University of Oklahoma

Jeannine Rainbolt College of Education

Department of Educational Psychology

Zarrow Center for Learning Enrichment

Annual Report

2017
## Zarrow Center for Learning Enrichment

### Annual Report for 2017

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The Mission of the University of Oklahoma

The mission of the University of Oklahoma is to provide the best possible educational experience for students through excellence in teaching, research, creative activity, and through service to the state and society.

The University of Oklahoma recognizes, appreciates and actively pursues its responsibility to help make Oklahoma a good place in which to live and work.

The university is part of a world community of scholars whose activities impact local, national and international levels. Graduates of the university hold important leadership positions in the state, the nation and around the world. To encourage excellence, the university recruits, develops and retains outstanding faculty and staff; attracts capable students who will provide future leadership for the state, region and nation; provides superior library, laboratory, classroom, performance and computer facilities; and engages in ongoing planning, analysis and management for the effective use of its resources.

The Goal of the Jeannine Rainbolt College of Education

To promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research and practice in the multidisciplinary field of education.

The Purpose of the Zarrow Center for Learning Enrichment

The Zarrow Center for Learning Enrichment’s unique purpose and vision aligns with that of the University of Oklahoma and the Jeannine Rainbolt College of Education. Developed in collaboration with faculty and stakeholders, this vision guides all Zarrow Center activities.

The Zarrow Center for Learning Enrichment promotes successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities through evaluation, research, development, instruction and dissemination of best educational and support practices. The Zarrow Center also prepares undergraduate and graduate students to assume leadership roles in schools, universities and support organizations.
The Vision of the Zarrow Center for Learning Enrichment

The Zarrow Center creates and facilitates student-directed educational, employment and adult-living outcomes; fosters innovative educational practices; and prepares educational leaders. The figure below shows how research, instruction and outreach combine to facilitate dissemination of Zarrow Center information and products.

Zarrow Center’s Research Questions

The Zarrow Center for Learning Enrichment — through its faculty, staff and students — develops, implements, evaluates and disseminates strategies and procedures to facilitate youth and adults with disabilities; those at risk of school failure; and those who learn differently to attain their desired secondary education, postsecondary education and employment goals. To that end, Zarrow Center activities will answer these questions:

1. What practices and supports achieve increased middle and high school student engagement, completion and transition into postsecondary education and employment?

2. What practices and supports achieve increased student engagement and completion of postsecondary educational programs and transition into desired employment or additional educational opportunities?

3. What secondary and postsecondary educational factors impede or facilitate students’ attainment of educational and vocational goals?
Objectives and Action Steps for the Zarrow Center for Learning Enrichment

To answer the research questions, Zarrow Center for Learning Enrichment faculty, staff and students will:

1. Evaluate current transition practices and their effect on postsecondary outcomes for students with disabilities.

   **Action Steps**
   - Promote familial, cultural and self-determination processes for all students, with particular focus on individuals with disabilities.
   - Promote student-directed educational practices in collaboration with families and educators.
   - Improve families’ knowledge about and participation in transition planning to advocate for their children’s postsecondary transition outcomes.
   - Collaborate with educators, community service providers and policymakers to implement and evaluate transition practices and postsecondary outcomes for students with disabilities.

2. Conduct research activities that influence instruction practices.

   **Action Steps**
   - Develop, implement and evaluate culturally and disability-sensitive secondary, postsecondary and employment assessments and instructional materials.
   - Involve undergraduate and graduate students in the development, field-testing and dissemination of new assessments and materials.

3. Collaborate with families, educators, support service providers and policymakers to develop and implement transition education assessments, instructional materials and practices.

   **Action Steps**
   - Demonstrate awareness of needed supports to help secondary youth with disabilities achieve annual and post-school goals.
   - Break down barriers that undermine student/family-determined transition efforts and successes across cultures and disability categories.
   - Develop, implement and evaluate culturally and disability-sensitive secondary, postsecondary and employment assessments and instructional materials.

