

University of Oklahoma
Department of Educational Psychology
Zarrow Center for Learning Enrichment
Annual Report

For the Year Ending December 2007

Carpenter Hall, Room 111
Norman, OK 73019-4090
zarrowcenter @ou.edu
(405) 325-8951
www.ou.edu/zarrow

Zarrow Center for Learning Enrichment

Annual Report for 2007

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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.

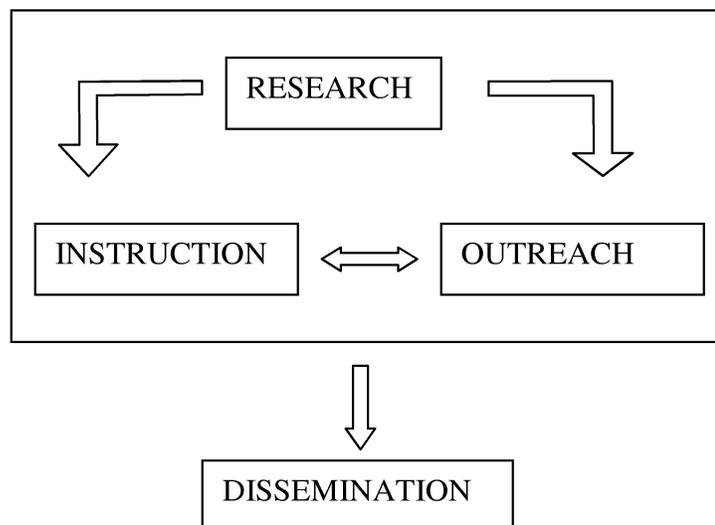
The Zarrow Center for Learning Enrichment's unique mission and vision aligns with that of the University of Oklahoma.

Mission 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 will prepare 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 instructional materials.

3. Collaborate with families, educators, support service providers and policy makers in developing education practices.

Action Steps

- Demonstrate awareness of needed supports across the lifespan to help 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 instructional materials.
4. Assist schools and agency staff to identify and implement strategies that support the successful integration of students with disabilities in postsecondary education, employment and independent 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, 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, postsecondary 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.
 - Re-do the Zarrow Center Web page to serve as a reference source for transition education and self-determination researchers.
6. Provide classroom and experiential opportunities for graduate students to become educational leaders and to understand fully transition education, self-determination and postsecondary student-directed practices, issues and needed supports.

Action Steps

- Recruit graduate students, including those from multicultural and disability areas, and prepare them to be knowledgeable and skilled leaders in special education.
- Provide Zarrow Center graduate students with research and professional writing opportunities.
- Provide opportunities for Zarrow Center graduate students to gain experience in teaching and supporting undergraduate special education majors.
- Provide opportunities for Zarrow Center graduate students to meet and engage secondary transition and postsecondary 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, Ph.D., 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, education and adult living outcomes for all students, but 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.

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, the Executive Employee's Council, tutors social sciences and academic writing and is a certified literacy tutor for adult readers. She is a member of the National Indian Education Association, the Oklahoma Council for Indian Education and the Oklahoma (Cleveland County) Literacy Project.

Zarrow Center Graduate Research Assistants

During 2007, 13 graduate students brought their unique experiences and perspectives into associated research and teaching activities. Nine 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 six doctoral students, now in their second year. Nine graduate students received support from the Zarrow Center or from externally sponsored funding.

Lee Woods, a doctoral candidate in special education from Colorado, has been a graduate research assistant at the Zarrow Center since 2003. From 2004 to 2007 he was the project coordinator for a federally funded innovation research project for students with disabilities. Through this project, he helped develop a set of lessons designed to

teach students and their families about the transition planning process. Lee now is an assistant professor at Boise State University as he completes the final phase of his dissertation research. His research examines the gains in knowledge and student and family self-efficacy in the transition planning process attributable to the recently developed *Student-Directed Transition Planning* lessons. Lee taught special education for nine years to diverse populations in various K-12 settings in Colorado and Montana, and has three years of experience working with adults with disabilities in a supported employment program.

