

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

For the Year Ending December 2008

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Zarrow Center for Learning Enrichment

Annual Report for 2008

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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.

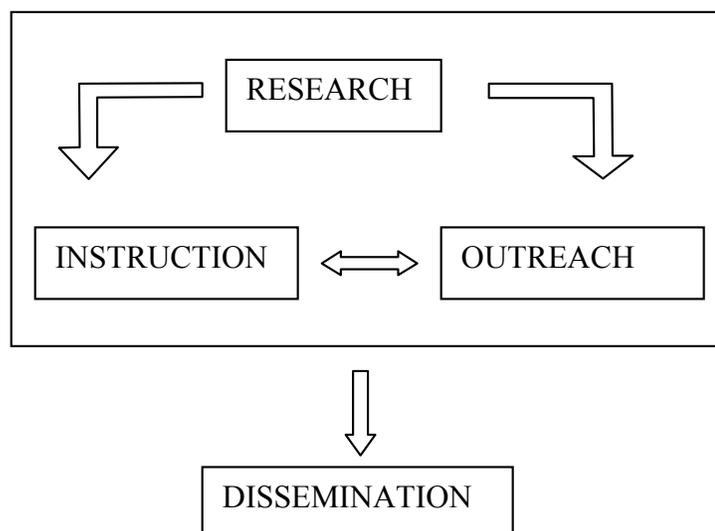
The Zarrow Center for Learning Enrichment's unique purpose and vision aligns with that of the University of Oklahoma.

Purpose of the Zarrow Center for Learning Enrichment

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, and 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 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 policy-makers 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.

Zarrow Center Faculty and Staff

James E. Martin holds the Zarrow Chair in Special Education 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.

James Emmett Gardner, professor of special education, is an associate Zarrow Center faculty member. In this role, he co-directs the Sooner Scholar doctoral leadership grant and serves as a doctoral advisor. His research and scholarship revolves around investigating instructional technology applications and how using technology-enhanced instructional strategies and universal design for learning improve student outcomes. He and Zarrow Center students have been involved in numerous teaching and research activities.

Robert J. Walden 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 Masters 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. Linda 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 Linda 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 joined OU and the Zarrow Center for Learning Enrichment in 2008. She serves as a fulltime 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 Psychology Association and the OU Psychology Club.

Zarrow Center Graduate Research Assistants

During 2008, 16 graduate students contributed their unique experiences and perspectives Zarrow Center research and teaching activities. Eight students worked as graduate research assistants on activities directly related to the Zarrow Center's mission and objectives. A four-year doctoral leadership grant titled *Sooner Scholars* provided fellowship support for three first-year doctoral students and five doctoral students now in their third and fourth years. Nine graduate students received support from Zarrow Center or from externally sponsored funding.

Lee Woods completed his doctoral degree in special education in May 2008 after working as a graduate research assistant for the Zarrow Center since 2003. Lee is originally from Illinois but more recently lived in Colorado. He taught special education for nine years to diverse populations in various K-12 settings in Colorado and Montana, and worked for three years with adults with disabilities in a supported employment setting. From 2004 to 2007 he coordinated a federally funded innovation research project for students with disabilities and helped to develop a set of lessons titled *Student-Directed Transition Planning*. These lessons were designed to teach students and their families about the transition-planning process. Lee is now an assistant professor at Boise State University. He continues to collaborate with Zarrow Center faculty and graduate students to publish his doctoral research, which examined the gains in knowledge and student/family self-efficacy in the transition planning process attributable to the *Student-Directed Transition Planning* lessons.

Chen-Ya Juan is from Taiwan and completed her doctoral degree in special education at OU in December 2008 after working as a graduate research assistant at the Zarrow Center since 2004. Her dissertation research socially validated and established the reliability of a new transition assessment entitled *Transition Success Assessment*. She earned her bachelor's degree in foreign languages and literature at Cheng-Kung University in Tainan, Taiwan, and completed her master's degree in special education from the University of Central Oklahoma. She spent three years teaching secondary students with moderate/profound disabilities in Kaohsiung, Taiwan and taught special education classes

to students with mild disabilities for four years in various schools in Taiwan. In 2004, she was a visiting scholar at OU, completing research on transition for secondary students with mild disabilities, which was funded by Taiwan's Department of Education. Her experience includes extensive work with students with mild/moderate/profound educational support needs in public school settings and developing efficient teaching methods and materials for improving their life skills. Her research interests include transition assessment, self-awareness for individuals with disabilities, Asian Americans with disabilities, multicultural issues and self-determination and transition for secondary students with disabilities. Chen-ya was the recipient of the Sooner Heritage Scholarship and a Graduate Student Senate Scholarship. At the writing of this report, she is interviewing for an assistant professor position in Taiwan.

Chauncey Goff, a doctoral candidate from Oklahoma, works as a special education teacher at a local school district and holds a Zarrow Center assistantship. His research examines how self-determination empowers students to improve their school and post-school transition outcomes. Chauncey plans to complete his dissertation in 2009, which investigates disproportional representation of African-American and Asian students in special education. His research helped establish the need for special education teachers from minority cultures, and develop and implement the federally funded *Sooner Scholars* project. Chauncey's 2008 Zarrow Center responsibilities included student advisement and mentorship to Sooner Scholars.

