When Jackson Hopkins first came to Colorado State University, his disability made it challenging for him to adjust to academic life.

When he missed an assignment, he would jump to the conclusion that his professor was angry with him and he was destined to fail. Hopkins also exhibited what were perceived as eccentric mannerisms in response to his sensory needs, such as rocking his body back and forth to help him focus on what was being said in class.

“It was hard for me to picture graduating,” he said. “I was struggling.”

Hopkins, who is on the autism spectrum, ended up receiving individualized help from CSU’s Opportunity for Postsecondary Success Program in the Center for Community Partnerships, part of the Department of Occupational Therapy. Thanks to support from a professional coordinator and a student mentor, now he’s less likely to overreact to bad grades, and his rocking motion is barely noticeable. He’s also less likely to get buried in hundreds of unread emails, because his phone gives him a specific alert when he receives a message. He’s learned other individualized coping strategies, like “wall push-ups,” which release chemicals in his brain that calm him down.

“IT JUST NEEDED SOMEONE WHO WOULD BE PATIENT WITH ME AND GIVE ME TIPS, LIKE PUTTING A REMINDER NOTE ON MY DOOR SO THAT WHEN I WALK OUT I SEE IT,” HE SAID. “THEY TAUGHT ME ABOUT THINKING ERRORS. WHEN YOU FEEL OVERWHELMED, YOUR IRRATIONALITY GOES OVERBOARD. THEY TAUGHT ME HOW TO IDENTIFY AND REFRAME MY IDEAS.”

NEW FUNDING

The Center, which provides extra support for students like Hopkins through its Opportunities for Postsecondary Success Program, just received $2.2 million from the U.S. Department of Education to continue and expand its efforts in a new program called CHOICES: Creating Higher-Education Opportunities for Individualized Career and Employment Success.

The five-year CHOICES project, funded by the DOE’s Office of Postsecondary Education, is a partnership with the Poudre School District, Front Range Community College, the Colorado Division of Vocational Rehabilitation, CSU’s Resources for Disabled Students office, the CSU Division of Student Affairs, and others. The project will be led by Cathy Schelly, director of the Center for Community Partnerships, along with CCP Assistant Director Julia Kothe, who will serve as the CHOICES service director, and occupational therapy Professor Patti Davies, who will serve as the project evaluator.

Through CHOICES, students with autism spectrum disorder, brain injuries, and other complex needs will receive individualized mentoring and support as they pursue postsecondary education and secure employment.

Through CHOICES, students with autism spectrum disorder, brain injuries, and other complex needs will receive individualized mentoring and support as they pursue postsecondary education and secure employment.

“I just needed someone who would be patient with me and give me tips, like putting a reminder note on my door so that when I walk out I see it,” he said. “They taught me about thinking errors. When you feel overwhelmed, your irrationality goes overboard. They taught me how to identify and reframe my ideas.”

Continued on page 2
FROM THE DEPARTMENT HEAD

Early in the last century, Susan Tracy, one of the founders of occupational therapy in North America, sent a greeting card to another occupational therapist, Jennie K. Allen. The front of the card bore a finely executed watercolor of a bluebird perched on a blooming tree branch. On the reverse side of the card, Tracy wrote, “Done without help by a patient... tagged ‘not able to concentrate at all!’” Since she offered no further elaboration, Tracy apparently expected Allen straightaway to grasp the significance of the story.1

Greetings to CSU-OT alumni and friends. I am pleased to return to CSU and join this outstanding department as the new head. From its earliest days, the focus of occupational therapy has been tripartite: mind/body, environment, and occupation. As a profession, we are unique in simultaneously considering all three. Occupational therapy’s roots lie, in part, in an 18th century approach to mental illness in which staff helped patients regain health by engaging in everyday occupations in structured physical, temporal, and social contexts. Influenced by changes in prevailing beliefs about health, occupational therapy has altered its emphasis many times but the tripartite approach is always there.

Traditionally occupational therapists have worked with people who experience disability or chronic illness. Practice has focused on facilitating new skills and routines and altering tasks or the environment to enable everyday participation. However, as we plumb the full depth of our tripartite mission, occupational therapists have realized the power therein. Not only people with disabilities benefit from occupational therapy. Anyone who has difficulty assuming the roles and routines of everyday life is a candidate. To name just a few: people who experience disaster, refugees, those just released from prison, students living away from home for the first time, veterans, and adults seeking to age in place.