4. Assist school and agency staff to identify and implement strategies that support the successful integration of students with disabilities in postsecondary education, employment and adult living.
**Action Steps**

- Participate and take a leadership role in the Oklahoma Transition Council.
- Support, track and provide technical assistance to secondary transition teams across the state, region and nation.
- Support postsecondary disability support offices at OU and across the state and nation.

5. Disseminate educational practice and research findings via books, book chapters, journal articles, the World Wide Web and professional conferences.

**Action Steps**

- Develop, implement, evaluate and disseminate instructional materials that demonstrate cultural and disability-sensitivity in transition education practices in secondary and postsecondary education, adult living and employment settings.
- Write and submit for publication in journal articles, books and book chapters.
- Submit and deliver presentations at state, national and international professional conferences.
- Structure the Zarrow Center Web page to serve as a resource for professionals, teachers, students and families, as well as transition education and self-determination researchers.

6. Provide classroom and experiential opportunities for graduate students to become educational leaders and to fully understand transition education, self-determination and postsecondary student-directed issues, practices and needed supports.

**Action Steps**

- Recruit and retain graduate students, including those from multicultural and disability areas and prepare them to be knowledgeable and skilled leaders in special education.
- Provide opportunities for Zarrow Center graduate students to engage in state and national professional service, research, writing and publication activities.
- Provide opportunities for Zarrow Center graduate students to gain experience in teaching and supporting undergraduate general and special education majors.
- Provide opportunities for Zarrow Center graduate students to meet and engage secondary transition and postsecondary transition and self-determination leaders from across the state, country and world.
- Provide opportunities for Zarrow Center graduate students to become engaged in state and national professional activities.
2017 Zarrow Center Faculty

**James E. Martin**, Ph.D., holds the Zarrow Family Chair in Learning Enrichment and directs the Zarrow Center. He investigates transition education and self-determination practices to improve student retention in secondary school and successful transition to postsecondary employment and postsecondary education.

**Amber McConnell**, Ph.D., research associate, serves as the Zarrow Center assistant director of student affairs and project coordinator on a Zarrow Center project funded by the National Center for Special Education Research to develop a new transition education assessment for students with significant cognitive disabilities.

**Kendra Williams-Diehm**, Ph.D., associate professor of special education, has been working with the Zarrow Center to develop graduate-level training programs and leadership grant proposals. She is currently the PI on two professional leadership development grants supporting master and doctoral students training in the areas of secondary transition and applied behavior analysis.

**Maeghan Hennessey**, Ph.D., associate professor in the Department of Educational Psychology, devotes a portion of her time to serve as the assessment expert and assessment statistician on a Zarrow Center project developing new transition assessments funded by the National Center for Special Education Research.

**Robert Terry**, Ph.D., professor of psychology, devotes a portion of his time to serve as an assessment statistician and test construction expert on Zarrow Center projects developing new transition assessments funded by the National Center for Special Education Research.
Donna Willis is the administrative assistant and office manager at the Zarrow Center for Learning Enrichment and served on the TAGG development team. She graduated from the University of Oklahoma in May 2011 with a bachelor’s degree in psychology and earned an associate of applied science in horticulture technology-horticulture therapy option from Oklahoma State University-Oklahoma City in May 2014. She was awarded the College of Education’s Staff Service Award for the second quarter of 2017.

Chad Bailey serves as the webmaster for the online Transition Assessment and Goal Generator (TAGG), developed by the Zarrow Center with funding by the National Center for Special Education Research.
education with a focus in transition and applied behavior analysis. Belkis obtained her bachelor’s degree from Florida State University and was accepted as a D.C. Teaching Fellow with The New Teacher Project in 2013. She began teaching as a special education resource teacher for 11th- and 12th-grade students in Washington, D.C., and became the D.C. Public Schools transition liaison for her school. Most recently, Belkis worked as the transition coordinator for a special education campus, where she oversaw work and community opportunities for adult students with moderate and severe disabilities. Belkis earned her master’s degree in fall 2016 in education policy and leadership with a focus on teacher leadership and literacy from American University in Washington, D.C. Belkis’ research interests include employment skills and work opportunities for students with severe disabilities, self-determination and transition practices for adult-aged students, transition education in urban environments, and diversity and cultural awareness.

