A Word From the Chair

Dear Alumni, Colleagues, and Friends,

It is a pleasure to share news, events, and activities from the Department of Educational Psychology in the first volume and issue of our newsletter. I hope to make the newsletter an annual communication.

As you can see, the department has been very busy over the 2013-14 academic year. In addition to the typical presentations and publications that comprise the work of both faculty and students, we have several exciting initiatives beginning to take shape. Over the past two years, we have spent much time and energy on student recruitment for our graduate programs (see page 17 for more info). Our efforts have resulted in many more applications, more offers of enrollment, and more outstanding candidates accepting offers. In addition to providing most of our students assistantship support, we will begin a research and travel initiative in the fall of 2014 to increase the number of students who are able to attend conferences. This initiative will also provide support to faculty members who mentor students in research. In addition, we have ramped up our focus on immersive learning in our undergraduate classes. Beginning in the fall, we will be able to provide greater support to faculty who choose to offer immersive learning opportunities. These are just a few of the new efforts to enhance the quality of the educational experiences for our students. There is more to come.

Please visit our web site to learn more about what we are doing!

www-bsu-edpsych

Also, send your news and notes to edpsy@bsu.edu

For information on giving, go to page 26
Meet Our Newest Faculty

Dr. Janay Sander

“I am originally from Austin, Texas. I grew up there and completed all 3 of my degrees at The University of Texas at Austin (Ph.D. in 2001). After 3 years as a post-doc, I joined the faculty in the School Psychology Program at UT Austin and taught there for 8 years prior to coming to Ball State. My main research area is in relation to youths involved in juvenile justice who also have educational and emotional challenges. Ball State attracted me for several reasons, including the positive national reputation of the program, emphasis on research here, as well as the opportunity to pursue grant funding. The most important consideration for me in choosing to come here was the proximity of the Youth Opportunity Center, an APA accredited internship setting and one of the largest residential treatment facilities in the country that serves juvenile offenders. I collaborate with the YOC on various research projects, which my wonderful Ball State students assist with, and also provide didactics and assist psychology faculty with some aspects of their internship program. Personally, my family is also enjoying Muncie. My husband, Chris, is a computer engineer, and he telecommutes to his job in Austin. We have a son at Burris, and a daughter at East Washington Academy. We are happy we made the choice to move here and join this university and this community.”

Dr. Maria Hernández Finch

“I received my PhD in School Psychology from the University of South Carolina in 2002. I come from a background that includes much mental health work and I was a school psychologist for several years. In 2010, I took a contract position at Ball State and I became a tenure-line faculty member in 2012. I am currently Director of the MA/EdS program in School Psychology and coordinator of practicum. I serve as faculty advisor for the APA Division 16 Student Affiliates in School Psychology (SASP). My research focuses on the intersection of diversity with assessment, prevention, and consultation. I am particularly interested in the young learner, and current research with this population includes gifted/high ability, diverse early learners and the impact of parental education and income on assessment. I am also a research affiliate with the Ball State Autism Center and currently work on a project studying a transition to work program. My husband, Holmes, is also a Ball State faculty member in the Department of Educational Psychology and it is a pleasure collaborating with him on research. We love Muncie and hope to be at Ball State for many years.”
Faculty Research

- **Dr. Jocelyn Bolin (formerly Holden)**-specializes in statistics and quantitative research methods. Her research involves issues and best practices related to multilevel modeling and statistical classification in the social sciences.

- **Dr. Jerrell Cassady**-research focuses on the impact of academic anxieties on learner outcomes in standard educational settings. He is also involved in program evaluation for educational programs and in research with the BSU Office of Charter Schools.

- **Dr. Andrew Davis**-research focuses primarily on applied aspects of clinical neuropsychology, including neuropsychological functioning of neurologically and psychiatrically impaired individuals.

- **Dr. Raymond Dean**-Dr. Dean is the George and Frances Ball Distinguished Professor of Neuropsychology and he has been Director of the Neuropsychology Laboratory since 1984. He is currently working on a multi-volume series in Contemporary Neuropsychology with former graduate Dr. Chad Noggle.

