

Zarrow Center for Learning Enrichment

First Annual Year Report

October 2001

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The Zarrow Center for Learning Enrichment opened the first week of September 2000 when Dr. James Martin, the first Zarrow Endowed Chair and Director of the Zarrow Center, arrived on the OU campus. Initially, the center consisted of empty, newly remodeled offices located in historic Carpenter Hall. On May 1, 2001, the formal dedication ceremony was held. Dean Joan Smith opened the ceremony and then President David Boren officially dedicated the Zarrow Center. Over 100 invited university and community guests attended to formally honor and thank the Zarrow family and the Zarrow Foundations' vision for their generous support.

This report will document the administrative, instructional, research, and outreach/service activities completed by the Zarrow Center's faculty, staff and students during its first year of operation. The report begins with the center's goal statement followed by a review of the organizational plan.

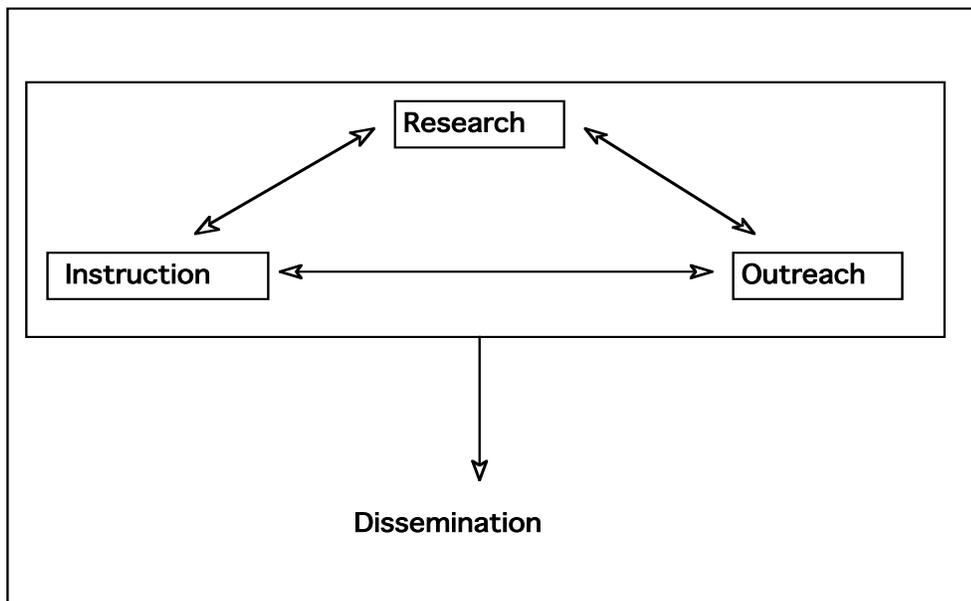
Goal Statement

The Zarrow Center for Learning Enrichment, through its faculty and students, will develop, implement, evaluate, and disseminate 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 and post-secondary education and employment goals. To accomplish this, the Zarrow Center will answer these questions:

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

Organizational Plan

The Zarrow Center's objective is to conduct research to answer the three primary goal driven questions. Research activities influence instruction and outreach efforts. Simultaneously, instruction and outreach influence research. Dissemination of these activities will then take place through traditional means, such as books, articles, courses, workshops, conference presentations, and the Internet.



All research proposals will be submitted to OU's Institutional Review Board. All research activities will start only after the proposal has been approved. Implementation activities will follow the approved guidelines.

First Year Activity

During the first year, Zarrow Center faculty and students engaged in several research and scholarly activities, and hosted our formal dedication ceremony and open house. We launched new projects and completed others. Those completed during last year will be discussed first.

Scholarly Projects

Zarrow Center resources enabled Dr. Martin to complete four different scholarly projects during year one: (1) an interactive software program that teaches basic self-determination skills via vocational choice making to students with severe cognitive disabilities; (2) a step-by-step handbook on how to infuse self-determination oriented instruction into high school transition and supported employment programs was completed; (3) an edited book that validates aspects of the self-determination learning model; and (4) published journal articles.

