

Zarrow Center for Learning Enrichment

Annual Report

For The Year Ending January 2006

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Zarrow Center for Learning Enrichment

January 2006

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Zarrow Center for Learning Enrichment

January 2006 Annual Report

This report documents the administrative, instructional, research and outreach/service activities completed by the Zarrow Center's faculty, staff and students during 2005. The report begins with the center's goal statement, followed by a review of its master plan.

Purpose

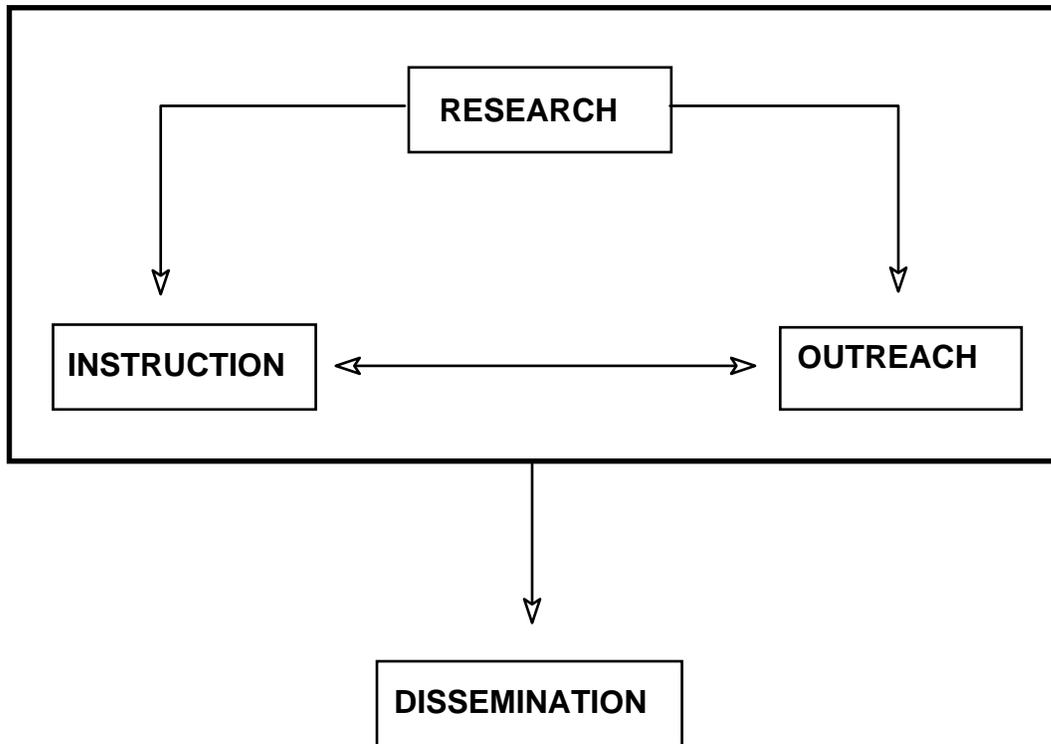
The Zarrow Center for Learning Enrichment, through its faculty and students, will examine transition and postsecondary education for students with disabilities and develop, implement, evaluate and disseminate strategies and procedures to facilitate youth and adults with disabilities to attain their desired secondary and postsecondary education and employment goals. To accomplish this, the Zarrow Center will answer these research questions:

1. What defines and achieves middle and high school student educational engagement and transition into postsecondary education and employment?
2. What defines and achieves student educational engagement and completion of postsecondary educational programs and transition into desired employment?
3. What secondary and postsecondary factors define, impede or facilitate desired student outcomes?

Master Plan

The Zarrow Center will conduct research to answer the three primary goal questions. Research activities influence instruction and outreach efforts. Simultaneously, instruction and outreach influence research. Dissemination of these activities then will

take place through books, articles, courses, workshops, conference presentations and the Internet.



ACTIVITIES

During the past year, Zarrow Center faculty and students engaged in research, instruction, outreach and service activities. These activities included launching new projects and completing others. Those completed will be discussed first.

Research

During the past year, James E. Martin, colleagues and students published and submitted for publication numerous books, chapters for edited books, journal articles and other publications. Many of these products resulted from multiyear collaborative efforts. Publications and professional presentations disseminate information created through the activities of the Zarrow Center faculty, staff and students.

Book in Press

Self-Instruction Pedagogy: How to Teach Self-Determined Learning. The last few chapters for this completed 300-page book have just been revised based on reviewer feedback and the final draft submitted to the publisher. It should be published later this year. This book examines connections between self-determination theory and practice. It prescribes a four-step process to move instruction for students with disabilities from a teacher-directed process to one that facilitates student-directed instruction. The reference for this book is:

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, IL: Charles Thomas.

Book Under Contract

Promoting Self-Determination and Student-Directed Learning for Students with Intellectual and Developmental Disabilities. This new book will summarize what we have learned about teaching self-determination skills to students with developmental disabilities, and how to facilitate environmental changes to establish these skills. This book will continue the long collaboration the authors have had examining and writing about self-determination issues. The reference for this book is:

Wehmeyer, M. L., Agran, M., Palmer, S. B., Mithaug, D. E., Martin, J. E., and Hughes, C. (in preparation). *Promoting Self-Determination And Student-Directed Learning for Students With Intellectual And Developmental Disabilities*. New York: Guilford Publishers.

Book Chapters

During 2005, Martin collaborated with colleagues from across the country and with Zarrow Center students to write a book chapter that was published in 2005 and two more that are in press.

Published book chapter. This chapter details how to teach secondary students to become more engaged in their own educational planning and attainment of their education and transition goals. It details how to implement the ChoiceMaker Self-Determination assessment and lesson packages and discusses the effectiveness of these materials. This chapter was substantially revised from the one published in the book's first edition. The reference for this chapter is:

Martin, J. E., Marshall, L. H., and DePry, R. L. (2005). Participatory Decision-Making: Innovative Practices That Increase Student Self-Determination. In R.W. Flexer, T. J. Simmons, P. Luft, and R. M. Baer (Eds.), *Transition Planning For Secondary Students With Disabilities* (2nd edition) (pp. 304 – 332). Columbus: Merrill Prentice Hall.

