Christopher Was, Ph.D

Associate Professor
LDES
cwas@kent.edu

Education

Ph.D., Educational Psychology **2005**
University of Utah
Learning, Memory, and Cognition Program. Dissertation Title: Multiple Automatic and Controlled Working Memory Processes in Comprehension: A Latent Variable Approach

M.S., Education **2000**
Indiana University South Bend

B.A., Psychology **1996**
Indiana University South Bend

Publications

Was, C. A., & Woltz, D. J. (2012). Implicit memory and aging: Adapting technology to utilize preserved memory functions. In R. Zheng, R. Hill, & M. Gardner (Eds.),*Engaging Older Adults with Modern Technology: Internet Use and Information Access Needs*. 2012
Publication: *Book Chapters*

Was, C. A., & *Beziat. T. L. R. (2012, January 18). The Applications of Cognitive Psychology: Experimental Research and Modeling of Human Cognition Is Important.[Review of The Psychology of Learning and Motivation: Advances in Research and Theory (Vol 54)] PsycCRITIQUES—Contemporary Psychology: APA Review of Books, Vol. 57, (No. 3), Article 7. 2012
Publication: *Books Reviewed*

Was, C. A., & *Smith, F. X. (2012, November). Facilitation of Cognitive Operations Predict Skill Acquisition.*Abstracts of the 53nd Annual Meeting of the Psychonomic Society, 17*: 109. Minneapolis, MN: Psychonomic Society 2012
Publication: *Conference Proceedings, Refereed*

*Chorba, K., Was, C. A., & Isaacson, R. M. (2012). Individual Differences in Academic Identity and Self-Handicapping in Undergraduate College Students.*Individual Differences Research 10*(2), 60-68. 2012
Publication: *Journal Articles, Refereed*

Was, C. A., Dunlosky, J., Bailey, H., & Rawson, K. A. (2012).The Unique Contributions of the Facilitation of Procedural Memory and Working Memory to Individual Differences in Intelligence.*Acta Psychologica, 139* 2012

Acta Psychologica, 139,425-433.

Publication: *Journal Articles, Refereed*

Hejazi, E., Lavasani, M.G., Amani, H., & Was, C. A. (2012). Academic identity status, goal orientation, and academic achievement among high school students.*Journal of Research in Education,22*(4), 294-318 2012

Publication: *Journal Articles, Refereed*

Was, C. A. (2011). The facilitation of content-specific prior memory procedures: A procedural memory hypothesis of long-term semantic priming. In N. Gotsridze-Columbus (Ed.), *The Psychology of Priming.* Nova Science Publishers: NY. 2011

Publication: *Book Chapters*

Was, C. A. (2011, January 26). Giftedness: Have We Anything New to Say About the Identification and Education of Talented Children? [Review of *The Nature and Nurture of Giftedness: A New Framework for Understanding Gifted Education*] PsycCritiques. Contemporary Psychology: APA Review of Books, Vol 56 (No. 4), Article 6. 2011

Publication: *Books Reviewed*

Was, C. A. (2011, December 28). Capturing the wind in a butterfly net: The tasks of measuring, defining, and describing intelligence.[Review of The Cambridge Handbook of Intelligence. PsycCRITIQUES—Contemporary Psychology: APA Review of Books, Vol. 56, (No. 52), Article 2. 2011

Publication: *Books Reviewed*

Was, C. A. (2011, December 28). Capturing the wind in a butterfly net: The tasks of measuring, defining, and describing intelligence.[Review of *The Cambridge Handbook of Intelligence*. Accepted for publication in PsycCRITIQUES—Contemporary Psychology: APA Review of Books, Vol. 56, (No. 52), Article 2. 2011

Publication: *Books Reviewed*

Was, C. A. (2011, November). Facilitation of Prior Memory Procedures in Visual Category Comparisons and Arithmetic Equation Comparisons.*Abstracts of the 52nd Annual Meeting of the Psychonomic Society, 16:*79. Seattle, WA: Psychonomic Society. 2011

Publication: *Conference Proceedings, Refereed*

Gardner, M. K., Hill, R. D., & Was, C. A. (2011). A Procedural Approach to Remembering Personal Identification Numbers Among Older Adults. *PLoS ONE,6*(10),25428,doi:10.1371/journal.pone.0025428 2011

Publication: *Journal Articles, Refereed*

Was, C. A. (2011). Inhibition of ambiguous word activation in the context of a working memory task.*International Journal of Linguistics, 3*(1), 1-21. 2011

