

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

**For the Year Ending December 2006**

**Carpenter Hall, Room 111**  
**Norman, OK 73019-4090**  
**[zarrowcenter@ou.edu](mailto:zarrowcenter@ou.edu)**  
**(405) 325-8951**  
**[www.ou.edu/zarrow](http://www.ou.edu/zarrow)**

# Zarrow Center for Learning Enrichment

## Annual Report for 2006

University of Oklahoma – Mission.....	3
Zarrow Center	
Mission .....	3
Vision.....	3
Research Questions.....	4
Objectives and Action Steps .....	4
Zarrow Center Faculty and Staff .....	6
Zarrow Center Director.....	6
Administrative Assistant.....	6
Graduate Research Assistants.....	6
Sooner Scholars .....	9
Zarrow Center Scholarly Accomplishments.....	11
Teaching.....	11
Articles Published .....	11
Articles in Press .....	12
Articles in Preparation .....	12
Books and Book Chapters.....	13
Other Publications.....	13
Professional Service.....	13
Presentations and Workshops .....	13
Editorial Service.....	16
Committees and Advisory Boards .....	17
Zarrow Center Projects Under Way.....	17
Sooner Scholars .....	17
Oklahoma Transition Council and Transition Institute .....	18
Student-Directed Transition Planning Lessons.....	18
OU Students With Disabilities Assessment Support .....	19
Self-Directed IEP .....	19
Disability Awareness .....	19
Take Action Goal Attainment.....	19
Research Grants .....	19
Awards and Honors .....	20

## **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.

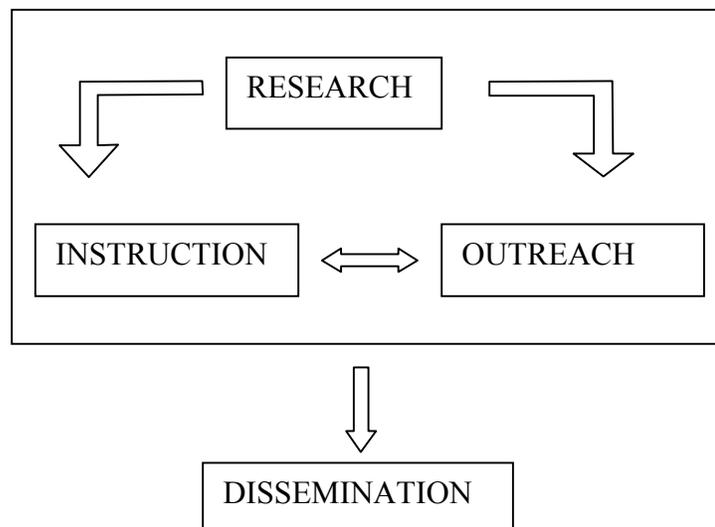
The Zarrow Center for Learning Enrichment's unique mission and vision align with that of the University of Oklahoma.

## **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 support 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, 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.

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 and support service providers in developing education practices.

*Action Steps*

- In all programming and development projects, 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.
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 2006, 15 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 first-year doctoral students. Nine graduate students received support from 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. He is the coordinator of a project addressing secondary transition issues for students with disabilities, including those from culturally and linguistically diverse backgrounds. His dissertation examines the knowledge and student and family self-efficacy gains in the transition planning process attributable to the recently developed *Student-Directed Transition Planning* lessons that have been developed through the project. 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. The project Lee coordinates fits with his academic and research

focus. He will be an assistant professor at Boise State University starting fall semester 2007.