Malarie Deardorff joined the Zarrow Center in the fall of 2016 as a Sooner Scholar pursuing a doctorate in special education with a focus in transition and applied behavior analysis. Prior to her studies at the University of Oklahoma, Malarie taught elementary special education for six years in the Tulsa area. Most recently, she taught prekindergarten through sixth grade in a resource classroom for students with mild/moderate disabilities. In the spring of 2016, Malarie earned her master’s degree in special education from Concordia University. She holds Oklahoma teaching certifications in mild/moderate special education, elementary education and early childhood education. Malarie’s research interests include self-determination and transition practices for elementary students with disabilities, positive behavior intervention supports and teacher preparation.

Margaret Johnson joined the Zarrow Center in the fall of 2016 as a Sooner Scholar pursuing a doctorate in special education with a focus in transition and applied behavior analysis. Margaret is an Oklahoma native from Pauls Valley. She completed her undergraduate degree in socio-cultural anthropology from Brigham Young University–Provo. Margaret worked in international education for five years before returning to Oklahoma, where she earned a master of education degree in school counseling from the University of Central Oklahoma. She became a certified special education teacher while pursuing her master’s. She has experience teaching individuals with multiple and severe/profound disabilities at the high school level. Her research interests include diversity and cross-cultural awareness, significant disabilities, employment skills and instruction incorporating applied behavior analysis, teacher preparation and transition education in rural environments.

Mindy Lingo joined the Zarrow Center in 2016 as a doctoral Sooner Scholar. Mindy earned her bachelor’s degree in special education from the University of Central Oklahoma with certifications in mild-moderate and severe-profound disabilities for students in kindergarten through 12th grade. Additionally, in 2014, she earned her master’s degree in special education at the University of Oklahoma, where her specialty focus was transition education. She has 15 years of teaching experience in Texas, Arkansas and Oklahoma. She has served as a special education department head and district transition leader. She received the Masonic Teacher of Today award in 2012 and
Mindy’s experience ranges from working with students in self-contained programs to team teaching in general education at both the elementary and secondary levels. Her research interests include transition education and behavioral interventions.

Joshua Pulos joined the Zarrow Center for Learning Enrichment in fall of 2016 as a Sooner Scholar doctoral student. He is pursuing his doctorate in special education with an emphasis in applied behavior analysis and secondary transition. Prior to beginning his studies at the University of Oklahoma, Joshua worked for the Oklahoma City Public Schools as an instructional supervisor in Special Education Services. He coordinated and delivered professional development for all things special education to both general education teachers and special education teachers. In October 2015, Joshua was awarded the Andrew Halpern Early Career Practitioner Award from the Council for Exceptional Children’s Division on Career Development and Transition. This award honors a secondary teacher who is in his or her first five years of teaching and who has demonstrated outstanding, innovative and committed services to the career education and transition of secondary students with disabilities. His research interests include behavior-analytic interventions to promote positive postsecondary outcomes of students with disabilities, intellectual/developmental disabilities, self-determination, sexuality and disability, and transition assessment.

Tracy Sinclair began her doctoral studies in the Educational Psychology Department in fall 2016 as a Dean’s Fellow and Sooner Scholar. Tracy is a current graduate research assistant. She obtained her undergraduate degree in elementary education with a concentration in early childhood, fine arts and language arts from the University of Michigan. She taught a second- and third-grade loop and then kindergarten for four years in Salem, Michigan. She received her master’s degree in special education from Tennessee Technological University. Upon moving to Crossville, Tennessee, Tracy took a position at the high school level teaching courses in basic geometry and biology in the co-teaching setting. She and her teaching partner taught together for six years. While at CCHS, she helped to develop and implement a school-wide positive behavior program, served as the Special Education Department chair for many years and provided key support for implementation of RTI2 at the high school level. Tracy was named the County Level Teacher of the Year for grades nine through 12 in the 2015 school year. She has provided professional development in positive behavior intervention and supports, successful co-teaching strategies and best practices in inclusion at the local, regional, state and national levels. Her research interests include applied behavior analysis/positive behavior intervention and supports, post-secondary outcomes for all students and teacher preparation programs.