Publication: *Journal Articles, Refereed*

Chorba, K., Was, C. A., & Isaacson, R. M. (in press). Individual Differences in Academic Identity and Self-Handicapping in Undergraduate College Students*Individual Differences Research*. 2011

Publication: *Journal Articles, Refereed*

Was, C. A., Rawson, K. A., Bailey, H., & Dunlosky, J. (2011). Content-embedded tasks beat complex span for predicting comprehension.*Behavioral Research Methods*.doi:10.3758/s13428-011-0112-x 2011

Publication: *Journal Articles, Refereed*

Hartwig, M., Was, C. A., Dunlosky, J., & Isaacson, R. M. (in press). General knowledge monitoring as a predictor of in-class exam performance.*British Journal of Educational Psychology.* 2011

Publication: *Journal Articles, Refereed*

Ariel, R., Al-Harthy, I. S., Was, C. A., & Dunloksy, J. (2011). Habitual Reading Biases in the Allocation of Study-time.*Psychonomic Bulletin & Review*.*18*:1015–1021 doi: 10.3758/s13423-011-0128-3 2010

Publication: *Journal Articles, Refereed*

Was, C. A. (2010). The persistence of content-specific memory operations: Priming effects following a 24-hour delay. *Psychonomic Bulletin and Review, 17(*3), 362-368. 2010

Publication: *Journal Articles, Refereed*

Isaacson, R. M., & Was, C. A. (2010). Believing You're Correct vs. Knowing You're Correct: A Significant difference?*The Researcher,23*(1), 1-12. 2010

Publication: *Journal Articles, Refereed*

Was, C. A., (2010). Individual differences in reading are more than just working memory: The case for available long-term memory.*Individual Differences Research, 8*(3), 132-139. 2010

Publication: *Journal Articles, Refereed*

Isaacson, R. M., & Was, C. A. (2010). An educational psychology curriculum to teach metacognition.*The National Teaching and Learning Forum, 19*(5), 1-2. 2010

Publication: *Journal Articles, Refereed*

Was, C. A. (2009, January 7). Has technology saved our schools? Will technology save our schools? Can technology save our schools? [Review of*Transforming Schools with Technology: Smart Use of Digital Tools*] PsycCritiques. Contemporary Psychology: APA Review of Books, 54 (No.1) Article 10. 2009

Publication: *Books Reviewed*

Was, C. A. (2009, June 10). Standardized testing: NOT the root of all evil. [Review of *Correcting Fallacies About Educational and Psychological Testing*] PsycCritiques. Contemporary Psychology: APA Review of Books, Vol 54 (No. 23) Article 1. 2009

Publication: *Books Reviewed*

Was, C. A., (2009, August). The Persistence of Procedural Memory for Content-Specific Prior Memory Operations. In N.A. Taatgen & H. van Rijn(Eds.)*Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp. 365-370). Austin, TX: Cognitive Science Society. 2009

Publication: *Conference Proceedings, Refereed*

Was, C. A., *Al-Harthy, I., *Stack-Oden, M., & Isaacson, R. M. (2009). Academic Identity Status and the Relationship to Achievement Goal Orientation.*Electronic Journal of Research in Educational Psychology, 7*(2), 627-652. 2009

Publication: *Journal Articles, Refereed*

Was, C. A. (2008, April). Cognitive Bias: The Trouble with Analytic and Heuristic Reasoning. [Review of *Hypothetical Thinking: Dual Processes in Reasoning and Judgment*] PsycCRITIQUES. 2008

Publication: *Books Reviewed*

Was, C. A., Bilman-Paternite, J. S., & Wooley, R. (2008) Increased Availability of Arithmetic Facts Following Working Memory Processing. In B. Love, K. McRae, & V. Sloutsky (Eds.), *Proceedings of the 30th Annual Confere Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 1480-1485). Austin, TX: Cognitive Science Society. 2008

Publication: *Conference Proceedings, Refereed*

Wooley, R., Was, C., Schunn, C., & Dalton, D. (2008). The Effects of Feedback Elaboration on the Giver of the Feedback. In B. Love, K. McRae, & V. Sloutsky (Eds.), The *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 2375-2380). Austin, TX: Cognitive Science Society. 2008

Publication: *Conference Proceedings, Refereed*

Was, C. A., & Isaacson, R. M. (2008). The development of a measure of academic identity. *Journal of Research in Education, 18,* 94-105. 2008