Chauncey Goff, a doctoral candidate from Oklahoma, took a teaching position with a local school district, in addition to holding a Zarrow Center Assistantship. His research examines how self-determination empowers students to improve their school and post-school transition outcomes. Chauncey remains dedicated to completing his dissertation in 2008 while working on his line of research projects, which studies disproportional representation of African-American and Asian students. His research helped establish the need for special education teachers from minority cultures and develop the federally funded *Sooner Scholars* project. Chauncey's 2007 Zarrow Center responsibilities include student advisement and mentorship to six *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 doctoral work 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 is a co-author of the *Student-Directed Transition Planning* lessons and coordinates the final year of a 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 represents the Department of Educational Psychology in the University of Oklahoma Graduate Student Senate and chair of the Problems and Project Committee. She is on the editorial board for *Physical and Occupational Therapy in Pediatrics*, served as guest editor for *TASH Connections* and on the review panel for the graduate student Kaleidoscope presentation proposals for the Council for Exceptional Children's 2007 annual Convention and Expo. Appointed by the American Physical Therapy Association, Lorrie serves on the National Joint Commission for Augmentative and Alternative Communication and on the American Physical Therapy task force on Continuum of Care for People With Lifelong Disabilities. Lorrie is a 25-year member of the American Physical Therapy Association, Council for Exceptional Children (DCDT and DDD divisions), the Association for Persons With Severe Handicaps and the Rehabilitation

Engineering and Assistive Technology Society of North America. Lorrie presented locally, nationally and internationally on topics related to vocational choice making, student-directed transition planning, self-determination in related services settings and has co-authored two articles and one book chapter.

Chen-Ya Juan is from Taiwan and is a third-year doctoral student and a graduate research assistant at the Zarrow Center. She currently is pursuing her doctoral degree in special education at OU. 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. She 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, self-awareness for individuals with disabilities, Asian Americans with disabilities, multicultural issues and self-determination for secondary students with disabilities. Chen-Ya was the recipient of the Sooner Heritage Scholarship and a Graduate Student Senate Scholarship. In 2007 she began her dissertation research that will socially validate and establish the reliability of her transition success assessment.

Nidal El-Kazimi, a third-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 is 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. Prior to joining the Zarrow Center, Nidal 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.

John Graham is a second-year graduate research assistant from California. John earned his bachelor's degree in psychology from the University of California, Irvine, in 1990 and his master's degree in special education from the University of Colorado in 2001, completing part of his schooling on a Community Learning Merit Scholarship. John taught for five years in Colorado Springs, Colo., and one year in Henderson, Kent. 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. John is assistant editor of the *Journal of Postsecondary Education* and works on two postsecondary studies. One study investigates the perceptions of disability support

services for college students with mathematics disabilities and the other is developing a curriculum to teach self-determination skills to college students with disabilities.

Cathy Witten a first-year doctoral student and graduate research assistant from New Jersey who joined the Zarrow Center in the summer. She received her B.A. and M.Ed. 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, Okla. Her research interests include self-determination and transition for at-risk youth. Cathy is a member of the Council for Exception Children.

Sooner Scholars

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

Penny Cantley, a second-year doctoral student from Oklahoma, graduated from the University of Oklahoma in 2002 with a bachelor's degree in special education and is currently a second-year, full-time doctoral student and Sooner Scholar. 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. In 2007, Penny was awarded the student scholarship to attend the annual National Conference of Race and Ethnicity in Higher Education held in San Francisco. She currently serves as the treasurer for the Educational Psychology Graduate Organization and has served as a guest reviewer for *The Journal of Postsecondary Education and Disability* and Kaleidoscope proposal reviewer for the TED (Teacher Education Division of CEC) conference. Penny served as a facilitator for the National Secondary Transition State Planning Institute and currently is a member of Council for Exceptional Children (DCDT, DDEL and CEC-DR divisions), Oklahoma Federation of Council for Exceptional Children, Learning Disabilities Association, Learning Disabilities Association of Oklahoma and Oklahoma Association of Higher Education and Disability. Penny 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. Penny currently co-teaches an undergraduate course for education majors. Her research interests include secondary and postsecondary transition participation and outcomes for students with disabilities, specifically issues related to disability awareness among Native American students and the impact literacy achievement has on students during the transition process.

Charity Gillman, a second-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 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 is the Graduate Council Student Member at Large for the fall of 2007 semester through the summer of 2008.

Vincent Harper, a second-year doctoral student from Colorado Springs, Colo., 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 in December 2005 and a master's degree in education administration from California State University, Fullerton, in May 2000. 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, homes and community agencies to provide 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 with community resources agencies to aid improved early identification and treatment for students with learning disabilities to improve post-school outcomes. Vincent's professional activities and contributions at national and state levels include the Council for Exceptional Children's divisions including the Division on Career Development and Transition (Governmental Relations Committee), Division for Students With Learning Disabilities and the Oklahoma Federation of the Council for Exceptional Children. He also serves on the Oklahoma Transition Council and as Southwest Regional Director for the Black Caucus of the Council for Exceptional Children.

