

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title

Field Studies in Education: Theories of Exceptional Children

#### Course Number

EDSP 5940-224

#### Course Description

This introductory course addresses legislation, policies and procedures for educating children and youth with exceptionalities. Course content, assignments, and activities focus on describing the primary recipients of special education services, explaining procedures for providing special education to children and youth with educationally-related problems, understanding responsibilities associated with the implementation of special education programs and services, and developing specific skills needed to help ensure successful educational experiences for children and youth with exceptionalities during their school years and beyond.

#### Class Dates, Location and Hours

Dates: November 3-8, 2015

Location: Stuttgart, Germany. See site director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: October 5, 2015

#### Site Director

Toni Colaninno. Stuttgart Army Education Center. DSN: 431-3304; Fax 431-2571 or CIV 07031-15-2580  
FAX 07031-15-2571. Email: [apstuttgart@ou.edu](mailto:apstuttgart@ou.edu)

#### Professor Contact Information

Course Professor: Dr. Amber E. McConnell

Mailing address: 338 Cate Center Drive Rm. 190  
Norman, OK 73019

Telephone number: (405) 325-8951

Fax number: (405) 325-7841

E-mail address: [ambermcc@ou.edu](mailto:ambermcc@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

#### Textbook(s) and Instructional Materials

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Turnbull, A., Turnbull, R., Wehmeyer, M., & Shogren, K. (2012). *Exceptional lives: Special education in today's schools* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780132821773.
2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Course Website**

Students are accountable for all information provided through the text, lecture, handouts, D2L, and assignments identified by the instructor. Unless otherwise noted, all material required for this course will be assigned and/or provided on Desire to Learn (D2L) or through internet access.

### **Course Objectives**

Specific strands incorporated into each topic presented in this course throughout the semester include students who are English language learners, parental and community involvement, multiculturalism, general and special education classroom management, learning differences and disabilities, and poverty (urban and rural). To this end, students learn to

- explain the relationship between special and general education in teaching children and youth with and without exceptionalities;
- describe the roles of other disciplines in the identification, classification, and treatment of individuals with exceptionalities;
- describe the procedure for developing appropriate special education programs for students;
- explain the impact that legislation, court decisions, and professional and parent organizations have on the development of special education programs;
- describe issues regarding overrepresentation of culturally and linguistically diverse individuals in special education programs;
- describe the areas of exceptionality addressed by IDEA, their characteristics, etiologies, and effective treatments;
- describe the physical, psychological, and educational challenges of families and children and youth with exceptionalities who live in poverty and urban, suburban and rural environments;
- describe the effects of abuse and neglect on children, their development and school performance;
- describe specific techniques for successfully teaching and managing children and youth with and without exceptionalities in the general education classroom;
- demonstrate communication skills needed to participate in collaborative intervention and instructional programs (e.g., pre-assessment teams, co-teaching, IEP meetings, etc.); and
- demonstrate an ethical, professional approach to issues relevant to individuals with disabilities.

### **Course Format**

In an effort to accommodate the varied background experiences of the students enrolled in this class, a variety of approaches will be utilized. These will include but not be limited to lecture, group discussion, role-playing, presentations, and case study analysis and application. The two-fold expectation is that (1) students will have ample opportunity to express themselves and learn through their strengths while recognizing their needs and (2) experience the hallmark of special education in that instruction will be individualized as much as possible and as necessary.

## Class Attendance and Participation

Regular attendance to all sessions is crucial to ensure progress and understanding of the course curriculum. Students are to arrive on time prepared to actively participate in class discussions and activities. Students joining class late, when an activity or quiz is already in progress, will complete the task within the time remaining in order to have it graded. If an impromptu quiz or activity is given at the end of class, only those present at the time it is initiated will be allowed to participate.

As a professional courtesy to other students and the instructors, cell phones, newspapers, homework, and other distractions must be used/addressed outside of class time. Failure to abide by this policy could result in a grade penalty.

