

# *“Transition Rocks”*



*Division on Career Development and Transition*

*Cleveland, Ohio*

*November, 2014*



## MASTER OF CEREMONIES

It is my honor to welcome you to the 2014 Division on Career Development and Transition International conference. The theme of this year's conference not only reflects our host city, but it also reflects something that all of us in the field know: Transition Rocks! Some of you are aware of recent news in the Cleveland sports world, with some big names returning to or joining local teams. But did you notice that these events occurred *after* it was announced that DCDT was coming to Cleveland? DCDT and transition do indeed rock!



DCDT PRESIDENT  
Joseph Madaus

Events like this cannot be held without the efforts of many individuals. On behalf of the entire DCDT Board, I would like to thank the Ohio sub-division for hosting us, and the Local Area Committee for all of their hard work related to the logistics of the event. Volunteer proposal reviewers played a key role in helping to develop the amazing program that you will be enjoying this week. And thank you to everyone who submitted proposals. The large volume of outstanding proposals resulted in the addition of four blocks of poster sessions – an exciting first for the DCDT conference! And of course, the tireless, and often behind the scenes, work of DCDT's conference planner, Dr. Cindi C. Q. Nixon was absolutely invaluable. Please join me in thanking her for all she does to make DCDT's conferences successful and a means to rock the field forward.

In addition to the outstanding program, we are excited to offer some additional opportunities. Be sure to attend the two keynote sessions. In keeping with our theme of "Transition Rocks", Melinda Jacobs, Esq. will present "*Rockin' and Rollin' Through Transition: A Year in Review.*" Don't miss this unique presentation that will combine important legal information with song! And on Friday, poet and author Sondra Williams will speak to us about "*Those Magical Transitions: A Lifelong Journey.*" Sondra brings a range of personal experiences to share related to young adults and adults with autism, and this promises to be an enlightening presentation. Please take some time to visit our many vendors – there is something for everyone within these tables. And please join us at the President's Welcome Reception on Thursday night – everyone is invited, and I'm looking forward to meeting many of you. Finally, I must return to recognitions and thanks. DCDT is run by a volunteer board, which in turn is informed by numerous committees consisting of volunteers. I would like to recognize and thank every member of the board and of the working committees. There are numerous ways to get involved in the organization, so please feel free to ask any of the board members. And finally, thank you to you, our DCDT membership. Always know that your work is vital to DCDT's mission of keeping transition rocking and rolling on the national stage, and in helping to improve post school outcomes for *all* students.

Enjoy your week, and I hope that you learn information and skills that energize and inspire you when you return to your job. And I hope you'll save the date and join us next year in Portland, Oregon for DCDT 2015!

Best wishes,

Joseph Madaus

President, Division on Career

Development and Transition



*WELCOME TO CLEVELAND!!!*

*FROM THE*

*OHIO*

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**Self-Determination -**

Jim Martin, Dale Matesuvich and Steve Denney

**Community Partnerships -**

Dawn Rowe, Val Mazzoti and Ed Flegel

**Innovative Instructional Practice for Transition -**

Stacie Dojonovic, Patrick Wong

# CONFERENCE SCHEDULE



## Wednesday

### **Pre-Conference Workshops & Meetings – 8:30 am – 4:00 p.m.**

NSTTAC Check and Connect – Whitehall

Legal Issues in Transition – Van Aken

Post Secondary Programs – Ambassador Room

Vendor Set-Up – 1:00 pm to 5:00 pm – Gold Assembly

Registration – 1:00 p.m. to 7:00 p.m. – Gold Assembly

Board Meeting 5:00 p.m. to 9:00 p.m. – Blossom Room

## Thursday

### **Registration – 7:00 am – 4:00 pm – Gold Assembly**

Vendor Set-Up – 7:00 am to 9:30 am

Continental Breakfast - 7:00 am to 8:00 am – Gold Assembly

Opening Remarks and Keynote - 8:00 – 9:45 - Gold Room

Exhibits Open – 10:00 am – 5:00 p.m. – Gold Assembly

10:00 – 5:00 pm – Concurrent Sessions

10:00 – 5:00 pm Poster Sessions – Humphrey Room

12:15 – 1:30 - Lunch – On Your Own

5:30 – 7:30 pm – Welcome Reception – Ambassador Room

## Friday

### **Registration – 7:15 am – 1:00 pm**

Continental Breakfast - 7:00 am to 8:00 am

Exhibits Open – 8:00 am – 5:00 p.m.

8:00 am – 11:30 – Concurrent Sessions

8:00 am – 11:30 – Poster Sessions – Humphrey

11:30 – 1:30 – Luncheon & Keynote – Gold/Whitehall

1:30 – 5:00 pm – Concurrent Sessions

## Saturday

### **Registration – 7:30 – 10:00 am – Gold Assembly**

Continental Breakfast - 7:00 am to 8:00 am – Gold Assembly

8:00 a.m. – 12:15 p.m. – Concurrent 2-Hour Workshops

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DCDT International Conference-Portland, Oregon ..... *Back Cover*



**Conference opened by the Garfield High School, Navy Jr ROTC, Akron Public Schools, Akron, Ohio**

**Rhodes High School students pictured with the Blue Angels at the Cleveland Air Show**

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# **DCDT TRANSITION ROCKS!**

## **Rockin' and Rollin' Through Transition:**

### **A Year in Review**

**KEYNOTE ADDRESS – November 6, 2014**

**Melinda Jacobs, Esq.**



Melinda Jacobs is an attorney in private practice who has worked in the field of special education law since 1985. Since 1996, she has exclusively represented school systems in special education matters pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and related laws. Ms. Jacobs formerly served as an attorney in the Office of Special Education Programs for the Tennessee Department of Education and as Associate Publisher for Education and Disability Publications for LRP Publications. In addition to her frequent national, state, and local presentations, Melinda has authored several publications and articles on special education law, and has written and produced a series of audiotapes and videotapes on the implementation of the laws governing the provision of special education and related services. Ms. Jacobs is a member of the Special Education School Attorneys Advisory Council, and serves as Chairperson of the LRP National Institute on Legal Issues of Educating Students with Disabilities. Her "down to earth" and practical presentation style, combining humor and song, makes legal information accessible and understandable for educators, parents, and other professionals in the field.

## Center for Innovation in Transition and Employment

The Center for Innovation in Transition and Employment (CITE) provides leadership at Kent State University and across the region to promote evidence-based transition practices and positive postschool outcomes for people with disabilities. The CITE is guided by the following goals:

1. Preparing transition leaders — The CITE has trained over 400 Ph.D. and masters graduates to provide leadership in Ohio and nationally.
2. Translating research into practice — The CITE coordinates a network of technical assistance and training to school districts and professionals in the use of evidence-based practices.
3. Promoting effective policies and programs — The CITE develops research, materials, and products in a range of formats that are targeted to different audiences including researchers, professionals, families, advocates, and policy-makers.

### CITE Programs 2014-2015

- Transition Endorsement (TEW) — an 18 credit-hour-state-recognized program of study to prepare special educators to be transition specialists.
- Ohio Longitudinal Transition Study (OLTS) — a state-supported study of secondary programs and postschool outcomes of students with disabilities.
- Kent State Transition Collaborative (KSTC) — a collaboration to provide work-based learning experiences for secondary students with disabilities.
- Career and Community Studies (CCS) — a four-year program that provides students with intellectual disabilities access to college-level coursework, employment opportunities, and dormitory living with support
- Career and Technical Education Project — a teacher training initiative that provides practicing teachers with hands-on training in evidence-based practices to improve performance of all students.