Wendy Marie Pharr is a second-year doctoral student from Detroit, Mich. Mrs. Pharr holds a master's degree in school administration and a bachelor's 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. Her research interests include applied transition education and behavioral interventions for students with disabilities.

Juan Portley, a second-year doctoral student, worked as the transition coordinator for the Eastern Navajo Agency with the Bureau of Indian Education for three 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, Juan 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 received the College of Education travel fund assistance for professional conferences (fall 2007), the College Board/National Conference on Race and Ethnicity in American Higher Education Student Scholarship (NCORE), was chosen as the student representative to NCORE, and currently is the president of the Education Graduate Organization.

Cynthia DeeAnn Donohue Smith's work experience includes 10 years teaching special education at both the secondary and elementary levels. She holds teacher certifications from both Missouri and Oklahoma and has worked with students with learning disabilities, visual and hearing impairments, mental retardation, emotional and behavioral disturbances and physical disabilities. In 1996, Cynthia earned her bachelor's degree in special education from Northeastern State University in Tahlequah, Okla., and while doing so, was a member of Kappa Delta Pi. Cynthia's research interests include examining the impact of increasing self-determination skill's on improving post-school outcomes, including further education, employment and community living, and increasing participation by culturally and linguistically diverse families in the transition of secondary students to successful post-high school outcomes. Due to personal reasons, Cynthia withdrew at the end of the 2007 summer semester.

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 at OU and other state universities.

- Transition and Secondary Education Doctoral Seminar (Spring 2007, James Martin)
- Self-Determination Doctoral Seminar (Fall 2007, James Martin)
- Transition and Self-Determination (undergraduate, Fall 2007, Juan Portley)
- Exceptional Children (Guest Lecture, "Minority Education Perspectives in Transition, Summer 2007, Juan Portley)
- Understanding and Accommodating Students With Exceptionalities (undergraduate students-discussion section, fall 2007 – Penny Cantley)
- Introduction to Exceptional Children EDSP 3054 (Undergraduates, Spring 2007 – Charity Gillman)
- Guest lecture, SPED 5993: Diversity in Special Education at Oklahoma State University (spring, 2007, Chauncey Goff).

- Co-teacher and practicum supervisor for EDSP 3890, Practicum in Special Education, College of Education, Department of Educational Psychology (Vincent Harper)
- Collaborative Assistive Technology class via teleconference with Boise State University (Fall, 2007, Lorraine Sylvester and Lee Woods)

Articles Published

Goff, C.; Martin, J. E.; and Thomas, M. K. (2007). The burden of acting white: Implications for transition. *Career Development for Exceptional Children*, 30, 134-146.

Martin, J. E., Van Dycke, J., D'Ottavio, M., and Nickerson, K. (2007). The student-directed summary of performance: Increasing student and family involvement in the transition planning process. *Career Development for Exceptional Children*, 30, 13-26.

Articles in press

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

Trainor, A. A.; Lindstrom, L.; Simon-Burroughs, M.; Martin, J. E.; and Sorrells, A. M. (in press). 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 Children*.

Articles submitted for publication

Rusch, F. R.; Hughes, C.; Agran, M.; Martin, J. E.; and Johnson, J. R. (2007). *Traversing new transition bridges: Toward an outcomes-oriented definition*. Manuscript submitted for publication, University of Oklahoma.

Sylvester, L. (2007). Infusing Self-determination Into Related Services for Children and Adults With Multiple Developmental Disabilities. Manuscript submitted for publication in *Education and Training in Developmental Disabilities*.

Articles in preparation – Almost Ready for Submission

Goff, C., and Juan, C. (2007). *A disproportion of minority students with disabilities*. Manuscript in preparation, University of Oklahoma.

Goff, C. D., and Martin, J. E. (2008). *College success: Self-determined college students with learning disabilities*. Manuscript in preparation, University of Oklahoma.

Graham, J., and el-Kazimi, N. (2007). *College students with mathematics disabilities*. Manuscript in preparation, University of Oklahoma.

Juan, C.; Goff, C.; and Martin, J. E. (2007). *A disability self-awareness framework*. Manuscript in preparation, University of Oklahoma.

