role in the physical and mental health of a menstruating person. However, there is a lack of research looking at how the menstrual cycle interacts with mental health treatment and to what extent it defines an individual's quality of life. This presentation aims to increase awareness about the hormones that play a role in the cycle and how mental health treatment can be better structured to incorporate these factors of health.

POSTER #B4

"Connecting Your Mind to a Computer "

Presenter: Ryan Bohman

Abstract:

Advances in artificial intelligence and neuroscience are creating new possibilities for directly interfacing the human brain with computers. This research explores how structural neurophysiological data (the connectome, derived from techniques such as electron microscopy) and functional data (the dynamome, measured through modalities including fMRI, EEG, fNIRS, and brain-computer interfaces) could be integrated to construct a proposed "Large Brain Model" (LBM). Similar in concept to Large Language Models, an LBM would receive neural input and predict neural output, modeling aspects of an individual's brain dynamics. Substantial barriers remain, including the immense scale of brain data, limitations in current recording technologies, computational and storage demands, multimodal data integration, and the challenge of meaningfully interpreting neural signals. Despite these obstacles, ongoing advances in neurotechnology and machine learning suggest that such models may become feasible in the coming decades. If realized, LBMs could support more personalized, biologically informed, and potentially more objective approaches to mental health diagnosis and intervention.

2026 WARNER RESEARCH DAYS

POSTER #B5

"Supporting At-Risk ASD Development Before Primary School"

Presenter: Shrey Dolwani

Abstract:

The diagnostic pathway of ASD faces many challenges in formalizing diagnosis, with parent feedback of the diagnostic pathway, split across pre-diagnosis, diagnosis, and postdiagnosis, showing a gap of integrative care in the pre-diagnostic phase for integrative care, psychoeducation, and harm reduction of early developmental symptomology. Current diagnosis shows an average age of 4, with the most cutting edge prognostic tools not being able to provide clarity until the 2nd year of life. The aim of this paper is to argue areas of necessary research expansion, risk reduction, intervention, and highlight additional areas of professional consideration to provide integrative at-risk parental and early development support from preconception into primary school leading up to formal ASD diagnosis in a proactive manner while considering possible misdiagnosis.

POSTER #B6

"Nueroanatomy in a Counseling Context"

Presenter: Tiana Smith

Abstract:

Presenting a poster using graphic art representing the brain's nueroanatomy labeling both functioning and it's context in mental health counseling. The aim of this poster is to increase psychoeducation for both counselors and clients as an educational tool. Combining scientific information into a practical application in plain English that increases access and ease of understanding. Connecting the physical parts of the brain to their role in behavior, cognition, pain processing, mood, emotion and goal setting gives a visual representation of the mind body connection and allows clients and counselors to understand a larger and more holistic picture of mental health. The student presenting is part of the University of Rochester's DeStiNY lab and aims to create practical education materials for the field.

POSTER #B7

"Cognitive Tasks for Psychotherapy and Counseling"

Presenter: Ty J. DiPonzio

Abstract:

Cognitive functionality is one of the least investigated aspects of psychopathology. With advances in AI and programming, anyone can develop a task relevant to psychotherapy. I will discuss research that can inform assessment and treatment response measurement, and introduce my website, which allows users to download, use, and learn how to construct their own Python-based cognitive tasks. These tasks include modified Stroop tasks, the Wisconsin Card Sort Task, the Navon Tasks, and others. I will also discuss issues in the literature and where future research can go and the use of specific tasks.