Lorrie Sylvester, also from Oklahoma, is a licensed physical therapist and doctoral candidate in special education. She earned a bachelor's degree in physical education from the University of Delaware in 1977. She serves as an adjunct faculty member with the University of Oklahoma Health Sciences Center in the Department of Rehabilitation Sciences and continues clinical practice with the Oklahoma Assistive Technology Center. Her dissertation research investigates self-determination as it pertains to physical therapy provision for youth with developmental disabilities and their families as students move through postsecondary transition processes. 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 University of Oklahoma Graduate Student Senate and chaired the Problems and Project Committee. She also taught undergraduate general and special education majors on the OU 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 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 has 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 fall of 2009.

Nidal El-Kazimi, a fourth-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 schools and vocational training settings. He earned his master's degree with specialization in teaching gifted and talented students. He is a member of the Council for Exceptional Children and the Arab Council for Gifted and Talented. Beginning in November 2008, Nidal serves as the student representative 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 facilitated local transition-planning teams for the annual Oklahoma Transition Institute and co-facilitated state transition-planning teams for the National Secondary Transition and Technical Assistance Center Institute in Charlotte, NC.

John Graham is a third-year graduate student from California. John earned his bachelor's degree in psychology from the University of California at Irvine in 1990 and his master's degree in special education from the University of Colorado at Colorado Springs in 2001, completing part of his schooling on a Community Learning Merit Scholarship. John taught for five years in Colorado Springs and one year in Henderson, Kentucky. He taught high-school students with severe cognitive needs and severe emotional disorders, as well as students with learning disabilities. He was inducted into Pi Delta Kappa in 2002. He worked as a graduate research assistant through September 2008 and continues to work as assistant editor of the *Journal of Postsecondary Education*. Over the past two years, John worked as a state-level facilitator for NSTTAC with the state of Georgia and facilitated transition teams in Oklahoma. In October of 2008, John joined the *Sooner Scholars* program.

Cathy Witten, a first year doctoral student and graduate research assistant from New Jersey, joined the Zarrow Center in the summer. She received her Bachelor of Arts and Masters of Education from the University of Rochester, in Rochester, N.Y., and taught in Tennessee and Oklahoma. Cathy taught for 10 years at the Cleveland County Regional Juvenile Detention Center, followed by a year teaching at Norman High School in Norman, Oklahoma. Cathy worked with the Oklahoma Transition Council and provided

technical assistance to the Oklahoma Transition Institute local teams and tracked the ongoing progress of the OTI state transition teams. She delivered 17 professional training workshops to educators across Oklahoma as a means to improve their transition education skills. Her research interests include self-determination and transition for at-risk youth. Cathy is a member of the Council for Exception Children and is now working for Norman Public Schools.

Brad Mays, from Bartlesville, Okla., joined the Zarrow Center as a graduate research assistant in June 2007. He will complete his second master's degree in adult and higher education in May 2009. Brad is a member of the Oklahoma Transition Council and provides technical assistance to the Oklahoma Transition Institute local teams, tracks the ongoing progress of the OTI state transition teams, and shares his own experiences surrounding transition from high school to college.

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 third-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 a 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. Penny currently serves as the vice president for the Oklahoma Federation of the Council for Exceptional Children, vice president for the Educational Psychology Graduate Organization, 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 the 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 Federation of 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 and nationally 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 hopes to complete her doctoral work in May 2010.

Charity Gillman, a third-year doctoral student from Oklahoma, earned an associate degree from Northeastern Oklahoma A&M College in 1998 and 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*, an undergraduate course for special-education majors at OU. 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 served as the Graduate Council Student Member at Large during the spring and summer 2008 semesters. She is an active member and secretary of the Council for Exceptional Children American Indian Caucus. She is currently a member of Council for Exceptional Children, National Indian Education Association, National Scholars Honor Society, Gamma Beta Phi and the Golden Key Honor Society. She has presented nationally on topics relating to American-Indian transition and self-determination. Charity is currently collaborating with the Miami and Inola School Districts in separate research projects regarding transition planning. Charity plans to complete her doctoral dissertation in December 2009.

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 plans to graduate with his Doctor of Philosophy degree in December 2009.

Wendy Marie Pharr is a third-year doctoral student from Detroit, Mich. Wendy 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. Wendy 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 special-education area coordinator and part of her duties include improving the district's transition-education programs. Her research interests include applied transition education and behavioral interventions for students with disabilities. She plans to graduate with her Doctor of Philosophy degree in December 2009.

