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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.
2016 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 project coordinator on a Zarrow Center project funded by the National Center for Special Education Research to develop a new transition education assessment.

**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 each week 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.

**Kendra Williams-Diehm**, Ph.D., associate professor of special education, has been working with the Zarrow Center to develop transition education master’s and doctoral training programs and leadership grant proposals.
2106 Zarrow Center Staff

**Linda Gill**, managerial associate at the Zarrow Center for Learning Enrichment and administrative support OU employee for over 30 years, retired in July 2016. 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. Linda touched many lives in many ways in the time she spent at OU, mentoring and providing support for international students and graduate students far from home. Linda has a gift for seeing potential and always encouraged Zarrow Center students to “be brilliant!”

**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.

**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.

From top left: Joshua Pulos, Jim Martin, Margaret Johnson, Tracy Sinclair, Andrea Suk, Malarie Deardorff, Amber McConnell, Mindy Lingo, Donna Willis. Zarrow Center staff and students toured Fred Jones Jr. Museum of Art Photo/Synthesis Installation.
The following graduate students contributed their unique experiences and talents to Zarrow Center research, development and teaching activities.

**Tiffany Biles** 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. Tiffany is an Oklahoma native from Elgin who has a B.A. in communications and an M.Ed. in special education from Cameron University in Lawton, Oklahoma. Before joining the Zarrow Center team, she taught special education and yearbook at Elgin Middle School for eight years. She holds Oklahoma teaching certifications in mild/moderate special education, language arts, math, history, science and journalism. Prior to entering the field of education, Tiffany had a career in broadcasting and advertising. As a member of the Comanche Nation tribe, her research interests lie in Native American special education issues, specifically those related to transition and ABA.

**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 ABA, 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 2014. Mindy’s experience ranges from working with students in self-contained programs to team teaching in general education at both the elementary and secondary level. 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 the areas of accommodations/modifications, behavior management/relationship building via the Mandt System, co-teaching, the alternate state assessment for students with significant disabilities and secondary transition. 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 intellectual/developmental disabilities; self-determination; students with disabilities who identify as lesbian, gay, bisexual, transgender and/or queer; teacher preparation; and transition education.

**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.

**Employment of Zarrow Center Alumni During 2016**

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 2016.

- 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 Elementary and Special Education, Langston University, Oklahoma
- Nidal El-Kazimi, department director, Shafallah Center for Children with Special Needs, Doha, Qatar
- Tammy Pannells, researcher, Arkansas Department of Health, Health Statistics
- 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, assistant professor, Langston University, Oklahoma
- Juan Portley, secondary transition consultant based out of 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, CO
- 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 2016.
• Ian Dewey, high school special education teacher, Noble, Oklahoma
• Qi Wang, certified Chinese teacher, Tulsa Public Schools, Oklahoma
• Pik Wah Lam, doctoral research assistant, Texas Tech University, Texas
• Staci Vollmer, doctoral teaching assistant, University of Oklahoma, Norman
• Rosemary Jakub, high school special education teacher, Mesa, Arizona
• Bryan Duncan, Ph.D., clinical psychologist, Bastrop, Texas

2016 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 2016, 23 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 2016.

• Lori Chesnut, transition specialist, Oklahoma State Department of Education
• Ian Dewey, Noble Public Schools
• Katie Carter, Moore Public Schools
• Mindy Lingo, Moore Public Schools
• Kennda Miller, Oklahoma City Public Schools
• Marcie Stickney, Norman Public Schools
• Bruce Young, Francis Tuttle Technology Center
• Beverly Carter, Noble Public Schools
• Ty Beasley, Norman Public Schools
• Cynthia Carlton, Moore Public Schools
• Whitney Green, Moore Public Schools
• Contessa Hubbard-Bass, Oklahoma City Public Schools
• Rachael Laib, Moore Public Schools
• Lindsay Race, disability resource specialist, University of Florida
• Donna Lewis, Children’s Hospital Education Program
• Kristen Perez-Rickels, Norman Public Schools
• Faye Autry, continuing doctoral studies at the University of Oklahoma
• Abigail Bown, Houston Public Schools
• Megan Curry, Norman Public Schools
• Loni Leforce, continuing doctoral studies at the University of Oklahoma
• Kylie Lyons, continuing doctoral studies at the University of Oklahoma
• Shanda Moody, Edmond Public Schools
• Cassie Nash, continuing doctoral studies at the University of Oklahoma
2016 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: 7/01/16 – 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: 1/01/16 – 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: 1/01/16 – 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): Jim Martin
- Time: 10/01-16 – 7/31/2017
- 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: 1/01/12 – 12/31/2016
- Amount Funded: $1,240,000
Zarrow Center Accomplishments

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 behaviors research shows to be associated with postsecondary further education and employment. Over the five-year development process, the TAGG was normed on 1,537 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.