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POSTER #B8

"Decolonizing Trauma: Post-Traumatic Growth Among Eritrean War Survivors and the Limits of Western PTSD Models"

Presenters: Sara Mesfin Abraha

Abstract:

Although post-traumatic growth (PTG) has been widely studied in Western contexts, research remains limited in populations whose experiences of war are intertwined with colonial histories and collective liberation movements, especially in Africa and in Eritrea in particular. This narrative literature review (k = 19) looks at global PTG research across Africa, the Middle East, Asia, and Europe to better understand the parallels and limitations of empirical findings assessing trauma and growth. Search terms included "post-traumatic growth," "collective trauma," and "liberation struggle," and were searched in the PsycINFO, PubMed, and Scopus databases between September 2025– January 2026. Findings in this paper suggested that PTSD and growth can coexist, and higher rates of PTG can show greater functioning relative to lower rates. Additionally, Fanon's (1963) sociogenic model further reveals limitations that exist in Western PTSD frameworks in capturing the lived experiences of colonized and war-affected populations in collectivist cultures. Gaps in the existing literature suggest that Eritrea especially represents a critical yet widely understudied and timely context for future qualitative PTG research related to centuries of occupation, a thirty-year liberation struggle, and collective independence that have shaped distinct forms of resilience, meaning-making, and communal identity among Eritreans. Documenting these narratives is essential for expanding understanding of PTG in this context and in the mental health field generally. As the generation that lived through the independence movement ages, preserving their voices in literature offers not only a historical record but a foundation for developing more culturally relevant and implications for globally inclusive counseling frameworks that can bring visibility and inspiration to many others.

POSTER #B9

"Giving Partner Support and Well-Being Across Midlife and Older Adulthood: Loneliness as a Relational Pathway"

Presenter: Piaopiao Cai

Abstract:

Although supportive social relationships and well-being are well documented, much of the existing research has focused on the receiver's well-being rather than the giver's. Moreover, the psychological mechanisms underlying given partner support and well-being remain understudied. Based on relational mechanisms from life-course and self-determination theoretical perspectives, this study aimed to understand the relationship between partner support and well-being and underlying mechanisms from the givers' side in midlife and older adults. The SEM model indicated that given partner support had no direct effect on well-being in both midlife ($\beta = .429, p = .668$) and older adults ($\beta = .221, p = .825$). Instead, given more partner support significantly increased well-being through reduced loneliness in both groups. Further bootstrap resampling indicated that these indirect paths were statistically significant in both midlife ($\beta = .29, 95\% \text{ CI } [.20, .75]$) and older adults ($\beta = .23, 95\% \text{ CI } [.18, .49]$). These indirect paths remained strongly robust after controlling for gender, within groups of age, the number of children, and employment status. The present study advances the literature by integrating mechanistic and developmental perspectives.

POSTER #B10

"The Role of Mentorship in SGM Identity Development: A Theoretical Review"

Presenter: Zoë Corato

Abstract:

Sexual and Gender Minorities face unique obstacles to development compared to their cisgender and heterosexual counterparts. Research suggests that social support and community integration is a vital part of identity development for LGBTQIA+ persons, however, individuals with these identities also face barriers to perceived social support, possibly stunting a positive developmental process. The study of this phenomenon requires a unique viewpoint that may not be covered by any one theory as they exist. However, the layering of some of these theories (Goffman's Presentation of Self, Dialogical Self Theory, and Minority Stress Theory) provides a thorough and holistic framework to examine the identity development process of this diverse group while also considering the concept of a mentor as a concierge to the queer community.

POSTER #B11

"Evaluating Justice-Centered Professional Development: Conceptual Shifts in Equity and Community Among STEM Teachers in Mexico"

Presenter: Adma Gama-Krummel

Abstract:

This poster presents findings from a formative program evaluation of the Justice-Centered Ambitious Science Teaching professional development implemented with K-12 STEM teachers in Puebla, Mexico. The professional development was grounded in community-based science education and designed to support teachers in integrating equity, local environmental issues, and civic action into STEM instruction. The evaluation was guided by the question: How did STEM teachers describe their understandings of equity and community in relation to justice-centered, place-based STEM teaching before and after participating in a professional learning experience? A qualitative pre-post design was employed. Open-ended survey responses were analyzed using inductive coding (pre-survey), deductive JuST-aligned coding (post-survey), and cross-time pattern contrast analysis. Findings indicate meaningful conceptual shifts. Prior to the professional development, teachers primarily described community as a contextual background and framed engagement as a motivational concern. Following participation, teachers more frequently articulated justice-centered planning, positioned community as central to inquiry, and framed STEM as a tool for civic impact. These findings suggest that justice-centered professional development supports reorientation in how STEM teachers conceptualize equity and community in their instruction.

