

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

For the Year Ending December 2010

338 Cate Center Drive, Room 190
Norman, OK 73019-2171
zarrowcenter@ou.edu
(405) 325-8951
<http://education.ou.edu/zarrow/>

Zarrow Center for Learning Enrichment

Annual Report for 2010

University of Oklahoma Mission Statement.....	3
Jeannine Rainbolt College of Education Goal Statement.....	3
Zarrow Center	
Purpose	3
Vision.....	4
Research Questions.....	4
Objectives and Action Steps	4
Zarrow Center Faculty	6
Staff.....	7
Doctoral Scholars.....	7
Zarrow Center Alumni.....	12
Zarrow Center Externally Funded Research and Service Grants	12
Zarrow Center Accomplishments	13
Teaching.....	13
Articles Published or in Press	13
Articles Submitted	14
Articles in Preparation	14
Book Chapters Published	14
Book Chapters in Press	15
Curriculum, Assessment, and Instructional Materials	15
Presentations and Workshops	15
Professional Service.....	20
Transition Team Facilitator.....	20
Reviewer	21
CEC Division Service.....	21
College of Education Service.....	22
University Service	22
Editorial Service.....	22
Committees and Advisory Boards	23
Awards and Honors	24

The Mission of the University of Oklahoma

The mission of the University of Oklahoma is to provide the best possible educational experience for students through excellence in teaching, research, creative activity, and through service to the state and society. The University of Oklahoma recognizes, appreciates, and actively pursues its responsibility to help make Oklahoma a good place in which to live and work.

The university is part of a world community of scholars whose activities impact local, national and international levels. Graduates of the university hold important leadership positions in the state, the nation and around the world. To encourage excellence, the university recruits, develops, and retains outstanding faculty and staff; attracts capable students who will provide future leadership for the state, region and nation; provides superior library, laboratory, classroom, performance and computer facilities; and engages in ongoing planning, analysis and management for the effective use of its resources.

The Goal of the Jeannine Rainbolt College of Education

To promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research, and practice in the multi-disciplinary field of education.

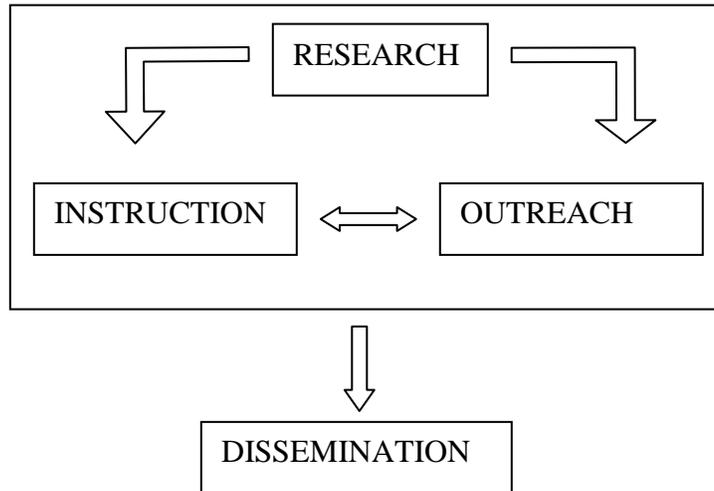
Purpose of the Zarrow Center for Learning Enrichment

The Zarrow Center for Learning Enrichment's unique purpose and vision aligns with that of the University of Oklahoma and the Jeannine Rainbolt's College of Education. Developed in collaboration with faculty and stakeholders, this vision guides all Zarrow Center activities.

The Zarrow Center for Learning Enrichment promotes successful secondary and postsecondary educational, vocational, and personal outcomes for students and adults with disabilities through evaluation, research, development, instruction and dissemination of best educational and support practices. The Zarrow Center also prepares undergraduate and graduate students to assume leadership roles in schools, universities, and support organizations.

Vision of the Zarrow Center for Learning Enrichment

The Zarrow Center creates and facilitates student-directed educational, employment, and adult living outcomes, fosters innovative educational practices, and prepares educational leaders. The figure below shows how research, instruction, and outreach combine together to facilitate dissemination of ZC information and products.



Zarrow Center's Research Questions

The Zarrow Center for Learning Enrichment—through its faculty, staff and students—develops, implements, evaluates, and disseminates strategies and procedures to facilitate youth and adults with disabilities; those at risk of school failure; and those who learn differently to attain their desired secondary education, postsecondary education, and employment goals. To that end, Zarrow Center activities will answer these questions:

1. What practices and supports achieve increased middle- and high-school student engagement, completion and transition into postsecondary education and employment?
2. What practices and supports achieve increased student engagement and completion of postsecondary educational programs, and transition into desired employment or additional educational opportunities?
3. What secondary and postsecondary educational factors impede or facilitate students attaining their educational and vocational goals?

Objectives and Action Steps for the Zarrow Center for Learning Enrichment

To answer the research questions, Zarrow Center for Learning Enrichment faculty, staff and students will:

1. Evaluate current transition practices and their effect on postsecondary outcomes for students with disabilities.

Action Steps

- Promote familial, cultural and self-determination processes for all students, with particular focus on individuals with disabilities.
- Promote student-directed educational practices in collaboration with families and educators.
- Improve family's knowledge about and participation in transition planning to advocate for their child's postsecondary transition outcomes.
- Collaborate with educators, community service providers, and policy-makers to implement and evaluate transition practices and postsecondary outcomes for students with disabilities.

2. Conduct research activities that influence instruction practices.

Action Steps

- Develop, implement and evaluate culturally and disability-sensitive secondary, postsecondary, and employment assessments and instructional materials.

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

Action Steps

- Demonstrate awareness of needed supports across the lifespan to help youth with disabilities achieve personal visions.
- Break down barriers that undermine student-family-determined transition efforts and successes across cultures and disability categories.
- Develop, implement, and evaluate culturally and disability-sensitive secondary, postsecondary, and employment assessments and instructional materials.

