

# **Zarrow Center for Learning Enrichment**

## **Second Yearly Report**

**October 2001 – December 2002**

**University of Oklahoma  
Zarrow Center for Learning Enrichment  
Department of Educational Psychology  
Carpenter Hall, Room 111  
Norman, OK 73019  
zarrowcenter@ou.edu  
405-325-8951  
www.ou.edu/zarrow**

## **Zarrow Center for Learning Enrichment Second Annual Year Report**

This report will document the administrative, instructional, research, and outreach/service activities completed by the Zarrow Center's faculty, staff and students during its second year of operation. This second report represents a change to a yearly calendar report format. The report begins with the Center's goal statement followed by a review of its master plan.

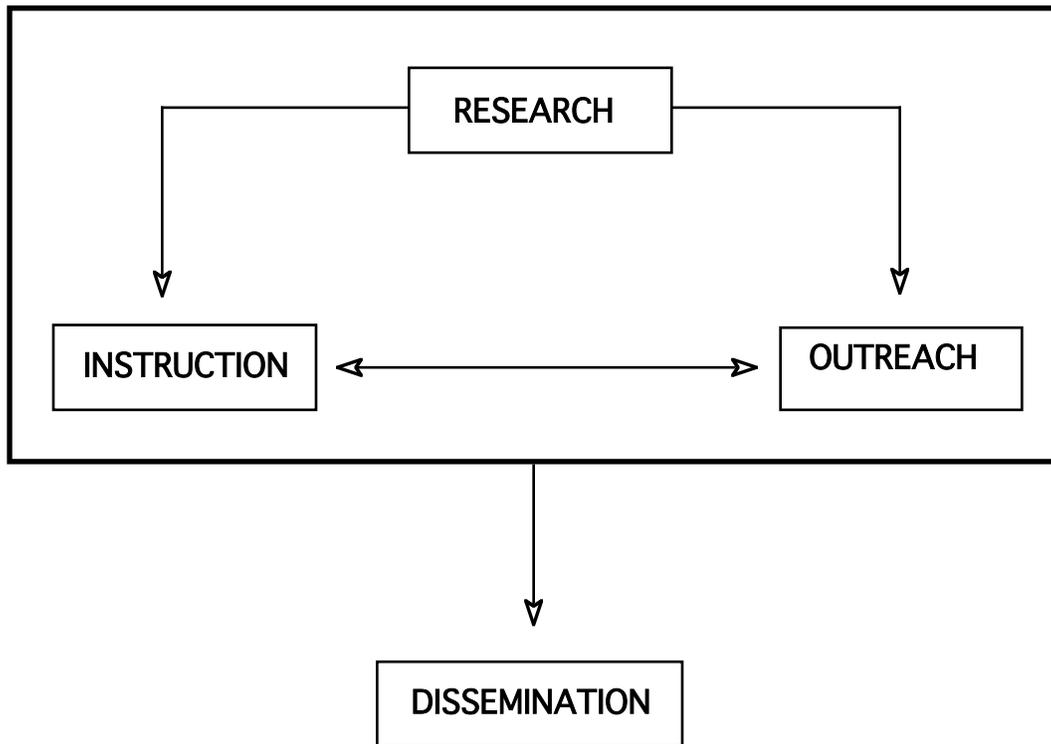
### **Goal Statement**

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 research questions:

1. What educational practices achieve increased middle and high school student engagement, completion and transition into post-secondary education and employment?
2. What educational practices 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 define, impede or facilitate students attaining their educational and vocational goals?

## 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 will then take place through traditional means, such as books, articles, courses, workshops, conference presentations, and the Internet.



## SECOND YEAR ACTIVITY

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

## Research

During this past year Dr. Martin published two books, completed four journal articles, and has an interactive software program in press, with an April 2003 publication date. Most of these completed products resulted from a multi-year collaborative effort with students, and colleagues from across the country.

### Books

*Self-Directed Employment: A Handbook for Transition Teachers and Employment Specialists.* Dr. Martin spent this year writing the last few chapters, correcting the galley proofs, and revising illustrations. This book will help answer research question 1. Paul Brookes of Baltimore published the book:

Martin, J. E., Mithaug, D. E., Oliphant, J. H., Husch, J. V. & Frazier, E. S. (2002). *Self-directed employment: A handbook for transition teachers and employment specialists.* Baltimore: Brookes Publishing.

This book provides step-by-step instructions on how to infuse self-directed employment strategies into school or adult agency supported employment programs. The first chapters describe the evolving nature of making employment choices and the importance of self-determination. Next, situational assessment procedures show how individuals with disabilities can learn to determine their own employment preferences. Self-directed placement and on-the-job problem solving strategies follow. The book ends with a chapter of case study stories and a data chapter, which show the program's effectiveness.