Occupational therapy is genuinely coming into its own and our direction in the Department of Occupational Therapy at CSU reflects that development. In months to come, look for more about how CSU-OT is embracing emerging practice.

I am looking forward to connecting with you further!

Anita Bundy, Department Head
Anita.Bundy@colostate.edu

AWARD-WINNING ALUMNA APPLIES OT PHILOSOPHY ACROSS LIFESPAN

BY TRACY KILE SCHWARTZ

Barbara Kantor Ripps (B.S., occupational therapy, ’71) has found meaningful ways to apply her CSU education to interesting career paths and volunteer engagement in her retirement years. She credits her OT training with preparing her for a variety of rewarding experiences and opportunities, and particularly valuable skills in navigating transitions.

Ripps’ career in OT spanned areas such as acute care, adult rehab, pediatrics, and hospital administrative and management roles. After childhood in Nebraska and Colorado, and her CSU years in Fort Collins, her career took her to the Midwest and east coast, where she now lives with her husband, Ron, an orthopedist. Later in her career, she shifted to more applied areas of OT, such as traumatic brain injury recovery, home care, and short-term rehab. She finished her career outside the healthcare field working as a children’s librarian. “My OT background allowed me to do so many different things and see people in different ways,” Ripps said.

One of Ripps’ role models was a library volunteer who mentored her in “graceful aging” and helped Ripps transition into retirement by engaging as a volunteer. She spent three summers working at a week-long day camp for children who were experiencing grief due to loss of a loved one.

When Haiti was struck by a massive earthquake in 2010, Ripps was motivated to get involved in the American Red Cross more regularly.

“The Red Cross has been a fulfilling transition to ‘work’ in the community,” Ripps explained. She was honored as Volunteer of the Year by the Connecticut chapter of the American Red Cross in June 2015 for her work on a disaster preparedness education project.

Drawing on her OT training, Ripps has played behind-the-scenes roles for disaster recovery in the aftermath of Hurricane Sandy and the Sandy Hook Elementary School shooting near her home. Recently, Ripps took the lead on a grant from the Connecticut Community Foundation that focused on emergency preparedness for seniors. She coordinated events in multiple communities where seniors could get an emergency kit and learn about how to be prepared in case of a natural disaster. Her mantra for participants: “Get a kit, make a plan, be informed.”

At these gatherings, Ripps brought together other resources such as police, who spoke about current scams targeting seniors; utility companies, who spoke about safety issues during weather-related power outages; town emergency managers; and others. Ripps herself taught individual preparedness, to promote safe sheltering in place during a storm, planning for pets’ disaster needs, particularly if a resident must evacuate to a shelter, and taking responsibility for personal safety during disasters.

Her project reached more than 1,000 seniors, and included follow-up to assess the effectiveness. She described this volunteer role as fun and rewarding.

Like many others, Ripps encapsulates the breadth and depth of OT, through her broad-based career, specialization across the lifespan from early childhood to older adulthood.

HITTING THE RIGHT NOTE: OUTSTANDING GRAD FINDS SUCCESS IN OCCUPATIONAL THERAPY

BY MARISSA ISGREEN

When Kara Alcorn-Borodach began searching for a new career, she wanted to combine her experience as a musician—she’s a professional flutist—with her desire to help people. Occupational therapy was a natural fit. She researched OT programs and found that CSU’s was one of the best in the country.

Now a graduate of the nationally ranked OT program, Alcorn-Borodach has developed an interest in working with pediatric clients, adults with ADHD, and the older adult population in long-term care facilities and in their homes.

“I see possibilities for incorporating music in pediatrics and geriatric skilled nursing,” Alcorn-Borodach explained. “I have already found that the skills I developed as a musician and music teacher have transferred well into therapeutic settings.”

Alcorn-Borodach completed a 12-week internship at a low-vision clinic this summer which will help her prepare for the National Board for Certification in Occupational Therapy exam.

Alcorn-Borodach’s path thus far wasn’t without its challenges, however, and her time at CSU was met with adversity. As a wife and mother of two, the return to academic life was stressful for both herself and her family. “It was a difficult adjustment for everyone, and I underestimated the amount of stress I would feel trying to balance school and home,” Alcorn-Borodach explained.

