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MCKAY TODAY
SPRING 2019

DAVID O. MCKAY SCHOOL OF EDUCATION BRIGHAM YOUNG UNIVERSITY



McKay School and China Through Decades of Friendship

The Unlikely Life of Patras Bukhari

Generations of Alumni

Making Life Better with McKay Research

Message from the Dean

More than three decades ago I had the opportunity to visit Hong Kong.

I experienced it as a bustling city with junk ships and fishermen covering the bay. From a local train I observed small villages and peasants working in the fields. At the time I had strong impressions that I was having this experience for a reason. In 2013 I had my first opportunity to return to Hong Kong. It was still a bustling city, but the junks had been replaced by cargo and tourist ships. I have since returned to China three times and continue to be intrigued by the vibrant cities and the friendliness of the people.



Forty years ago President Spencer W. Kimball told a church gathering, “We should be of service to the Chinese. We should learn their language. We should pray for them and help them.” No one took that advice more seriously than Russell M. Nelson, our president today; he and his wife immediately began studying Mandarin Chinese. Soon afterward, as a world-renowned surgeon, then Elder Nelson met a professor from Beijing, China, with whom he began an international exchange of visits and expertise, enabling him to introduce open-heart surgery to China. The McKay School of Education has had opportunities to participate in fulfilling President Kimball’s charge in ways less dramatic but of significant service. One of the articles in this issue addresses many of the McKay School’s continuing activities in China.

The McKay School is involved in research and service throughout the world. Some of these activities are addressed in this issue in addition to the work in China. I hope that all of you, as alumni of the McKay School, will find information and ideas that will inspire as you share the richness and value of education wherever you live or in whatever opportunities are available for you.

Mary Anne Prater

MARY ANNE PRATER

Dean

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School News

The McKay School is continuously producing outstanding research and events. For more school news, please visit education.byu.edu/news.

Accessibility and School Websites

Imagine going through high school with a vision disability. You visit your school's website to view graduation information, but the words are too small to read and the colors of the text blend into the background. This frustrating scenario is a reality for many people with disabilities when they try to access K-12 school websites.



Royce Kimmons, McKay School instructional psychology and technology assistant professor, stressed, "School website accessibility is an important equity issue that affects students, parents, and communities." Kimmons and Jared Smith, associate director of WebAIM at Utah State University, set out

to determine how school demographics influence accessibility.

Kimmons and Smith's study, entitled "Accessibility in Mind? A Nationwide Study of K-12 Web Sites in the United States," was published in the open-access journal *First Monday* to spread the word of the need to make school websites more accessible for people with disabilities and to provide simple methods to start improving school websites now.

"Just like putting a wheelchair ramp in front of a public building helps a variety of people—from pregnant mothers to little children to wheelchair-bound people—making websites more accessible to people with disabilities also improves experiences for everybody by making school websites more usable and accessible for all," Kimmons said.

Tim Smith Bestowed Fellow Status

Tim Smith, professor of counseling psychology in the McKay School, recently received fellowship status from the Society for the Psychological Study of Culture, Ethnicity, and Race. This society, also known as Division 45 of the American Psychological Association, serves as the major representative body for psychologists who conduct research



Tim Smith

on ethnic minority concerns and issues. Smith was honored with this high status for his contributions to these areas through his dedication to scholarship, service, community involvement, and relationships with students over the past 20 years.

As the first person from BYU and one of few individuals of European-American descent to be granted fellowship status by Division 45, Tim Smith has proven himself to be a leader in his field.

First in Physics

BYU was recognized as the nation's top producer of trained physics teachers, according to the American Physical Society (APS).

BYU prepared a record 21 physics teachers in a single year. "Duane Merrell and his colleagues have an exemplary program that dovetails with BYU's enduring support for the teaching profession," said Monica Plisch, APS director of education and diversity. "We thank them for this very substantial contribution to alleviating the severe national shortage of physics teachers and serving as a model for other physics departments."

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SOCIAL MEDIA



Insights into an Understudied Group of Children with Autism

It is a challenging proposition for anyone: Lie flat on your back, helmet covering half of your face, in a tight-quartered MRI capsule that would make even the nonclaustrophobe jittery. Then try not to move for 45 minutes. For children and adolescents with autism and low verbal and cognitive performance (LVCP), that proposition has been nearly impossible without sedation—until now.

Using a range of behavioral support procedures to minimize fear and anxiety, a team of interdisciplinary researchers from BYU and the University of Utah managed to complete structural and functional MRI scans of 37 children and adolescents with autism, including 17 with less-developed language skills and an average IQ of 54.

Other researchers have done structural MRIs of individuals with LVCP populations under sedation, but this group, spearheaded by autism pro and McKay School assistant professor of school psychology Terisa Gabrielsen, wanted to find a way to watch their brains while they were awake and working. So they created a video explaining the step-by-step fMRI process that children could watch at home multiple times, and they provided families with audio files that would help children prepare for the sounds they would hear in the machine.

When children arrived for their scans, the researchers let them push buttons on the machine so they could see it move up and down. And once the scans began, added Gabrielsen, “if they were



BYU Three-Minute Thesis Winner

Elisse Newey placed first in the McKay School’s Three-Minute Thesis (3MT) competition and then first in the BYU contest with her topic “Justice for Utah’s Teens.”

Newey finished law school this April and will graduate with her PhD

from the educational inquiry, measurement, and evaluation (EIME) PhD program at the McKay School next year. Newey hopes to become an education law professor and continue to research important policies to restore justice to teens.

getting antsy, we reassured them. We could hold their hand. We could remind them to stop moving. We were focused on giving them more than what they might need to be successful in the scanner.”

The team found that within the LVCP group, a number of the brain’s networks “just weren’t working in sync as much,” said Gabrielsen. “And we also found decreased activity between the left and right hemispheres.”

The team would like to do follow-up scans with the same children and get larger samples of each of the groups: “Getting younger kids—kids with even less language—would be helpful and

solidify the findings and tell us more,” said Gabrielsen. “Thanks to the participants in this study, we know how to do it now.”



Terisa Gabrielsen with autism research colleague Mikle South and research participant Colby Garrard.

Check out mckayalumni.byu.edu

- McKay alumni spotlights
- Rediscover BYU
- Books and reading
- BYU memories





THE

Unlikely Life

OF

Patras Bukhari

BY CYNTHIA GLAD

PHOTOGRAPHY BY BRADLEY SLADE

“Our father would give his life for
three things: the Church, family, and books.”

—Muzna Bukhari, oldest daughter of Patras and Shanaz Bukhari

BOOKS

have been there for him all along. Those, and maybe something more.

“I come from an illiterate family, both parents having had zero formal education. My siblings (I have five brothers) are mostly elementary or middle school graduates—not dropped out from school willingly but due to hard financial circumstances at that time in the family. I continued somehow, and with the help of many kind teachers and friends, I achieved the dream of my life. Above all, the Lord’s hand was in my life in both ways, invisibly and visibly.”

Books were there for the young Patras Bukhari, born in 1968 into an uneducated Pakistani home focused on daily survival. One book, its undeniable words devoured on a long bus ride through his native land, changed everything. Books helped him through a dual bachelor’s degree and then master’s and doctoral degrees in educational leadership in the McKay School. More books, mastered in four languages, are now the tools of his career as a project manager at the Defense Language Institute Foreign Language Center in the United States. And, for many hours each week, he translates books to help others find the life-changing blessings he has found.

An Unlikely Path

Bukhari started life in the newly built city of Islamabad, Pakistan. He was seven when his parents moved their family back to their home village of Gujranwala, 135 miles to the south.

There, in the birthplace of the founder of the Sikh empire, in a country in which up to 98 percent of the population are Muslim, young Bukhari attended Catholic school and hoped to become a Catholic priest. The area remains a difficult place for Christians and other religious minorities today. As a young adult, he taught school in the mornings and continued his theological studies in the afternoons.

