

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

For the Year Ending December 2009

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Zarrow Center for Learning Enrichment

Annual Report for 2009

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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 multi-disciplinary field of education.

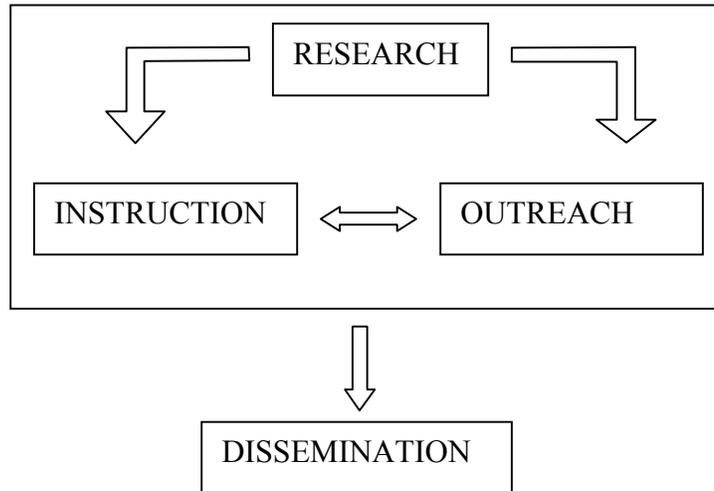
Purpose of the Zarrow Center for Learning Enrichment

The Zarrow Center for Learning Enrichment's unique purpose and vision aligns with that of the University of Oklahoma and the Jeannine Rainbolt's 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.



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 attaining their 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 family's knowledge about and participation in transition planning to advocate for their child'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.

3. Collaborate with families, educators, support service providers, and policymakers to develop education practices.

Action Steps

- Demonstrate awareness of needed supports across the lifespan to help youth with disabilities achieve personal visions.
- 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.
- 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.

2009 Zarrow Center Faculty and Staff

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 postsecondary employment, as well as education and adult-living outcomes for all students (specifically for students with disabilities). He and the graduate students at the Zarrow Center have

been involved in numerous university teaching, research, and community-outreach activities.

Robert J. Walden, Ph.D., is a research associate at the Zarrow Center for Learning Enrichment. Both of his graduate degrees are in special education. He also holds a master of online instruction certification from the University of Illinois. His teaching experience includes special education at all public levels and most recently at the University of Nebraska at Kearney in the College of Education, Teacher Education Department. He developed and taught special education courses online for the University of Nebraska and the University of Oklahoma, as well as online courses in the Master's in the Art of Teaching program for Marygrove College.

Linda Gill, administrative assistant at the Zarrow Center for Learning Enrichment, has been an administrative support OU employee for 25 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. She is a member of the National Indian Education Association, the Oklahoma Council for Indian Education and the Oklahoma (Cleveland County) Literacy Project.

Donna Willis, staff assistant, joined OU and the Zarrow Center for Learning Enrichment in 2008. She serves as a full-time staff assistant and is a psychology senior. Her interests include cognitive and developmental psychology. She is a member of the Golden Key International Honor Society, the American Psychological Association, and the OU Psychology Club.

2009 Zarrow Center Scholars

During 2009, 11 graduate students contributed their unique experiences and talents to Zarrow Center research, development, and teaching activities. A four-year doctoral U. S. Department of Education leadership grant titled *Sooner Scholars* provided fellowship support for seven of these doctoral students.

Chauncey Goff, a doctoral candidate from Oklahoma, now works as an assistant professor at West Virginia University. His research interests include the black student's special education overrepresentation, self-determination, and transition. He has completed his dissertation titled *The Black Self-Determination Experience*, in which he developed a lesson package, then assessed its abilities to increase the self-awareness and self-determination levels of black high school students. Currently, he also serves as CEC Division on Career Development and Transition's Human Rights and Cultural Diversity Chair, where he works to ensure the equal opportunities of all students transitioning from high school into adult life.

Brad Mays, from Bartlesville, Okla., joined the Zarrow Center as a graduate research assistant in June 2007. He completed his second master's degree in adult and higher education in May 2009. He is a member of the Oklahoma Transition Council and has provided technical assistance to the Oklahoma Transition Institute local teams, tracked the ongoing progress of the OTI state transition teams, and shared his own experiences surrounding transition from high school to college. He plans to attain his doctoral degree at OU in adult and higher education studies.

Nidal El-Kazimi, a fifth-year doctoral student from Jordan, is working as a graduate research assistant with the Zarrow Center. Nidal's research interests include self-determination and transition applications within different educational settings and across different cultures. Part of his work involves translating and validating selected works in transition and self-determination into the Arabic language. Another research interest includes investigating methodology and applications of meta-analysis techniques for single-subject designs. A third area of research investigates early identification and prevention of mathematics disabilities relative to students achieving postsecondary success. Nidal co-taught the Advanced Behavior Analysis and Research Design graduate class on the Norman campus. Prior to joining the Zarrow Center, he taught physics for 10 years in Jordanian schools and vocational training settings. He earned his master's degree in teaching gifted and talented students. Nidal had been awarded the Balqaa' University Graduate College award and the Arab Council for Gifted and Talented award for his excellent achievement. He is a member of the Council for Exceptional Children and the Arab Council for Gifted and Talented. He also serves as a member in the Board of Directors to the Council for Exceptional Children, the Division of International Special Education and Services, and on the English/Arabic Translation Team at CEC/DISES. He presented in multiple regional and international conferences and facilitated local and state transition-planning teams.

