

# SRU SYMPOSIUM FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

## Guidelines for Oral Presentations, Poster Sessions, Exhibits and Performances

Welcome to the 2022 SRU Symposium for Student Research, Scholarship and Creative Activity! This year's event will be hosted on a virtual platform, Symposium by ForagerOne. The Symposium platform provides for uploading posters/slides and video recordings as well interactive commentary. Zoom will be used for live oral presentations and performances. The launch date for the Symposium will be **Thursday, April 21, 2022**. On that day, there will be live Q&A with poster presenters during Common Hour (12:30pm - 1:45pm) and live chats during scheduled oral presentations and performances.

**Regardless of your presentation type, please fill out [this form](#) by Thursday, March 10, 2022** to indicate your availability for presenting at the Symposium on April 21, 2022. Oral presentation and performance applicants will be notified of the time of their presentation or performance once the schedule has been finalized. If you are giving a live oral presentation or performance, please log in at least 15 minutes in advance of your scheduled time. Your Zoom links will be sent to you prior to the Symposium and they will also be posted on the platform with your abstract.

Encourage your peers and professors and family to view and participate in your presentation. We want you to spread the excitement by bringing your own audience!

Please follow the guidelines below when planning your oral presentations, posters, exhibits and/or performances.

If presenting a poster presentation, exhibit, or performance, **you are strongly encouraged to prepare a short introductory video (3-5 mins recommended)** describing your project. You can then upload an mp4 file of your video directly to the platform. Here are some guidelines on what to include:

- Please introduce yourself including your name, class level, and major
- What did you research? What did you learn? You don't need to provide a lot of detail. A few sentences are sufficient.
- How did you get involved in the research or project? (Did you do the research within or outside of a course?)
- Who is your faculty or staff mentor?
- How is this research relevant to your future career?

Please view this video for tips: [Self-Recording Video Tutorial: How to Look and Sound Your Best](#)

### **Poster Presentations (PDF + optional Video)**

- Make sure your poster visually communicates your topic. Text should be limited to brief statements and not appear like a written paper or research report.

The easiest method for making a poster is to use PowerPoint to make a single slide and save it as a PDF. **The recommended size for posters is 48" W x 36" H.** This gives you space to arrange the elements of your poster and will work well with the Symposium platform. A sample template and How-To video is available [here](#) (video from last year). Many other helpful research resources are available courtesy of [Bailey Library LibGuides](#). Do not include your abstract text within your poster – it will be placed NEXT to your presentation content. Here is an example of how it may appear:

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## Guidelines for Oral Presentations, Poster Sessions, Exhibits and Performances

### Executive Function and Motor Competence in Children with Autism Spectrum Disorder

Voiceover



Presenter(s)

Tsun Liu

Abstract

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**Executive Function and Motor Competence in Children with Autism Spectrum Disorder**  
Ting Liu and Morgan Tompkins  
Department of Health and Human Performance

**Introduction**  
Significance: Children with autism spectrum disorder (ASD) of all ages have been shown to display considerable motor deficits in both fine and gross motor competence (Lin, 2013; Liu & Brecht, 2015; Prewitt, Homan, & Lopez, 2007; Schenk et al., 2012; Wheat & Crag, 2012). Researchers also suggest that children with ASD's motor skill deficits may impact their cognitive and executive function skills such as planning ability and problem solving (Schickel et al., 2002). These motor function are potentially result in children with ASD spending school learning time focusing on small tasks such as holding a pencil versus listening to the teacher and in turn, affecting their executive and cognitive skills. Understanding the relationship between motor competence and executive function in children with ASD is important in order to find effective ways to improve their skills and school performance.

**Research Goals:** Investigate the relationship between executive function and motor competence of children with ASD to design interventions to help improve executive function would in turn have positive effects on occupational and physical activity.

**Hypothesis**  
It was hypothesized that children with ASD would show deficits in both motor competence and executive function and children's executive function would be positively related to their motor competence.

**Methods**  
Participants: 15 non-verbal children with ASD participated in this study with age ranged from 10 to 14 years old (M = 10.81, SD = 1.72). Children with ASD were diagnosed by a professional according to the criteria for diagnosis presented in DSM-5.

**Instrumentation**  
-Movement Assessment Battery for Children-2 (MABC-2)  
-Conner's Continuous Performance Test-3 (CPF-3)

**Procedure:** Children's performance was assessed at a local elementary school. All assessments were performed by the primary investigator and trained research assistants in individual quiet classrooms in order to minimize distractions. During MABC-2 assessment, chronological age was used to determine the proper assessments according to the corresponding age band. Each child received verbal instructions and demonstrations prior to each motor skill task. For CPF-3 testing, each child was assessed in a quiet enclosed room with one research assistant to minimize distraction and ensure noise. Children were given verbal instructions from the CPF-3 manual and visual demonstrations as instructions were read. Children were instructed to press a squarer for every letter they see except the letter "X". A one-minute practice trial was given to ensure understanding of the instructions and after the child passed the practice trial, the test begins. The CPF-3 assessment takes 14 minutes to complete once the practice trial is passed and the official assessment begins.

**Statistical Analysis**  
• Raw scores of each MABC-2 subtest and the overall scores from combination of all eight tasks were converted into percentile scores.  
• The CPF-3 scores were automatically generated by computer and were exported to an excel file.  
• SPSS Statistical Software (SPSS) version 26, IBM was used for data analysis.  
• Significance was set at  $p < 0.05$ .  
• Pearson correlation was used to analyze the relationship between motor competence and executive function in children with ASD.

