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Zarrow Center for Learning Enrichment

2014

ANNUAL REPORT

The University of Oklahoma
Jeannine Rainbolt College of Education
Department of Educational Psychology
Zarrow Center for Learning Enrichment
Annual Report
2014

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Zarrow Center for Learning Enrichment

Annual Report for 2014

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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.

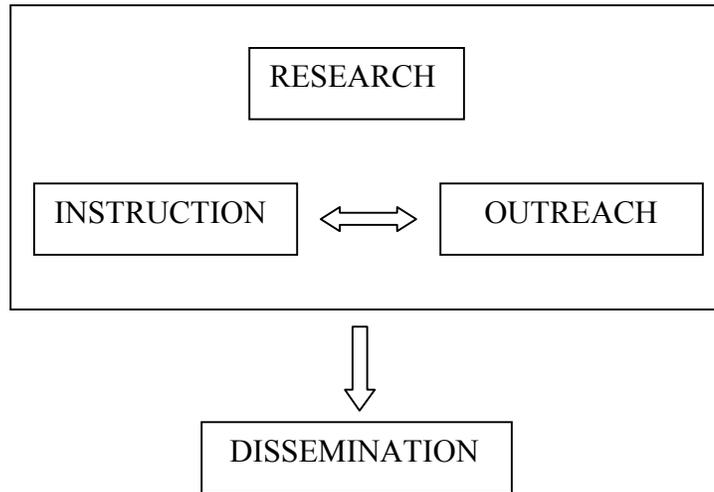
Purpose of the Zarrow Center for Learning Enrichment

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.

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 policy makers 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 postschool 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.

2014 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.

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 a new transition assessment funded by the National Center for Special Education Research.

Amber McConnell, Ph.D., research associate, serves as the project coordinator on a Zarrow Center project funded by the National Center for Special Education Research to develop a new transition education assessment.

Robert Terry, Ph.D., professor of psychology, devotes a portion of his time each week to serve as an assessment statistician and test construction expert on a Zarrow Center project developing a new transition assessment funded by the National Center for Special Education Research.

Kendra Williams-Diehm, Ph.D., associate professor of special education, has been working with the Zarrow Center to develop transition education master and doctoral training programs and leadership grant proposals.

2104 Zarrow Center Staff

Linda Gill, managerial associate at the Zarrow Center for Learning Enrichment, has been an administrative support OU employee for 30 years. She graduated Phi Theta Kappa from Rose State College in 1996 with an associate degree in political science/pre-law. She has served on the OU Hourly Employee's Council and the Executive Employee's Council; tutors social sciences and academic writing; and is a certified literacy tutor for adult readers. In 2004, the OU Hourly Employees Council awarded her the Distinguished Performance Award.

Donna Willis is an administrative assistant at the Zarrow Center for Learning Enrichment. She graduated in May 2011 with a bachelor's degree in psychology and earned an AAS in Horticulture Technology-Horticulture Therapy option from OSU-Oklahoma City in May 2014. She is a member of the Golden Key International Honor Society and the American Psychological Association.

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.

Ana Melendez Guevara is a second-year graduate student from Bogota, Colombia. She graduated with a bachelor's degree in psychology from the University of Los Andes-Colombia in 2012. She is pursuing a master's degree in the area of social work. She is a member of the Colombian Student Association at OU and the National Association of Social Workers. She is interested in exploring how adverse events at home affect students' academic achievement, especially how domestic violence becomes a risk factor for students in the development of emotional and learning disabilities.

Kristen Perez is a second-year master's student in the special education Transition Education Scholars program. She worked part-time as a graduate assistant at the Zarrow Center for Learning Enrichment and part-time as a resource teacher for Norman Public Schools. She serves on the ABLE Board of Directors in Norman and is a member of the OU Student Council for Exceptional Children.

2014 Zarrow Center Doctoral Scholars

The following graduate students contributed their unique experiences and talents to Zarrow Center research, development, and teaching activities.