Andrea Suk joined the Zarrow Center in 2016 as a doctoral Sooner Scholar. Andrea obtained her bachelor’s degree as a learning behavior specialist from Bradley University. She has taught in both Illinois and Arizona as a high school special education teacher, where she also quickly developed the role of preparing students for careers after graduation. Upon completing her master’s degree in transition through the University of Kansas, she became a transition specialist in Texas. During this time, Andrea completed over 150 transition plans for students in both high school and middle school settings. She
has received distinct recognition for her leadership as the ACE (Architecture, Construction and Engineering mentor group for high school students) Mentor of the Year in Phoenix, the Walmart Teacher of the Year (Glendale, Arizona) and is a Target Grant Field Trip recipient. Andrea is also a certified therapeutic horseback riding instructor. Her research interests include transition assessment and transition education.
The Sooner Scholars are involved in many projects and activities in addition to their doctoral studies, research and teaching commitments. Students seek opportunities to network and serve in local and national organizations. Here are some of their 2017 highlights.

Andrea Suk is a certified Professional Association of Therapeutic Horsemanship International instructor and has developed training webinars to help connect PATH instructors with special educators to promote using equine-assisted activities and therapy to set and reach goals for students with disabilities. She and Malarie presented a training in Drumright, Oklahoma.

Mindy Lingo developed the Transition Bell-Ringers to provide teachers a quick and easy method to teach transition concepts to students with disabilities. She and Malarie Deardorff presented this topic at the national Division on Career Development and Transition Conference in Milwaukee.

Tracy Sinclair was awarded the SABA Student Presenter Grant for her study on Faculty-Student Mentoring from the Society for the Advancement of Behavior Analysis and the Association for Behavior Analysis International. She presented her study at the ABAI Convention in Denver.
Employment of Zarrow Center Alumni During 2017

Since opening its doors in the fall of 2000, several OU doctoral students studied and worked at the Zarrow Center while receiving support for their education from Zarrow Center funds. The partial list below identifies the alumni and their current positions as of December 2017.

- Jennifer Burnes, program evaluator, Oklahoma City Public Schools
- Jason Herron, assistant professor, Wichita State University, Kansas
- Jodie Martin, assessment researcher, Pro-Ed International Publisher, Texas
- Marsha Herron, assistant professor, chair, Department of Education and Professional Programs, Langston University, Oklahoma
- Nidal El-Kazimi, education consultant, TalentsLand and Definite Consultation, Doha, Qatar
- Tammy Pannells, special educator, Little Rock, Arkansas
- Penny Cantley, assistant professor, Oklahoma State University
- Lorrie Sylvester, research clinical professor, OU Health Sciences Center
- Karen Little, monitoring consultant, North Central Region, North Carolina
- Vincent Harper, private educational consultant, Evansville, Indiana
- Chauncey Goff, Oklahoma Department of Health and Human Services
- Juan Portley, education specialist, Northeast Regional Education Cooperative, Santa Fe, New Mexico
- Chen-Ya Juan, assistant professor, Hsin Sheng College, Taiwan
- Jamie Van Dycke, associate professor, Chair, Department of Education, Fontbonne University in St. Louis, Missouri
- Lori Peterson, associate professor, University of Northern Colorado, Colorado
- Lee Woods, special education teacher, Montrose, Colorado
- Sandra Ludwig, retired principal, Moore, Oklahoma

Several students studied at the Zarrow Center while working on their master’s degrees and also received support for their education from Zarrow Center funds. The partial list below identifies the alumni and their current positions as of December 2017.