Unfortunately, life still wasn’t finished pitching Alcorn-Borodach curve balls. During the third week of her final semester, she sustained a concussion that kept her from classes for two weeks. It also diminished her ability to read and problem solve, affected her reasoning and critical thinking skills, and left her fatigued.

Alcorn-Borodach was thankful for the support she received from the OT department, as her return to studies was slow and difficult.

“Without the assistance of fellow classmates and the OT professors I would not have been able to graduate on time,” Alcorn-Borodach said. “I would like to thank my adviser Barb Hooper for her immediate action in bringing together her colleagues Arlene Schmid, Matt Malcolm, Natalie Perkins, and Patty Stutz-Tannenbaum to devise a plan of support for me during my concussion.”

Alcorn-Borodach is thankful for others in the OT department including Karen Atler for “helping me discover my own professional identity” and Lisa Fyffe for “being my strongest advocate and giving me the opportunity to serve as a teaching assistant which rekindled my passion for teaching.”
MAJOR GIFTS BOLSTER CSU’S SERVICES FOR VETERANS

BY TONY PHIFER

■ COLORADO STATE UNIVERSITY’S MISSION TO BECOME A TOP VETERAN-FRIENDLY DESTINATION HAS BEEN ENHANCED BY A SERIES OF GIFTS THAT WILL CREATE MORE EDUCATIONAL OPPORTUNITIES FOR OUR NATION’S STUDENT-VETERANS. TWO OF THE GIFTS WILL HELP SUPPORT THE NEW START FOR STUDENT-VETERANS PROGRAM IN OT.

“The generosity of these donors and the commitment they have shown to our veterans is inspiring,” said Mark Gill, a retired Air Force colonel and President Tony Frank’s chief of staff, who has taken a leading role in bolstering student-veteran programs and opportunities at CSU. “They realize, like we do, that student-veterans add experience, maturity and a valuable perspective to our classrooms and campus. The student-veterans and the entire CSU community benefit from these incredible gifts.”

A $1.5 million gift from the Denver-based Anschutz Foundation has allowed CSU to greatly expand services and scholarships for student-veterans, and create an employee-related certificate program.

Included in the $1.5 million Anschutz Foundation gift is $300,000 for New Start to continue its work helping veterans with physical and mental trauma achieve college and career success. New Start services include assistance with memory, concentration, and/or physical challenges; stress management; the use of critical academic skills necessary for college success; peer mentoring; recreation connection and assistance; and connection to campus and community resources.

The grant will allow New Start to expand its services and begin to help other colleges and universities learn how they, too, can help injured veterans on their campuses. Dennis Repp, a CSU alumnus and veteran, who has donated more than $2.5 million since 2012 to create the New Start Repp Distinguished Veterans Fund, matched the $300,000 Anschutz Foundation gift.

CSU has emerged as one of the country’s top destinations for student-veterans seeking a welcoming environment coupled with a high-level educational experience.

To learn more about the New Start for Student Veterans Program, see www.ccp.colostate.edu/newstart.

REST PROGRAM ASSISTS VETERANS WITH SLEEP

BY JESSICA HUNTER

■ Any college student can tell you his or her struggles to focus in class when they have not had a good night of rest. It is difficult to concentrate, the information becomes jumbled, and retaining the content is challenging. When this is repeated day after day, the challenge then becomes succeeding in those classes. This is a challenge that many people are faced with, in particular military veterans.

The Wounded Warrior Project (WWP) noted sleep as the number one concern reported by injured post-9/11 veterans and was seeking grant requests to address this issue in an innovative and holistic way.

Now, there is help. Aaron Eakman, faculty member in OT, together with Cathy Schelly, director of the OT Center for Community Partnerships and the New Start for Student-Veterans program, submitted a grant request to WWP and were awarded $230,000.

The idea germinated with a class project. The OT class, 631 Program Assessment and Development, taught by Eakman, works with a partner organization to develop actionable proposals for client needs that include occupational therapy as a solution. In the Fall 2014 semester, the class worked with the New Start program on a needs assessment.

Every need that was identified is important on its own. However, Eakman knew that collectively needs could be addressed to form an incredible program. Pulling identified needs and solutions from many of the projects, the idea for the REST Program was formed.