Robert Baer, Ph.D., Director  
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## THURSDAY CONCURRENT SESSIONS: 10:00-11:00

### 10:00-11:00- THURSDAY—GOLD

**Strand:** Transition to Employment

**Presenters:** Elizabeth Getzel, Katherine Wittig, Christine Grauer

#### **OPTIMAL EMPLOYMENT OUTCOMES FOR YOASSESSMENT OF SERVICES: A SCHOOL BASED SUPPORTED EMPLOYMENT FIDELITY SCALE**

There has been an increase in the use of supported employment in the schools as more and more transition led efforts are calling for employment before exiting school. This movement to a 'seamless transition" from school to adulthood requires supported employment for many of those students with more significant disabilities. This presentation will discuss the development and piloting of a School Based Supported Employment Fidelity Scale for schools to use as a self-assessment of their services.

### 10:00-11:00- THURSDAY—VAN AKEN

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** David Test, Erik Carter, Katherine Szidon

#### **PREPARING HIGH SCHOOL STUDENTS WITH ASD FOR COLLEGE AND CAREERS**

The Center on Secondary Education for Students with ASD (CSESA) will describe specific interventions developed during the first two years of an IES-funded research study, designed to develop a comprehensive intervention model for high school students with ASD including (a) social skills, (b) transition services, and (c) a family education and support process called Transitioning Together. Each component will be described in detail along with evaluation data collected during the past two years.

### 10:00-11:00- THURSDAY—SUPERIOR

**Strand:** Transition Assessment

**Presenters:** Lisa Fournier

#### **A PRACTITIONER APPROACH TO TRANSITION ASSESSMENT**

This presentation will provide a comprehensive overview of the transition assessment process used by a transition practitioner in the public schools. Through the creation of guiding questions, participants will explore a variety of tools available and ideas for reporting results. The results will inform the vision, goals, and coordinated set of activities for the student. Participants can expect to walk away ready to conduct a transition assessment and use the results to inform practice.

### 10:00-11:00- THURSDAY—SEVERANCE

**Strand:** Family Partnerships

**Presenters:** John McNaught, Kendal Swartzentruber

#### **YOUTH AND PARENT INVOLVEMENT IN SELF-DETERMINATION**

The I'm Determined project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level and continuing through the student's educational career. The I'm Determined Project has held 8 annual summits focusing on predictors of post-school success including parental involvement, self-determination/self-advocacy, and social skills.

### 10:00-11:00 - THURSDAY—WHITEHALL

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Ryan Kellems

#### **VIDEO MODELING USING IPADs - WHAT THE RESEARCH SAYS: TIPS AND TRICKS**

This presentation will explain the different ways video modeling can effectively be used as a means of teaching various skills in school, community and work based settings. The presentation will use an interactive format to engage participants in developing video modeling interventions for their students. Recent research on how to increase the effectiveness of video modeling delivered through mobile devices such as an iPad will be presented. Participants will learn how to implement VM.

### 10:00-11:00 - THURSDAY - BUSH

**Strand:** Transition to Employment

**Presenters:** Kelli Crane, Monica Simonsen, Paul Wehman, Rich Luecking

#### **A CONTEMPORARY VIEW OF STRATEGIES FOR YOUTH**

This session will illustrate findings that relate to: predictors of post-school employment success; who is at risk for poor outcomes and what mitigates risk factors to achieve better outcomes; what factors influence the effectiveness of transition professionals; how multi-partner collaboration influences post-school outcomes; and the impact of work experience on post-school employment. The presenters will discuss the implications of these findings for transition policy and practice.

**DCDT RESEARCH COMMITTEE INFORMATION SESSION**

**THURSDAY 10:00—12:00 Room: Blossom —OPEN TO ALL**

**Please join us to learn about and get**

**involved in research activities in DCDT**

**Karrie Shogren—Research Committee Chair**



## 10:00-11:00 – THURSDAY - CASE

**Strand:** Transition to Employment

**Presenters:** Joy Mahiko

### THE POWER OF SOFT SKILLS: NOT SO SOFT AFTER ALL

Soft skills are the skills, traits, work habits, and attitudes that all workers must have in order to gain, maintain, and advance in employment. Ensuring access to these experiences before graduation is critical for youth with disabilities transitioning to employment. Learn how soft skills can be meaningfully implemented into both school-based and community-based curriculum for youth with disabilities.

## 10:00-11:00 – THURSDAY - GARFIELD

### DISABILITY DIFFERENCES IN POSTSECONDARY SCHOOL

**Strand:** Transition to Postsecondary Education

**Presenters:** Joseph Madaus, Lynn Newman

### ACCOMMODATION RECEIPT

This session provides a national picture of differences in receipt of postsecondary school accommodations and supports by disability category. Student characteristics and the impact of high school transition planning experiences on rates of receipt of postsecondary supports also are explored by disability category. Findings are based on data from the National Longitudinal Transition Study-2.

## 10:-11:00 - HALLE – MELINDA JACOBS, KEYNOTE SPEAKER

An interactive questions and answer session with Melinda Jacobs on making legal information accessible and understandable for educators, parents, and other professionals in the field.

## THURSDAY CONCURRENT SESSIONS

### 11:15—12:15

## 11:15-12:15 – THURSDAY - GOLD

**Strand:** Transition to Postsecondary Education

**Presenters:** Debra Hart, Meg Grigal

### INCLUSIVE HIGHER EDUCATION FOR STUDENTS WITH INTELLECTUAL DISABILITY 101

Transitioning youth with intellectual disability are increasingly going to college via dual enrollment programs. These programs offer students the opportunity to take college classes, engage in internships and paid employment and consider further higher education options for life after high school. This interactive presentation will share current research and practice on innovative dual enrollment programs throughout the country. This interactive session will include DVD and video clips.



*“TRANSITION ROCKS”*

## 11:15-12:15-THURSDAY – VAN AKEN

**Strand:** Family Partnerships

**Presenters:** Michelle Doty

### TOOLS FOR LIFE: POSTSECONDARY TRANSITION CONFERENCE

This session is for students, families, and professionals that want to learn how to create a transition event in their state making the transition journey less daunting. Come see how Idaho is showing families how to navigate the transition journey. The “Moving on Transition Binder” will be given to participants.

## 11:15-12:15- THURSDAY - SUPERIOR

**Strand:** Transition Assessment

**Presenters:** Stacie Dojonovic

### THE PIECES OF THE EMPLOYMENT PUZZLE: UNLOCKING PASSIONS THROUGH TRANSITION

This session will highlight best practices for transition assessment of youth with autism spectrum disorder and how to integrate assessment results in transition planning. Community-Based Assessment (CBA) for Transition will be featured as the key to systematically gather information about students who are involved in community-based experiences. All participants will receive necessary community based assessment material; forms and administration manuals, as well as supplemental resources.

## 11:15-12:15 – THURSDAY - SEVERANCE

**Strand:** Transition to Postsecondary Education

**Presenters:** Darlene Unger, Margo Izzo

### COLLEGE: BRIDGE TO EMPLOYMENT FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

Specialized college programs for students with intellectual and developmental disabilities are increasing across Ohio and the nation. Find out where these programs are; what types of services and supports are available within these programs, and what these programs cost. Most importantly, hear from students who attend these programs and their parents on the benefits, including increased employment outcomes for college youth with intellectual and developmental disabilities.