**Chauncey Goff**, a fourth-year doctoral student from Oklahoma, has been examining how self-determination empowers black students to manage their post-school transition outcomes, which may contribute to their disproportional representation in special education. His research helped establish the need for special education teachers from minority cultures and develop the federally funded *Sooner Scholars* project. Much of Chauncey's 2006 Zarrow Center responsibilities revolved around being a student adviser and mentor to six *Sooner Scholars*. Chauncey authored *The Burden of Acting White: Implications for Transition*, a journal article that reports qualitative findings demonstrating impacts of post-school visions empowering capabilities for black students, which will be published in *Career Development for Exceptional Individuals'* 2007 special edition dedicated to diversity issues and transition. Chauncey was a guest lecturer for the University of Oklahoma's Introduction to Teaching Students with Mild and Moderate Disabilities (EDSP 4743); facilitator for the Oklahoma Transition Council's Inaugural Institute; conference presenter at the 19<sup>th</sup> annual National Conference of Race and Ethnicity in Higher Education, the Council for Exceptional Children's 2006 annual Convention and Expo and the 2006 Oklahoma Federation Council for Exceptional Children; and guest editor reviewing journal articles for *Career Development for Exceptional Individuals*.

**Lorrie Sylvester** is a licensed physical therapist and an Oklahoma transplant from Delaware. 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 provisions 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. Lorrie represents the Department of Educational Psychology in the University of Oklahoma Graduate Student Senate and has been involved in teaching at the undergraduate level on campus. 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. Lorrie is a 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 has presented locally and nationally 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 second-year doctoral student and a graduate research assistant at the Zarrow Center. She is currently 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. Last year, 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.

**Peifang Wu**, originally from Taiwan, is pursuing her doctoral degree in special education at OU. She is a board certified behavior analyst. Peifang earned her master's degrees in both early childhood education and special education at the University of Central Oklahoma. She spent years working with children with autism in home-based programs. Peifang taught special education to children ages 3 to 5 in an inclusive setting and was assistant director for an early childhood special education program in Taiwan. Her experience includes extensive work with students with autism educational support needs in early childhood special education school settings and with students with autism/behavioral issues in home-based programs. Her current research, in collaboration with the Oklahoma School for Blind, investigates the Self-directed IEP program.

**Nidal El-Kazimi**, a second-year doctoral student from Jordan, is working as a graduate research assistant with the Zarrow Center. Nidal's research interests include self-determination applications within educational settings and improving skills for students with mathematics-related disabilities in elementary, secondary and postsecondary settings. Nidal taught physics for 10 years and 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.

**Staci Vollmer**, from Oklahoma, is a graduate research assistant at the Zarrow Center for Learning Enrichment. Staci is currently pursuing a master's degree in special education. She graduated with honors from Oklahoma City Community College in 2003, earning an associate degree in science and diversified studies. In 2003, Staci was selected to the All-State Academic Team in Oklahoma and received the President's Award for Excellence from Oklahoma City Community College. Staci graduated in 2005 from the University of Oklahoma with a bachelor's degree in special education. In 2005, she was recognized by OU President David Boren for completing all undergraduate work with a perfect 4.0 grade-point average and awarded Outstanding Senior in Special Education by the College

of Education. She currently serves as the treasurer for the Oklahoma Federation of the Council for Exceptional Children and secretary for the Educational Psychology Graduate Student Organization. Staci's research interests include student involvement in their Individualized Education Programs through self-determined learning processes, transition planning for students with disabilities, and evidence-based literacy strategies for individuals with disabilities. Staci developed and currently co-teaches an undergraduate Language and Communication for Students With Disabilities class at the University of Oklahoma and also is responsible for the supervision of undergraduate practicum students majoring in special education.

**John Graham** comes to the Zarrow Center as a first-year graduate research assistant from Colorado. John earned his bachelor's degree 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 and one year in Henderson, Kentucky. He taught high school students with severe cognitive needs 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 with the Oklahoma Transition Institute and Oklahoma Transition Grant as a project planning and data collection assistant.

#### *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, experiences and skills to the Zarrow Center.

**Penny Cantley** graduated from the University of Oklahoma in 2002 with a bachelor's degree in special education and is currently a first-year full-time doctoral student and Sooner Scholar. Her experiences include five years teaching special education at the elementary and secondary level, where she focused on improving reading proficiency for students considered a high-risk for school failure and as a special education teacher in Japan. For three years Penny taught reading and English on the secondary level in Choctaw, Okla. Penny's research interests include studying the impact of reading proficiency on the post-school outcomes of students with disabilities, secondary and postsecondary transition participation and outcomes for students with disabilities, issues related to cultural and linguistic diversity and its implications for the transition process. Penny's academic interests include low literacy achievement of students in special education and its effects on the transition process, as well as current transition practices and outcomes for Native American and female students.