- **Dr. Holmes Finch**-research interests involve issues in psychometrics, including dimensionality assessment, differential item functioning, generalizability theory and unfolding models. In addition, he pursues research in multivariate statistics, particularly those involving nonparametric techniques.

- **Dr. Kathryn Fletcher**-research interests include early literacy and language development, memory development, and cognitive developmental research with children with disabilities.

- **Dr. Maria Hernández Finch**-researches the intersection of diversity with assessment, prevention efforts, and consultation. She is particularly interested in research with gifted/high ability, diverse early learners and the impact of parental education/income on assessment.

- **Dr. Greg Marchant**-research examines the role of socio-economic status at the student, school, and country levels on international student achievement. Recent work has explored the role of country level socio-economic inequality on students’ achievement.
Dr. Winnie Mucherah-research interests include classroom climate and academic achievement, reading motivation and academic achievement in middle school students, self-concept and academic achievement, self-concept and self-esteem among minorities, significance of native languages, and cross-cultural research focusing on adolescents.

Dr. Sharon Paulson-research focuses on family and school influences on adolescent achievement, using an ecological perspective. Research has explored parenting, educational values, and school climate, among other factors.

Dr. Eric Pierson-research interests focus on crisis intervention (suicide), autism spectrum disorders, and high ability identification. Pierson is currently the director of the Psychoeducational Diagnostic and Intervention Clinic.

Dr. Lisa Rubenstein-research interests include creativity, motivation, twice-exceptional students, and the application of qualitative research methods to the gifted and talented field.

Dr. Janay Sander-research on evidence-based psychosocial and academic interventions and their effectiveness among youth with concurrent internalizing symptoms, externalizing behaviors, and academic concerns. Her research is in the area of juvenile justice, and also stresses the importance of school-wide and classroom level positive approaches to facilitate the success of students.

Dr. Serena Shim-research focuses on individual and contextual factors promoting motivation, performance, and psychological well-being. A line of her research program examines how early adolescents' academic and social achievement goals affect their engagement and adjustment at school.

Dr. Kristie Speirs Neumeister-research on perfectionism in gifted students including how it develops, impacts social and emotional well-being, and influences achievement motivation. She is also interested in gaining an understanding of factors that influence the success of twice-exceptional learners.

Dr. Matthew Stuve-Director of the Center for Technology Education with a focus on improving teaching and learning through research, development, and outreach, by sharing the discovery and application of emerging technologies.
Faculty Awards & Milestones

Congratulations to the Educational Psychology Outstanding award winners for 2013 and 2014

2013
Teaching: Jocelyn Bolin
Research: Serena Shim
Service: Kathryn Fletcher

2014
Greg Marchant
Sharon Paulson
Maria Hernández Finch

College Awards 2013
Service: Kathryn Fletcher

College Awards 2014
Research: Sharon Paulson

Congratulations to faculty reaching significant milestones

Granted Tenure:
Eric Pierson
Serena Shim

15 years of service:
Jerrell Cassady
Matthew Stuve

Promoted to Professor:
Kristie Speirs Neumeister

25 years of service:
Barbara Rothlisberg

Promoted to Associate Professor:
Jocelyn Bolin

30 years of service:
Raymond Dean
During May 2013, I traveled to New Delhi, India and spent the month volunteering at the Ashish Centre for the Differently Abled, a school for children and adults with developmental disabilities. The school is located within an impoverished slum community and the school’s limited financial resources, my own lack of knowledge of the language, and differences in cultural understandings of disabilities were just a few of the factors that challenged me to think outside of the box of my existing clinical repertoire. Fortunately, I was able to embrace these supposed “barriers” as unique characteristics of the culture in which I was immersed. I made it a personal goal to continually promote the use of empirically-supported practices while adapting them to the population I was serving. While working alongside the dedicated staff at Ashish, I problem-solved how to provide appropriate services when traditional tools that I have come to rely on (e.g., technology) were not an option. However, the most important observation I made while in India was the unfailing commitment that the staff (who were often working without pay) displayed towards their students’ development. The opportunity to be in the presence of a group of professionals who were dedicated to providing care to a population that would otherwise be underserved instilled in me an awareness of the difficulty some clients from disadvantaged backgrounds face when attempting to gain educational and psychological services.