Publication: *Journal Articles, Refereed*

Was, C. A. (2007, December 19). The Role of Executive Functions in Education, Teaching, and Learning for Students with Disabilities. [Review of L. Metzer (Ed) *Executive Function in Education: From Theory to Practice*] PsycCRITIQUES-Contemporary Psychology: APA Review of Books, 52 (No. 51), Article 11. 2007

Publication: *Books Reviewed*

Was, C. A. (2007, September 12). Foundations, measures, and consequences of working memory differences. [Review of *Variation in Working Memory*] PsycCRITIQUES-Contemporary Psychology: APA Review of Books, 52 (No. 7), Article 1. 2007

Publication: *Books Reviewed*

Cook, A. E., Gueraud, S., Was, C. A., & O'Brien, E. J (2007). Foregrounding Effects During Reading, Revisited. *Discourse Processes*, 44(2), 91–111. 2007

Publication: *Journal Articles, Refereed*

Was, C. A. (2007). Further Evidence that Not All Executive Functions are Equal. *Advances in Cognitive Psychology, 3*(3), 399-497. 2007

Publication: *Journal Articles, Refereed*

Was, C. A. (2007) Academic achievement goal orientation: Taking another look. *Electronic Journal of Research in Educational Psychology, 4*(3), 529-550. 2007

Publication: *Journal Articles, Refereed*

Was, C. A., & Woltz, D. J. (2007). Reexamining the relationship between working memory and comprehension: The role of available long-term memory *Journal of Memory and Language. 56*(1), 86/102. 2007

Publication: *Journal Articles, Refereed*

Woltz, D. J., & Was, C. A. (2007). Available but Unattended Conceptual information in working memory: Temporarily active semantic knowledge or persistent memory for prior operations? *Journal of Experimental Psychology: L Journal of Experimental Psychology: Learning, Memory, and Cognition, 33*(1), 158-168. 2007

Publication: *Journal Articles, Refereed*

Was, C. A., & Woltz, D. J. (2006, July). Partially unique variance in reading accounted for by working memory and semantic priming. Poster presented at the 28th annual meeting of the Cognitive Science Society, Van Cover, British Columbia, Canada. Published in R. Sun (Ed.). *The Proceedings of the 28th Annual Conference of the Cognitive Science Society* (p. 2628) 2006

Publication: *Conference Proceedings, Refereed*

Was, C. A., Woltz, D. J., & Drew, C. (2006). Evaluating character education and missing the target: A review of existing research. *Educational Research Review, 1*(2), 148-156. 2006

Publication: *Journal Articles, Refereed*

Woltz, D. J., & Was, C. A. (2006). Availability of related long-term memory during and after attention focus in working memory. *Memory and Cognition, 34*(3), 668-684. 2006

Publication: *Journal Articles, Refereed*

Presentations

Van Dulmen, M . H., *Klipfel, K. M., *Halachoff, D., Gunstad, J., Dunlosky, J., & Was, C. (2013, April). Executive Functioning Predicts Couple Positive Conflict Resolution Strategies in Early Adulthood. Paper accepted for presentation at the 2013 *Biennial Meeting of the Society for Research in Child Development*, Seattle, WA. 2013

Type: *National Refereed*

Klipfel, K. M., *Halachoff, D., Gunstad, J., Dunlosky, J., Was, C., & van Dulmen, M. H. M.(2013, February). Investigation of the Role of Executive Dysfunctions in Dating Aggression. Paper accepted for presentation at the 2013 *41st Annual Meeting of the International Neuropsychological Society.* Waikoloa, HI. 2013

Type: *International Refereed*

Sansosti, F. J., & Was, C. A. (2012, May). Eye Movements of Children With Higher Functioning Autism During Processing of Text Requiring Bridging Inferences. Paper presented at the 2012 *APS Annual Convention APS Annual Convention* Chicago, IL. 2012

Type: *National Refereed*

*Smith, F. X., Was, C. A., & Isaacson, R. M. (2012, February). Sensitivity and Specificity as Predictors of Academic Achievement. *30th Annual Conference of the Northern Rocky Mountain Education Research Association.* Park City, UT. 2012

Type: *Regional Refereed*

Was, C. A. (2012, October). Accounting for Sensitivity in Knowledge Monitor Increases the Predictability of Knowledge Monitoring Assessments. *30th Annual Conference of the Northern Rocky Mountain Education Research Association.* Park City, UT. 2012