## Course Face-to-Face Schedule (Schedule subject to change with notice)

<b>Date</b>	<b>Topic (Chapter in parentheses)</b>	<b>Assignment Due</b>
Tuesday 11/3/2015 Day 1	Introductions (background & future) Syllabus-course expectations and assignments Misunderstood Minds People first language Overview (1) IDEA/ESEA (1) <i>Sean's Story</i>	N/A
Wednesday 11/4/15 Day 2	Legislation (1-4) Least restrictive environment vs. inclusion (2) Co-teaching Adaptations	Co-teaching - partner & presentation selection
Thursday 11/5/15 Day 3	Eligibility (EI, EC, 9-22 years) Eligibility/RTI IEP overview (D2L materials) UDL	Adaptations - in class with partner In class IEP
Friday 11/6/15 Day 4	Learning Disabilities (5) ADD/ADHD (8) UDL; UDP small group in class; then 7-minute presentation	UDP and UDL - per certification area; samples
Saturday 11/7/15 Day 5	ASD/AS (11) Prepare co-teaching presentations for 11/8/15 (in class) ED/BD (7) ID (9) Develop final project rubric as class <i>Without Pity</i>	N/A
Sunday 11/8/15 Day 6	Co-teaching presentations with peer evaluation TBI (OHI-12) IEP transition Overview of final project-rubric refinement in class Wrap up	Comprehensive Quiz Co-teaching presentations

## **Assignments, Grading and Due Dates**

### **Formatting and saving all assignments unless otherwise instructed by Dr. McConnell**

All assignments should be double-spaced, use 12-point font in Times New Roman 1, and have 1" margins.

Student's name, certification area, and due date in the header on each page. If students are unfamiliar with how to set up a header, they are to contact Dr. McConnell to learn how.

Example:

Amber McConnell  
Special Education  
11/08/15

All assignments to be saved and posted need to be saved with the file name in the following format:

LAST NAME\_assignment      Example: MCCONNELL\_OutChap

### **Submission of all assignments unless otherwise instructed by Dr. McConnell**

Students are responsible for posting all assignments by the due date and time to the designated dropbox on D2L. When an assignment is posted to an incorrect dropbox, it cannot be graded; therefore, late penalties apply until the assignment is submitted to the appropriate D2L dropbox.

### **Return of assignments by Dr. McConnell**

Unless otherwise determined necessary, Dr. McConnell will post all graded assignments to the associated dropbox on D2L. Students will be able to retrieve their graded papers from the D2L website at their convenience.

### **Pre-course Assignments (30% of course grade)**

#### **Outstanding Chapter Review paper (10% of final course grade)**

Students select eight of the chapters (5-16) from their text they regard as being the most illuminating, informative, or interesting. They write a 1-page description of each of the chapters they selected (a total of eight pages) and explain why they feel this way (past experiences, acquaintances, etc.) and how they will most likely use some of the information presented in it.

#### **Universal Design for Progress (UDP) paper (Each scenario is worth 5%; therefore, this assignment represents 20% of the final course grade)**

Students develop a 1-page scenario that could occur in their classroom, home, or work environment that could put individuals/students with disabilities in an awkward or difficult position that inhibits their learning, comfort and/or sense of belonging. (Students must use enough detail to allow the reader to understand where they are coming from.) Then, students develop a 1-page explanation where they explain how they could implement a specific universal design so individuals with and without disabilities could be served/included. Students are welcome to use any resources they want including some of the options noted in the "Special Features: Universal Design for Progress" section of their text.

To complete this entire assignment, students develop and submit four different scenarios (1 page each) and the possible UDP strategies (1 page for each scenario) they would suggest.

Note: Any UDP strategy recommended for implementation can be used only once for this assignment.

#### **Face-to-Face Class Meeting Assignments (35% of final course grade)**

##### **Co-teaching (15% of final course grade)**

Students select co-teaching partners and develop a co-teaching lesson plan they co-teach to their peers who actively participate in the presentation. Students must implement at least two of the six co-teaching models during their 20-minute lesson. Students are graded on the appropriateness of the models selected, their fidelity of implementation of the co-teaching model (per the co-teaching model information provided through the course) and leading class discussion following their presentation.

### **Adaptations, Accommodations, and Modifications (10% of final course grade)**

Students learn to discriminate between types of adaptations and their application to various situations of students with and without disabilities. Based on given scenarios, students determine specific adaptations and then justify the need for accommodations and/or modifications.

### **Comprehensive Quiz (10% of final course grade)**

During the last class, students will complete a comprehensive quiz from all material learned.