POSTER #B12

"Reframing Graduate Pedagogy: From Publication-Centric to Discourse Socialization in the AI Era"

Presenter: Onesmo Mushi

Abstract:

The rise of artificial intelligence (AI) reveals the fragility of the neoliberal logic of journal publication quantity as a measure of scholarly productivity (Curry & Lillis, 2010; Nygaard & Bellanova, 2017), which continues to distort higher education's mission to prepare future researchers. This ideology, now deeply embedded (Canagarajah, 2014), increasingly shapes graduate pedagogy around publishing as the end goal rather than a means of scholarly participation, as the field's obsessive fear of AI's impact on student writing vividly demonstrates. However, as concerns about AI's role in higher education grow, my year-long ethnographic data from two international research collaborations challenge publication-centered pedagogy by showing genuine scholarly productivity emerges from participation in discourse socialization practices (Swales, 1990): brokered access to collaborative practices, mentorship, and research cultures—with publications as outcomes. Thus, while concerns about the intersection of AI and writing are valid, higher education should move beyond text-focused pedagogy to prepare future knowledge producers through scaffolded academic practices that foster discourse socialization (Swales, 1990) and support entry into scholarly communities (Lave & Wenger, 1991).

POSTER #B13

"From Coursework to Classroom: Identify Formation in Early Literacy Teaching Among Early Childhood Pre-Service Teachers"

Presenter: Waode Eti Hardiyanti

Abstract:

Early literacy instruction is foundational to children's academic trajectories, yet little is known about how pre-service teachers (PSTs) in Indonesia develop their understanding of early literacy within teacher education programs. This qualitative pilot study explores how three early childhood PSTs at Universitas Negeri Gorontalo describe their learning across coursework and practicum experiences. Initial thematic analysis suggests that learning to teach early literacy is not merely a process of acquiring instructional strategies, but a process of identity formation. Participants entered the program with limited conceptions of early literacy, often equating it with alphabet instruction. Through coursework, they developed broader understandings of literacy as play-based, communicative, and meaning-centered. However, practicum experiences introduced tensions between theory and classroom realities, prompting reflection, adaptation, and professional negotiation. Across interviews, PSTs increasingly spoke as emerging teachers rather than students, signaling shifts in confidence, responsibility, and pedagogical stance. These preliminary findings suggest that early literacy preparation in Indonesian teacher education programs may be understood as a process of identity formation rather than solely skill acquisition. By foregrounding PSTs' evolving sense of themselves as literacy educators, this study lays conceptual groundwork for a larger dissertation project examining identity, practice, and early literacy in diverse teacher education contexts.

STUDENT FLASH TALKS - GROUP 1: ABSTRACTS

"Examining How a See, Think, Wonder Routine Shapes Discourse in Video Clubs for Mathematics Coaches"

Presenters: Alyse Cunzio, Cynthia Carson

Abstract:

In K-12 education, the use of content-specific coaches has become a popular approach for providing job-embedded professional learning for teachers. Effective teachers are often promoted to the position of a coach with no training for this new role. As part of a larger study on developing mathematics coaches, one aspect of their training was to participate in video clubs. Through the use of a "See, Think, Wonder" thinking routine in these video clubs, coaches completed written reflections on video clips of real coaching conversations, then participated in group discussions for the purpose of developing their own coaching practice. This study explored the impact of the thinking routine on coaches' conversations in the video club. Our analysis draws from the theoretical frameworks of teacher noticing in video clubs and discourse analysis to study the use of the thinking routine and the impact on the discussions during the video club sessions. Our analysis is ongoing, and, in this presentation, we will show how we are analyzing the data and using visual representations of the data to help us identify trends and patterns across multiple video clubs.