Juan Portley, a doctoral candidate, worked as the transition coordinator for the Eastern Navajo Agency with the Bureau of Indian Education for 3 years, which covered transition program development for 14 different schools. Position duties included developing policy and procedures, transition forms, training on New Mexico state and federal legislation and curriculum development in transition for special education staff, along with monitoring and accountability of school allocation of transition services for students with disabilities. In 2001, Juan earned his master's degree in special education from Pennsylvania State University and worked for two years as a resource teacher and special education coordinator. In 1998, he received his bachelor's degree in psychology from the University of Oregon, where he worked as a research assistant in the cognitive psychology lab and studied childhood temperament. He also served as a counselor for the university's counseling center crisis line. Juan's research interests include academic engagement for American minority students. His research focus is on socio-cultural factors affecting goal-setting and motivation needed for students with disabilities to achieve successful postsecondary outcomes crucial for combating apathy and high-school attrition. Juan is currently working in New Mexico as he finishes his doctoral dissertation, set for May of 2009. He is a member of the New Mexico State Performance Plan Improvement Project's (2008) Advisory Board; served as content expert for cultural issues for the Oklahoma Transition Institute; is a member of Advisory Council for New Mexico's SPPIP; a school team facilitator, New Mexico Cadre Transition Summer Institute; a state team facilitator, National Secondary Transition Technical Assistance Center Institute; and volunteered to speak with school-aged American-Indian students in Norman Public Schools. He also served as guest reviewer for Journal of Postsecondary Education and Disability; he is past president of the Educational Psychology Graduate Organization (2008-2009); reviewed proposals for the 2008 Teacher Education Division of the Council for Exceptional Children National Conference; and served on the Zarrow Center Institutional Review Board Committee (2008-present). He plans to complete his doctoral degree in 2009 and be a spring graduate.

John Graham received the *Sooner Scholars Fellowship Award* in October 2008. John's current research includes analyzing data for a study investigating the perceptions of college students with mathematics disabilities regarding the type and effectiveness of the disability support services they receive. He also is compiling findings from a Zarrow Center-developed survey investigating the professional composition of disability resource offices at research universities across the nation, which will soon be submitted for publication.

Karen Parker is a first-year graduate student and Sooner Scholar who joins 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 include guest lectures for a class, *Management in Special Education*. She facilitated at the 2008 Fall Oklahoma Transition Institute and presents for local OTI teams. Karen 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 middle-school students, and she anticipates completing her Doctor of Philosophy in 2011.

Amber McConnell joined the Zarrow Center as a Sooner Scholar in the fall of 2008 and will graduate with a Doctor of Philosophy 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 in collegiate scholarship and services with an emphasis in student personnel services. Mrs. McConnell 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. Mrs. McConnell'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.

Marsha Dempsey is a first-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 four years of teaching special education in the New York City Teaching Fellows program working with elementary 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. Marsha 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.

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 2008.

- Chen-Ya Juan, graduated in December 2008 and is returning to 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 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 University of Oklahoma

Several students studied at the Zarrow Center while working on their master 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 2008.

- Staci Vollmer, high school special-education teacher in Moore, Okla.
- Rosemary Davani (Robertson), high school special-education teacher in Mesa, Ariz.
- Brian Borland, magnet strand coordinator at McLain High School in Tulsa, Okla.
- Bryan Duncan, Doctor of Philosophy staff psychologist, Counseling Center, 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.

- Management in Special Education (Karen Parker)
- Co-teacher and practicum supervisor for Practicum in Special Education (Vincent Harper)
- Understanding and Accommodating Students with Exceptionalities; undergraduate student-discussion and lecture (Penney Cantley)
- Transition and Self-Determination (Jim Martin and Charity Gillman)

- Introduction to Assistive Technology collaborative distance education class between Boise State University and the University of Oklahoma Health Sciences Center (Lorraine Sylvester and Lee Woods)

Articles Published

Trainor, A. A., Lindstrom, L., Simon-Burroughs, M., Martin, J. E., and Sorrells, A. M. (2008). From marginalized to maximized opportunities for diverse youth with disabilities: A position paper of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, 31, 56 – 64.

Articles in Press

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

Articles Submitted

Juan, C., Chavez, M. N., and Martin, J. E. (2008). *Helping high school students with learning disabilities succeed in transition – An examination of Take Action lesson package*. Manuscript submitted for publication.

Juan, C. and Martin, J. E. (2008). *Determining the reliability of a new transition assessment: Transition Success Assessment*. Manuscript submitted for publication.

Martin, J. E., and Graham, J. W. (2008). *Students with Disabilities at U.S. Research Extensive Universities and their Disability Support Offices*. Manuscript submitted for publication.

Woods, L. L., Sylvester, L., and Margin, J. E. (2008). *Student-directed transition planning: Increasing student knowledge and self-efficacy in the transition planning process*. Manuscript submitted for publication.

Articles in preparation

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.

Cantley, P. What's culture got to do with it? [Review of the book *Multicultural aspects of disabilities*]. Manuscript in preparation, University of Oklahoma.

Juan, C., Cantley, P., and Martin, J. E. *Self-awareness of College Students with Disabilities*. 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 in preparation, University of Oklahoma.

Sylvester, L. and Martin, J. E. (2008). Are Elements of Self-determination Apparent in Physical Therapy Intervention? Manuscript in preparation, University of Oklahoma.

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.

Wu, P., Martin, J. E., and Isbell, S. (2008). *Teaching students with visual impairments to actively participate in their secondary IEP meetings*. Manuscript in preparation, University of Oklahoma.

Book Chapters Published

Agran, M., and Martin, J. E. (2008). Self-determination: Enhancing competence and independence. In K. Storey & P. Bates (Eds.), *The road ahead: Transition to adult life for persons with disabilities* (pp. 189-214). St. Augustine: Training Resource Network.

Martin, J. E., Marshall, L. H., and DePry, R. L. (2008). Participatory decision-making: Innovative practices that increase student self-determination. In R.W. Flexer, T. J. Simmons, P. Luft, & R. M. Baer (Eds.), *Transition planning for secondary students with disabilities* (3rd ed., pp. 340 - 366). Columbus: Merrill Prentice Hall.