Lorrie Sylvester is a licensed physical therapist and doctoral candidate in special education from Oklahoma. She earned a bachelor's degree in physical education from the University of Delaware in 1977. She is also on the clinical faculty of the Department of Rehabilitation Sciences at the OU Health Sciences Center. Her dissertation research investigates self-determined physical therapy interventions for youth with developmental disabilities and their families as they pursue postsecondary goals. She is comparing the impact of clinician-directed versus student-self-directed physical therapy approaches on motor skill acquisition for young adults with severe and multiple disabilities. Other research endeavors include vocational choice making, student-directed transition planning, self-determination in related services settings, and physical therapy's impact on transition outcomes for youth with disabilities. She co-authored the *Student-Directed Transition Planning* lessons and coordinated the final year of this federally funded research project, investigating gains in transition knowledge, self-determination, self-efficacy, and IEP meeting activity as a result of students' participation in transition education programs incorporating two distinct lesson packages. Lorrie represented the Department of Educational Psychology in the OU Graduate Student Senate and chaired the Problems and Project Committee. She also taught undergraduate general and special education majors on the OU Norman campus. She serves on the editorial board for

Physical and Occupational Therapy in Pediatrics. Lorrie is a 26-year member of the American Physical Therapy Association, and serves as the APTA's pediatric section liaison to the National Joint Committee on Communication Issues for People with Severe Disabilities. Lorrie is a member and vice-chair of the Adolescents and Adults with Developmental Disabilities special interest group with APTA, and served on a related task force, Continuum of Care for People with Lifelong Disabilities. Lorrie also belongs to the Council for Exceptional Children (DCDT and DDD divisions), the Association for Persons with Severe Handicaps, and the American Association for Intellectual and Developmental Disabilities. Lorrie presented locally, nationally, and internationally on topics related to vocational choice making, student-directed transition planning, and self-determination in related services settings, and has co-authored two articles, one book chapter and a Web-based lesson package. Lorrie plans to complete her doctoral dissertation in the spring of 2011.

Sooner Scholars

Sooner Scholars, a federally funded doctoral leadership project, prepares special educators who are African American and Native American to become college special education professors. These students bring a wealth of diversity and skills to OU, the Jeannine Rainbolt College of Education, and to the Zarrow Center.

Penny Cantley, a fourth-year doctoral student from Oklahoma, graduated from the University of Oklahoma in 2002 with a bachelor's degree in special education. Her experiences include two years teaching special education at the elementary level in Okinawa, Japan, and three years teaching secondary special education in Oklahoma, where she focused on improving reading proficiency for students considered at high risk for school failure. Her university level teaching experience includes *Understanding and Accommodating Students with Exceptionalities*, an undergraduate course for education majors at OU, and *Management in Special Education*, a course for special education majors at OU. Penny currently serves as president-elect for the Oklahoma Council for Exceptional Children, and committee member on CEC-TED membership committee and professional development committee. She served as guest reviewer for *The Journal of Postsecondary Education and Disability*; Kaleidoscope proposal reviewer for the TED conference; and as an American Educational Research Association conference proposal reviewer. Penny also served as a facilitator for the National Secondary Transition State Planning Institute and is currently a member of the Council for Exceptional Children, Oklahoma Council for Exceptional Children; Learning Disabilities Association; Learning Disabilities Association of Oklahoma; Oklahoma Association of Higher Education and Disability; and the American Educational Research Association. She has presented locally, nationally, and internationally on topics related to reading instruction in the resource classroom; student perceptions of transition practices; self-awareness; and transition assessment. In collaboration with Zarrow Center associates, she is developing *ME!*, a curriculum for teaching students with disabilities critical transition skills. Funded by the Oklahoma Planning Council for Developmental Disabilities, teachers will use *ME!* to help students with disabilities become aware of the disability's impact in their lives. Her research interests include secondary and postsecondary transition participation and

outcomes for students with disabilities, specifically for issues related to disability awareness among Native American students in Oklahoma. Penny will complete her doctoral work in December 2010.

Marsha Dempsey is a second-year doctoral student and *Sooner Scholar* from Oklahoma. She earned her bachelor's degree in public administration from Shaw University in Raleigh, N.C., in 2002 and a master's degree in special education from the CUNY-College of Staten Island in Staten Island, N.Y., in 2006. Her experiences include providing special education services in the New York City Teaching Fellows program, working with elementary through middle school students with severe emotional/behavioral disorders, collaborative team teaching, and teaching in self-contained settings. She focused on science, technology, and promoting access to the general curriculum for self-contained students. Marsha received a scholarship to attend the North Dakota Study Group annual conference in Lake Mundelein, Ill. She served as a facilitator for the Oklahoma Transition Institute conference and is currently a member of Council for Exceptional Children and the North Dakota Study Group. She has presented as a part of professional development in the areas of differentiation, science, and technology. Her research interests include technology, self-determination, and emotional/behavioral disorders. Marsha hopes to complete her doctoral work in May of 2011.