Jennifer Burnes is a doctoral candidate in special education. She graduated from the University of North Texas in 2005 with a master's degree in special education and Oklahoma State University in 1998 with a master's degree in statistics. Her experiences include teaching middle school students with moderate to severe disabilities in Plano, Texas, and Norman, Oklahoma, plus one year of teaching a preschool class for children with developmental disabilities in Norman. She also worked at the Oklahoma State Department of Education, Special Education Services, as an assessment coordinator for 3.5 years. She has consulted with the Oklahoma Deaf-Blind Project regarding statewide assessment for students who are deaf-blind. Jennifer is president of the Oklahoma chapter of the Division on Career Development and Transition. Her expertise includes data management and analysis, special education compliance, methods of providing access to the general curriculum for students with significant disabilities, and alternate assessment. Her interests include expanding post-secondary education opportunities for students with intellectual and other developmental disabilities in order to improve employment and independent living outcomes, universal design, and to provide access to the general curriculum for students with moderate to severe intellectual disabilities.

Jason Herron is a doctoral candidate at the Zarrow Center for Learning Enrichment. He earned a bachelor of arts degree in psychology from Southern Illinois University in Carbondale, Illinois, and a master's degree in education in instructional psychology and technology from the University of Oklahoma. He is a graduate teaching assistant for a graduate statistical methods course, and an undergraduate educational psychology course. His programmatic research agenda focuses on learning cognition, complex problem solving, and decision justification. He currently serves as the communications officer for the Graduate Student Council of Division C (Educational Psychology) American Educational Research Association, is a member of the National Council for Measurement

in Education Graduate Student Issues Committee, and is a member of the Jeannine Rainbolt College of Education Graduate Student Committee. He also belongs to the American Psychological Association and the Association for Psychological Science.

Lori Metcalf started her doctoral career in special education at the University of Oklahoma in the fall of 2011. She has a specialist's degree in educational psychology with an emphasis in school psychology, as well as a master's in psychometrics. She received both degrees from Oklahoma State University from 2007 to 2011. She is a Nationally Certified School Psychologist with two years' experience within the public school system. Additionally, she completed courses from the University of Central Oklahoma in 2011 to become a board certified behavior analyst and is pursuing her licensure. Her expertise includes evaluation methods and assessment procedures, along with orientation of pre-referral teams and programs (i.e., Response to Intervention) within public school systems. Additionally, she has attained extensive knowledge and proficiency in implementation of interventions that utilize applied behavioral analysis (ABA) techniques to change behavior, academically and socially, of children within school settings. She also has understanding, training, and experience using behavioral methods to control, modify, and change behavior in children with autism and related disorders. Lori's research interests include small-n research design, ABA intervention administration, autism, Response to Intervention (RtI) within schools, and social skill acquisition for young children. She also is interested in positive behavior supports and goal setting for students with significant disabilities.

Stephan Stefanoff is a first-year special education doctoral student from Bulgaria. He has a medical degree from Trakia University and an education degree from Sofia University, Bulgaria, EU. Stephan also has completed course work in the master's program in adult and higher education at OU. He has worked in recovery and rehabilitation with individuals with traumatic brain injury and severe trauma. In Europe, he worked as a consultant for a nonprofit advocacy organization for the rights of people with disabilities. He also has worked with adults with physical and mental disabilities. His research focus is on post-hospitalization transition for people with traumatic brain injuries.

Employment of Zarrow Center Alumni During 2014

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 names the alumni and their current positions as of December 2014.

- Jodie Martin, assessment researcher at Pro-Ed International Publisher, Texas
- Marsha Dempsey Herron, assistant professor at Langston University, Oklahoma
- Nidal El-Kazimi, department director, Shafallah Center for Children with Special Needs, Doha, Qatar

- Tammy Pannells, researcher at the Arkansas Department of Health, Health Statistics
- Penny Cantley, assistant professor at Oklahoma State University, Oklahoma
- Lorrie Sylvester, research clinical professor at the OU Health Sciences Center, Oklahoma
- Karen Little, special education director at Belton ISD, Texas
- Vincent Harper, director, Harper Educational Resources, Inc., Indiana
- Chauncey Goff, adjunct professor, University of Wisconsin, Wisconsin
- Juan Portley, secondary transition consultant based out of Santa Fe, New Mexico
- Chen-Ya Juan, assistant professor at Hsin Sheng College, Taiwan
- Jamie Van Dycke, assistant professor at Fontbonne University in St. Louis, Missouri
- Lori Peterson, assistant professor at the University of Northern Colorado, Colorado
- Lee Woods, assistant professor at Northeastern State University, Oklahoma
- Sandra Ludwig, principal at Moore Public Schools in 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 names the alumni and their current positions as of December 2014.