Martin, J. E., Woods, L., and Sylvester, L. (2008). Building an employment vision: Culturally attuning vocational interests, skills, and limits. In F. R. Rusch (Ed.), *Beyond high school: Preparing adolescents for tomorrow's challenges* (2nd edition, pp. 78 – 109). Upper Saddle River, NJ: Pearson Education

Wehmeyer, M. L., Martin, J. E., and Sands, D. J. (2008). Self-determination and students with developmental disabilities. In H. P. Parette & G. R. Peterson-Karlan (Eds.). *Research-based practices in developmental disabilities* (2nd ed). Austin, TX: Pro Ed.

Book Chapters in Press

Martin, J. E., Portley, J., and Graham, J. (in press). "Teaching students with disabilities self-determination skills to equalize access and increase opportunities for postsecondary educational success". In S. F. Shaw, J. W. Madaus, and L. L. Dukes (Eds.), *Preparing students with disabilities for college: A guide for transition planning*. Baltimore: Brookes Publishing.

Harper, V. J., and Martin, J. E. (in press). "Individualized Educational Plan". *Encyclopedia of Educational Psychology*. Thousand Oaks, California: Sage Publications Inc.

Smith, L., and Sylvester L. (in press). "Transition". In I. McEwen (Ed.) *Providing Physical Therapy Services Under Parts B & C of the Individuals with Disabilities Education Act (IDEA)*. Arlington, VA: Section on Pediatrics, American Physical Therapy Association.

Curriculum, Assessment, and Instructional Materials

Sylvester, L., Woods, L. P., and Martin, J. E. (2008). *Student-directed transition planning*. Available at <http://education.ou.edu/zarrow/>.

Professional Service

Presentations and Workshops

Brandes, J. A., McWhirter, P. T., Crowson, H. M., Haring, K. A., Lovett, D. L., Rice, H.J., and Cantley, P. (November, 2008). *Research to Practice: Pre-service Educators' Attitudes and Authentic Knowledge and Skills*. Council for Exceptional Children (CEC) Teacher Education Division (TED) 31st Annual Conference. Dallas, Texas.

Cantley, P., Martin, J., and Portley, J. *Transition Essentials for School and After School Success* presented at the 2008 Governor's Conference on Developmental Disabilities in Oklahoma City, Okla.

Cantley, P., Juan, C., and Witten, C. *Using Take Action in the Classroom* presented at the 2008 Oklahoma Federation of Council for Exceptional Children in Midwest City, Ok.

El-Kazimi, N. and Graham, J. *College Students With Mathematics Disabilities: How Does It Look?* Presented at the CEC 2008 Annual Convention and Expo, Boston, Mass.

Gillman, C. (2008). *Current Transition Practices for Native Americans in Three Rural School Districts in Northeastern Oklahoma: Comparison of Transition Knowledge for Students and Parents*. Presented at 2008 National Council for Exceptional Children Conference, Boston, Mass.

Goff, K. and Martin, J. E. (2008). *Transition education and what it means to career technology centers*. Presentation at the Oklahoma Career Technology Conference, University of Central Oklahoma, Edmond, Okla.

Goff, C., Harper, V.J., and Portley, J. (2008, October) Diversity: Reframing the Discussion. Division on Career Development and Transition Conference, Milwaukee, Wis.

- Graham, J. W., Martin, J. E., Mays, B. J., and McConnell, A. E. (2008). *Transition Assessment & The IEP*. Presentation to Norman Public Schools, Norman Okla.
- Harper, V. J., Martin, J.E., Mays, B. J., and Parker, K. (2008). *Transition 101, Self-determination, & Writing Postsecondary Goals*. Presentation to Owasso Transition Team, Owasso, Okla.
- Harper, V. J. (2008, April). Facilitator for panel discussion – “Almost” Reversing *Brown v. the Board of Education*. Annual Council for Exceptional Children Conference, Boston, Mass.
- Harper, V. J. and Portley, J. (2008, February). Keynote Speaker – *Cultural Diversity: Decision-Making in Special Education*. 25th Annual Multicultural Education Institute, University of Central Oklahoma, Edmond, Okla.
- Harper, V. J. and Portley, J. (2008, February) *Cultural Diversity: The Role of Research in Local School Decision-Making*. 25th Annual Multicultural Education Institute, University of Central Oklahoma, Edmond Okla.
- Harper, V. J. (2008, February), *Integrated Services to Students and Families At-Risk*. Annual Oklahoma Federation of the Council for Exceptional Children Conference, Midwest City, Okla.
- Harper, V., Goff, C., and Portley, J. *Diversity: Reframing the discussion*. Presented at the Division for Career Development and Transition Conference, Milwaukee, Wis.
- Juan, C., Witten, C., and Mays, B. J. (2008). *Transition Assessment & The IEP*. Presentation to Muskogee Transition Team, Muskogee, Okla.
- Martin, J. E. (2008). *Student-directed transition planning: New web-based lessons*. Presentation at the 5th Annual Wisconsin Transition Conference, Wisconsin Dells, Wis.
- Martin, J. E. (2008). *Educator or student-directed IEP meetings: The choice is yours*. Presentation at the 5th Annual Wisconsin Transition Conference, Wisconsin Dells, Wis.
- Martin, J. E. (2008). *Student-directed summary of performance: This is the way to leave school*. Presentation at the 5th Annual Wisconsin Transition Conference, Wisconsin Dells, Wis.
- Martin, J. E. (2008). *Transition assessment*. Ardmore Regional Train the Trainers Meeting, Ardmore, Okla.
- Martin, J. E. (2008). *Transition assessment*. Atoka Regional Train the Trainers Meeting, Atoka, Okla.