## 11:15-12:15 – THURSDAY - WHITEHALL

**Strand:** Student Engagement in Secondary Schools

**Presenters:** David Johnson, Jean Ness

### SUPPORTING YOUNG OFFENDER RE-ENTRY TO SCHOOL AND COMMUNITY: 3 INTERVENTIONS

Juvenile offenders with disabilities' returning to school and the community need seamless services to ensure positive outcomes. This presentation provides an overview of initial findings from 3 OSEP funded model demonstration projects in Arizona (Project Re-entry Intervention & Support for Engagement), Minnesota (Making A Map: Finding My Way Back), and Oregon (STAY OUT: Strategies Teaching Adolescent Young Offenders to Use Transition Skills). Implications for practice will be shared.



### 11:15-12:15 – THURSDAY - BUSH

**Strand:** Diversity/Multicultural Approaches to Transition

**Presenters:** Audrey Trainor

#### STRATEGIES FOR BUILDING SOCIAL CAPITAL FOR YOUTH WITH DISABILITIES

For young adults with disabilities, social connections may be limited due to societal attitudes about disabilities, limited access and accommodations to resources such as transportation and employment, limited potential for income to fund social activities, etc. This session includes a review of practices that increase social networks of young adults with disabilities and implications for transition educators. Participants will learn how social networks develop and strategies for increasing.

### 11:15-12:15 – THURSDAY - CASE

**Strand:** Community Partnerships

**Presenters:** Ed Dryer, Emily Askea, Jennifer Call, Pam Hunt, Paula Majoros, Shawna Addington

#### TEAM WORK MAKES THE DREAM WORK

This session will focus on the building blocks of inter-agency collaboration and how to effectively engage a community of shared commitment and vision.

### 11:15-12:15 – THURSDAY - GARFIELD

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Caroline MaGee, Dawn Rowe, Valerie Mazzotti

#### TEACHING TRANSITION IN CONJUNCTION WITH THE COMMON CORE STATE STANDARDS

Connecting transition and IEP development with the Common Core State Standards to ensure college and career readiness is critical to students' post-school success. The purpose of this presentation will be to provide participants with information to stimulate thinking about how to address the transition needs of all students as they progress in the CCSS.

### 11:15-12:15 – THURSDAY – HALLE

**Strand:** Transition to Employment

**Presenters:** Jason Weppelman

#### GETTING IN THE DOOR AS A JOB DEVELOPER, THE PITCH ON HOW TO APPROACH BUSINESSES

Success in placing people with disabilities into community employment is reliant on making solid connections with the business community. This presentation focuses on understanding where and how to build these relationships. We go deeper to understand the needs of business, the labor market and the work needed to achieve successful results.

## THURSDAY CONCURRENT SESSIONS

### 1:30-2:30

#### 1:30-2:30 – THURSDAY - GOLD

**Strand:** Transition to Employment

**Presenters:** Darlene Unger

#### EMPLOYMENT DISCRIMINATION AND YOUTH WITH DISABILITIES: MYTH OR REALITY?

Using the IMS of the EEOC, the employment discrimination experience of youth with disabilities is documented in relation to the ADA. Characteristics (disability, industry, etc.) related to incidences of specific types of alleged and validated discrimination (e.g., wrongful termination, failure to accommodate, harassment, etc.) experienced by youth with disabilities will be discussed. Proactive strategies and curricula for minimizing potential discriminatory employment practices will be shared.

#### 1:30-2:30 – THURSDAY – VAN AKEN

**Strand:** Transition Assessment

**Presenters:** Amber McConnell, Jennifer Burnes, Jim Martin, Robert Terry

#### TRANSITION ASSESSMENT AND GOAL GENERATOR

The TAGG is an online assessment for transition-aged students who plan to become employed or attend postsecondary education. The TAGG uses research identified non-academic behaviors of former students with mild to moderate disabilities associated with post-school employment and education to build constructs and test items. The results profile lists strengths and needs, a written summary of performance, and recommended annual transition goals. TAGG development, validity evidence, and the use of the TAGG will be discussed and demonstrated

#### 1:30-2:30 – THURSDAY - SUPERIOR

**Strand:** Transition to Employment

**Presenters:** Carly Blustein, Erik Carter, Jennifer Rowan

#### COMMUNITY CONVERSATIONS: EXPANDING EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH DISABILITIES

We introduced an approach to increase the capacity of communities to improve employment outcomes for youth with disabilities. We held "community conversations" with more than 400 participants across six communities, each focused on generating local solutions to support competitive employment. We shared findings from analyses collected during and after each event, along with recommendations for applying this methodology to transition issues and implementing these interventions in communities.



### Rock'n Roll Trivia Question #1

When did the words "Rock" and "Roll" first appear on a record?

Answers on page 41



### 1:30-2:30 – THURSDAY - SEVERANCE

**Strand:** Transition to Employment  
**Presenters:** Bonnie Kraemer, Brian Valentini

#### FAMILY AND STUDENTS AND THEIR EXPERIENCES WITH TRANSITION PROGRAMS

This session will present data from an ongoing study on the period of Transition for a sample of 120 young adults with ASD and their families residing in San Diego, CA. Two waves of data will be shared with an emphasis on how schools are supporting youth and families during this period of the life span, post-school outcomes achieved, and predictors of successful transition.

### 1:30 – 2:30 – THURSDAY – WHITEHALL

**Strand:** Personnel Prep and Professional Development  
**Presenters:** Jon Paul Burden, Jennifer Sedaghat, Lori Peterson

#### DEVELOPING MEANINGFUL ANNUAL GOALS THROUGH A PROCESS OF TRIANGULATION

This session will provide guidelines for creating meaningful annual goals that directly and specifically align with a student's postsecondary goals. The focus will be on triangulating the annual goal statement with the postsecondary goal as well as common core and industry standards.

### 1:30-2:30 – THURSDAY - BUSH

**Strand:** Transition to Employment  
**Presenters:** Alfred Daviso

#### USING THE OHIO LONGITUDINAL TRANSITION STUDY TO IMPROVE STUDENT OUTCOMES

This presentation will discuss findings from the Ohio Longitudinal Transition Study as it relates to students with disabilities. Predictors of post-school outcomes such as employment, postsecondary education, and independent living will be identified and discussed for program improvements. The sample includes over 18,500 student exit surveys and over 7,900 post school follow-up interviews.

### 1:30-2:30 – THURSDAY - CASE

**Strand:** Student Engagement in Secondary Schools  
**Presenters:** Andrew Wojcik, Cindi Nixon, Ronald Tamura, Irina Cain

#### PARTICIPATION OF STUDENTS WITH IDD IN EXTRACURRICULAR ACTIVITIES: ARE STUDENTS INCLUDED?

Access to the General Education curriculum includes involving students with intellectual and developmental disabilities (IDD) in the full range of activities and instruction in the school community, both general education classes and after school activities (e.g., extracurricular activities). Although there is a growing body of literature relative to the general education classroom, relatively little has been written about student participation in extracurricular activities, and in particular, students with IDD. This presentation examines this issue and shares data from students, teachers, and parents.

### 1:30-2:30 – THURSDAY- GARFIELD

**Presenter:** Jim Heiden

#### CEC WANTS YOU!

CEC has changed their membership model to reflect the needs of the field. The new membership model is designed to meet the needs of professionals by providing a pricing system that gives the member access to the services and information in a format that best suits them. Jim Heiden, President Elect of CEC will discuss the membership model change and the impact it may have on getting you to consider/reconsider the benefits of a CEC membership. In addition, Dr. Heiden will share ways that you can share your leadership skills with CEC

### 1:30-2:30 – THURSDAY – HALLE

**Strand:** Personnel Prep and Professional Development  
**Presenters:** Janice Capezzuto, Shari Obrenski, Jillian Ahrens, William Carroll, Brenda Robinson

#### SETTING THE STANDARD: TRANSITION COORDINATOR DEVELOPMENT AND EVALUATION

TDES is the Teacher Development and Evaluation System for the Cleveland Metropolitan Schools. Based on the Charlotte Danielson Framework for Professional Practice, TDES has transformed an outdated employee evaluation check list into a comprehensive system based on self-reflection, observation, feedback and a plan for growth. This session will inform participants how Cleveland Transition Coordinators adapted the Teacher Development and Evaluation System to set their own standard of practice.