### **Post-course Assignment (35% of course grade)**

#### **Professional Development Presentation and Supporting Materials**

The culminating assignment for this course is development of a professional development PowerPoint presentation that addresses specific topics explored through this course. Students are to plan this as a half-day (3-hour) workshop they present to their colleagues. This presentation is based on pre-course and in class information and materials as well as other resources students may find helpful. The audience and specific topics are determined through class discussions and consultation with Dr. McConnell. A rubric is provided as a minimum criteria guide such as purpose and topic(s) of the professional presentation, audience, supporting materials and websites, etc.

This assignment has four stages to support the students as they develop their presentations:

1. Students participate in an in-class discussion on November 7<sup>th</sup>. This discussion helps set the standards for the rubric to be implemented for design and assessment of this assignment. Dr. McConnell will provide a template to start the development of the rubric. Based on the students' input, Dr. McConnell will refine the rubric to accommodate course and special education guidelines then send it to the students via email so they have time to apply the rubric as they develop their professional development presentation, PowerPoint and supporting materials.
2. Presentation outlines and supporting materials must be posted to the designated dropbox by no later than 11:45 p.m. on 11/13/15 for timely feedback.
3. Based on Dr. McConnell's feedback, students further develop their presentations and supporting materials and post them to the designated dropbox by no later than 11:45 p.m. on 11/20/15 for feedback from peers.
4. Based on feedback from Dr. McConnell and their peers, students will finish developing presentations and post them in their entirety (including all supporting materials) to the designated dropbox by no later than 11:45 p.m. on 11/27/15 and final grades will be determined and posted.

#### **Grading**

This is a letter-graded course: A, B, C, D, or F. **Students are responsible for monitoring their grades throughout the entire course and completing and submitting all coursework to qualify for receiving a passing grade for the course.** If extenuating circumstances occur, the students need to contact Dr. McConnell ahead of time to make arrangements. Regular attendance and active participation are crucial and taken into account when assigning the final grade. All assignments are due by the date delineated in the syllabus or announced by the instructor. Grades are determined using the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below

All assignments are due on the designated due date per directions accompanying each assignment (i.e., posted to D2L Dropbox, hard copy, professor announcement, etc.). Students are asked to retain all returned/graded assignments until final grades are posted. Late assignments are assessed a penalty using the following scale:

- Late beyond due date and time = 5% penalty per day through 6 calendar days

- 7-13 calendar days late = 50% penalty
- 14 or more calendar days late = 100% penalty

<b>Assignments</b>	<b>Percentage</b>	<b>Due Date</b>
Outstanding Chapters Review paper (8 reviews)	10%	10/29/15
Universal Design for Progress #1	5%	10/29/15
Universal Design for Progress #2	5%	10/29/15
Universal Design for Progress #3	5%	10/29/15
Universal Design for Progress #4	5%	10/29/15
Co-teaching lesson plan, materials & presentation	15%	11/8/15-in class
Adaptations	10%	In class
IEP	10%	In class
Professional Development Presentation & Materials Dropbox posting for Dr. McConnell's feedback	5%	11/13/15
Professional Development Presentation & Materials Dropbox posting for peer feedback	5%	11/20/15
Professional Development Presentation & Materials Final Dropbox posting for Dr. McConnell's review	25%	11/27/15

“I” is a neutral grade and means “Incomplete.” It is not an alternative to a grade of “F” and no student may be failing at the time an “I” grade is awarded. To receive an “I” grade, the student must have satisfactorily (C or above) completed at least 70% of the required coursework before the day of the final and contacted Dr. McConnell to discuss the possibility of receiving an “I.” Awarding an “I” is at the discretion of Dr. McConnell.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor-mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended, making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act, which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes cheating and using unauthorized materials on examinations and other assignments; improper collaboration; submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Amber E. McConnell, Ph.D.**

### Education

- Ph.D., 2012 Educational Psychology, University of Oklahoma - Norman, OK, Dissertation Title: The Relationships Among Academics, GPA, and the Transition Assessment and Goal Generator (TAGG) in Students with Mild to Moderate Disabilities
- M.S. Ed., 2007 Collegiate Scholarship and Services, Northeastern State University -Tahlequah, OK, Thesis: Education Professionals' Knowledge of Transfer of Rights for Students with Disabilities from the Secondary to Postsecondary Setting, University of Tulsa, Tulsa, OK
- B.S. Ed., 2001 Special Education, Northeastern State University - Tahlequah, OK, University of Central Oklahoma, Edmond, Oklahoma, Oklahoma State University, Stillwater, Oklahoma

