

Zarrow Center for Learning Enrichment

Third Annual Report

January 2003 – June 2004

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Third Annual Report

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

Purpose

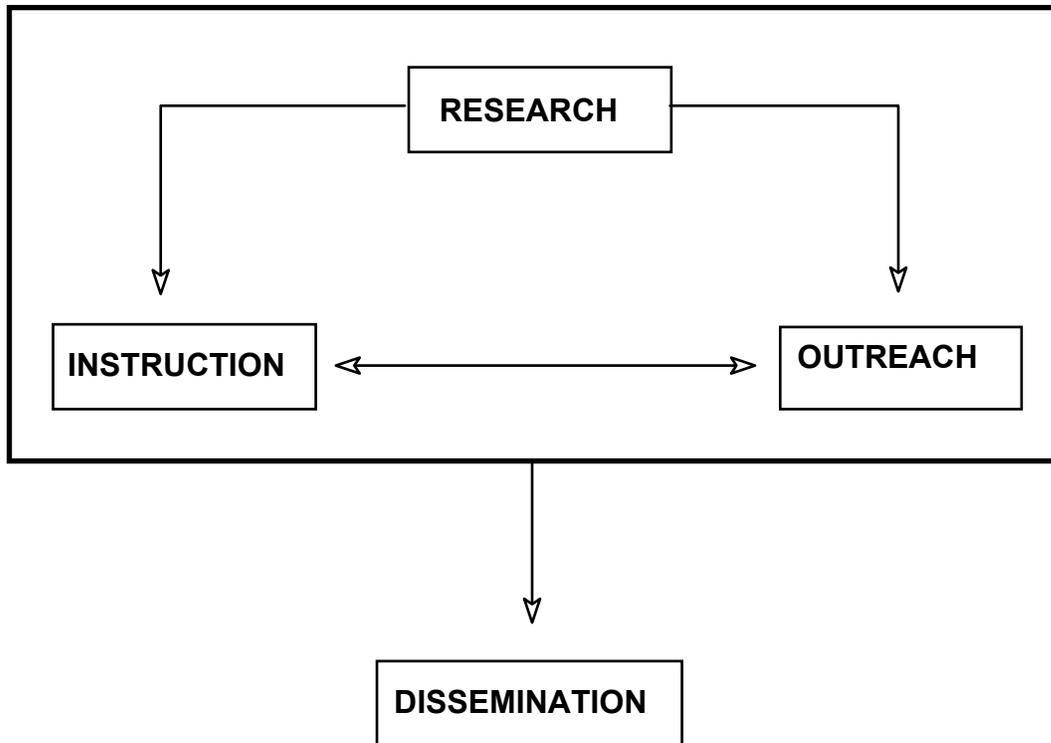
The Zarrow Center for Learning Enrichment, through its faculty and students, will examine transition and postsecondary education for students with disabilities and develop, implement, evaluate and disseminate strategies and procedures to facilitate youth and adults with disabilities to attain their desired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

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

Master Plan

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

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



ACTIVITIES

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

Research

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

Published Book

Self-Determined Learning Theory: Construction, Verification and Evaluation.

Dr. Martin edited this book along with several colleagues and 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. The reference for this 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.

Book in Press

Self-Instruction Pedagogy: How to Teach Self-Determined Learning. This completed 300-page book will be published during 2004 or the first part of 2005. This book examines connections between self-determination theory and practice. It prescribes a four-step process to move instruction for students with disabilities from a teacher-directed process to one that facilitates student-directed instruction. The reference for this book is:

Mithaug, D. E., Mithaug, D., Agran, M., Martin, J. E., & Wehmeyer, M. (in press). *Self-Instruction Pedagogy: How to Teach Self-Determined Learning.* Springfield, IL: Charles Thomas.

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, published 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. The reference for the software package is:

Martin, J.E., Huber Marshall, L., Wray, D., Wells, L., O’Brien, J., Olvey, G. & Johnson, Z. (2004). *Choose and take action: Finding the right job for you*. Longmont, CO: Sopris West Publishers.

Book Chapters

During the last year and a half, 11 book chapters were written and published. Six of the published chapters appeared in Mithaug, Mithaug, Agran, Martin, and Wehmeyer’s (2003) book titled *Self-Determined Learning Theory: Predictions, Prescriptions and Practice*. The references for these chapters are:

Martin, J. E., Mithaug, D. E., Husch, J. V., Frazier, E. S., & Huber Marshall, L. (2003). Optimal opportunities and adjustments during job searches by adults with severe disabilities. In D.E. Mithaug, D. Mithaug, M. Agran, J. E. Martin, & M. Wehmeyer (Eds.), *Self-Determined Learning Theory: Predictions, Prescriptions and Practice* (pp. 188 – 205). Mahwah, NJ: Erlbaum Associates, Publishers.

Mithaug, D. E., Mithaug, D., Agran, M., Martin, J. E & Wehmeyer, M. (2003). Understanding the engagement problem. In D.E. Mithaug, D. Mithaug, M. Agran, J. E. Martin, & M. Wehmeyer (Eds.), *Self-Determined Learning Theory: Predictions, Prescriptions and Practice* (pp. 3 – 18). Mahwah, NJ: Erlbaum Associates, Publishers.