**Charity Gillman** joins the University of Oklahoma's special education doctoral program as a Sooner Scholar after earning an associate degree from Northeastern Oklahoma A&M College in 1998, and a bachelor's degree in 2001 and master's degree in public school administration in 2005, both from Northeastern State University. The American Indian

Resource Center and the NSU Indian Honor Society awarded Charity a full scholarship from 1998 to 2001. Charity taught special education for Broken Arrow Public Schools since 2001 and also served as a professional development trainer, cheer coach and a mentor to other teachers. Charity's research interests include transition education and developing programs that use self-determination strategies to empower students with disabilities, especially Native American 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 Native American youth with disabilities.

**Vincent Harper**, most recently from Colorado Springs, Colo., served as a middle school assistant principal prior to entering the OU special education doctoral program as a Sooner Scholar. 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.

**Wendy Marie Pharr**, from Detroit, Mich., enters the University of Oklahoma's special education doctoral program as a Sooner Scholar. Wendy holds a master's degree in school administration and a bachelor's degree in special education 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** is a first-year special education doctoral student and Sooner Scholar. He previously 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 future research will focus 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.

**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 improved 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.

### **Zarrow Center Scholarly Accomplishments**

#### ***Teaching***

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

- Supervision of Student Teacher Interns (spring 2006 – Lee Woods)
- Co-teaching graduate-level Applied Research for Interns (spring 2006 – Lee Woods)
- Undergraduate Introduction to Teaching Students with Mild and Moderate Disabilities (fall 2006 – Lorraine Sylvester)
- Applied Behavior Analysis and Research Design (doctoral students, spring 2006 – James Martin)
- Self-Determination Seminar (doctoral students – James Martin)
- Transition and Self-Determination (undergraduate and master's students, fall 2006 – James Martin, Juan Portley and Chen-Ya Juan)
- Social and Task-Related Behavior (Intro to Applied Behavior Analysis) (graduate students – James Martin)
- American Indian Institute, American Indian Center for Excellence in Exceptional Education, Transition and Self-Determination class (undergraduate – James Martin)

#### ***Articles***

##### ***Published***

Martin, J. E.; Van Dycke, J. L.; Christensen, W. R.; Greene, B. A.; Gardner, J. E.; and Lovett, D. L. (2006). Increasing Student Participation in IEP Meetings: Establishing the Self-directed IEP as an Evidenced-based Practice. *Exceptional Children*, 72, 299-316.

- Martin, J. E.; Van Dycke, J. L.; Greene, B. A.; Gardner, J. E.; Christensen, W. R.; Woods, L. L.; and Lovett, D. L. (2006). Direct Observation of Teacher-directed IEP Meetings: Establishing the Need for Student IEP Meeting Instruction. *Exceptional Children*, 72, 187-200.
- Martin, J. E., and Wu, P. (2006). Increasing Student Voices in the Educational Planning Process. *TASH Connections*, 32 (5/6).
- Van Dycke, J. L.; Martin, J. E.; and Lovett, D. L. (2006). Why Is This Cake on Fire? Inviting Students into the IEP Process. *Teaching for Exceptional Children*, 38, 42-47.
- In press*
- Goff, C. D.; Martin, J. E.; and Thomas, M. K. (in press). The Burden of Acting White: Implications for Self-determination and Transition. *Career Development for Exceptional Individuals*.
- Harper, V. J., and Martin, J. E. (in press). Individualized Educational Plan. *Encyclopedia of Educational Psychology*. Thousand Oaks, Calif.: Sage Publications Inc.
- Martin, J. E.; Van Dycke, J.; D'Ottavio, M.; and Nickerson, K. (in press). The Student-directed Summary of Performance: Increasing Student and Family Involvement in the Transition Planning Process. *Career Development for Exceptional Children*.
- In preparation*
- Juan, C., and Martin, J. E. (2006-2007). *A Disability Self-awareness Framework*. Manuscript in preparation, University of Oklahoma.
- Juan, C.; Chavez, M. N.; and Martin, J. E. (2006). *The Use of Take Action to Increase Knowledge of Goal Attainment Skills for Secondary Students With Learning Disabilities*. Manuscript in preparation, University of Oklahoma.
- Martin, J. E.; Marshall, L.; and el-Kazimi, N. (2006). *Goal Attainment: Teaching the Crucial Self-Determination Skill*. Manuscript in preparation, University of Oklahoma.
- Sylvester, L. (2006). *Infusing Self-determination into Related Services for Children and Adults With Multiple Developmental Disabilities*. Manuscript in preparation, University of Oklahoma.
- Sylvester, L. (2006). *Are Elements of Self-determination Apparent in Physical Therapy Intervention?* Manuscript in preparation, University of Oklahoma.
- Sylvester, L., and Woods, L. L. (2006). *Student-Directed Transition Planning Helps Students Who Are Culturally and Linguistically Diverse Pursue Meaningful Transition Plans*. Manuscript in preparation, University of Oklahoma.

