



— *The* —  
UNIVERSITY  
— *of* —  
OKLAHOMA  
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**THE ZARROW CENTER FOR  
LEARNING ENRICHMENT**

**ANNUAL REPORT  
2012-2013**

**University of Oklahoma**  
**Jeannine Rainbolt College of Education**  
**Department of Educational Psychology**  
**Zarrow Center for Learning Enrichment**  
**Annual Report**  
**2012-2013**

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# Zarrow Center for Learning Enrichment

## Annual Report for 2012-2013

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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.

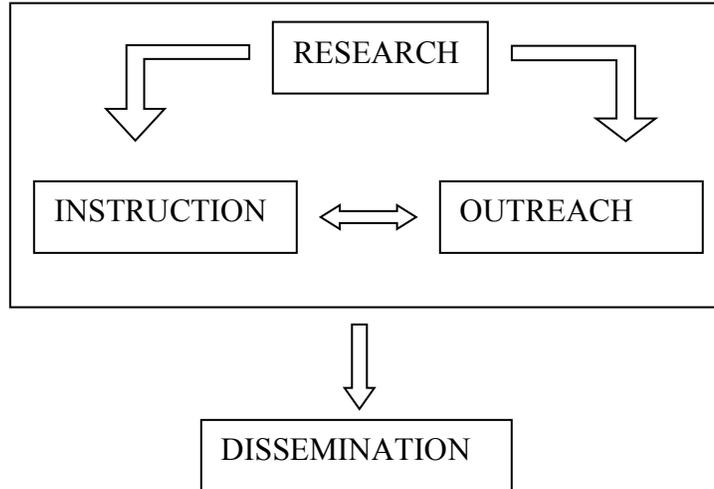
## **Purpose of the Zarrow Center for Learning Enrichment**

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 together to facilitate dissemination of ZC 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.

## **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.**, associate 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.**, assistant professor of special education, has been working with the Zarrow Center to develop transition education master and doctoral training programs and leadership grant proposals.

## **Zarrow Center Staff**

**Linda Gill**, managerial associate at the Zarrow Center for Learning Enrichment, has been an administrative support OU employee for 29 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 will earn an AAS in Horticulture Technology-Horticulture Therapy option from OSU-OKC in May 2014. She is a member of the Golden Key International Honor Society and the American Psychological Association.

**Kristen Perez** is a first year master's student in the special education Transition Education Scholars program. She works part-time as a Graduate Assistant at the Zarrow Center for Learning Enrichment and part-time as a resource teacher for Norman Public

Schools. Kristen is on the Board of Directors at ABLE in Norman and is a member of the OU Student Council for Exceptional Children (SCEC).

**Ana Melendez Guevara** is a graduate student from Bogota, Colombia. She graduated with a bachelors' degree in psychology from the University of Los Andes-Colombia in 2012. She is currently pursuing dual master's degrees in the areas of Special Education and Social Work. She is part 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 to develop emotional and learning disabilities.

### **Zarrow Center Doctoral Scholars**

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

**Jennifer Burnes**, a third year doctoral student in special education, 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, TX, and Norman, OK, plus one year of teaching a preschool class for children with developmental disabilities in Norman, OK. Jennifer 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 currently President-Elect 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.

**Nidal El-Kazimi**, a doctoral student from Jordan, completed his studies and graduated in May 2012. Nidal is currently serving as the director of the Department of Rehabilitation and Employment at the Shafallah Center for Children with Special Needs in Doha, Qatar. Throughout his doctoral program, Nidal worked as a graduate research assistant at the Zarrow Center. Nidal's research interests include self-determination and secondary transition education within different educational and cultural settings. He is also interested in meta-analysis techniques for single-subject designs and early identification and prevention for at-risk students with mathematics difficulties. Part of Nidal's work involves English-Arabic translations of selected publications in special education. Nidal co-taught Advanced Behavior Analysis and Research Design classes at OU and provided technical support on research design and statistical techniques for multiple projects. Prior to joining the Zarrow Center, he taught physics for 10 years with the United Nations'

educational agencies and provided private educational consultation and professional development services in Jordan. He earned his master's degree in Gifted and Talented education and has been certified as a green belt Lean/Six Sigma from OU. Nidal has been awarded the Balqaa' University Graduate College Award, the Arab Council for Gifted and Talented Award, and the Sandra L. O'Brien Endowed Scholarship for his excellent achievement. Also, he has been awarded the Meritorious Increment Award from UN-UNRWA as an outstanding teacher. He is a member of the Council for Exceptional Children and serves as a member on the Board of Directors to the Division of International Special Education and Services and English/Arabic Translation Team. He has presented his scholarly work in multiple regional, national, and international conferences and facilitated multiple strategic planning transition teams.