Self-Directed Employment Book. Twelve years ago, Dr. Martin and Dr. Dennis Mithaug, a professor at Columbia University in New York City, began a long-term project to develop and implement self-determination employment methodology. Through funding provided by federal and Colorado sources, almost 800 individuals with different severe vocational disabilities participated in the Self-Directed Supported Employment Program at the University of Colorado at Colorado Springs. During this past year, Dr. Martin finished writing the book describing the methodology developed through

this project. Zarrow Center graduate students assisted with validating the accuracy of the methodology and in compiling the resources needed to complete the self-determination and supported employment literature review. This book will help answer research

Question 1. The reference for the book is:

Martin, J. E., Mithaug, D. E., Oliphant, J. H., Husch, J. V. & Frazier, E. S. (in press). *Self-directed employment: A handbook for transition teachers and employment specialists*. Baltimore: Brookes Publishing.

Interactive Instructional Software. Dr. Martin received funding from the U.S. Department of Education's Office of Special Education and Rehabilitative Services to develop an interactive software program to teach basic self-determination skills via vocational choice making to youth and adults with cognitive disabilities. Working with his colleague, Laura Huber Marshall, who is at the University of Colorado at Colorado Springs, they finished field-testing the software in six states and developed the final version. Dr. Martin also wrote the instructor's manual during the first year. This software program will also help answer research Question 1. The reference for the software package is:

Martin, J.E., Huber Marshall, L., Wray, D., Wells, L., O'Brien, J., Olvey, G., & Johnson, Z. (in press). *Choose and Take Action: A Transition Employment Program*. Longmont, CO: Sopris West Publishers.

Self-Determination Learning Model book. Dr. Martin along with several colleagues from across the country completed an edited book to validate the self-determination learning theory. Chapter-length studies by the editors and contributing authors validated each point of the self-determination learning model. The book will be

published in time to be showcased at the Erlbaum display at the Spring 2002 American Educational Research Association's annual conference. This book will help answer research Questions 1, 2, and 3. The reference for this new book is:

Mithaug, D. E., Mithaug, D., Agran, M., Martin, J. E & Wehmeyer, M. *Self-determined learning theory: Predictions, prescriptions, and practice*. (in press). Mahwah, NJ: Erlbaum Associates, Publishers.

Journal Articles. Dr. Martin published three journal articles last year. Each represents the culmination of a long-term project. The authors wrote this position statement on behalf of the Council for Exceptional Children's Division on Mental Retardation and Development Disabilities. The Executive Board then approved the paper. It recommends actions that schools and teachers should take to meet the new federal age of majority mandate.

Lindsey, P., Wehmeyer, M. L., Guy, B., & Martin, J. E. (2001). Age of majority and mental retardation: A position statement of the Division on Mental Retardation and Developmental Disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 36*(1), 3 – 15.

For the past decade, Dr. Martin and his colleagues independently and jointly have investigated means to infuse self-determination instruction into secondary educational programs. This article represents a summary of ideas that we jointly developed at a planning meeting held about two years ago in the Rocky Mountains.

Wehmeyer, M. L., Palmer, S. B., Agran, M., Mithaug, D. E., & Martin, J. E. (2000). Promoting Causal Agency: The self-determined learning model of instruction. *Exceptional Children, 66*, 439 - 453.

Sue German completed the original study for the master's degree at the University of Colorado at Colorado Springs. She now works as a special education teacher at Manitou Springs, Colo. high school. With her approval, Dr. Martin took the lead in writing the article for publication.

German, S. L., Martin, J. E., Huber Marshall, L., & Sale, R. P. (2000). Promoting self-determination: Using *Take Action* to teach goal attainment. *Career Development for Exceptional Individuals*, 23(1), 27 - 38.

Scholarly and Community Presentations

Zarrow Center faculty and staff conducted numerous professional conference presentations and workshops. They worked with the Oklahoma Council for Exceptional Children's Division on Career Development and Transition to sponsor a transition track at the statewide conference. Center faculty and staff presented many of the sessions about transition. In addition, Dr. Martin and Zarrow Center graduate students conducted training workshops and presented papers at professional conferences across the country.

Below is a complete list of workshops and presentations.