Wu, P. R.; Martin, J. E.; and Isbell, S. (2007). *Increasing the Engagement of Students with Visual Impairments in Their IEP Meetings*. Manuscript in preparation, University Oklahoma.

### ***Books and Book Chapters***

Martin, J. E.; Woods, L. L.; and Sylvester, L. (in press). Building an Employment Vision: Culturally Attuning Vocational Interests, Skills, and Limits. In F. R. Rusch (Ed.), *Beyond High School: Preparing Youth for Employment* (2<sup>nd</sup> ed.). Belmont, Calif.: Wadsworth Publishing.

Mithaug, D. E.; Mithaug, D.; Agran, M.; Martin, J. E.; and Wehmeyer, M. (in press). *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. (in press). *Promoting Self-determination and Self-determined Learning for Students With Intellectual and Developmental Disabilities*. New York: Guilford Publishers.

### ***Other Publications***

Martin, J. E., and Wu, P. (2006). Increasing Student Voices in the Educational Planning Process. *TASH Connections*, 32(5/6).

Portley, J., and Martin, J. E. (2006). Listening to Student Voices: Increasing Student Participation in Their Transition IEP Meetings. *OASIS Parent Newsletter*, Fall (15) 2006.

Sylvester, L.; Woods, L. L.; and Martin, J. E. (2006). Whose Job Is It? Enabling Vocational Choice-making for Individuals With Significant Disabilities. *TASH Connections*, 32 (5/6), 34-39.

## **Professional Service**

### ***Presentations and Workshops***

Goff, C. (2006). *The Survival Conflict of Black Students: An Identity Conflict and Self-determination*. Presented at the 19<sup>th</sup> annual National Conference on Race and Ethnicity in American Higher Education, Chicago.

Goff, C. (2006). *The Need to Teach Self-determination to Black Students With Disabilities*. Presented at the Council for Exceptional Children's 2006 annual Convention and Expo, Salt Lake City.

Goff, C.; Martin, J. E.; and Gardner, J. (2006). *Sooner Scholars: Preparing Doctoral Students Who Are CLD for Higher Education With an Emphasis on Transition*,