During that time he met his sweetheart, Shanaz. Although arranged marriages were the norm, in 1991 the young couple convinced their parents to allow a wedding. After their marriage they taught in the same school and eventually welcomed three daughters and a son.

Bukhari graduated with a dual bachelor’s degree in sociology and education from Notre Dame Institute of Education in Karachi in 1993. He worked as a teacher, a teacher trainer, and a school principal.

A friend gave him a copy of the Book of Mormon in 1994, saying that it was from a new church in Pakistan and that when its members prayed, they cried a lot. He left the book untouched on the shelf.

In May 1995, Bukhari was headed off to a job interview with the Catholic bishop in Rawalpindi, near Islamabad, when his wife suggested he take a book for the six-hour bus ride. Seeing the only one he had never read, he grabbed the gift from his friend.

“So I started to read, and that was a turning point in my life. In the introduction it said the crowning event in the Book of Mormon was the personal visit of

our Savior Jesus Christ to people of the Nephites. It was a totally new area of learning for me. I felt that I should read more about that.

“I read a big portion of the Book of Mormon: 1 Nephi and 2 Nephi. I mispronounced names, but I liked the story, and the Spirit was very strong. When I read 2 Nephi 25:26, where it says, ‘We talk of Christ, . . . we preach of Christ, . . . and’ we teach ‘our children’ where to turn ‘for a remission of their sins,’ that was a testimony for me. I read some, but then I skipped and read Moroni. I especially liked the book of Moroni because in it Moroni explained the concept of charity and love, and that was the same thing we read in the Bible.”

Upon reaching the Catholic bishop’s residence, Bukhari learned that the bishop would not be there for three days but Bukhari would be welcome to stay at the home until he could be interviewed. Upset because of his investment in an expensive bus ride, he wondered what he would do for the next three days.

“Thinking and flipping the pages of the Book of Mormon, I found that the names and telephone number of the missionaries were written on the white pages of the Book of Mormon. So I talked to myself and said, ‘I will use my time to learn about this new church.’

“I asked the bishop’s secretary if I could call my friends, and she said go ahead. Here I am calling the Mormon missionaries from the Catholic bishop’s office. That is very rare! Within 30 minutes I was at the gate of the missionaries’ house.

“Then the missionary started to teach the discussions. He talked about baptism, and I had many questions. I knew

Catholic liturgy and Catholic theology. I always had had questions about the Trinity, the place of Mother Mary, baptizing children, and the role of Christ's sacrifice. I found my answers in The Church of Jesus Christ of Latter-day Saints. I understood the doctrine hidden behind the very simple phrase that 'Jesus is my personal Savior.' Within two and a half days I had finished all the discussions.

"Then, on the third day, the Catholic bishop came, I was interviewed, and I got my job. It was the month of May 1995. The bishop told me that I would start my teaching job in September 1995, because in June, July, and August the schools would be closed.

"I told the missionaries I was going back home. They said, 'What about your baptism?' I said, 'I am coming back in September, and then you can baptize me.' The elder reluctantly said, 'Well, there will be a big gap between your discussions and your baptism, and maybe you would need to receive your discussions again.' I said, 'Okay.' I looked at him and I said to him, 'Is it okay if you baptize me now?' He said, 'Are you ready?' I said, 'Yes, I am ready.' I was baptized on the third day. I received confirmation on the same day."

A New Direction

"I came home. Everything had changed in three days. I left home as a Catholic and came home as a Mormon. It was the best, biggest change in my life.

"My sweetheart was not aware of the change that had occurred in my life, because at that time we did not have any telephone so that I could tell her about searching, finding, and embracing the true gospel of Jesus Christ. I came home with more literature, and I was reading articles from the Church magazines and stories from the Book of Mormon."

Soon Shanaz was baptized, and the couple worked to learn everything they could. Bukhari never did start that teaching job with the Catholic Church. Before he could move to Rawalpindi to teach, he had accepted the calling of branch president in Lahore at the young age of 26. Later that year he was asked to help translate the Book of

Mormon into Urdu, a language closely related to Hindi and the official language of Pakistan.

After three and a half years as branch president, he was called as first counselor to the Pakistan district president and taught leadership training sessions in English and Urdu. He became the first native Pakistani district president and served until leaving in 1999 for Brigham Young University, where he had been accepted to the master's program in educational leadership.

"Patras, his wife, Shanaz, and their children arrived in

Provo from Pakistan in the winter. They were ill-prepared for the cold weather, so I took them to Kmart and soon had them in warm clothing," recalls Professor Vance Randall fondly. "I was the advisor and dissertation chair for Patras. He worked hard and was a very good student."

"BYU widened my perspective," Bukhari states. "My biological parents were illiterate, but BYU is my educational parent. From the time I came to Utah to attend BYU, I have gained a rich secular and religious education. My wife, Shanaz, and I received temple endowments in 1999, and our children were sealed to us."

Bukhari served in several Church leadership positions while completing a master's and a doctorate in educational leadership in the McKay School. He continued translating the Book of Mormon.

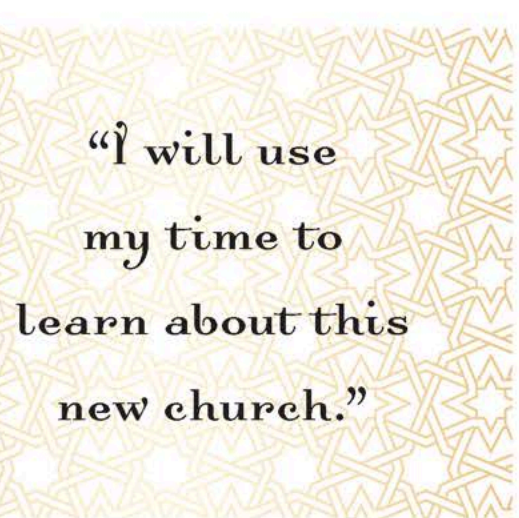
"I remember him sharing with me his excitement when he told me that he and his wife had met with President Gordon B. Hinckley, who discussed Bukhari's translation of the Book of Mormon," Randall continued.

Returning to Pakistan after graduation in 2007, he became the director of education for the Church in the area and established 15 education centers in Pakistan, India, Nepal, Bhutan, and Bangladesh.

"Our hope was that Patras would return to Pakistan and with his doctoral degree be able to provide leadership and support to the nascent Church membership in Pakistan as well as to his professional field in education," Randall says. "This hope was short-lived when it became apparent that he and his family were not safe in Pakistan because he was a Christian and a member of the Church."

A Mission of Understanding

Returning to the U.S. in 2009, Bukhari soon found work as an instructor of Urdu at the Defense Language Institute Foreign Language Center in Monterey, California. It is the Department of Defense's premier school for culturally-based foreign language education and training. Individuals are sponsored for



training here by all four branches of the military service.

Bukhari was promoted to department chair and mentored more than 30 new language instructors. He developed the first Urdu language curriculum and led the redesign of Hindi and Punjabi curriculum. Urdu graduation rates increased from 48 percent to 84 percent within one year. He also created a standardized assessment process and developed local language immersion programs for Urdu, Hindi, and Punjabi.

He now works as a project manager with responsibility for the quality of all language proficiency tests developed there or by other U.S. government agencies.

"In my job I work with many languages, even though I don't speak them." He sets up a framework of teaching that is appropriate for the skill level of candidates.

"The institute teaches critical languages in order to communicate and cooperate with allies and comprehend the intentions of enemies.

"When I started this work, I felt it was my mission to teach the language of Urdu. I was in charge of South Asian studies—Urdu, Hindi, and Punjabi. We teach the culture also. We teach how to react in those countries and prevent misunderstandings. My mission is to teach our soldiers to protect innocent lives. Everybody who is learning the language is not going to fight in the war. They will be communicating with local people. Sometimes they help with various disaster situations."