4. Assist school and agency staff to identify and implement strategies that support the successful integration of students with disabilities in postsecondary education, employment and adult living.

Action Steps

- Participate and take a leadership role in the Oklahoma Transition Council.
- Support, track, and provide technical assistance to secondary transition teams across the state.
- Support postsecondary disability support offices at OU and across the state and nation.

5. Disseminate educational practice and research findings via books, book chapters, journal articles, the World Wide Web, and professional conferences.

Action Steps

- Develop, implement, evaluate, and disseminate instructional materials that demonstrate cultural and disability-sensitivity in transition education practices in secondary and postsecondary education, adult living, and employment settings.
- Write and submit for publication in journal articles, books, and book chapters.
- Submit and deliver presentations at state, national, and international professional conferences.
- Structure the Zarrow Center Web page to serve as a resource for professionals, teachers, students and families, as well as transition education and self-determination researchers.

6. Provide classroom and experiential opportunities for graduate students to become educational leaders and to fully understand transition education, self-determination, and postsecondary student-directed issues, practices, and needed supports.

Action Steps

- Recruit and retain graduate students, including those from multicultural and disability areas, and prepare them to be knowledgeable and skilled leaders in special education.
- Provide opportunities for Zarrow Center graduate students to engage in state and national professional service, research, writing, and publication activities.
- Provide opportunities for Zarrow Center graduate students to gain experience in teaching and supporting undergraduate general and special education majors.
- Provide opportunities for Zarrow Center graduate students to meet and engage secondary transition and postsecondary transition and self-determination leaders from across the state, country, and world.
- Provide opportunities for Zarrow Center graduate students to become engaged in state and national professional activities.

2010 Zarrow Center Faculty

James E. Martin, Ph.D., holds the Zarrow Family Chair in Learning Enrichment and directs the Zarrow Center. He investigates transition education and self-determination practices to improve student retention in secondary school and successful transition to postsecondary employment and postsecondary education.

Maeghan Hennessey, Ph.D., assistant professor in the Department of Educational Psychology, devotes a portion of her time to serve as the assessment expert and assessment statistician to a Zarrow Center project developing a new transition assessment funded by the National Center for Special Education Research.

Amber McConnell, M.A., research associate, serves as the project coordinator on a Zarrow Center project funded by the National Center for Special Education Research to develop a new transition education assessment.

Tammy Pannells, Ph.D., post-doctoral research associate, works on a Zarrow Center project to develop a new transition education assessment funded by the National Center for Special Education Research.

Robert Terry, Ph.D., associate professor of Psychology, devotes a portion of his time each week to serve as an assessment statistician and test construction expert on a Zarrow Center project developing a new transition assessment funded by the National Center for Special Education Research.

Kendra Williams-Diehm, Ph.D., assistant professor of special education, has been working with the Zarrow Center to develop transition education master and doctoral training programs and leadership grant proposals.

2010 Zarrow Center Staff

Linda Gill, administrative assistant at the Zarrow Center for Learning Enrichment, has been an administrative support OU employee for 26 years. She graduated Phi Theta Kappa from Rose State College in 1996 with an associate degree in political science/pre-law. She has served on the OU Hourly Employee's Council and the Executive Employee's Council; tutors social sciences and academic writing; and is a certified literacy tutor for adult readers. In 2004, the OU Hourly Employees Council awarded her the Distinguished Performance Award.

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

2010 Zarrow Center Doctoral Scholars

During 2010, nine graduate students contributed their unique experiences and talents to Zarrow Center research, development, and teaching activities.

Penny Cantley, a doctoral candidate, graduated from the University of Oklahoma in 2002 with a bachelor's degree in special education. Her experiences include two years teaching special education at the elementary level in Okinawa, Japan, and three years

teaching secondary special education in Oklahoma, where she focused on improving reading proficiency for students considered at high risk for school failure. Her university level teaching experience includes *Understanding and Accommodating Students with Exceptionalities*, an undergraduate course for education majors at OU, *Management in Special Education*, *Introduction Practicum in Special Education*, and *Advanced Practicum in Special Education*. Penny currently serves as president for the Oklahoma Council for Exceptional Children, and committee member on CEC-TED membership committee and professional development committee. She served as guest reviewer for *The Journal of Postsecondary Education and Disability*; Kaleidoscope proposal reviewer for the TED conference; and as an American Educational Research Association conference proposal reviewer. Penny also served as a facilitator for the National Secondary Transition State Planning Institute and is currently a member of the Council for Exceptional Children, Oklahoma Council for Exceptional Children; Learning Disabilities Association; Learning Disabilities Association of Oklahoma; Oklahoma Association of Higher Education and Disability; and the American Educational Research Association. She has presented locally, nationally, and internationally on topics related to reading instruction in the resource classroom, student perceptions of transition practices, self-awareness, and transition assessment. In collaboration with Zarrow Center associates, she developed *ME!*, a curriculum for teaching students with disabilities critical transition skills. Funded by the Oklahoma Planning Council for Developmental Disabilities, teachers use *ME!* to help students with disabilities become aware of the disability's impact in their lives. Her research interests include secondary and postsecondary transition participation and outcomes for students with disabilities, specifically for issues related to disability awareness among Native American students in Oklahoma. Penny will complete her doctoral work in May 2011.

Marsha Dempsey is a third-year student in the University of Oklahoma's doctoral program in special education. She earned a Bachelor of Science degree in public administration from Shaw University in Raleigh, North Carolina and a Master of Science degree in special education from City University of New York - College of Staten Island. Ms. Dempsey's experiences include working as a special education teacher in underserved communities in Brooklyn, New York, where she filmed a documentary and implemented the first portfolio evaluation process for students with disabilities in her school. Her research interests focus on working with all students and teachers of students with behavioral and emotional disorders to produce better life outcomes. Additional areas of interest include social justice, school climate, dropout prevention, and universal design for learning. Marsha is a newly appointed student member of the Council for Exceptional Children Board of Directors. She also belongs to the American Psychological Association (APA) and is an active member of the North Dakota Study Group, an educational advocacy organization.