- Qi Wang, certified Chinese teacher, Tulsa Public Schools, Oklahoma
- Pik Wah Lam, doctoral research assistant, Texas Tech University, Texas
- Staci Vollmer, reading education instructor, University of Oklahoma, Norman
- Rosemary Jakub, high school special education teacher, Mesa, Arizona
- Bryan Duncan, Ph.D., clinical psychologist, Bastrop, Texas

2017 Transition Education Scholars

In 2012, professors Kendra Williams-Diehm and James Martin were awarded a professional leadership development grant from the U.S. Department of Education, Office of Special Education Programs to prepare 40 master’s level transition education scholars to enhance and improve transition programs and planning for their students with
disabilities. In 2016, they were awarded a second similar professional leadership development grant to prepare 40 master’s level transition education scholars with emphasis on applied behavior analysis as well as transition. As of December 2017, 38 of these transition professionals achieved their masters’ degrees in special education with emphasis in secondary transition education. The list below names the alumni and their current positions as of December 2017.

- Beverly Carter, Noble Public Schools
- Lori Chesnut, transition specialist, Oklahoma State Department of Education
- Katie Carter, Moore Public Schools
- Mindy Lingo, continuing doctoral studies at the University of Oklahoma
- Kennda Miller, instructional supervisor, Oklahoma City Public Schools
- Jeffrey Newton, Oklahoma City Public Schools
- Marcie Stickney, Norman Public Schools
- Bruce Young, Francis Tuttle Technology Center
- Ty Beasley, Dale Rogers Training Center
- Cynthia Carlton, Middleberg Public Schools
- Whitney Green, Moore Public Schools
- Contessa Hubbard-Bass, Oklahoma City Public Schools
- Rachael Laib, Project SEARCH instructor, Moore Public Schools
- Lindsay Race, athletic academic counselor, Mississippi State University
- Donna Lewis, Children’s Hospital Education Program
- Abigail Bown, Oklahoma Virtual Charter Academy
- Megan Curry, Project SEARCH Academy instructor, Norman Public Schools
- Loni Leforce, College of Education, University of Missouri
- Kylie Lyons, Bishop McGuinness Catholic High School
- Shanda Danielson, Edmond Public Schools
- Cassie Lynch, Norman Public Schools
- Faye Schreffler, continuing doctoral studies at the University of Oklahoma
- Lisa Barnum, Moore Public Schools
- Bobbie Graumann, Moore Public Schools
- Margaret Johnson, continuing doctoral studies at the University of Oklahoma
- Lajuana Pierce, Norman Public Schools
- Ashley Proctor, continuing doctoral studies at the University of Oklahoma
- Joshua Pulos, continuing doctoral studies at the University of Oklahoma
- Lindsey Rhodes, Norman Public Schools
- Mary Crook, Oklahoma City Public Schools
- Denise Griffin, Moore Public Schools
- Shawna Harris, Platt College, Oklahoma City
- Natalie McQueen, New York City Department of Education
- Kim Osmani, Cornell University, New York
- Tusa Scraper, Norman Public Schools
- Shelby Dorsey, continuing doctoral studies at the University of Oklahoma
- Christina Ulmer, Lawton Public Schools
2017 Zarrow Center External Funding Accomplishments
(Approximately $14,832,250 to date)

TAGG-A: Developing, Validating, and Disseminating a New Secondary Transition Assessment for Students with Significant Cognitive Disabilities Taught to Alternate Achievement Standards
   Funding Source: U.S. Department of Education, Institute for Education Sciences Directors (PI): Jim Martin
   Time: 7/01/2016 – 6/30/2020
   Amount Funded: $1,600,000

ABA Transition Scholars: Preparing Doctoral Students to Become Higher Education Professors with a Focus in Applied Behavior Analysis and Secondary Transition Education
   Funding Source: U.S. Department of Education, Office of Special Education Programs Directors (PI): Jim Martin, Co-PI Kendra Williams-Diehm
   Time: 1/01/2016 – 12/31/2021
   Amount Funded: $1,250,000

ABA Transition Scholars: Preparing Master Students with a Focus in Applied Behavior Analysis and Secondary Transition Education
   Funding Source: U.S. Department of Education, Office of Special Education Programs Directors (PI): Kendra Williams-Diehm, Co-PI Jim Martin
   Time: 1/01/2016 – 12/31/2021
   Amount Funded: $1,250,000