An Invitation to the Path

Bukhari has been translating Church material since very soon after his baptism. He currently plays a key role in the translation of upcoming scripture projects and the evaluation and revision of prior sacred material text. He has also worked on nonscriptural Church translation. For the past 18 years he has helped with general conference translation and interpretation.

"Translation is a tedious process. I prepare myself in various ways," Bukhari says. "First of all, every day I read at least one hour of Urdu classic literature, one hour of English literature (classic and contemporary), as well as grammar books to stay up to date with language knowledge. I even read English and Urdu dictionaries. I have developed this habit over a long period of time. It has served me well in translating effectively. Furthermore, I prepare myself for the scriptural writing style and nonscriptural content. I study it out in my mind, and then I go to the Lord asking if it is right. I have experienced many times the correct, proper, and specific words appearing in my head. I have received confirmation many times that the material I have translated is correct. In the words of Elder Neil L. Andersen, 'I don't know everything, but I do know enough' (October 2015)."

Bukhari helps family and others in Pakistan by sharing some of these books that have transformed his life. "Because of the gospel, my life has completely changed," he reflects. "Because of the eternal perspective, I value family. Whatever I am, it is because of my family, the Church, and BYU."

So goes the story of the unlikely life of a boy born into illiteracy who is eternally grateful for the books that changed everything. And that boy sees now that "above all, the Lord's hand was in my life in both ways, invisibly and visibly."

Generations of Alumni

By Hannah Antillon and Shauna Valentine

Brigham Young University has seen it all: the poodle skirts, the bell-bottom jeans, and the eighties hair. Although social trends have certainly evolved since the university was established in 1875, BYU has upheld its traditions and values throughout each unique generation.

Persons born within a certain time span have been given different generation labels such as the Baby Boomer Generation, Gen X, or Millennials. While names and dates may vary depending on the source, these generations represent people born at the same time and influenced by the same values, characteristics, and preferences. People born during a certain generation experienced the same notable social, political, technological, or economic events in their world. Whether individuals fit a stereotype or not, all generations are influenced by the key events that occurred during their lifetimes.

What were BYU students up to throughout the decades? Were the cultural trends that they grew up with reflected in their activities at BYU?



TRADITIONALS

First, take a look at the Traditional Generation, also known as Veterans, the Silent Generation, or the Greatest Generation, born between 1925 and 1945. Influenced by the Great Depression and World War II, it was a time of healing and great patriotic efforts. Because they lived through these events, this generation is characterized as loyal, patriotic, self-sacrificing, family-focused, rule-oriented, and respectful of authority.

One of these traditionalists, Beverly Scott, who graduated from the College of Education in 1955, was a family-focused student during her time at BYU. She recalled being a sophomore at BYU when her husband was called to New Zealand on a mission. She added, "Yes, they were calling married young men on missions back then!"



BABY BOOMERS

The Baby Boomer Generation, born between 1946 and 1964, lived in a more optimistic time. As the nation was beginning to thrive, so were they.

This generation lived through the Vietnam War under the presidencies of John F. Kennedy, Lyndon B. Johnson, and Richard M. Nixon. This generation is characterized as one full of diligent workers who are competitive in nature, who are loyal to organizations, and who value material success.

Boomer Linda Dominguez-Gasson, another education alumna, showed her diligence through her own BYU experience: "I graduated from BYU in 1978 and was enrolled in one of the smallest, least known, and most challenging fields of study offered at BYU at the time. The initial introduction to the speech-pathology and audiology class began with 63 hopeful students. Only 12 remained by the time we had each completed our master's degree in communication disorders."

Grace Chumley, another Baby Boomer and a 1983 education graduate, found a way to integrate her personal values of accountability into her professional life. "One of my favorite classes was working in the Early Childhood Lab. I remember that feeling of knowing people were behind the glass mirrors watching me as I worked with the children. I felt I needed to do a great job, never knowing who was behind the glass. When I finally landed a real job in a daycare center, I remember feeling the relief that no one was behind the mirror watching me. I then realized I was still being watched. Heavenly Father was watching me as I took care of His precious children. It always helped me keep things in perspective as to how I interacted with children. I have spent my life working with students from two to 18 years old and still love and respect them. The most difficult student to work with just needs more love and experience."



Top Left: Former president of the United States Ronald Reagan visits BYU in 1991. Bottom left: Six of BYU's international athletes pose in front of the welcome signage in 1998. Below: A BYU student poses in 2017 for a BYU feature about Facebook.



PHOTO CREDITS

(Opposite page) Left: Courtesy L. Tom Perry Special Collections, UAP2F166. Right: Courtesy L. Tom Perry Special Collections, UAP2F190. (This page): BYU Photo.

GENERATION X

Generation X, born between 1965 and 1979 (years vary depending on the reporting group), lived through many events, including the launch of the Hubble Space Telescope into space, the collapse of the Soviet Union, and the death of Princess Diana in a car crash. They are independent, skeptical of authority, and comfortable with change and diversity. They value their personal lives as much as their professional lives.

Gen Xer Matthew Felt, a 1997 McKay School alum, shared his own experience with technology in the classroom. He recalled producing a video in the education lab for his instructional technology class at BYU—not a common experience then.

Benjamin Rich, a McKay School alum of 2002, reflected on his own experience with 9/11. He described the “haunting memory” of that day while he was in class. “It was solemn and scary, but it was somewhat comforting to be surrounded by fellow Saints.” He recalls that as his education class ended, Professor “Buddy” Richards bore his testimony. “I was grateful for Brother Richards that day. I finished my degree on the trajectory I was on, but my fate changed that day. Four years later I left my career as a middle school teacher and joined the Air Force.”

MILLENNIALS OR GENERATION Y

Generation Y, or Millennials, born between 1980 and 1996, lived through the launch of both the Apple iPod and Facebook. This generation was shaped by the personal computer and are a technologically advanced generation. Originally called Generation Y, Millennials were named to denote the new millennium. They tend to have sharper political views and are the most racially and ethnically diverse generation in the nation’s history, according to the Pew Research Center. The two largest generations in the workforce today are Generation X and Millennials.

(Opposite page) Left: Army Specialized Training Unit soldiers attached to the BYU program are housed in a ward recreation hall converted to barracks during a lack of housing in World War II. Right: Many babies await blessings in a fast meeting of the Wymount Branch, which was formed in June 1947 to accommodate the flood of veterans returning to BYU.

GENERATION Z

The next generation has been designated Generation Z, for now.

McKay School alumni span all of the generations listed above. We would love to hear about your experiences, memories, growing pains, and lessons learned while at BYU and the McKay School. Please share your memories at mckayalumni@byu.edu.

Faculty Research: Good Things to Know

Making life better with McKay Research

Four representatives report below on handy McKay School research from their area of study

Praise improves performance and behavior



Paul Caldarella, Associate Professor, Director of the Positive Behavior Support Initiative, Center for the Improvement of Teacher Education and Schooling

Managing classroom behavior as a teacher can be an intimidating task. However, it is crucial to ensure students learn effectively, especially those with or at risk of emotional and behavioral disorders. Although increasing teacher praise and decreasing teacher reprimand are considered the best practices, additional empirical evidence is required for those practices to be considered evidence based.

Researchers at the BYU McKay School of Education studied 65 elementary school teachers and 239 students across three states. In their study, they contrasted the effects of higher rates of teacher praise and lower rates of teacher reprimands on student engagement and disruptions. They found that higher rates of teacher praise and lower rates of teacher reprimands were associated with increased student engagement and decreased disruptions. This was the case especially for at-risk students who appeared more sensitive to teacher behavior than their developing peers.

These results encourage teachers, as well as parents, to increase praise and decrease reprimands to help children reach their full potential, especially for children with emotional or behavioral problems.