**Marsha Dempsey Herron** worked as a post-doctoral research fellow at the Zarrow Center for Learning Enrichment after successfully defending her doctoral dissertation in December 2012. She earned a bachelor of science degree in public administration from Shaw University in Raleigh, N.C., and a master of science degree in special education from City University of New York - College of Staten Island. Marsha's experiences include working as a special education teacher in under-served communities in Brooklyn, N.Y., where she filmed a documentary and implemented the first portfolio evaluation process for students with disabilities in her school. Her research interests focus on working with all students and teachers of students with behavioral and emotional disorders to produce better life outcomes. Additional areas of interest include social justice, school climate, dropout prevention, and universal design for learning. Marsha currently is serving as the student member of the Council for Exceptional Children Board of Directors. She also belongs to the American Psychological Association and is an active member of the North Dakota Study Group, an educational advocacy organization.

**Jason Herron** is a doctoral student at the Zarrow Center for Learning Enrichment. He earned a bachelor of arts 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, Norman, OK. Jason is currently 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. Jason is currently serving 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 a member of the Jeannine Rainbolt College of Education Graduate Student Committee. Jason also belongs to the American Psychological Association and the Association for Psychological Science.

**Jodie D. Martin** achieved her doctoral degree in December 2013 and earned her master's degree in special education from the University of Maryland in 2005. Her experiences include four years of teaching math and reading in full-secure juvenile corrections settings, one year of providing instructional support in a charter school in an urban setting, and one year teaching seventh grade lab math and co-teaching an inclusive

eighth-grade math class. In the past, Jodie served as a member of the Oklahoma City Public Schools Math Textbook Adoption Committee and the State of Oklahoma Curriculum Resource Guide Modified (CARG-M) Development Committee. Jodie's university-level teaching experience includes three discussion sections of *Understanding and Accommodating Students with Exceptionalities*, and guest lecturing on topics including Specific Learning Disorders, Emotional and Behavioral Disorders, and Response to Intervention. Jodie served as the project director of the Assistive Technology Self-Determination pilot study funded by the Department of Vocational Rehabilitation. Jodie also was a research assistant on a study examining the effects of special education infusion in general education university courses. As a part of this study, Jodie's primary responsibilities included curriculum development, data collection, and qualitative and quantitative analysis. Jodie's research interests include measurement and assessment of students with disabilities, instrument and curriculum development, and family planning rights for females with intellectual disabilities. Jodie was hired as a Research Specialist at a prominent assessment publishing company upon her graduation.

**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 (NCSP) with one year 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 (BCBA) 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 is also interested in positive behavior supports and goal setting for students with significant disabilities.

### **Zarrow Center Alumni**

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 2013.

- Tammy Pannells, researcher at Arkansas Department of Health, Health Statistics
- Penny Cantley, assistant professor at Oklahoma State University, OK
- Lorrie Sylvester, research clinical professor at OU Health Sciences Center, OK
- Karen Little, special education coordinator at Belton ISD, TX

- Vincent Harper, founding a private school in Evansville, IN
- Chauncey Goff, special education teacher for Norman Public Schools, OK
- Juan Portley, secondary transition consultant based out of Santa Fe, NM
- Chen-Ya Juan, assistant professor at Hsin Sheng College in Taiwan
- Jamie Van Dycke, assistant professor at Fontbonne University in St. Louis, MO
- Lori Peterson, assistant professor at the University of Northern Colorado, CO
- Lee Woods, assistant professor at Northeastern State University, OK
- Sandra Ludwig, principal at Moore Public Schools in Moore, OK

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 2012.