### THURSDAY CONCURRENT SESSIONS

#### 2:45-3:45

### 2:45-3:45 – THURSDAY - GOLD

**Strand:** Personnel Prep and Professional Development  
**Presenters:** Audrey Trainor, David Test, Erik Carter, James Martin, Keith Storey, Michael Wehmeyer

#### HOW TO DO RESEARCH AND GET PUBLISHED: TIPS FROM THE EXPERTS

How we best train future researchers in the area of transition and career development is of critical importance for impacting the future of the field. The purpose of this presentation is to present information regarding research and the publication process for graduate students and other beginning researchers so that they better understand the process and skills that are needed to be successful in this area.



#### Rock'n Roll Trivia Question #2

What was Elvis' middle name?

Answers on page 41



## 2:45-3:45 – THURSDAY – VAN AKEN

**Strand:** Transition to Employment

**Presenters:** Dennis Cleary, Kristen Helling, Margo Izzo, Sue Hetrick

### OHIO'S PATH TO EMPLOYMENT FIRST: IMPLEMENTING SYSTEMS CHANGE

Since Governor John Kasich signed the Employment First Executive Order in 2012, Ohio's leaders are committed to a systems change process at the state and local level to increase employment outcomes for youth with disabilities. Based on both state and regional needs assessments, find out how Ohio is creating community employment for youth with DD through a series of training and technical assistance projects involving families, job seekers, service providers and occupational therapists!

## 2:45-3:45 – THURSDAY - SUPERIOR

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Caroline MaGee, Dawn Rowe, Valerie Mazzotti

### IMPLEMENTING EVIDENCE-BASED PRACTICES IN TRANSITION

There remains considerable work still to be accomplished in ensuring that educators know about, and can use, evidence-based practices leading to improved outcomes for students with disabilities. Therefore, there remains a distinct need for leaders to train teachers on what works in special education. This presentation will model two evidence-based practices to teach a variety of skills to youth with disabilities. Opportunities for practice will be provided.

## 2:45-3:45 – THURSDAY - SEVERANCE

**Strand:** Community Partnerships

**Presenters:** David Walker Judy Shanley,

### ROCK AND ROLL: EDUCATORS & TRANSPORTATION MAKING MUSIC TOGETHER TO SUPPORT TRANSPORTATION EDUCATION

Limited knowledge of and access to transportation is a barrier toward student attainment of post school goals. The US Department of Transportation, Federal Transit Administration requires communities to implement coordinated transportation systems. Typically, transition professionals are unaware of opportunities to partner with transit through these coordination systems. Learn to identify and establish partnerships with transportation and acquire funding to support transportation education.

## 2:45-3:45 – THURSDAY - WHITEHALL

**Strand:** Transition to Postsecondary Education

**Presenters:** Adam Lalor, Allison Lombardi, Jennifer Kowitz, Joseph Madaus, Lyman Dukes, III

### FROM INFANCY TO ADOLESCENCE: RESEARCH ON DISABILITY IN HIGHER EDUCATION

This session will present the results of an analysis of over 1,300 articles published over 57 years related to postsecondary education for students with disabilities. Topics covered, samples studied, research methods used and implications will be discussed.

## 2:45-3:45 – THURSDAY – BUSH

**Strand:** Community Partnerships

**Presenters:** Ellen Contopidis, Kathrine Basal, Melanie McGuire, Melyssa Mantell

### LIFEPREP@NAZ HOW 3 AGENCIES + 3 VISIONS = 1 CAMPUS BASED TRANSITION PROGRAM

LifePrep@Naz, a campus based transition program, provides a learning community that allows for the transformation of individuals with developmental disabilities from students to self-determined contributors in our society. A NYS college, school district and adult agency identified needs within each of the communities. The capitalizing on the assets and the challenge of navigating the systemic differences will be discussed as outlined by an Asset Based Community Development approach.

## 2:45-3:45 – THURSDAY - CASE

**Strand:** Diversity/Multicultural Approaches to Transition

**Presenters:** Laurie Kahn, Tiana Povenmire-Kirk

### DIVERSITY 101: CULTURAL COMPETENCE AND RECIPROCITY IN TRANSITION PLANNING

Culturally and linguistically diverse (CLD) students are over-represented in special education classes, but teachers report feeling under-prepared to serve these groups. Crucial to the post school outcomes of these youth is that transition planning be conducted with cultural competence and compassion. In this workshop, we start with the basics of diversity and end with real world applicable tools and techniques practitioners can use to improve their capacity to serve CLD students and families.

## 2:45-3:45 – THURSDAY - GARFIELD

**Strand:** Personnel Prep and Professional Development

**Presenters:** Lori Peterson, Jon Paul Burden, Jennifer Sedaghat

### PROGRAMS OF STUDY: MAKING THEM MEANINGFUL, COMPLIANT AND LEGALLY DEFENSIBLE

Transition of students to adult life relies on a strong foundation of postsecondary-focused skills, knowledge, behaviors and strategies. This is addressed by identifying a set of activities to attain postsecondary goals, including a program of study. This session improves practice by creating meaningful, compliant and legally defensible programs of study driven by needs and triangulated with postsecondary goals, industry standards and graduation requirements. Participants will be able to identify resources to support the development of meaningful programs of study, and develop programs of study triangulated with postsecondary goals, industry standards and graduation requirements.





## 2:45-3:45 – THURSDAY – HALLE

**Strand:** Transition to Postsecondary Education

**Presenters:** Patricia Devlin

### **AN OHIO POSTSECONDARY OPTION FOR STUDENTS WITH ID: TOLEDO TRANSITION (T2)**

This session will inform participants of a postsecondary program for students with intellectual and developmental disabilities at the University of Toledo. Toledo Transition (T2) provides a variety of inclusive opportunities including participation in college classes, vocational internships and social experiences on a college campus.

## **THURSDAY CONCURRENT SESSIONS**

### **4:00-5:00**

#### **4:00-5:00 – THURSDAY - GOLD**

**Strand:** Personnel Prep and Professional Development

**Presenters:** Audrey Trainor, Clare Papay, David Test, Joseph Madaus, Song Ju

#### **DEVELOPING A RESEARCH AGENDA: STRATEGIES FOR EARLY CAREER SCHOLARS**

In this session, participants will learn strategies for developing or enhancing their research agenda by interacting with a panel of both emerging and seasoned researchers in the field of secondary transition. Come meet David Test, Joseph Madaus, Audrey Trainor, Clare Papay, and Song Ju, all emerging and seasoned researchers with programmatic lines of work who will talk about how they think about systematic and cohesive research.

#### **4:00-5:00 – THURSDAY – VAN AKEN**

**Strand:** Self-Determination

**Presenters:** Evette Simmons-Reed, Jennifer Cullen

#### **SELF-DETERMINED TECHNOLOGY SUPPORTS FOR YOUTH WITH DISABILITIES**

This session will present a process by which to promote self-determination utilizing the self-determined learning model of instruction in the selection and utilization of technology supports that promote success in academics, employment, and independent living. Key technologies available on mobile devices such as iPads to target employment, academics, and independent living will be demonstrated and utilized in small group activities by session participants to enable hands on practice.