It caused me to develop a deep commitment to increasing the accessibility of mental health services to all clients, which I will carry with me in my development as an ethical and effective psychologist.

Sarah Connolly
EdS Internships
Internship placements for EdS students during 2013-14

Laurel Blough--MSD Southwest Allen County Schools, Fort Wayne
Ashley Cox--The Greater Randolph Interlocal Cooperative, Winchester
Erin Farmer--Elkhart County Special Education Cooperative, Goshen
Jessica Froehling--MSD of Pike Township, Indianapolis
Erica Moore--Zionsville Community Schools, Zionsville

Elizabeth Tamulewicz--Adams-Wells Special Services Cooperative, Bluffton

PhD Internships
Internship placements for PhD students during 2014-15

Sarah Connolly: Marcus Autism Center — Atlanta, GA
Laura Peek: Youth Opportunity Center — Muncie
Jesse Piehl: Behavioral Resources and Institute for Neuropsychological Services Consortium — Grand Rapids, MI
Melissa Singh: Louisiana School Psychology Internship Consortium — New Orleans, LA

"I am helping with a social skills group in an elementary school. Overall, I'm enjoying where I am and I think I'm getting lots of good experiences and opportunities."
The Ball State chapter of SASP was formed in the mid-2000s and became officially recognized as a student organization by Ball State University in 2011. Since 2010, the highlight of the year is the annual spring student school psychology research symposium, awards and banquet. Students prepare a conference-style poster session of original research, and students, alumni, faculty, and emeritus faculty review and discuss the projects with the student authors. Presenting students then feel more confident about submitting presentations to national and regional conferences and beginning students are introduced to the research process.

Organization Activities

Faculty Advisor: Maria Hernández Finch

In 2012-2013, the chapter’s principle goal was to increase student involvement, community, and ownership beginning with increasing the frequency of events from four meetings a year to monthly meetings. Members vote on the topics for each meeting. Presentation topics included suicide prevention and QPR training (presented by a member of SASP), private practice (presented by a school psychology professor), a group viewing and discussion of a live webinar on culturally sensitive assessment, and a group viewing of a webinar on bullying interventions. Additionally, a speech-language pathologist spoke with the chapter, as did a representative for an executive functioning measure and an autism diagnostic measure. The chapter also conducted a cross-cultural simulation.

The chapter held weeklong events for School Psychology Awareness Week in November and an end of the semester holiday event. In February, the group formed a team, the Skinner Dippers (see photo next page), for the Polar Bear Plunge, an event to raise money for Special Olympics.

Visit us on Facebook: https://www.facebook.com/BSUsasp/info
For the 2013-2014 academic year, monthly speakers discussed the topics of nonverbal children with autism and atypical presentations of autism, nutritional concerns in the schools, and the Youth Opportunity Center. Topics for the spring include homeless children, childhood trauma, the VA, and child abuse. SASP participated again at the Polar Bear Plunge, held on Saturday, January 25th. Members called this year’s team the “Freezing Freuds.” School Psychology Awareness Week was celebrated again this November – see list of activities below. SASP also collected toys for the Miracles Happen Christmas Toy Drive for Riley Hospital for Children. The annual research symposium, awards and banquet was held on April 17.

Student Psychology Awareness Week: Nov. 11-15

Monday
Chair Massages

Tuesday
Potluck in TC

Wednesday
Guest Speaker:
Dr. Laura Williamson
Childhood Nutrition
Dinner at Thai Smile

Thursday
School Psych Advocacy Day

Friday
Self Care for Hard Working Students

Polar Plunge

In conjunction with the Ball State chapter of the Association of Neuropsychology Students in Training (ANST), SASP participated in the 2013 and 2014 Polar Bear Plunge, a fundraiser for Special Olympics – Indiana.

For more information, visit http://soindiana.org/special-events/2014-polar-plunge/
ANST
Association of Neuropsychology
Students in Training

This group is a chapter of the national organization. The Association of Neuropsychology Students in Training is the trainee organization for the Society for Clinical Neuropsychology (SCN), a division of the American Psychological Association.