Chapter in press. This invited chapter will appear in the second edition of a major text published by the Council for Exceptional Children's Division on Developmental Disabilities. It includes a collection of chapters addressing the major instructional innovations and emerging practices. In this chapter, we overviewed self-determination concepts and strategies and discussed how to teach self-determination skills in today's school and adult environments. We cross-referenced the chapter's content to the new developmental disabilities teaching standards. The reference for this chapter is:

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.

Chapter in press. Zarrow Center graduate students and Martin collaboratively wrote this chapter. This chapter gave us the opportunity to discuss many of the educational and vocational-training strategies that we have been developing and disseminating through Zarrow Center activities. It includes several real examples of how the strategies had an impact on the lives of students and adults with disabilities. The reference for this chapter is:

Martin, J. E., Peterson, L. Y. and Goff, C. D. (in press). How to Increase Self-Determination at School and Work. In D. E. Mithaug, D. K., Mithaug, M. Agran, J. E. Martin, and M. L. Wehmeyer (Eds.), *Self-Instruction Pedagogy: How to Teach Self-Determined Learning*. Springfield, IL: Charles Thomas Publishers.

Articles

Martin, along with Zarrow Center students and colleagues, produced numerous articles during the past year - all of which are in various phases of the publication process. One article was published during 2005, with several others either in press (accepted for publication and waiting for actual publication) or submitted for publication consideration. During the past year, the Zarrow Center spent a considerable amount of time analyzing data and writing in-press and submitted papers. This is reflected in that several papers now are in press and one has been published. The papers now in press all will be published during 2006. We are proud that two of the papers will be published in *Exceptional Children*, which is the leading special education professional journal. The other two papers also will be published in quality journals.

Published: The Self-Directed IEP: Bridging Values of Diverse Cultures and Secondary Education. Rudy Valenzuela, a Zarrow Center graduate student, took the lead

in writing this paper. This article describes the interrelationships between the *Self-Directed IEP*, cultural values, self-determination and transition. Educators must move toward understanding collectivist values to provide culturally and linguistically diverse (CLD) students with Individualized Education Plans (IEPs) and their families appropriate opportunities to succeed within an individualistic school culture. The *Self-Directed IEP* process provides a tool for culture sharing and presents a best-practice strategy for meeting the needs, preferences and interests of CLD students with IEPs and their families. School districts can utilize the *Self-Directed IEP* process to bridge the chasm between the values of schools and those of culturally and linguistically diverse students with IEPs and their families to facilitate culturally appropriate transitions to adulthood.

The reference for this paper is:

Valenzuela, R., and Martin, J. E. (2005). The Self-Directed IEP: Bridging Values of Diverse Cultures and Secondary Education. *Career Development for Exceptional Individuals*, 28, 4 – 14.

In Press: A Challenge to Self-Determination: Disagreement Between the Vocational Choices Made by Individuals With Severe Disabilities and Their Caregivers.

This study took more than two years to complete and involved working with individuals with severe disabilities from several locations across the state. We were invited to submit this paper for a special self-determination issue.

Individuals become self-determined when they are empowered to make choices that match their interests. But caregivers' perceptions of what they think individuals with severe disabilities like often direct vocational decision-making. This choice by proxy denies individuals with disabilities an opportunity to become self-determined. We examined whether the vocational choices made by participants with severe cognitive

disabilities matched the vocational choices caregivers made on their behalf. Eight participants with severe disabilities and 11 caregivers participated in this study. Caregivers ranked the top three settings, characteristics and activities from a checklist of typical entry-level positions. By using the Choose and Take Action vocational assessment software, combined with watching or doing the job of their choice in the community, job seekers indicated their preferences. We compared job seekers' cumulative choices with those made by their caregivers. Results indicate that the choices made by individuals with disabilities seldom matched those made by their caregivers. The reference for this paper is:

Martin, J. E., Woods, L. L., Sylvester, L., and Gardner, J. E. (in press). A Challenge to Self-Determination: Disagreement Between the Vocational Choices Made by Individuals With Severe Disabilities and Their Caregivers. *Research and Practice for Persons With Severe Disabilities*.

In Press: Direct Observation and Participant Opinions of Teacher-Directed Secondary IEP Meetings. This study represents an academic year of data collection during which we observed 109 middle and high school IEP meetings across seven school districts. Ninety percent of the participants completed a post-meeting survey. Special education teachers talked 51 percent of 17,804 observed 10-second intervals, family 15 percent, general educators and administrators 9 percent, support staff 6 percent, and students 3 percent. We found statistically significant differences by role of those present at the start and end of the meetings, and of those who came in and out. Students seldom engaged in IEP leadership behaviors. Meetings averaged 31.2 minutes, with 68 percent between 17 and 45 minutes. The number in attendance predicted meeting length. Students had significantly lower scores on IEP meeting knowledge questions compared with other

IEP meeting participants. The transition issues survey subscale received the lowest overall scores.

This study represented the baseline investigation for two later intervention research projects. This paper was the first produced as a result of our field-initiated research grant funded by the U.S. Department of Education, Office of Special Education Programs. The reference for this paper is:

Martin, J. E., Van Dycke, J. L., Greene, B. A., Gardner, J. E., Christensen, W. R., Woods, L. L., and Lovett, D. L. (in press). Direct Observation and Participant Opinions of Teacher-Directed Secondary IEP Meetings. *Exceptional Children*.

In Press: Increasing Student Participation in Their Transition IEP Meetings: Establishing the Self-Directed IEP as an Evidenced-Based Practice. During this academic, yearlong study, we examined the effectiveness of the Self-Directed IEP to teach IEP meeting skills. One hundred and thirty secondary students randomly were assigned to the treatment or control group. We observed 130 meetings and 764 IEP team members using 10-second momentary time sampling to determine the percent of intervals team members talked and the percent of time they discussed transition. Special education teachers completed a pre-post ChoiceMaker self-determination student skill and opportunity assessment, and meeting participants answered post-meeting surveys. The Self-Directed IEP had a strong effect on increasing the percent of time students talked, started and led the meetings. This was verified by survey results. These findings add to the growing literature demonstrating the effectiveness of the Self-Directed IEP.