- Ian Dewey, high school special education teacher, Norman, Oklahoma
- Qi Wang, certified Chinese teacher at Tulsa Public Schools, Oklahoma
- Pik Wah Lam, research assistant at Texas Tech University, Texas
- Staci Vollmer, instructor at the University of Oklahoma, Norman, Oklahoma
- Rosemary Jakub, high school special education teacher in Mesa, Arizona
- Bryan Duncan, Ph.D. staff psychologist at Texas Tech University, Texas

2014 Zarrow Center External Funding Accomplishments

2014 Funded

Transition Success Assessment

Funding Source: National Center for Special Education Research (Institute of Education Sciences, U.S. Department of Education)

Director (PI): James Martin and Maeghan Hennessey (CO-PI)

Time: 7/01/10 – 6/30/15

Amount Funded: \$2,018,249

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: 1/01/12 – 12/31/16

Amount Funded: \$1,240,000

2014 Submitted

ABA-Transition Scholars: Preparing Doctoral Students to Become Higher Education Professors with a Focus in Applied Behavior Analysis and Secondary Transition Education

Submitted to: U. S. Department of Education, Office of Special Education Programs

PI: James Martin

Co-PI: Kendra Williams-Diehm

Status: Proposals recently reviewed and will not know decision for a few more months.

Total Award Request: \$1,250,000

Secondary Transition ABA Scholars: Preparing Master Level Graduates to Serve Secondary Students with Low-Incidence Disabilities

Submitted to: U. S. Department of Education, Office of Special Education Programs

PI: Kendra Williams-Diehm

Co-PI: Jim Martin

Status: Proposals recently reviewed and will not know decision for a few more months.

Total Award Request: \$1,248,200

TAGG-A: Developing, Validating, and Disseminating a New Secondary Transition Assessment for Students with Significant Cognitive Disabilities Taught to Alternative Achievement Standards

Submitted to: Institute of Education Sciences, National Center for Special Education Research

PI: James Martin

Co-PI: Meaghan Hennessey

Partner: SRI of Palo Alto, California. SRI is the largest not-for-profit research organization in the country.

Total Award Requested: \$1,599,747

Status: Proposals recently reviewed and will not know decision for a few more months.

Investigating the Use of the Transition Assessment and Goal Generator (TAGG) to Prepare Students for Postschool Outcomes: Obtaining Consequential Validity Evidence

Submitted to: Institute of Education Sciences, National Center for Special Education Research

PI: Meaghan Hennessey

Co-PI: James Martin

Total Award Requested: \$1,599,668
Status: Proposals recently reviewed and we will not know decision for a few more months.

Using the TAGG: Consequences of Testing

Submitted to: U. S. Department of Education, National Institute on Disability and Rehabilitation Research
PI: James Martin
Co-PI: Meaghan Hennessey
Status: Not funded.
Total Award Request: \$599,999

Stepping-Up the TAGG

Submitted to: U. S. Department of Education, Office of Special Education Programs
PI: James Martin
Co-PI: Meaghan Hennessey
Status: Average Score in low 90's – not funded. Will resubmit in 2015.
Total Award Request: \$2,475,419

Zarrow Center Accomplishments

2014 Teaching

- Burnes, J., & Metcalf, L. (Spring 2014). Co-instructor, University of Oklahoma, Norman, Oklahoma. Course: *Teaching Techniques in a Functional Curriculum*.
- Burnes, J. (Fall 2014). Guest Lecturer, University of Oklahoma, Norman, Oklahoma. *Post-Secondary Education and Employment; Sooner Works Program proposal: Using higher education as a means to prepare students with intellectual disabilities for competitive employment.*
- Herron, J. (Fall 2014). Instructor of Record, University of Oklahoma, Norman, Oklahoma. EIPT 3483. *Cognition, Motivation, and Classroom Management*.
- Herron, J. (Fall 2014). Teaching Assistant, University of Oklahoma, Norman, Oklahoma. EIPT 3473: *Psychology of Childhood and Adolescence*.
- Herron, J. (Summer 2014). Instructor of Record, University of Oklahoma, Norman, Oklahoma. EIPT 3473: *Psychology of Childhood and Adolescence*.
- Herron, J. (Spring 2014). Teaching Assistant, University of Oklahoma, Norman, Oklahoma. EIPT 6023: *Analysis of Quantitative Data II*.
- Herron, J. (Spring 2014). Teaching Assistant, University of Oklahoma, Norman, Oklahoma. EIPT 3473: *Psychology of Childhood and Adolescence*.
- Herron, J. (Spring 2014). Teaching Assistant, University of Oklahoma, Norman, Oklahoma. EIPT 5023: *Analysis of Quantitative Data I*.
- Herron, J. (Spring 2014). Teaching Assistant, University of Oklahoma, Norman, Oklahoma. EIPT 6023: *Analysis of Quantitative Data II*.