- Martin, J. E. (2008). *Transition assessment*. Oklahoma City Regional Train the Trainers Meeting, Oklahoma City, Okla.
- Martin, J. E. (2008). *Transition assessment*. Tulsa Regional Train the Trainers Meeting, Tulsa, Okla.
- Martin, J. E. (2008). *Importance of developing and implementing self-advocacy program*. Presentation at the 2008 Special Education Programs and Transition Services Liaison Project Joint Conference, Pierre, S.D.
- Martin, J. E. (2008). *Transition assessment, examples of assessment, and how assessment fits into the transition planning process*. Presentation at the 2008 Special Education Programs and Transition Services Liaison Project Joint Conference, Pierre, S.D.
- Martin, J. E. (2008). *Transition education: Update, trends, and prognostication*. Keynote presentation at the 2008 TAVAC Conference, Dallas, Texas.
- Martin, J. E. (2008). *Self-determination and higher education*. Workshop presentation for staff at the Jones Learning Center, University of the Ozarks, Clarksville, Ark.
- Martin, J. E. (2008). *Using transition related assessments*. Workshop training session at the Colorado Transition Leadership Institute, Breckenridge, Colo.
- Martin, J. E. (2008). *Four-part transition assessment model*. Workshop training at the 2008 KU Summer Transition Institute, University of Kansas, Lawrence, Kan.
- Martin, J. E. (2008). *Using the student-directed transition planning lessons to build the student-directed summary of performance*. Workshop training at the 2008 KU Summer Transition Institute, University of Kansas, Lawrence, Kan.
- Martin, J. E. (2008). *Increasing the likelihood of obtaining a degree and transitioning from postsecondary education to employment or further education*. Keynote presentation at the 20th Annual Postsecondary Disability Training Institute, University of Connecticut, Portland, Maine.
- Martin, J. E. (2008). *Student-directed transition planning*. A pre-conference workshop presentation at the 28th Alabama Transition Conference, Auburn University, Auburn, Ala.
- Martin, J. E. (2008). *Transition education and self-determination*. A morning keynote presentation at the 28th Alabama Transition Conference, Auburn University, Auburn, Ala.

- Martin, J. E. (2008). *Evidence-based practice: Preparing students for success beyond high school*. Presentation at the Michigan Transition Outcome Project, Lansing, Mich.
- Martin, J. E. (2008). *Using transition assessment to develop post-school and annual transition goals*. Presentation at the State Superintendent's Conference for Special Education Teachers and Directors, Oklahoma City, Okla.
- Martin, J. E. (2008). *Student involvement in educational and transition planning*. Workshop for the Kiamichi Durant Team, the National Secondary Transition Technical Assistance Center, and the Oklahoma State Department of Education, Durant, Okla.
- Martin, J. E. (2008). *Student-directed transition planning and transition assessment*. Keynote presentation at the Discover the Magic Through Teamwork Collaborative Training Conference, Minot, N.D.
- Martin, J. E. (2008). *Student-directed transition planning*. Workshop for Region XI Educational Resource Center, Forth Worth, Texas.
- Martin, J. E. (2008). *Using transition assessments to make ARD decisions*. Two-day workshop at the Region VIII Education Service Center, Mount Pleasant, Texas.
- Martin, J. E. (2008). *Transition assessment*. Preconference workshop at the Discover the Magic Through Teamwork Collaborative Training Conference, Minot, N.D.
- Martin, J. E., Harper, V., and Mays, B. *Transition education basics – writing postsecondary goals, teaching self-determination, and involving students in IEP meetings*. Workshop delivered to the Owasso Transition Team, Owasso, Okla.
- Martin, J. E. and Juan, C. (2008). *Transition success: A new way to conceptualize transition assessment*. Presentation at the 2008 Council for Exceptional Children's Convention, Boston, Mass.
- Martin, J. E. and Graham, J. (2008). *New Oklahoma transition pages: What they are and how to complete them*. Presentation at the 43rd Annual Spring Conference of the Oklahoma Federation of the Council for Exceptional Children.
- Martin, J. E., McConnell, A., and Graham, J. (2008). *Transition assessment and the IEP*. Workshop for the Red River Duncan Transition Team, Duncan, Okla.
- Martin, J. E., McConnell, A., and Parker, K. (2008). *Goal attainment – a key transition education component*. Workshop for the Durant Transition Team with Oklahoma State Department of Education, and the National Secondary Transition Technical Assistance Center, Durant, Okla.