The paper represents the second study produced from the funding provided by a field-initiated research grant awarded by the U.S. Department of Education, Office of Special Education Program. The reference for this study is:

Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., and Lovett, D. L. (in press). Increasing Student Participation in Their Transition IEP Meetings: Establishing the Self-Directed IEP as an Evidenced-Based Practice. *Exceptional Children*.

In Press: Why Is This Cake on Fire? This fun paper targets teachers and parents.

It takes important concepts from our IEP research and places them into an easy to understand context for teachers and parents.

Students have been recognized as important IEP team members since the 1997 Amendments to IDEA. The 2004 IDEA Amendments continue to emphasize the importance of transition planning and require the development of measurable postsecondary goals in the IEP based on students' assessed needs, strengths, preferences and interests. Students need to be invited to not only be a part of the IEP *meeting*, but the IEP *process* as well, to learn about and communicate their needs, preferences and interests. This need is explored through the analogy of a child who is not invited to attend his birthday parties until becoming a teenager and the attitudinal effects toward participation in the parties. This analogy is a symbolic reminder that expecting students to participate in their educational planning means going beyond just inviting them into the IEP meeting; they must be invited into the IEP planning process as well.

This paper is the “teacher-friendly” version that presents the results of our first two studies in a manner accessible to a broader readership. Funding provided by a field-initiated research grant from the U.S. Department of Education, Office of Special Education Programs supported this project. The reference for this paper is:

Van Dycke, J. V., Martin, J. E., and Lovett, D. L. (in press). *Why Is This Cake on Fire? Teaching for Exceptional Children*.

Submitted for Publication: Opening a Window Into Secondary Teacher-Directed IEP Transition Meetings: Whose Voices Are We Hearing? This paper examines the softer, qualitative aspects of teacher-directed IEP meetings. It presents a qualitative analysis of nine middle and high school IEP meetings for students with high incidence disabilities in a Southwestern state. Several themes emerged from the analysis supporting the belief that student contribution in the IEP meeting is minimal, that little to no pre-IEP meeting planning occurs and that students have no ownership of goals or transition activities. Findings were triangulated with post-meeting surveys and researcher field notes. The good news is that teachers uniformly are inviting students to attend their transition IEP meetings, and as a result, students are attending their IEP meetings at least by age 16. The bad news is that students do not meaningfully participate in their own educational planning.

Funding from a field-initiated research grant provided by the U.S. Department of Education, Office of Special Education Programs, supported the development of this study. The reference for this paper is:

Van Dycke, J. L., Lovett, D. L., Greene, B. A., and Martin, J. E. (2005). *Opening a Window Into Secondary Teacher-Directed IEP Transition Meetings: Whose Voices Are We Hearing?* Manuscript submitted for publication.

Dissertation Completed: Determining the Impact of the Self-Directed IEP Instruction on Secondary IEP Documents

During her last year at the Zarrow Center, Jamie Van Dycke completed her dissertation while coordinating the IEP field-initiated research grant. Jamie's dissertation complemented our previous work and extended our knowledge of the effect of the Self-Directed IEP upon actual IEP documents. Below is a summary of the dissertation she

completed while working as a Zarrow Center graduate assistant. This excerpt is taken directly from her dissertation:

I wanted to determine if Self-Directed IEP instruction impacted three things in secondary IEP document development: (1) student ownership of the IEP; (2) complexity of postschool goal/vision statements in IEPs' and; (3) infusion of the four vision components of living, learning, working, and community involvement, into other key IEP areas. I examined 94 secondary IEP documents (including 932 postschool goal/vision statements) for the presence of four vision components using a scoring rubric. Pilot study and inter-rater reliability procedures established the validity and reliability of the rubric. The IEPs had been developed during Year 2 of a federally sponsored field-initiated research grant that used a randomized control/intervention group design. The secondary students represented in the documents had mild/moderate disabilities and had randomly received Self-Directed IEP instruction to increase student participation in IEP meetings.

Study results indicate that the Self-Directed IEP had a moderate impact on the complexity of the vision statements, with vision statements in the intervention group being more inclusive of the four vision components, specifically living and working. The instruction had no influence on student first-person references in the IEP document. The intervention had no impact on the general features of the vision statements, such as their writing style, futures orientation, or support through planned courses and coordinated activities. The Self-Directed IEP did not influence the vision components being addressed within or across specific sections of the IEP, other than the vision statement itself.

The lack of vision component representation across the EIP raises concerns, given the 2004 IDEA amendments, which reiterate that the purpose of special education is to prepare students for further education, employment, and independent living. Implications include the need for specific materials designed to increase IEP vision development and the infusion of the four vision components into key areas of the IEP. Field-initiated research to validate the implementation of such materials is also needed.

Research Completed, Manuscripts in Process

Survey of Research-Intensive Universities. Martin and Zarrow Center staff completed a survey of both research-extensive and intensive universities across the country to determine the number of students with disabilities who attend each school and the type of services available. The results of the survey of the second tier of America's

research universities will be compared with the first survey. Data collection has been completed. During the next year, we will analyze the data and submit them for publication. The reference for this publication will be:

Martin, J. E. (2004). *Students With Disabilities at U.S. Research-Intensive and Extensive Universities and Their Disability Support Offices*. Manuscript in preparation.

Middle School Goal Attainment Study. A section consisting of a public middle school English course with an enrollment of 104 eighth-grade students participated in this study. The goal attainment intervention demonstrated increases in the completion of both student and teacher assessment tools and in the completion of long-term goals. The reference for this study will be:

Inloes, T., Huber Marshall, L., Martin, J. E., and el-Kazimi, N. (2004). *Teaching Goal Attainment Skills to Middle School Students With and Without Disabilities*. Manuscript in preparation.

External Funding

During the last year, Martin submitted four funding proposals to the U.S. Department of Education. Two of these proposals were approved, one was not funded and the other still is under review. The two funded projects will be described below.

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

This four-year, \$800,000 project represents the first doctoral preparation grant that the OU Special Education program ever has received. Sooner Scholars will recruit special education teachers who are culturally and linguistically diverse (CLD) to address Oklahoma's severe shortage of higher education special education faculty and to build

Oklahoma's emerging transition infrastructure. We will address three important needs in the preparation of Oklahoma's next generation of secondary special education leaders: (1) the need for faculty members to teach pre-service special educators to develop and implement successful transition programs that include students who are CLD; (2) the need for faculty who can prepare special educators to develop and implement successful self-determination programs that improve the academic and post-school outcomes of students who are CLD; and (3) the need for special education faculty members who can develop, conduct and disseminate transition and self-determination applied research with youth who are CLD. At least five Sooner Scholars will be prepared to assume roles as assistant professors.