- Qi Wang, certified Chinese teacher at Tulsa Public Schools, OK
- Pik Wah Lam, research assistant at Texas Tech University, TX
- Staci Vollmer, doctoral student in ILAC at University of Oklahoma, OK
- Rosemary Jakub, high school special ed. teacher in Mesa, AZ
- Bryan Duncan, Ph.D. staff psychologist at Texas Tech University, TX

### **Zarrow Center External Funding Accomplishments**

#### *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 – 6/30/14  
 Amount Funded: \$2,018,249

#### *Secondary Transition Education Scholars – Masters 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

#### *Assistive Technology and Self-Determination Goal Attainment Project*

Funding Source: Oklahoma Department of Vocational Rehabilitation  
 Director (PI): James Martin  
 Time: 10/1/10 – 9/30/12  
 Amount Funded: \$75,000

#### *Transition Technical Assistance and Evaluation*

Funding Source: Oklahoma Department of Education, Special Education Program  
 Director (PI): James Martin  
 Time: 4/1/07 – 6/30/12  
 Amount Funded: \$400,000

## Zarrow Center Accomplishments

### Teaching

- Burnes, J. (2012, 2013). *Understanding and Accommodating Students with Exceptionalities*. Discussion Sections.
- Crowson, H. M., & Herron, J. P. (2013). *Analysis of Quantitative Data I*.
- DeBacker, T. D., & Herron, J. P. (2013). *Educational Psychology of Childhood and Adolescence in Education*.

### Articles Published

- Hardré, P. L., Ling, C., Shehab, R.L., Nanny, M., Nollert, M., Refai, H., Ramseyer, C., Herron, J. & Wollega, E.D. (2013). Teachers in an interdisciplinary learning community: Engaging, integrating and strengthening K-12 education. *Journal of Teacher Education*, 64, 410-426. DOI: 10.1177/0022487113496640.
- Martin, J. E., & Williams-Diehm, K. (2013). Student engagement and leadership of the transition planning process. *Career Development and Transition for Exceptional Individuals*, 36, 43-50. DOI: 10.1177/2165143413476545
- McConnell, A. E., Martin, J. E., Juan, C. Y., Hennessey, M. N., Terry, R., El-Kazimi, N., Pannells, T., & Willis, D. (2013). Identifying non-academic behaviors associated with post-school employment and education. *Career Development and Transition for Exceptional Individuals*, 36, 174-187. DOI: 10.1177/2165143412468147
- Woods, L. P., & Martin, J. E. (2013). The difference a year makes: An exploratory *Self-Directed IEP* case study. *Exceptionality*, 21, 176-189. DOI: 10.1080/09362835.2013.802233

### Articles In Press

- Martin, J. D., Martin, J. E., & Osmani, K. (in press). Teaching students to attain annual transition goals using the Take Action goal attainment lessons. *Career Development and Transition for Exceptional Individuals*. doi:10.1177/2165143413476544

### Articles Submitted

- Cantley, P. L., & Martin, J. E. (2013). *ME! Lessons for Teaching Self-Awareness and Self-Advocacy: Results of an Effectiveness Study*. Manuscript submitted for publication consideration.
- Hardré, P. L., Shehab, R.L., Ling, C., Nanny, M., Herron, J., Nollert, M., Refai, H., Ramseyer, C., & Wollega, E.D. (Submitted). *Designing and evaluating a K-12 STEM teacher learning opportunity in the research university*.
- Herron, M. D., & Martin, J. E. (2013). *Using Self-Determination Assessment Results to Predict School Engagement of Middle School Students with Behavioral Disorders*. Manuscript submitted for publication consideration.
- Martin, J. E., Hennessey, M. N., Terry, R., McConnell, A., El-Kazimi, N., Willis, D., & Martin, J. D. (2012). *Developing the Transition Assessment and Goal Generator (TAGG): Results of a confirmatory factor analysis and basic psychometric properties*. Manuscript submitted for publication.

- McConnell, A. E., Martin, J. E., & Hennessey, M. N. (2013). *College and Career Indicators in Relation to GPA and Percent of Time in General Education*. Manuscript submitted for publication.
- McConnell, A. E., Little, K. S., & Martin, J. E. (2013). *Transition planning and writing instruction: The effects of a brief intervention*. Manuscript submitted for publication.