Four inference skills that can improve reading comprehension



Timothy G. Morrison, Associate Professor, Teacher Education Department

Reading is a complex process that consists of both print-based and meaning-based processes. Even though readers quickly master print-based skills such as phonics, sight word identification, and decoding, they frequently do not thoroughly comprehend what they read. A group of educators in the BYU–Public School Partnership conducted research to understand and try to improve the comprehension issue.

Previous research has shown that a key to understanding what we read is the ability to draw inferences. This is important because authors often do not include the details of their train-of-thoughts in their works. They expect readers to make their own connections among ideas within the text, as well as draw on their prior knowledge and experiences to make inferences.

In their research, the group identified four types of inferences that readers must make to deeply comprehend what they read: anaphoric (referring back to previously stated ideas in the text), background knowledge, predictive, and retrospective inferences.

They also examined the support teachers receive from core literacy programs to teach children to make inferences. They developed an assessment to evaluate children's abilities to draw these four types of inferences. They are developing materials to

The David O. McKay School of Education Alumni Society

OUR GOAL: TO KEEP MCKAY ALUMNI **INFORMED, INVOLVED, AND ENGAGED**



Is your contact information up to date? (See insert!)

help children learn how to make these inferences as they read to improve their overall reading comprehension.

Parents' observations crucial to early autism diagnosis



Terisa Gabrielsen, Assistant Professor, Educational Psychology, Counseling Psychology and Special Education Department

An important McKay School study provides insight into why children might not be identified as being at-risk for autism spectrum disorder when they are toddlers and why intervention has the most pronounced effects.

This study of children ranging in ages from 15 to 33 months found that if experts have only 10 minutes to observe a child (the average time for pediatric exams), they will not have enough information about symptoms associated with autism.

Experts who reviewed short videos of 10-minute observations missed referrals for 39 percent of the children with autism. It is possible that in a short exam, a physician may see mostly typical behavior and conclude that the child is not at risk. Parent reports of symptoms and easily available autism screening questionnaires can provide very valuable information in addition to the in-person exam.

Despite the unknowns about autism, one thing that researchers agree on is that early intervention can alter the outcome by beginning treatment while the child's brain is rapidly developing. A more comprehensive screening process, with specific input from parents who work closely with care providers, will increase the understanding of the child and their development and have a positive impact by detecting problems early on.

Combining literacy and knowledge of different disciplines aids learning



Sarah Clark, Associate Professor, Literacy Education, Department of Teacher Education

A McKay School study examined the efficacy of a disciplinary literacy approach compared to a literacy-only approach for second-grade students. This approach encourages teachers to consider new ways of thinking about literacy instruction: creatively teaching children to hone and develop the literacy tools and skills they need to become experts within different fields.

Disciplinary literacy has been defined in a scholarly article titled "Literacy and Science: Each in the Service of the Other" (*Science* 328, no. 5977 [April 2010]: 459-63). Authors P. David Pearson, Elizabeth Moje,

and Cynthia Greenleaf explained:

Students fine-tune their literacy tools not only when they read and write science texts but also when they engage in science investigations precisely because so many of the sense-making tools of science are consistent with, if not identical to, those of literacy, thus allowing a setting for additional practice and refinement that can enhance future reading and writing efforts. (p. 460)

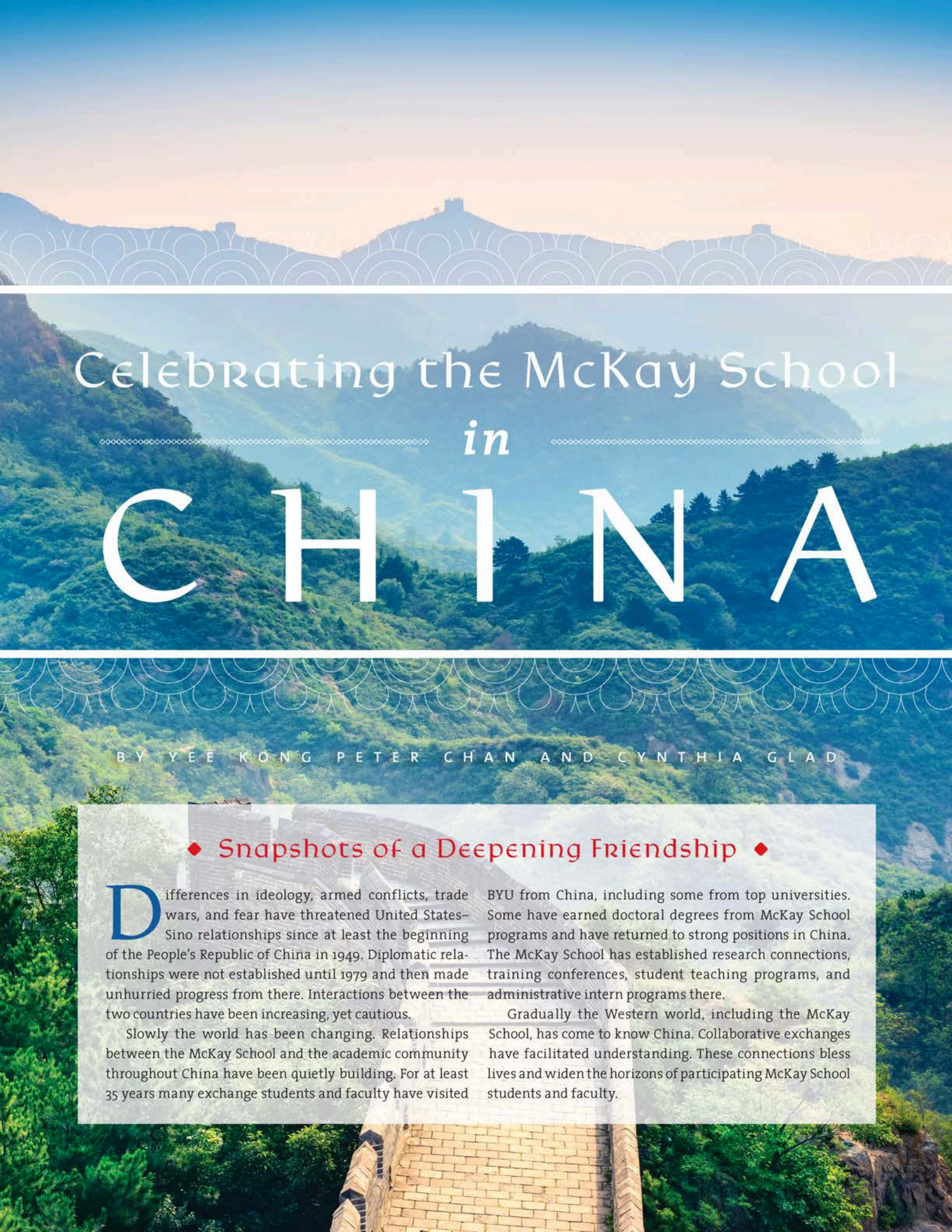
Disciplinary literacy instruction was given in three 20- to 30-minute lessons a week over the course of eight weeks. The instruction incorporated reading, writing, speaking, and listening as literacy tools to make sense of science content and incorporated hands-on experiences, data collection, creation of arguments based upon evidence, and the generation of inferences. Initial findings suggest that educators should consider a disciplinary literacy instructional approach as one way to support and encourage young children as they learn to write science informational texts effectively, to enhance reading motivation, and to strengthen reading comprehension.

RISE

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Celebrating the McKay School *in* CHINA

BY YEE KONG PETER CHAN AND CYNTHIA GLAD

◆ Snapshots of a Deepening Friendship ◆

Differences in ideology, armed conflicts, trade wars, and fear have threatened United States–Sino relationships since at least the beginning of the People’s Republic of China in 1949. Diplomatic relationships were not established until 1979 and then made unhurried progress from there. Interactions between the two countries have been increasing, yet cautious.

Slowly the world has been changing. Relationships between the McKay School and the academic community throughout China have been quietly building. For at least 35 years many exchange students and faculty have visited

BYU from China, including some from top universities. Some have earned doctoral degrees from McKay School programs and have returned to strong positions in China. The McKay School has established research connections, training conferences, student teaching programs, and administrative intern programs there.