In collaboration with Oklahoma's largest pre-service special education programs - OU's American Indian Institute and OU's K20 Center for Educational and Community Renewal - we specifically will recruit African-American, Native American and Hispanic special educators who desire to become higher education faculty members. Our recruiting efforts will target middle and high school special education teachers who have two to five years of teaching experience and who can commit to being full-time doctoral students. Sizeable stipends, full tuition waivers and new laptop computers will increase the likelihood of an ample applicant pool from which to select scholars. This targeted recruiting and support structure will increase the likelihood of scholars completing their doctoral program and becoming assistant professors.

Sooner Scholars will complete an interdisciplinary and applied research-based leadership program through a sequence of special education, educational psychology, adult and higher education, administration, research field experiences and professional

residency requirements. Each Sooner Scholar will be paired and linked via Internet video conference technology with an African-American, Hispanic and Native American college professor mentor, who also will visit campus annually to model success strategies. The mentors will help increase the likelihood of Sooner Scholar success.

The Sooner Scholars Project will add four enhancements into the existing OU special education doctoral program. First, scholars will take a course from the Adult and Higher Education program to better prepare them to be effective college professors. Second, scholars will take a course from the K20 Center for Educational and Community Renewal to develop leadership skills. Third, scholars will take courses at the Zarrow Center to learn transition and self-determination concepts and research skills applied to youth who are CLD. Fourth, students will complete four applied research courses where they will conceive, implement and disseminate transition and self-determination research with youth who are CLD prior to their dissertation. Final scholar selection will depend upon their written agreement acknowledging the requirement to work as a special educator for two years for each year they receive project support and to maintain their status as a full-time student completing satisfactory work.

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

This three-year, \$540,000 project will develop, field-test and conduct experimental research to demonstrate the effectiveness of a new transition-oriented self-determination instructional program titled *Student-Directed Transition Planning*. Our partners include culturally and linguistically diverse families and students (CLD) with IEPs from rural, urban, public, Bureau of Indian Affairs and tribal schools in Arizona,

Kansas, New Mexico and Oklahoma and the professionals who provide them educational services.

The *Student-Directed Transition Planning* lesson package will teach students how to actively participate in and lead their own secondary transition IEP meetings. Uniquely, this program will address the values of culturally and linguistically diverse families. We will submit five research studies and two practitioners' manuscripts for publication in peer-reviewed journals. Results will be presented at two national and regional professional conferences during years two and three, and will be featured on the Zarrow Center accessible Web page. Instead of publishing the *Student-Directed Transition Planning* lesson package with a national publishing house, we will instead make the lessons available free of charge over the Web to all who want to use them.

Current population estimates indicate CLD students will comprise more than half the general education population by the year 2040 or earlier in some states. High dropout rates and unemployment and low enrollment in postsecondary education signify the importance of developing improved transition practices for CLD secondary students with high-incidence disabilities. A scarcity of culturally appropriate transition lesson materials makes improving the current situation difficult. Differences between individualist and collectivist cultures often serve as barriers for CLD students to complete high school and make a successful transition into postsecondary education and employment. Little research exists describing the secondary transition process for CLD students and their families.

The *Student-Directed Transition Planning* lesson package will revise, expand and replace the existing *Self-Directed IEP* lesson package, which was developed and

published before the 1997 IDEA transition requirements. Thus, the outdated *Self-Directed IEP* does not address the current transition requirements.

During years two and three, random comparison and intervention group designs will be implemented to demonstrate the effectiveness of the *Student-Directed Transition Planning* lessons for a variety of ethnic groups, with a specific focus on American Indians, Hispanics and African-Americans. Accompanying qualitative research will add to the richness of our findings.

Presentations and Training Workshops

During the past year Martin and Zarrow Center students and associates have delivered numerous conference presentations and professional training workshops across the country and in Canada. Some of our work was posted on nationally known Web sites and included in official published conference proceedings. The list below details these 2005 activities.

Goff, C. (2005) *Self-Determination and the Transition of Black Students With Disabilities*. Presented at the Division on Career Development and Transition's 13th International Conference, Albuquerque, NM.

Goff, C., and Martin, J. E. (2005). *The Self-Fulfilling Prophecy of Black Intellectual Inferiority: Impact on Special Education*. Presentation at the Ninth Biennial Conference of the International Association of Special Education, Halifax, Canada.

Martin, J. E. (2005). *Present But No Longer Silent: Student Participation in Their Transition IEP Meetings*. Conference presentation at the XV Alabama Transition Conference, Auburn, AL.

Martin, J. E. (2005). *Self-Determination: A Key to Successful Post-School Outcomes*. Workshop for Appalachia Intermediate Unit 8, Johnstown, PA.

Martin, J. E. (2005). *Self-Determination and Student Leadership of Their Transition Planning Process*. Workshop for Region 10 Educational Service Center, Midlothian, TX.

Martin, J. E. (2005). *Self-Determination for Students With High Incidence Disabilities*. Workshop for Region 4 Educational Service Center, Houston, TX.

Martin, J. E. (2005). *Self-Determination and Transition: Strategies for School and Post-School Success*. Workshop for Education Service Center Region 17, Lubbock, TX.

Martin, J. E. (2005). *Self-Determination and Vocational Assessment for Students With High Incidence Disabilities*. Workshop for Region 13 Service Center, Austin, TX.