### Expertise

- Comprehensive Transition Services
- Assessment Development
- Grant Writing
- Teacher Preparation
- Personnel Development

### Teaching Certifications

- Oklahoma (2001- present) Mild-Moderate Disabilities (Pre-K to Grade 12)
- English (Grade 6-12)
- Highly Qualified Intermediate Mathematics (Pre-Algebra, Algebra I, Algebra II, and Geometry)

### Professional Experience

- 7/2010-Present Research Associate, Zarrow Center for Learning Enrichment - The University of Oklahoma, Norman, OK, coordinated logistical support, material distribution, and data collection; secured and maintained participation by cooperating professionals, families, and students; conducted tsa observations and maintained observation schedules; maintained data collection records including IRB approvals; wrote and published project papers and reports
- 8/2008-7/2010 Graduate Sooner Scholar, Zarrow Center for Learning Enrichment - The University of Oklahoma, Norman, OK, Conducted research based studies; participated in federal grant activities; presented research at international, national, state, and regional conferences; organized and conducted follow-up activities for Oklahoma Transition Institute
- 8/2007-5/2008 Special Education Teacher, Oologah-Talala Public Schools - Oologah, OK; Taught Secondary English; Taught Algebra I; Developed IEPs; Developed Transition plans; Conducted IEP meetings; Continued Professional development
- 1/2002-5/2007 Special Education Teacher, Glenpool Public Schools - Glenpool, OK; Team Leader; Professional Development Committee Member; Taught Secondary English; Taught Algebra I; Developed IEPs; Developed Transition plans; Conducted IEP meetings; Continued Professional development
- Instructor Transition and Self-Determination; Undergraduate and graduate course-lecture, Fall 2014
- Guest Lecturer Understanding and Accommodating Students with Exceptionalities, Undergraduate course, Fall 2014
- Instructor Transition and Self-Determination; Undergraduate and graduate course-lecture, Fall 2013

- Guest Lecturer Self-Determination and Transition, (Undergraduate and graduate course, Fall 2012)
- Guest Lecturer Fundamental Academic Instructional Strategies; Graduate course, Spring 2012
- Co-Instructor Special Education Advanced Practicum, Undergraduate and graduate course, Spring 2011
- Co-Instructor Special Education Introductory Practicum, Undergraduate course, Spring 2011
- Co-Instructor Transition and Self-Determination, Undergraduate and graduate course-lecture, Fall 2010
- Co-Instructor Secondary Transition for Students with Disabilities, Undergraduate course-discussion & lecture section, Fall 2009
- Guest Lecturer Understanding and Accommodating Students with Exceptionalities, Undergraduate course, Spring 2009

### **Representative Publications and Presentations**

- Bartholomew, A., Papay, C., McConnell, A. E., & Cease-Cook, J. (2015). Embedding secondary transition in the common core state standards. *Teaching Exceptional Children*. doi: 10.1177/0040059915580034.
- Martin, J. E., Hennessey, M. N., Terry, R., McConnell, A., El-Kazimi, N., Willis, D., & Martin, J. D. (2015). Developing the Transition Assessment and Goal Generator (TAGG): Results of a confirmatory factor analysis and basic psychometric properties. Manuscript submitted for publication.
- McConnell, A. E., Little, K. S., & Martin, J. E. (2014). Transition planning and writing instruction: The effects of a brief intervention. *British Journal of Special Education*. doi:10.1111/1467-8578.12071.
- McConnell, A. E., Martin, J. E., & Hennessey, M. N. (2015). College and Career Indicators for youth with disabilities in relation to GPA and percent of time in general education. In press. *Remedial and Special Education*. doi: 10.1177/0741932515583497
- McConnell, A. E., Martin, J. E., Hennessey, M. N., Terry, R. & Willis, D. M. (2014). Student behaviors associated with post-school employment and education. DCDT fact sheet.
- McConnell, A. E., Martin, J. E., Juan, C. Y., Hennessey, M. N., Terry, R., Kazimi, N., Pannells, T., & Willis, D. (2013). Identifying non-academic behaviors associated with post-school employment and education. *Career Development and Transition for Exceptional Individuals*, 36, 174-187.
- Oklahoma State Department of Education. (2011). Oklahoma's transition education handbook. Retrieved from [http://sde.state.ok.us/Curriculum/SpecEd/pdf/Secondary\\_Transition/Handbook.pdf](http://sde.state.ok.us/Curriculum/SpecEd/pdf/Secondary_Transition/Handbook.pdf)
- Hennessey, M. N., McConnell, A. E., & Martin, J. E. (2014). Developing an educational assessment: Recruiting teacher participants. In P. Brindle (Ed.), *SAGE research methods cases*. doi: 10.4135/978144627305014535899