- Self-determination, and Applied Research*. Poster presentation at the 2006 Oklahoma Federation Council for Exceptional Children, Norman, Okla.
- Juan, C., and Vollmer, S. (2006). *Helping Students With Disabilities to Create a More Positive Self-identity*. Presentation at the Oklahoma Federation of the Council for Exceptional Children, Norman, Okla.
- Juan, C. (June 2006). *Self-awareness for People With Disabilities*. Presentation at the International Conference on Special Education, Hong Kong.
- Martin, J. E. (2006). *Self-determination, Transition Assessment, and Summary of Performance*. Workshop originating at West Chester University and broadcast to Western Michigan University, West Chester, Penn.
- Martin, J. E. (2006). *Self-determination: A Means to Improve Outcomes*. Keynote presentation at the Texas Association of Vocational Adjustment Coordinators Conference, Houston.
- Martin, J. E. (2006). *Transition and Self-determination*. Keynote presentation at Border Transition Conference, Education Service Center 19, El Paso, Texas.
- Martin, J. E. (2006). *Self-Determination*. Workshop for the Texas School for the Blind and Visually Impaired, Dallas.
- Martin, J. E. (2006). *Vocational Choice-making for Individuals with Severe Disabilities*. A STARS workshop for teachers and related service personnel sponsored by the Oklahoma State Department of Education and the Developmental Disabilities Services Division of the Department of Human Services; presented in Tulsa, Okla.
- Martin, J. E. (2006). *Transition Assessment and Self-determination*. Pre-conference workshop for the Texas Focus Vision Conference sponsored by the Texas School for the Blind, Dallas.
- Martin, J. E. (2006). *Transition*. Presentation to the Community Service Conference at the Oklahoma Disability Law Center, Oklahoma City.
- Martin, J. E. (2006). *Invitation to the Educational Planning Meeting Does Not Equal Participation*. Presentation at Special Education Border Conference, El Paso, Texas.
- Martin, J. E. (2006). *Transition Assessment and Summary of Performance*. Presentation to Norman North High School Special Education Team, Norman, Okla.
- Martin, J. E. (2006). *Self-determination and Goal Attainment*. Combined workshop for the Dallas and Fort Worth Regional Education Service Centers, Dallas.

- Martin, J. E. (2006). *Transition Assessment*. Workshop for Dallas Regional Educational Service Center, Plano, Texas.
- Martin, J. E. (2006). *Transition Assessment*. Workshop for Fort Worth Regional Educational Service Center, Fort Worth, Texas.
- Martin, J. E. (2005). *Vocational Assessment for Students With Low Incidence Disabilities*. Workshop for the Region 4 Educational Service Center, Houston.
- Martin, J. E. (2006). *Self-determination Overview*. Workshop for the Region 1 Educational Service Center, Edinburg, Texas.
- Martin, J. E. (2006). *Self-determination and the Transition Process*. Workshop for the Region 11 Educational Service Center, Fort Worth, Texas.
- Martin, J. E. (2006). *Self-determination and the Transition Process*. Workshop for the Region 1 Educational Service Center, Edinburg, Texas.
- Martin, J. E. (2006). *Vocational Assessment for Students With Severe Disabilities*. Workshop for the Region 11 Educational Service Center, Fort Worth, Texas.
- Martin, J. E. (2006). *Vocational Assessment for Students With Severe Disabilities*. Workshop for the Region 1 Educational Service Center, Edinburg, Texas.
- Martin, J. E. (2006). *Transition Assessment and the IEP*. Workshop for the Region 1 Educational Service Center, Edinburg, Texas.
- Martin, J. E. (2006). *Transition Assessment*. Presentation at the Oklahoma Transition Institute, Oklahoma City.
- Martin, J. E. (2006). *Vocational and Community-based Assessment*. Workshop for the Regional Service Center, Midland, Texas.
- Martin, J. E.; Christensen, R.; and Vollmer, S. (2006). *Student-centered Planning*. Presentation at the National Council for Exceptional Children's Conference, Salt Lake City.
- Martin, J. E.; Gardner, J. G.; and Goff, C. (2006). *Sooner Scholars: Preparing Secondary Special Education Teachers of Color to Become College Professors*. Poster presentation at the 2006 Oklahoma Federation the Council for Exceptional Children, Norman, Okla.
- Martin, J. E.; Patterson, R.; and Roberson, R. (2006). *Increasing Student Leadership of Their IEP Meetings*. Presentation at the Oklahoma Transition Institute, Oklahoma City.

Martin, J. E., and Woods, L. (2006). *Transition Assessment: How to Meet the New IDEA 2004 Requirements in an Easy and Inexpensive Manner*. Presentation at the 2006 Oklahoma Federation of the Council for Exceptional Children, Norman, Okla.

Martin, J. E.; Woods, L.; and Sylvester, L. (2006). *Vocational Choice-making for Students with Severe Disabilities*. Presentation at the Oklahoma Association for Persons in Supported Employment 19<sup>th</sup> annual Employment Conference, Tulsa, Okla.

