

The Monthly Good News February, 2022

Accreditation

Awards and Honors

Books/Book Chapters

School of Justice and Public Safety

Kochel, T.R. (forthcoming, 2022). *Policing unrest in Ferguson: Frontline officers' experiences and residents' responses*. New York, NY: New York University Press.

School of Psychological and Behavioral Sciences

Cashel, M. L., & Theodore, L. A. (in press, 2022). *Homeschooling in children and adolescents*. In L.A. Theodore (Ed). *Desk Reference in School Psychology*. Oxford University Press.

Events

School of Health Sciences

Chloe Grover, a senior CDS student, and **Alicia Love**, a senior Dental Hygiene student, both collected donations for the Mayfield, KY, tornado victims in December.

Donations of 150 toothbrushes, paste and floss kits from Crest Oral-B were received by **Stacey McKinney**. Smith Klein also donated toothpaste and denture care items.

School of Human Sciences

In December **Bobbi Knapp** organized a new goods drive for the tornado victims of Mayfield, KY, and worked as part of a team of six for one day helping to clear debris.

School of Psychological and Behavioral Sciences

Lesley Shawler and **Lilith Reuter-Yuill** began a consultancy relationship with SIUC Head Start in January 2022 to provide behavior management strategies across 4 locations.

Grants (submitted and funded)

School of Psychological and Behavioral Sciences

American Psychology – Law Society

Total Funding: \$25,137

Title: Serious Video Game Technology for Correctional Assessment and Treatment:
Project Choices

Role: **Robert Morgan**: Subrecipient Principal Investigator

Funding Dates: April 2, 2022 – September 30, 2023

Status: Funded

Bureau of Justice Assistance (BJA); Stop School Violence Program

Total Funding: \$539, 938

Title: School Bus Safety and Bullying Prevention in Southern Illinois

Role: Principal Investigator: **M. L. Cashel** & Co-Investigator: **Daryl Kroner**

Funding Dates: 3 years

Status: Funded

Psi Chi 2021-2022 Fall Graduate Research Grant

Total Funding: \$1,500

Title: Influences of Temperament, Parents, and Peers on Prosocial and Aggressive

Behaviors in Middle Childhood: A Behavioral Genetic Analysis

Role: **Riley Marshall**: PI; **Lisabeth DiLalla**: Advisor

Funding Dates: 12/7/21-6/30/22

Status: Funded

Society for Experimental Analysis of Behavior (SEAB) Educational and Advancement Activities Grant

Total Funding: \$5,000

Title: ABA Beyond ASD: Preparing Students to Apply Behavioral Solutions to Socially Significant Problems in the 21st Century

Role: Co-PIs: **Shawler, L.A., Williams-Awodeha, N., & Baires, N.**

Funding Dates: 1 year

Status: Submitted

Patents

Presentations (presented)

School of Aviation

Miller, I. A. (2021, December 15). *Performance Psychology and Human Performance in Collegiate Flight Training Programs*. Best Practices Panelist at the Aviation Mental Health Summit, Chicago, IL.

School of Justice and Public Safety

Echols, Paul spoke at Cobden High School (twice; January 11 and 12) and Joppa High School (January 13) discussing criminal investigation and college planning with students.

School of Psychological and Behavioral Sciences

Shawler, L.A. & Reuter-Yuill, L. (2022). *Supporting Children and Families Through Interprofessional Education, Research, and Practice*. Invited presentation at SIU Medicine Physician Assistant Program.

Press Releases

School of Justice and Public Safety

Mullins, C. (2022, Jan. 6) quoted in WPSD, "Ahead of Jan. 6 capitol riot anniversary, SIU professor weighs in on political violence in the U.S." https://www.wpsdlocal6.com/news/ahead-of-jan-6-capitol-riot-anniversary-siu-professor-weighs-in-on-political-violence-in/article_39593968-6eab-11ec-8d62-9fd143cb7f92.html

Publications (in-press and accepted)

School of Health Sciences

Cataldo, J. & Shaw, T. (2021). Assessing student competencies with portfolios: a preliminary study. *Journal of Health Administration Education*, 38(3), 681-694.

Cataldo, J. (2022). Defining a supportive context for IPC in primary care: a mixed methods study. *Health, Interprofessional Practice & Education*, 4(3), eP2184.

Collins, S., Dierkes, M., Nash, J., Penrod, D., Shaw, T. (2022). Community College Students' Perspectives on Online Learning During COVID-19 and Factors Related to Success. *Teaching and Learning in Nursing Education*.

School of Justice and Public Safety

Cho, S. & Braaten, C. (forthcoming). The role of age-specific trauma history and depression of caregivers in the intergenerational transmission of child abuse victimization: Linear and quadratic latent growth curve models. *Children and Youth Services Review*.

Cho, S. & Harper, S. B. (forthcoming). The systemic model of social disorganization and homicide and suicide trajectories in South Korean community areas: Testing the stream analogy of lethal violence. *International Criminal Justice Review*.

Cho, S., Harper, S. B., & Kim, Y. (2022). Identifying revictimization trajectories among adolescent girls using latent class growth analysis: An examination of state dependence and population heterogeneity. *Children and Youth Service Review*.
<https://doi.org/10.1016/j.childyouth.2021.106269>

Huebner, B.M., Giuffre, A., Pleggenkuhle, B., & Kras, K.R. (2021). The price of a sex offense conviction: A comparative analysis of the costs of community supervision. *Criminology*.
<https://doi.org/10.1111/1745-9125.12294>

Kochel, T.R., *Nouri, S., & Samadi, S.Y. (in press). Impact of focused deterrence on lived experiences with gangs and gun violence: Extending effects beyond officially recorded crime. *Criminal Justice Policy Review*. <https://doi.org/10.1177/08874034211063812>

School of Psychological and Behavioral Sciences

- Scanlon, F., Hirsch, S., **Morgan, R. D.** (in press). The working alliance's impact on criminal thinking and psychiatric symptoms among justice-involved people with mental illness: A repeated measures moderation approach. *Journal of Consulting and Clinical Psychology*.
- Schmidt, K.**, Buchanan, E. M., & **Hall, B. F.*** (in press). Moderators of the relationship between implicit and explicit measures of evaluation and identification. *Journal of Experimental Social Psychology*.
- Shawler, L.A.**, Miguel, C.F., Cengher, M., Zhelezoglo, K., & Luoma, S. (in press). Establishing derived reinforcers via stimulus equivalence. *Journal of the Experimental Analysis of Behavior*.
- Hurtado-Parrado, C.**, Pfaller-Sadovsky, N., Medina, L., Gayman, C. Rost, K. & Schofill, D. (2021). A systematic review and meta-analysis on the effectiveness of interteaching. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-021-09452-3>
- Kang, T.**, *Green, A., *Akamani, B., & *Pinkston, K. (in press). Rural residents' emotions, beliefs, and sources that influenced those beliefs regarding sex offender policies, practice, and the efficacy of treatment. *Behavioral Sciences & the Law*.
- Pham, H.T., **DiLalla, L.F.**, Corley, R.P., Dorn, L.D., & Berenbaum, S.A. (in press). Family environmental antecedents of pubertal timing in girls and boys: A review and open questions. *Hormones and Behavior*.
- Tenegra, J.C., Hoffman, M.R., Mueller, G.S., **DiLalla, L.F.**, & Ledford, C.J.W. (in press). Simulation-based medical education in family medicine residencies: A CERA study. *Family Medicine*.

*Student Author