### **Articles in Preparation**

- DeBacker, T. K., Crowson, H. M., Herron, J. P., Dawson, C. (in preparation). *Need for closure in a group context*.
- DeBacker, T. K., Herron, J. P. (in preparation). *Concept mapping of personal beliefs*.
- 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*.
- Martin, J. E., Hennessey, M. N., McConnell, A. E., Terry, R., & Willis, D. (2012). *Developing the Transition Assessment and Goal Generator (TAGG): Factor structure and basic psychometric properties*. Manuscript submitted for publication consideration.
- Martin, J. E., Marshall, L. H., & El-Kazimi, N. (2013). *Teaching goal attainment in inclusive middle school English classes*. Manuscript will soon be submitted for publication.
- McConnell, A. E., Little, K., & Martin, J. E. (2012). *Transition Planning and Writing Instruction: The Effects of a Brief Intervention*. Manuscript submitted for publication consideration.
- Portley, J. C., Martin, J. E., & Hennessey, M. H. *Impact of student involvement in IEP meetings and other transition education factors on transition indicators 13 and 14*. Manuscript submitted for publication consideration.
- Wu, P. F., Martin, J. E., & Woods, L. (2013). *Teaching students with visual impairments to actively participate in their secondary IEP meetings*. Manuscript will soon be submitted for publication.

### **Book Chapters Published**

- Agran, M., & Martin, J. E. (2013). Self-determination: Enhancing competence and independence. In K. Storey & D. Hunter (Eds.), *The road ahead: Transition to adult life for persons with disabilities* (3<sup>rd</sup> ed). Amsterdam, The Netherlands: IOS Press.
- Baer, R., & Martin, J. (2013). Developing postsecondary goals. In R. W. Flexer, R. M. Baer, P. Luft, & T. J. Simmons (Eds.), *Transition planning for secondary students with disabilities* (4<sup>th</sup> ed, pp. 124 – 150). Boston: Pearson.

- Madaus, J. W., Dukes III, L. L., Martin, J. E., & Morningstar, M. (2013). Postsecondary education assessment: Practices to document student progress, preferences, and interests related to postsecondary education and learning. In C. A. Thoma & R. Tamura (Eds.), *Demystifying transition assessment* (pp. 69 – 82). Baltimore: Paul Brookes.
- Martin, J. E., & Sale, R. P. (2012). Self-determination. In P. Wehman & J. Kregel (Eds.), *Functional curriculum for elementary and secondary students with special needs* (3<sup>rd</sup> ed., pp. 105 - 136). Austin, TX: Pro Ed.
- Martin, J. E., Zhang, D. D., & Test, D. (2012). Student involvement in the transition process. In M. L. Wehmeyer & K. W. Webb (Eds.), *Handbook of transition for youth with disabilities* (pp. 56 – 72). New York: Routledge, Taylor, & Francis.

### **Curriculum, Assessment, and Instructional Materials**

- Hardre, P., & Herron, J., P. (2012). *Research experience for teachers: NSF # 110036*.
- Hardre, P., Terrazas-Carrillo, E., & Herron, J. P. (2012). *Program evaluation for Santa Fe South elementary charter school*.

### **Presentations and Workshops**

- Burnes, J. (2013). *Ensuring progress in the general curriculum: Universal design for learning*. Course: Understanding and Accommodating Students with Exceptionalities, Guest Lecturer, University of Oklahoma, Norman, OK.
- Burnes, J. (2013). *Students with intellectual disabilities*. Course: Understanding and Accommodating Students with Exceptionalities, Guest Lecturer, University of Oklahoma, Norman, OK.
- Hennessey, M., Herron, M., Herron, J. P., Metcalf, L., Martin, J. E. (2013, July). *Determining the extent to which skills and behaviors of students with disabilities are related to socio-economic status: A validation of the Transition Assessment and Goal Generator*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Hennessey, M. N., Herron, J. P., Herron, M. D., Metcalf, L., & Martin, J. E. (2013, August). *Relations between skills and behaviors of students with disabilities and socio-economic status*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Hennessey, M. N., Hong, J. Y., Chesnut, S. R., Herron, J., Fredman, J., & Terrazas-Carrillo, E. (2012, August). *The use of persuasive arguments in a gaming context*. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Herron, J. P., *Fundamentals of RET II evaluation plan*. (June 2012). Research Experience for Teachers II 2012 Teacher Orientation. Norman, OK.
- Herron, J. P., Hennessey, M., & Hong, J. (2013, March). *Organizational processes of problem-solving groups with an informed minority*. Poster presented at University of Oklahoma Graduate Research Day, Norman, OK.
- Madaus, J., Bullis, M., Dukes, L., Martin, J. Shaw, S., Test, D., Cameto, R., Wehman, P., & Williams-Diehm, K. (2013). *Research in secondary transition: Where have we been and where should we go?* Presentation at the 18<sup>th</sup> international conference of