**Self-Determination Learning Theory: Construction, Verification, and Evaluation.** Dr. Martin edited this book along with several colleagues. In addition he wrote or co-wrote many of the chapters. This book first explains how adjustment, the

most powerful self-determination trait, affects learning. Next, the book presents chapter-length studies by the editors and contributing authors that support various aspects of self-determination learning theory. 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. (2003). *Self-determined learning theory: Construction, verification, and evaluation*. Mahwah, NJ: Erlbaum Associates, Publishers.

## **Software**

**Choose and Take Action: A Transition Employment Program.** This interactive, multi-media software teaches basic self-determination skills via vocational choice making to youth and adults with severe cognitive disabilities. Sopris West, a major publisher of instructional materials for students with learning and behavior needs, will publish this software. During this past year Dr. Martin worked with the publisher to fix software “bugs” and finalize the instructor’s manual. Teachers and a student with disabilities who served on the development team co-authored this product. This software program will 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.

## **Articles & Book Chapters**

Dr. Martin completed seven manuscripts this past year – all of which are in various phases of the publication process. Three have been published, two are in press, and two are under review for publication consideration.

*Published.* Working with two teachers and colleagues from the University of North Carolina at Charlotte, Dr. Martin described one high school’s effort to teach

disability awareness and self-advocacy skills to students with learning disabilities. This article, which features the two teachers as first and second authors, describes what they did to improve school retention and transition to postsecondary education. This article received national attention as a “must read” by ERIC, and the National Center on Secondary Education and Transition featured this article. (Go to <http://ericec.org/osep/newsbriefs/news25.html> to read a review of this article.) This study helps to answer research question 1. The reference for this article is:

Pocock, A., Lambros, S. , Karvonen, M., Wood, W., Test, D., Browder, D., Algozzine, B., & Martin, J. (2002). Successful strategies for promoting self-advocacy among students with learning disabilities: The LEAD group. *Intervention in School and Clinic, 37*(4), 209-216.

A second article published in a teacher-oriented journal describes the importance of transition for secondary educators. The importance of student involvement in their IEP process sets the stage for this major secondary education transition reform effort. Next, the concept of a plan of study is presented as a tool to provide students a road map of how to structure their high school education to reach their post high school education and employment goals. This article contributes to the Zarrow Center national outreach effort.

Martin, J. E. (2002). Transition: The foundation of secondary educational programs. *Beyond Behavior, 12*(1), 27 - 28.

The third publication was an invited article that appeared in the monthly newsletter of the Council for Exceptional Children (CEC). The Newsletter editor attended our presentation at the New York CEC Conference and asked us to write this article. This article describes the importance of developing a plan a study for all students with an

IEP 14-years old or older. We describe how students can learn to develop their own plan of study to reach their post high school education and employment goals.

Martin, J. E., Peterson, L. Y., & Van Dycke, J. L. (2002). Self-directed plans of study – a key component to a self-directed IEP. *CEC Today*, 9(2), 12.

*In Press.* Florida's Department of Education's Special Education Office asked Dr. Martin to write an article that describes self-determination, its relationship to transition, and how the concept relates to Florida's educational mandates. Department coordinators and a panel of educators are now reviewing the article. When published the manuscript will be distributed to every Florida secondary special education teacher. The reference for this manuscript is:

Martin, J. E., Peterson, L.Y., & Van Dycke , J. L. (in press). Self-determination: The engine that powers transition. *Technical Assistance Papers Series*. Florida Department of Education, Tallahassee, FL.

This chapter presents a case study example of how a student with learning disabilities can make the transition from high school to college. We interviewed a student with learning disabilities who just finished her undergraduate degree, her family, and the high school teacher that changed her life. We relate the concept of self-determination to her success and matched the teaching of these skills with academic standards.

Martin, J. E., Van Dycke, J. L., Peterson, L. Y., & Walden, R. J. (in press). Transition of students with disabilities from high school to post-secondary education: The perfect example. In C. Kochhar-Bryant & D. Bassett (Eds.), *Aligning transition and standards-based educational reform*. Arlington, VA: Council for Exceptional Children.

*Submitted for Publication.* Dr. Martin submitted two research manuscripts for publication consideration. Editors at *Exceptional Children*, the major special education journal, will make their publication decisions by early 2003. Students in Dr. Martin's self-determination seminar worked with him to jointly analyze data, review the literature,

and write the article. This study verifies one aspect of the self-determined learning theory. This study helps to answer research question 1. The reference for this paper is:

Martin, J. E., Dennis E. Mithaug, Cox, P., Peterson, L. Y., Van Dycke, J. L. & Cash, M. E. (2002). *Increasing self-determination: Teaching students to plan, work, evaluate, and adjust*. Manuscript submitted for publication.