- Martin, J. E., and McConnell, A. (2008). *Transition assessment and the IEP*. Workshop for Norman Public School Transition Team, Norman, Okla.
- Martin, J. and McConnell, A. *Completing Transition pages of the Oklahoma IEP*. Presented at the Oklahoma Transition Institute Regional Meeting, September 26, 2008, Duncan, Okla.
- Martin, J. and McConnell, A. *Completing Transition pages of the Oklahoma IEP*. Presented at the Oklahoma Transition Institute Regional Meeting, October 15, 2008, Norman, Okla.
- Martin, J. E., and Osmani, K. (2008). *Transition 101*. A pre-conference workshop at the 3rd Oklahoma Transition Institute, Oklahoma City, Okla.
- Martin, J. E., Portley, J., and Cantley, P. *Transition essentials for school and after school success*, Presented at 2008 Governor's Developmental Disability Conference, Oklahoma City, Okla.
- Martin, J. E. and Sylvester, L. (2008). *Transition and education programs – Merging two paths for successful transition planning*. Presentation at the 43rd Annual Spring Conference of the Oklahoma Federation of the Council for Exceptional Children.
- Martin, J. E. and Van Dycke, J. (2008). *Examining OSDE's New Form #15 (Summary of Performance) and other transition changes*. Presentation at the 43rd Annual Spring Conference of the Oklahoma Federation of the Council for Exceptional Children.
- Mays, B. J. (2008). *The 10 Steps to Successfully Transition To College*. Presentation to Great Plains Transition Team, Lawton, Okla.
- Mays, B. J. and McConnell, A. E. (2008). *Transition 101*. Presentation to High Plains Transition Team, El Reno, Okla.
- Mays, B. J. and McConnell, A. E. (2008). *Transition Pages of the IEP & Writing Postsecondary Goals*. Presentation to the Muskogee Transition Team, Roland Okla.
- Mays, B. J. (2008). *The 10 Steps to Successfully Transition to College*. Presentation to Moore Transition Team, Moore, Okla.
- McConnell, A. and Mays, B. J. *Exploring Transition Assessments, Writing Post-Secondary Goals, & Completing Transition pages of the Oklahoma IEP*. Presented at the Oklahoma Transition Institute Regional Meeting, October 29, 2008, Roland, Okla.

- McConnell, A. and Mays, B. J. *Completing Transition pages of the Oklahoma IEP*. Presented at the Oklahoma Transition Institute Regional Meeting, November 3, 2008, El Reno, Okla.
- McConnell, A. and Mays, B. J. *Transition 101 and Indicator 13*. Presented at the Oklahoma Transition Institute Regional Meeting, December 4, 2008, Atoka, Okla.
- Nicholas, S., Bateiha, S., el-Kazimi, N., and Patrick, L. *Teaching ELL Students in an Elementary Mathematics Classroom*. Presented at the Oklahoma Council of Teachers of Mathematics 2008 Summer Conference, Oklahoma City, Okla.
- Portley, J. *Indicator 13 Guidance*. Presented at the New Mexico Special Education Director's Tri-Annual Conference, Albuquerque, N.M.
- Portley, J. *Education voices: Factors affecting Native American student transitions*, Accepted at the TED Conference, Dallas, Texas.
- Portley, J. *Education for families and students of culturally and linguistically diverse backgrounds*, Presented at 2008 Oklahoma Transition Institute, Oklahoma City, Okla.
- Portley, J. *Culturally competent self-determination: Promoting all students' involvement in the IEP transition planning process*, Presented at 2008 New Mexico Transition Institute, Taos, N.M.
- Portley, J. and Harper, V. *Cultural Diversity: Decision-making issues in Special Education*, Presented as a Key Note at the Multicultural Institute at the University of Central Oklahoma, Edmond, Okla.
- Portley, J. and Harper, V. *Cultural Diversity: Considerations for decision-making in local schooling*, Presented at the Multicultural Institute at the University of Central Oklahoma, Edmond, Okla.
- Portley, J. *Education voices: Factors affecting Native American student transitions*, Accepted at the TED Kaleidoscope lecture session for the Council for Exceptional Children Annual Conference, Boston, Mass.
- Portley, J., Juan, C., and Witten, C. *Completing a Three-Part Transition Assessment*, Presented at Oklahoma Federation for the Council for Exceptional Children, Midwest City, Okla.
- Portley, J. *Students at risk: Examining predictors and issues of dropout*, Presented at the Oklahoma Federation for the Council for Exceptional Children, Midwest City, Okla.