#### **4:00-5:00 – THURSDAY - SUPERIOR**

**Strand:** Student Engagement in Secondary Schools

**Presenters:** Deanne Unruh, James Sinclair, Miriam Waintrup

#### **SCHOOL PERSONNEL PERCEPTIONS OF YOUNG OFFENDERS RETURNING TO SCHOOL**

Youth returning from the juvenile justice system who are engaged in high school have better post-school outcomes than their peers who are not engaged. Quality teacher-student relationship is a predictor of socio-emotional and academic achievement. Results of a nationally disseminated survey asking school personnel to disclose their perceptions of youth returning from the JJ system to high school will be presented. Strategies & barriers that impact the transition process will be discussed.

## 4:00-5:00 – THURSDAY - SEVERENCE

**Strand:** Community Partnerships

**Presenters:** Dawn Breault, Mindy Pond

### **FLYING IN V FORMATION: WHAT SOUTHERN NEW HAMPSHIRE HAS IN COMMON WITH GEESE**

This presentation given by practitioners in the field will provide insights on how the Bureau of Developmental Services and a local school district broke down “silos” and helped develop a community truly invested in assisting students through the transition process. Stories, tips and lessons learned will be shared on how agencies can work together for the best interest of students and families. Leadership lessons from geese will be used as an analogy throughout this presentation.

#### **4:00-5:00 – THURSDAY – WHITEHALL**

**Strand:** Transition to Postsecondary Education

**Presenters:** Lorna Timmerman

#### **SELF-DETERMINATION TO HURDLE THE BARRIERS IN THE TRANSITION TO COLLEGE**

Youth with disabilities often find transition stressful and encounter additional barriers when making the transition to college. These barriers are both informational and attitudinal and include lack of awareness of how one’s disability affects learning; failure to disclose one’s disability, advocate for one’s needs and request accommodations; faulty expectations; and inadequate self-determination skills. The good news is that these skills can effectively be taught and lead to lifelong success.

#### **4:00-5:00 – THURSDAY - BUSH**

**Strand:** Family Partnerships

**Presenters:** Zach McCall

#### **SOCIAL AND INFORMATIONAL NETWORKS FOR FAMILY INVOLVEMENT IN TRANSITION**

This session reports survey and interview data documenting how family members of transition-age youth draw on social support and informational networks when navigating the special education process. I will discuss advocacy strategies and network differences based on racial/ethnic and socioeconomic positions and provide suggestions for ways that educators can support family members’ efforts to increase their networks and build more effective partnerships for transition planning.

#### **4:00-5:00 – THURSDAY – CASE**

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Lawrence Dennis, Robert Baer, Stacia Kaschak

#### **WORKING WITH MIXED ABILITY CLASSROOMS IN CAREER-TECHNICAL EDUCATION CENTERS**

The CTE project is a resource to support program teachers working with students in mixed ability classrooms. Participants will learn about the four components of Universal Design for Learning, will discuss professional development opportunities in CTE centers, and will discuss the strengths and challenges that CTE consultants are experiencing when visiting centers across the state of Ohio. Participants will be guided through the resources and participate in small group discussions.



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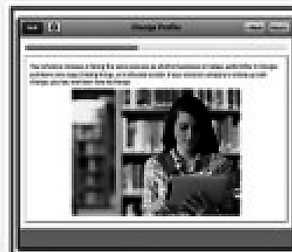
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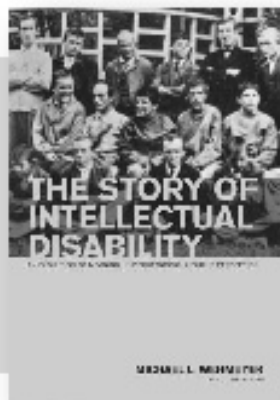
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## ALL POSTER SESSIONS WILL BE IN HUMPHREY

### 10:00-11:00—THURSDAY – POSTERS - HUMPHREY

10:00-11:00 – THURSDAY - HUMPHREY

**Strand:** Self-Determination

**Presenters:** Ann Deschamps, Kim Manzo

#### **SELF-ADVOCACY IN AN ACADEMIC SCHOOL DAY: A QUICK AND EASY INTERVENTION**

This session will present a self-advocacy assessment and activity for diploma-bound students with disabilities to help them understand why they have an IEP, the nature of their disability, and what specific accommodations help them in the classroom. Participants will identify the self-advocacy skills to focus on in high school and become familiar with an intervention that helps students acquire these skills.

10:00-11:00 – THURSDAY – HUMPHREY

**Strand:** Personnel Prep and Professional Development

**Presenters:** Jon Paul Burden, Jennifer Sedaghat, Lori Peterson

#### **DEVELOPING MEANINGFUL ANNUAL GOALS THROUGH A PROCESS OF TRIANGULATION**

This session will provide guidelines for creating meaningful annual goals that directly and specifically align with a student's postsecondary goals. The focus will be on triangulating the annual goal statement with the postsecondary goal as well as common core and industry standards.

10:00-11:00 – THURSDAY - HUMPHREY

**Strand:** Community Partnerships

**Presenters:** Evette Simmons-Reed, Jennifer Cullen

#### **TRANSFORMING TRANSITION: A COMPREHENSIVE APPROACH TO ADULT SERVICE DELIVERY**

A comprehensive approach to delivering adult services to improve transition services and outcomes for students with intellectual disabilities through the utilization of innovative technology across the curriculum, an interdisciplinary approach, and person centered planning will be shared by the presenters. Specific strategies and partnerships of OSU's Transition Options in Post-secondary Settings (TOPS) model that promotes full inclusion, diversity, equity, and self-determination.

10:00-11:00 – THURSDAY - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** David Test, Lauren Bethune, Tara Regan

#### **EFFECTS OF SACR ON TEACHING STUDENTS WITH ASD TO REQUEST ACCOMMODATIONS**

In postsecondary education, responsibility falls on the student to inform and self-disclose their disability to disability services. The transition to postsecondary education is exacerbated for students with ASD and the need for self-advocacy skills is warranted. Research has demonstrated the effects of the SACR on ability to request for academic accommodations in postsecondary education. However, a paucity of research exists on its effects with students on the Autism Spectrum.

10:00-11:00 – THURSDAY - HUMPHREY

**Strand:** Transition Assessment

**Presenters:** Cecelia Lee

#### **RAPPER, ATHLETE, DOCTOR: WHAT IS THE IMPACT OF EARLIER CAREER EXPLORATION?**

New Secondary Transition requirements for Ohio state measurable post secondary goals must be written when a child turns 14. In this presentation learn about Cleveland Metropolitan School District's decision to administer the Career Decision-Making System, Revised Level 1 to 7th and 9th grade students with disabilities. Learn what Transition Coordinators discovered when they analyzed the data. Did students' career plans change between 7th and 9th grade and if so, why did these changes occur?

10:00-11:00 - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** Scott Kupferman

#### **DISTANCE EDUCATION AS A TRANSITIONAL STEP INTO POSTSECONDARY EDUCATION**

This study investigated the use of an innovative distance education program as a transitional step between secondary education and postsecondary education for students with intellectual disabilities. A battery of quantitative and qualitative measures was used to longitudinally explore transition-related variables. Results will be framed as practical implications and recommendations for transition professionals.