Charity Gillman, a fourth-year doctoral student from Oklahoma, earned an associate degree from Northeastern Oklahoma A&M College in 1998, a bachelor's degree in special education in 2001 and a master's degree in public school administration in 2005, both from Northeastern State University. Charity taught special education for Broken Arrow Public Schools and served as a professional development trainer, cheer coach, and a mentor for entry-year teachers. Charity's university-level teaching experience includes *Transition and Self-determination* and *Introduction to Exceptional Children*, undergraduate courses for special education majors at the University of Oklahoma. She is currently a member of Council for Exceptional Children (DCDT, DDEL, CASE, and AIC divisions), National Indian Education Association, and National Scholars Honor Society. Charity is an active member and secretary of the Council for Exceptional Children (CEC) American Indian Caucus (AIC), and membership chair of the Council for Exceptional Children (CEC) Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL). Charity's research interests include transition education and developing programs that use self-determination strategies to empower students with disabilities, especially American Indian students; creating systematic program changes in school settings to enable youth and families to be involved in the transition planning process; and increasing tribal government and special education legislative awareness regarding the transition of American Indian youth with disabilities. Charity has presented nationally on topics relating to American Indian transition and self-determination. Charity is now an instructor at Northeastern State University and is working on her dissertation.

Vincent Harper, a doctoral candidate from Colorado Springs, served as a middle-school assistant principal prior to joining the Zarrow Center. Vincent earned a bachelor's degree in elementary education from Southern University at New Orleans and earned his

master's degree in education administration from California State University, Fullerton. He has worked in elementary and secondary general and special education for more than 10 years and has taught in Louisiana, Texas, California and Colorado. In that time, he has worked extensively to develop collaborative relationships between schools, families and community agencies to develop integrated services to families and students considered at risk for school failure. Vincent's research interests include the development of systemic interventions that foster cooperative partnerships among educators and community agencies to improve early intervention, and treatment strategies and postschool outcomes for students with disabilities. Vincent's professional activities include the Council for Exceptional Children, the Division on Career Development and Transition, and Oklahoma Transition Council. He is the Southwest regional director for the Black Caucus of the Council for Exceptional Children. He graduated with his doctorate in spring 2010 and is now a professor at the University of Evansville.

Karen Little is a second-year graduate student and research assistant who joined the University of Oklahoma's special education doctoral degree program after a three-year appointment as an assistant principal for the Frisco, Texas, independent school district. Karen obtained her bachelor's degree with honors in therapeutic recreation from the University of Florida in 1986; her teaching certifications and master's degree in special education from San Diego State University in 1995; and her master's degree in educational administration from San Francisco State University in 1997. She has worked with multiple school districts in Contra Costa County, Calif., as a special education program specialist; as a special education coordinator in Plano, Texas; and as an elementary and middle school teacher in southern and northern California. Karen's OU teaching experiences included acting as the lecturer for the introductory special education class *Accommodating and Modifying for Exceptional Learners* in spring 2009, co-teaching the same course in summer 2009, and as a discussion leader in fall 2009. She facilitated at the 2008 Fall Oklahoma Transition Institute, presented at the Council for Exceptional Children April 2009 conference and at the Division of Career Development and Transition October 2009 conference. She is currently developing a self-awareness, self-advocacy curriculum titled "*ME!*" Karen's research interests include the relationship between self-determination and self-advocacy for secondary students, transition programs, and the role of school administrators. She anticipates completing her doctorate in 2011.

Amber McConnell joined the Zarrow Center as a Sooner Scholar in the fall of 2008 and will graduate with a doctorate in special education in 2011. She has attended several Oklahoma universities, including Oklahoma State University, the University of Tulsa and Northeastern State University, where she earned a bachelor's degree in mild-to-moderate special education and a master of science degree in collegiate scholarship and services with an emphasis in student personnel services. Amber graduated with honors and was awarded the 2007 Academic Achievement Award by Collegiate Scholarship and Services during her master's studies, concentrating on transfer of rights for students with disabilities from the secondary to postsecondary setting. She is a member of the Council for Exceptional Children, Kappa Delta Pi, and the Oklahoma Transition Institute. Her experiences include teaching special education at the secondary level for six years in

northeastern Oklahoma, where she focused on improving transition from the secondary to postsecondary settings and informing parents and students of the change in rights and services during this transition. She has served as a secondary special education team leader, a member of the professional development team, and a member of the Northeastern Pryor Transition Team. Amber's research interests include improving transition education and strategies to teach self-determination to students with disabilities to enhance transition outcomes. Her primary responsibilities at the Zarrow Center include working with the Oklahoma Transition Council to develop and provide technical assistance and workshops to state transition teams and monitor and evaluate team progress.

Wendy Marie Pharr is a fourth-year doctoral student from Detroit. She holds a master's degree in school administration and a bachelor's degree in mild-to-moderate disabilities from Northeastern State University. She maintained a 4.0 grade-point average while at NSU and was an active member of the Student Council for Exceptional Children, Kappa Delta Pi, and the International Honor Society in Education. She has worked as a behavior coach for Tulsa Public Schools and as a special education teacher for Broken Arrow Public Schools. She currently works for the Tulsa Public Schools as a building principal. Her research interests include applied transition education and behavioral interventions for students with disabilities. She plans to graduate with her doctorate in 2011.