Representative: Lauren Moss
Associate Representative: Keish Woodall (Psych Science)
Secretary: Jared Bishop
Social Media: Claire Brownson (Counseling Psych)
Past Representative: Chris Drapeau

Activities

- ANST organized a presentation in September of 2013 on attention-deficit/hyperactivity disorder by Dennis Rodriguez, Ph.D. The presentation was entitled: Factor Analysis of Five Self-Report Measures of Attention-Deficit/Hyperactivity Disorder: Are they all the same?

- The ANST officers developed a pre-doctoral neuropsychology internship spreadsheet for ANST members. This spreadsheet lists all of the neuropsychology internship sites that will accept school psychology Ph.D. students.

- ANST hosted the guest speaker Chad Noggle Ph.D., ABN (a clinical neuropsychologist and graduate of the school psychology Ph.D. program) who gave a presentation on how to prepare for a neuropsychology pre-doctoral internship as a school psychology Ph.D. student.

ANST follows three guiding values: knowledge, community, and leadership. In accordance with these values, our purpose at ANST is to provide information, support, and access to resources for trainees in clinical neuropsychology, which include undergraduate and graduate students, predoctoral interns, and postdoctoral fellows. We are one community and aim to work together to strengthen the foundation of our profession while continuing to expand its boundaries.
Recent Graduates
Where are they now?

We recently heard from these graduates:

Molly Jameson Cox – Assistant Professor at Youngstown State University, OH

Xiaopeng (Sunny) Gong -- Assistant Professor at Western Oregon University

Travis Hardin – Assistant Professor at Utah State University

Anna Mazur Mosiewicz – Clinical Neuropsychologist and Assistant Professor at The Chicago School of Professional Psychology

Chad Noggle – Assistant Professor at Southern Illinois School of Medicine

Adam Schunk – Clinical Neuropsychologist and Sports Psychologist at Gwinnett Medical Center in Duluth, GA

Nate Sutter – Institutional Research, Eastern Michigan University

James Trinkle– Coordinator of Special Services at Blackford County Schools

Jeff Trotter – Assistant Professor at Anderson University

Cen (Audrey) Wang– Post-doctoral Fellow at Charles Sturt University in Australia

Kristen Williams – Assistant Professor at Heidelberg University in Ohio

Amy Zimmerman – Assistant Professor at University of Wisconsin - Stout

Where are you now? Send your news and notes to EDPSY@bsu.edu
The Story of How The Shivembe Project Started:

The department of Educational Psychology at Ball State has been supporting a school in a rural area of Kenya, called Shivembe, for several years. The area has a high percentage of orphans. The Shivembe project began in 2005 by Dr. Winnie Mucherah who was inspired by the notion that there are so many bright young children in Kenya that, unfortunately, cannot attend schools because they cannot afford uniforms and school fees. That year, she organized a bake sale with the help of Dr. Dan Lapsly to raise money for the school. The proceeds went to buying desks for the students, buying filing cabinets for the teachers, expanding the classrooms, and equipping them with doors and windows. Ever since, the department has made it a priority to support the school, focusing mainly on purchasing uniforms and school supplies needed to attend school. Support of a local orphanage and providing medications have also been accomplished. In 2007, the department started sending students to Kenya with Dr. Mucherah to visit the Shivembe School, pass out the donated supplies, and engage in immersive learning. In 2008, after noticing that the children were not eating properly at school, Dr. Mucherah decided to start a lunch program. When the program became too expensive for the department to fund, they invested in farmland for Shivembe School to grow corn to feed the students. Each year the Shivembe Project grows. Shivembe’s enrollment is growing and the department now supports six African primary school (k-8th grade) and two high schools. The top ten students in the high schools get Ball State University T-shirts. Dr. Mucherah uses pictures of the smiling faces of the Shivembe students to make calendars to sell and using the proceeds to buy uniforms for the children. Calendars sell for $18 each, with a uniform typically costing $25 each. 2014 calendars are available for purchase. If you would like to help out the children of Shivembe primary school, you can reserve your calendar by contacting Winnie Mucherah at wmucherah@bsu.edu.
A group of ten local women, who dedicate their lives to raising over 60 orphans, is delighted to receive the gift of a cow from the department. The cow now has a baby calf, which means milk!