"Critical Consciousness and Place Attachment to Urban Green Spaces Among Emerging Adults in Marginalized Communities"

Presenters: Glenn Cerosaletti

Abstract:

Individuals benefit from regular exposure to parks; however, individuals in marginalized, urban communities have disproportionately less access to parks and the benefits they afford, and the development of parks can lead to displacement of marginalized communities through environmental gentrification. Place attachment has been identified as a developmental process that influences civic action to protect places, and critical consciousness has been researched as a conceptualization of civic participation well-suited to marginalized groups. Yet there has been little research to understand how critical consciousness predicts place attachment, particularly among emerging adults in marginalized communities. I propose a mixed methods design to study how critical consciousness and place attachment explain how emerging adults in marginalized communities interact to shape urban parks. Focused on the context of a proposed state park in Rochester, New York, the study will employ a survey with validated measures of critical consciousness and place attachment, and will utilize qualitative methods including participatory photo mapping with follow-up interviews. I hypothesize that quantitative results will show that critical consciousness predicts place attachment across all dimensions (awareness, motivation, and action). I anticipate that qualitative results will provide evidence of how emerging adults in marginalized communities ascribe meaning to urban parks through ethnic and cultural identity, creative engagement, and routine uses that meet basic needs. This research will afford insight into how critical consciousness predicts place attachment for individuals in marginalized communities and will provide urban planners and policymakers with understanding of the mechanisms that ensure the successful design of green spaces.

2026 WARNER RESEARCH DAYS

"Pedagogical Paradox: Combating Disinformation as Political Disclosure?"

Presenters: Amy Stell, Luke Hands, Mary Maslanka, Kevin Meuwissen

Abstract:

This flash talk highlights a significant finding from our study about social studies teachers' pedagogical decision-making for combating mis/disinformation in the classroom. Teachers are feeling pressured to remain neutral or balanced in classroom discussions, and are therefore making use of SIFT, a tool for lateral reading and debunking misinformation perceived as being innocuous and neutral in the classroom setting. However, in a political climate in which right-wing media ecosystems are generating the majority of false and misleading content (DeVerna et al., 2024), SIFT, used properly, should reveal not only the disinformation being proliferated but also this asymmetric information ecosystem. Thus, SIFT cannot be both effective as a tool of combating mis/disinformation and neutral in the patterns of information it reveals. This presents a dilemma we call a pedagogical paradox: teachers are concerned that correcting disinformation will be interpreted as political disclosure and thus seek to use tools perceived as neutral, even when those very tools uncover the disinformation proliferated in the media.

"Collective Autoethnography: Making Sense Together"

Presenters: Amy Stell, Luke Hands, Mary Maslanka, Sarah Hodgson

Abstract:

Following many conversations among the researcher participants about our experiences as both social studies teachers and doctoral students, we decided to conduct a collective autoethnography about our reasons for entering the field of education and our experiences as teachers and learners. While the study is ongoing, this flashtalk covers the unique methodology of a collective autoethnography, which allows researcher participants to study their own experiences as valuable contributions to understanding phenomena, while also working collectively to develop methods and tools for data collection. We believe this methodology has particular affordances for doctoral students as it allows you to work with a team to build research skills and experiences, while also reflecting on your experiences in community with others. Through the initial phases of our study—establishing norms, developing interview protocols, enacting interviews, and reflecting and beginning analysis—we have developed deeper understandings of our experiences as social studies educators and doctoral students in increasingly politicized and polarized times.