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 2009.

- Juan Portley, graduated in spring 2009 and is consulting with New Mexico schools while living in Santa Fe, N.M.
- Chen-Ya Juan, assistant professor at Hsin Sheng College in Taiwan
- Jamie Van Dycke, assistant professor at Oklahoma State University
- Lori Peterson, assistant professor at the University of Northern Colorado
- Rob Christensen, assistant professor at the University of Central Arkansas
- Lee Woods, assistant professor at Boise State University
- Sandra Ludwig, principal at Moore Public Schools in Moore, Okla.
- Robert Walden, research associate at the University of 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 2009.

- Staci Vollmer, instructor at East Central University in Ada
- Rosemary Davani (Robertson), high school special ed. teacher in Mesa, Ariz.
- Brian Borland, magnet strand coordinator at McLain High School in Tulsa, Okla.
- Bryan Duncan, Doctor of Philosophy, staff psychologist at Texas Tech University

Zarrow Center Scholarly Accomplishments

Teaching

Zarrow Center staff members taught a variety of classes at the undergraduate and graduate levels to help prepare future special-education teachers.

Penny Cantley - Management in Special Education (fall 2009)

Penny Cantley - Understanding and Accommodating Students with Exceptionalities (summer 2009)

Marsha Dempsey - Understanding and Accommodating Students with Exceptionalities (Discussion instructor, fall 2009)

Vincent Harper - Collaboration for Lifelong Integration, College of Education, (Co-Instructor, spring 2009)

Karen Little - Understanding and Accommodating Exceptional Learners (Graduate Assistant/Discussion Leader, fall 2009)

Karen Little - Understanding and Accommodating Exceptional Learners (Graduate Assistant/Co-Instructor, summer 2009)

Karen Little - Understanding and Accommodating Exceptional Learners (Graduate Assistant/Lecturer, spring 2009)

Karen Little - Management in Special Education (Guest Lecturer, Oct. 28, 2008)

James Martin – Transition Education and Self-Determination (fall 2009); Secondary Education and Transition Ed Seminar (spring 2009)

Amber McConnell - Secondary Transition for Students with Disabilities (Co-Instructor, fall 2009)

Lorrie Sylvester - Secondary Education Transition Seminar (January 2009)

Lorrie Sylvester - Improving Educational Outcomes for Students with Low Incidence Disabilities (fall 2009)

Lorrie Sylvester –Teaching Functional Curriculum (fall 2009)

Articles Published

Rusch, F. R., Hughes, C., Agran, M., Martin, J. E., and Johnson, J. R. (2009). Toward self-directed learning, post-high school placement, and coordinated support: Constructing new transition bridges to adult life. *Career Development for Exceptional Individuals*, 32, 53-59.

Articles in Press

Woods, L. L., Sylvester, L., and Martin, J. E. (in press). Student-directed transition planning: Increasing student knowledge and self-efficacy in the transition planning process. *Career Development for Exceptional Individuals*.

Articles Submitted

Juan, C. and Martin, J. E. (2009). *Determining the reliability of a new transition assessment: Transition success assessment*. Manuscript submitted for publication.

Snell, M. E., Brady, N., McLean, L., Ogletree, B., Siegel, E., Sylvester, L., and Sevcik, R. (2009). *Twenty years of communication intervention research with individuals who have severe disabilities*. Manuscript submitted for publication.

Woods, L. L., Sylvester, L., and Martin, J. E. (2009). *Student-directed transition planning: Increasing student knowledge and self-efficacy in the transition planning process*. Manuscript submitted for publication.

Articles in Preparation

Juan, C., Cantley, P., and Martin, J.E. *Self-awareness of college students with disabilities*. Manuscript in preparation, University of Oklahoma.

Brandes, J. A., McWhirter, P. T., Crowson, M., Rice, H. J., and Cantley, P., *Efficacy and attitudes: Preservice educators' response to the awareness and inclusion curriculum*. Manuscript in preparation, University of Oklahoma.

Martin, J. E., Marshall, L. H., and El-Kazimi, N. (2008). *Teaching goal attainment in inclusive middle school English classes*. Manuscript soon to be submitted for publication.

Portley, J., Martin, J. E., and Hennessey, M. (2009). *High school transition program variables associated with successful student post-school outcomes*. Manuscript soon to be submitted for publication.

Sylvester, L., Martin, J. E., Hennessey, M., and Woods, L. L. *Comparing unique and cumulative effects of the student-directed transition planning and the self-directed IEP lessons on knowledge, self-efficacy, and self-determination for students with learning disabilities*. Manuscript in preparation, University of Oklahoma.

Sylvester, L. and Martin, J. E. (2009). *Are elements of self-determination apparent in physical therapy intervention?* Manuscript in preparation, University of Oklahoma.

Wu, P., Martin, J. E., Isbell, S., Walden, R., and El-Kazimi, N. (2008). *Teaching students with visual impairments to actively participate in their secondary IEP meetings*. Manuscript soon to be submitted for publication.

Book Chapters Published

Smith, L. and Sylvester L. (2009). Transition. In I. McEwen (Ed.) *Providing physical therapy services under parts B and C of the individuals with disabilities education act (IDEA)*. Arlington, VA: Section on Pediatrics, American Physical Therapy Association.