The children from Shivembe primary school show their gratitude as they hold up their new school uniforms in front of their farmland given to provide lunch at school. The department has received thank you notes from the school as well.

Children from this high school, another school the department supports, show off their uniforms and bright, smiling faces.
The children of Shivembe primary school show off their smiles as they are delighted to have the opportunity to be in school!

Students in Kenya sit on the ground as they smile for the cameras of students and faculty from Ball State.

Dr. Winnie Mucherah is a professor for the Department of Educational Psychology at Ball State University. She began the Shivembre initiative with the department. She also co-authored a grant from the provost’s initiative on immersive learning and consequently became a Co-PI on a project that has developed a partnership with two Kenyan universities for faculty/student exchanges and research collaboration. Thanks to Dr. Mucherah!
Delivering Educational Support to Kenya

**DESK**

**Purpose...**

DESK is a student led organization created to assist families in Kenya who are unable to provide school supplies and uniforms required to send their children to school. The organization was created by students due to inspiration from the Shivembe Project started by Dr. Mucherah. DESK is dedicated to organizing various fundraising activities throughout the educational psychology department to send support to Kenya.

President: Rachel German  
Vice President: Veronica Smith  
Secretary: Michael Nigro  
Treasurer: Jared Bishop

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**Fall 2013 Fundraising Activities:**

- **Department-wide Boxed Lunch Sale**  
  Students, faculty, and staff from Teachers' College supported DESK by purchasing boxed lunches that contained lasagna, salad, garlic bread, a drink, and dessert. The event raised over $250 to send to Kenya.

- **Christmas Lightbulb Charity Event**  
  From November 4-Dec 6, paper lightbulbs were strung in the office window with school supplies written on them. Students, faculty, and staff who took a lightbulb and donated the specified school supply were entered into a drawing to win a 2014 Shivembe calendar.
2014 Conferences and Workshops

National Association of School Psychologists
2014 Annual Convention
February 18-21, 2014
Washington, D.C.
www.nasponline.org/conventions/

Society for Research on Adolescence
2014 15th Biennial Meeting
March 20-22, 2014
Austin TX
www.S.R.A.org

Midwestern Psychological Association
MPA Annual Meeting
May 1-3, 2014
Chicago, IL
http://www.midwestempsych.org/

American Association of Colleges for Teacher Ed.
AACTE 66th Annual Meeting
March 1-3, 2014
Indianapolis, IN
http://aacte.org/2014/

Association for Psychological Science
26th Annual Convention
May 22-25, 2014
San Francisco, CA
http://www.psychologicalscience.org/

American Psychological Association
Annual Convention
August 7-10, 2014
Washington, D.C.
http://www.apa.org/convention

American Educational Research Association
2014 Annual Meeting
April 3-7, 2014
Philadelphia, PA
www.aera.net
Our Programs

**Master’s Degree (MA) in Educational Psychology** is a 30-hour program that can be completed either online or through a blend of online and campus courses. The track is ideal for those who are practicing and in need continuing education credits, as well as those who are working or planning on working with children and families in an early-childhood setting or social service.

**NEW!! Master of Science (MS) in Educational Psychology** is a 33-hour program that will be completed primarily on campus. The program is more research intensive than the MA, requiring a master’s thesis, and is geared towards those who wish to pursue a doctoral degree in psychology.

**Doctoral Degree in Educational Psychology** is a research intensive program that is offered only on campus. The program focuses on areas such as learning, human development, statistics, measurement, and research methods and trains graduates to make significant contributions to the field’s research and knowledge base. Graduates are qualified for academic positions in higher education and research positions in both private and public institutions.

**Educational Specialists’ Degree in School Psychology** is a full-time, on-campus, 73-credit hour program that is fully accredited by the National Association of School Psychologists and provides training for those interested in practicing as a licensed school psychologist in a P-12 school setting. Students complete one year of internship at a school district after completing two years of coursework on campus.