The second publication submitted for publication analyzes the results of a three-year study of almost 400 secondary IEP meetings, and almost 2,000 IEP team members. This study examines perceptions of IEP team members, and compare their perceptions when different team members attended or did not attend the meetings. This study helps to answer research question 1. The reference for this study is:

Martin, J. E., Huber Marshall, L., & Sale, R. P. *IEP Team Tells All! A Three-Year Study of Secondary IEP Meetings*. Manuscript submitted for publication.

### **Dissertations**

During the past year, two Zarrow Center graduate students completed their Ph.D. dissertations. Both students plan to write journal articles from their dissertations in this next year.

*Dr. Robert Walden.* Dr. Walden's dissertation examined the acquisition and generalization of goal attainment skills by college students who have learning disabilities. This study demonstrated that the students did learn goal attainment strategies, and they maintained the learned goal attainment strategies up to seven months. This study also limited generalization of these new behaviors to new behaviors. This study helps to answer research question 2. The reference for this dissertation is:

Walden, R. J. (2002). *Teaching a goal attainment process to university students with learning disabilities*. Unpublished doctoral dissertation, University of Oklahoma, Norman.

*Dr. Sandy Ludwig.* Dr. Ludwig's dissertation created a comprehensive 10-year view of students with disabilities at the University of Oklahoma and the support services they received from the OU Office of Disability Services. Findings indicated that over the last ten years, the number of students with disabilities who received services from OU's Office of Disability Services increased 809%, while the general student population increased only 18%. Females obtained significantly higher GPAs than males, with gender having no impact upon graduation rates. The frequency and types of services had little effect on GPA and graduation except for students with hearing impairments. This study helps to answer research question 2. The reference for this dissertation is:

Ludwig, S. K. (2002). A ten-year analysis from the office of disability services at a four-year college of more than 20,000 students. Unpublished doctoral dissertation, University of Oklahoma, Norman.

### **Research Completed, Manuscript in Process**

*Survey of Research Intensive Universities.* Last year we surveyed the research intensive universities in the country to determine number of students with disabilities who attend each school and the type of services available. We found, among many other facts, that 2.23% of the students at universities like OU have disabilities. In the Big 12 Conference, 1.8% of the students have disabilities. In comparison OU has 1.5% of students with disabilities. We will write and submit this study for publication consideration within the next year. This research helps to answer research question 3. The reference for this study is:

Martin, J.E., & Duncan, B. (2002). *Students with disabilities at research intensive universities.* Manuscript in preparation.

*Middle School Goal Attainment Study.* An English section consisting of 104 eighth grade students attending a public middle school participated in this study. The goal

attainment intervention demonstrated increases in both student and teacher completed assessment tools, and in the completion of long-term goals. This research will help answer research question 1. The reference for this study is:

Inloes, T., Huber Marshall, L., & Martin, J.E. (2002). *Teaching goal attainment skills to middle school students with and without disabilities*. Manuscript in preparation.

*Self-Determination Curriculum: Results of a Five State Study*. Secondary special education teachers in five states taught students self-determination skills using the self-determination curriculum of their choice. Regardless of the curriculum, results show significant improvement in self-determination scores. The ChoiceMaker Self-Determination Curriculum materials demonstrated greater impact than other lesson tools.

This research will help answer research question 1. The reference for this study is:

Martin, J. E., Huber Marshall, L. (2002). *Effectiveness of self-determination curriculum*. Manuscript in preparation.

*Teaching students to become active members of their own IEP meetings*. A group of students with learning disabilities attending a private school for students with learning problems, and a group of youth with mental retardation attending public school, learned the skills to become active participants at their IEP meetings. For those students given the opportunity to participate in their own IEP meetings, the acquired skills generalized to their actual IEP meetings. This research will help answer research question 1. The reference for this study is:

Arnold, L., Martin, J. E., & Haring, K. (2002). *Teaching to students to become active members of their own IEP meetings*. Manuscript in preparation.

## **External Funding**

The Zarrow Center submitted four research and demonstration proposals to the U.S. Department of Education, one of which was funded for \$540,000.

*Study of Middle and High School IEP Meetings.* We submitted a proposal to the field initiated research competition of the U.S. Department of Education's Office of Special Education. This proposal was funded for \$540,000 to investigate the IEP meeting process over a three-year period, across three different conditions. Using quantitative and qualitative methods of data collection we will annually observe and survey the participants of 200 IEP meetings. During year one we will determine the differences in the meetings when the student attends or does not attend the meeting. In year two we will determine the differences in the meetings when students learn how to actively participate at the IEP meetings compared to when they attend, but do not know what to do. In year three we will compare IEP meetings when all team members receive instruction on how to facilitate student involvement compared to when students simply attend with or without instruction. This project will produce three to five manuscripts yearly, plus an IEP team facilitation guide.