- Juan, C.; Chavez, M. N.; and Martin, J. E. (2007). *The Use of Take Action to Increase Knowledge of Goal Attainment Skills for Secondary Students With Learning Disabilities*. Manuscript in preparation, University of Oklahoma.
- Juan, C.; Cantly, P.; and Martin, J. E. (2007). *Disability Self-awareness of College Students With Disabilities – What we need to tell high school students with disabilities*. Manuscript in preparation, University of Oklahoma.
- Juan, C., and Wu, P. (2007). *Challenges for Immigrants Who Have a Child With a Disability in the United States*. Manuscript in preparation, University of Oklahoma.
- Martin, J. E., and Graham, J. W. (2008). *Students With Disabilities at U.S. Research Extensive Universities and Their Disability Support Offices*. 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.
- Martin, J. E., & Portley, J. (2008). *Three-part transition assessment model*. Manuscript in preparation, University of Oklahoma.
- Martin, J. E., & Portley, J. (2007). *Increasing student participation in their IEP meetings: A practice brief for educators*. Manuscript in preparation for the National Secondary Transition Technical Assistant Center.
- Portley, J. (2007). *Self-determination: Debate of CLD definition and application for transition practice, curriculum development, and parent involvement*. Manuscript in preparation, University of Oklahoma.
- Sylvester, L. (2007). Are Elements of Self-determination Apparent in Physical Therapy Intervention? Manuscript in preparation for *Physical & Occupational Therapy in Pediatrics*.
- Sylvester, L., and Woods, L. L. (2007). *Student-directed Transition Planning Helps Students Who are Culturally and Linguistically Diverse Pursue Meaningful Transition Plans*. Manuscript in preparation, University of Oklahoma.
- Witten, C. K., & Martin, J. E. (2008). *ABC's of transition*. Manuscript in preparation, University of Oklahoma.
- Wu, P., Martin, J. E., & Isbell, S. (2008). *Teaching students with visual impairments to actively participate in their secondary IEP meetings*. Manuscript in preparation, University of Oklahoma.

Books (Some 2008 copyright dates)

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, Ohio: 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.

Mithaug, D. E.; Mithaug, D.; Agran, M.; Martin, J. E.; and Wehmeyer, M. (2007). *Self-instruction Pedagogy: How to Teach Self-Determined Learning*. Springfield, Ill.: Charles Thomas.

Wehmeyer, M. L.; Agran, M.; Hughes, C.; Martin, J. E.; Mithaug, D. E.; and Palmer, S. B. (2007). *Promoting self-determination in students with developmental disabilities*. New York: Guilford Publishers.

Book Chapters

Agran, M., and Martin, J. E. (in press). Self-determination: Enhancing competence and independence. In Storey, K., Bates, P., and Hunter, D. (Eds.) *The road ahead: Transition to Adult Life for Persons With Disabilities* (2nd edition). St Augustine, Fla: Training Resource Network.

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.

Wehmeyer, M. L.; Martin, J. E.; and Sands, D. J. (in press). Self-determination and students with developmental disabilities. In P. Parette; G. Peterson-Karlon; and R. Ringlaben (Eds.). *Research-based and Emerging Practices in Developmental Disabilities* (2nd ed). Austin, TX: Pro Ed.

Others Publications

Instructional Package

Sylvester, L., Woods, L. P., & Martin, J. E. (2007). *Student-directed transition planning*. Available at <http://education.ou.edu/zarrow/>.