Mithaug, D. E., Mithaug, D., Agran, M., Martin, J. E & Wehmeyer, M. (2003). How engagement affects adjustment and learning. In D.E. Mithaug, D. Mithaug, M. Agran, J. E. Martin, & M. Wehmeyer (Eds.), *Self-Determined Learning Theory: Predictions, Prescriptions and Practice* (pp. 19 – 36). Mahwah, NJ: Erlbaum Associates, Publishers.

Mithaug, D. E., Mithaug, D., Agran, M., Martin, J. E & Wehmeyer, M. (2003). The credibility and worth of self-determined learning theory. In D.E. Mithaug, D. Mithaug, M. Agran, J. E. Martin, & M. Wehmeyer (Eds.), *Self-Determined Learning Theory: Predictions, Prescriptions and Practice* (pp. 223 – 246). Mahwah, NJ: Erlbaum Associates, Publishers.

Mithaug, D. E., Mithaug, D., Agran, M., Martin, J. E & Wehmeyer, M. (2003). How adjustment affects learning. In D.E. Mithaug, D. Mithaug, M. Agran, J. E. Martin, & M. Wehmeyer (Eds.), *Self-Determined Learning Theory:*

Predictions, Prescriptions and Practice (pp. 37 – 58). Mahwah, NJ: Erlbaum Associates, Publishers.

Wehmeyer, M. L., Agran, M., Palmer, S. B., Martin, J. E., & Mithaug, D. E. (2003). The effects of problem solving instruction on the self-determined learning of secondary students with disabilities. In D.E. Mithaug, D. Mithaug, M. Agran, J. E. Martin, & M. Wehmeyer (Eds.), *Self-Determined Learning Theory: Predictions, Prescriptions and Practice* (pp. 158 – 171). Mahwah, NJ: Erlbaum Associates, Publishers.

The seventh book chapter describes a case study example of how a student with learning disabilities can make the transition from high school to college. The authors interviewed a student with learning disabilities who just finished her undergraduate degree, along with her family and the high school teacher who changed her life. The chapter explores how self-determination contributed to the student's success. It also demonstrates how self-determination skills can be taught through teaching academic standards. The reference for this book is:

Martin, J. E., Van Dycke J. L., Peterson, L. Y., & Walden, R. J. (2003). Transition of students with disability from high school to post-secondary education: The perfect example. In C. Kochhar-Bryant & D. Bassett (Eds.), *Aligning Transition and Standards-Based Educational Reform* (pp. 167 – 186). Arlington, VA: Council for Exceptional Children.

The eighth book chapter appeared in the second edition of a major transition textbook. This chapter examines student active participation into their own educational decision-making. We updated the content and revised the chapter to reflect new knowledge. The reference for this book is:

Martin, J. E., Huber Marshall, L., & DePry, R. L. (in press). Participatory decision-making: Innovative practices that increase student self-determination. In R.W. Flexer, T. J. Simmons, P. Luft, & R. M. Baer (Eds.), *Transition Planning for Secondary Students with Disabilities* (2nd edition) (pp. 304 – 332). Columbus: Merrill Prentice Hall.

The ninth book chapter will appear in a book that will be published by the National Association for the Dually Diagnosed. It is based upon a book that we

published last year titled *Self-Directed Employment*. We were asked to write this chapter to demonstrate how procedures can be implemented to enable youth and adults with mental retardation and mental illness to make informed job choices. The reference for this book is:

Martin, J. E., Valenzuela, R., Woods, L., & Borland, B. (in press). Self-directed transition and employment. In J. L. Matson, R. B. Laud, & M. L. Matson (Eds.), *Behavior Modification for Persons with Developmental Disabilities*. Kingston, NY: National Association for the Dually Diagnosed.

The 10th and final book chapter appeared in a second edition of a curriculum textbook. This chapter explores self-determination assessment and instruction through case study examples. We highlight three self-determination assessments then illustrate, in a step-by-step process, how the results can impact instruction. We updated the chapter and provide new content based on current research. The reference for this book is:

Sale, R. P., & Martin, J. E. (2004). Self-determination instruction. In P. Wehman & J. Kregel (Eds.), *Community-Based Instruction* (2nd edition, pp. 67-94). Austin, TX: Pro Ed.

The 11th book chapter describes how to use the *ChoiceMaker Curriculum* lesson materials and the *Self-Directed Employment* methodology to increase self-determination at school and the work site. The reference for this chapter is:

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

Articles

Dr. Martin, along with Zarrow Center students and colleagues, produced numerous articles during the last year and a half – all of which are in various phases of the publication process.