- CEC's Division on Career Development and Transition Conference, Williamsburg, VA.
- Martin, J. E., Hennessey, M., McConnell, A., Terry, R., Martin, J. *A New On-Line Transition Assessment: The Transition Assessment and Goal Generator (TAGG)*. November 16, 2013. Williamsburg, VA.
- Martin, J. E., Hennessey, M., McConnell, A. *A New On-Line Transition Assessment: The Transition Assessment and Goal Generator (TAGG)*. April 4, 2013. San Antonio, TX.
- Martin, J. E., Terry, R., McConnell, A. *A New On-Line Transition Assessment: The Transition Assessment and Goal Generator (TAGG)*. October 25, 2012. Denver, CO.
- Martin, J. E., McConnell, A., Kazimi, N. *Identification of Transition Success Behaviors*. Presented at CEC, April 12, 2012. Denver, CO.
- Martin, J. E. & McConnell, A. E., *A New On-Line Transition Assessment: The Transition Assessment and Goal Generator (TAGG)*. Presented at the 8<sup>th</sup> Annual Oklahoma Transition Institute, November 4<sup>th</sup>, 2013. Norman, OK.
- Martin, J. E. & McConnell, A. E., *A New On-Line Transition Assessment: The Transition Assessment and Goal Generator (TAGG)*. Presented at the 7<sup>th</sup> Annual Oklahoma Transition Institute, November 9<sup>th</sup>, 2012. Norman, OK.
- Martin, J. E., McConnell, A. E., *Transition Education Training*. Presented at the U.S. Virgin Islands Summer Conference, August 13-17, 2012. St. John, U.S. Virgin Islands.
- Martin, J. E., McConnell, A. E., *How To Implement College and Career Readiness Concept of the Common Core Curriculum for Students with IEPs*. Presented at the Vision 2020 Summer Conference, June 15, 2012. Oklahoma City, OK.
- Martin, J. E. (2013). *A practical transition assessment framework and examples*. Presentation at the National Parent Technical Assistant Center's Alliance Transition Institute: Creating Better Future, Minneapolis, MN.
- Martin, J. E. (2013). *A comprehensive framework for transition assessment*. Presentation at Arizona's Thirteenth Annual Transition Conference, Scottsdale, AZ.
- Martin, J. E. (2013). *Teaching students to attain their annual IEP goals*. Presentation at Arizona's Thirteenth Annual Transition Conference, Scottsdale, AZ.
- Martin, J. E. (2013). *Self-determination: The engine that drives successful student transition into employ and further education*. Utah State Dept. of Education and NSTTAC sponsored webinar to secondary special educators from across Utah.
- Martin, J. E. (2013). *Actively involving students from elementary through high school in their IEP meeting discussions*. Keynote presentation at the 2013 New Special Education Teacher Academy and Special Education Conference, Wisconsin Dells.
- Martin, J. E. (2013). *How to involve students in their IEP planning process*. Presentation at the 2013 New Special Education Teacher Academy and Special Education Conference, Wisconsin Dells, WI.
- Martin, J. E. (2013). *The Transition Assessment and Goal Generator: A new on-line transition assessment*. Presentation at the 2013 New Special Education Teacher Academy and Special Education Conference, Wisconsin Dells, WI.
- Martin, J. E. (2013). *A practical transition assessment framework*. Keynote presentation at the 9<sup>th</sup> Illinois Statewide Transition Conference, Effingham, IL.