Book Chapters in Press

Martin, J. E., and Sale, R. P. (in press). Self-determination instruction. In P. Wehman and J. Kregel (Eds.), *Community-based instruction* (3rd ed.). Austin, TX: Pro Ed.

Curriculum, Assessment, and Instructional Materials

Cantley, P., Parker, K., and Martin, J. (2009). *Me! Teaching self-awareness and self-advocacy to students with disabilities*. University of Oklahoma, Zarrow Center, Norman, OK.

Sylvester, L., Woods, L. P., and Martin, J. E. (2009). *Student-directed transition planning*. Available at <http://education.ou.edu/zarrow/>

Professional Service

Presentations and Workshops

Brandes, J., McWhirter, P., Cantley, P., Rice, H., Parker, K., Haring, K., and Lovett, D. *Bully or Victim? Identification, Interventions and Supports for Bully Prevention* presented at the 2009 Learning Disabilities Association of Oklahoma. Tulsa, OK.

Sylvester, L., Cantley, P., Parker, K.. *Me! and Student-Directed Transition Planning* presented at the 2009 Oklahoma Transition Institute. Oklahoma City, OK.

Cantley, P., Parker, K., and Martin, J. *Me! Teaching Self-Awareness and Self-Advocacy to Students with Disabilities* presented at the 2009 International Association of Special Education. Alicante, Spain.

Cantley, P. and Parker, K. *Me! Teaching Self-Awareness and Self-Advocacy to Students with Disabilities* presented at the 2009 Annual International Conference of the Council for Exceptional Children. Seattle, WA.

Brandes, J. A., McWhirter, P. T., Cantley, P., and Rice, H. *Preservice to Practice: Identification, Interventions, and Supports for Bully Prevention* presented at the 2009 Annual International Conference of the Council for Exceptional Children. Seattle, WA.

Cantley, P. and Mays, B. *Success for Students with Disabilities: Making the Transition from High School to College* presented at the 2009 Oklahoma Parent Training and Information Center Conference, Tulsa, OK.

Cantley, P., Parker, K., and Martin, J. *Teaching Self-Awareness and Self-Advocacy to Students with Disabilities* presented at the 2009 Oklahoma Federation of Council for Exceptional Children in Midwest City, OK.

Dempsey, M. *Emotional behavioral disorders*. Guest Lecturer, University of Oklahoma. Norman, OK.

- Dempsey, M. *Universal design for learning and instruction*. Guest Lecturer, University of Oklahoma, Norman, OK.
- Dempsey, M. *What is an expedition: Classroom examples of expeditionary learning through understanding Ancient Rome*. Black Caucus, CEC Convention and Expo, Seattle, WA.
- Dempsey, M., Wissick, C., and Gardner, J.E. *Implementing universal design for learning and differentiated instruction with free web tools*. CEC Convention and Expo, Seattle, WA.
- Dempsey, M. *Student manifestations of self-determination and the portfolio process*. Guest Lecturer, University of Oklahoma, Norman, OK.
- Dempsey, M. *Universal design for learning and instruction*. Guest Lecturer, University of Oklahoma, Norman, OK.
- Dempsey, M. *What is self-determination: A comparative analysis of definitions and how they apply to students*. North Dakota Study Group, Lake Mundelein, IL.
- Dempsey, M. *SMARTBoards: What are they good for?* Oklahoma Technology Association, Oklahoma City, OK.
- Dempsey, M. and Gardner, J.E. *Using universal design for learning and technology*. Oklahoma Federation of Council for Exceptional Children, Midwest City, OK.
- El-Kazimi, N., Bakdash, T., Al Attiyah, A., Khaliefa, B., and Keller, K. *Transferring Special Education Knowledge And Practices Across Cultures: An Arabic-English Model*. Presented at the Council for Exceptional Children CEC 2009 Annual Convention and Expo, Seattle, WA.
- El-Kazimi, N. *Touch Math: A Cool Tool for Math Strugglers*. Presented at the Oklahoma Federation of the Council for Exceptional Children OFCEC 2009 Annual Conference, Norman, OK.
- Gillman, C. and Matuszny, R. *Providing Educational Services to Native American Youth with Disabilities: Panel Discussion by Native American Special Educators*. Presented at 2009 National Council for Exceptional Children Conference, Seattle, WA.
- Goff, C. *The Black Self-Determination Experience*. Presented at DCDT 15th Annual International Conference; October 30, 2009; Savannah, GA.
- Harper, V. *Facilitator for the State of Arizona and Illinois Transition Planning Team*. National Secondary Transition Technical Assistance Center Annual State-planning institute in Charlotte, NC; May 2009