Gradually the Western world, including the McKay School, has come to know China. Collaborative exchanges have facilitated understanding. These connections bless lives and widen the horizons of participating McKay School students and faculty.



ESTEEMED EARLY ALUMNUS

Ruiqing Du was one of the first Chinese citizens to graduate from the McKay School. He came as a visiting scholar in 1986, less than 10 years after China had opened to the world and when most still wore Mao jackets and had scarce resources. He returned again to BYU to pursue a PhD in educational leadership and graduated in 1990. He served as president of Xi'an International Studies University from 1998 to 2005. He presided over the school's 50-year anniversary and the planning and early construction of a new campus. He fostered a research relationship with the McKay School that remains strong. The McKay School honored him at Homecoming in 2000.



COURTESY RUIQING DU; COURTESY HELEN GILLESPIE; COURTESY DAVID BOREN (2)

STUDENT TEACHERS AT HELEN FOSTER SNOW SCHOOL

A Utah connection made the Helen Foster Snow School in Xi'an a natural place to start a student teaching program. Utah-born Snow and her husband, Edgar, were journalists who provided American readers with intimate insights into China and the developing Communist party in the 1930s. Up to eight students and supervising faculty participated each semester.

McKay School professor David Boren recalls being a student teacher in 2003: "Living and teaching conditions at the school were fairly primitive, with no air conditioning or heat. It was winter when we arrived, and we taught in winter coats and hats. It was getting hot by the time we left, and the rooms were toasty. We primarily taught English to students from preschool through seniors in high school. We held a daily 'English corner' between classes and taught more about American culture, music, food, dance, schooling, etc. We organized a basketball tournament and a talent show. We did trainings with the teachers on collaboration, group work, and problem-based learning. There was a small branch (we called it a twig) of the Church, made up primarily of BYU student teachers, English teachers from the BYU Kennedy Center, and a few non-Chinese members living in the Xi'an area. We visited Hong Kong and Guilin and did several weekend excursions. We grew very close as a group and really gained a broader perspective about education."



TRAINING THROUGHOUT CHINA

In 1998, China native and McKay School instructional psychology and technology doctoral student Yee Kong Peter Chan, working with Professor Carl Harris, arranged a research and product development agreement between the McKay School and Beijing Normal University (BNU). Chan and peer students created video ethnographies for use throughout China to train teachers in deeper pedagogical issues. Later, the group's action-research-method videos and conferences became a significant source of teacher-training materials.



FACULTY EXPERTS ABROAD

Beginning under the direction of Dean Bob Patterson and continuing with deans Richard Young and Mary Anne Prater, international conferences on teacher education have been sponsored by the McKay School with major universities in China since 2000. Teachers from every province are selected and then train others on methods taught by BYU scholars and others. Assistant dean Al Merkley facilitated McKay School efforts with China from this time until his retirement in 2018.

Many McKay School faculty have presented at conferences and collaborated with Chinese colleagues in researching and publishing. Professor MacLeans A. Geo-Jaja is recognized as an expert on African development studies in China. He has worked there as a Fulbright Senior Specialist Fellow and Carnegie African Diaspora Fellow. Professor Melissa A. Heath has published six journal articles with faculty at BNU and has also given two presentations at China's first national conference on mental health education.



Clifford Lun Kee Pang, front row, third from left, pictured with the BYU Chinese Club, 1962.

CLIFFORD PANG AND THE CLIFFORD INTERNATIONAL SCHOOL

Hong Kong native Clifford Lun Kee Pang began studies at BYU in 1959 and later graduated from Indiana University. He became a real estate entrepreneur, settling in Guangzhou, where he developed the highly regarded Clifford Estates with more than 50,000 housing units. It has its own security force, fire department, transit system, hospital, and other amenities.

A lifelong learner, Pang returned to school in his sixties and earned an MD degree; he then became CEO of his own hospital. He is recognized as an honorable citizen of Guangzhou City is a member of the Chinese People's Political Consultative Conference that advises the government on national policies.

Pang has built schools in the community patterned after Western methods of instruction, retaining respect for the principled life of BYU students. He consulted with BYU faculty members as he built his educational philosophy and personally recruited BYU faculty and administrators for his schools, including superintendent and school director Xinyou Zhang, who holds a doctoral degree from the McKay School's Educational Leadership and Foundations Department.

Clifford School, with its own cougar mascot, supports McKay School student teachers and administrative interns. With over 4,500 students from more than 40 nationalities in grades pre-K to 12, this provides a diverse setting in which students teach content areas in English. Clifford School provides, at no charge, comfortable and secure housing for the students as well as meals for five days of each week.



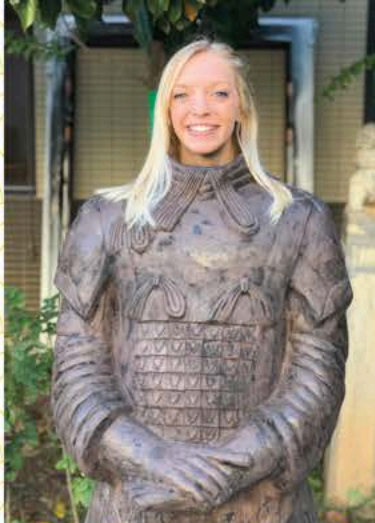
MY SEMESTER IN CHINA

By Helen Gillespie
Math Education Student

I grew up moving around a lot, since my father was in the military. I liked this nomadic lifestyle, and after having attended BYU in Provo for a few years, I wanted a change. I also love learning about new cultures in general, so this opportunity to go to China seemed perfect. Someday I would like to do some international teaching as well, so I thought that by going to China for my student teaching, my future employers could see that I have had international teaching experience.

I coached the swim team while I was there. It was such a great experience to see my students outside of math class and to be able to encourage them in something new. If I hadn't done my student teaching in China, I probably wouldn't have had the chance to coach the swim team and learn about this aspect of teaching.

Working with almost all ESL students was a challenge. It was difficult but eye-opening to teach students who had a hard time understanding basic instructions, let alone the math content I wanted to get across to them. I had to be extremely aware of how well the students were understanding what was going on and how well they understood each activity. I was also constantly reiterating the vocabulary terms. I think this helped me learn to be a better teacher because these ESL students were not much different from any other students. Students, especially in math classes, will stop paying attention once they don't understand something because they assume they will be lost for the rest of the lesson. I didn't want to lose any students, so I was constantly monitoring the students to see who did and who didn't understand. If it was a language barrier problem, I would have a nearby student explain again to the struggling student in their native language. If it was a problem with a mathematical concept, I would address it myself. In a classroom without so many language learners, it is still going to be important for me to constantly monitor the students so I know who is getting left behind and so I can avoid losing any of them during the lesson.



Elder David O. McKay in 1921 at the "dedication tree" in the Forbidden City.

THE CHURCH IN CHINA

Elders David O. McKay and Hugh J. Cannon visited China as part of a familiarization tour on assignment from the First Presidency. On January 9, 1921, McKay dedicated the land for missionary work.

Faculty and students visiting China are careful to comply with relevant laws and regulations. They do not engage in active or passive proselyting among Chinese nationals. They hold meetings only with other expatriate members and do not disseminate religious materials. Observing these guidelines has helped build a foundation of trust and enables continued meetings as currently allowed.



DOMINIC DALIDA



COURTESY HUGH J. CANNON; INTELLECTUAL RESERVE, INC.; HELEN GILLESPIE (2)

ANCESTRAL LINKS

During the summer of 2012, in a rural village surrounded by rice paddies that her ancestors once tended, social studies teaching major Lauren Angarola was literally handed her heritage, thanks to her professor, Yee Kong Peter Chan.