10:30-11:30 – FRIDAY - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** Reema Alabdulwahab

#### **FACTORS AFFECT SUCCESS AT AMERICAN UNIVERSITIES FOR SAUDI STUDENTS WITH LD**

Students from Saudi Arabia comprise 30% of international students who approach American postsecondary education and numbers of them have LD. This literature review of postsecondary education for international students with LD in the United States describes critical institutional and personal factors for college success for Saudi students with learning disabilities. Implications for both U.S. colleges and early development of transition services in Saudi Arabia will be discussed.





## 11:15-12:15 – THURSDAY – POSTERS - HUMPHREY

11:15-12:15 THURSDAY – HUMPHREY

Strand: Transition to Postsecondary Education

Presenters: Clare Papay

### GET REAL: IMPACT OF A UNIVERSITY CERTIFICATE FOR STUDENTS WITH INTELLECTUAL

The Raising Expectation for Academic Learning (REAL) certificate for students with intellectual disability provides opportunities for academic, social, and vocational learning in an inclusive higher education environment alongside peers. This session will describe the development of the REAL Certificate and initial findings regarding the impact on students with intellectual disability and the university community. Strategies for developing inclusive higher education programs will be provided.

11:15-12:15 THURSDAY – HUMPHREY

Strand: Transition Assessment

Presenters: Dorothy Millar

### LESSON LEARNED: MONITORING SUPPORTED DECISION-MAKING & GAAT USE

Results of a 3 year pilot study involving 10 teams are shared, including lessons learned from using the Guardianship Alternative Assessment Template. The GAAT addresses the students' vision, daily-living skills, cognitive functioning, risks of harm, use of guardianship alternatives, and development of (supported) decision-making skills. Stakeholders can use GAAT results to ensure that guardianship alternatives are used to enhance capacity, and avoid unnecessary adult guardianship appointments.

11:15-12:15 THURSDAY – HUMPHREY

### EMPLOYMENT OUTCOMES FOR HIGH- & LOW-POVERTY

Strand: Transition to Employment

Presenters: Jonathan Carpenter, Karen Rabren

### CAREER TECH STUDENTS

Explore the differences in employment outcomes for students with and without disabilities while considering other impactful variables such as poverty, high school graduation, race/ ethnicity, and participation in Career Technical Education (CTE). Practical implications for employment preparation for those students with disabilities facing additional challenges and barriers will be shared.

11:15-12:15 – THURSDAY - HUMPHREY

### RAISING EXPECTATIONS FOR LIFE AFTER HIGH SCHOOL:

Strand: Family Partnerships

Presenters: Carly Blustein ,Erik Carter

### LEARNING FROM PARENTS

The expectations of families have a powerful influence on the post-school aspirations and outcomes of young people with disabilities. We will share findings from a large-scale study focused on parents' expectations, experiences, and support needs related to employment, education, and community life for their sons and daughters. We will present the expectations they hold, the factors shaping their views, and the avenues through which we might equip and support these families well.

.11:15-12:15 THURSDAY – HUMPHREY

Strand: Personnel Prep and Professional Development

Presenters: Sue Bube

### EFFECTS OF PROFESSIONAL DEVELOPMENT ON TRANSITION SERVICES & TEACHER PRACTICES

How do you know if your professional development is changing teacher practice? This presentation will review data from a year-long study designed to determine the impact of professional development, specifically the use of a professional learning community, on special education teacher practice and compliance with federal IDEA law.

11:15-12:15 THURSDAY – HUMPHREY

Astrand: Transition to Employment

Presenters: Sue Savickas, Tom Hoza

### NALYSIS OF SELF AND EMPLOYER RATINGS ON STUDENT WORK ASSESSMENTS AT KSU

Presenters review data from two different assessments used by Kent State University's Career and Community Studies (CCS) program. CCS is a 4-year course of study for students with intellectual disabilities. One assessment was used to collect data on student's daily experiences/behaviors at work (Daily Work Experience Assessment) and the other was used at mid-term and the end of semester (Work Performance/Behavior Assessment). Items examined perspectives on work performance and behavior

## 1:30-2:30 – THURSDAY – POSTERS - HUMPHREY

1:30-2:30 – THURSDAY - HUMPHREY

Strand: Transition to Employment

Presenters: Joshua Welhener

### SELLING JOB SEEKER ASSETS RATHER THAN DISABILITIES

We must leave the nonprofit/government disability employment agency model behind. This model forces us to sell our job seekers disabilities rather than their assets. By using for-profit employment agencies we can approach the business world speaking their language by offering them a partial solution to their labor needs. It changes the value of the job seeker from that of a person seeking charity to that of a person offering real world business assets (work ethic, positive attitude, reliability).



### Rock'n Roll Trivia Question #3

Who was the first inductee into the Rock and Roll Hall of Fame?

Answers on page 41



1:30-2:30 – THURSDAY - HUMPHREY

Strand: Transition to Employment

Presenters: Asuka Fujii

### FACTORS INTERFERING WITH COLLABORATION FOR SUCCESSFUL TRANSITION IN JAPAN

Interagency collaboration is a necessary factor for a successful transition from school to employment and postsecondary education to students with disabilities. However, research has shown that transition teachers were having difficulty collaborating with related agencies as a team when they implement transition services for students. In this presentation, the interfering factors with interagency collaboration for students' successful transition in Japan will be discussed.

1:30-2:30 – THURSDAY - HUMPHREY

Strand: Transition to Postsecondary Education

Presenters: David Test, Jennifer Cease

### COLLEGE READY PROGRAMS AND STUDENTS WITH DISABILITIES

The Obama administration has set a goal of having the highest proportion of college graduates in the world by 2020 (Blueprint, 2010). Consequently, the need for high school programs to prepare all students for postsecondary education has increased. As a result, college preparatory programs must be designed for all students including those with disabilities. This study reviewed college preparatory programs for high school students in terms of their inclusion of students with disabilities.

1:30-2:30 – THURSDAY - HUMPHREY

Strand: Transition to Postsecondary Education

Presenters: Lauren Strand

### TOWARD THE TRANSFORMATIVE INCLUSION OF WOMEN WITH DISABILITIES IN STEM

This presentation explores the experiences of women with disabilities in STEM fields during moments of transition - from high school to postsecondary schools and community colleges to four-year colleges. Historically, women with disabilities have been left out of such conversations because of their multiply marginalized identities. Methods are discussed as possible ways to include this population's experiences in order to provide new and meaningful ways of "doing" STEM outreach and education.

1:30-2:30 – THURSDAY - HUMPHREY

Strand: Community Partnerships

Presenters: Contessa Bass, Cynthia Carlton, Donna Lewis

### COMMUNITY BASED INSTRUCTION: INVESTING IN THE PRESENT FOR STUDENTS' FUTURE

Community based instruction (CBI) within natural settings teaches students with severe disabilities how to navigate post-secondary life by training/educating in the environment in which they will obtain and maintain employment, and facilitating this populations' application of skills in the settings in which they occur, while providing essential transition applications for positive employment outcomes.

### 2:45-3:45 – THURSDAY – POSTERS - HUMPHREY

2:45-3:45 – THURSDAY - HUMPHREY

Strand: Family Partnerships

Presenters: Sarah Hall

### SIBS LOOKING FORWARD TRANSITION RETREAT: STUDENTS WITH IDD & THEIR SIBLINGS

Siblings of people with IDD have the longest life relationship with their brother or sister. Though siblings have unique insights into their brother or sister's transition to adult life, they are often left out of the planning process. The purpose of this project was to educate students with IDD and their siblings about transition, advocacy, and their potential roles. The retreat included interactive learning, breakout groups, and camp activities. Suggestions for future projects are presented.