**Doctoral Degree in School Psychology** is a full-time, on-campus program that is accredited by APA and trains students to be scientist-practitioners. Graduates are qualified to help people of all ages in a wide variety of settings including but not limited to school, private practice, mental health, hospitals, or academic settings. During the student’s four years of coursework on campus, they will be involved in high quality research with the faculty.
Recent Publications

Faculty shown in Bold; Students, past and current, shown in italics. References listed alphabetically by first faculty author.


Zygmunt-Filwalk, E., Clark, P., Mucherah, W., Clausen, J., & Tancock, S. (in press). Books Like Me: Engaging the Community in the Intentional Selection of Culturally Relevant Children’s Literature. *Journal of Childhood Education*


Recent Presentations

National Association of School Psychologists 2013 Seattle, WA

Sander, J.B. Social justice and cultural responsiveness in cognitive-behavioral intervention and consultation

Chang, M., Finch W. H., Paulson, S. E., McIntosh, D. E., & Rothlisberg, B. A. Joint construct validity of cognitive ability measures with preschool children

Chang, M., Serra, E., Hernández Finch, M. E., Soslow, S. Sensorimotor functions, school readiness, and cognitive ability in young children.

American Educational Research Association 2013 San Francisco, CA

Finch, W. H., & Hernández Finch, M. E. Investigating specific learning disability and testing accommodations-based differential item functioning analysis using a multilevel multidimensional mixture item response theory model.

Finch, W. H. Measurement invariance techniques to enhance measurement sensitivity


Marchant, G. J. How plausible is using averaged NAEP values.


Cho, Y., Shim, S. S., & Yang, M. Gender differences in student perception of online versus face-to-face learning environment.


American Academy of Clinical Neuropsychology 2013 Chicago, IL


Association for Psychological Science 2013 Washington, DC

Mucherah, W. and Edwards, K. Immersive Learning as a catalyst for pre-service teachers' sense of efficacy.

Sanders, A. M. & Paulson, S. E. Parenting, School Involvement, Grade, and Race Effects on Risk of Reading Failure


American Psychological Association 2013 Honolulu, HI

Blankenship, M., Cassady, J.C., Pierson, E.E., & Starling, J. M. Identifying the intersections of self-regulation and cognitive test anxiety.


Finch W. H. & Jeffers, H. Assessment of differential item functioning of a reading interest inventory using multilevel SIBTEST


Hernández Finch, M. E., Trammell, B. A., & Moss, L. E. Teaching a culturally relevant situated learning child development course.

Marchant, G. J., Finch, W. H., & German, R. L. Metacognition, strategies, achievement, and demographics: Relationships across countries.

Drapeau, C. & Shim, S. S. Perfectionism and help seeking behaviors among middle school students.


Wang, C., Shim, S. S., & Kilmer, L. Psychologically controlling parenting, perfectionism and social achievement goals among elite chinese adolescents.


Shim, S. S., Cho, Y., Wang, C., & Schelling, N. Social adjustment mediate the effects of social achievement goals on academic adjustment.

Shim, S. S., & Finch, H. Academic and social achievement goals and early adolescents’ adjustment: A latent class approach.

Mid-Western Educational Research Association 2013 Evanston, IL


Heller, M. & Marchant, G. M. Utilizing a strategic content learning approach to promote self-regulated learning and higher achievement

German, R. L. & Marchant, G. M. A review of midwestern states’ teacher evaluation systems

Marchant, G. M. & Paulson, S. E. The Nation’s Report Card and the relationship of SES and inequality to achievement

National Association for Gifted Children 2013 Indianapolis, IN


Paul, K. A., & Rubenstein, L. D. Defining excellence in qualitative research reporting: A discussion with key informants.
National Association of School Psychologists 2014 Washington, DC


German, R. L. Life-changing news: Strategies for explaining autism diagnoses to parents

Smith, V. Review of consultative strategies for working with gifted learners

Nigro, M., & Tedder, B. Overcoming educational barriers for juvenile offenders: Role of school psychology

Society for Research on Adolescence 2014 Austin, TX

Mucherah, W. Motivation for reading and upper primary school students’ academic achievement in reading in Kenya.