Professional Service

Presentations and Workshops

- Agran, M.; Martin, J. E.; and Storey, K. (2007). *Choice Making in Supported Employment: What is there?* Presented at the 14th International Division for Career Development and Transition Conference, Orlando.
- Cantley, P. (2007) *Post Secondary Outcomes and Success Predictors of American Indians*. Poster presented at the 14th International Division for Career Development and Transition Conference in Orlando.
- Cantley, P. (2007). *Reading Instruction in The Special Education Resource Room*. Presented at the Oklahoma Federation of the Council for Exceptional Children Conference (OFCEC), Norman, Okla.
- el-Kazimi, N. (2007). *Mastering Addition: A Multisensory Method for Children With Mathematics Difficulties*. Presented at the CEC Convention and Expo, Louisville, Kentucky.
- Gillman, C. (2007). *Legacy Project*. Presented at the Building Bridges Conference University of South Dakota, Vermillion, South Dakota.
- Gillman, C. (2007). *Transition Service Knowledge by Native American Youth and Their Families*. Presented at the Division for Career Development and Transition, Orlando.
- Goff, G., and Martin, J. E. (2007). *The burden of acting white and transition education*. Workshop for Region X Educational Service Center, Richardson, Texas.
- Goff, C.; Hughes, C.; Trainor, A.; Leake, D.; Portley, J.; and Zahng, D. (2007). *Human Rights and Cultural Diversity: Practice and Research*. Panel Presentation at the 14th International Division for Career Development and Transition Conference, Orlando.
- Goff, C., and Martin, J. (2007). *Strategies Educators Can Use to Diminish Disproportionate Representation of Students*. Presented to Region 10 and 11 Education Service Center, Dallas, Texas.
- Goff, C. (2007). *Discussing Disproportional Representation: An Overview of the Phenomenon*. Presented at the Zarrow Mental Health Symposium, Tulsa, Okla.
- Goff, C. (2007). *The burden of acting white: Experiences of six black students identified as at-risk for school failure*. Presented at the Oklahoma Federation of the Council for Exceptional Children's 42nd Annual Conference, Norman, Okla.

- Goff, C. (2007). *The burden of acting white: Experiences of six black students identified as at-risk for school failure*. (2007). Poster presented at the University of Oklahoma's Graduate Student Research and Creative Endeavors Poster Session, Norman, Okla.
- Harper, V. J. (2007). *Students with Learning Disabilities: Problems with the Definition and Identification*. Presented at the Annual Oklahoma Federation of the Council for Exceptional Children Conference, Norman, Okla.
- Harper, V. J., and Pharr, W. (2007). *Transition Coordinator: Competencies for Successful Practices*. Presented at the Oklahoma Transition Institute, Oklahoma City.
- Harper, V. J. (2007). *Integrated Services for Students and Families At-Risk*. Presented at the Zarrow Mental Health Symposium. Tulsa, Okla.
- Harper, V. J., and Pharr, W (2007). *Transition Coordinator: Competencies for Successful Practices*. Presented at the 14th International Division of Career Development and Transition Conference, Orlando.
- Harper, V. J. (2007). *Transition Coordinators: Competencies for Successful Practices*. Presented at the Black Graduate Student Association Annual Research Symposium, University of Oklahoma, Norman, Okla.
- Juan, C.; Goff, C.; and Cantley, P. (2007). *Teaching Students With Disabilities About Their Disabilities*. Presented at the Second Annual Oklahoma Transition Institute, Norman, Okla.
- Juan, C., and Cantley, P. (2007). *Disability Awareness of Students in Higher Education*. Poster presented at the 14th International Division on Career Development and Transition Conference in Orlando.
- Juan, C.; Witten, C.K.; and Mays, B. (2007). *Transition Essentials to Prepare for Adult Life*. Presentation to Sooner Success, Kingfisher, Okla.
- Juan, C.; Goff, C.; and Cantley, P. (2007). *Disability Self-Awareness*. Presented at the Oklahoma Transition Institute, Norman, Okla.
- Lee, M.; Ahanotu, L.; Al-Hedad, N.; El-Kazimi, N., and Shin, S. (2007). *How to Work With Students and Families from Diverse Cultures: Perspective of Children, Siblings, and Parents*. Presented at OFCEC Conference, Norman, Okla.
- Lindstrom, L.; Martin, J. E.; and Trainor, A. (2007). *Promoting multicultural competence: Tools for transition professionals*. Presentation at the 14th International DCDT Conference, Orlando.