Peterson, L. Y.; Martin, J. E.; and Goff, C. (2006). *Self-determination and College Students With Disabilities: Investigating the Issues*. Presentation at the Council for Exceptional Children's annual Convention and Expo, Salt Lake City.

Peterson, L.; Martin, J. E.; and Goff, C. (2006). *College Success: Teaching Self-determination to Students With Learning Disabilities and Attention Deficit Disorders*. Presented at the Council for Exceptional Children's annual Convention and Expo, Salt Lake City.

Sylvester, L. (2006). *Obstacles? Struggles? You bet! Defeated? No Way!* Presentation on Assistive Technology in the Workplace at the 2006 Youth Leadership Forum, University of Science and Arts of Oklahoma, Chickasha, Okla.

Sylvester, L., and Roberts, C. (2006). *Considering the Impact of Therapy Interventions on Self-determination of Children With Cerebral Palsy: Untold Stories*. Presentation at the 2006 Oklahoma Federation for the Council for Exceptional Children, Norman, Okla.

Woods, L. L., and Sylvester, L. (2006). *Vocational Choice-making for Students With Severe Disabilities*. Presentation at the 2006 Oklahoma Transition Institute, Norman, Okla.

#### *Editorial Service*

(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*

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

(James Martin) Editorial Board for *Career Development for Exceptional Individuals, Research in Developmental Disabilities*

(James Martin) Guest reviewer, *Exceptional Children*

(James Martin) Guest reviewer, *Remedial and Special Education*

(Lorraine Sylvester) Editorial Board for *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.

(Lorraine Sylvester) American Physical Therapy Association's Pediatric Section – Invited revision of the *IDEA Book*, Physical Therapy Practice Under IDEA, Parts B and C.

#### *Committees and Advisory Boards*

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

(Chauncey Goff) National Secondary Transition Technical Assistance Center Knowledge Generation Committee

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

(James Martin) Oklahoma Transition Council

(James Martin) Oklahoma School Attendance Advisory Board

(James Martin) OK-AHEAD Board of Directors

(James Martin) DREAM Institute Board of Directors

(James Martin) Hillel 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

### **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

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 the Oklahoma 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 continued to meet to plan the second annual Oklahoma Transition Institute, held in June 2007.

### ***Student-Directed Transition Planning Lessons***

Sylvester, L.; Woods, L. L.; Martin, J. E.; and Poolaw, S. (2007). *Student-directed Transition Planning*. Norman, Okla: University of Oklahoma, Zarrow Center. Retrieved April 4, 2007, from <http://www.ok-ahead.org/test/index.html>

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 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.

### ***OU Students With Disabilities Assessment Support***

Using supplemental funding from the Zarrow Family Foundations, support was provided to enable several OU students to obtain a detailed psychoeducational assessment needed to document their disability and receive necessary accommodations for college success.

### ***Self-Directed IEP***

Peifang Wu and James Martin, in cooperation with administration and teachers at the Oklahoma School for the Blind, taught 34 secondary students with visual impairments or blindness to become actively involved in their IEP meetings. All students in this random assignment, intervention and control study received Self-Directed IEP instruction, and the IEP team for intervention students received brief student involvement instruction prior to the start of the IEP meeting. Students whose teams received the brief IEP team instruction spoke more at their IEP meeting and engaged in more IEP leadership steps without prompting than students who just received the Self-Directed IEP instruction.

### ***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 Grant Submitted**

Martin, J. E., and Sylvester, L. (2006). *Long-term Effect of Student Engagement in Educational Planning: A Goal Four At-scale Effectiveness Project*. Submitted to the Institute for Education Sciences, CFDA: 84.324

This five-year, \$4.8 million multistate research project just missed being funded by the U.S. Department of Education, Institute of Educational Sciences. It will be resubmitted in 2007. This project would teach students with mild disabilities the Self-Directed IEP to determine the impact that increased involvement in IEP meetings and educational planning has on school and post-school outcomes.

### **Awards and Honors**

In April 2006, the Council for Exceptional Children's Division on Career Development and Transition awarded James Martin the Oliver P. Kolstoe Award for his efforts to improve the quality and access to career and transition services for persons with disabilities.

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

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