Published: Self-Determination Contracts. We wanted to determine whether secondary-aged students could use self-determination contracts to regulate the correspondence between their plans, work, self-evaluations and adjustments on academic tasks. The study examined the impact of these contracts on the plan, work, evaluation and adjustment behaviors of eight secondary-aged students with severe behavioral problems. The students completed daily self-determination contracts, which contained sections for plan, work, evaluation and adjustment. They used the contracts to schedule their work on academic tasks, plan for work outcomes, evaluate progress and adjust for the next day's activity. During pre-intervention, students received minimal teacher instruction on how to use the contracts. Next, the teacher provided bonus points for completing all sections of the contract, followed by specific instructions on adjusting to results. One-way repeated-measures ANOVAs determined significant effects for the correspondence between plan and work, between work and evaluation, between evaluation and adjustment, and adjustment and the next day plan. Fifteen significant effects were found from a total of 24 pair wise comparisons. We discussed the implication of these results for developing a self-determination methodology for instructional practice. The reference for this paper is:

Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M. E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate and adjust. *Exceptional Children*, 69(4), 431 – 446.

Published: Three-Year Study of IEP Meetings. This study examined the perceptions of 1,638 secondary IEP meeting participants from 393 IEP meetings across three consecutive years. Results indicate significant differences between the survey answers and participant roles, when students did or did not attend their IEP meetings, and when different professional team members attended the meetings. Special education teachers helped make decisions and talked more than all team members except the

administrators. Students reported the lowest scores for knowing the reasons for the meetings, knowing what to do at the meetings and five other survey items. General educators rated themselves lowest on three of the survey questions. Student and general educator attendance at the IEP meetings produced value-added benefits for IEP team members, especially for parents. The reference for this paper is:

Martin, J. E., Huber Marshall, L., & Sale, P. (2004). A 3-year study of middle, junior high, and high school IEP meetings. *Exceptional Children*, 70, 285-297.

In Press: Florida State Department of Education. Dr. Martin and two Zarrow Center graduate students wrote this paper at the request of the Florida State Department of Education's Office of Special Education. This paper describes self-determination, its relationship to transition and how the concept relates to Florida's educational mandates. Department coordinators and a panel of educators now are reviewing the article. When published, the manuscript will be distributed to every Florida secondary special education teacher. It also will be made available on their Web site. 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 State Department of Education, Tallahassee, Fla.

In Press: Survey of Oklahoma Educators. Secondary administrators in one southwestern state answered a 10-question, Web-based survey about student preparation for and involvement in their IEP meetings. Almost half of the 456 building-level special education administrative contacts that received our e-mail request completed the survey. Administrators reported that their schools teach students about their disability, invite them to their IEP meetings, encourage their participation at IEP meetings and solicit student opinions during the meetings. Very few administrators expected students to lead

their own IEP meeting. Responses differed by administrative role. Principals answered questions differently than special education directors and special education teachers working part-time as administrators. The administrators' perceptions of student involvement differed from direct observations of secondary IEP meetings. The reference for this paper is:

Martin, J. E., Greene, B. A., & Borland, B. J. (in press). Secondary students involvement in their IEP meetings: Administrators' perceptions. *Career Development for Exceptional Individuals*.

In Press: Job Performance and Self-Determination Contracts. Supervisor perceptions of employee competence in areas of work, social and personal demands of the job often determine success or failure for the supported employee. This study involves three workers with disabilities who participated in a supported employment program. After being successfully hired in a job of their choosing, problems arose that jeopardized the successful completion of the placement phase. The workers used individualized self-determination contracts to improve supervisor evaluations. They completed daily self-determination contracts to plan their work outcomes, manage their tasks, evaluate their performance and make adjustments for their next opportunity to work. Results indicated that all three workers used self-determination strategies to improve their performance and meet the expectations of their respective employers. The reference for this paper is:

Woods, L. L., & Martin, J. E. (in press). Improving job performance through use of self-determination contracts. *Career Development for Exceptional Individuals*.

Submitted for Publication: Why Is This Cake on Fire? This paper submitted to the major parent magazine for students with disabilities uses a birthday cake as a metaphor for describing student involvement in their own IEP meetings. The first paragraph begins

with: “Imagine being a small child, and hearing your parents talk about your birthday party. You hear the excitement in their voices as they talk and plan, starting with a theme for the party, and deciding who will be invited, and then finally, who will do each task. As time draws closer, you hear more and more conversations about your birthday party, and so you know it is coming soon. And then your birthday comes and goes, but no one ever invites you to come to your party. *Maybe they just forgot to invite me, you think.*”

The reference for this study is:

Van Dycke, J. L., Martin, J. E., & Lovett, D. L. (2003). *Why is This Cake on Fire?* Manuscript submitted for publication.

Submitted for Publication: Students With Disabilities at U.S. Research Extensive Universities and Their Disability Support Offices. We conducted a Web-based survey of the directors of disability support offices at the 151 public and private research extensive universities in the United States to determine basic student and office information.

Almost 75 percent of the directors completed the survey. On average, 2.2 percent of students at research extensive universities received services from the disability support offices, with significantly more students with disabilities attending public rather than private institutions. More than half the students receiving services have learning disabilities. Limited data suggests that the one-year retention data of students with disabilities equals that of their non-disabled peers. On average, each disability support staff served 119 students. Only 9 percent of the directors were appointed for 50 percent FTE or less, and 75 percent were appointed full-time. Almost all the directors possess a graduate degree, which are from many different fields of study. Student to staff ratio and the percent of students vary by state and by athletic conference. Implications and future research questions are discussed. The reference for this manuscript is:

Martin, J. E., Duncan, B. T., & Roberson, R. L. (2003). *Students With Disabilities at U.S. Research Extensive Universities and Their Disability Support Offices*. Manuscript submitted for publication.