- Long, K., and Martin, J. E. (2007). *College Students With Learning Disabilities*. Radio broadcast interview for College Connections, Oklahoma State Regents for Higher Education, University of Oklahoma, Norman, Okla.
- Martin, J. E. (2007). *Using Student-Directed Transition Education to Achieve School, College and Job Success*. Presentation at the 2007 Zarrow Mental Health Conference, Tulsa, Okla.
- Martin, J. E. (2007). *Transition Planning Institute: Student Involvement and Student Development*. Two-day workshop for Region XI Educational Service Center, Forth Worth, Texas.
- Martin, J. E. (2007). *Student Involvement in IEP Development*. Presentation at the NSTTAC Secondary Transition State Planning Institute, Charlotte, N.C.
- Martin, J. E. (2007). *Transition Assessment: A Three-Part Model*. Presented at the Secondary Transition State Planning Institute Mid-year Follow-up, Orlando, Fla.
- Martin, J. E. (2007). *Transition From School to Adult Life*. Presented at the 2007 Angelman Conference, St. Louis.
- Martin J. E. (2007). *Improving Transition From School to Adult Life*. Presented at the 2007 Angelman Conference, St. Louis.
- Martin, J. E. (2007). *Transition Assessment*. Presentation at the 2007 Arkansas Transition Summit, Little Rock.
- Martin, J. E. (2007). *Transition Assessment: A Three-Part Model*. Delivered all-day workshop for the Hugo-Durant Transition Team in collaboration with the National Secondary Transition Technical Assistance Center and the Oklahoma Department of Education, Durant, Okla.
- Martin, J. E. (2007). *Transition Assessment: A Three-Part Model*. Workshop for the National Secondary Transition Technical Assistance Center delivered in Gallup, N.M. for educators and vocational rehabilitation counselors in northwest New Mexico, Gallup, N.M.
- Martin, J. E. (2007). *Self-Advocacy*. Delivered daylong workshop at the Fifth Annual Summer Institute, University of Sioux Falls, Sioux Falls, S.D.
- Martin, J. E. (2007). *Student Involvement in Transition Education: Strategies and Procedures*. Day-long workshop presentation at the Wisconsin Statewide Transition Initiative 2nd Quarterly Meeting, Wisconsin Dells, Wisc.

- Martin, J. E. (2007). *Transition Planning Institute: Student involvement and student development*. Two-day workshop for Region X Educational Service Center, Richardson, Texas.
- Martin, J. E. (2007). *Transition Assessment*. Two sessions at the State Superintendent's Conference for Special Education Teachers and Directors, Oklahoma City.
- Martin, J. E. (2007). *Student-Directed Transition Planning*. Presentation at the 2nd Oklahoma Transition Institute, Norman, Okla.
- Martin, J. E. (2007). *Focusing on Transition Assessments for Students Who Can Read*. Presented at the 2nd Oklahoma Transition Institute, Norman, Okla.
- Martin, J. E. (2007). *Focusing on Transition Assessments for Students Who Can't Read*. Presented at the 2nd Oklahoma Transition Institute, Norman, Okla.
- Martin, J. E. (2007). *Writing for the Journal Postsecondary Education and Disability*. Presented at the 2007 Association on Higher Education and Disabilities Conference, Charlotte, N.C.
- Martin, J. E. (2007). *Federal Research Funding: Means to Increase Opportunities to Examine Questions*. Presented at the Spring OU College of Education Retreat, Norman, Okla.
- Martin, J. E., and Juan, C. (2007). *Transition Success Assessment: A New Tool for Using Post-School Success Predictors*. Presented at the 14th International Division for Career Development and Transition Conference, Orlando, Fla.
- Martin, J. E.; Juan, C.; and Witten, C. (2007). *Transition Essentials to Prepare for Adult Life*. Presented at the 2007 Oklahoma Parent Conference, Oklahoma City.
- Martin, J. E., and Mays, B. (2007). *Preparing Students for College Success*. Presented at the 42nd Annual Oklahoma Federation of the Council for Exceptional Children Conference, Norman, Okla.
- Martin, J. E.; Marshall, L.; and el-Kazimi, N. (2007). *Goal Attainment: Teaching the Crucial Self-Determination Skill*. Presented at the 2007 Council for Exceptional Children Conference, Louisville, Ky.
- Martin, J. E., and Portley, J. (2007). *Transition Assessment and the IEP*. All-day workshop for the transition team, Owasso, Okla.
- Martin, J. E., and Portley, J. (2007). *Transition Essentials for School and After-School Success*. Presented at the 2007 Governor's Conference on Developmental Disabilities, Tulsa, Okla.