"Belonging in the Ordinary: A Weak Theoretical Approach to Lived Experience"

Presenter: Emma Yatteau

Abstract:

This ongoing research focuses on the phenomenon of belonging. Belonging can be understood as part of everyday ordinariness as a feeling, a set of practices, and a place. Drawing on a synthesis of over 40 peer-reviewed studies investigating belonging with teachers, I present a weak theory of belonging for teachers to illustrate the different dimensions of belonging for teachers: affective belonging is the fulfillment of a basic need and motivation; professional belonging is ongoing engagement, imagination, and alignment through joint enterprise and shared resources; and workplace belonging is inclusion to physical and social spaces in schools. Each dimension informs how teachers may experience belonging in their daily work lives. These multiple conceptualizations of different aspects of belonging indicate that it is possible to belong (or not) in many ways across different scales and historical forces. Since belonging has multiple meanings across people and contexts, its significance matters less as a single meaning than how it is felt, practiced, and experienced. Rather than resisting multiple meanings and contradictions and attempting to rest on one definition of belonging, a weak theory can deepen understanding by focusing on the active and ongoing ways that belonging manifests.

STUDENT FLASH TALKS - GROUP 2: ABSTRACTS

"Restraint Use and Individuals with Intellectual and Developmental Disabilities: A Brief Review "

Presenter: Angelina Severino

Abstract:

Mechanical and physical restraints vary in definition across settings, but are typically conceptualized as practices that prevent a person from freely moving their body to its usual capacity that are applied in response to one exhibiting behaviors that are deemed imminently dangerous to themselves and others. Individuals with intellectual and developmental disabilities are at a higher risk of experiencing restraint throughout their lifetime. The purpose of this presentation is to examine the current literature on restraint use in individuals with intellectual and developmental disabilities; encourage conversations about its current usage in hospitals and residential facilities; and suggest a potential direction research could go in attempting to decrease the use of restraint via behavioral interventions.

"Mixed Methods Study of Faculty Trainings to Support Students who have Experienced Trauma"

Presenter: Timothy Powers, Danielle Arnold, Tricia Shalka

Abstract:

This presentation reports quantitative findings from a mixed methods study examining how faculty in higher education develop competencies to support students who have experienced trauma. Grounded in a critique of neoliberalism termed as "crisis of care" (Miller, 2024), the study investigates sources, accessibility, and perceived impact of the trainings that the faculty from our study are utilizing. Findings illuminate the value of these trainings, the systemic barriers to adequate preparation, and the way faculty continue to work around these barriers to support their students. The data raises critical questions about care labor in academic contexts and the gap between the reality of these roles and limited institutional support. The presentation invites discussion of implications for faculty development, institutional accountability, and relational-ethical approaches to trauma-informed practices in higher education.

"Impact of Peer-Facilitated Preparatory Program Towards Medical Students' Readiness and Performance in National Licensing Examination"

Presenters: Prattama Santoso Utomo, Jialin Yan

Abstract:

This study evaluated a near-peer-facilitated preparatory program in an Indonesian medical school, to enhance final-year medical students' readiness and performance for the Indonesian National Licensing Examination for Indonesian Medical Doctors (NLEIMD). Our study applied a quasi-experimental, one-group pretest-posttest design with 66 participants. We assessed readiness via surveys and performance through a school-based MCQ exam and NLEIMD scores. Results indicated a significant improvement in Cardiovascular system readiness and a significant increase in examination performance before the program. Our linear regression found that medical students' readiness significantly and positively predicted NLEIMD score. These findings suggest that peer-facilitated programs effectively improve student readiness and NLEIMD outcomes, highlighting readiness as a significant predictor of NLEIMD success.