**Results**  
**Motor Competence**  
Figure 1. MANCOV: Subtest and total percentile scores for children with ASD and population norms. Children with ASD were significantly delayed in manual dexterity, aiming and catching, and total percentile compared to norm population.

**Executive Function**  
Figure 2. CPF-3 Factors of distractibility, omission, commission, and variability for children with ASD compared to norm population. Children with ASD performed below average in distractibility, omission and variability.

**Pearson Correlation**  
Results suggested a significant correlation between executive function and motor competence in children with ASD.

**Discussion**  
In addition to supporting some of the previous literature on the individual topics of motor competence and executive function in children with ASD, this study adds important information regarding a relationship between the two. These findings add more comprehensive explanation and information on motor competence and executive function in children with ASD. Our findings show these two pieces are connected and this is valuable in helping fill the gaps in the literature and have implications for practitioners and educators when they design future interventions, training, and treatment programs for children with ASD.

**Limitations** include that this study may not be completely representative of all children with ASD. This is partly due to many lower functioning children with ASD could not complete the required motor and executive function tests or had invalid scores on executive function tests.

**Conclusion**  
This study showed a relationship between executive function and motor competence suggesting a deficit in one domain would lead to a deficit in the other. However, these deficits can be combined with interventions geared toward improving other domains. Limited research on this relationship exists but future research should look into future interventions to improve both executive function and motor competence in children with ASD.

**References**  
Lin, C. (2013). Motor processing and motor skill performance in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 43(10), 2411-2420.  
Prewitt, H., Homan, J., Schenk, E., & Lopez, S. (2007). The relationship between motor competence and executive function in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 37(10), 1811-1820.

- The PDF of your poster and the mp4 of your introductory video must be uploaded to [the ForagerOne platform](#) by April 7 at 11:59 pm. **The PDF must be no more than 10 MB in size.** If your file exceeds this limit, you can compress the file to reduce its size. We recommend <https://pdfcompressor.com> or another online tool to compress your file if necessary.

➤ Example of a poster presentation with an intro video:  
<https://symposium.foragerone.com/demo1/presentations/25>

### Oral Presentations

- The Symposium schedule with the room assignments (along with the time and Zoom link for your presentation) will be distributed by email to all presenters once the schedule has been finalized. The Symposium platform will also display the time and Zoom link along with your abstract. We will try to honor any requests for special arrangements that you list on your availability form.
- Time allotment: Although **20 minutes** have been allocated for your presentation, you will want to ensure that your presentation allows sufficient time for audience questions at the end of your presentation. **Your presentation should be 10 to 15 minutes plus an additional 5 minutes for questions and answers.**
- Before your presentation begins, you need to be introduced and who better to do so than your faculty/staff mentor! We encourage you to make such an arrangement, but should this not be possible, the Zoom Room Host will introduce you to the audience.
- **Live oral presentations:**
  - The PDF of your slideshow must be uploaded to [the ForagerOne platform](#) by April 7 at 11:59 pm. **The PDF must be no more than 10 MB in size.** If your file exceeds this limit, you can compress the file to reduce its size. We recommend <https://pdfcompressor.com> or another online tool to compress your file if necessary.
  - Example of a live oral presentation:  
<https://symposium.foragerone.com/usufsr20/presentations/9601>
- **Recorded oral presentations:** The mp4 file of your recorded oral presentation must be uploaded to [the ForagerOne platform](#) by April 7 at 11:59 pm. Please ensure that you introduce yourself at the beginning of your presentation.

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## Guidelines for Oral Presentations, Poster Sessions, Exhibits and Performances

### Exhibits

- This category is intended for students in the fine arts who wish to display creative works in painting, drawing, sculpture, ceramics, fabrics, photography, etc. Works will be exhibited virtually beginning on Thursday, April 21. Students are expected to be present during Common Hour (12:30pm - 1:45pm) on April 21 to discuss their work via a live chat session.
- Exhibits can be presented via video recordings or a slide show (see instructions above for Poster Presentations).
- **Live exhibits:** The mp4 of your introductory video must be uploaded to [the ForagerOne platform](#) by April 7 at 11:59 pm.
- **Recorded exhibits:** Your recorded exhibit (via mp4 format for video recording or via PDF for slide show) and the mp4 of your introductory video must be uploaded to [the ForagerOne platform](#) by April 7 at 11:59 pm.
- Contact [student.symposium@sru.edu](mailto:student.symposium@sru.edu) for more information about how best to present your exhibit.

### Performances

- This category is intended for students in the fine and performing arts who wish to present their project as a performance (dance, musical or theatrical performance, literary reading, performance art, etc.). In most cases, performances will be recorded in advance and presented via the Forager One Symposium platform. **A typical performance, including introduction and discussion, is approximately 25 minutes.**
- The mode of presentation of performances will be determined on a case-by-case basis in consultation with the faculty/staff mentor.
  - Example of a pre-recorded performance with an introductory video: <https://symposium.foragerone.com/demo1/presentations/33>
- **Live performances:** The mp4 of your introductory video must be uploaded to [the ForagerOne platform](#) by April 7 at 11:59 pm.
- **Recorded performances:** The mp4 files of both your recorded performance and introductory video must be uploaded to [the ForagerOne platform](#) by April 7 at 11:59 pm.

Should you have any questions or need information not included in the guidelines, please contact [student.symposium@sru.edu](mailto:student.symposium@sru.edu). Thank you for your interest in the Symposium for Student Research, Scholarship and Creative Activity!