Nidal El-Kazimi, a sixth-year doctoral student from Jordan, is working as a graduate research assistant with the Zarrow Center. Nidal's research interests include self-determination and secondary transition education within different educational and cultural settings. A second research interest is meta-analysis techniques for single-subject designs. A third interest is early identification and prevention for at-risk students with

mathematics difficulties. Part of Nidal's work involves English-Arabic translations of selected publications in special education. Nidal co-taught doctoral level Advanced Behavior Analysis and Research Design classes at OU and provided technical support on research design and statistical techniques for multiple projects. Prior to joining the Zarrow Center, he taught physics for 10 years with the United Nations' educational agencies and provided private educational consultation and professional development services in Jordan. He earned his master's degree in gifted and talented education and had been certified as a green belt Lean/Six Sigma from OU. Nidal had been awarded the Balqaa' University Graduate College Award, the Arab Council for Gifted and Talented Award, and the Sandra L. O'Brien Endowed Scholarship for his excellent achievement. Also, he had been awarded the Meritorious Increment Award from UN-UNRWA as an outstanding teacher. He is a member of the Council for Exceptional Children and serves as a member in the Board of Directors to the Division of International Special Education and Services and English/Arabic Translation Team. He presented his scholarly work in multiple regional and international conferences and facilitated multiple strategic planning transition teams.

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

Karen Little is a third-year graduate student and research assistant who joined the University of Oklahoma's special education doctoral degree program after a three-year appointment as an assistant principal for the Frisco, Texas, Independent School District. Karen obtained her bachelor's degree with honors in therapeutic recreation from the University of Florida in 1986; her teaching certifications and master's degree in special education from San Diego State University in 1995; and her master's degree in educational administration from San Francisco State University in 1997. She has worked with multiple school districts in Contra Costa County, CA, as a special education program specialist; as a special education coordinator in Plano, Texas; and as an elementary and middle school teacher in California. Karen's OU teaching experiences included acting as the lecturer for the introductory special education class *Accommodating and Modifying for Exceptional Learners* in spring 2009, co-teaching the

same course in summer 2009, and as a discussion leader in fall 2009. She facilitated at the 2008 and 2010 Fall Oklahoma Transition Institute, presented at the Council for Exceptional Children April 2009 conference and at the Division of Career Development and Transition October 2009 conference. She is one of the authors of the self-awareness, self-advocacy lesson package titled “*ME! Lessons for Teaching Self-awareness and Self-advocacy.*” Karen’s research interests include self-advocacy for secondary students, transition education practices, and the role of school administrators. She anticipates completing her doctorate in the fall semester of 2011.

Brad Mays, a first year doctoral student in adult and higher education, is from Bartlesville, Oklahoma. He joined the Zarrow Center as a graduate research assistant in June 2007 and worked at the Zarrow Center while earning his Masters Degree in Adult and Higher Education, which he obtained in May 2009. Brad assists the Oklahoma Transition Council, provides technical assistance to the Oklahoma Transition Institute local teams, tracks the ongoing progress of the OTI state transition teams, and shares his own experiences surrounding his transition from high school to college. He is pursuing his doctoral degree at OU in Adult and Higher Education with emphasis in Student Affairs.

Jodie D. Martin, a first year doctoral student, graduated from the University of Maryland in 2005 with a master’s degree in special education. Her experiences include three years teaching math and reading in full-secure juvenile corrections settings, one year providing instructional support in a charter school in an urban setting, and one year teaching seventh grade lab math and co-teaching an inclusive eighth grade math class. Her university level teaching experience includes teaching two discussion sections of *Understanding and Accommodating Students with Exceptionalities*. Jodie currently serves as the student advisor to the Center for Educational Research and development. In the past, Jodie served as a member of the Oklahoma City Public Schools Math Textbook Adoption Committee and the State of Oklahoma Curriculum Resource Guide Modified (CARG-M) Development Committee. She has presented locally and at the state level on topics related to inclusion and differentiation. Jodie is the project director of the Assistive Technology Self-Determination pilot study. Funded by the Department of Vocational Rehabilitation, the study is looking at the Take Action curriculum and assistive technology to increase goal attainment among individuals with disabilities. Her research interests include measurement and assessment of students with disabilities, specifically for issues related to teacher understanding of assessment. Jodie will complete her doctoral work in 2013.

Amber McConnell joined the Zarrow Center as a Sooner Scholar in the fall of 2008 and will graduate with a doctorate in special education in the fall of 2011. She has attended several Oklahoma universities, including Oklahoma State University, the University of Tulsa and Northeastern State University, where she earned a bachelor’s degree in mild-to-moderate special education and a Master of Science degree in collegiate scholarship and services with an emphasis in student personnel services. Amber graduated with honors and was awarded the 2007 Academic Achievement Award by Collegiate Scholarship and Services during her master’s studies, concentrating on transfer of rights

for students with disabilities from the secondary to postsecondary setting. She is a member of the Council for Exceptional Children, Kappa Delta Pi, and the Oklahoma Transition Institute. Her experiences include teaching special education at the secondary level for six years in northeastern Oklahoma, where she focused on improving transition from the secondary to postsecondary settings and informing parents and students of the change in rights and services during this transition. She has served as a secondary special education team leader, a member of the professional development team, and a member of the Northeastern Pryor Transition Team. Amber's research interests include improving transition education and strategies to teach self-determination to students with disabilities to enhance transition outcomes. Her primary responsibilities at the Zarrow Center included working with the Oklahoma Transition Council to develop and provide technical assistance and workshops to state transition teams and monitor and evaluate team progress. She is currently the project coordinator for the Transition Success Assessment (TSA) study funded by the U.S. Department of Education, Institute of Education Sciences, Special Education Research. The TSA study is a multi-state study that aims to develop and validate a transition assessment that identifies behaviors and skills known to indicate postschool success in students with disabilities that educators can use to develop annual transition goals.