Type: *Regional Refereed*

Smith, F. X., Was, C. A., & Isaacson, R. M. (2012, February). Knowledge Monitoring: Sensitivity and Specificity as Predictors of Academic Achievement. Presented at the *35th Annual Conference of the Easter Education Research Association,* Hilton Head, SC. 2012

Type: *Regional Refereed*

Was, C. A., Isaacson, R. M., *Beziat, T., & *Dippel, K. (2011, October). Practice Improves Absolute Accuracy of Knowledge Monitoring: Explicit Training to Overcome Confidence Bias. Paper accepted for presentation at the *29th Annual Conference of the Northern Rocky Mountain Education Research Association.* Jackson, WY. 2011

Type: *Regional Refereed*

Isaacson, R. M., Was, C. A., *Beziat, T., & *Dippel, K. (October, 2011). Improving Student Metacognition in College Classrooms: Creating Incentives for Students to Overcome Confidence Bias. Paper accepted for presentation at the *29th Annual Conference of the Northern Rocky Mountain Education Research Association.* Jackson, WY. 2011

Type: *Regional Refereed*

Isaacson, R. M., Kern, G. K., & Was, C. A. (2011, April). Monitoring with a Metacognitive Mirror: Presenting Students with Resources and Tools to Change How they Learn. Paper presented at the *12th Annual Midwest Conference on the Scholarship of Teaching and Learning.* South Bend, IN. 2011

Type: *Regional Refereed*

Isaacson, R. M., Was, C. A., & Kern, G. (2010, October). Improving Calibration and Metacognition in College Students: How to Build Informational Feedback into the Curriculum to Improve Metacognition.Roundtable presented at the *28th Annual Conference of the Northern Rocky Mountain Education Research Association.* Bozeman, MT. 2011

Type: *Regional Refereed*

Was, C. A., & Isaacson, R. M. (2010, October). Improving Calibration in a College Classroom: Does Enough Practice Work? Paper presented at *28th Annual Conference of the Northern Rocky Mountain Education Research Association.* Bozeman, MT. 2011

Type: *Regional Refereed*

Gardner, M. K., Was, C. A., & Hill, R. D. (2010, May). Motor-Skill Training Does Not Improve Memory for Personal Identification Numbers (PINs)" Paper presented at the 2011 *APS Annual Convention.* Washington, DC. 2011

Type: *National Refereed*

Was, C. A., & Isaacson, R. M. (2010, September). Improving Calibration Accuracy in College Students Through Practice. Paper presented at the *2nd International Conference on Education Research.* New Orleans, LA. 2011

Type: *National Refereed*

Isaacson, R. M., & Was, C. A. (2009, April). Believing You're Correct vs. Knowing You're Correct: A Significant difference? Paper accepted for presentation at the *Annual Meeting of the American Education Research Association.* Denver. CO. 2010

Type: *National Refereed*

Was, C. A., & Isaacson, R. M. (2009, February). Improving Knowledge Monitoring in a College Classroom. Paper accepted for presentation at the *Annual Conference of the Eastern Education Research Association.* Savannah, GA. 2010

Type: *Regional Refereed*

Was, C. A., Chorbra, K., & Isaacson, R. M. (February, 2009). Individual Differences in Academic Identity and Self-Handicapping in Undergraduate College Students. *Paper presented at the Annual Conference of the Eastern Education Research Association. Sarasota, FL.* 2009

Type: *Regional Refereed*

Isaacson, R. M., & Was, C. A. (2009, October). Building a Metacognitive Curriculum for Increased Learning. Roundtable presented at the *International Society for the Scholarship of Teaching and Learning,* Bloomington, IN. 2009

Type: *International Refereed*

Was, C. A., (2009, August). The Persistence of Procedural Memory for Content-Specific Prior Memory Operations. Paper presented at the *31st Annual Conference of the Cognitive Science Society*, Amsterdam, Netherlands. 2009

Type: *International Refereed*

Chorba, K., Was, C. A., & Isaacson, R. M. (2009, October). Individual Differences in Academic Identity, Self-Handicapping and Anxiety in Undergraduate College Students. Paper presented at the *Annual Conference of the Midwestern Education Research Association.* St. Louis, MO. 2009

Type: *Regional Refereed*

Isaacson, R. M., & Was, C. A. (October, 2009). Learning how to know when you're correct: Classroom curriculum to encourage metacognitive knowledge-monitoring. Roundtable presented at the *27th Annual Northern Rocky Mountain Education Research Association.* Jackson, WY. 2009