2:45-3:45 – THURSDAY - HUMPHREY

Strand: Innovative Instructional Practices for Transition

Presenters: Karen Diegelmann, Kelly Kelley

### RAISING POST-SCHOOL OUTCOMES FOR STUDENTS WITH INTELLECTUAL DISABILITIES

The North Carolina Council on Developmental Disabilities "Learning & Earning After High School: The Role of Transition Services in Raising Expectations and Attitudes for Students with Intellectual Disabilities" grant examined post-school expectations, attitudes, and barriers within North Carolina school districts. This presentation will share findings from this initiative and a web-based resource designed to improve post-school opportunities for individuals with intellectual disabilities (ID).

2:45-3:45 – THURSDAY - HUMPHREY

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Kathleen Rogers

### TRANSITION OF HEALTHCARE MEDICAL HOME MODEL FOR OLDER ADOLESCENTS WITH ASD

The poster identifies the absence of an evidence-based healthcare medical home transition model for adolescents and young adults living with ASD. Gaps in the transition of healthcare from pediatric to adult primary care can lead to gaps in services and resources and create disparities in healthcare for this vulnerable population.

### Rock'n Roll Trivia Question #4

What is "Fats" Domino's first name?

Answers on page 41



2:45-3:45 – THURSDAY - HUMPHREY

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Judith Imperatore

## THINKING OUTSIDE THE BOX -TRANSITION PROGRAM FOR A SEVERELY DISABLED STUDENT

A Heavenly Program - this session presents participants with an example of a unique community based transition program for a student with severe autism. The multi-disciplinary team approach and the process and configuration of funding will be described.

2:45-3:45 – THURSDAY - HUMPHREY

**Strand:** IDEA/Transition: Ensuring Successful Policies and Practices

**Presenters:** Kendra Williams-Diehm, Lori Metcalf

## TEACHER PERCEPTIONS OF SELF-DETERMINATION DEVELOPMENT

This presentation will present the results of teacher completed measurements of self-determination and transition growth from over 250 students with disabilities. Roughly half the sample participated in a technology-based self-determination and transition curriculum while the other half participated in the regular high school program with appropriate special education support. Participants will better understand self-determination and transition growth during this presentation.

2:45-3:45 – THURSDAY - HUMPHREY

**Strand:** Community Partnerships

**Presenters:** Pamela Luft

## RESULTS OF A NATIONAL SURVEY OF TRANSITION SERVICES FOR DEAF AND HARD OF HEARING

This national survey compared 102 program offerings for Deaf and Hard-of-Hearing (DHH) transition-age students across residential, large, and small programs. Findings were that residential programs provided significantly more employment-related offerings. Otherwise, programs offered similar types of services although narrative comments suggest differences in program quality. Discussion will examine collaborative service options as a strategy for ensuring deafness-specific programming.

2:45-3:45 – THURSDAY - HUMPHREY

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Cynthia Carlton, Rachael Laib, Whitney Green

## NOT-SO SOCIAL MEDIA: APPROPRIATE COMMUNICATION FROM THE SCHOOL

This session will show educators and parents multiple modes of communication that can be used to get information from school and home. Communication can take various forms and with today's fast-paced society the school has to find new and innovative ways to communicate with parents and students. We will discuss social media avenues, traditional mail and email, phone calls and one-on-one interactions. We will examine tools such as: Remind 101, Twitter, Pinterest, Facebook, Hootsuite, etc.

4:00-5:00 – THURSDAY – POSTERS

HUMPHREY

4:00-5:00 – THURSDAY - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** Lyndsey Nunes

## ENHANCING POSITIVE PSE OUTCOMES FOR STUDENTS WITH ID: THE MA ICE PROGRAM

Participants will be provided a framework for using Think College's "Standards, Quality Indicators and Benchmarks" when developing or enhancing inclusive PSE programs for dually enrolled students with intellectual disabilities. Promising practices used at 2-year and 4-year colleges to promote successful outcomes in the areas of academic access, career development, campus membership, self-determination, college systems, coordination and collaboration, and sustainability will be highlighted.

4:00-5:00 – THURSDAY - HUMPHREY

## PREDICTORS OF POST-SCHOOL SUCCESS: A SYSTEMATIC

**Strand:** Transition to Employment

**Presenters:** Dawn Rowe, James Sinclair, Marcus Poppen, Valerie Mazzotti

## REVIEW OF NLTS2 SECONDARY ANALYSIS STUDY

This presentation will present findings of a systematic review that analyzed NLTS-2 secondary analysis studies to identify new in-school predictors, as well as additional evidence to support existing predictors of post-school success. Participants will gain knowledge of: (a) new in-school predictors; (b) future research needs to support positive post-school outcomes for youth with disabilities; and (c) recommendations for practitioners to incorporate in-school predictors into practice.

4:00-5:00 – THURSDAY - HUMPHREY

**Strand:** Transition to Employment

**Presenters:** Nancy Farnon-Molfenter

## TRANSITION TO EMPLOYMENT: IT TAKES A VILLAGE - AND A TOOLBOX!

This presentation will provide attendees with an overview of policy and practice changes being made through the WI Let's Get to Work project of national significance. A variety of tools that have been used by LGTW schools to increase implementation of evidence-based and promising practices will be described and shared. Tools include: self-directed employment planning on-line modules, a self-directed employment planning guide, a school and community opportunity map, and content briefs.



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### Rock'n Roll Trivia Question #5

What is the most recorded song in history?

Answers on page 41

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4:00-5:00 – THURSDAY - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** Cheryl Morgan

### GOING TO COLLEGE: PARENTS, WE'RE NOT IN KANSAS ANYMORE

Transition to college is as challenging for parents as it is for their children, and even more challenging when the transitioning child has an intellectual or developmental disability. This session addresses the differences in supports provided in high school and those provided in college/university settings. In addition, parental expectations related to college transition will be addressed.

4:00-5:00 – THURSDAY - HUMPHREY

**Strand:** Self-Determination

**Presenters:** Renee Cameto

### TRANSITION PLANNING AND SELF-DETERMINATION: POSITIVE OUTCOMES FOR STUDENTS

This presentation includes two separate studies of SEELS and/or NLTS2 datasets that describe factors associated with self-determination, characteristics of student transition plans and school transition programs, and parent expectations and involvement related to transition planning that may lead to positive post-school outcomes for students with intellectual disability.