- Martin, J. (Spring 2014). Instructor of Record, University of Oklahoma, Norman, Oklahoma. EDSP 6023: *Small-N Research Design*.
- Martin, J. (Fall, 2014). Instructor of Record, University of Oklahoma, Norman, Oklahoma. EDSP 6203: *Professional Seminar*.
- Martin, J. (Fall, 2014). Instructor of Record, University of Oklahoma, Norman, Oklahoma. EDSP 5293: *Transition-Based Assessment*.
- McConnell, A. (Fall, 2014). Instructor of Record, University of Oklahoma, Norman, Oklahoma. EDSP 4093/5093: *Transition and Self-Determination*.

2014 Articles Published

- Hardré, P. L., Ling, C., Shehab, R. L., Herron, J., Nanny, M., Nollert, M., Refai, H., Ramseyer, C., & Wollega, E. D. (2014). Designing and evaluating a STEM teacher learning opportunity in the research university. *Evaluation and Program Planning, 43*, 73-82. doi:10.1016/j.evalprogplan.2013.11.002
- Hennessey, M. N., McConnell, A. E., & Martin, J. E. (2014). Developing an educational assessment: Recruiting teacher participants. In P. Brindle (Ed.), *SAGE Research Methods Cases*. doi: 10.4135/978144627305014535899
- Martin, J. D., Martin, J. E., & Osmani, K. (2014). Teaching students to attain annual transition goals using the Take Action goal attainment lessons. *Career Development and Transition for Exceptional Individuals, 37*, 72-83. doi:10.1177/2165143413476544
- McConnell, A. E., Martin, J. E., Hennessey, M. N., Terry, R. & Willis, D. M. (2014). *DCDT transition education fast facts: Student behaviors associated with post-school employment and education*. Retrieved from https://higherlogicdownload.s3.amazonaws.com/SPED/7deb9f2e-5efb-494a-86f6-51e993a1d062/UploadedImages/DCDT%20Student%20behaviors_Final.pdf
- McConnell, A. E., Little, K., & Martin, J. E. (2015). Transition planning and writing instruction: The effects of a brief intervention. *British Journal of Special Education, 42*, 87-111. doi: 10.1111/1467-8578.1207

2014 Articles in Press

- Herron, M. D., & Martin, J. E. (in press). Capacity and opportunity: Predicting engagement for middle school students with behavioral disorders. *Journal of Emotional and Behavioral Disorders*. doi: 10.1177/1063426614557816.
- McConnell, A. E., Martin, J. E., & Hennessey, M. N. (in press). Indicators of postsecondary education for youth with disabilities in relation to GPA and percent of time in general education. *Remedial and Special Education*.

2014 Articles Submitted

- Cantley, P. L., & Martin, J. E. (under review). *ME! Lessons for Teaching Self-Awareness and Self-Advocacy: Results of an Effectiveness Study*. Manuscript submitted for publication consideration.
- Hardre, P., & Herron, J. P. (under review). Teachers' developmental engineering experiences in an inquiry-based, laboratory learning environment. *Professional Development in Education*. Manuscript submitted for publication.

Martin, J. E., Hennessey, M. N., McConnell, A. E., Terry, R., El-Kazimi, N., & Willis, D. (under review). *Developing the Transition Assessment and Goal Generator (TAGG): Factor structure and basic psychometric properties*. Manuscript submitted for publication consideration.