The two were in Guangzhou, China, for the student teaching program at Clifford Schools. Angarola, who is a quarter Chinese, is the only member of The Church of Jesus Christ of Latter-day Saints in her family. None of her relatives in America speak Chinese, so Angarola enlisted Chan to help trace her family history.

Chan tirelessly searched Chinese databases for villages with Angarola's family names and finally found where Angarola's family was from. The very next day, Angarola walked through her ancestral village and met her great-grandfather's half-siblings. A village leader who knew her family gave her two books outlining her ancestors' history back to A.D. 900. (See Sara D. Smith, "Adventures in Tracking a Name," *BYU Magazine*, Winter 2013, 19.)



CHINA IN PROVO

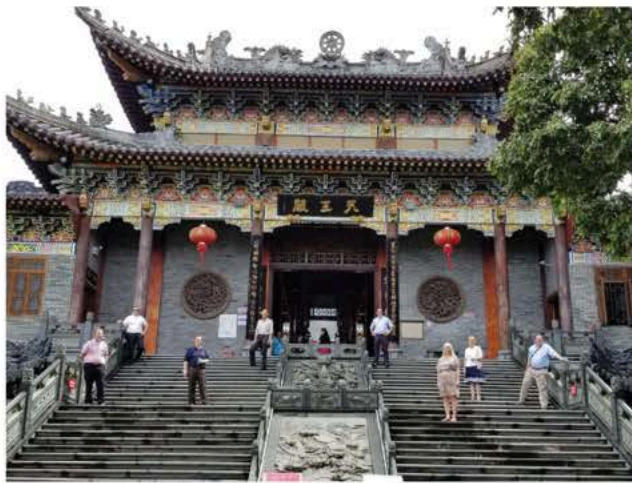
Since 2015, BYU students have organized annual China conferences in Provo under the faculty mentorship of Yee Kong Peter Chan. These conferences have hosted Chinese leaders in education, business, health care, government, media, academics, and other areas. These conferences allow students to develop leadership skills, network with outstanding Chinese individuals, and learn about issues relating to China. Dean Prater and university administrators have been pleased to initiate these conferences.



SCHOOL LEADERSHIP INTERNSHIP

In 2017 the master's degree in educational leadership began offering aspiring school administrators a one-month internship shadowing seasoned administrators in the Clifford International Schools and visiting other schools.

Heather Bali, a 2017 administrative intern, said, "I was impressed by the Chinese teachers' dedication to helping students. I was also impressed with the diligence of the students."



Where will McKay School and China relationships go from here? The McKay School's commitment is continuing. A growing number of McKay alumni have fond memories and professional connections to the "Middle Kingdom." Chinese students and faculty continue to study on our Provo campus and return to their beautiful homeland, taking with them degrees, friendships, and new ways of looking at the world.

Gradually we will come to know each other better. Collaborative exchanges will endure, enabling greater understanding. These connections will continue to bless lives and widen the horizons of all who participate.

1,441

MCKAY SCHOOL AND SECONDARY EDUCATION
UNDERGRADUATES



140
MALES



1301
FEMALES

27 EDUCATION MAJORS

168 FACULTY MEMBERS



STUDENTS FROM **10** DIFFERENT COUNTRIES



617
ELEMENTARY
EDUCATION



85
SPECIAL
EDUCATION



226
COMMUNICATION
DISORDERS



513
SECONDARY
EDUCATION

UNDERGRADUATE SCHOLARSHIPS

OF APPLICANTS
494

214
TOTAL AWARDED

\$927,720
TOTAL AMOUNT



Summer Reading Tips

With picnics, vacations, and lazy days to look forward to, it is easy to overlook one of the most important things a child can do during the summer—read. Even though there are lots of reasons not to read, it is important to make it a top priority.

Rachel Wadham, BYU's education and juvenile collections librarian and a strong proponent of summer reading, said, "Reading is important. Period, capitalized, and underlined." She explained that it is crucial for children to be good readers today to better understand and interact with the world around them, to become critical thinkers, and to prepare for jobs of the future.

Wadham offers her top 10 tips to help families become engaged in summer reading.

Tip 1: Make Reading a Habit

The best thing a parent can do for a child is to make reading an integral part of the home. If it doesn't happen all year round, it is not going to happen during the summer.

Tip 2: Use Summer as Momentum

To start the habit of reading in the home, use summertime as a momentum to get going. Once school starts, the momentum will continue and reading will become a focus in the family.

Tip 3: Make It Relevant

When children find a reason to do something, they are more likely to continue doing it. As you prepare for a vacation, check out books about your destination. If it is a national park, check out fiction and nonfiction books about the history of the park or how it was developed. If your children are interested in animals, find books on the wildlife you will find there. Enrich your vacations by connecting deeply with the background and culture of the area.

Tip 4: Make an Activity out of It

When you hear, "I'm bored," take your family on a fun outing to the library. Let them roam free and find books that spark their interest. After checking books out, stop and get a treat they can munch on at home while reading.

Tip 5: Take Advantage of Summer Reading Programs

Almost every library has a free summer reading program that is often competitive and offers rewards. If you have a competitive child, use it. If they aren't competitive, they can still have a sense of accomplishment as they enjoy recording and watching their reading progress.

Tip 6: Make It a Family Affair

Summer reading is for the whole family. Kids are observant and watch what their parents do. If reading is important to them, kids will usually follow. It is great when fun summer reading is a family affair.

Tip 7: Define Reading Broadly

Explore all kinds of books. Read fiction, nonfiction, scholarly articles, and magazines. Whatever you decide to read, just enjoy it!

Tip 8: Ask a Librarian

If you don't know where to begin, talk with a librarian who is trained to get you started. They will ask questions about your hobbies, passions, or favorite TV shows. Once they learn more about you, they can direct you to books you will enjoy.

Tip 9: Challenge Your Reading Identity

Don't limit yourself by reading only one genre of book. If you haven't read fiction in a while, stretch yourself! It may surprise you how many different types of literature you like.

Tip 10: Just Start!

Reading is a matter of practice, and practice makes perfect. If you don't consider you or your child a very strong reader, that is okay! Challenge yourself and don't set limitations on the number or types of books you think you should be reading. Start a book and see where it takes you.

Summer reading is something that anyone can do, and it can lead your family down wonderful paths. Choose to make this the summer in which reading becomes an integral part of your home.

For a list of summer reading recommendations from Wadham, go to mckayalumni.byu.edu/summer-reading-2019.



Alumni Happenings

McKay Today helps connect you to your former classmates and teachers. To read more, visit mckayalumni.byu.edu.

The Best Teachers Are the Best Learners

► LAURA MCALLISTER

Class of 2008, 2016

Laura McAllister's grandmother dropped out of middle school to support her family financially, and another grandmother graduated with a bachelor's degree in the early 1900s. McAllister grew up knowing the value of an education.

Drawn to the field of education, she earned her bachelor's degree in elementary education from the McKay School of Education at BYU in 2008, a master's degree at Southern Utah University in 2014, and another master's in instructional psychology and technology, also from the McKay School, in 2016.

During the eight-year gap between earning her bachelor's and two master's degrees, McAllister taught second grade in Utah's Nebo School District for six "unforgettable" years.

McAllister's top priority was helping students feel welcome, safe, and confident. For example, she befriended a new student who had switched schools because of behavioral problems. "We set daily goals and created a private chart to track his behavior. We came a long way, but the next year I felt the success of my efforts when he would stop by my classroom every day after school and tell me how he was doing in his progress with his current teacher and class," recounted

McAllister. This experience increased her desire to do more to help students and improve education on a broader scale.

McAllister's personal belief is that "the best teachers are the best learners—constantly seeking to expand themselves." So it was natural that she took advantage of an opportunity to earn a master's degree in education through a program offered by Nebo School District in partnership with SUU.

McAllister earned a second master's degree at the McKay School in instructional psychology and technology. While attending graduate school, McAllister interned, participated in, and worked at places that prepared her for her current position as a BYU online courses administrator.