TAGG and Transition Assessment Workshop Series
   Funding Source: Oklahoma State Department of Education, Special Education Services Directors (PI): Amber McConnell
   Time: 8/24/2017 – 6/30/2018
   Amount Funded: $21,000

Secondary Transition Education Scholars – Master’s Degree Leadership Grant
   Funding Source: U.S. Department of Education, Office of Special Education Programs Directors (PI): Kendra Williams-Diehm, Co-PI Jim Martin
   Time: 1/01/2012 – 12/31/2016; No-cost extension through 12/31/2017
   Amount Funded: $1,240,000
Zarrow Center Accomplishments

Zarrow Center Website
The Zarrow Center website provides free resources for special educators and parents of students with disabilities related to transition and self-determination, including assessments, curricula, lesson packages, presentation materials and a timeline of transition activities from birth through 22 years of age. A review of the Google Analytics statistics shows the ZC website had over 53,000 users across the world in 2017. Counting both the Zarrow Center and the TAGG web site, which is described next, 71,367 people from across the world accessed materials and information from the ZC website.

A brief overview of the website offerings includes the AIR, Arc and ChoiceMaker Self-Determination Assessments as well as the ChoiceMaker Curriculum and Lesson Packages. The ME! Lessons for Teaching Self-Awareness and Self-Advocacy, the ME!
Transition Bell Ringers are very popular Transition Education Materials and the Tying the Knot—Marrying English Language Arts Objectives and Transition Competencies tool aligns Oklahoma English Language Arts Standards and research-identified skills students need to obtain employment or participate in further education after high school. The activities and annual transition goals are arranged on a continuum to accommodate students with the least support needs to students with more support needs.

Selected local and national presentations by Zarrow Center faculty and graduate students and associated handouts are also available to download as well as the presentations and handouts from previous Oklahoma Transition Institutes. ZC staff are well-known transition experts across the nation and frequently invited to present at state transition conferences and for professional development, and this section is continuously updated with the most recent presentations.

Special educators, transition personnel, education researchers and parents provide frequent positive feedback on the many and varied resources offered on the Zarrow Center website.

**Transition Assessment and Goal Generator (TAGG)**

The TAGG is an online transition assessment developed with funding from the U.S. Department of Education, Institute of Education Sciences that measures student mastery of nonacademic and self-determined behaviors research shows to be associated with postsecondary further education and employment. Over the five-year development process, the TAGG was normed on 1,452 students with disabilities, along with input from their teachers and families. Multiple reliability and validity studies support use of the TAGG in transition planning.

The TAGG is designed for use with students with mild to moderate disabilities who plan to someday become competitively employed. The TAGG Professional, Student and Family versions identify students’ strengths and needs in eight constructs and then produce a results profile with suggested annual transition goals IEP teams may use for transition planning. The TAGG was released for sale in October 2014 and is available for $3 per set, which includes the Professional, Student and Family versions. Educators in all 50 states are using the TAGG to facilitate transition planning for high school students with disabilities. The TAGG is available in Spanish, Simplified Chinese and Traditional Chinese as well as American Sign Language.

A TAGG demo account is available for professors and graduate students to use the TAGG at no cost for classroom activities and research projects. School district
administrators may also request TAGG demo access for professional development and training purposes. More details can be found at the website: https://tagg.ou.edu/tagg/

A review of the Google Analytics statistics for the TAGG website highlights its popularity across the United States with over 18,000 teachers consistently logging onto the TAGG.
Annual Oklahoma Transition Institute
The Oklahoma Transition Council consists of 30 members representing diverse interests and includes representatives from the Oklahoma State Department of Education, Oklahoma Department of Rehabilitation Services, Oklahoma Family Network, Public School educators, Oklahoma Department of Human Services, the Parent Training and Information Center of Oklahoma and university representatives, to name a few. The mission of the Oklahoma Transition Council is to improve transition education, planning and services that lead to successful post-school outcomes for students with disabilities.