A TAGG demo site 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 TAGG website: https://tagg.ou.edu/tagg/

Annual Oklahoma Transition Institute
The Oklahoma Transition Council (OTC) 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 11th OTI was held in October 2016 and was the largest group so far, with 562 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.

**2016 Teaching for the Department of Educational Psychology**

**2016 Articles in Press**

**2016 Articles Under Review**

**2016 Articles in Preparation**
2016 Book Chapters in Press

2016 Webinars, Presentations and Workshops

**Invited Webinars**
Martin, J. E. (2016). *Transition assessments to establish and teach needed transition skills.* Webinar presented to Texas Transition Coordinators originating from Region 11, Fort Worth, Texas.

**National Conference Presentations**


Martin, J. E. and McConnell, A. E. *Assessing and teaching nonacademic skills needed for employment and postsecondary education.* Presentation at the Division of Career Development and Transition Conference, Council for Exceptional Children, Myrtle Beach, South Carolina.


Williams-Diehm, K. and McConnell, A. E. *Transition and ABA Scholars.* Presentation at the OSEP Project Director’s Meeting, Washington, D.C.

**State Presentations or Workshops**


Martin, J. E. (2016) *Teaching students to become actively involved in their IEP transition planning discussion.* Presentation to parents on behalf of Norman Public School’s Transition Committee, Norman, Oklahoma.


Martin, J. E., and McConnell, A. E. (2016). *ADA vs. IDEA: What we need to teach students with disabilities to expect at a university.* Presentation at the 11th Annual Oklahoma Transition Institute, Norman, Oklahoma.


McConnell, A. E. *Employability Skills for the Classroom.* Presentation at the Pontotoc Technology Center, Ada, Oklahoma.


**Professional Service**

**Academy of Sciences, Engineering and Medicine Panel Member**


**Facilitator**

Deardorff, M. E. (2016). Team Facilitator, *11th Annual Oklahoma Transition Institute, Norman, Oklahoma*


Lingo, M. E. (2016). Team Facilitator Trainer, *11th Annual Oklahoma Transition Institute, Norman, Oklahoma*

Lingo, M. E. (2016). Team Facilitator, *11th Annual Oklahoma Transition Institute, Norman, Oklahoma*
Pulos, J. M. (2016). Team Facilitator, 11th Annual Oklahoma Transition Institute, Norman, Oklahoma
Sinclair, T. E. (2016). Team Facilitator, 11th Annual Oklahoma Transition Institute, Norman, Oklahoma
Suk, A. (2016). Team Facilitator, 11th Annual Oklahoma Transition Institute, Norman, Oklahoma

Reviewer
Martin, J. (2012-present). Field Reviewer, Exceptional Children
Martin, J. (2016). Guest Reviewer, Journal of Special Education
Martin, J. (2016). Guest Reviewer, Remedial and Special Education
Martin, J. (2016). Reviewer, Career Development and Transition for Exceptional Individuals
Martin, J. (2016). Reviewer, Exceptionality
Martin, J. (2016). Reviewer, Research and Practice for Persons with Severe Disabilities

Editorial Board Member
Martin, J. (2008-present). Research and Practice for Persons with Severe Disabilities

Organization Service
Lingo, M. E. (2016). Member, Council for Exceptional Children, Division of Career Education, Division of Behavior Problems
Lingo, M. E. (2016). Member, Council for Exceptional Children, Division of Career Education’s Policy and Advocacy Committee
Martin, J. (2016). Immediate Past-President, Council for Exceptional Children, Division of Career Education
Martin, J. (2016). Member, OU College of Education Extended Administrative Council
Martin, J. (2016). Member, Oklahoma Transition Council
Martin, J. (2016). Treasurer, Oklahoma Division on Career Development and Transition
Pulos, J. M. (2016). Focus Group Member, Oklahoma Health Care Authority (OHCA): Disability and Aging Website
Sinclair, T. E. (2016). Member, Graduate Student Senate
Suk, A. (2016). Student Committee Member, Council for Exceptional Children

Awards and Honors
Johnson, M. (2016). Will Rogers Education Scholarship Award, Fall 2016
Pulos, J. M. (2016). R. Steven Hsu Special Education Endowed Scholarship, Jeannine Rainbolt College of Education
Pulos, J. M. (2016). Will Rogers Education Scholarship, Jeannine Rainbolt College of Education
Sinclair, T. E. (2016). Jeannine Rainbolt College of Education Dean’s Fellowship
Grant, 45th Annual Association of Applied Behavior Analysis International
Convention
course participant, Washington, D.C.
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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