- Martin, J. E. (2005). *Self-Determination in Transition*. Workshop for Region 16 Educational Service Center, Amarillo, TX.
- Martin, J. E. (2005). *Self-Determination, Transition and Post-School Outcomes*. Workshop for the transition specialists for all of the Texas Regional Educational Service Center Professional Organization, Austin, TX.
- Martin, J. E. (2005). *Student-Led IEPs*. Presentation at the On the Road Oklahoma Family Perspective Conference, Oklahoma City.
- Martin, J. E. (2005). *Teaching Self-Determination and Self-Determination Assessment*. Two-day workshop for Region 13 Service Center, Austin, TX.
- Martin, J. E. (2005). *Teaching Self-Determination Via the ChoiceMaker Curriculum*. Two-day workshop for Region 4 Educational Service Center, Houston, TX.
- Martin, J. E. (2005). *Vocational Choice Making*. 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 Norman, OK.
- Martin, J. E. (2005). *Vocational Choice Making for Students With Moderate to Severe Cognitive Disabilities*. Pre-conference workshop at the XV Alabama Transition Conference, Auburn, AL.
- Martin, J. E. (2005). *Vocational Choice Making for Students With Severe Cognitive Disabilities*. Workshop for Region 16 Educational Service Center, Amarillo, TX.
- Martin, J. E. (2005). *Transition Essentials: Self-Determination and Self-Advocacy*. Phone-in national teleconference for AHEAD (Association for Higher Education and Disability).
- Martin, J. E. (2005). *Transition Essentials and Self-Determination*. Workshop for OU's American Indian Institute at the Pine Hill Indian School, Ramah Dormitory, Pine Hill, NM.
- Martin, J. E. (2005). *Transition Assessment and Summary of Performance*. Presentation at the New Mexico Specialist Cae Meeting, Farmington, NM.
- Martin, J. E. (2005). *Invitation to the IEP Transition Meeting Does Not Equal Participation: Strategies to Increase Student Participation in Their IEP Transition Meetings*. Invited presentation at A Step In the Right Direction: A Conference on Transition From School to Adult Life, sponsored by the Center for Excellence in Disabilities, West Virginia University, and held in Roanoke, WV.
- Martin, J. E. and Alarid, J. (2005). *Engaging Students in the Transition Planning Process*. Presentation at the 2005 Capacity Building Institute entitled Research-Based Tools and Strategies for Improving Outcomes for Secondary Youth with Disabilities, sponsored by the National Center on Secondary Education and Transition, Albuquerque, NM.
- Martin, J. E., Marshall, L. H., and Owen, S. (2005). *The Self-Directed IEP Works!* Presentation at the 13th International Conference of Council for Exceptional Children's Division on Career Development and Transition Conference, Albuquerque, NM.
- Martin, J. E., and Nickerson, K. (2005). *Student Involvement in Educational Planning: The First Step in a Comprehensive Transition Program*. Presentation at the Oklahoma State Department of Education's Fourth Annual State Superintendent's Conference for Special Education Teachers and Directors, Tulsa, OK.

- Martin, J. E., Larrinaga, M., Pacheco, G., Urban, D., and Vigil, E. (2005). *Supporting Student Development of Self-Determination Skills*. Presentation at the 2005 National Leadership Summit on Improving Results for Youth: Policy and Practice Implications for Secondary and Postsecondary Education and Employment for Youth With Disabilities, Washington, DC.
- Martin, J. E., and Van Dycke, J. (2005). *Present But No Longer Silent: Student Participation in Their Transition IEP Meetings*. Presentation at the fall 2005 Oklahoma Directors of Special Education Conference, Oklahoma City.
- Martin, J., Christensen, W., VanDycke, J., and Woods, L. (2005). *Present But No Longer Silent: Student Participation in Their Transition IEP Meetings*. Presentation at the 2005 CEC Convention and Expo, Baltimore, MD.
- Martin, J. E., Van Dycke, J., and Gardner, J. (2005). *Present But No Longer Silent: Student Participation in Their Transition IEP Meetings*. Presentation at the International Association of Special Education, Halifax, Canada.
- Martin, J. E., Van Dycke, J. L., Woods, L., Lovett, D. L., and Gardner, E. J. (2005). *Beyond Invitations: Increasing Student Involvement in Their Secondary IEP Meetings*. Presentation at the 40th Oklahoma Federation of the Council for Exceptional Children, Norman, OK.
- Martin, J. E., and Woods, L. L. (2005). *Vocational Choice Making for Students With Cognitive Disabilities*. Presentation at the International Association of Special Education, Halifax, Canada.
- Peterson, L., and Woods, L. (2005). *Building Self-Determination for College Students With Disabilities: Lessons Learned!* Presentation at the 2005 CEC Convention and Expo, Baltimore, MD.
- Valenzuela, R., and Martin, J. E. (2005). *Self-Directed Transition IEP*. Presentation at the International Association of Special Education, Halifax, Canada.
- Valenzuela, R., Martin, J. E., and Gardner, J. (2005). *Choosing Education Goals: Self-Determined Navajo Students and Culturally Appropriate Transition*. Presentation at the International Association of Special Education, Halifax, Canada.
- Valenzuela, R., Martin, J. E., and Woods, L. L. (2005). *Culturally Attuning Self-Determination*. Presentation at the 40th Oklahoma Federation of the Council for Exceptional Children, Norman, OK.
- Valenzuela, R., Martin, J. E., and Woods, L. L. (2005). *Self-Directed Transition IEP*. Presentation at the Council for Exceptional Children's International Conference, Baltimore, MD.
- Valenzuela, R., Martin, J. E., Woods, L. L., Cordova, F., Buehler-Martinez, M., Harrison, B., Pinto, L., and Nobles, T. (2005). *Choosing Education Goals: Crafting Self-Determined Career and Postsecondary Education Goals*. Presentation at the 40th Oklahoma Federation of the Council for Exceptional Children, Norman, OK.
- Van Dycke, J. L., and Martin, J. E. (2005). *The IDEA 2004 Transition Summary and Transition Assessment: What They Mean for Your IEPs*. Workshop for Wingspan, Oklahoma City, OK.
- Valenzuela, R., Martin, J. E., Woods, L., and Lovett, D. (July, 2005). *Choosing Education Goals: Self-Determined Navajo Students and Culturally Appropriate Transition*. Paper presented at the Conference of the International Association of Special Education, Nova Scotia, Canada.
- Valenzuela, R., Martin, J. E., and Woods, L. (July, 2005). *Self-Directed Transition IEP: Bridging Culturally Diverse Populations and Education*. Paper presented at the Conference of the International Association of Special Education, Nova Scotia, Canada.