2014 Articles in Preparation

Hennessey, M., Herron, M., Herron, J. P., Metcalf, L., & Martin, J. E. (in preparation). *Determining the extent to which skills and behaviors of students with disabilities are related to socio-economic status*.

Hennessey, M., Hong, J., Chesnut, S., Herron, J., Terrazas-Carrillo, E., & Freidman, J. (in preparation). *The use of persuasive arguments in a gaming context*.

Herron, J. P., Hennessey, M., & Hong, J. (in preparation). *Organizational processes of problem-solving groups with an informed minority*.

Herron, J. P., Hennessey, M., & Hong, J. (in preparation). *The relationship between personality variables and problem solving variables*.

Wu, P. F., Martin, J. E., & Woods, L. (in preparation). *Teaching students with visual impairments to actively participate in their secondary IEP meetings*.

2014 Book Chapters Submitted for Publication Consideration

Marshall, L. H., Martin, J. E., Else, K., Markworth, J., Pennell, N., & De Pry, R. (2014). *Leading my education conference: Learning about me to self-advocate and plan my education*. Completed book manuscript submitted to CEC for publication consideration.

Marshall, L. H., De Pry, R., Will, C., & Martin, J. E. (2014). *Choosing and reaching my behavior goals: Student centered social skills development and self-monitoring*. Completed book manuscript submitted to CEC for publication consideration.

Marshall, L. H., Martin, J. E., Vance, K., Pennell, N., Peterson, L. Y., & De Pry, R. (2014). *Choosing and reaching my reading goals: Self-determination skills embedded in reading instruction and progress monitoring*. Completed book manuscript submitted to CEC for publication consideration.

2014 Book Chapters Published

Hennessey, M. N., McConnell, A. E., & Martin, J. E. (2014). Developing an educational assessment: Recruiting teacher participants. In P. Brindle (Ed.), *SAGE Research Methods Cases*. London, United Kingdom: SAGE Publications. doi: 10.4135/978144627305014535899

2014 Curriculum, Assessment, and Instructional Materials

Martin, J. E., Hennessey, M., McConnell, A., Terry, R., & Willis, D. (in press). *Transition Assessment and Goal Generator*. Retrieved from <https://tagg.ou.edu/tagg/>

Martin, J. E., Hennessey, M., McConnell, A., Terry, R., & Willis, D. (in press). *Transition Assessment and Goal Generator technical manual*. Retrieved from <https://tagg.ou.edu/tagg/>

Martin, J. E., Hennessey, M., McConnell, A., Terry, R., & Willis, D. (in press). *TAGG user's guide & frequently asked questions*. Retrieved from <https://tagg.ou.edu/tagg/>

2014 Webinars, Presentations and Workshops

Webinars

- Martin, J. E. (2014). *Self-determination and transition education*. Webinar to a University of Wisconsin graduate class on transition education at the request of a University of Wisconsin instructor.
- Martin, J. E. (2014). *Transition assessments for students with severe disabilities*. A Webinar delivered on 4-23-2014 for the National Transition Technical Assistance Center for educators across Georgia.
- Martin, J. E., Hennessey, M., & Willis, D. (2014). *Using the new on-line TAGG transition assessment*. Webinar delivered to 10 sites across Oregon on 06-26-2014 at the request of the Oregon Department of Education.
- Martin, J. E., & McConnell, A. E. (2014). *Transition Assessment and Goal Generator: A new on-line transition assessment*. Webinar delivered on 12-2-2014 to the Texas Transition Coordinators Meeting.
- Martin, J. E., & McConnell, A. E. (2014). *Using the new on-line TAGG transition assessment*. Webinar delivered to 100 sites across Wisconsin on 09-22-2014 at the request of the Wisconsin Transition Improvement Project.
- Martin, J. E., & Willis, D. (2014). *Using the new on-line TAGG transition assessment*. Webinar delivered to six sites across Oregon on 06-20-2014 at the request of the Oregon Department of Education.