Newsletter Stories

After last year's presentation at the national Council for Exceptional Children's Conference, the *CEC Today* editor asked Jamie Van Dycke and Lori Peterson, Zarrow Center graduate research assistants, to write an article about their presentation. This is quite an honor for two doctoral students to be asked to contribute to this national newsletter. The reference for this newsletter is:

Van Dycke, J. L., & Peterson, L. Y. (2003). Eight steps to help students develop IEP goals. *CEC Today*, 10(4), 13.

Dissertation in Progress: OU Students With Disabilities Self-Determination Support Project

Lori Peterson designed her dissertation to implement and study a support network and direct services to develop critical self-determination skills for students with learning disabilities and attention deficit disorder enrolled at OU. She began this project in 2003 and completed her data collection during spring semester 2004. The development of the LEAD project took place in the summer of 2003. Development included the submission of a proposal to the Zarrow Family Foundations to request supportive funding¹. OU's Institutional Review Board approved the project in late September of 2003. This project attempts to increase the overall self-determination, self-efficacy and persistence regarding perceptions of college performance, self-efficacy regarding perceptions of personal disability, and study behavior habits of student participants. Initial recruitment of students with learning disabilities and attention deficit disorder began in October. Students were recruited through a mass e-mail to all freshmen and sophomores, students registered with

¹ Dr. Chris Ormsbee, associate dean of the College of Education, serves as the project director of this three-year undertaking funded by the Zarrow Family Foundations of Tulsa.

disability support services and to freshmen who indicated on their incoming survey that they had a learning disability and would like additional information on support opportunities.

The Zarrow Center introduced the concept of the LEAD project to OU's University College for adoption as a new course. A cover story article in the university campus newspaper and meetings held with advisers across the university about the new course were used as an additional method of recruiting participants. The first group of project participants was recruited and project meetings began in November of 2003. Meetings and intervention of the initial group will continue in 2004 and new participants to the program will be recruited.

Research Completed, Manuscripts in Process

Survey of Research-Intensive Universities. Last year, Dr. Martin and Zarrow Center researchers surveyed the 151 research-intensive universities across the country to determine the number of students with disabilities who attend each school and the type of services available. The second phase of this line of research to learn basic demographic facts about students with disabilities attending America's postsecondary educational program will survey research-intensive universities. The results of the survey of the second tier of America's research universities will be compared to the first survey. Data collection and analysis will be completed and the manuscript will be submitted for publication during 2004. The reference for this publication will be:

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

Direct Observation and Participant Opinions of Secondary IEP Meetings: Part 1.

This study will present the results of the first year of our U.S. Department of Education, Office of Special Education funded, field-initiated research grant. During this baseline year, we observed 109 secondary IEP meeting across the Oklahoma City metro area. The results indicated that students talked only 2 percent of the time at their IEP transition meetings compared to the 51percent that special education teachers talk. Students reported knowing what to do at their IEP meeting less than all other IEP team members. Analysis of this large data set is nearly complete and the manuscript will be submitted for publication during the spring semester. The reference for the manuscript will be:

Martin, J. E., Van Dycke, J., Greene, B., Gardner, J. E., Christensen, R., Woods, L., & Lovett, D. (2004). *Part 1: A Window Into Traditional Secondary IEP Meetings*. Manuscript in preparation.

Qualitative Analysis of Secondary IEP Meetings: Part 2. This study will present the qualitative results of the first year of our U.S. Department of Education, Office of Special Education funded, field-initiated research grant. During this baseline year, we audio recorded about 10 percent of the meetings that we observed. This qualitative study complements the quantitative results and describes the richness that emerged from our observations. Six general themes emerged that give examples of how students are generally excluded from active participation in their IEP planning process. The reference for the manuscript will be:

Van Dycke, J., Greene, B., Lovett, D., & Martin, J. E. (2004). *Part 2: Opening the Window of Secondary IEP Meetings*. Manuscript in preparation.

Middle School Goal Attainment Study. A section consisting of a public middle school English course with an enrollment of 104 eighth-grade students participated in this study. The goal attainment intervention demonstrated increases in the completion of both

student and teacher assessment tools and in the completion of long-term goals. The reference for this study will be:

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

External Funding

During the last year and a half, Dr. Martin submitted two research and demonstration proposals to the U.S. Department of Education. Unfortunately, neither was funded. The U.S. Department of Education did approve continued funding for the second year of Dr. Martin's three-year field initiated research study of IEP meetings.

Study of Middle and High School IEP Meetings. The center 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, center researchers will annually observe and survey the participants of 200 IEP meetings in metro Oklahoma City area middle and high schools. During year one, researchers will determine differences in meetings when the student attends or does not attend the meeting. In year two, researchers 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, researchers 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 annually, plus an IEP team facilitation guide.