American Association of Colleges for Teacher Education 2014 Indianapolis, IN

Mucherah, W., Clausen, J., Clark, P., Zygmunt, E., & Tancock, S. The impact of a community-based immersive learning experience on pre-service teachers’ sense of efficacy and beliefs.

Marchant, G. J., David, K. A., & German, R. L. State teacher evaluation and teacher education.


Rubenstein, L. D., Wilczynski, S., Schelling, N. R., & Hooks, E. Lived experiences of parents of gifted students on the spectrum: The struggle to find appropriate educational experiences.

Clark, P., Mucherah, W., Zygmunt, E., Clausen, J. & Tancock, S. The impact of community-based field experience on candidates’ culturally responsive teaching self-efficacy and outcome effects.


Marchant, G. J., & Finch, W. H. Does a rising tide lift all boats? International relative and absolute SES and achievement.

Marchant, G. J., & German, R. L. NAEP achievement related to graduation rates, but not for Black students.


Finch, W. H. & French, B. F. Measurement invariance assessment with a Bi-factor model.


Shim, S. S., Wang, C., Xu, X., & Xie, L. Keeping one’s cool: How do social achievement goals affect psychological well-being?


Wang, C., Shim, S. S., & Wang, Q. Controlling parenting, perfectionism and academic and social achievement goals among elite Chinese high school students.

Thomas, K. Necessary redefinition: Response shift bias in study abroad programs.

**Association of Psychology and Psychiatry for Adults and Children 2014 Athens, Greece**

Heller, M. L., Cassady, J. C., & Fletcher, K. L. Personal, familial, and contextual risk factors that impact females’ academic anxiety and achievement: Importance of early identification and intervention.


Fletcher, K. L., Shim, S. S. & Heller, M. Evaluative concerns perfectionism relates to higher levels of social-demonstration avoidance goals in early adolescence.

Fletcher, K. L. & Heller, M. Helicopter parenting and socially prescribed perfectionism predict academic anxiety.

Heller, M., & Fletcher, K. L. Personality, parenting, and perfectionism: Predictors of academic anxiety.

**Association for Psychological Sciences 2014 San Francisco, CA**


Heller, M. L., & Cassady, J. C. Academic-related anxieties in adult learners: How contextual factors are both the problem and the solution.

Cassady, J. C., Heller, M.L., & Finch, W.H. Learning and motivation profiles that differentiate among types of test anxious learners.


DeBoth, K., Klauser, K., & Sander, J. B. Comparison of MMPI-A and MACI substance abuse scales with youth in a residential treatment facility


Fletcher, K. L., Pierson, E. E., & Speirs Neumeister, K. Perfectionism predicts dysfunctional attitudes about academic entitlement and dishonesty.

Mucherah, W. & Thomas, K. E. Grappling with the issue of homosexuality: Kenyan high school students’ perceptions.


Wang, C., & Shim, S. Maternal characteristics, parenting behaviors and adolescents’ adjustment.

Wang, C., & Shim, S. Parenting behaviors and students’ emotional functioning.

Cho, Y., & Shim, S. S. Teachers’ intrinsic motivation and perceived school goal structure as antecedents of achievement goals for teaching.

Bishop, J. & German, R. Cognitive patterns in autism spectrum disorders: Disorders in residential treatment
Alumni support helps the Department of Educational Psychology provide enriching experiences for our current students. Whether it is assisting with student research, travel to conferences, or hosting engaging speakers on campus – your support helps to make their experience transformative.

There are three convenient ways to make a gift to support Educational Psychology students:

ONLINE
Make a gift using a credit card or debit card on Ball State’s secure online giving site. Visit www.bsu.edu/give and select Teachers College and then Educational Psychology from the drop-down list.

BY MAIL
Send a check (made payable to Ball State University Foundation with Educational Psychology in the memo line) to:

Ball State University Foundation
P.O. Box 672
Muncie IN 47308

BY PHONE
Make a gift over the phone by calling the Ball State University Foundation at 765-285-8312 or toll free at 888-235-0058

Thank you for your support!