Lorrie Sylvester is a licensed physical therapist and doctoral candidate in special education from Oklahoma. She earned a bachelor's degree in physical education from the University of Delaware in 1977. Besides working as a graduate research assistant at the Zarrow Center, Lorrie also teaches in the Department of Rehabilitation Sciences at the OU Health Sciences Center. Her dissertation research investigates self-determined physical therapy interventions for youth with developmental disabilities and their families as they pursue postsecondary goals. She is comparing the impact of clinician-directed versus student-self-directed physical therapy approaches on motor skill acquisition for young adults with severe and multiple disabilities. Other research endeavors include vocational choice making, student-directed transition planning, self-determination in related services settings, and physical therapy's impact on transition outcomes for youth with disabilities. She co-authored the *Student-Directed Transition Planning* lessons and coordinated the final year of this federally funded research project, investigating gains in transition knowledge, self-determination, self-efficacy, and IEP meeting activity as a result of students' participation in transition education programs incorporating two distinct lesson packages. She serves on the editorial board for *Physical and Occupational Therapy in Pediatrics*. Lorrie is a 26-year member of the American Physical Therapy Association, and serves as the APTA's pediatric section liaison to the National Joint Committee on Communication Issues for People with Severe Disabilities. Lorrie is chair of the Adolescents and Adults with Developmental Disabilities special interest group of APTA's Section on Pediatrics, and serves on a related task force, Continuum of Care for People with Lifelong Disabilities. Lorrie also belongs to the Council for Exceptional Children (DCDT and DDD divisions), the Association for Persons with Severe Handicaps, and the American Association for Intellectual and Developmental Disabilities. Lorrie presented locally, nationally, and internationally on topics related to vocational choice making, student-directed transition planning, and self-determination in related services settings, and has co-authored three articles, one book chapter and a Web-

based lesson package. Lorrie plans to complete her doctoral dissertation in the spring of 2011.

Zarrow Center Alumni

Since opening its doors in the fall of 2000, several OU doctoral students studied and worked at the Zarrow Center while receiving support for their education from Zarrow Center funds. The partial list below names the alumni and their current positions as of December 2010.

- Vincent Harper, assistant professor at University of Evansville, Illinois
- Chauncey Goff, assistant professor at West Virginia University
- Juan Portley, consultant based out of Santa Fe, New Mexico
- Chen-Ya Juan, assistant professor at Hsin Sheng College in Taiwan
- Jamie Van Dycke, assistant professor at Oklahoma State University
- Lori Peterson, assistant professor at the University of Northern Colorado
- Rob Christensen, assistant professor at the University of Central Arkansas
- Lee Woods, assistant professor at Boise State University
- Sandra Ludwig, principal at Moore Public Schools in Moore, Okla.

Several students studied at the Zarrow Center while working on their master's degrees and also received support for their education from Zarrow Center funds. The partial list below names the alumni and their current positions as of December 2010.

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

2010 Zarrow Center External Funding Accomplishments

Transition Success Assessment

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Director (PI): James Martin and Maeghan Hennessey (CO-PI)

Time: 7/01/10 – 6/30/14

Amount Funded: \$2,018,249

Assistive Technology and Self-Determination Goal Attainment Project

Funding Source: Oklahoma Department of Vocational Rehabilitation

Director (PI): James Martin

Time: 10/1/10 – 9/30/11

Amount Funded: \$36,250 (note: most likely will become a multi-year project with increases)

Transition Technical Assistance and Evaluation

Funding Source: Oklahoma Department of Education, Special Education Program
Director (PI): James Martin
Time: 4/1/07 – 6/30/12
Amount Funded: \$400,000

ME! Development of a Disability Awareness Curriculum

Founding Source: Oklahoma Developmental Disabilities Council
Director (PI): James Martin
Time: 9/1/08 to 4/30/11
Amount Funded: \$90,000

2010 Zarrow Center Accomplishments

Teaching

Zarrow Center faculty and doctoral scholars taught a variety of classes at the undergraduate and graduate levels in 2010 to help prepare future special-education teachers.

Cantley, P. *Understanding and Accommodating Students with Exceptionalities*
Cantley, P. *Management in Special Education*
Cantley, P. *Practicum in Special Education*
Cantley, P. *Advanced Practicum in Special Education*
Dempsey, M. *Management in Special Education*
Dempsey, M. *Understanding and Accommodating Students with Exceptionalities*
El-Kazimi, N. *Meta-analysis methods in single-subject research designs*. Guest Lecturer.
El-Kazimi, N. *Strategies for Students with Mathematics Disabilities*. Guest Lecturer.
El-Kazimi, N. *Modifications for English language learners with mathematics disabilities*.
Guest Lecturer.
El-Kazimi, N. *Cochlear Implant for Students with Hearing Impairments*. Guest Lecturer.
Martin, J. D. *Understanding and Accommodating Students with Exceptionalities*
Martin, J. E. *Transition and Self-Determination*
Martin, J. E. *ABA and Small-n Research Design*
McConnell, A. *Special Education Advanced Practicum*
McConnell, A. *Special Education Introductory Practicum*
McConnell, A. *Transition and Self-Determination*
Pannells, T. *Cognition, Motivation and Classroom Management*
Pannells, T. *Creativity and Teaching: Using Creative Problem Solving Strategies for Classroom Management*

Articles Published

Snell, M. E., Brady, N., McLean, L., Ogletree, B. T., Siegel, E., Sylvester, L., Mineo, B., Paul, D., Rowski, M. A., and Sevcik, R. (2010). Twenty years of communication intervention research with individuals who have severe intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 115(5), 364-380.