Outreach

Zarrow Center faculty and graduate research assistants delivered 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 and 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 workshops conducted and presentations delivered by Dr. Martin and the Zarrow Center graduate students and associated faculty during the last year and a half.

2004

- Bixler, L. L. & Van Dycke, J. L. (March, 2004). *The R.E.D. M.E.E.T.S. and Potatoes of Oklahoma's IEP*. A workshop for teachers and administrators sponsored through Oklahoma's Comprehensive System of Professional Development; presented in Lawton, OK.
- Bixler, L. L. & Van Dycke, J. L. (April, 2004). *The R.E.D. M.E.E.T.S. and Potatoes of Oklahoma's IEP*. A workshop for teachers and administrators sponsored through Oklahoma's Comprehensive System of Professional Development; presented in Shawnee, OK.
- Field, S., Martin, J. E., & Sands, D. (2004). *School-Based Strategies for Supporting Student Development of Self-Determination Skills in the Context of Leadership and Standards-Based Reform*. Presentation at the pre-conference workshop, CEC Conference, New Orleans, LA.
- Martin, J. E. (2004). *Student Involvement in the IEP Process: Your Role as Parent*. Presentation for Region X and Coppel, Texas special education program, Coppell, Texas.
- Martin, J. E. (2004). *Student Involvement in the IEP Process: Developing a Plan of Study and IEP Leadership*. Presentation for the Jackson County Intermediate School District, Jackson, MI.
- Martin, J. E. (2004). *Dynamics of Transition IEP Meetings: Traditional vs. Self-Directed*. Keynote presentation to Michigan's CEC's Chapter of the Division of Career Development and Transition, Jackson, MI.
- Martin, J. E. (2004). *Vocational Choicemaking and Self-Determination for Students with Moderate to Severe Disabilities*. Workshop for Region 13 Service Center, Austin, Texas.
- Martin, J. E. (2004). *The ChoiceMaker Curriculum and Lesson Packages*. Workshop for Region 13 Service Center, Austin, Texas.
- Martin, J. E. (2004). *Self-Directed Employment Begins with Choicemaking*. National teleconference presentation for the Community Rehabilitation Providers Rehabilitation Continuing Education Program at the University of Illinois, Champaign-Urbana, IL.

- Martin, J. E., Sylvester, L., & Woods, L. (2004). *Vocational Choice Making for Students with Severe Disabilities*. Presentation at the 39th Oklahoma Federation of the Council for Exceptional Children, Norman, OK.
- Martin, J. E., Sylvester, L., & Woods, L. L. (2004). *Vocational choicemaking for students with severe disabilities*. Presentation at the 39th Oklahoma Federation of the Council for Exceptional Children, Norman, OK.
- Martin, J. E., Van Dycke, J., Lovett, D. L., Gardner, G. J., & Roberson, R. (2004). *What's Happening at Oklahoma's Secondary IEP Meetings?* Presentation at the 39th Oklahoma Federation of the Council for Exceptional Children, Norman, OK.
- Martin, J. E., Van Dycke, J. L., & Peterson, L. (2004). *What's Happening at Secondary Transition IEP Meetings: Implications for Practice*. Presentation at the annual Council for Exceptional Children's Conference, New Orleans, LA.
- Van Dycke, J. L. (January, 2004). *Planning for Communication and Problem Solving*. A workshop for the Oklahoma State Department of Education – Special Education Service's Paraprofessional Training, in Oklahoma City and Tulsa, OK.
- Van Dycke, J. L. (March, 2004). *Planning for Communication and Problem Solving*. A workshop for the Oklahoma State Department of Education – Special Education Service's Paraprofessional Training, in Oklahoma City and Tulsa, OK.
- Van Dycke, J. L. (April, 2003). *Support Systems Include Brothers and Sisters (S.S.I.B.S.)*. Presentation for the University of Oklahoma's Families and Collaboration pre-service special education class in Norman, OK.
- Van Dycke, J. L. (April, 2004). *Siblings and Adult Transition: Building Natural Support Systems Beyond Parental Care*. Presentation for the National Council for Exceptional Children Convention, New Orleans, LA.
- Van Dycke, J. L., & Peterson, L. Y. (April, 2004). *What's Happening at Secondary Transition IEP Meetings: Implications for Practice*. Presentation for the National Council for Exceptional Children Convention, New Orleans, LA.
- Van Dycke, J. L., Peterson, L. Y., & Roberson, R. L. (March, 2004). *The Responsibilities of Your Rights: Empowering Students with Disabilities*. A workshop for parents, teachers, and students; presented in Midwest City, OK.
- 2003**
- Bixler, L., & **Van Dycke, J. L.** (2003). *The R.E.D. M.E.E.T.S. and Potatoes of Oklahoma's IEP*. A workshop for teachers and administrators sponsored through Oklahoma's Comprehensive System of Professional Development; presented in Norman and Ada, OK.
- Bixler, L., & **Van Dycke, J. L.** (2003). *The R.E.D. M.E.E.T.S. and Potatoes of Oklahoma's IEP*. A workshop for teachers and administrators in the Owasso Public School District, Owasso, OK.
- Bixler, L., & **Van Dycke, J. L.** (2003). *The R.E.D. M.E.E.T.S. and Potatoes of Oklahoma's IEP*. A workshop for teachers and administrators sponsored by the McAlester Professional Development Center, McAlester, OK.
- Bixler, L., & **Van Dycke, J. L.** (2003). *The R.E.D. M.E.E.T.S. and Potatoes of Oklahoma's IEP*. A series of workshops for teachers and administrators sponsored through Oklahoma's Comprehensive System of Professional Development; presented in Tulsa and Ardmore, OK.
- Brandes, J., & **Peterson, L. Y.** (2003). *Curriculum Supports and Modifications*. Dewey Public Schools, Dewey, OK.