National Conference Presentations

- Burnes, J., & Metcalf, L. (2014, April). *Peer supports for students with intellectual disabilities in secondary settings*. Poster presentation at the Council for Exceptional Children Convention and Expo, Philadelphia, Pennsylvania.
- Herron, J. P., Hennessey, M. N., & Hong, J. Y. (2014, August). *Organizational processes of a problem-solving group with an informed minority*. Presentation at the annual meeting of the American Psychological Association, Washington, D.C.
- Martin, J. E., Hennessey, M., McConnell, Martin, J. D., & Burnes, J. (2014). *Using the TAGG to assess college and career readiness skills*. Presentation at the Council for Exceptional Children's Convention, Philadelphia, Pennsylvania.
- Martin, J. E., & McConnell, A. E. (2014). *The Transition Assessment and Goal Generator (TAGG): A new assessment based upon student skills and experiences associated with post-secondary employment and enrollment in higher education*. Presentation at the National Transition Technical Assistance Center's Eighth Annual Capacity Building Institute, Charlotte, North Carolina.
- Martin, J. E., McConnell, A. E., & Burnes, J. (2014). *Transition Assessment and Goal Generator: A new on-line transition assessment*. Presentation at the 2014 DCDT Conference, Cleveland, Ohio.

- Martin, J. E., McConnell, A. E., & Burnes, J. (2014, November). *Transition assessment and IEP goals for students with severe disabilities*. Presentation at the Division on Career Development and Transition annual conference, Cleveland, Ohio.
- Matusевич, D., Neubert, D., Martin, J. & Thoma, C. (2014). *Town hall - Transition assessment: Best practices and emerging issues*. Presentation at the Council for Exceptional Children's Convention, Philadelphia, Pennsylvania.
- Metcalf, L., & Burnes, J. (2014, April). *Positive behavior supports in transition planning for students with severe disabilities*. Presentation at the Council for Exceptional Children Convention and Expo, Philadelphia, Pennsylvania.
- Trainor, A., Test, D., Carter, E., Martin, J., Storey, K., & Wehmeyer, M. (2014). *How to do research and get published: Tips from the experts*. Presentation at the 2014 DCDD Conference, Cleveland, Ohio.

State Presentations or Workshops

- Herron, J. P., & Hennessey, M. N. (2014, April). *Determining the extent to which skills and behaviors of students with disabilities are related to socio-economic status*. Poster presentation at University of Oklahoma Graduate Research Day, Norman, Oklahoma.
- Martin, J. E. (2014). *Teaching students to become actively involved in their IEP meetings*. Presentation at the 11th Nebraska Department of Education's Transition Conference, Kearney, Nebraska.
- Martin, J. E. (2014). (Keynote). *The Transition Assessment and Goal Generator (TAGG)*. Presentation at the Seventh Arkansas Transition Summit, Little Rock, Arkansas.
- Martin, J. E. (2014). (Keynote). *How to build usable and compliant IEPs using transition assessment results*. Presentation at the 2014 Utah Transition Institute, Provo, Utah.
- Martin, J. E. (2014). *Transition assessments for students with severe disabilities*. Presentation at the 2014 Utah Transition Institute, Provo, Utah.
- Martin, J. E. (2014). *Transition Assessment and Goal Generator (TAGG): A new on-line transition assessment*. Presentation at the 2014 Utah Transition Institute, Provo, Utah.
- Martin, J. E., & Burnes, J. (2014). *The Transition Assessment and Goal Generator (TAGG): A new assessment based upon student skills and experiences associated with postsecondary employment and further education*. Presentation at the Sixth Oklahoma Statewide Autism Conference, Norman, Oklahoma.
- Martin, J. E., & McConnell, A. E. (2014). *IEP pages*. Pre-Conference Workshop at the Ninth Annual Oklahoma Transition Institute, Norman, Oklahoma.
- Martin, J. E. & McConnell A. E. (2014, October). *Using the ME! lesson package to teach disability awareness and self-advocacy*. Presentation at the 11th Annual Nebraska Department of Education Transition Conference, Kearney, Nebraska.
- Martin, J. E., & McConnell, A. E. (2014). (Keynote). *The Transition Assessment and Goal Generator (TAGG): A new assessment based upon student skills and experiences associated with post-secondary employment and enrollment in higher education*. Keynote presentation at the 11th Nebraska Department of Education's Transition Conference, Kearney, Nebraska.