- Little, K. *Transition Team Members' Perceptions of Student Disability Awareness Instruction*. Co-Presenter; CEC Conference; April 24, 2010
- Little, K. *ME! Curriculum for Self-Awareness and Self-Advocacy in Students with Disabilities*. Co-Presenter; CEC Conference: Kaleidoscope; April 24, 2009
- Little, K. *ME! Curriculum for Self-Awareness and Self-Advocacy in Students with Disabilities*. Co-Presenter; Oklahoma CEC Conference; February 4, 2009
- Little, K. Oklahoma Transition Institute; Oklahoma City, OK; Facilitator; October 3-5, 2008
- Little, K. *Transition, Self-determination, and the Self-Directed IEP*. Co-Presenter; Owasso Transition Team; August 8, 2008
- Little, K. *Inclusion, Co-Teaching and Transition Activities in General Education*. Co-Presenter; Afton Transition Team; January 13, 2010
- Martin, J. E. (2009). *Implementing self-determination practices*. Workshop for the South Carolina Division on Career Development Conference, Charleston, SC.
- Martin, J. E. (2009). *Three-part transition assessment model*. Presentation at the National Transition Technical Assistance Project State Planning Conference. Charlotte, N.C.
- Martin, J. E. (2009). *How to publish for JPED*. Presentation at the Association for Higher Education and Disabilities Conference. Louisville, KY.
- Martin, J. E. (2009). *Keynote: Transition assessment*. Presentation at New York's Division on Career Development and Transition Annual Conference. Rochester, NY.
- Martin, J. E. (2009). *Student involvement in transition planning*. Presentation at New York's Division on Career Development and Transition Annual Conference. Rochester, NY.
- Martin, J. E. (2009). *Importance of inclusive education*. Workshop presentation for Partners in Policy Making. Charleston, West Virginia.
- Martin, J. E. Cantley, P., and Parker, K. (2009). *Me! Preparing students with disabilities for their future*. Presentation at the 44th Annual Spring Conference of the Oklahoma Federation of the Council for Exceptional Children, Midwest City, OK.

- Martin, J. E. and McConnell, A. (2009). *Student Involvement in the IEP Process*. Oklahoma Transition Council sponsored Workshop presentation. Lawton, OK.
- Martin, J. E. and McConnell, A. (2009). *Three-part transition assessment, transition pages of the Oklahoma IEP, and how can I teach transition and required skills*. Oklahoma Transition Council sponsored Workshop presentation. Ardmore, OK.
- Martin, J. E. and McConnell, A. (2009). *Student Involvement in the IEP Process*. Oklahoma Transition Council sponsored Workshop presentation. Shawnee, OK.
- Martin, J. E. and McConnell, A. (2009). *Three-part transition assessment, transition pages of the Oklahoma IEP, and how can I teach transition and required skills*. Oklahoma Transition Council sponsored Workshop presentation. Tulsa, OK.
- Martin, J. E., McConnell A., and McFarlin, M. (2009). *Three-part transition assessment, transition pages of the Oklahoma IEP, and how can I teach transition and required skills*. Oklahoma Transition Council sponsored Workshop presentation. Tulsa, OK.
- Martin, J. E., McConnell A., and McFarlin, M. (2009). *Three-part transition assessment, transition pages of the Oklahoma IEP, and how can I teach transition and required skills*. Oklahoma Transition Council sponsored Workshop presentation. Lawton, OK.
- Martin, J. E., McConnell A., and McFarlin, M. (2009). *Three-part transition assessment, transition pages of the Oklahoma IEP, and how can I teach transition and required skills*. OTC sponsored workshop in Oklahoma City, OK.
- Martin, J. E., McConnell A., and King, K. *Three-part transition assessment, transition pages of the Oklahoma IEP, and how can I teach transition and required skills*. Presentation at the Oklahoma Transition Institute Regional Meeting, October 22, 2009, Poteau, OK.
- McConnell, A. *Self-Determination Strategies for Working with Parents*. Presented at the 2008 Oklahoma Federation of Council for Exceptional Children Annual Conference, February, 2, 2009 Midwest City, OK.
- McConnell, A. *Self-Advocacy and Self-Determination Skills for Transition Aged Youth*. Presented at the Moore Transition Conference, July 30, 2009, Moore, OK.
- McConnell, A. *Team Leader Booster*. Presented at the Fourth Annual Oklahoma Transition Institute, September 9, 2009. Oklahoma City, OK.
- McConnell, A. *A Three-Part Transition Assessment Process: Enabling Students to Build Their Own Postsecondary and Annual Transition Goals* Presented at the 15th International DCDT Conference, October 29, 2009, Savannah, GA.

- McConnell, A. *Transition 101, Transition Assessment and Indicator 13*. Presented at the Oklahoma Transition Institute Regional Meeting, January 4, 2009, Afton, OK.
- McConnell, A. *Transition 101, Transition Assessment and Indicator 13*. Presented at the Oklahoma Transition Institute Regional Meeting, January 22, 2009, Drumright, OK.
- McConnell, A. *How Can I Teach Transition and Required Skills?* Presented at the Oklahoma Transition Institute Regional Meeting, February 5, 2009, Tulsa, OK.
- McConnell, A. *How Can I Teach Transition and Required Skills?* Presented at the Oklahoma Transition Institute Regional Meeting, February 26, 2009, McAlester, OK.
- McConnell, A. *Completing Transition pages of the Oklahoma IEP*. Presented at the Oklahoma Transition Institute Regional Meeting, April 4, 2009, Oklahoma City, OK.
- McConnell, A. *Transition 101 and Indicator 13*. Presented at the Oklahoma Transition Institute Regional Meeting, August 27, 2009, Durant, OK.
- McConnell A. and Eccard, A. *Three-Part Transition Assessment, Transition Pages of the Oklahoma IEP, and How Can I Teach Transition and Required Skills?* Presented at the Oklahoma Transition Institute Regional Meeting, November 5, 2009, Enid, OK.
- Sylvester, L. *Physical Therapy: Achieving Postsecondary Outcomes*. Presentation at the Oklahoma Federation of the Council for Exceptional Children, Midwest City, OK. (February)
- Sylvester, L. *Health and Wellness: Issues Facing Adolescents and Adults with Lifelong Disabilities – A lifespan perspective*. Presentation at the Oklahoma Federation of the Council for Exceptional Children, Midwest City, OK. (February)
- Sylvester, L. *Transition Education: Merging Two Paths for Successful Transition Planning*. Presentation at the Oklahoma Federation of the Council for Exceptional Children, Midwest City, OK. (February)
- Sylvester, L. *Evidence-based Communication Interventions for Persons with Severe Disabilities*. Poster presented at the Combined Sections Meeting of the American Physical Therapy Association, Las Vegas, NV. (February)
- Sylvester, L. and Doty, T. *Health and Wellness Issues Facing Adolescents and Adults with Lifelong Disabilities: A Lifespan Perspective*. Poster presented at the