- Martin, J. E. (2003). *Self-directed employment: Infusing self-determination practices into assessment and placement*. Keynote presentation for the Elizabeth Boggs Center, Robert Wood Johnson Medical School, University of Medicine & Dentistry of New Jersey, New Brunswick, NJ.
- Martin, J. E. (2003). *Active Student Involvement in the Transition Process: Window into Traditional Practice and Opening the Door for Better Outcomes*. Keynote presentation for the New Mexico Department of Education, Special Education Directors Conference, Albuquerque.
- Martin, J. E. (2003). *Self-Directed IEP and Self-Determination: Tools for Transition*. Workshop for the Clovis Municipal Schools, Clovis, NM.
- Martin, J. E. (2003). *Self-Determination: Tools for Transition*. Workshop for northern and western New Mexico, Ruidoso.
- Martin, J. E. (2003). *Self-Determination: Tools for Transition*. Workshop for central, southern and eastern New Mexico, Albuquerque.
- Martin, J. E. (2003). *Implementing the ChoiceMaker Curriculum*. Workshop for the Austin School District, Austin, TX.
- Martin, J. E. (2003). *Implementing the ChoiceMaker Curriculum*. Workshop for the Jackson School District, Jackson, MI.
- Martin, J. E. (2003). *Implementing the ChoiceMaker Curriculum*. Workshop for the Richardson School District, Richardson, TX.
- Martin, J. E. (2003). *Self-Determination: Implementing Choosing Employment Goals and Choosing Personal Goals*. Workshop for the School Board of Broward County, Ft. Lauderdale, FL.
- Martin, J. E. (2003). *Focus on Employment and Work-Based Learning*. Workshop for the Jackson School District, Jackson, MI.
- Martin, J. E. (2003). *Self-Directed IEP and Transition*. Workshop for the Northwest Regional Education Cooperative, Albuquerque, NM.
- Martin, J. E. (2003). *Transition and the ChoiceMaker Lessons*. Workshop for the School Board of Broward County, Ft. Lauderdale, FL.
- Martin, J. E., Huber Marshall, L., Flexer, R., Daviso, A., Ackerman, G., Sale, P., Sylvester, L., & Izzo, M. (2003). *Vocational Choicemaking for Students with Severe Disabilities*. Presentation at the 12th International DCDT Conference, Roanoke, VA.
- Martin, J. E., Peterson, L., & Van Dycke, J. (2003). *IEP Team Tells All!* Presentation at the Council for Exceptional Children's Conference, Seattle, WA.
- Martin, J. E., & Van Dycke, J. L. (2003). *Building Active Student Participation in Their IEP meeting*. Presentation for the State Superintendent's Conference for Special Education Teachers and Directors, Oklahoma City, OK.
- Martin, J. E., & Van Dycke, J. L. (2003). *Student Involvement in Their Own IEP Meeting*. A workshop for teachers participating in year one of the Office of Special Education Program's field initiated research project at the University of Oklahoma, Zarrow Center, Norman OK.
- Martin, J. E., Van Dycke, J., Borland, B., Roberson, R., & Hang, J. (2003). *What's Happening at Secondary IEP Meetings?* Presentation at the 12th International DCDT Conference, Roanoke, VA.
- Martin, J. E., Van Dycke, J. L., & Cooper, D. (2003). *Self-Determination as a Tool for Effective Transition*. A workshop for teachers and counselors in the Norman Public School District, Norman, OK.
- Peterson, L. Y., Ormsbee, C. K., & Brandes, J. A. (2003). *Preservice General and Special Educators Perceptions of Educating Exceptional Students*. Oklahoma Association of Teacher Education 2003 Fall Conference, Norman, OK.