- Martin, J. E., and Sylvester, L. (2007). *Student-Directed Transition Planning*. Presented at the 14th International Division for Career Development and Transition Conference, Orlando, Fla.
- Martin, J. E.; Woods, L.; and Sylvester, L. (2007). *Student-Directed Transition Planning: Facilitating High School to Adult Life Partnerships Between Students With Disabilities, Families and Educators*. Presented at the 2007 U.S. Department of Education's Office for Special Education Program's Project Directors Meeting, Washington, D.C.
- Martin, J. E.; Woods, L. L.; and Sylvester, L. (2007). *Student-Directed Transition Planning*. Poster presented at the Office of Special Education Programs Project Directors' Meeting, Washington, D.C.
- Martin, J. E.; Van Dycke, J.; and D'Ottavio M. (2007). *Student-Directed Summary of Performance*. Presented at the 14th International Division for Career Development and Transition Conference, Orlando, Fla.
- Martin, J. E., and Witten, C. (2007). *Transition Assessment and the IEP*. Three-hour workshop for the transition team, Pryor, Okla.
- Martin, J. E., and Witten, C. (2007). *Transition Assessment and the IEP*. All-day workshop for the transition team, Drumright, Okla.
- Martin, J.; Marshall, L.; and el-Kazimi, N. (2007). *Goal Attainment: Teaching the Crucial Goal Attainment Skills*. Presented at the Convention and Expo of the Council for Exceptional Children, Louisville, Ky.
- Portley, J. (2007). *Student Lead IEPs*. Presented at the Hugo Transition Fair, Hugo, Okla.
- Portley, J. (2007). *Native Education Voices: Factors Effecting Transition for Native American Students*. Presented at the 14th International Division of Career Development and Transition Conference, Orlando, Fla.
- Portley, J. (2007). *Self-Determination: Debate of CLD Definition and Application for Transition Practice, Curriculum Development and Parent Involvement*. Presented at the National Conference for Race and Ethnicity in American Higher Education (NCORE), San Francisco.
- Portley, J. (2007). *Meeting Family Needs: Culturally Sensitive Approaches to Transition Services*. Presented at the National Secondary Transition Technical Assistant Center's Institute, Charlotte, N.C.
- Portley, J. (2007). *Self-Determination: Debate of CLD Definition and Application for Transition Practice, Curriculum Development and Parent Involvement*. Presented at the OFCEC Conference, Norman, Okla.

- Nickerson, K., and Sylvester, L. (2007). *Postsecondary Planning for Students With Significant Disabilities*. Oklahoma Transition Institute, Norman, Okla.
- Sylvester, L. (2007). *Physical therapy: Achieving Postsecondary Transition Outcomes*. Presented at the 14th International Division on Career Development and Transition, Orlando, Fla.
- Sylvester, L., and Doty, T. (2007). *Health and Wellness Issues Facing Adolescents and Adults With Lifelong Disabilities: A lifespan Perspective*. Poster presented for the Division on Career Development and Transition, Orlando, Fla.
- Sylvester, L. and Roberts, C. (2007). *How Does Physical Therapy Affect the Development of Self-Determination for Children With Cerebral Palsy?* Educational session for the Annual Conference and Exposition of the American Physical Therapy Association, Denver.
- Sylvester, L. (2007). *Student-Directed Transition Planning: Helping Culturally and Linguistically Diverse High School Students and Their Families to Develop Meaningful Transition Plans*. Presented at the 10th Biennial International Association of Special Education, Hong Kong.
- Sylvester, L. (2007). *Infusing Self-Determination Into Related Services for Children and Adults With Multiple Developmental Disabilities*. Presentation at the 10th International Conference of the Council for Exceptional Children, Division on Developmental Disabilities, Kailua-Kona, Hawaii.
- Sylvester, L., and Woods, L. (2007). *Student-Directed Transition Planning*. Workshop for The Oklahoma School for the Blind, Muskogee, Okla.
- Sylvester, L.; Martin, J. E.; and Woods, L. (2007). *Student-Directed Transition Planning*. Presentation at the 2nd Oklahoma Transition Institute, Norman, Okla.
- Witten, C. K. (2007). *Involving Students in Their IEP's*. Presented at the 2nd Annual Job Readiness Workshop, Durant, Okla.
- Witten, C. K.; Mays, B.; Harper, V.; and Cantley, P. (2007). *Transition Pages of the IEP*. Presentation to the WEST Transition Team, Burns Flat, Okla.
- Woods, L. and Sylvester, L. (2007). *Student-Directed Transition Planning and Transition Assessment*. Workshop for Student Service Endorsement Program, Moore-Norman Technology Center, Norman, Okla.
- Woods, L. L., and Sylvester, L. (2007). *Student-Directed Transition Planning: Helping High School Students and Their Families Develop Meaningful Transition Plans*. Presented at the Second Annual Oklahoma Transition Institute, Norman, Okla.

Woods, L. L.; Sylvester, L.; and Martin, J. E. (2007). *Student-Directed Transition Planning*. Poster presented at the 2007 U.S. Department of Education, Office of Special Programs Project Director's Meeting, Washington, D.C.