Woods, L. L., Sylvester, L., & Martin, J.E. (2010). Student-directed transition planning: Increasing student knowledge and self-efficacy in the transition planning process. *Career Development for Exceptional Individuals*, 33, 106-114.

Articles Submitted

Brandes, J. A., McWhirter, P. T., Haring, K. A., Rice, H. R., & Cantley, P. L. (manuscript submitted). *Increasing pre-service educators' positive attitudes toward inclusion through enhanced curriculum.*

Pannells, T. C., Claxton, A. F. Rhoads, P. A. (manuscript submitted). A longitudinal study of cognitive development: Changes in creativity from fourth through eleventh grade. Submitted to *Creativity Research Journal*.

Articles in Preparation

El-Kazimi, N. (2010). *Using TouchMath to increase basic addition skills for students at risk for school failure.*

El-Kazimi, N., & Graham, J. (2010). *College students with mathematics disabilities: Challenges and solutions.*

Juan, C., Martin, J. E. & Cantley, P. (manuscript in process). "It all makes sense now:" *A self-awareness study of college students with disabilities.*

Little, K., McConnell, A., Dempsey, M. & Martin, J. *Self-awareness and self-advocacy instruction in schools: Practices and perceptions.*

Martin, J. E., Marshall, L. H., and El-Kazimi, N. (2010). *Teaching goal attainment in inclusive middle school English classes.*

McConnell, A., Little, K., & Martin, J. E. *Using transition planning procedures to improve writing: The effects of a brief intervention.*

McConnell, A. E., Martin, J. E., Hennessey, M., Terry, R., Pannells, T., El-Kazimi, N., & Willis, D. *Transition Success Assessment: Indicators of postschool success for individuals with disabilities.*

Portley, J., Martin, J. E., & Hennessey, M. (2010). *High school transition program variables associated with successful student post-school outcomes.*

Wu, P., Martin, J. E., Isbell, S., Walden, R., and El-Kazimi, N. (2010). *Teaching students with visual impairments to actively participate in their secondary IEP meetings.*

Book Chapters Published

Martin, J. E., Portley, J., & Graham, J. (2010). Teaching students with disabilities self-determination skills to equalize access and increase opportunities for postsecondary educational success. In S. F. Shaw, J. W. Madaus, & L. L. Dukes

(Eds.), *Preparing students with disabilities for college: A guide for transition planning* (pp. 65-82). Baltimore: Brookes Publishing.

Book Chapters in Press

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

Martin, J. E., Zhang, D. D., & Test, D. (in press). Student involvement in adolescent transition planning. In M. L. Wehmeyer & K. W. Webb (Eds.), *Handbook of transition for youth with disabilities*. New York: Routledge, Taylor, & Francis.

Curriculum, Assessment, and Instructional Materials

Cantley, P., Little, K. & Martin, J. (2010) *The ME! Lessons for teaching self-awareness and self-advocacy*. The University of Oklahoma's Zarrow Center for Learning Enrichment web site: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials.html>

Presentations and Workshops

Cantley, P., Little, K., Martin, J., McConnell, A. & Dempsey, M. (April, 2010). *Self-awareness and self-advocacy instruction: Perceptions and curricula*. Poster presented at Council for Exceptional Children (CEC) Annual Conference. Nashville, TN.

Cantley, P. (November, 2010). *ME! Lessons for Teaching Self-Awareness and Self-Advocacy to Students with Disabilities* presented to the Moore Oklahoma Transition Institute Team. OKC, OK.

Cantley, P., Martin, J., & McConnell, A. (2010). *Tools For Developing Self-Determined Students* presented at the 2010 Oklahoma Transition Institute. Norman, OK.

Cantley, P. (Summer, 2010). *ME! Lessons for Teaching Self-Awareness and Self-Advocacy to Students with Disabilities* presented to an OU graduate course, Attitudes Towards Individuals with Disabilities. Norman, OK.

Cantley, P., Little, K., McConnell, M., Dempsey, M., & Martin, J. (April, 2010). *Self-awareness and self-advocacy instruction: Perceptions and curricula*. Poster presented at the Annual International Conference of the Council for Exceptional Children. Nashville, TN.

Cantley, P., Little, K., & Martin, J. (February, 2010). *Teaching self-awareness and self-advocacy to students with disabilities*. Presented at the Oklahoma Council for Exceptional Children Annual Conference in Midwest City, OK.

Cantley, P., McConnell, A., Little, K. (2010). *Tools for developing self-determined students*. Presentation at the Fifth Annual Oklahoma Transition Institute, Norman, OK.

- Claxton, A. F. & Pannells, T. C. (2010). *Creativity and career interest of high school students* presented at American Psychological Association, 118th Annual Convention. San Diego, CA.
- Dempsey, M. (2010). *United we stand: Creating inclusive classroom cultures*. Presentation delivered at the CEC Convention and Expo. Nashville, TN.
- Dempsey, M., Cantley, P., McConnell, A., Little, K., & Martin, J. (2010). *Perceptions of self-awareness and self-advocacy and the Me! lessons*. Poster Presentation at the CEC Convention and Expo. Nashville, TN.
- Dempsey, M., Gardner, J., & Hayes, T. (2010). *Universal design for learning & technology tools: Supporting students with mild disabilities*. Presentation delivered at the Oklahoma Council for Exceptional Children Conference. Midwest City, OK.
- Dempsey, M., Little, K. & McConnell, A., (2010). *Oklahoma transition institute facilitator training*. Presentation for the Oklahoma Transition Council Annual Conference. Norman, OK.
- Dempsey, M., & Stormer, K. (2010). *A new spin on reading comprehension*. Presentation delivered at the Oklahoma Technology Association. Oklahoma City, OK.
- Dempsey, M., Strieb, L., & Weber, E. (2010). *The importance of play*. Presentation delivered at the North Dakota Study Group. Mundelein, IL.
- Little, K., & Cantley, P. (2009, October). *ME! Curriculum for self-awareness and self-advocacy in students with disabilities*. Poster presented at Division of Career Development and Transition Annual Conference (DCDT). Savannah, GA.
- Little, K. & McConnell, A. (2010). *Inclusion, co-teaching and transition activities in general education*. Presentation for the Afton, OK Transition Team.
- Martin, J. D. (2010). *Differentiation for the full inclusion classroom*. Presentation at the Learning Disabilities Association of Oklahoma. Norman, OK.
- Martin, J. E. (2010). *Fostering student involvement in transition planning and attainment of annual transition goals*. Pre-conference workshop at the New Mexico Summer Transition Institute. Taos, NM.
- Martin, J. E. (2010). *Tales of self-determined students*. Keynote presentation at the New Mexico Summer Transition Institute. Taos, NM.
- Martin, J. E. (2010). *Self-determination and transition education*. Workshop delivered for Gallup Schools. Gallup, NM.