- Peterson, L. Y., & Van Dycke, J. (2003). *Oklahoma Federation of the Council for Exceptional Children*. The University of Oklahoma Graduate Student Poster Session, Norman, OK.
- Peterson, L.Y., & Van Dycke, J. L. (2003). *Individualized Education Program (IEP) Team Tells All!* Presentation at the National Council for Exceptional Children 2003 Annual Convention and Expo, Seattle, WA.
- Peterson, L. Y., Van Dycke, J., & Roberson, R. (2003). *University Students: Foundations for Success and Resiliency*. CEC-Division on Career Development and Transition 2003 International Conference, Roanoke, VA.
- Selvidge, S., & Van Dycke, J. L. (2003). *Positive Rituals and Preference Indicators*. Presentation for the Oklahoma Millennium Partnership Conference, Oklahoma City, OK.
- Valenzuela, R. (2003). *Career Opportunities for Students in Rural Schools*. Paper presented at the Division on Career Development and Transition, Roanoke, VA.
- Valenzuela, R. (2003). *Self-Determination and the Self-Directed IEP*. Cuba High School, Cuba, NM.
- Valenzuela, R. (2003) *Transition Relating to Career Education and Self-Determination*. Presentation to Administrators, Teachers, and Parents, Cuba Independent School District, Cuba, NM.
- Valenzuela, R., Cayaditto, R. & Abeyta, L. (2004, February). *Building Rural Community Transition Teams to Foster Career Education*. Paper presented at the Oklahoma Federation of The Council for Exceptional Children, Norman, OK.
- Valenzuela, R., Holgate, J., Benally, B., Toledo, S., & Crespín, A. (2004, February). *Rural Transition, Employment and IDEA*. Paper presented at the Oklahoma Federation of The Council for Exceptional Children, Norman, OK.
- Van Dycke, J. L. (2003). *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. (2003). *Support Systems Include Brothers and Sisters (S.S.I.B.S.)*. Presentation for the University of Oklahoma’s Families and Collaboration pre-service special education class in Norman, OK.
- Van Dycke, J. L. (2003). *Support Systems Include Brothers and Sisters (S.S.I.B.S.)*. Presentation for the Annual Governor’s Conference on Developmental Disabilities, Oklahoma City, OK.
- Van Dycke, J. L. (2003). *Using the PATH Planning Tool in Person-Centered Planning*. A workshop for the staff at the Statewide Independent Living Center located in Norman, OK.
- Van Dycke, J. L. (2003). *The Transition Planning Team: Roles and Responsibilities*. Presentation for the Transition Specialty Workshop, sponsored by the Central Oklahoma Region-Comprehensive System of Personnel Development, the State Department of Education-Special Education Services-State Improvement Grant, and the State Department of Career and Technology Centers; presented in Oklahoma City and Lawton, OK.
- Van Dycke, J. L. (2003). *Developing a Post-School Vision for Students with Disabilities*. Presentation for the Transition Specialty Workshop, sponsored by the Central Oklahoma Region-Comprehensive System of Personnel Development, the State Department of Education-Special Education Services-State Improvement Grant, and the State Department of Career and Technology Centers; presented in Oklahoma City and Lawton, OK.

- Van Dycke, J. L. (2003). *Person-Centered Planning for Individuals with Disabilities*. A workshop for the staff at the Statewide Independent Living Center located in Norman, OK.
- Van Dycke, J. L. (2003). *Jigsaw: Piecing All the IEP Components Together*. A workshop for the American Indian Center for Excellence in Exceptional Education, Norman, OK.
- Van Dycke, J. L. (2003). *Transition Planning Within the IEP*. A workshop for the American Indian Center for Excellence in Exceptional Education, Norman, OK.
- Van Dycke, J. L. (2003). *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. (2003). *Siblings and Adult Transition: Natural Support Systems Beyond Parental Care?* Presentation for the 2003 Division on Career Development and Transition International Conference, Roanoke, VA.
- Van Dycke, J. & Martin, J. E. (2003). *Building Active Student Participation in Their IEP Meeting*. Presentation at the Oklahoma’s Superintendent 2003 Conference for Special Educators, Oklahoma City, OK.
- Van Dycke, J. & Martin, J. E. (2003). *Building Active Student Participation in Their IEP Meeting*. Presentation at the Oklahoma’s Superintendent 2003 Conference for Special Educators, Oklahoma City, OK.
- Woods, L. L. (2003). *Implementing the Choose and Take Action software*. Workshop for the Cuba School District, Cuba, NM.

Outreach Service Activities

During the past year and a half of the Zarrow Center’s operation, Dr. Martin and the Zarrow Center students became involved in several university and community service activities. Two of these deserve special mention.

Oklahoma Department of Education Special Education Program. Dr. Martin and Jamie Van Dycke served on an ad hoc committee to develop an ongoing and statewide transition change process. This committee has met several times the past year to explore collaborative options to develop and maintain a transition system change process.

Committees. Dr. Martin and Zarrow Center students served on numerous university, state and national disability education committees. Dr. Martin served as President of Oklahoma AHEAD, the state chapter of a national organization for post-secondary education disability services staff. His tenure ended in May. Currently, he is

the president of the Oklahoma Council for Exceptional Children's Division on Career Development and Transition state chapter. Dr. Martin also served on the Oklahoma Schools Attuned Advisory Board.

Jamie Van Dycke served as president-elect of the Oklahoma chapter of the Council for Exceptional Children. Lori Peterson is treasurer of Oklahoma's chapter of the Council for Exceptional Children. Lee Woods serves as treasurer of the Oklahoma Council for Exceptional Children's Division on Career Development and Transition state chapter.

Linda Gill, the Zarrow Center's administrative assistant, has been serving as an adviser to the Oklahoma Council on Developmental Disabilities as they plan to hold their first residential summer youth leadership forum for approximately 20 students with disabilities. Several Zarrow Center graduate students will teach at this weeklong summer event.