*Native American Youth Summer Camp.* The Oklahoma City Public Schools funded the Zarrow Center to teach self-determination skills to a group of middle school and high school Native American Youth. The students attended a two-week long summer camp at OU during which they participated in seminar activities facilitated by Zarrow Center staff. The self-determination instruction included:

- 1) Opportunities for students to make decisions on their day-to-day and long-term goals, such as academic goals, careers, schedules, nutrition, and sleep habits.

- 2) Activities for students to see the link between goals they set for themselves and the daily decisions that they make,
- 3) Teaching students to break long-term goals into short-term objectives, and planning activities to determine steps to take to attain goals.
- 4) Assisting students to recognize and accept strengths and weaknesses in key skills.
- 5) Teaching students to request academic and social supports from teachers and adults.

Pre- and post self-determination tests were administered to each student. After instruction, significant differences were found in student's ability to identify their goals.

*Encouraging High School Students with Disabilities to Enroll in Higher Educational Programs.* In December 2002, a 10-year, \$5.1 million dollar concept will be delivered in person to the W.T. Grant Foundation in New York City. Brooks Hull, the College of Education's Foundation Development Officer, will deliver the brief proposal to the Foundation offices to determine if the Grant Foundation would be receptive to a more in-depth proposal.

Oklahoma has a low post-secondary education graduation rate of students in the country. At least two factors contribute to this situation. First, a lower percentage of high school graduates enroll in post-secondary education. Second, a high percentage of students dropout of post-secondary educational programs. Students with disabilities add to the unfavorable Oklahoma situation.

Many students with disabilities drop out of high school. Depending upon the study, 30% to 50% of students with disabilities do not graduate. Of those who do graduate, many qualified students with disabilities do not enroll in post-secondary educational programs, and of those who enroll many do not finish. The purpose of this

proposal is to develop and demonstrate a package of intervention procedures that can be implemented to dramatically increase the number of students with disabilities who graduate from high school, attend a post-secondary educational program that matches their career interest outcome, and successfully complete the degree. Increasing the number of students with disabilities who graduate from post-secondary programs will improve the overall quality of life for these individuals and reduce the need for public financial support.

We will select 120 high school freshmen with disabilities from across Oklahoma. These students will become involved in a 10-year project to increase the number of students with disabilities who successfully complete their post school education, transition into meaningful employment, and become productive citizens. Briefly, we will:

- Randomly select 50 students to participate. Select 20 alternates, with the remaining 50 will serve as experimental control.
- Annually collect school record information and measurements, school support measures, family report measures, self-determination assessment, and other relevant measures from all 120 students.
- Bring the 50 students to OU's Norman Campus each summer for a 10-day Success Institute where intensive self-determination instruction, post-secondary information, instructional technology information, and a mentoring program will occur.
- Develop a user-friendly web site to assist in developing student self-determination, to serve as an informational center for academic and social support, and to facilitate entry into and success at post-secondary education.
- Provide the 50 students a lap top computer, instructional support software, and a Palm Pilot to assist in scheduling and organizational management.
- Provide support and in-service training to local high school educators and administrators.
- Provide support to students and families.

- Present results of project yearly to local, state, national educators, and parents.

### **Outreach**

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 list of the 36 workshops and presentations delivered during the Zarrow Center's second year by Zarrow Center staff.

Arnold, L., & Martin, J. E. (2002). *Student-led IEP meetings: Self-advocacy in action!* Presentation at Council for Exceptional Children's Annual Conference, New York, NY.

Brandes, J., Peterson, L.Y., & Washington, C. (2002). *Not in the hall: Effective strategies for successful communication, collaboration, and co-teaching.* Presentation at Oklahoma Federation of the Council for Exceptional Children 37<sup>th</sup> Annual Spring Conference. Norman, OK

Cooper, E., & Van Dycke, J. L. (2002). *The transition pages of the IEP: A "how to" session.* Presentation for the Oklahoma State Superintendent's Conference for Special Education Teachers and Directors, Oklahoma City, OK.

Cooper, E., Van Dycke, J. L., Martin, J. E., & Dean, C. (2002). *Completing the transition pages of the IEP.* Presentation for the Oklahoma State Department of Education's Summer Transition Conference, Oklahoma City, OK.

Eick, M. K., & Van Dycke, J. L. (2002). *Transition Assessment: Methods, Tools, and Strategies.* Presentation at the Oklahoma Federation of the Council for Exceptional Children's 2002 Annual Conference, Norman, OK.