Martin, J. E., & Huber Marshall, L. (2001). *Teaching vocational choice making*. Presentation at the Council for Exceptional Children's Annual Conference, Kansas City, KS.

Huber Marshall, L. & Martin, J. E. (2001). *Self-determination for successful transitions*. Presentation at the Council for Exceptional Children's Annual Conference, Kansas City, KS.

Martin, J. E. (2001). *The finish line: Transition from school to post-school life*. Presentation at spring meeting of the Oklahoma Special Education Directors Meeting, Norman, OK.

Martin, J. E. (2001). *Choose & take action: How to teach employment choicemaking to individuals with moderate to severe needs*. Presentation at the Technology and Media Division of the Council for Exceptional Children's Annual Conference, Albuquerque, NM.

- Huber Marshall, L., & Martin, J. E. (2001). *Self-determination for successful transition*. Presentation at the Council for Exceptional Children's Annual Conference, Kansas City, KS.
- Martin, J. E., & Dooley, B., (2001). *Student Led Transition and IEP Meetings*. Presentation at the annual Oklahoma Federation of the Council for Exceptional Children, Oklahoma City, OK.
- Martin, J. E., & Scholl, D. (2001). *Choice making assessment for students with severe needs*. Presentation at the annual Oklahoma Federation of the Council for Exceptional Children, Oklahoma City, OK.
- Martin, J. E., & Dooley, B. (2001). *Facilitating self-determination at IEP Meetings*. Workshop at the Getting a Life . . . and Running It! Self-Determination Conference, Providence, RI.
- Martin, J. E. (2001). *ChoiceMaker Curriculum*. Workshop at the Summer 2001 Transition Institute, Gaylord, MI.
- Martin, J. E. (2001). *Transition assessment for all students*. Keynote Presentation at the Summer 2001 Transition Institute, Gaylord, MI.
- Martin, J. E., & Walden, R. (2001). *Facilitating self-determination*. Presentation to the students at East Central University, Ada, OK.
- Martin, J. E. (2001). *Secondary and post-secondary special education*. Lunch presentation to the Norman Rotary Club, Norman, OK.
- Martin, J. E. (2001). *Choosing the Future: Choice Making for Special Populations*. Workshop at Securing Futures, the 34th Annual CareerTech Summer Conference, Tulsa, OK.
- Scholl, K. D. (2001). *Choose and Take Action: A transitional employment program*. Oklahoma Association for Persons in Supported Employment (OK-APSE) Annual Conference, Oklahoma City, OK. March 2001.

Service Activities

During the first year, Dr. Martin became involved in several university and community service activities. Two of these deserve special mention in this report.

OU Office of Disability Services. The Zarrow Center has developed a cooperative working relationship with the OU Office of Disability Services. During the spring semester the Zarrow Center called a meeting, which Provost Mergler hosted, to

examine the current status of recruitment and retention of students with disabilities into OU. The major outcome of this meeting was an agreement to write a white paper to: (1) review the literature on post-secondary education of students with disabilities; (2) examine current and past OU Disability Office services; and (3) make recommendations for the future. A special education doctoral student's dissertation will contribute greatly to the literature review and the examination of current and past services. A writing team, chaired by Dr. Martin, will develop the white paper.

Oklahoma State Department of Education, Special Education

Program. Dr. Martin has become involved with the state department's transition system change grant. He serves on the steering committee and will evaluate the effect of the project. In addition, he has presented papers at several of the projects meetings.

New Scholarly Projects

Last fall, three ZC research projects received IRB approval. Two of these projects were fully implemented, and will be finished during year two activities. One project did not begin due to factors beyond our control.

Teaching goal attainment to college students with disabilities. Robert Walden is a doctoral degree candidate and a Zarrow Center graduate research assistant. His doctoral dissertation will investigate the acquisition and generalization of goal attainment skills by college undergraduate students with disabilities. During the 2001 spring semester, he taught a goal attainment process to five students with learning disabilities. He will assess these students' generalization of acquired goal attainment skills toward the end of the spring 2002 semester. Drs. Gardner and Martin serve as Walden's co-dissertation chairs. This dissertation will be the first completed by a Zarrow

Center doctoral student. Following completion of the dissertation, the study will be submitted for publication to a special education research journal.