Interning in Washington, DC, at the Department of Education's Office of Educational Technology, McAllister worked with McKay School alumni Richard Culatta and Joseph South and heard stories that encouraged her to pursue a teaching position centered around technology.

"It was inspiring to hear about rural school districts whose students' homes did not have internet access. Companies would team up with schools to wire a bus with Wi-Fi and park it in a neighborhood so students could do their homework at home or on the bus ride home," described McAllister.

She implements the skills learned in her past experiences as a BYU online



courses administrator. "I am responsible for the professional development of online teachers and teaching assistants. I hire and train new online TAs in Canvas, Adobe Connect, Zoom, and online teaching best practices. I also work with teachers to troubleshoot any technical or logistical complications they may encounter."

McAllister encourages students going into the field of education to take advantage of "any and all opportunities to learn and grow personally and professionally" and to invest in their own education. She has provided a great example.

Opening the World of a Child's Imagination

► MISSY YOUNG

Class of 1994

Throughout her life, Missy Young has served in different capacities and made an impact on many lives.

When she graduated from BYU in 1994 with a degree in elementary education, Young was pregnant with her first girl. One decision she made early on was to stay home full-time to raise her children. Although she never used her degree to teach formally, Young believes it has helped her in all aspects of life, especially in raising a family. Young explained, "It has helped me to

"Children's books are magical. You open them and the smell alone brings back memories of love and learning."

see the world through a child's eyes. My education taught me that it is important to have kids play, grow, and make big messes because that is how they learn and experience the world."

Young believes that other than playtime, the most effective teaching tool is reading. She said, "Children's books are magical. You open them and the smell alone brings back memories of love and learning." In addition to the bond that reading creates between a child and a teacher, it also "opens the world of a child's imagination and teaches children to observe the world around them."

When Young's children attended elementary school, she was an active school volunteer.

Today she volunteers with the music and arts department at the schools her children attend. Whenever one of these schools puts on a musical, she helps with costume and set design, publicity, and show tickets and also organizes parent volunteers. While this may seem extensive for one person to handle, Young gladly takes the responsibility because she is passionate about art programs in schools. She says, "The arts are so important for society because they allow a person to have a wider view of the world. When youth are involved in the arts, they develop the ability to think outside of the box and express themselves in different ways."

For those considering a degree in education, Young said, "The great thing



about being an educator is you can look around the world and there is always something new to learn and experience. It is a field that teaches you to have an enthusiasm for learning. Whether you are in the school system or volunteering in the community, the perspective you get from a degree in education influences everything you do."

So how does Young stay so active and influential in all the things she does? Her secret is optimism. She said, "There is always something to be optimistic about. When you have a positive attitude, you can look for solutions to problems in the most unexpected places." She learned this mind-set from children. She said, "The children's enthusiasm for life catches on with you."



Student Alumni

McKay School Student Alumni Representatives and Student Ambassadors

Thank you

to those pictured below who worked diligently during the 2018–2019 semesters to represent and promote the McKay School. You were conscientious and creative in representing your fellow classmates. We appreciate your service—a job well done!



STUDENT AMBASSADORS, 2018–2019

Left to right: McCall Christensen (*Physical Education Teaching/Coaching*), Nicole Kline (*Special Education/Severe*), Taylor Baird (*Early Childhood Education*), Mary Gillespie (*Elementary Education*), Taylon Mann (*Elementary Education*).

Student ambassadors represent each of the undergraduate teaching majors within the McKay School. They plan and organize events for prospective students, such as weekly activities in the Wilkinson Student Center and lunchtime information sessions each semester.

Student ambassadors provide prospective students with an accurate portrayal of the McKay School student experience in one-on-one consultations, at on-campus events, and at information sessions. Ambassadors are

able to convey their own positive experiences that they have had as aspiring teachers and also invite others to experience how rewarding a career in teaching can be.

A BYU student becomes an alumnus after completing 24 credit hours.



STUDENT ALUMNI REPRESENTATIVES, 2018–2019

Left to right: Emily Geilman, Clara Pusey, Sarah Hale, Emilee McFadden, Lauren Bell, Makenzie Quada.

Student alumni representatives sit on the McKay School Alumni Society Board to voice their opinions and perspectives as the newest alumni. They also assist in planning and carrying out events such as the Homecoming Gathering, Dinner with a Principal, or the Literacy Promise conference.

One student serves as the McKay School representative to the BYU Student Alumni Relations Council with the opportunity to broaden their campus connections also. This council collaborates with each alumni college director to provide opportunities

for students to connect with alumni through networking events and other promotions, such as organizing the college's Choose to Give campaign.



Emilee McFadden, McKay School representative to the BYU Student Alumni Relations Council.



Be a Hero, Be a Teacher!

Teaching, No Greater Career



By Annette Evans
MCKAY SCHOOL
OF EDUCATION
ALUMNI SOCIETY
CHAIR, 2018–2019

Excerpt from
the blog post
“Teaching, No
Greater Career” at
[mckayalumni
.byu.edu/blog
-teaching-career](http://mckayalumni.byu.edu/blog-teaching-career).

Like many educators, I have an inner heroine that went into the profession because of a desire to make a difference in the lives of young people. The “teacher as a hero” theme abounds in quotes and posters:

“Real heroes don’t wear capes; they teach.”

“To the world you may be just a teacher, but to your students you are a hero.”

“Teacher? I prefer the term ‘Educational Rockstar.’”

Like most teachers, I had countless moments when I felt like a hero and basked in the rewards: personal notes (which I still have), gifts of lotion and candles and muffin mixes (which I do not still have), students who wanted to take their picture with me on the last day of school (they made me feel like a celebrity), smiles, jokes, chocolate bars, or a simple “Thanks, that was a great class today.”

Despite these rewards, I didn’t always feel like a hero when I was in the thick of teaching. The

and discouraged. Often I felt underappreciated, underpaid, overworked, and even resentful. Negative comments fueled my discontent, and I must admit that sometimes I bought into the dialogue, thinking, “I am a smart person. I should have chosen a better career—something that isn’t this hard and pays more.”

Now that I am retired (after 25 years), I look back at my days as a teacher with such fondness, and I wish that I had been more proactive about promoting education and encouraging young people to choose teaching as a career. Here are my personal top four reasons why there is no better life than the life of a teacher:

1 Teachers don’t always make as much money per year as some professionals, but benefits such as health care, generous sick-leave policies, and pensions are incredibly valuable and underrated. My husband and I were both educators, and because we each have a pension, we can enjoy traveling and serving others without the financial worries that many retirees have.

2 Teaching is a great career for parents who want to be home when their children are home. We not only had every holiday off with our children, but we also enjoyed spending the summer gardening, fishing, camping, watching baseball games, going to the library, and sleeping in after staying up late. Yes, I attended a workshop now and then in the summer, but, for the most part, teaching gave us the

most irreplaceable benefit of all—time with our own children.

3 Teachers work with incredibly nice people—other teachers. Over the years we celebrated each other’s triumphs and shared each other’s burdens. We laughed and played practical jokes, published a cookbook, took students to the 2002 Olympics, played faculty/student football games, and socialized outside of school. My teaching colleagues are to this day some of my dearest friends.

4 Working with young people is perhaps the most rewarding reason to choose teaching as your life’s work. I may have entered the profession with heroic aspirations, thinking I would bless the lives of students with my passion for learning and my caring heart. But it didn’t take me long to realize that the students gave me more than I gave them. I learned from their insights, marveled at their resiliency, and was inspired by their random acts of kindness. In countless ways they are my heroes.