- Martin, J. E., McConnell, A. E., & Burnes, J. (2014). *Transition Assessment and Goal Generator (TAGG)*. Presentation at the Ninth Annual Oklahoma Transition Institute, Norman, Oklahoma.
- Martin, J. E., McConnell, A. E., & Burnes, J. (2014). *Components of successful transition from here to there: Planning preparation, advocacy, and support*. Keynote presentation at The Children's Center Rehabilitation Hospital Journey through Transitions and Independence, Bethany, Oklahoma.
- Martin, J. E., McConnell, A. E., & Nash, C. (2014). *Student involvement and leadership in the IEP and transition planning: Why? What? How?* Presentation at the Ninth Annual Oklahoma Transition Institute, Norman, Oklahoma.
- McConnell, A. E. (2014, October). *Using transition assessment results to write postsecondary and annual transition goals*. Presentation at the 11th Annual Nebraska Department of Education Transition Conference, Kearny, Nebraska.
- McConnell, A. E. (2014, January). *Completing transition pages of the Oklahoma IEP*. Presentation at the Pontotoc Transition Team, Ada, Oklahoma.
- McConnell, A. E. (2014, January). *Completing transition pages of the Oklahoma IEP*. Presentation at the Mid-Del Special Education Professional Development, Mid-Del, Oklahoma.
- McConnell, A. E. & Dewey, I. (2014, June). *Getting involved in your IEP*. Presentation at the Youth Leadership Forum, Mid-Del, Oklahoma.
- McConnell, A. E. & Stickney, M. (2014, July). *OKDCDT fast facts for transition and self-determination*. Presentation at Oklahoma State Department of Education's Vision 20/20, Oklahoma City, Oklahoma.

Professional Service

Facilitator

- Burnes, J. (2014). Team Facilitator, *Ninth Oklahoma Transition Institute, Norman, Oklahoma*
- Burnes, J. (2014). State Team Facilitator, *National Secondary Transition Technical Assistance Center Annual Capacity Building Institute, Charlotte, North Carolina*
- Martin, J. E. (2014). Team Facilitator, *9th Oklahoma Transition Institute, Norman, Oklahoma*
- McConnell, A. (2014). Guest Facilitator, *Youth Leadership Forum, Chickasha, Oklahoma*
- McConnell, A. (2014). State Team Facilitator, *Secondary Transition State Planning Institute, Charlotte, North Carolina*

Reviewer

- Herron, J. (2014). Reviewer, *Contemporary Educational Psychology*
- Martin, J. (2014). Guest Reviewer, *Journal of Special Education*
- Martin, J. (2014). Guest Reviewer, *Remedial and Special Education*
- Martin, J. (2014). Reviewer, *Exceptional Children*
- Martin, J. (2014). Reviewer, *Career Development and Transition for Exceptional Individuals*

Martin, J. (2014). Reviewer, *Research and Practice for Persons with Severe Disabilities*
Martin, J. (2014). Reviewer, *Research in Developmental Disabilities*

Organization Service

Martin, J. (2014). *President-Elect*, Council for Exceptional Children, Division of Career Education

Martin, J. (2014). *Treasurer*, Oklahoma Division on Career Development and Transition

Martin, J. (2014). Member of the OU College of Education Extended Administrative Council

Martin, J. (2014). Committee A member for the OU College of Education, Department of Educational Psychology

Martin, J. (2014). Award Committee for the OU College of Education, Department of Educational Psychology (chair 2012 - 14)

Martin, J. (2014). Member of the OU Campus Academic Program Review Committee

Martin, J. (2014). Standing Panel Grant Reviewer for U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research

Martin, J. (2014). Member of Oklahoma's Transition Planning Council

Martin, J. (2014). Norman United Way Independence Council

Martin, J. (2014). Strand Chair and Field reviewer for CEC's Division on Career Development and Transition Conference

McConnell, A. (2014). *Member*, Dream Institute Advisory Board

McConnell, A. (2014). *Member*, Oklahoma Deaf and Hard of Hearing Coalition

McConnell, A. (2014). *Member*, Oklahoma Transition Council

McConnell, A. (2014). *Vice President*, Oklahoma Division on Career Development and Transition

McConnell, A. (2014). *Member*, Council for Exceptional Children, Publication Committee, Research Committee

Awards and Honors

Burnes, J. (2014). Will Rogers Scholar

Burnes, J. (2014). Sandra L. O'Brien Endowed Scholar

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