"Hybrid Clinician-Administrators: The Influences of Dual Roles Among Health Care Providers in Saudi Arabia"

Presenters: Shug Albarrak, Sultan Aldakhil, Khalid Alkhurayji, Deem Alnassar, Abdallah Alsuheimi, Saja Alrayes

Abstract:

Healthcare systems increasingly rely on hybrid clinician-administrators who simultaneously perform clinical and managerial responsibilities. While clinician leadership has been associated with improved organizational outcomes, dual-role expectations may generate role conflict and workload strain. This cross-sectional study examined competencies, perceptions of administrative roles, and role conflict among clinician-administrators in Saudi Arabia (n = 145). A validated questionnaire measured demographic characteristics, self-rated competencies, administrative role perceptions, and multidimensional role conflict. Participants reported high overall competency (mean = 4.02 ± 0.56), particularly in clinical skills, decision-making, quality improvement, and patient rights. Most respondents perceived administrative roles as professionally valuable and career-enhancing (82.1%). However, moderate levels of role conflict were observed (mean = 3.33 ± 1.59), especially related to competing demands, workload, and limited resources. Administrative role perception was strongly correlated with role conflict (r = 0.654, p < 0.001), and regression analysis showed administrative responsibilities significantly predicted role conflict (R² = 0.42), whereas competence did not. These findings highlight the need for structured leadership preparation and organizational support to sustain hybrid clinical-administrative roles.

"Person-Centered Care for Older Adults: A Narrative Review of the 'What Matters' Framework through a Quality Improvement Lens"

Presenter: Sue Crouse, Jan Schriefer, Luna Yang

Abstract:

The Age-Friendly Health Systems (AFHS) 4Ms Framework (What Matters, Medication, Mentation, and Mobility) was developed to align healthcare delivery with older adults' priorities. Among these domains, "What Matters" serves as the organizing principle by establishing the patient's goals and values that should guide clinical decision-making. Despite its conceptual centrality, "What Matters" remains inconsistently operationalized in acute care settings. This narrative literature review examines system-level determinants of implementation variability through a quality improvement lens. Peer-reviewed scholarship was synthesized to explore how workflow design, leadership engagement, communication practices, measurement strategies, and incentive structures influence sustainability. Socioemotional Selectivity Theory provides a developmental framework for understanding why "What Matters" conversations are particularly salient for older adults and how inconsistent implementation may undermine person-centered care. The literature suggests that reliability depends less on clinician motivation and more on structural alignment within healthcare systems. Sustainable implementation will require intentional integration into workflows, accountability mechanisms, and measurement frameworks to ensure that patient-defined goals consistently inform care decisions.

STUDENT FLASH TALKS - GROUP 3: ABSTRACTS

"Decision Analysis: Social Emotional Learning Standards"

Presenter: Elise Marie Shuford Schwan

Abstract:

A brief presentation on the building of a dissertation researching “What curriculum should a large urban school district implement to meet New Your State Social Emotional Learning requirements?” This presentation will ask participants to join the researcher in beginning her work by engaging in a series of activities during the five-minute presentation and by understanding SEL through the lens of a researcher and an elementary educator. This presentation will be the first in a series leading to the researcher's final dissertation.

"Alignment or Disconnect? Professional Development Policy and Teacher Priorities in the United States: Evidence from TALIS 2024 Survey"

Presenter: Ronald Asuzu

Abstract:

Professional development functions as a central policy lever in the United States, serving as a primary mechanism through which education reforms seek to enhance instructional quality and improve student achievement (Desimone, 2009). Although professional development has long been guided by widely cited “evidence-based” design principles, recent critical analyses question the empirical foundations and context sensitivity of these claims (Asterhan & Lefstein, 2024). Situated within the fragmented and decentralized structure of U.S. education governance (McGuinn, 2012), this study uses data from the 2024 Teaching and Learning International Survey (TALIS) to examine the United States as a case of professional development policy implementation. Through descriptive analyses, the study examines the alignment among Professional development participation, teachers' reported professional learning needs, and teacher-defined characteristics of high-quality professional development. By assessing coherence between policy design and teacher experience, the study contributes to ongoing debates about the effectiveness and responsiveness of professional development as a teacher workforce policy instrument.