- Martin, J. E. (2013). *Using transition assessments to build the transition section of the IEP*. Presentation at 9<sup>th</sup> Illinois Statewide Transition Conference, Effingham, IL.
- Martin, J. E. (2013). *Student involvement in transition: Predictors of success*. Keynote at Secondary Transition Workshop: Supporting post School Expectations, Ames, IA.
- Martin, J. E. (2013). *Using transition assessment to develop annual transition goals*. Keynote at the Secondary Transition Workshop: Supporting post School Expectations, Ames, IA.
- Martin, J. E. (2013). *Transition assessment and building the transition section of the IEP*. NSTTAC sponsored all-day workshop for secondary special educators and support staff, Manti, UT.
- Martin, J. E. (2013). *Self-advocacy featuring the Me! curriculum*. Presentation at the Fall RehabACTion Conference, Pierre, SD.
- Martin, J. E. (2013). *Transition assessment and an introduction to the Transition Assessment and Goal Generator*. Presentation at the Fall RehabACTion Conference, Pierre, SD.
- Martin, J. E. (2013). *Self-determination: The engine that drives successful student transition into employment and further education*. Keynote presentation at the Nebraska Transition Summit, Grand Island, NE.
- Martin, J. E. (2013). *Transition Assessment and Goal Generator (TAGG): A new on-line means to assess skills and experiences research found associated with employment and post-secondary education*. Presentation at the Nebraska Transition Summit, Grand Island, NE.
- Martin, J. E. (2013). *Me! A new free lesson package to teach disability awareness and self-advocacy skills*. Presentation at the Nebraska Transition Summit, Grand Island, NE.
- Martin, J. E. (2013). *Using brief IEP team training to improve student-directed IEP meetings*. Presentation at the 18<sup>th</sup> international conference of CEC's Division on Career Development and Transition Conference, Williamsburg, VA.
- Martin, J. E. (2013). *A practical transition assessment framework*. Keynote presentation at the 2013 Texas Transition Conference: Everyday matters: Ensuring success for transition aged youth, Austin, TX.
- Martin, J. E. (2013). *The Transition Assessment and Goal Generator (TAGG): A new on-line transition assessment to identify annual transition goals to facilitate employment and further education success*. Presentation at the 2013 Texas Transition Conference: Everyday matters: Ensuring success for transition aged youth, Austin, TX.
- Martin, J. E. (2013). *Self-advocacy and the Me! lesson package*. NSTTAC sponsored webinar to secondary special education teachers in Pinellas County, FL.
- Martin, J. E., (2013). *Secondary transition assessment*. Presentation for the OU Center for Effective Schools at Riverside Indian School in Anadarko, OK.
- Martin, J. E. & McConnell, A. E. (2013). *A special education best practice: Actively involving students from elementary through high school in their IEP meeting discussions*. Presentation at the 2013 Oklahoma Council for Exceptional Children Conference in Oklahoma City, OK.

- Martin, J. E. & McConnell, A. E. (2013). *A New On-Line Transition Assessment: The Transition Assessment and Goal Generator (TAGG)*. Presented at the 8<sup>th</sup> Annual Oklahoma Transition Institute. Norman, OK.
- Martin, J. E., Hennessey, M. N., & McConnell, A. E. (2013, March). Development and validation of the Transition Assessment and Goal Generator. Presented at the Spring Institute of Education Sciences principal investigator meeting, Washington, DC.
- Martin, J. E., Hennessey, M., McConnell, A., & Terry, R. (2013). *Successful transition into postsecondary education and employment by using the Transition Assessment and Goal Generator (TAGG)*. Presentation at the 91<sup>st</sup> CEC 2013 Convention, San Antonio, TX.
- Martin, J. E., Hennessey, M., McConnell, Martin, J., & Burnes, J. (2013). *Transition assessment and goal generator (TAGG): Skills and experiences associated with postsecondary employment and enrollment*. Presentation at the 18<sup>th</sup> international conference of CEC's Division on Career Development and Transition Conference, Williamsburg, VA.
- Martin, J. D., & Martin, J. E. (2013). *Goal plan components related to transition goal attainment*. Poster presentation at 91<sup>st</sup> CEC 2013 Convention, San Antonio, TX.
- Martin, J. D., & Martin, J. E. (2013). *Teaching students to attain their transition goals*. Poster presentation at the 91<sup>st</sup> CEC 2013 Convention, San Antonio, TX.
- Martin, J. D., Martin, J. E., & Hartzell, L. (2013). *Teaching students to attain their annual transition goals*. Presentation at the 2013 DCDT International Conference, Williamsburg, VA.
- Martin, J. E. (2012). *The Transition Assessment and Goal Generator: A new on-line transition assessment to identify annual transition goals to facilitate employment and further education success*. Presentation at the Arizona's 12<sup>th</sup> Annual Transition Conference, Phoenix, AZ.
- Martin, J. E. (2012). *Transition education materials to teach self-advocacy, disability awareness, and student involvement in IEP transition planning discussions*. Presentation at the Arizona's 12<sup>th</sup> Annual Transition Conference, Phoenix, AZ.
- Martin, J. E. (2012). *Student involvement in transition planning*. Presentation at the Cadre of Transition Leaders Day, Indianapolis, IN.
- Martin, J. E. (2012). *How to implement the college and career readiness concept of the common core curriculum for students with IEPs*. Presentation at the Vision 2020 OKSDE Conference, Oklahoma City, OK.
- Martin, J. E. (2012). *ChoiceMaker: A Lesson Package to teach Self-Determination Skill*. On-line webinar broadcast across the country through Sopris West Publishers.
- Martin, J. E., Marshall, L. H., & Martin, J. D. (2012). *Teaching students to attain their annual goals*. Presentation at the DCDT Conference, Denver, CO.
- Martin, J. E., & McConnell, A. (2012). *The Transition Assessment and Goal Generator: A new on-line assessment to identify annual transition goals to facilitate employment and further education success*. Presentation at the 7<sup>th</sup> Annual Oklahoma Transition Institute, Norman, OK.
- Martin, J. E., McConnell, A., & Terry, R. (2012). *A new on-line transition assessment: The Transition Assessment and Goal Generator (TAGG)*. Presentation at the DCDT Conference, Denver, CO.