The overarching goal of the Restoring Effective Sleep Tranquility in College Veterans with Service Related Injuries program is to enhance sleep quality, sleep duration, and the mental health of injured veterans through the development and delivery of an evidence-based and sustainable sleep improvement program.

To achieve its principal goal, the REST program will develop, implement, and test an evidence-based sleep improvement program that will enhance sleep quality and sleep duration in injured veterans from post-9/11 conflicts seeking degrees in higher education. The multi-disciplinary team will be led by Eakman and the Department of Occupational Therapy and partner with the Center for Community Partnerships, the Assistive Technology Resource Center, University of Colorado Health, CSU’s Department of Psychology, and CSU’s Center for Mindfulness.

The results of the REST program’s interventions and studies will hopefully be invaluable to the veterans it aims to help. Information regarding the REST project can be found at restweb.colostate.edu. More information about New Start for Student Veterans’ supported education services can be found at ccp.colostate.edu/programs/new_start.
SCREENING TOOL FOR TRAUMATIC BRAIN INJURY HELPING KIDS SUCCEED IN SCHOOL

BY MELISSA LEAVENWORTH

AN UNDIAGNOSED TRAUMATIC BRAIN INJURY IN A CHILD CAN LEAD TO SOME UNIQUE LEARNING CHALLENGES AMONG CHILDREN WITH DISABILITIES.

Young children sometimes experience an accident such as a playground fall that can result in a head injury. Their resulting TBI can go undiagnosed but lead to learning problems that crop up later.

Now kids are getting help with research being done by Pat Sample and David Greene, both faculty in the Department of Occupational Therapy. Two years ago, the duo received a $280,000 grant from The Colorado Traumatic Brain Injury Trust Fund to develop a screening tool for TBI. They have visited seven Colorado school districts to explore the ways in which students with TBI are identified and assisted in qualifying for necessary services, and to test their tool called the Brain Check Survey.

Sample has a long history of working with individuals with TBI. She worked in the Center for Community Partnerships in OT as part of a team helping adults with TBI gain and maintain employment in the 1990s. The team then directed their work toward teenagers experiencing the transition out of school into adult life. Soon after, the team’s attention shifted to TBI in younger children. Sample found that this often “invisible disability” was not always evident to educators, which resulted in either underserved students, or students being identified as having a disability other than TBI.

“Our TBI team started working with kids who were in grade school, junior high, and high school. We helped them to succeed in school and made sure they were getting proper supports. Sometimes the needs of kids with TBI are different from other children with disabilities,” said Sample, “They have issues around fatigue, memory lapses, and being overwhelmed by stimuli—things that aren’t normally addressed with kids with other types of disabilities.” Sample emphasized that for this reason, identifying students with TBI and meeting their particular needs is necessary for academic success.

Thus Sample and her team began crafting the Brain Check Survey, a screening tool that detects whether the child’s behaviors and symptoms are indicative of a past TBI. The survey has been tested for validity and reliability and has proven to be a very strong tool. It is now widely available to many schools throughout Colorado and educators in other states through the cokidswithbraininjury.com website. The site is sponsored by the Colorado Department of Education, the Colorado Brain Injury Program and the Brain Injury Alliance of Colorado. The BCS questionnaire aims to evaluate children appropriately so that their needs are met and they can thrive as successful educational program for their needs.

Sample and Greene are exploring whether schools are using the newer educational identification as opposed to the traditional medical identification when determining who is placed in special education. The research team collaborates with a slew of different professionals including school psychologists, nurses, special education teachers, occupational therapists, speech therapists, and sports trainers in various Colorado school districts.

Sample and Greene look forward to studying the reliability of the BCS on a grander scale and are considering developing an online version of the tool, thus making the screening tool even more widely available. The BCS, along with scoring instructions and form, are available to educators at no cost at the CO-kids website, as well as through the research team’s “Life Outcomes after Brain Injury” website: www.lobi.chhs.colostate.edu.

“Sometimes the needs of kids with TBI are different from other children with disabilities. They have issues around fatigue, memory lapses, and being overwhelmed by stimuli—things that aren’t normally addressed with kids with other types of disabilities.”