- Valenzuela, R., Martin, J. E., and Woods, L. (2005). *Self-Directed Transition IEP: Bridging Culturally Diverse Populations and Education*. Paper presented at the National Conference for Exceptional Children Convention and Exposition, Baltimore, MD.
- Valenzuela, R., Martin, J. E., and Woods, L. (2005). *Self-Directed Transition IEP: Bridging Culturally Diverse Populations and Education*. Paper presented at the American Council on Rural Special Education National Conference, Tulsa, OK.
- Valenzuela, R., Martin, J. E., and Woods, L. (2005). *Choosing Education Goals: Self-Determined Navajo Students and Culturally Appropriate Transition*. Paper presented at the American Council on Rural Special Education National Conference, Tulsa, OK.
- Valenzuela, R., Martin, J. E., Woods, L., and Richardson, M. (2005). *Choosing Educational Goals: Facilitating Self-Determined Transition Planning*. Poster Presentation at the Division on Career Development and Transition 13th International Conference, Albuquerque, NM.
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Leadership Education for Advocacy Development (LEAD) Project

A Supplemental Zarrow Family Foundation Grant

During the past year, funding from the Zarrow Family Foundation supplemental grant enabled Zarrow Center staff to work directly with OU students with disabilities through three primary means: (1) direct service at the OU Office of Disability Services; (2) weekly self-determination meetings with students; and (3) financial support for eligibility assessments. Plans for the next year will also be discussed.

Direct Service at OU Office of Disability Services

During the past year, Chauncey Goff, a third-year special education doctoral student and Zarrow Center research assistant, spent 15 hours a week working as a graduate assistant with OU's Office of Disability Services. He served as an ODS graduate assistant supporting almost 450 OU students with disabilities.

Eligibility Process. Goff welcomed students to ODS and often conducted initial eligibility interviews. During these interviews, he would learn how students' disabilities impacted their lives and education, and what ODS could do to ensure that they had an

equal opportunity for success as OU students without disabilities. During the 15 intake interviews that Goff conducted last year, he collected student background information, reviewed students' psychological and/or medical evaluations, made determinations of ODS's capacity to provide services and facilitated the provision of appropriate accommodations.

Coordinating Services for Students With Physical Disabilities. Goff coordinated services for several students with physical impairments. To enable students to receive equal access, Goff advocated for the removal of physical barriers and arranged for needed supports. This included problem-solving architectural campus barriers, which often involved rescheduling classes to accessible facilities; scheduling note-taking services or transcription services; and facilitating the provision of sign-language interpreters.

Student Example. For example, during the fall 2005 semester, an incoming freshman with a severe visual impairment and his mother arrived at ODS. Goff conducted a three-hour intake meeting during which housing, financial aid and other university service providers were contacted to facilitate the student's successful transition to OU. The next day the student, his mother and Goff toured campus using the student's schedule as a guide to outline a path that the student could travel daily that started at his dormitory and included visits to each of his classrooms and instructors. The tour ended at the president's office, where the student's mother discussed her concerns about OU's crosswalks.

Test Proctoring. Alternative testing is the most widely used accommodation offered by ODS. Goff's most frequently performed service consisted of proctoring students' tests. The purpose of alternative testing is to allow students to demonstrate their

knowledge in a distraction-free environment with extended time. Many students told Goff that testing with extended time in the ODS distraction free environment aided their success at OU. They told Goff that without it, they believed their grades would reflect their disability and not their ability.

One of his major responsibilities when proctoring exams was to preserve academic integrity. To proctor exams, Goff administered them to the students. The process first involved receiving exams from instructors via e-mail, fax, instructor delivery or student delivery. Second, Goff filed the exams in student exam folders, then administered exams to students. Lastly, after students completed their exams, he ensured that each exam was returned to the instructor.

Example Situations. Each time Goff administered an exam, he read a script to remind students that they were not allowed to take any unauthorized materials into the test room; if caught cheating, they could be subject to suspension and have academic misconduct charges filed against them, and that cameras were in use to monitor their performance. Goff always added, “Be brilliant and have fun” to the end of his script. Toward the end of the semester, after reciting the ODS prepared script without saying “Be brilliant and have fun,” Goff then would ask the students “What’s next?” and they typically would reply, “Be brilliant and have fun.” Many students told him that this initial discussion helped limit their test anxiety. Goff also served as a reader and/or scribe for students with visual or physical disabilities. Last semester, for example, a student came into ODS with a cast on his arm and was unable to write his answers. The student read each question then told Goff the answers. Goff wrote down the stated answers.

Self-Determination Meetings

During the fall 2005 semester Goff facilitated a weekly instructional program titled *College Success: Teaching Self-Determination to Students With Learning Disabilities and Attention Deficit Disorders*. The purpose of this volunteer program was to teach disability awareness, self-determination skills and study skills to improve academic performance (grade point average and retention rates), and students' quality of life. Weekly, 10 freshmen or new transfer students met in small groups or individually with Goff. Goff, Martin, and Suzette Dyer, the director of ODS, jointly developed the 10-week instructional sequence. Goff and other ODS graduate assistants recruited the 10 student participants through personal contacts and e-mails. To encourage participation, students received lunch during each weekly meeting and a \$300 stipend at the end of the semester. Below, we briefly discuss the lesson sequence and student examples.

Lesson one provided an orientation to familiarize students with the 10-week lesson sequence. Students also completed four assessments designed to provide background information about themselves and measure self-determination levels, study skills and habits, and college self-efficacy. To be able to be admitted to OU, these students needed prior academic success, and the initial assessment results verified this presumption. Students had about 70 percent to 80 percent of the needed self-determination skills, and they reported having effective study habits. Eight of the 10 students had college-educated parents, and as a group they were confident about their likelihood for success at OU.

The second lesson was a wide-ranging discussion about the students' experience of living with a disability. Students used such words as "embarrassed," "lonely," "stupid"

and even “inferior” to describe their initial reactions to realizing they had a disability. Each student described how time-consuming it is to be a college student with a disability. Students said it would take them so much more time to complete their work that they would often go to the library to study in solitude and not participate in social activities. The need for additional study time took away from their first-year college experience and produced isolated, lonely feelings in almost every student.