Type: *Regional Refereed*

Isaacson, R. M., & Was, C. A. (October, 2009). Believing You're Correct vs. Knowing You're Correct: A Significant difference? Paper presented at the *27th Annual Northern Rocky Mountain Education Research Association.* Jackson, WY. 2009

Type: *Regional Refereed*

Was, C. A. (2009, May). Strengthening of Memory Operations Leads to Priming Effects Following 24-Hour Delay.Poster accepted for presentation at the *21st Association for Psychological Science Convention*, San Fransisco, CA. 2009

Type: *National Refereed*

Was, C. A., Al-Harthy, I., Stack-Oden, M. & Isaacson, R. M. (2008, February). Academic Identity and Goal Orientations. Paper presented at the *31st Annual Conference of the Eastern Education Research Association,* Hilton Head, SC. 2008

Type: *Regional Refereed*

McKenzie, C., Was, C.A., Gardner, M.K., & Hill, R.D. (September, 2007). A procedural approach to remembering personal identification number: in older adults.*Paper presented at the University of Utah Committee on Aging Research Meeting*, Salt Lake City, Utah. (D) 2007

Type: *Regional Refereed*

Isaacson, R. M., Was, C. A., & Jackson, J. L. (October, 2007). The impact of academic identity states on students' learning strategies and persistence and a university program to address the challenge*Symposium Presented at Northern Rocky Mountain Education Research Association*. Jackson, WY, October, 2007. (D) 2007

Type: *Regional Refereed*

Was, C. A., Isaacson, R. M., & Wessel, A, R. (2007, May). Academic Identity Accounts for Unique Variance in College Studentsâ€™ Study Strategies. Poster presented at the *19th Association for Psychological Science Convention,* Washington, DC. 2007

Type: *National Refereed*

Was, C. A. (2007, May). Multiple Word Meanings in the Strengthening of Semantic Operations. Poster presented at the 2nd annual conference of the European Cognitive Science Conference. 2007

Type: *International Refereed*

Was, C. A., & Woltz, D. J. (2006, July). Partially unique variance in reading accounted for by working memory and semantic priming. Poster presented at the 28th annual meeting of the Cognitive Science Society, Van Cover, British Columbia, Canada. Published in R. Sun (Ed.)*The Proceedings of the 28th Annual Conference of the Cognitive Science Society* (p. 2628) 2006

Type: *National Refereed*

Was, C. A. (2006, February) Implicit self-theories and goal orientation: A factor analysis approach. Paper presented at the Annual Conference of the Eastern Educational Research Association. 2006

Type: *Regional Refereed*

Cook, A. E., Gueraud, S., Was, C. A., & O'Brien, E. J. (2004). Inconsistency effects in reading: The role of general world knowledge. Poster session presented at the 45th Annual Meeting of the Psychonomic Society, Minneapolis, MN. 2004

Type: *National Refereed*

Was, C. A., & Woltz, D. J. (2004, May). Individual Differences in Activation and Attention Working Memory Predict Comprehension . Poster session presented at American Psychological Society National Convention, Chicago, IL 2004

Type: *National Refereed*

Was, C. A. (2004, May). The Inhibition of the Dominant Meaning of Homographs in Working Memory. Poster session presented at American Psychological Society National Convention, Chicago, IL. 2004

Type: *National Refereed*

Was, C. A., & Woltz, D. J. (2002, June). Focus of attention creates moderately persistent associative activation. Poster session presented at American Psychological Society National Convention, New Orleans, LA. 2002

Type: *National Refereed*

Kerdnaimongkol, K., & Was, C. A. (2010, March). LASSI and undergraduate achievement. Paper presented at the 7th Annual Educational Research Exchange, Akron, Ohio. 0

Type: *Local Refereed*

Chorba, K., & Was, C. A. (2010, March). Executive functions and metacognition: Finding similarities among constructs. Paper presented at the **7th Annual Educational Research Exchange,** Akron, Ohio. 0

Type: *Local Refereed*

Gardner, M. K., Hill, R. D., & Was, C .A. (2009, March). Motor skills training of PINs in the elderly with and without mild cognitive impairment. Paper presented at the University of Utah Committee on Aging Research Meeting, Salt Lake City, Utah. 0

Type: *Local Refereed*

Gardner, M. K., Hill, R.D., Was, C.A., Scow, P., & Elder, W. (2008, February). A Procedural approach to remembering personal identification numbers: A younger vs. older participants comparison matching for initial recall performance. Paper presented at the University of Utah Committee on Aging Research Meeting, Salt Lake City, Utah. 0