Combined Sections Meeting of the American Physical Therapy Association, Las Vegas, NV. (February)

Sylvester, L. *Promoting Student-determined PT Interventions - Helping Students with Disabilities Achieve Transition Outcomes*. Pediatric Section Sponsored two-hour session at the Combined Sections Meeting of the American Physical Therapy Association, Las Vegas, NV. (February)

Sylvester, L. *Writing Postsecondary Goals for Students with Severe Disabilities*. Presentation for the Lawton Transition Team, Oklahoma Transition Council, Lawton, OK. (February)

Sylvester, L. and Roberts, C. *Assistive Technology and Positioning for Inclusion*. Workshop for Partners in Policy Making, Oklahoma Developmental Disabilities Council. (March)

Sylvester, L. and Woods, L. *Transition Education: Merging Two Paths for Successful Transition Planning*. Presentation at the 25th Pacific Rim Conference on Disabilities, Honolulu, HI. (May)

Sylvester, L. *Helping Students with Developmental Disabilities Achieve Postsecondary Outcomes through Student Self-determined Physical Therapy Practices*. Presentation at the 25th Pacific Rim Conference on Disabilities, Honolulu, HI. (May)

Sylvester, L. *Evidence-based Communication Interventions for Persons with Severe Disabilities*. Poster presented for the OU Student Research and Performance Day, 2nd place winner, Norman, OK. (May)

Sylvester, L. *Health and Wellness Issues Facing Adolescents and Adults with Lifelong Disabilities: A Lifespan Perspective*. Poster and interactive café presentation at the AAIDD Annual Meeting, New Orleans, LA. (June)

Sylvester, L. *Evidence-based Communication Interventions for Persons with Severe Disabilities*. Poster and interactive café presentation at the AAIDD Annual Meeting, New Orleans, LA. (June)

Sylvester, L. *Evidence-based Communication Interventions for Persons with Severe Disabilities*. Poster presented at the American Physical Therapy Association Annual Conference, Baltimore, MD. (June)

Sylvester, L. *Evidence-based Communication Interventions for Persons with Severe Disabilities*. Poster presented at the University of Oklahoma, Student Research and Performance Day. (June)

Sylvester, L. *Helping Students with Developmental Disabilities Achieve Postsecondary Outcomes through Student-Self-Determined Physical Therapy Practices*. Poster presented at the 15th International Conference of the Division on Career Development and Transition Conference, Savannah, GA. (October)

Sylvester, L. *Transition Education Programs Promoting Successful Transition Planning for Students with Disabilities*. Poster presented at the 15th International Conference of the Division on Career Development and Transition Conference, Savannah, GA. (October)

Sylvester, L. *Health and Wellness Issues Facing Adolescents and Adults with Lifelong Disabilities: A Lifespan Perspective*. Poster presented at the 15th International Conference of the Division on Career Development and Transition Conference, Savannah, GA. (October)

Service (non-teaching) to the University of Oklahoma

Penny Cantley - Senator, Graduate Student Senate, The University of Oklahoma

Penny Cantley - President, Ed Psych Graduate Organization, The University of Oklahoma

Marsha Dempsey - Treasurer, Educational Psychology Graduate Organization, The University of Oklahoma

Marsha Dempsey - Planning Committee Member, North Dakota Study Group

Karen Little - Senator, Graduate Student Senate, The University of Oklahoma

James Martin - College of Liberal Studies Executive Committee

James Martin - College of Liberal Studies Committee A

James Martin - Member of the Jeanine Rainbolt College of Education Extended Administrative Council

James Martin - Chair of the Liberal Studies Executive Committee

James Martin - Provost's Office Campus Departmental Review Committee

Editorial Service

Penny Cantley - Guest Reviewer, *The Journal of Postsecondary Education and Disability*

Marsha Dempsey - Guest Reviewer, *The Journal of Post-Secondary Education and Disability*

Marsha Dempsey - Editorial Assistant, *The Journal of Post-Secondary Education and Disability*

James Martin – *Editor, The Journal of Post-Secondary Education and Disability*

James Martin – Editorial Board for *Career Development for Exceptional Individuals*