Lesson three focused on learning disabilities awareness, with lesson four discussing attention deficit disabilities. Goff also needed to add another lesson (lesson five) to provide students information about the special education process because students indicated that they knew very little about special education and wanted to learn more about it, even though they had received special education services for most of their public school years. For all participants, this was the first time they had ever talked about their disability and their disability history with other students. As a result, several indicated that they were no longer left alone with their disability. Goff used information from Mel Levine’s *Keeping Ahead In School* to help facilitate these lessons.

In lesson six, students learned about goal setting and the goal attainment process. It ended with students declaring a short-term goal that they would actively and independently work to achieve by the next meeting, using the goal-attainment process discussed in the lesson. During lesson seven, students learned to evaluate and adjust their plans and then set new goals. One student targeted his impulsive purchasing behavior and the impact this had on his school budget. He chose the goal of creating a list of needs versus wants. He developed and followed through with a plan to only buy items on the needs list. (This is important because many students who op out of college do so for

financial reasons.) Many group members then remarked how impressed they were with how the goal-setting process had helped them. Lesson eight included evaluating and adjusting goals once more.

In lesson nine, another group discussion occurred to discover the impact the lessons had on the participating students. Students reported they appreciated having the opportunity to share with others their disability history and what it has been like for them to go through life with a disability. Students also reported they found the goal attainment process useful. They indicated that all college students with disabilities should have the opportunity to have a class like this one.

During the final lesson, students once again completed a series of assessments. Student self-determination scores increased to 80 and 90 percent, and their overall study skill and self-efficacy measures increased as well. Individual follow-up interviews completed a couple of weeks after the last lesson indicated that the participants hoped other students with disabilities would understand that they could earn a college degree if they so desired – it would just take hard work and an understanding of who they are. Students also disclosed they wished they would have taken more advantage of all their accommodations, and that they will do so in the future. When asked what they wished others understood about being a college student with a disability, the group wants faculty, their friends and their parents to realize that they aren't different than other students - they just need some accommodations to give them an equal opportunity to be successful.

Financial Support for Eligibility Assessment

Students with learning and attention disabilities need a complete psychological evaluation before they can obtain ODS services. A few students come to college with the

needed evaluation materials, but most do not. It costs almost \$400 to have this completed on campus and \$1,500 or more when done off-campus. For students who need this assessment, the cost can be a huge barrier to receiving ODS services. We made available at the first of the year (January 2005) a financial support option to enable students with financial needs to have this assessment done on campus at no cost to them – the grant funds paid for their assessment. During the past year, we provided funding to enable seven students to obtain their eligibility assessment.

Plans for 2006

Goff will continue to work at the OU Office of Disability Services two to three days a week, and assist full time during mid-term and final exam weeks. He will conduct follow-up interviews this semester with the students who participated in the instructional program. We will conduct annual follow-up surveys with this group of students up to five years after graduation to determine how they are doing and to assess the impact the class had on their academic and personal lives.

Summary. As discussed in previous annual grant reports, at first we used numerous methods to encourage students with disabilities to come to the Zarrow Center to participate in our projects. None of our attempts achieved much success. The OU Office of Disability Services, similar to most across the country, is understaffed. Last summer Martin contacted Suzette Dyer, who is the director of OU's Office of Disability Services, and proposed that the Zarrow Center place a graduate assistant in the office to provide extra support. Dyer interviewed Goff and invited him to become an ODS staff member. During the past year, he participated in ODS graduate assistant staff meetings and had duties similar to other graduate assistants working at ODS. As a result, this

project was able to make direct contact and support many students in their efforts to obtain a college degree. We will continue to use this model in the future.

Outreach Service Activities

During the past year, Martin and the Zarrow Center students became involved in several university and community-service activities. One deserves special mention.

Oklahoma Transition Council. Martin has been working with a collaborative group of professionals from the Oklahoma Department of Education, Oklahoma Department of Vocational Rehabilitation, OU Health Sciences Center, and several other groups to establish and implement a long-term systematic project to improve transition educational services across the state. Martin has chaired one of the two working subcommittees to establish an annual Transition Institute, where 40 teams of educators and service providers from across the state will meet to develop local transition-implementation plans. Quarterly cae meetings will need to be organized to follow up each team's plan.

New Scholarly Projects

Zarrow Center staff and graduate students have several projects under way that hopefully will be completed during 2006.

1. Disability Identity. Chen-ya Juan, Staci Owen and Martin are writing a paper that will present the Self-Determination Model of Disability Identity. Secondary and postsecondary students with disability need to understand their strengths, limits, interests and preferences. So often, students with disabilities inaccurately understand their disability and these myths hamper their ability to accomplish plans. After a review of the literature, this paper will present the Self-Determination Model of Disability Identity. We

will use this paper as the foundation to apply for external funding to develop an interactive Web site to enable secondary and postsecondary students with disabilities to fully understand their own disability.

2. *Goal Attainment Middle School Study*. Martin brought with him the data set from a middle school goal-attainment study that he completed while he was at the University of Colorado. Nidal el-Kazimi and Martin are mining this data set to complete the analysis and write the paper. During fall 2006, we will attempt to replicate this study in academic classes to better determine the impact that improved goal-attainment skills have upon students' academic performance. The earlier study only examined goal-attainment factors. Our next study will expand this to look at the impact on actual academic performance. Once the Colorado study is analyzed and submitted for publication, we will use the results as the foundation to apply for external funds to conduct the larger study.

3. *College Students Self-Determination Study*. Last semester, Chauncey Goff and Martin conducted a qualitative study of a semester-long class to teach self-determination and disability awareness to a group of college students with disabilities. During 2006, we will finish the data analysis and write a paper describing this instructional program and its results. We also will begin the annual follow-up interviews of these students to track their progress over time. We also will teach another self-determination class next fall to beginning freshmen or transfer students with disabilities. We plan to interview the students each year for up to five years after graduating to determine the factors relating to their success (or lack thereof) in college and afterward.

4. *Student Involvement in IEP Meeting Study*. As a follow-up to the recently completed three-year federally sponsored field-initiated research grant, we have one more semester's worth of data collection to finish the third study. The first study (in press, *Exceptional Chilen*) established a baseline for what happens in teacher-directed secondary IEP meetings. The second study (in press, *Exceptional Chilen*) demonstrated the impact the Self-Directed IEP has upon increasing student participation. This third study will determine the impact of IEP team training on increasing student participation. During the spring semester of 2006, we will observe approximately 30 additional secondary IEP meetings to complete this study.