- Martin, J. E. (2002). *Self-determination and self-advocacy*. Presentation at the Transition Specialty Program, Oklahoma State Dept. of Education, Oklahoma City.
- Martin, J. E. (2002). *Self-Directed IEP*. Presentation at the Summer 2002 Michigan Transition Institute, Gaylord, MI.
- Martin, J. E. (2002). *Students with severe needs and self-determination*. Presentation at the Summer 2002 Michigan Transition Institute, Gaylord, MI.
- Martin, J. E. (2002). *Self-directed plan of study*. Presentation at the Midwest Regional CEC Division on Career Development and Transition, Waukesha, WI.
- Martin, J.E. (2002). *Implementing the ChoiceMaker Curriculum*. Two-day workshop for the Austin School District, Austin, TX.
- Martin, J.E. (2002). *Implementing the ChoiceMaker Curriculum*. Two-day workshop for the Jackson School District, Jackson, MI.
- Martin, J.E. (2002). *Implementing the ChoiceMaker Curriculum*. Two-day workshop for the Richardson School District, Richardson, TX.
- Martin, J. E. (2002). *Implementing the ChoiceMaker Curriculum*. Two-day workshop for the Raton School District, Raton, NM.
- Martin, J. E., & Huber Marshall, L. (2002). *ChoiceMaker*. Workshop for the Taos Schools, Taos NM.
- Martin, J. E., & Van Dycke, J. (2002). *Completion of the Oklahoma transition IEP forms*. Presentation to the Mid-Del Secondary Special Educators Meeting, Del City, OK.
- Martin, J. E., & Van Dycke, J. (2002). *Self-determination: A longitudinal perspective*. Presentation at the Interdisciplinary Research Seminar, College of Allied Health, OU Health Sciences Center, Oklahoma City, OK.
- Martin, J. E., Peterson, L.Y., & Van Dycke, J. L. (2002). *Students choosing their own individualized education goals*. Presentation at the Council for Exceptional Children 2002 Annual Convention and Expo, New York, NY.
- Martin, J. E., Peterson, L. Y., & Van Dycke, J. L. (2002). *Students choosing their own educational IEP goals*. Teacher inservice training for Oklahoma City Public Schools, Oklahoma City, OK.

- Martin, J. E., & Van Dycke, J. L. (2002). *Choose and take action: A transition employment program*. Presentation at the Division on Career Development and Transition International Conference, Denver, CO.
- Martin, J. E., Van Dycke, J. L., & Peterson, L. Y. (2002). *The Next Step: Students with Disabilities Enrolling in Post-Secondary Education*. Presentation for the Center for Educational and Community Renewal's 5<sup>th</sup> Annual Winter Institute, Norman, OK.
- Martin, J. E., Van Dycke, J. L., & Peterson, L. Y. (2002). *Student directed plans of study to meet IEP transition requirements*. Presentation for the Oklahoma State Department of Education's Summer Transition Conference, Oklahoma City, OK.
- Martin, J. E., Van Dycke, J. L., & Peterson, L. Y. (2002). *Student directed plans of study to meet IEP transition requirements*. Presentation for the Learning Disabilities Association of Oklahoma's Annual Fall Conference, Oklahoma City, OK.
- Martin, J. E., Van Dycke, J. L., & Peterson, L. Y. (2002). *Student involvement in their IEP*. Teacher inservice training for Oklahoma City Public Schools, Oklahoma City, OK.
- Martin, J. E., Van Dycke, J., & Peterson, L. (2002). *Student directed plans of study to meet IEP transition requirements*. Presentation at the Learning Disabilities Association of Oklahoma Annual Conference, Oklahoma City, OK.
- Martin, J. E., & Walden, R. J. (2002). *Teaching self-determination: Choose and Take Action software*. Presentation at the annual Oklahoma Federation of the Council for Exceptional Children, Oklahoma City, OK.
- Peterson, L. Y., Ge, X., & Tang, Y. (2002). *Instructional Transactions for Developing Self-Determination in Students with Disabilities: GoalMaker – An Interactive Multimedia Computer Program*. Association for Educational Communications and Technology International Conference, Dallas, TX.
- Van Dycke, J. L. (2001). *How do students in Oklahoma view transition services?* Presentation at the Division on Career Development and Transition International Conference, Denver, CO.
- Van Dycke, J. L. (2002). *Supporting self-determination from the family perspective*. Presentation for the Transition Specialty Program, Oklahoma State Department of Education, Special Education Services, Oklahoma City, OK.