### **Conference Presentations**

- Martin, J. E., McConnell, A. E., and Burnes, J. J. A new transition assessment: Transition Assessment and Goal Generator. April 10, 2015. CEC, San Diego, CA.
- Martin, J. E., Burnes, J. J., and McConnell, A. E. Prioritizing non-academic skills associated with post-school employment and education. April 9, 2015. CEC, San Diego, CA.
- Martin, J. E., McConnell, A. E., and Burnes, J. J. Transition assessment and IEP goals for students with significant & multiple disabilities. November 8, 2014. DCDT, Cleveland, OH.
- Martin, J. E., McConnell, A. E., and Burnes, J. J. Transition Assessment and Goal Generator. November 6, 2014. DCDT, Cleveland, OH.
- Martin, J. E. and McConnell, A. The Transition Assessment and Goal Generator (TAGG). May 14, 2014, NSTTAC State Planning Institute, Charlotte, NC.
- Martin, J. E., Hennessey, M., McConnell, A., and Burnes, J. A new on-line transition assessment: The Transition Assessment and Goal Generator (TAGG). April 10, 2014. CEC, Philadelphia, PA.

- Martin, J. E., Hennessey, M., McConnell, A., Terry, R., Martin, J. A new on-line transition assessment: The Transition Assessment and Goal Generator (TAGG). November 16, 2013. DCDT, Williamsburg, VA.
- McConnell, A. E., Martin, J. E. & Hennessey, M. N., College and career success indicators in relation to GPA and percent of time in general education. April 30, 2013. AERA, San Francisco, CA.
- Martin, J. E., Hennessey, M., McConnell, A. A new on-line transition assessment: The Transition Assessment and Goal Generator (TAGG). April 4, 2013. CEC, San Antonio, TX.
- Martin, J. E., McConnell, A. E., & Burnes, J. J. Transition Assessment and Goal Generator. Presented at the 9th Annual Oklahoma Transition Institute, October 29th, 2014. Norman, OK.
- Martin, J. E., McConnell, A.E., & Nash, C. Student involvement in IEP meetings and transition planning. Presented at the 9th Annual Oklahoma Transition Institute, October 28th, 2014. Norman, OK.
- McConnell, A. E. & Martin, J. E. Oklahoma transition pages of the IEP. Presented at the 9th Annual Oklahoma Transition Institute, October 27th, 2014. Norman, OK.
- Martin, J. E. & McConnell A. E. Using the ME! lesson package to teach disability awareness and self-advocacy. Presented at the 11th Annual Nebraska Department of Education Transition Conference. October 14, 2014. Kearny, NE.
- McConnell A. E. Using transition assessment results to write postsecondary and annual transition goals. Presented at the 11th Annual Nebraska Department of Education Transition Conference. October 14, 2014. Kearny, NE.
- McConnell, A. E. & Stickney. OKDCDT fast facts for transition and self-determination. Presented at Oklahoma State Department of Education's Vision 20/20. July 17th, 2014. Oklahoma City, OK.
- McConnell, A. E. & Spence, T. Oklahoma transition pages of the IEP. Presented at the 8th Annual Oklahoma Transition Institute, November 5th, 2013. Norman, OK.
- Stickney, M., McConnell, A. E., Carter, B. OKDCDT fast facts. Presented at the 8th Annual Oklahoma Transition Institute, November 5th, 2013. Norman, OK.
- Martin, J. E. & McConnell, A. E., A new on-line transition assessment: The Transition Assessment and Goal Generator (TAGG). Presented at the 8th Annual Oklahoma Transition Institute, November 4th, 2013. Norman, OK.