Type: *Local Refereed*

Gardner, M. K., Hill, R.D., Was, C.A., (March, 2008). A motor-skills approach to remembering personal identification numbers in older and younger individuals. Invited lecture for the Geriatrics Research Conference, University of Utah Division of Geriatrics and the VASLC Geriatric Research Education and Clinical Center. 0

Type: *Regional Invited*

Was, C. A. (2010, December) Transformation of Latency and Accuracy of Responses: When Speed Matters. Invited talk for the Quantitative Brown Bag Series, Kent State University 0

Type: *Local Invited*

Service

Chair, University Research Council **2011 - 2012**

Type: *University*

Editorial Board, APA **2009 - present**

PsycCritiques: APA Review of Books

Type: *National*

Article Review, Evaluation and Program Planning **2009 - present**

Type: *National*

Reviewer, **2009 - present**

Journal of Educational Psychology
Journal of Experimental Psychology: Learning, Memory, and Cognition
Instructional Science
Learning and Individual Differences

Type: *Profession*

Member, University Research Council **2009 - present**

Type: *University*

Reviewer, The British Journal of Educational Psychology **2008 - present**

Type: *International*

Editorial Board, Electronic Journal of Research in Educational Psychology **2008 - present**

Type: *International*

Member, EXIS Committee **2008 - present**

Type: *University*

Member, Curriculum Committee **2006 - present**

Type: *Department*

Reviewer, Cognitive Science Society **2006 - present**

Type: *National*

Article Reviews, Education, Technology, and Society **2005 - present**

Type: *International*

Grants

Co PI, Metacognitive judgments: Judgments of learning and second-order judgments inK-6 graders **2013 - 2014**

Collaboration with: . Ibrahim Al-Harthy & Christopher Was

Submitted: $26,418.00 Status: Awarded

Awarded: $26,418.00 (0 0)

Applied Research

Co PI, Eye-Tracking During Processing of Text in Children with High Functioning Autism **2010 - 2012**

The proposed three-phase project will provide important insight into the nature of comprehension difficulties for children with HFA/AS. Specifically, the proposed project will utilize eye-tracking techniques in order to perform detailed analysis of fixations, saccades, gaze duration and other physiological measures of cognitive processes employed during text processing and comprehension. Comparison of eye-tracking measures from children with HFA/AS and those of typically developing children also may provide information regarding text comprehension processes in all student populations.

Collaboration with: Frank Sansosti, Chris Was, & Katherine Rawson

Submitted: 600,000 Status: Pending

NIH - Basic Research

Co PI, Eye-tracking measures during processing of text for comprehension in children with high functioning autism spectrum disorder: A comparative analysis **2010 - 2010**

Collaboration with: Frank Sansosti, Christopher Was, & Katherine Rawson,

Submitted: &10000 Status:

Awarded: $10,000.00 (0 0)

Initiative for Clinical and Translational Research - Basic Research

Co PI, Eye Fixations and Gaze During Reading for Children with High Functioning Autism **0 - present**

Collaboration with: Frank Sansosti & Chris Was

Submitted: $325,000 Status: Not Funded

NIH - Basic Research

Co PI, Adaptive Academic Incident Preparedness: A prototype simulation platform to ingrain a culture of safety and preparedness literacy among college students. **0 - present**

Research demonstrates that a variety of preparedness training initiatives such as ALICE, CERT, and All-Hazards have been implemented to train and prepare emergency responders, law enforcement, school administrators, staff, and faculty to respond to a variety of disaster/emergency incidents.Yet to date, no comprehensive program exists other than awareness level training for vulnerable populations such as college age students who may be in the direct line of fire during a disaster incident, be it an active shooter, domestic terrorism, or other immediate action scenario.We propose to develop a comprehensive incident preparedness gaming program designed for college age students, with subsequent pilot of the program in the university setting, and particular focus on underserved and underrepresented populations, yet still with the adaptability for any educational setting.

Collaboration with: Staley, J., Woolverton, C. J., Stedman-Smith, M., Was, C. A., Ferdig, R., Adamle, K., et al.

Submitted: $1,500,000.00 Status: Pending

Department of Homeland Security - Applied Research

PI, Eye-Tracking Measures During Processing of Text for Comprehension in Children with High Functioning Autism Spectrum Disorders: A Comparative Analysis. **0 - present**

Collaboration with: Was, C. A., Sansosti, F.J., & Morris, B

Submitted: $1,014,171.00 Status: Pending

IES - Basic Research