- Van Dycke, J. L., Eick, M., Shuttic, M., & Swink, H. (2002). *Transition: High school to adulthood*. Presentation for the Oklahoma Areawide Services Information System's Family Perspective Conference, Oklahoma City, OK.
- Van Dycke, J. L. (2002). *Planning for communication and problem solving*. A Series of Workshops for the Oklahoma State Department of Education – Special Education Service's Paraprofessional Training, in Oklahoma City and Tulsa, OK.
- Van Dycke, J. L. (2002). *Infusing self-determination into the IEP*. Workshop for the Oklahoma Educator's Association Zone Meeting for Lindsay, Paoli, Maysville, and Elmore City Public School districts in Oklahoma.
- Van Dycke, J. L., & Peterson, L. Y. (2002). *Transition issues: From postsecondary education to employment*. Presentation for the Oklahoma Department of Career and Technology Education's Summer Conference, Tulsa, OK.
- Van Dycke, J. L., Peterson, L., & Cash, M. (2002). *The next step: Preparing students with disabilities to enroll in post-secondary education*. Presentation at the University of Oklahoma Education Graduate's Mini-Conference, Norman, OK.
- Walden, R. J. (2002). *Choose and Take Action multi-media vocational assessment software*. The Association for Persons with Severe Disabilities International Conference, San Francisco, CA.
- Walden, R. J., Peterson, L.Y., & Roberson, R. (2001). *Teaching students with learning disabilities goal attainment skills*. International Division on Career Development and Transition Conference, Denver, CO.

### **Outreach Service Activities**

During the second 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. Dr. Sandy Ludwig completed her dissertation analyzing data from the OU Disability Services Office collected over the past 10 years. Using Dr. Ludwig's dissertation, a writing team, chaired

by Dr. Martin, will develop a white paper in consultation with the Office for Disability Services to:

- (1) review the literature on post-secondary education of students with disabilities;
- (2) examine current and past OU Disability Office services;
- (3) make recommendations for the future.

**Oklahoma State Department of Education, Special Education Program.** Dr. Martin has become involved with the state department's transition system change grant. He served on the steering committee and evaluated the effect of the project. In this role, he visited high schools across Oklahoma to provide technical assistance and collect evaluation data. A final report was presented to the Oklahoma State Department of Education and the transition planning committee.

**Committees.** Dr. Martin and Zarrow Center Students served on numerous university, state and national committees. Dr. Martin is currently vice president of Oklahoma AHEAD. This is the state chapter of a national organization for post secondary education disability services staff. He has also been on the executive board, serving as treasurer, for the Council for Exceptional Children's Division on Career Development and Transition. He also serves as the state chapter treasurer. Jamie Van Dycke has been the president and is now the past president of the Oklahoma chapter of Council for Exceptional Children's Division on Career Development and Transition. She is currently the vice president of Oklahoma's chapter of the Council for Exceptional Children. She is also the regional representative for the national Council for Exceptional Children's Division on Career Development and Transition. In this role she serves on the national DCDT executive board. Lori Peterson is treasurer of Oklahoma's chapter of the Council

for Exceptional Children. Both Lori and Jamie are also involved with OU's Educational Psychology graduate student association.

**Goodlad Award Visit.** Dr. John Goodlad, a noted international educator, advisor to numerous American Presidents, was awarded the \$40,000 2002 Brock Prize in Education. The Zarrow Center sponsored a roundtable discussion with him during his award visit to campus. Linda Gill, Jamie Van Dycke from the Zarrow Center hosted this roundtable. Linda presented Dr. Goodlad with a traditional Native American earth gift, along with a traditional pioneer gift. The wide-ranging discussion included his comments on the importance of quality teacher education, school reform and renewal and its ecological dimensions, and of the integration of special education into general education. Several education faculty members, including Associate Dean Ormsbee, attended this meeting.

### **New Scholarly Projects**

Five new research projects have received OU Institutional Review Board Approval or are undergoing review. These projects will be finished during year three.

**1. Vocational Evaluation.** This project will be jointly undertaken by the Zarrow Center and OU's Health Sciences Center, College of Applied Health's, Department of Rehabilitation Science. Lorrie Sylvester, a clinical physical therapist in the Department of Rehabilitation Science, is also a new Zarrow Center doctoral student. She will be the primary researcher. Up to 25 youth and adults with developmental disabilities involved with OU's College of Allied Health, Department of Rehabilitation Science, Bridges-to-Work Program will participate in this project. They will complete five *Choose and Take Action* assessment trials. One or more family members and support staff will identify

their perceptions of the individual's with disabilities top three vocational setting, characteristic, and activity preferences. The match between caregiver's perception and the individual's own choices will be determined, along with stability of choices made by the individual across trials. The study will answer the following research questions:

1. Do caregivers and family perceptions of job setting choices match those made by individuals with disabilities after five *Choose and Take Action* multi-media software trials?
2. Do caregivers and family perceptions of job characteristic choices match those made by individuals with disabilities after five *Choose and Take Action* multi-media software trials?
3. Do caregivers and family perceptions of activity choices match those made by individuals with disabilities after five *Choose and Take Action* multi-media software trials?
4. Do the setting choices made by individuals with disabilities using *Choose and Take Action* multi-media software remain stable across trials?
5. Do the characteristics choices made by individuals with disabilities using *Choose and Take Action* multi-media software remain stable across trials?
6. Do the activity choices made by individuals with disabilities using *Choose and Take Action* multi-media software stable across trials?