- Martin, J. E. (2010). *Self-determination experience*. Keynote address at the Self-Determination Wisconsin Conference. Wisconsin Dells, WI.
- Martin, J. E. (2010). *Student involvement in the IEP and transition planning*. Presentation at the Self-Determination Wisconsin Conference. Wisconsin Dells, WI.
- Martin, J. E. (2010). *Three-part transition assessment process*. Two-day workshop for the Region XI Education Service Center. Fort Worth, TX.
- Martin, J. E. *Transition 101: What you need to know about transition*. Presentation at the Oklahoma Superintendent's Special Education Conference. Oklahoma City, OK.
- Martin, J. E. (2010). *Functional vocational assessment for students and adults with intellectual disabilities*. Workshop for the STARS Program at the OU Health Sciences Center, College of Applied Health. Oklahoma City, OK.
- Martin, J. E. (2010). *Engaging students in their IEP development and IEP meetings*. Breakout session presentation at the New Mexico Summer Transition Institute. Taos, NM.
- Martin, J. E. (2010). *A three-part transition assessment model*. Two-day workshop for Educational Service Center 16. Amarillo, TX.
- Martin, J. E. (2010). *Transition assessment and writing the transition IEP*. Workshop presentation for the Oklahoma City School District. Oklahoma City, OK.
- Martin, J. E. (2010). *Student involvement in their IEP process*. Workshop at the Arkansas Transition Cadre Meeting. Little Rock, AR.
- Martin, J. E. (2010). *Teaching students to attain annual transition goals*. Workshop at the Arkansas Transition Cadre Meeting. Little Rock, AR.
- Martin, J. E. (2010). *Student involvement in the IEP and transition planning meeting*. Presentation at the 5th Annual Oklahoma Transition Institute. Norman, OK.
- Martin, J. E., Cantley, P., Little, K., & McConnell, M. (May, 2010). *Teaching youth with disabilities to self-advocate*. Presented at the Oklahoma Pathways to Adulthood Together We Can! Conference. Norman, OK.
- Martin, J. E., & Cantley, P., Little, K., & McConnell, A. (2010). *Student involvement in the IEP transition process: What do you know and what can you do about it?* Presentation at the Oklahoma Pathways to Adulthood Conference. Norman, OK.
- Martin, J. E., Cantley, P., Little, K., McConnell, A., Dempsey, M. (2010). *IEP team member's perception of disability awareness and self-advocacy*. Presented at the Council for Exceptional Children Conference. Nashville, TN.

- Martin, J. E., Cantley, P., & McConnell, A. (2010). *Becoming a part of my IEP meeting*. Presentation at the Youth Leadership Forum. Chickasha, OK.
- Martin, J. E., McConnell, A., (2010). *Transition 101*. Presented at the State Superintendent's Special Education Conference. Oklahoma City, OK.
- Martin, J. E. & McConnell A. (2010). *Three-Part transition assessment, transition pages of the Oklahoma IEP, & how can I teach transition and required skills?* Presented at the Oklahoma Transition Institute Regional Meeting. Tulsa, OK.
- Martin, J. E. & McConnell, A. (2010). *Transition assessment*. Workshop presentation for the Oklahoma Dept. of Education. Jenks, OK.
- Martin, J. E. & McConnell, A. (2010). *Transition assessment*. Workshop presentation for the Oklahoma Dept. of Education. Enid, OK.
- Martin, J. E. & McConnell, A. (2010). *Transition assessment*. Workshop presentation for the Oklahoma Dept. of Education. Ardmore, OK.
- Martin, J. E. & McConnell, A. (2010). *Student involvement in transition planning*. Workshop for the Oklahoma Dept. of Education. Ponca City, OK.
- Martin, J. E. & McConnell, A. (2010). *Student involvement in transition planning*. Workshop for the Oklahoma Dept. of Education. Lawton, OK.
- Martin, J. E. & McConnell, A. (2010). *Student involvement in transition planning*. Workshop for the Oklahoma Dept. of Education. Shawnee, OK.
- Martin, J. E., McConnell, A., Cantley, P. (2010). *Self-advocacy for students with disabilities*. Presentation at Oklahoma Pathways to Adulthood Conference. Norman, OK.
- Martin, J. E., Sears, D., & Farley, A. (2010). *Teaching transition education skills in an inclusive, co-taught high school English class*. Presentation at the Oklahoma Federation for the Council for Exceptional Children 45th Conference. Midwest City, OK.
- Martin, J. E., Sylvester, L., & McConnell, A. (2010). *Transition assessment for students with severe and multiple disabilities*. Presented at the Oklahoma Transition Institute Regional Meeting. Woodward, OK.
- Martin, J. E., Sylvester, L., & McConnell, A. (2010). *Transition assessment for students with severe and multiple disabilities*. Presentation at the Oklahoma Transition Institute Regional Meeting. Atoka, OK.