- Rice, H. J., Cantley, P., Brandes, J. A., and McWhirter, P. T., (November, 2008). *Efficacy and Attitudes: Pre-service Educators' Response to the Awareness and Inclusion Curriculum*. Council for Exceptional Children (CEC) Teacher Education Division (TED) 31st Annual Conference. Dallas, Texas.
- Sylvester, L. (February). *Physical Therapy: Achieving Postsecondary Outcomes*. Presented at the Oklahoma Federation Council for Exceptional Children Conference, Midwest City, Okla.
- Sylvester, L. (February). *Transition Education Programs – Merging Two Paths for Successful Transition Planning*. Presented at the Oklahoma Federation Council for Exceptional Children Conference, Midwest City, Okla.
- Sylvester, L. (February). *Health and Wellness Issues Facing Adolescents and Adults with Lifelong Disabilities: A Lifespan Perspective*. Presented at the Oklahoma Federation Council for Exceptional Children Conference, Midwest City, Okla.
- Sylvester, L. (April). *Physical Therapy: Achieving Postsecondary Outcomes*. Educational session presented at the International Council for Exceptional Children Conference, Boston, Mass.
- Sylvester, L. and Woods, L.L. (April). *Student-directed Transition Planning*. Poster presented at the International Council for Exceptional Children Conference, Boston, Mass.
- Sylvester, L. and Woods, L. L. (April). *Transition Planning for Students with Diverse Learning Needs*. Poster presented for Kaleidoscope Mini-Conference and DDEL Researcher Showcase at the International Council for Exceptional Children Conference, Boston, Mass.
- Sylvester, L. (April). *Continuum of Care for People with Lifelong Disabilities*. Poster presented for Kaleidoscope Mini-Conference at the International Council for Exceptional Children Conference, Boston, Mass.
- Sylvester, L. *Health and Wellness Issues Facing Adolescents and Adults with Lifelong Disabilities: PT and OT Bridging the Gap*. Presented for Statewide Training and Regional Support (S.T.A.R.S.), October in El Reno, Okla.
- Sylvester, L. *Transition 101*. Presented for the Oklahoma Developmental Disabilities Advisory Committee, October, in Oklahoma City, Okla.
- Sylvester, L. and Martin, J. E. *Functional Vocational Assessment for Students and Adults with Developmental Disabilities*. Presented for Statewide Training and Regional Support (S.T.A.R.S.), November, in El Reno, Okla.

Witten, C., Mays, B., and Cantley, P. *Transition Assessment Results and their Placement on the IEP*. Presented on January 18, 2008 at Owasso, Okla.

Witten, C., Cantley, P., Harper, V., and Mays, B., *Transition Assessment and The IEP Pages*. Presented at Burns Flat, Okla.

Service (non-teaching) to the University of Oklahoma

(James Martin) Director, Zarrow Center for Learning Enrichment, since 2002

(James Martin) Provost's Office – Campus Departmental Review Committee

(James Martin) College of Liberal Studies Executive Committee

(James Martin) College of Liberal Studies Committee A

(James Martin) Chair of the Liberal Studies Executive Committee

(James Martin) Member of the Jeannine Rainbolt College of Education Extended Administrative Council

(James Martin) Presidential Professorship Award Committee, Provost Office, 2005-2008

(James Martin) Jeannine Rainbolt College of Education's Climate Committee, 2006-2008

(James Martin) Jeannine Rainbolt College of Education's Committee on Committees, 2006-2008

(Lorraine Sylvester) Chair, Annual Report Committee, Zarrow Center for Learning Enrichment, 2006-2008.

(Lorraine Sylvester) OU Graduate Student Senate, Representative from Educational Psychology Department and Chair, Problems and Projects Committee (2006-2008).

Editorial Service

(Chen-ya Juan) Guest reviewer, *Journal of Postsecondary Education Disability*

(Chen-ya Juan) Guest reviewer, *Career Development of Exceptional Individuals*

(Chauncey Goff) Consulting Editor, PRO-ED, Inc., *Career Development for Exceptional Individuals*

(Chauncey Goff) Guest reviewer, *Career Development for Exceptional Individuals*

(James Martin) Editor, *The Journal of Postsecondary Education and Disability*

(James Martin), Editorial Board, *Career Development For Exceptional Individuals*

(James Martin), Editorial Board, *Research in Developmental Disabilities*

(James Martin), Editorial Board, *Research and Practice for Persons with Severe Disabilities*

(James Martin), Guest Reviewer, *Exceptional Children*

(John Graham) Assistant Editor, *Journal of Postsecondary Education and Disability*

(Penny Cantley) Guest reviewer, *The Journal of Postsecondary Education and Disability*

(Lorraine Sylvester) Editorial Board, *Physical and Occupational Therapy in Pediatrics*,
Haworth Press Inc.

(Lorraine Sylvester) Guest reviewer for *Journal of Postsecondary Education and Disability*

(Vincent Harper) Guest reviewer, *Journal of Post-Secondary Education and Disability*

Committees and Advisory Boards

(Penny Cantley) Graduate Student Senate, Representative from Educational Psychology Department and member, Problems and Projects Committee

(Penny Cantley) Vice President of Educational Psychology Graduate Organization

(Penny Cantley) Vice President, The Oklahoma Federation of the Council for Exceptional Children

(Chauncey Goff) Committee chair, The Human Rights and Cultural Diversity, a Division of Career Development and Transition subcommittee

(Chauncey Goff) Member, The National Conference of Race and Ethnicity in Higher Education, National Advisory Committee Student Subcommittee

(Chauncey Goff) Member, Advisory Board Committee, The National Secondary Transition Technical Assistance Center

(Chauncey Goff) Member, Advisory Board Committee, *Self-Directed Transition IEP: Bridging Culturally and Linguistically Diverse Families and Students with IEPs and Secondary Education through IDEA Transition Requirements*

(Charity Gillman) Secretary, American Indian Caucus of the Council for Exceptional Children

(Nidal el-Kazimi) Elected as Student Representative at the Council for Exceptional Children, the Division of International Special Education and Services (CEC/DISES), Board of Directors in November 2008.