- Pat Sample

For more information about their current research project, please contact Pat Sample pat.sample@colostate.edu or (970) 491-1996, or David Greene, david.greene@colostate.edu or (970) 491-3810.
GAME ON: CSU RESEARCHERS DEVELOPING VIDEO GAME-BASED THERAPY TOOL

BY KORTNY ROLSTON

Betty Svendsen sits in front of a computer on the third floor of CSU’s Occupational Therapy building moving her partially paralyzed left hand side to side as fast as she can. The 67-year-old stroke survivor is trying to slice watermelon and lemons as they fall from the sky in a video game.

Behind her, Matt Malcolm, an OT associate professor, and Tara Klinedinst, one of his graduate students, watch her movements and level of concentration.

Svendsen’s gaze never wavers. She is determined to beat her high score.

“I don’t like to lose,” she said. “I’m very competitive.”

When she finishes, Malcolm and Klinedinst review the data collected by the motion-sensing controller and the game. Svendsen does, in fact, set a new record. But even more importantly, she moved her left hand faster and further than in previous games and her response time and accuracy at hacking fruit also improved.

Those are good signs for the occupational therapists. It means Svendsen is regaining many of the hand-eye coordination skills she lost when she suffered a severe stroke in 2008 and seems more aware of her left hand. It also indicates that GATOR (Games and Assistive Technologies for Rehabilitation), an online therapy tool for stroke victims they’ve been developing with Sudeep Pasricha, a professor in the Department of Electrical and Computer Engineering, is working for Svendsen.

“Betty’s range of motion and her response time is improving and she also appears to be more aware of her left side, which was affected by her stroke,” Malcolm said. “These are all things GATOR is designed to do.”

GATOR, an online therapy tool for stroke victims, allows therapists to remotely monitor practice sessions and patients’ progress.

THE NEED FOR GATOR

Of the 700,000-plus people in the United States who have strokes each year, approximately two-thirds survive and require rehabilitation to help them regain or relearn skills lost when the brain was damaged.

Rehabilitation can take months – and even years. Many experts agree that repetition and practice are important elements for stroke survivors to regain everyday skills such as combing their hair or brushing their teeth or learn new ways of completing everyday tasks.

But getting patients to practice at home can be difficult. And it’s also tricky for therapists to monitor how much patients are doing outside of their in-person sessions.

“It’s very hard for therapists to monitor what patients are doing at home, the progress they’re making and if activities need to be adjusted,” Malcolm said. “A lot of people don’t want to practice when they get home or do the activities assigned by their therapists and they really need in order to improve their skills and quality of life.”

GATOR addresses these issues by allowing a therapist to remotely monitor practice sessions, check a patient’s progress, and also adjust a game to make it harder or easier. The games are designed to be fun and engaging for patients while also encouraging them to improve their range of motion and awareness of their weaker side.

COLLABORATING ACROSS COLLEGES

Pasricha, a computer engineer, first approached Malcolm about the project in 2011. He had read about some of the constraints surrounding occupational therapy for stroke victims – many require years of intensive, expensive therapy – and was interested in using augmented reality games as a tool.

Malcolm was intrigued. He also was interested in developing technological tools but didn’t have the computer coding or gaming background to do it.

“There are a lot of benefits to this type of system and as a therapist, you want to design an in-home program that your patients will actually do,” he said.

The two have collaborated on the project since, cobbling together resources to develop GATOR. Several teams of engineering students have worked on it for their senior design projects and several students in CSU’s occupational therapy program also have participated.

Pasricha and his students have spent much of the past few years working with Malcolm to understand the effects of stroke in the brain and body, the intense rehabilitation patients undergo, and the activities occupational therapies use to help patients regain basic skills.

PUTTING GATOR TO THE TEST

After four years, GATOR project is now in beta testing. Malcolm and Klinedinst have worked with local physicians to recruit stroke victims like Svendsen who are willing to test the games and participate in the study.

The CSU team plans to use the data to refine the games and apply for funding to test it more widely.

Malcolm and Pasricha are heartened by Svendsen’s improvements and results from the beta testing. But, they caution, more testing is needed. Still, they believe one day, GATOR will become a useful tool for therapists and stroke patients alike.

“Our project has been very successful in bridging the gap between engineering, clinical rehabilitation, and computer science, to create an innovative cyber-physical system involving humans closely interacting with technology to improve their lives,” Pasricha said. “Through this project, we hope to make low-cost, in-home upper limb rehabilitation a reality for millions of stroke patients around the world.”
NEW OT DEPARTMENT HEAD
ANITA BUNDY NO STRANGER TO CSU

BY JEFF DODGE

Anita Bundy got her start in occupational therapy as a sophomore in high school, volunteering for a United Cerebral Palsy center in the Detroit area.