Teaching planning skills to secondary students with learning disabilities. Having students plan and lead their own educational meetings provides a great opportunity to teach self-advocacy and other self-determination skills. Zarrow Center faculty and students worked collaboratively with the Town and Country School in Tulsa to complete this research project. The Town and Country School provides educational services only to students with learning disabilities and attention deficit disorders. Dr. Martin, Zarrow Center graduate assistant Linda Arnold, and Town and Country faculty jointly designed this study. By the end of spring 2001 semester, the students had learned the skills needed to become actively involved in their own IEP meetings. During the fall 2001 semester, we will determine the extent that students used their new skills at their actual IEP meetings. This study will be written and submitted for publication during the fall 2001 semester.

External Funding and Support

The Zarrow Center in collaboration with the OU Department of Educational Psychology faculty jointly submitted \$3,050,000 in grants requests to the U.S. Department of Education. Unfortunately, none of these requests received funding approval.

National Institute on Disability Rehabilitation Research. Drs. Martin, Miller and Greene jointly submitted a three-year, \$450,000 research proposal. The study will systematically examine the goal attainment skills of high school and college students with and without learning disabilities. The proposal received an overall score of 89 (out

of 100), and just missed receiving funding approval. We will make the changes suggested by the review panel and re-submit for the 2001-02 review process.

Post-Secondary Education. Drs. Martin, Lovett and Haring jointly submitted this \$1,800,000 four-year proposal to improve the OU Office of Disability Services. The funds will enable OU to actively recruit students with disabilities and to provide an enhanced level of support for students with disabilities. We will make changes suggested by the review panel and re-submit the proposal.

Doctoral Leadership Training. Drs. Martin, Lovett and Haring jointly submitted this \$800,000 four-year proposal to recruit and provide support for doctoral students to study the issues and strategies related to students. We will make changes suggested by the review panel and re-submit the proposal.

Instruction

Dr. Martin worked with Dr. Lovett, the special education program coordinator, to revise the doctoral special education program in order to add a transition and post-secondary education specialty track. Also, three new courses were proposed and approved, and another two were revised. The new courses, which will be added to the doctoral program, are titled: (1) Secondary Educational Issues, (2) Post-Secondary Educational Issues, and (3) Self-determination. The undergraduate Transition class and the Advanced Behavior Analysis course, both of which Dr. Martin will teach, were also revised.

Recruitment of Doctoral Students

During the second semester of the first year, three special education doctoral students and one counseling master's level student became Zarrow Center graduate

research assistants. Robert Walden started work on his doctoral dissertation that he will complete during the center's second year. Diane Scholl and Linda Arnold both worked at the center during the spring semester and became involved in implementing two research studies. Bryan Duncan assisted with all three research studies and provided general office support.

New Students. Two new doctoral students (Lori Peterson and Jamie Van Dycke) began study at the Zarrow Center in this fall semester. Another potential doctoral student, Gillian Wells, visited OU and the center during the spring 2001 semester and has submitted her application to begin the doctoral program in fall 2002. All three will be Zarrow Center graduate assistants and will receive three years of support at the center.

Summary

The Zarrow Center during its first year of operation went from newly painted offices without any furniture to a fully functioning research center. During the fall 2000 semester, furniture arrived, and Dr. Martin moved in and hired Linda Gill as his administrative assistant. Interviews were conducted to determine the spring 2001 graduate research assistants. Except for securing an externally funded grant, all the year one objectives were accomplished. During year two the Zarrow Center faculty and students will:

- complete their first doctoral dissertation
- submit for publication at least three research journal articles
- secure funding to support additional graduate students
- secure at least one externally funded research or development grant

- complete a doctoral dissertation study of the OU Office of Disability Support to establish baseline support factors and demographic profiles
- complete a survey of the disability support offices at all American research universities to establish baseline numbers and direct service staff profiles
- develop and submit to the Provost a “white paper” on recommendations to recruit and support students with disabilities to the OU Norman campus

During year one, the Zarrow Center opened its doors. Year two will continue efforts to answer crucial questions and see implementation of a new secondary and post-secondary education doctoral studies track.

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