**2. Statewide Middle and High School Special Education Survey.** This study will profile the extent Oklahoma students with mild to moderate disabilities attend and participate in their IEP meetings. The results will suggest the degree that Oklahoma's secondary level schools follow the Individuals with Disabilities Education Act's

transition requirements. There will be the first of three annual surveys to profile student's participation in their IEP meetings. Approximately 1250 Oklahoma middle, junior high, and high school building-level special education contact people will serve as the participants. Each contact person will be asked by e-mail to complete a 10-question web-based survey. This proposal is now under review by OU's Institutional Review Board.

**3. IEP Plan of Study Research Project at Norman High Schools.** OU's Institutional Review Board and the Norman Public School's Research Committee both approved this project. Federal and state education laws require schools to invite middle and high school students to attend their own Individualized Educational Plan meetings so that each plan can reflect student interests. These requirements reinforce the values of self-determination and shared responsibility. In general, special educators agree that self-determination is an important concept to teach to students with disabilities, however, very few report using specific strategies to promote self-determination during IEP development.

Emerging studies demonstrate the effectiveness of instructional tools designed to teach students how to become active participants and even leaders of their own educational planning meetings. No studies, however, have been conducted to show the impact of student participation in the development of the IEP itself. Empirical research to validate the effectiveness of Choosing Education Goals would help fill this research void, and reinforce the importance of student input during the designing stage of the IEP.

The purpose of this study is two fold: (1) to determine if the Choosing Education Goals instructional package will enable students to complete their own plan of study that corresponds with their postschool education and employment goals, and (2) to determine

if the Choosing Education Goals intervention will increase students' expression of goals, interests, and limits, and their contribution to the plan of study at the IEP meeting. This project will be completed during the spring 2003 semester. Lori Peterson and Jamie Van Dycke, both Zarrow Center doctoral students, will implement this project

**4. Eastern Oklahoma County Career Technology Center (EOC) Self-Determination Project.** OU's Institutional Review Board and EOC have both approved this project. EOC has asked the Zarrow Center to evaluate the effectiveness of a school-wide self-determination curriculum implementation. The Zarrow Center will evaluate the data collected by EOC faculty. This research project will review anonymous student records and analyze permanent products associated with a school-wide self-determination instructional project that EOC faculty will implement during in the 2002-2003 school year. The study will attempt to answer the following research questions:

1. Does self-determination instruction increase students' scores on the ChoiceMaker Self-Determination assessment?
2. Does self-determination instruction increase students' scores on the AIR Self-Determination assessment?
3. Does self-determination instruction increase students overall GPA?
4. Does self-determination instruction increase students' school attendance?
5. Does self-determination instruction increase students' performance on the EOC's academic measure?

**5. Student Involvement in Their Own IEP Meeting: Does Instruction Make a Difference in Meeting and Educational Outcomes?** This study is funded by a grant from the US Department of Education's Office of Special Education Programs.

Federal and state educational laws and regulations require schools to invite middle and high school students to attend their own Individualized Educational Plan (IEP) meetings so that each plan can reflect student interests and preferences. This requirement represents a major secondary school special education reform measure. But, many students do not attend their IEP meetings, and when they do, problems appear to exist. Preliminary data suggest students who do attend often don't know what to do, nor do they understand the meeting's purpose or language, and they talk less than all other participants. A recent US Department of Education Expert Strategy Panel Report indicated that today's secondary schools (middle and high) provide far too few opportunities for students to learn and practice IEP leadership skills.

Emerging studies demonstrate the effectiveness of instructional tools, such as the *Self-Directed IEP* instructional program, to teach students how to become active participants and even leaders of their own educational planning meetings. No studies, however, have examined internal meeting dynamics or educational outcomes associated with student involvement at their own educational IEP meetings.

The purpose of this three-year research project is to determine if active student participation in IEP meetings will improve educational outcomes, and what methods work best. We also want to determine if the IEP team meets the needs of individual students by including them in the IEP decision-making and post-IEP meeting educational programming process. We will determine differences between IEP meetings and outcomes when:

1. Students attended their IEP meetings without prior IEP meeting instruction, compared to when students do not attend.

2. Students who attended their IEP meetings having received IEP meeting instruction, compared to students who attended but had no IEP meeting instruction.
3. Students who attended their IEP meetings, having received IEP instruction, as well as their IEP team having received student facilitation training, compared to when students who attended their IEP meetings had IEP meeting instruction, but their teams had no IEP meeting student facilitation instruction.