Woods, L. L. and Sylvester, L. (2007). *Student-Directed Transition Planning*. Poster presented at the OU Graduate Student Research Competition, Norman, Okla.

Wu, P.; Juan, C.; Roberts, C.; el-Kazimi, N.; Al-Hedad, N.; and Lee, M. (2007). *Special Education: What is Going on Around the World*. Presented at OK Federation of the Council for Exceptional Children Conference, Norman, Okla.

Wu, P. F.; Ibsell, S.; and Martin, J. E. (2007). *Teaching Students with Visual Impairments to Actively Participate in Secondary IEP Meetings*. Presented at the 2007 Council for Exceptional Children Conference, Louisville, Ky.

Editorial Service

(Penny Cantley) Guest reviewer, *The Journal of Postsecondary Education and Disability* and Kaleidoscope presentation proposals reviewer, TED (Teacher Education Division of CEC) Conference (2007).

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

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

(Chauncey Goff) Guest reviewer for the *Career Development for Exceptional Individuals* and Kaleidoscope presentation proposals for the Council for Exceptional Children's 2007 annual Convention and Expo.

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

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

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

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

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

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

(Lorraine Sylvester) Guest reviewer for the *Career Development for Exceptional Individuals* and Kaleidoscope presentation proposals for the Council for Exceptional Children's 2007 Annual Convention and Expo.

Committees and Advisory Boards

(Chauncey Goff) Committee chair, 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*

(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's Governmental Relations Committee

(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) President of Educational Psychology Graduate Organization (2007)

(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

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

(James Martin) Oklahoma Transition Council

(James Martin) DREAM Institute Board of Directors

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

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

(Lorraine Sylvester) 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

(Lorraine Sylvester) Graduate Student Senate, Representative From Educational Psychology Department and Chair, Problems and Projects Committee

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.

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 2007.

Student-Directed Transition Planning Lessons

Sylvester, L.; Woods, L. L.; and Martin, J. E. (2007). *Student-Directed Transition Planning*. Norman, Okla: University of Oklahoma, Zarrow Center. Retrieved October 1, 2007, from <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 2007, students will be able to complete activities online, lesson by lesson, and the results automatically will 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.

OU Students With Disabilities Assessment Support

Using supplemental funding from the Zarrow Family Foundations, we provided support to enable several OU students to obtain a detailed psycho-educational assessment needed to document their disability.

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 attainment of long-term class goals increased dramatically. The analysis of all quantitative data is complete and the manuscript will be submitted for publication in 2007. Results will be presented at the 2007 Council for Exceptional Children conference.

Research Grants Funded and Submitted

Grants Funded

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, Hispanic and African American for Higher Education Positions with an Emphasis on Transition, Self-Determination and Applied Research

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

Self-Directed Transition IEP: Bridging Culturally and Linguistically Diverse Families and Students With IEPs and Secondary Education

Funding Source: U.S. Department of Education, Office of Special Education Programs, Research and Innovation Projects
Director (PI): James Martin
Time: 1/1/05 – 12/31/07
Amount Funded: \$540,000

Grants Submitted

Long-Term Effect of the Self-Directed IEP on School Achievement and SPP Indicators: A Goal Four Scale-Up Evaluation Project

Funding Source: U.S. Department of Education, Institute of Educational Sciences
Director (PI): James Martin

Time: Five years
Amount Request: \$5,999,735

Transition Success Assessment to Predict Post-School Outcomes

Funding Source: U.S. Department of Education, Institute of Educational Sciences
Director (PI): James Martin
Time: Four years
Amount Request: \$1,510,599

Awards and Honors

(Penny Cantley) Recipient of student scholarship to attend NCORE conference in San Francisco

(Juan Portley) Recipient of the College of Education travel fund assistance for professional conferences

(Juan Portley) Student representative: National Advisory Committee (NAC) for NCORE

(Juan Portley) Recipient of the College Board/National Conference on Race and Ethnicity in American Higher Education 2007 Student Scholarship

(Lorrie Sylvester) Graduate Student Research Day Poster Award, Honorable Mention

(Lorrie Sylvester) Recipient of the Graduate Student Senate Research and the Travel and Conference and Creative Exhibition Awards

For More Information, contact:
Zarrow Center for Learning Enrichment
Carpenter Hall
840 Asp Avenue, Room 111
Norman, OK 73019-4090
Telephone: (405)325-8951
Fax: (405)325-7841
E-mail: zarrowcenter@ou.edu
Web site: www.ou.edu/zarrow

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