"A Review of Research Evaluating the Noyce Programs in STEM Education: Theoretical and Methodological Considerations"

Presenters: Simao Luis, Michael Daley, Cathy Cerosaletti

Abstract:

The persistent shortage of qualified STEM teachers in high-need schools has prompted numerous initiatives to address this challenge, including the Robert Noyce Teacher Scholarship Program. This narrative review synthesizes studies evaluating Noyce-funded programs, focusing on program design, implementation, and outcomes that support STEM teacher preparation, recruitment, and retention. Guided by PRISMA and Joanna Briggs Institute guidelines, we assessed (n = 32) peer-reviewed studies published between 2010 and 2026 and indexed in Scopus or Web of Science. Included studies employed qualitative, quantitative, and mixed-methods designs and examined Noyce scholars, teacher educators, institutional leaders, and program graduates. Findings indicate that the Noyce Program increases interest among undergraduates in STEM teaching, reduces financial barriers to teacher preparation, and strengthens teacher professional identity and leadership development. Effective program components include mentoring, cohort-based learning communities, early exposure to high-need school contexts, and interdisciplinary collaboration among faculty. However, persistent challenges remain, including teacher attrition, variability in program implementation, and limited longitudinal evidence on long-term outcomes. This review strengthens understanding of the Noyce Program's contribution to building a diverse and committed STEM teacher workforce and provides actionable recommendations for policymakers, educators, and researchers advancing equity and excellence in STEM teacher education in the United States.

"Teacher Decision-Making in the Dual-Policy Landscape of Holocaust Education"

Presenter: Jeffrey Parker

Abstract:

This study investigates how secondary English Language Arts and Social Studies teachers describe and navigate their pedagogical decision-making when teaching about the Holocaust. Although many states have Holocaust mandates and/or content standards, little is known about how teachers interpret these policies in relation to their professional judgment, ethical commitments, and perceptions of student needs. The study focuses on articulated reasoning: how teachers explain what they choose to include, omit, emphasize, or soften, and why. Integrating Pedagogical Decision-Making (PDM) and Instructional Gatekeeping (IG), the study conceptualizes classroom decisions as deliberate acts shaped by values, goals, and contextual constraints. The Ecological Systems Model (ESM) provides an analytic scaffold for examining influences at multiple levels, including individual beliefs, classroom dynamics, institutional expectations, policy structures, and cultural narratives surrounding Holocaust memory. Using a qualitative, interpretivist design, the study employs reflexive thematic analysis of semi-structured interviews with 12-16 teachers from states representing three policy conditions: (1) standards without mandates, (2) mandates without standards, and (3) both mandates and standards. The analysis generates themes that illuminate how teachers negotiate the tension between external policy expectations and internal professional judgment.

"The Unnamed Strategy: How Novice Teachers Instinctively Use Translanguaging to Bridge the Policy-Practice Gap"

Presenters: Vitoria Castor

Abstract:

In many Brazilian English as a Foreign Language (EFL) contexts, "English-only" policies remain the institutional standard, often rooted in colonial monolingual ideologies. This study applies a qualitative approach to examine the experiences of three novice EFL teachers working in diverse settings, grounded in Garcia's framework of Critical Translanguaging (2009), which views the speaker's linguistic repertoire as a single, holistic system rather than a separate one. This lens allows for an analysis of how teachers utilize Pedagogical Translanguaging as a tool to challenge the monoglossic ideologies prevalent in EFL Education. A critical finding of this research is that despite a lack of formal training on translanguaging, all participants instinctively developed intuitive pedagogies that leverage the students' L1 (Portuguese). These teachers engaged in acts of pragmatic disobedience, strategically using translanguaging to reduce student anxiety, ensure comprehension, and foster cultural relevance, even when these practices directly contradicted explicit instructional mandates. This presentation moves beyond the theory-practice gap to highlight the professional defense of early-career teachers. It concludes by offering a "Translanguaging Toolkit" for practitioners. By validating these intuitive practices, this session argues for a shift from restrictive monolingualism to inclusive multilingual support.