### **Workshop Training Presentations**

- Martin, J. E., McConnell, A. E. & Burnes, J. J. Transition from a hospital setting back to school setting. Presented to all staff at Bethany Children's Hospital, September 12, 2014. Bethany, OK.
- McConnell, A. E. and Dewey, I. Getting involved in your IEP. Presented at the Youth Leadership Forum, June 14, 2014. Mid-Del, OK.
- McConnell, A. E. Completing transition pages of the Oklahoma IEP. Presented at the Mid-Del Special Education Professional Development, January 13, 2014. Mid-Del, OK.
- McConnell, A. E. Completing transition pages of the Oklahoma IEP. Presented at the Pontotoc Transition Team, January 6, 2014. Ada, OK.
- McConnell, A., Oklahoma transition institute facilitator training. Presented at the 8th Annual Oklahoma Transition Institute. October 30, 2013. Norman, OK.
- Martin, J. E., McConnell, A. E., Transition education training. Presented at the U.S. Virgin Islands Summer Conference, August 13-17, 2012. St. John, U.S. Virgin Islands.
- McConnell, A. E. Parent involvement in the transition process. Presented at the Moore Transition Parent Night, October 2, 2012. Moore, OK.
- McConnell, A., Oklahoma transition institute facilitator training. Presented at the 7th Annual Oklahoma Transition Institute. November 6, 2012. Norman, OK.

### **Grant Management**

- Williams-Diehm, K. L., Martin, J. E., McConnell, A. E., Miller, C. (2015). Secondary Transition ABA Scholar: Preparing Master's Level Graduate to Serve Secondary Students with Low-Incidence Disabilities. (U.S. Department of Education, Office of Special Education and

Rehabilitative Services) January 1, 2016 to December 30, 2020; \$1,240,000 grant awarded to the University of Oklahoma.

- Martin, J. E. & Williams-Diehm, K. L. (2015). ABA Transition Scholars: Preparing Doctoral Students to Become Higher Education Professors with a Focus in Applied Behavior Analysis and Secondary Transition Education. (U. S. Department of Education, Office of Special Education and Rehabilitative Services) January 1, 2016 to December 30, 2020; \$2,400,000 grant awarded to the University of Oklahoma.
- Martin, J. E. & Hennessey, M. N. (2010). Developing the Transition Success Assessment. (U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, Award Number R324A100246). July 1, 2007 to June 30, 2015; \$2,100,000 grant awarded to the University of Oklahoma.

### **Professional Service**

- 2009 - 2014 Guest Facilitator, Youth Leadership Forum, , Getting Involved in Your IEP - Chickasha, OK
- 2009 - 2014 Facilitator, Secondary Transition State Planning Institute - Charlotte, NC
- 2012 - Present Dream Institute Advisory Board
- 2010 - 2014 Strategic Instruction Modeling (SIM) Professional Developer, Pre-service Professional Developer - Lawrence, Kansas
- 2012 Guest Facilitator, Youth Leadership Forum, Self-Advocacy in the Postsecondary Setting - Chickasha, OK
- 2008 - 2010 Facilitator, Annual Oklahoma Transition Institute - Norman, OK
- 2009 Team Member, Secondary Transition State Planning Institute - Charlotte, NC
- 2009 Professional Consultant, Jay Public Schools - Jay, OK
- 2009 Professional Consultant, Bethany Public Schools - Bethany, OK

### **Professional Organization Membership and Service**

- 2008 - Present Council for Exceptional Children  
Division on Career Development and Transition  
Publication Committee Member  
Transition Assessment Committee Member  
Research Committee Member  
Human Rights and Cultural Diversity Committee  
Division for Culturally and Linguistically Diverse Exceptional Learners
- 2011 - Present Oklahoma Division on Career Development and Transition  
Vice President  
President-Elect
- 2008 - Present Oklahoma Transition Council Member
- 2014 - Present Deaf and Hard of Hearing Transition Coalition Member

### **Awards and Recognitions**

- 2012 Phi Kappa Phi Honor Society, The University of Oklahoma
- 2011 Will Rogers Scholarship recipient, The University of Oklahoma
- 2009 Gamma Beta Phi National Honor Society, The University of Oklahoma, Golden Key International Honour Society, The University of Oklahoma
- 2008 Sooner Scholar Recipient: Preparing Doctoral Students Who Are CLD for Higher Education with an Emphasis on Transition, Self-Determination, and Applied Research, The University of Oklahoma
- 2007 Academic Achievement Award: One student is selected in each graduate degree-granting discipline, Northeastern State University
- 2001 Graduated Cum Laude, Northeastern State University