“I thought it was pretty fun,” she recalls. “It was a summer program for kids with cerebral palsy. I thought that’s what all OTs did.”

The new head of CSU’s highly ranked Department of Occupational Therapy has come a long way since then, but she still enjoys working with youth. In fact, her research specialties include the dynamics of child’s play and “risk reframing,” or being less protective of kids and giving them more freedom to explore consequences for themselves.

Bundy, who succeeded interim department head Robert Gotschall at the beginning of the spring semester, is no stranger to CSU — she was a faculty member in the OT department from 1992 to 2002.

EARLY CAREER

Bundy got her bachelor’s degree in occupational therapy from Western Michigan University, then worked with special-needs children at a private rehabilitation center in Indiana and school districts in Michigan.

After earning her master’s at Boston University, she joined BU’s OT department as an instructor, chipping away at her doctorate of science, which she earned in the late 1980s. She did a postdoc in anthropology at Northwestern University and spent a summer on the Navajo Reservation at Window Rock, Arizona. At the time, she also served on the editorial board of OTJR (formerly the Occupational Therapy Journal of Research). Peggy Short was the editor and also head of CSU’s OT department at the time.

“I asked her about any openings they had, and the next week I got a box of visitor’s materials about Fort Collins and CSU on my doorstep,” Bundy recalls with a laugh.

At CSU she climbed the ranks, gaining tenure and promotion to professor. But toward the end of that decade, she was recruited by the University of Sydney in Australia to be chair of Occupation and Leisure Sciences (later renamed Occupational Therapy), a position she ended up holding for the next 13 years.

Her research projects involved boosting kids’ activity levels and social negotiation skills through play. In addition to using risk reframing to get helicopter parents to stop hovering and just let their kids play, her research team made playground equipment from recycled materials like hay bales, old tires, milk crates, and styrofoam coolers filled with sand, then observed how the objects affected children’s physical activity and social interaction. For instance, Bundy says, the heaviness of some items forced children to work together to move them.

“I used to tell the OTs in Sydney that if my research can get funded, anyone can get funded,” she quips.

RETURNING TO CSU

Periodically, her former CSU colleagues would get in touch to gauge her interest in department openings, including as chair.

“I kept saying no,” Bundy remembers, smiling. “Then they caught me on a bad day.”

Kidding aside, she says she’s glad to be back in a program so highly regarded in rankings such as U.S. News and World Report, where CSU retained the number 6 spot of almost 400 programs nationally. One of Bundy’s goals is to continue broadening community awareness of what the OT field involves.

“It’s a way of thinking, it’s not about a particular population,” Bundy explains. “Occupation doesn’t mean your job in this case, it’s how you occupy your time.”
In what may be the best show-and-tell of the year, two occupational therapy students capped off a presentation about animal-assisted therapy by bringing the real CAM the Ram to class.

Actually, the May 3 visit with CAM 25 occurred outside class, in the Occupational Therapy Garden, where the Rambouillet sheep posed for photos with OT students and faculty between nibbles of the irresistible, fresh grass at his hooves.

OT students Stacy Langton and Tina Swearinger arranged the CAM appearance to follow their 30-minute class presentation on “farm-based interventions” and other types of animal-assisted therapy in OT 630, “Occupational Performance: Adult to Old Age 1,” taught by Assistant Professor Lisa Fyffe.

The two students discussed research showing that visits with pets and farm animals have a positive impact on people with mental disorders, autism, dementia, chronic diseases, and neurological disorders. Langton and Swearinger said doing animal-related chores on a farm has been shown to boost self-efficacy, coping skills, self-awareness, self-acceptance, physical wellbeing, and overall mood.

While more sound research is needed on why animal-assisted therapies work, they said, an increasing number of practitioners have adopted the approach over the past several decades.

Between photo ops, Langton and Swearinger presented CAM with a scarf bearing the words “CSU OT Honorary Therapy Ram.”

While CAM has not yet received the required certification to be used for animal-assisted therapy, the smiles on the students’ faces were clear evidence of the positive effects animals can have on people.

And the visit was bound to have a positive effect on Langton and Swearinger’s grade.