(Vincent Harper) Member, Oklahoma's Transition Council

(Vincent Harper) Southwest Regional Director; Black Caucus of the Council for Exceptional Children

(Vincent Harper) Member, Division of Career Development and Transition

(Vincent Harper) Member, Sooner Success, University of Oklahoma Health and Science Center – Child Study Division

(Juan Portley) National Secondary Transition Technical Assistance Center Capacity Building Advisory Board

(Juan Portley) Member of the Capacity Building Expert Panel, National Secondary Transition Technical Assistance Center

(Juan Portley) Student Representative: National Advisory Committee for NCORE Student Sub-committee

(Juan Portley, John Graham, Vincent Harper, Penny Cantley, Charity Gillman, Wendy Pharr, Chen Ya Juan, Lorraine Sylvester) Facilitators, National Secondary Transition Technical Assistant Center Institute, Charlotte, NC

(James Martin) National Secondary Transition Technical Assistance Center Capacity Building Panel

(James Martin) Oklahoma Transition Planning Council

(James Martin) DREAM Institute Board of Directors

(James Martin) Member and Field Reviewer, CEC's Division on Career Development and Transition Multi-Cultural and Diversity Committee

(James Martin) Oklahoma Schools Attuned Advisory Board member

(Karen Parker, Lorraine Sylvester, Wendy Pharr, Juan Portley, John Graham, Nidal El-Kazimi) Facilitators for the Oklahoma Transition Institute, October, Oklahoma City.

(Lorraine Sylvester) Oklahoma Representative to the Council for Exceptional Children's Division on Career Development and Transition

(Lorraine Sylvester) Oklahoma Federation-Council for Exceptional Children, Vice President and DCDT Rep.

(Lorraine Sylvester) Oklahoma Planning Council for Developmental Disabilities, Faculty for Partners in Policy-Making and Youth Leadership Forum

(Lorraine Sylvester) Adolescent and Adults with Developmental Disabilities member and Vice-chair; National Task Force on Continuum of Care for People with Lifelong Disabilities, American Physical Therapy Association

(Lorraine Sylvester) National Joint Commission on Communication Issues for People with Severe Disabilities, appointed by the American Physical Therapy Association

(Lorraine Sylvester) Oklahoma Transition Council, Task Force on Goals for People with Severe Disabilities, Oklahoma State Department of Education

Zarrow Center Projects Under Way

Sooner Scholars

Martin, J.; Goff, C.; and Gardner, J. E. (Funded 2006). *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 six 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 and Karen Parker 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 early 2009 at no cost to educators via the Zarrow Center Web site. 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 council continues to meet to plan the second annual Oklahoma Transition Institute, to be held in June 2009. Funding for the ZC's involvement in OTI activities comes in part from the Oklahoma State Department of Education.

Student-Directed Transition Planning Lessons

Sylvester, L. Woods, L. L., and Martin, J. E. (2008). *Student-directed Transition Planning*. Norman, Okla: University of Oklahoma, Zarrow Center, <http://education.ou.edu/zarrow/>

The eight Student-Directed Transition Planning lessons facilitate high school to adult life-planning partnerships between students, their families and educators. SDTP uses the Student-Directed Summary of Performance as a means for students to learn, organize and present transition information. Educators use the eight SDTP lessons to teach their students the knowledge needed to participate actively in their transition-focused IEP meetings. Student knowledge gains can be measured using pre- and post-tests available in true/false or multiple-choice formats. The topics of the eight lessons include:

- Awareness of Self, Family, Community and Disability
- Concepts and Terms for Transition Planning
- Vision for Employment
- Vision for Further Education
- Vision for Adult Living
- Course of Study
- Connecting with Adult Supports and Services
- Putting It All Together: The Summary of Performance

Teachers deliver the lessons using PowerPoint files, which may be presented with an LCD projector or copied and shown to students using an overhead projector. A detailed Teacher's Guide provides step-by-step instructional suggestions. Teachers may print and copy activities for students to complete using pencil or pen. In late 2009, students will be able to complete activities online, lesson-by-lesson, and the results will automatically transfer to their individualized Summary of Performance. Students will take their Summary of Performance to their IEP meeting to facilitate transition discussions and decision-making. A grant from the U.S. Department of Education, Office of Special Education Programs, supported the development of this lesson package.

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

This program taught middle-school students with and without disabilities 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.

Transition Practices: Opinions of High-School Students with Disabilities

Penny Cantley began a survey-based research project examining perceptions held by high-school students with mild/moderate disabilities in regards to transition related issues in a public school setting. Data collection is still in process and will continue during 2009. Initial findings suggest that students place high value on goal setting, family support, participation in the IEP process and education related to employment. Data analysis and manuscript will be completed in November 2009.

Digital Audio Enhancement of Literacy-Related Skills In collaboration with faculty in the Department of Educational Psychology, Marsha Dempsey is investigating whether or not students will learn spelling words as efficiently using mp3 players as they would with live instruction. The study employs pre- and post-test design using alternating treatments.

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,
Office of Special Education Program

Director (PI): James Martin

Time: 1/1/06 – 12/31/00

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 7/1/2011
Amount Funded: \$90,000

Awards and Honors

(Nidal el-Kazimi) Recipient of the Jeannine Rainbolt College of Education Graduate Scholarship (Spring 2008). University of Oklahoma.

(Juan Portley) Recipient of the University of Oklahoma, Jeannine Rainbolt College of Education travel fund assistance for professional conferences

(Juan Portley) Student representative: National Advisory Committee for National Conference on Racial Ethnicity

For more information, contact:
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Web site: www.ou.edu/zarrow

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