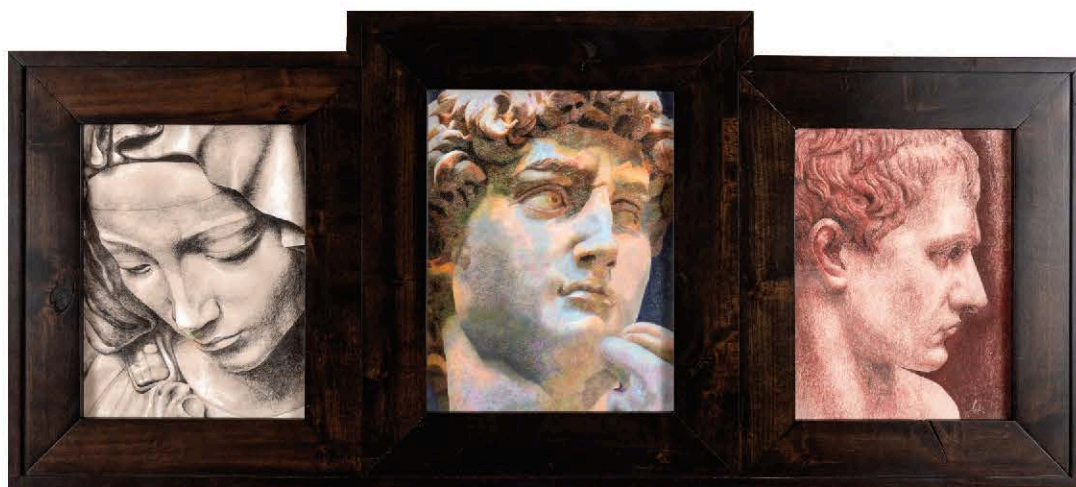
It is time we change the dialogue about teaching as a profession. Yes, it is important for educators to be proactive and advocate for positive improvements, but it is also important for us to be cheerleaders for education as a career and encourage aspiring teachers. If they could see the end from the beginning, they would run toward that path.

“It is time we change the dialogue about teaching as a profession.”

daily pressures of parent emails, classroom management, lesson planning, grades, extracurricular assignments, new initiatives, etc., often left me exhausted

47th Annual Utah All-State High School Art Awards

Winners of 2019 McKay School Awards



Stone

McKay School of Education Award of Excellence

Sean Li was born in Hengyang, China, on the bank of the Xiang River, which is both a peaceful and an active river at the same time. Sean and his sister were sent to California when Sean was eight years old to live with their aunt and uncle because their parents could no longer take care of them.

Li had a happy childhood and doodled a lot growing up, and while he was content, his life was devoid of passion.

Sean moved to Utah to attend Diamond Ranch Academy during his senior year in high school. It was there that he had an opportunity to participate in art classes and join the art club. At the academy he discovered his artistic ability—a newfound and unexpected talent. Once his art ability

surfaced during his first year at the academy, he hasn't been able to stop drawing. He has found a passion he wants to pursue.

Sean loves the details and sensitivity that can be captured with pastels and charcoals. It is his goal to learn and master new media and explore the endless boundaries art provides.



Sean Li

McKay School of Education Teacher of the Year

The Tonga islands are rich in tradition that has been handed down from generation to generation. Growing up there, Nevaloni

Pulotu was surrounded by Polynesian art, including his father's and uncle's woodcarvings. He grew to love this native art in all its forms.

Pulotu's father shared many carving techniques using images such as the koru, a coil shape based on the unfurling of the New Zealand silver fern frond. Maori carvers also use this design to represent harmony, peace, and tranquility, as well as an awakening to life. During his university training, Pulotu

incorporated the symbol in his work as a representation of his culture and the connection he feels to family, to life, and to his heritage.

Pulotu began his formal art education at Utah State University, where he worked in both wood and stone. He earned a BFA in art as well as an MFA at USU with an emphasis in stone sculpture. His work is a compilation of his Polynesian culture and the unique blend of abstract shapes.

Pulotu looks for lines and shapes that create flow and continuity when he is evaluating the natural form of the stone he is working on. "Once carving, I allow spontaneity and creativity to guide me. Influenced by the patterns of koru, each sculpture

I create is fashioned to be both visually balanced and harmonious," he said. "The preservation of my cultural heritage is deeply rooted in my work. The passing down of traditional carving from generation to generation has allowed me to share a body of work that defines me as an artist."



Nevaloni
Pulotu



The Hook

LESLIE OLAVES (2), COURTESY OF THE ARTISTS (2)



Bruna Gonçalves is one of the voices for Marla, a fish who teaches children with autism how to interact socially. Gonçalves said it is rewarding to see children transition from talking with an animated character to having real conversations with other children.

An Animated Fish Is INSPIRING LEARNING at BYU

You can teach a person to fish or you can use a fish to teach a person. That is what a team of special education researchers in the McKay School did when challenged with how to teach social interaction to children with autism.

Assistant professor Ryan Kellems led the team and found that children with autism interact easily with a live-animated fish, even though they struggle to communicate with people.

Children have conversations with an animated character—Marla the fish—controlled in real time by student researchers in an adjoining room. Marla’s mouth movements and facial expressions are synchronized to the researcher’s voice, and the teacher and child practice the principles of human interaction. Later each child practices with a live peer.

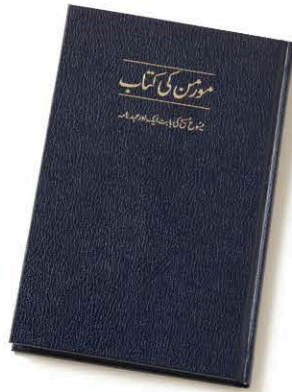
Bruna Gonçalves, soon to be a graduate student in special education, has been deeply involved in the project. Her interest in the field was inspired by her sister, who has cerebral palsy. Gonçalves often acts as the voice for Marla the fish and is always excited to watch the children make progress. Gonçalves saw one of the study’s participants at her practicum and was delighted to see him starting conversations with children around him.

“It was incredible to see someone using what they had learned. I saw him generalize skills. I will always remember that,” Gonçalves said.

The donor-funded project has shown remarkable results thus far. To support inspiring learning projects like these, visit give.byu.edu/mckayschool.

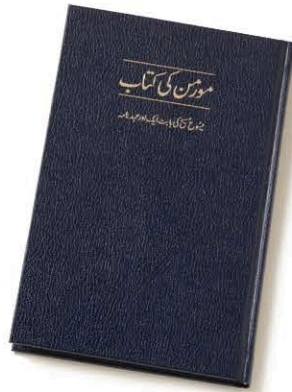
For the full story, visit give.byu.edu/bruna.

BYU
ANNUAL GIVING



p. 4

*“Everything
had changed in
three days.”*



p. 4

*“Everything
had changed in
three days.”*

BYU

**David O. M
School of Ed**

STAY CONNECTED!

Please fill out this form if your address or name has changed, or send changes to mckayalumni@byu.edu.

NAME (FIRST, MIDDLE, LAST) _____ (MAIDEN NAME, IF APPLICABLE) _____ DATE OF BIRTH (MM/DD/YY) _____

SPOUSE _____ TELEPHONE _____

STREET ADDRESS _____ CITY/STATE/ZIP _____

GRADUATION DATE (MM/YY) _____ EMAIL _____

Are you currently employed in education? Yes No City/State/Country: _____

Your position (check all that apply): Teacher Length of time: _____

- Administrator Counselor Media Specialist
- Resource Specialist Other: _____

Level: Preschool Elementary Sign me up for McKay School Alumni News, the McKay School email newsletter.
 Secondary College/University

To read McKay School news online, visit education.byu.edu/news.



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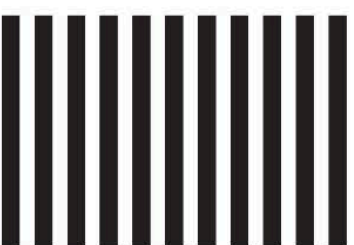
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s. Keep your license current.

office of education on what the requirements are

eed to participate in professional development

asses, completing endorsement programs, get-

hing, attending conferences on education, etc.

ensing requirements of your state and the cli-