- Martin, J. E., Sylvester, L., & McConnell, A. (2010). *Transition assessment for students with severe and multiple disabilities*. Presentation at the Oklahoma Transition Institute Regional Meeting. Oklahoma City, OK.
- Martin, J. E., Sylvester, L., & McConnell, A. (2010). *Transition assessment for students with severe and multiple disabilities*. Presented at the Oklahoma Transition Institute Regional Meeting. Bartlesville, OK.
- McConnell, A. & Little, K. (2010). *Student involvement in the IEP and transition planning process*. Presentation for the Ponca City, OK Transition Team. Ponca City, OK.
- McConnell A & Little, K. (2010). *Student involvement in the IEP process*. Presented at the Oklahoma Transition Institute Regional Meeting. Ponca City, OK.
- McConnell, A. & Little, K. (2010). *Inclusion and transition activities*. Presented at the Oklahoma Transition Institute Regional Meeting. Afton, OK.
- Pannells, T. C. (2010). *Direct instruction improves creative problem solving for pre-service teachers*. Poster presented at National Consortium for Instruction and Cognition. Denver, CO.
- Parker, K. S., Cantley, P., Dempsey, M., Martin, J. E., & McConnell, A. (2010). *Self-awareness and self-advocacy instruction: Perceptions and curricula*. Presentation at the 2010 Council for Exceptional Children's Convention. Nashville, TN.
- Sylvester, L. (2010). *Health and wellness for people with lifelong disabilities*. Poster presentation at the Oklahoma Federation of Council for Exceptional Children. Midwest City, OK.
- Sylvester, L. (2010). *Student self-determined physical therapy practices*. Poster presentation at the Oklahoma Federation of Council for Exceptional Children. Midwest City, OK.
- Sylvester, L. (2010). *Student-directed transition planning*. Poster presentation at the Oklahoma Federation of Council for Exceptional Children. Midwest City, OK.
- Sylvester, L. (2010). *Infusing self-determination instruction into education, vocational, and adult-living activities*. Presentation at the Governor's Conference on Developmental Disabilities. Norman, OK.
- Sylvester, L. (2010). *Functional vocational assessment for students with intellectual disabilities*. Presentation at the Governor's Conference on Developmental Disabilities. Norman, OK.

- Sylvester, L. (March). *Student self-determined physical therapy practices*. Poster presentation for the University of Oklahoma's Student Research and Performance Day. Norman, OK.
- Sylvester, L. & Allison, L. (2010). *Student-determined physical therapy practices: Promoting postsecondary outcomes*. Presentation for the Statewide Training and Regional Support (STARS) program, OU Health Sciences Center. Oklahoma City, OK.
- Sylvester, L., Allison, L., & Gannotti, M. (2010). *The Changing landscape of physical therapy interventions*. Combined Sections Meeting of the American Physical Therapy Association (invited by Section on Pediatrics; Adolescents/Adults with Developmental Disabilities SIG). San Diego, CA.
- Sylvester, L., Gannotti, M., & Allison, L. (2010). *Physical therapy: Roadmap for helping youth with developmental disabilities grow up!* Invited 2-day workshop for the New York City Department of Education. New York City, NY.
- Sylvester, L. & Roberts, C. (2010). *Health and wellness issues facing adolescents and adults with lifelong disabilities*. Workshop presentation for the Statewide Training and Regional Support (STARS) program, OU Health Sciences Center. Oklahoma City, OK
- Sylvester, L. & Roberts, C. (2010). *Assistive technology for inclusion and positioning for inclusion*. Presentation for the Oklahoma Partners in Policymaking, Oklahoma Planning Council for Developmental Disabilities. Oklahoma City, OK.
- Sylvester, L., Roberts, C., Allison, L., Worley, J. & Kelly, S. (2010). *Health and wellness issues facing adolescents and adults with lifelong disabilities*. Presentation at the Governor's Conference on Developmental Disabilities. Norman, OK.
- Sylvester, L., Roberts, C., & Woods, L. (2010). *AT basics: Assistive technology across the lifespan*. Multi-site collaborative training with Boise State University and the University of Oklahoma Health Sciences Center, originating in and televised from Oklahoma City, OK.
- Sylvester, L. & Williams-Diehm, K. (2010). *CEC! What's a membership worth?* Presentation at the Oklahoma Federation of Council for Exceptional Children. Midwest City, OK.

Professional Service

Transition Team Facilitator

- Dempsey, M. (2010). Facilitator of district transition planning teams at the 5th Annual Oklahoma Transition Institute, Norman, OK.

- Dempsey, M. (2010). Facilitator for state team at the National Secondary Transition Technical Assistance Center's Capacity Building Institute, Charlotte, NC.
- El-Kazimi, N. (2010). Facilitator of district transition planning teams at the 5th Annual Oklahoma Transition Institute, Norman, OK.
- Little, K. (2010). Facilitator of district transition planning teams at the 5th Annual Oklahoma Transition Institute, Norman, OK.
- Little, K. (2010). Facilitator for state team at the National Secondary Transition Technical Assistance Center's Capacity Building Institute, Charlotte, NC.
- McConnell, A. (2010). Facilitator of district transition planning teams at the 5th Annual Oklahoma Transition Institute, Norman, OK.
- McConnell, A. (2010). Facilitator for state team at the National Secondary Transition Technical Assistance Center's Capacity Building Institute, Charlotte, NC.
- Pannells, T. (2010). Facilitator of district transition planning teams at the 5th Annual Oklahoma Transition Institute, Norman, OK.