James Martin – Editorial Board for *Exceptional Children*

James Martin – Editorial Board for *Research and Practice for Persons with Severe Disabilities*

Committees and Advisory Boards

Penny Cantley - Committee Member, Conference Committee OKCEC

Penny Cantley - Committee Member, Executive Board OKCEC

Penny Cantley - Committee Member, Membership committee CEC-TED

Penny Cantley - Committee Member, Professional development committee CEC-TED
Penny Cantley - Member, Representative Assembly CEC
Nidal El-Kazimi - Member, Board of Directors, Council for Exceptional Children,
Division of International Special Education and Services (CEC/DISES)
Nidal El-Kazimi - Member, Arabic Translation Team, CEC/DISES.
Charity Gillman - Secretary, American Indian Caucus, Council for Exceptional Children
Charity Gillman - Membership Chair, Division for Culturally and Linguistically Diverse
Exceptional Learners, Council for Exceptional Children
Vincent Harper - Student Member, Board of Directors, Council for Exceptional Children
Vincent Harper - Student Member, Board of Directors, Division of Career Development
and Transition
Vincent Harper - President-elect, Black Caucus of the Council of Exceptional Children
James Martin - Council for Exceptional Children's Finance and Audit Committee
James Martin - Capacity Building Panel for the National Secondary Transition Technical
Assistance Center
James Martin - Member of Oklahoma's Transition Planning Council
James Martin - Board Member for the Dream Institute of Tulsa, OK.
James Martin - Norman United Way Sensors and Persons with Disabilities Council

Partial Listing of Zarrow Center Projects Under Way

Sooner Scholars

Martin, J., Goff, C., and Gardner, J. E. (Funded 2006, ended December 2009). *Sooner Scholars: Preparing Doctoral Students Who Are CLD for Higher Education With an Emphasis on Transition, Self-determination, and Applied Research*. U.S. Department of Education, Office of Special Education Programs: Preparation of Leadership Personnel, Award #: H325D050031

The *Sooner Scholars* leadership fellowship program develops doctoral students who are culturally and linguistically diverse special-education teachers to assume higher-education special-education faculty positions. Supported by a grant from the U.S. Department of Education, Office of Special Education Programs, this project professionally and financially supports individuals to attain a doctoral degree in special education from the University of Oklahoma and gain advanced knowledge in transition, self-determination and applied research.

ME! Preparing Students with Disabilities for Their Future

Penny Cantley, Karen Little, and James Martin are developing this curriculum to help high-school teachers infuse lessons on critical transition skills in their classroom instruction while meeting state standards. The purpose of the lessons is to teach critical transition skills, with an emphasis on self-awareness and self-advocacy, to high school students with disabilities. The curriculum consists of 10 units, which contain two to four lessons each. The curriculum will be available in fall 2010 at no cost to educators via the Zarrow Center Website. This project is funded in part by the Oklahoma Planning Council for Developmental Disabilities.

Oklahoma Transition Council and Transition Institute

James Martin served as a member of the Oklahoma team at a national institute, where the initial plan for an Oklahoma Transition Institute emerged. Martin now serves as a member of Oklahoma's Transition Council. The inaugural Transition Institute was held in May 2006 in Norman, Okla. This successful institute hosted about 40 teams of educators and service providers from across the state. Facilitated by professionals in a variety of agencies and by Zarrow Center graduate students, these teams developed transition implementation plans to work on in their local communities throughout the year. Regional meetings were held in the fall (and planned for the spring) to help teams evaluate progress toward action plans established at the institute. The second annual Oklahoma Transition Institute was held in June 2009. Funding for the ZC's involvement in OTI activities comes in part from the Oklahoma State Department of Education.

Disability Awareness

Chen-Ya Juan and Penny Cantley began interviewing college students with learning disabilities to determine their understanding of their disability, when they first realized they had a disability, and misperceptions they held about their disability. Initial findings suggest that students struggled in understanding how to accept their disability throughout childhood and into their young adult years. These initial findings also suggest the importance of students learning self-determination skills early in their school years, including practice in self-advocating for their needs and supports.

Take Action Goal Attainment

A self-determination lesson package taught middle-school students with and without disabilities in English classes goal-attainment skills. Students learned how to attain goals and their achievement of long-term class goals increased dramatically. Nidal El-Kazimi and Dr. Martin completed quantitative data analysis and plan to submit a manuscript for publication next year.

Funded Research and Service Grants

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: \$208,000

Sooner Scholars: Preparing Doctoral Students Who Are Native American and Hispanic and African American for Higher Education Positions with an Emphasis on Transition, Self-Determination, and Applied Research

Funding Source: U.S. Dept. of Education, Office of Special Education Programs
Director (PI): James Martin
Time: 1/1/06 – 12/31/09
Amount Funded: \$800,000

ME! Creating and Field-Testing a Disability Awareness Curriculum

Funding Source: Oklahoma Developmental Disabilities Council

Director (PI): James Martin

Time: 6/1/08 to 7/1/11

Amount Funded: \$90,000

Awards and Honors

Marsha Dempsey - OU Graduate Research and Performance Day: Honorable Mention

Lorrie Sylvester - OU Student Research and Performance Day: 2nd Place Award

For more information, contact:

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