Approximately 600 middle and high school students with high incidence (mild) disabilities will participate in this research. Of these, about 300 will have learning disabilities, 150 will have behavior problems, and 150 will have mild to moderate mental retardation. The selected students will be those who, when they turn 18, will reach the age of majority and have the ability to make life decisions for themselves. Approximately 2,400 IEP team members will also participate. Studies 1, 2, and 3 will involve 200 students each and 800 IEP team members for a total of 600 students and 2,400 IEP team members.

At least four Oklahoma school districts will cooperate with the Zarrow Center in implementing this project. The Norman Public School Research has already given their approval. Decisions are pending with the Oklahoma City Public Schools and other metro districts. The OU Institutional Review Board has also given their approval to this study.

## **Instruction**

Dr. Martin taught three courses during the time this second report covers. The table below depicts the courses.

### *Fall 01*

**Transition and Self-Determination:** This undergraduate special education class covered how to implement a transition program to facilitate the successful movement of students from school to post high school employment and education.

### *Spring 02*

**Self-Determination Seminar:** This doctoral seminar covered the theoretical and applied aspects of self-determination.

### Summer 02

**Advanced Behavior Analysis:** This doctoral seminar covered the basic and advanced aspects and applied behavior analysis and small group research designs. Students will implement a follow-up research project under the direction of their doctoral advisors.

## **Recruitment of Doctoral Students**

During this past year several graduate students have been involved in Zarrow Center Activities.

**Zarrow Center Alumni.** Drs. Robert Walden and Sandy Ludwig both completed their dissertation this past summer. Bob is now a professor in the University of Nebraska system. Sandy has become the principal of a new alternative high school in Moore. Byran Duncan completed his Masters Degree and is now pursuing doctoral degree in counseling psychology at Texas A & M.

**Current Students.** Four graduate students have studied at the Zarrow this past year. Lori Peterson and Jamie Van Dycke successfully completed their first year of graduate studies, and now are in their second year. Both earned excellent grades, delivered numerous regional and national presentations, and have several manuscripts in press, under review, or published. Brian Borland is working on his Master degree and

teacher certification. Carrie Crownover is a first year doctoral student in counseling. Starting Spring, 2003, three new students will receive Zarrow Center assistantships. Rosemary Roberson, who is working on her Masters degree in special education, Jamie Borland, who is an OU law student interested in family and educational law, and Rob Christiansen, who is an educational technology student, will all study at the Zarrow Center and work on various research projects.

**New Students.** Three new doctoral students have expressed the intention on attending OU next fall and studying at the Zarrow Center. Lee Woods, who is currently a teacher in rural Colorado, and Rudy Valenzuela, who is a teacher in rural New Mexico, will both have a Zarrow Center assistantship if they are accepted in OU. Both have visited OU and the Zarrow Center and met the special education faculty. Lorrie Sylvester has been accepted in the doctoral program, and is planning on implementing a Zarrow Center sponsored research study. Dr. Martin will serve as her doctoral advisor. A potential doctoral student from China has expressed interest in attending OU next Fall and working at the Zarrow Center.

**Faculty on Sabbatical.** Professor Ae-Ran Yoo from Korean Nazarene University spent part of her 2002 sabbatical involved in Zarrow Center research projects. She attended the regular scheduled research meetings, participated in discussions, visited school sites, and attended national and state conferences. She is collaborating with Dr. Martin and Jamie Van Dycke on writing a transition review article for a Korean special education journal.

## Summary

The Zarrow Center established during its second year of operation a firm relationship with area schools and higher education programs for students with disabilities. All of our year two goals were accomplished with the exception of preparing the white paper on the OU Office of Disability Services. Completion of the white paper was dependent up the completion of Dr. Ludwig's dissertation. Now that her dissertation is complete, the white paper can now be written. Linda Gill remains the Zarrow Center's administrative assistant. With her guidance, the Zarrow Center successfully passed a University Audit without any deficiencies. During year three the Zarrow Center faculty and students will:

- submit for publication at least three research journal articles
- secure funding to support additional graduate students
- secure at least one additional externally funded research or development grant
- develop and submit to the Provost a "white paper" on recommendations to recruit and support students with disabilities to the OU Norman campus
- implement planned research projects
- recruit at least one more doctoral student to study at the Zarrow Center
- launch a Zarrow Center website with information on all Zarrow Center projects and a section just for students

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

**For more information, contact**

The University of Oklahoma  
The Zarrow Center for Learning Enrichment  
840 Asp Avenue, Room 111 (Carpenter Hall)  
Norman, OK 73019-4090  
Telephone: 405/325-8951  
Fax 405/325-7841  
E-mail: [zarrowcenter@ou.edu](mailto:zarrowcenter@ou.edu)