Reviewer

- El-Kazimi, N. (2010). Proposal Reviewer for the International Programs/Services topic area for the CEC 2011 Convention and Expo.
- Martin, J. E. (2010). Field grant reviewer for the U.S. Dept of Education, National Institute of Disability Rehabilitation Research.
- Martin, J. E. (2010). Field grant reviewer for the U.S. Dept of Education, Office of Special Education Program.
- Martin, J. E. (2010). Field reviewer for CEC's Division on Career Development and Transition stand at the CEC International Conference.
- Pannells, T. (2010). Reviewer for American Psychological Association Division 15 R 2011 Conference.

CEC Division Service

- El-Kazimi, N. (2010). Member of strategic planning team at the Council for Exceptional Children/Division of International Special Education and Services, Washington, DC.
- Dempsey, M. (2010). President Elect, National Black Caucus of Special Educators, Council for Exceptional Children.

Martin, J. E. (2010). Member of Council for Exceptional Children's Finance and Audit Committee.

College of Education Service

Dempsey, M. (2010). Treasurer/Vice President, OU's Educational Psychology Graduate Organization.

Martin, J. E. (2010). Member of the College of Education's Extended Administrative Council.

University Service

Martin, J. E. (2010). College of Liberal Studies Executive Committee.

Martin, J. E. (2010). Search Committee for College of Liberal Studies Associate Dean.

Editorial Service

Cantley, P. (2010). Guest Reviewer for *The Journal of Post-Secondary Education and Disability*.

Dempsey, M. (2010). Guest Reviewer for *The Journal of Post-Secondary Education and Disability*.

Dempsey, M. (2010). Editorial Assistant for *The Journal of Post-Secondary Education and Disability*.

El-Kazimi, N. (2010). English-Arabic Guest Translator. *Journal of International Special Needs Education*.

Little, K. (2010). Guest Reviewer for *The Journal of Post-Secondary Education and Disability*.

Martin, J. E. (2010). Editor, *The Journal of Post-Secondary Education and Disability*.

Martin, J. E. (2010). Editorial Board for *Career Development for Exceptional Individuals*.

Martin, J. E. (2010). Editorial Board for *Exceptional Children*.

Martin, J. E. (2010). Editorial Board for *Research and Practice for Persons with Severe Disabilities*.

McConnell, A. (2010). Guest Reviewer for *The Journal of Post-Secondary Education and Disability*.

Sylvester, L. (2010). Editorial Board for *Physical & Occupational Therapy in Pediatrics*.

Committees and Advisory Boards

Cantley, P. (2010). President, Oklahoma Council for Exceptional Children.

Cantley, P. (2010). Member, Representative Assembly, Council for Exceptional Children.

Cantley, P. (2010). Committee member, Conference Committee, Oklahoma Council for Exceptional Children.

Cantley, P. (2010). Committee member, Executive Board, Oklahoma Council for Exceptional Children

Cantley, P. (2010). Committee member, Membership committee, Council for Exceptional Children-TED.

Cantley, P. (2010). Committee member, Professional development committee, Council for Exceptional Children-TED.

Dempsey, M. (2010). Committee member, Council for Exceptional Children, Board of Directors.

Dempsey, M. (2010). North Dakota Study Group planning committee.

El-Kazimi, N. (2010). Student Representative officer on the Board of Directors at the Council for Exceptional Children, the Division of International Special Education and Services.

Little, K. (2010). Student Member, Graduate Student Council, OU Graduate College.

Little, K. (2010). Chairperson, Philanthropy and Development Committee, OU Graduate Student Senate.

Little, K. (2010). Senator, Educational Psychology, OU Graduate Student Senate.

Martin, J. D. (2010). Student Committee Representative, Center for Educational Research and Development.

Martin, J. E. (2010). Member of Oklahoma Transition Planning Council.

Martin, J. E. (2010). Member of the Board of Directors of the Dream Institute of Tulsa, OK.

Martin, J. E. (2010). Member of Norman's United Way's Seniors and Persons with Disabilities Council.

McConnell, A. (2010). State DCDT Student Representative.

- Pannells, T. (2010). American Psychological Association Division 10 Graduate Student Representative to Advisory Board.
- Sylvester, L. (2010). Chair, Adolescents/Adults with Developmental Disabilities Special Interest Group, American Physical Therapy Association's Section on Pediatrics.
- Sylvester, L. (2010). American Physical Therapy Association's Pediatric Section liaison to the American Association for Intellectual & Developmental Disabilities.
- Sylvester, L. (2010). American Physical Therapy Association's Pediatric Section liaison to TASH.
- Sylvester, L. (2010). American Physical Therapy Association's Pediatric Section liaison to the National Joint Committee on Communication Issues for People with Severe Disabilities.
- Sylvester, L. (2010). American Physical Therapy Association's Pediatric Section Task Force, Continuum of Care for Person with Lifelong Disabilities.
- Sylvester, L. (2010). Member, Oklahoma's Alliance for Full Participation: Real Jobs – It's Everyone's Business

Awards and Honors

- Dempsey, M. (2010). Sandra L. O'Brien Scholarship Recipient
- Dempsey, M. (2010). Phi Kappa Phi Honor Society
- Dempsey, M. (2010). Honorable Mention, OU Graduate Research and Performance Day
- Little, K. (2010). A. E. Clark Memorial Scholarship
- Little, K. (2010). Jeannine Rainbolt College of Education Research and Travel Award
- Little, K. (2010). Graduate Student Senate Research and Travel Award
- McConnell, A. (2010). Gamma Beta Phi National Honor Society

For more information, contact:
 OU/Zarrow Center for Learning Enrichment
 338 Cate Center Drive, Room 190
 Norman, OK 73019-2171
 Telephone: (405) 325-8951
 Fax: (405) 325-7841
 E-mail: zarrowcenter@ou.edu
 Website: <http://education.ou.edu/zarrow/>

This institution in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, political beliefs or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.

This publication, printed by Printing Services, is issued by the University of Oklahoma. 100 copies have been prepared and distributed at a cost of \$_____ to the taxpayers of the State of Oklahoma. 5/11