- Martin, J. E., McConnell, A., Cease-Cook, J., & Scroggins, L. (2102). *Secondary transition fundamentals*. Week-long workshop in-service at the 10<sup>th</sup> Annual State Office of Special Education Summer Institute, St. John, Virgin Islands.
- Martin, J. E., & Shuttic, M. (2012). *Transition 101*. Pre-conference workshop presentation at the 7<sup>th</sup> Annual Oklahoma Transition Institute, Norman, OK.
- McConnell, A. E., & Martin, J. E. (2013). *Secondary transition*. Presentation at the Student Services Endorsement Program held at the Great Plains Technology Center, Lawton, OK.
- McConnell, A. E., Martin, J. E., & Hennessey, M. N. (2013, April). *College and career success indicators in relation to GPA and percent of time in general education*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- McConnell, A. E., *Indicators of College and Career Success and The Transition Assessment and Goal Generator (TAGG)*. Presented at CCSSO's ASES Spring Meeting, May 22-24, 2012. Washington, DC.
- McConnell, A. E. & Spence, T. *Oklahoma Transition Pages of the IEP*. Presented at the 8<sup>th</sup> Annual Oklahoma Transition Institute, November 5<sup>th</sup>, 2013. Norman, OK.
- McConnell, A. E., *Parent Involvement in the Transition Process*. Presented at the Oklahoma Native American Disability Conference, Nov. 16, 2012. Norman, OK.
- McConnell, A. E., *Oklahoma Transition Pages of the IEP*. Presented at the 7<sup>th</sup> Annual Oklahoma Transition Institute, November 7<sup>th</sup>, 2012. Norman, OK.
- McConnell, A. E. *Completing Transition Pages of the Oklahoma IEP*. Presented at the Mid-Del Special Education Professional Development, January 13, 2014. Mid-Del, OK.
- McConnell, A. E. *Completing Transition Pages of the Oklahoma IEP*. Presented at the Pontotoc Transition Team, January 6, 2014. Ada, OK.
- McConnell, A. E. *Parent Involvement in the Transition Process*. Presented at the Moore Transition Parent Night, October 2, 2012. Moore, OK.
- McConnell, A., El-Kazimi, N., & Martin, J. E. (2012). *Use of behaviors critical to postschool success to develop a transition assessment*. Presentation at the 90<sup>th</sup> CEC 2012 Convention, Denver, CO.
- Metcalf, L. J. (2013). *Early childhood education: Child find activities*. Poster presented at the 18th Annual Values & Leadership Conference, Oklahoma City, OK.
- Metcalf, L., & Burnes, J. (2013). *Positive behavioral supports in transition planning for students with severe disabilities*. Presented at the annual 8<sup>th</sup> Annual Oklahoma Transition Institute, Norman, OK.
- Metcalf, L., & Burnes, J. J. (2013). *Positive behavioral supports in transition planning for students with severe disabilities*. Presented at the 17<sup>th</sup> Division on Career Development and Transition International Conference, Williamsburg, VA.
- Metcalf, L. J., & Kimbrell, A. (2013). *Functional behavior plan for children with autism*. Presented at 5<sup>th</sup> Annual State Oklahoma Autism Conference, Midwest City, OK.
- Miller, K., Burnes, J., Hubbard-Bass, C., & Stickney, M. (2013). *Division on Career Development and Transition: Who we are and what transition can look like*. Presented at the State of Oklahoma Governor's Conference on Developmental Disabilities.