Jamie Van Dycke has been serving on a task force with the Oklahoma Department of Education and the Oklahoma Commission on Children and Youth to develop a parent handbook on special education. She also serves on the Oklahoma State Department of Education, Special Education Program's advisory panel and on the Oklahoma Olmstead Training Project Advisory Panel.

New Scholarly Projects

Five new research projects have received OU Institutional Review Board approval or are undergoing review. These projects will be implemented during the next year.

1. Vocational Evaluation. The Zarrow Center and the OU Health Sciences Center College of Applied Health, Department of Rehabilitation Science, will jointly undertake this project. Lorrie Sylvester, a clinical physical therapist in the Department of

Rehabilitation Science and a new Zarrow Center doctoral student, will be the primary researcher. Up to 25 youth and adults with developmental disabilities involved with the Norman Public Schools will participate in this project. They will complete five *Choose and Take Action* assessment trials. For each participant, family members and support staff will identify their perceptions of the top three vocational setting, characteristic and activity preferences. The match between the 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 caregiver 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 caregiver 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 caregiver 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 remain stable across trials?

2. *IEP Plan of Study Research Project at a Rural Minority High School.* During the summer we will write the OU Institutional Review Board proposal and begin the planning to implement a randomized, control and treatment group study. This study will take place in rural New Mexico. 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 twofold: (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. Rudy Valenzuela, a Zarrow Center graduate student, will implement this project.

3. 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 U.S. 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 meetings so that each plan can reflect student interests and preferences. This requirement represents a major secondary school (middle and high 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 U.S. Department of Education Expert Strategy Panel Report indicated that today's secondary schools 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 in 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. Another objective is 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. The differences between IEP meetings and outcomes are expected to be determined when:

1. Students attended their IEP meetings without prior IEP meeting instruction, compared to when students do not attend.
2. Students attended their IEP meetings after receiving IEP meeting instruction, compared to students who attended but had no IEP meeting instruction.
3. Students attended their IEP meetings, after receiving 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 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 and reach the age of majority, will have the ability to make life decisions for themselves. Approximately 2,400 IEP team members also will participate.

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

Instruction

Dr. Martin taught three courses during the time covered by this report. The courses and course descriptions are as follow:

Spring 03

Consultation and Collaboration: This master level class presented the basic information needed to establish working relationships with diverse colleagues.

Summer 03

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

Fall 03

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

Spring 04

Self-Determination Seminar: This graduate seminar examined self-determination as an instructional and school outcome.

Zarrow Center Graduate Students

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

Zarrow Center Alumni. Drs. Robert Walden and Sandra Ludwig both completed their dissertations while at the Zarrow Center. Walden now is a professor in the University of Nebraska system. Ludwig is the principal of a new alternative high school in Moore, Okla. Bryan Duncan completed his master's degree and is pursuing a doctoral degree in counseling psychology at Texas A & M University.

Current Students. Ten graduate students have studied at the Zarrow Center this past year and a half. Lori Peterson and Jamie Van Dycke successfully completed their third year of graduate studies. Lori soon will finish her dissertation and has accepted a position as a special education professor at Bradley University, a liberal arts college in Illinois. Jamie Van Dycke successfully defended her general exams and soon will begin working on her dissertation. Both earned excellent grades, delivered numerous regional and national presentations, and have several manuscripts in press, under review or published. Brian Borland worked on his master's degree and teacher certification.

Rosemary Roberson will complete her master's degree this summer and will go to work next fall in the Norman Public Schools. Jamie Borland, an OU law student, worked in her interest areas of family and educational law. Rob Christensen, who is completing his doctoral degree in educational technology, is working on his dissertation. Four new graduate students started in the fall 2003 and spring 2004 semesters. Jessica Hang from China spent one semester at the Zarrow Center, and then transferred to Auburn to be with her husband. Rudy Valenzuela moved to Oklahoma from New Mexico to obtain his doctoral degree from OU. Lee Woods moved to Oklahoma from Colorado to obtain his doctoral degree from OU. Chauncey Goff from eastern Oklahoma began his doctoral studies at OU.

New Students. Three new graduate students have expressed interest in working at the Zarrow Center next year. Depending upon available funding, one or more may become involved in Zarrow Center activities.

Awards and Honors

Dr. Martin received the *2004 Superior Teaching Award* from the OU College of Liberal Studies and an outstanding service award from OK-AHEAD for serving as president during the past year. Jamie Van Dycke and Lori Peterson received academic honors from both Delta Kappa Gamma and Phi Kappa Phi. Linda Gill received a 2004 OU Distinguished Performance Employee Award.

Summary

During the past year and a half, the Zarrow Center established a firm relationship with area schools and higher education programs for students with disabilities. During the next year, the Zarrow Center faculty and students plan to:

- 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
- implement planned research projects
- recruit at least one more doctoral student to study at the Zarrow Center
- complete a Zarrow Center Web site with information on all Zarrow Center projects and a section for students with disabilities.

During year one, the Zarrow Center opened its doors. During the past year and a half, the Zarrow Center continued efforts to answer crucial questions about and implement a new secondary and post-secondary education doctoral studies track.

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