5. *Student-Directed Transition Planning*. The Self-Directed IEP can increase participation in overall IEP meeting conversations, but it did not impact student participation with transition discussions. We received a three-year federal grant to develop and then test the effectiveness of a lesson package to increase student participation during their IEP transition meeting discussions.

Working with a broad-based advisory team, Lee Woods, Lorrie Sylvester and Martin are writing a set of lesson plans to teach students to become actively involved in their IEP transition meeting discussions. These lessons will be available at no charge from the OU Zarrow Center Web site and will include interactive student lessons. Our plan is to have the draft lessons completed by May 1 2006, initial field tests done by August 1, revisions made by September 1, and then full-scale research being conducted on the effectiveness of the lessons to start fall 2006. Unique about these lessons will be a focus on multicultural issues that become involved in transition planning.

6. *University Offices of Disability Services and Their Students.* During 2006, Martin will complete the analysis of two national surveys examining the demographic data of students with disabilities on America's major college campuses and their disability support offices.

Instruction

During 2005, Martin taught one course for the Special Education Program. The typical teaching load of two courses a year was reduced to one due to the demands of working on two federally funded grants. The class was:

Social and Task Related Behavior: This graduate-level applied behavior analysis class provided the 12 students with an opportunity to learn about basic methods to record and collect student data, increase desired behavior and decrease unwanted behavior.

Lee Woods, a Zarrow Center graduate student, taught the undergraduate transition and self-determination class during the fall 2005 semester after assisting Martin with the class the previous fall.

In 2006, Martin will teach the Advanced Behavior Analysis seminar to doctoral students during the spring semester and will teach the undergraduate transition and self-determination class during the fall semester.

Zarrow Center Alumni Update

Jamie Van Dycke accepted a position as an assistant professor at Northeastern Oklahoma State University in Tahlequah. Rob Christensen accepted an assistant professor position at Eastern Kentucky University. Lori Peterson successfully finished her first year as an assistant professor at Bradley University. Robert Walden continues a successful career at the University of Nebraska at Kearney. Sandra Ludwig continues as

principal of an alternative high school and teaches undergraduate classes for the OU special education program.

Current Zarrow Center Students

During 2005, nine graduate students and one undergraduate student received assistantships through Zarrow Center funding. Lee Woods and Chauncey Goff are now third-year doctoral students who soon will begin working on their dissertation. Woods plans to examine the impact IEP transition-meeting instruction has on students' and parents' IEP meeting transition discussions. Goff will examine the impact of increased self-determination skills on secondary African-American students with disabilities academic success with his dissertation research. During 2006, Woods will continue to coordinate the Transition Instructional Lesson Project. Goff will continue working two days per week at OU's Disability Services Office and will lead the effort to analyze and write the results of last semester's self-determination instructional class.

Staci Owen competed her bachelor's degree while at the Zarrow Center. This very talented student assisted with data collection and initial conceptualization of our disability identity project. During spring 2006, she will be completing her student teaching requirements and will return to the Zarrow Center during the summer and fall while she completes her master's degree. At the end of 2005 Owen received special recognition by OU President David Boren as being only one of a very select group of students who received straight As throughout their undergraduate years. She was also named 2005 OU outstanding senior in special education.

Lorraine Sylvester is a second-year doctoral student at the Zarrow Center who is helping to write and research the effectiveness of our transition instructional program. By

training, Sylvester is a physical therapist and has worked for several years at the OU Health Sciences Center teaching physical therapy students. We are very fortunate to have a woman of her skills to devote full time to her doctoral studies and work part time at the Zarrow Center.

Three international students now are studying at the Zarrow Center. Chen-Ya Juan, who worked as a secondary special education teacher in Taiwan, is now a first-year doctoral student at the Zarrow Center. Nidal el-Kazimi, a former physics teacher from Jordan, also is now studying at the Zarrow Center. Both are actively participating in ongoing Zarrow Center research projects. Juan is leading the team developing a disability identity theory, and el-Kazimi is working on analyzing data that will serve as a foundation for a major research grant. Peifang Wu, a second-year doctoral student from Taiwan, is leading a study to examine the impact of IEP team training on secondary IEP meetings. This project will involve several schools in the greater Oklahoma City area, along with the Oklahoma School for the Blind.

New Students

A new doctoral leadership grant began January 2006. It will provide funds to recruit and support five Native American, Hispanic or African-American secondary special education teachers to study at the Zarrow Center full time and earn their special education doctoral degree. The purpose of this project will be to prepare these students to become college professors with preparation in transition, self-determination and postsecondary education of students with disabilities. Several potential candidates already have expressed an interest in becoming Sooner Scholars.

John Graham, a special education teacher from Indiana, has been promised a Zarrow Center assistantship for fall 2006 once he is accepted into the special education doctoral program. He will bring a wealth of secondary special education experience to assist with Zarrow Center projects.

Awards and Honors

The Zarrow Center received the Trustee Award of Excellence for our work to improve the educational outcomes of students with disabilities. Lee Woods, Chauncey Goff, and James Martin all received Outstanding Presentation Awards (Summer 2005) for papers delivered at the International Association of Special Education Ninth Biennial Conference, Halifax, Nova Scotia, Canada. Several Zarrow Center students (Lee Woods, Chauncey Goff, and Staci Owen) also received competitive academic scholarship awards from the university and the College of Education.

Summary

During 2005, the Zarrow Center continued on the path established when the Zarrow Center first opened in 2000. Zarrow Center staff and associates spent a considerable time analyzing collected research data and writing research journal articles that now are in press in the major special education journal. The emphasis on collecting and analyzing data during 2004 and 2005 took much effort, and because of that, we did not publish as many articles in 2005 as in the past few years. During 2006, however, we should have a number of articles published as a result of this work. We also received two federal grants: one to support special education teachers who are Native American, African-American, or Hispanic to receive their doctoral degrees; the other to develop and research a transition instructional program. During 2005, a Zarrow Graduate Assistant

(Chauncey Goff) started working directly at the OU Office of Disability Support. A supplemental grant provided by the Zarrow Family Foundations enabled us to provide this direct support for OU students with disabilities. We will continue to support OU students with disabilities during 2006 with funding provided by the Zarrow Family Foundations.

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