Based on the model used by New Mexico’s transition leaders, in 2004, the Oklahoma Transition Council formed to develop the Oklahoma Transition Institute and the local team concept. The Oklahoma Transition Council divided the state by Career Technology Center locations matched by available rehabilitation counselors to form regional teams. In 2006, the OTC held its first Oklahoma Transition Institute with follow-up regional team meetings. Since then, participation in OTI by secondary special educators, school counselors, transition specialists and vocational rehabilitation counselors increased to over 500 participants.

The 12th OTI was held in October 2017 and was the largest group so far, with over 600 Oklahoma transition stakeholders in attendance. The OTI has grown consistently over the past decade, and evaluations and feedback from participants suggest teachers feel they learn helpful strategies and get lots of fresh ideas for transition planning with their students. Valuable relationships and network connections are developed between agency representatives and educators in a relaxed and fun environment where the focus is on successfully transitioning students into adult life.

In honor of Jim Martin’s impact on secondary transition education practices and teacher preparation, the Oklahoma chapter of the Council for Exceptional Children’s Division on Career Development and Transition created an annual award in his honor titled the Professor James Martin Educator of the Year Award. At the 12th OTI, OK-DCDT issued the first Professor James Martin Educator of the Year Award to Amber McConnell, who is the Zarrow Center’s assistant director and principal investigator of the Institute for Education Sciences’ research grant awarded to develop a new transition assessment for transition-age youth with significant cognitive disabilities.
2017 Teaching for the Department of Educational Psychology
Suk, A. (Fall 2017). Co-instructor EDSP 5413 Students with Exceptionalities/Education of Exceptional Children with Tracy Sinclair and Dr. Joyce Brandes; hybrid and blended course.
Suk, A. (Fall 2017). Co-instructor EDSP 3054 Understanding and Accommodating Students with Exceptionalities with Tracy Sinclair.
Suk, A. (Summer 2017). Team taught EDSP 3054/EDSP 5413 Students with Exceptionalities/Education of Exceptional Children with Dr. Ronald C. Martella; online component.

2017 Published Articles

2017 Articles in Press

2017 Articles Under Review

2017 Articles in Preparation

2017 Published Book Chapters
2017 Book Chapters in Press

2017 Instructional Materials

2017 Conference Planning

2017 Webinars, Presentations and Workshops

*Invited Webinars*

*National Conference Presentations*


Martin, J. E. (2017). *Transition 101.* Pre-conference session at the National Technical Assistance Center on Transition Capacity Building Institute, Kansas City, Kansas.


Williams-Diehm, K., and DeRennaux, R. (2017). *Using technology to promote goal-setting for students with disabilities.* Presentation at the annual international convention and expo of the Council for Exceptional Children, Boston, Massachusetts.


**State Presentations or Workshops**


Professional Service

Academy of Sciences, Engineering, and Medicine Panel Member

Facilitator
Suk, A. (2017). Facilitator, NTACT Capacity Building Institute, Kansas, MO
Suk, A. (2017). Facilitator trainer, 12th Oklahoma Transition Institute, Norman, OK
Judge

Reviewer
Martin, J. (2012-present). Field Reviewer, *Exceptional Children*
Martin, J. (2017). Guest Reviewer, *Journal of Special Education*
Martin, J. (2017). Guest Reviewer, *Remedial and Special Education*

Editorial Board Member
Martin, J. (2000-present). *Career Development and Transition for Exceptional Individuals*
Martin, J. (2008-present). *Research and Practice for Persons with Severe Disabilities*

Organization Service
Suk, A. (2017). *Member*, Council for Exceptional Children Student Committee
Suk, A. (2017). *Panelist*, Academic Appeals Panel for the University of Oklahoma Graduate College
Awards and Honors

Awards
McConnell, A. (2017). Professor Jim Martin Educator of the Year Award
Pulos, J. (2017). R. Steven Hsu Special Education Endowed Scholarship, Jeannine Rainbolt College of Education

Grants
The University of Oklahoma, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to: admissions, employment, financial aid and educational services. Inquiries regarding non-discrimination policies may be directed to: Bobby J. Mason, University Equal Opportunity Officer and Title IX Coordinator, (405) 325-3546, bjm@ou.edu, or visit www.ou.edu/eoo.

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