- Stickney, M., McConnell, A. E., Carter, B. OKDCDT Fast Facts. Presented at the 8<sup>th</sup> Annual Oklahoma Transition Institute, November 5<sup>th</sup>, 2013. Norman, OK.
- Williams-Diehm, K., Derennaux, R., Newton, J., & Metcalf, L. J. (2013). *Using technology based curriculum to promote self-determination*. Presented at the 17<sup>th</sup> Division on Career Development and Transition International Conference, Williamsburg, VA.
- Williams-Diehm, K., Derennaux, R., & Metcalf, L. J. (April, 2013). *Using technology based curriculum to promote self-determination*. Presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- Williams-Diehm, K., Derennaux, R., & Metcalf, L. J. (November, 2012). *Using technology based curriculum to promote self-determination*. Presentation presented at the annual meeting of the Regional Division of Career Development and Transition, Denver, CO.
- Woods, L. P., Humphrey, M., & Martin, J. E. (2012). *What difference does a self-directed individualized education program make?* Presentation at the 90<sup>th</sup> CEC 2012 Convention, Denver, CO.

## **Professional Service**

### **Transition Team Facilitator**

- Burnes, J. (2012). Facilitator for district transition planning teams at the 7<sup>th</sup> Annual Oklahoma Transition Institute, Norman, OK.
- Burnes, J. (2013). Facilitator at the National Secondary Transition Technical Assistance Center Annual Capacity Building Institute, Charlotte, NC.
- Burnes, J. (2013). Facilitator for district transition planning teams at the 8<sup>th</sup> Annual Oklahoma Transition Institute, Norman, OK.
- McConnell, A., *Oklahoma Transition Institute Facilitator Training*. Presented at the 8<sup>th</sup> Annual Oklahoma Transition Institute. October 30, 2013. Norman, OK.
- McConnell, A. E. (2012). Facilitator Trainer, 7<sup>th</sup> Annual Secondary Transition State Planning Institute (May 16-20, 2011) Charlotte, NC
- McConnell, A., *Oklahoma Transition Institute Facilitator Training*. Presented at the 7<sup>th</sup> Annual Oklahoma Transition Institute. November 6, 2012. Norman, OK.
- McConnell, A. E. (June 12, 2013). Guest Facilitator, Youth Leadership Forum, *Getting Involved in Your IEP*.
- McConnell, A. E. (May 6-9, 2013). Facilitator, Secondary Transition State Planning Institute, Charlotte, NC.
- McConnell, A. E. (July 2012). Dream Institute Advisory Board
- McConnell, A. E. (June 13, 2012). Guest Facilitator, Youth Leadership Forum, *Self-Advocacy in the Postsecondary Setting*, Chickasha, OK.
- McConnell, A. E. Member of the Oklahoma Transition Council.
- Metcalf, L. (2012). Facilitator for district transition planning teams at the 7<sup>th</sup> Annual Oklahoma Transition Institute, Norman, OK.
- Metcalf, L. (2013). Facilitator for district transition planning teams at the 8<sup>th</sup> Annual Oklahoma Transition Institute, Norman, OK.

**Reviewer**

Herron, J., 2013 Guest Reviewer, National Council on Measurement in Education  
Graduate Student Council

Herron, J., 2012 Guest Reviewer, American Psychological Society Student Council

Herron, J., 2012 Guest Reviewer, Evaluation and Program Planning

**AERA Service**

Herron, J., 2013 – present Communication Officer, Division C Graduate Student  
Committee

Herron, J., 2012 – present Graduate student liaison

**APA Service**

Herron, J., 2012 – present Graduate student liaison

**NCME Service**

Herron, J., 2012 – present Member Graduate Student Issues Committee

**OU College of Education Service**

Herron, J., 2012 – present Member, Graduate Student Council

Herron, J., 2012 – present Chair, Pederson Faculty Mentorship Award Committee

**Awards and Honors**

Herron, J., 2013 - McNair Choice for presentation, Organizational Processes of a  
Problem Solving Group with an Informed Minority, Graduate Student Research  
Day

Herron, J., 2013 - Dr. Tillman Regan Endowed Scholarship

Martin, J. E., 2013 - CEC's Division on Career Development and Transition, Outstanding  
Service Award

Martin, J. E., 2013 - Henry Daniel Rinsland Award for Excellence in Educational  
Research, University of Oklahoma

McConnell, A. E., 2012 - Phi Kappa Phi Honor Society, *The University of Oklahoma*

For more information, contact:  
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Norman, OK 73019-2171  
Telephone: (405) 325-8951  
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Website: <http://education.ou.edu/zarrow/>

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