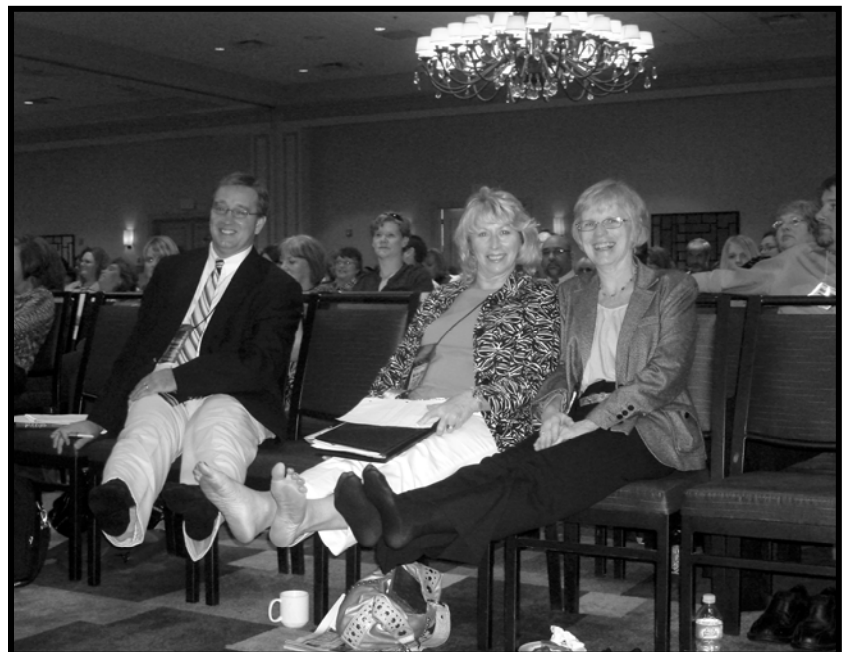
4:00-5:00 – THURSDAY - HUMPHREY

**Strand:** Transition to Employment

**Presenters:** Jacque Hyatt, Kelli Crane, Ruth Allison

### WORK: IT PAYS! AN OVERVIEW OF IOWA'S MODEL EMPLOYMENT TRANSITION SITES

This session will outline the collaborative efforts among LEAs, VR and community rehabilitation providers to improve the integrated paid employment outcomes of transition-aged youth. We will share the essential service delivery elements and the impact changes to policy and practices are making on post school employment outcomes in Iowa.



## LUNCHEON KEYNOTE

FRIDAY, November 7, 2014

*"Those Magical Transitions: A Lifelong Journey"*

**Sondra Williams**



Sondra is a parent of 4 children with the diagnosis of Asperger's syndrome. She is a poet, author and speaker/presenter. She is a member of the AIG which stands for the autistic global initiative which is a group under the Autism Research Institute in San Diego California. As an advocate for changes in regards to disability, Sondra's focus is on developmental disabilities. Sondra was appointed by the governor of Ohio to serve on the Ohio Autism Task Force, served as a board member on the Autism Society of Ohio, the Ohio Center for Autism and Low Incidence and was also appointed as a parent advocate trainee under LEND at Ohio State University.

Sondra is an individual who was significantly impacted by autism as a child and as an adult. Through her experiences, she has gained enough skills to now be considered a higher functioning person with autism. As a young teen, Sondra lived in institutional settings, was over medicated and often restrained. She comes with a variety of life experiences that allows her audience to get a sense of the impact of the poor quality of care for individuals with autism





## FRIDAY CONCURRENT SESSIONS

### 8:00-9:00

#### 8:00-9:00 - FRIDAY - GOLD

**Strand:** Transition to Employment

**Presenters:** Alissa D. Brooke, Whitney Ham, Paul Wehman

#### TRANSITION TO EMPLOYMENT FOR YOUTH WITH ASD

Employment remains elusive for many individuals with ASD as they graduate from high school and wish to enter the world of work. This session will present the results of a randomized-controlled study that compared an intensive 9-month internship program to high school. Findings indicate that these youth with ASD achieved a seamless transition to employment upon completion of an intensive internship program. Further, these youth maintained employment for at least a year in competitive employment

#### 8:00-9:00 - FRIDAY- VAN AKEN

**Strand:** IDEA/Transition: Ensuring Successful Policies and Practices

**Presenters:** Kendra Williams-Diehm, Lori Metcalf

#### TEACHER PERCEPTIONS OF SELF-DETERMINATION DEVELOPMENT

Rationale: This presentation will document teacher perception growth in self-determination and transition awareness for over 250 high school students with disabilities. Roughly half the sample participated in a technology-based transition curriculum while the other half (control group) participated in the regular high school program. This study presents an emerging evidence-base for coupling technology with teaching self-determination and transition. Research has shown that individuals who exhibit more self-determined behavior report more independence and a higher quality of life (Wehmeyer & Palmer, 2003). Usefulness & Relevance: Data will be reported across individual specific disabilities, in terms of ability level, ethnicity, gender, etc. Outcomes: Participants will (1) learn how self-determination and transition awareness develops; (2) understand how teachers report these characteristics.

#### 8:00-9:00 - FRIDAY - SUPERIOR

**Strand:** Family Partnerships

**Presenters:** Mary Morningstar, Monica Simonsen, Tracey Nix

#### DEVELOPING AND EVALUATING CULTURALLY RESPONSIVE FAMILY TRANSITION TRAINING

In collaboration with Families Together, research was conducted to transform a parent transition training to meet the needs and perspectives of culturally diverse families. Culturally diverse families' perceptions of the transition for their children with disabilities and a framework to transform transition training are shared. In addition, the results of the pilot testing of a culturally transformed training will be examined. Issues and strategies for supporting families will be discussed.

#### Rock'n Roll Trivia Question #6

What was the first record to sell a million copies?

Answers on page 41



#### 8:00-9:00 - FRIDAY - SEVERANCE

**Strand:** IDEA/Transition: Ensuring Successful Policies and Practices

**Presenters:** Chris Filler, Suzanne Beck

#### OHIO'S EMPLOYMENT FIRST TRANSITION FRAMEWORK: MULTI-AGENCY TEAM PLANNING

"Planning" for transition is assumed by law but in practice is written disjointedly within each agency's separately required documents. This makes it difficult for individuals, families and service providers to make sense of the intended transition plan. This session provides an overview of tools for planning transition assessment and services that can be used to reduce duplication of effort across systems, develop shared systems responsibility, and create seamless transition for youth.

#### 8:00-9:00 - FRIDAY - WHITEHALL

**Strand:** Transition Assessment

**Presenters:** Emily Parker, Susan Plas

#### CAREER ASSESSMENT AS A TRANSITION ACTIVITY AND INDICATOR OF WORK READINESS

Career Assessment results can be used when writing transition goals on IEPs, as a tool for students to self-advocate, to determine eligibility for adult services and to assist professionals in matching students with career experiences such as career & technical education programs, internships & employment. This innovative approach to evaluating students' interests & aptitudes link students with appropriate career training as well as, entry level work experiences in their communities.

#### 8:00-9:00 - FRIDAY - BUSH

**Strand:** Transition to Employment

**Presenters:** Andrea Peabody, Andrew Buck, Margo Vreeburg Izzo, Victor Johnson

#### A PROBLEMATIC HURDLE IN TRANSITION: SOFT SKILLS TO SEEK AND KEEP A JOB

STEM students with disabilities in Ohio's STEM Ability Alliance (OSAA) at The Ohio State University increased their confidence and success in applying for employment, internships, and research opportunities. The increase was the result of ability advising and a student learning community (SLC) that fostered a sense of student unity. Learn about the replicable activities that prepared students from 18 to 55 for the sometimes forgotten transition hurdle: soft skills to seek and keep employment.

#### 8:00-9:00 - FRIDAY - CASE

**Strand:** Transition to Postsecondary Education

**Presenters:** Gretchen Walsh

#### TRANSITIONING SUCCESSFULLY FROM HIGH SCHOOL TO COLLEGE: WITH L.D.

Disability service programs in higher education should provide comprehensive services to students with learning differences that equip them with tools necessary to make a successful transition from high school into college. The Director of the Academic Support Center for Students with Learning Differences at Notre Dame College will present her findings and her techniques for a successful transition to post secondary education.



## 8:00-9:00 FRIDAY - GARFIELD

Presenter: Jim Heiden

### CONNECT TO CEC'S ONLINE COMMUNITY

CEC built its online community so that members can get the information, encouragement and connections they need. Looking for resources? Need some ideas? You'll find it all in the CECCommunity. Dr. Heiden will show you around the CECCommunity and explain how easily you can connect, collaborate and share using this all-member networking tool. Bring your laptop or iPad to connect!

## 8:00-9:00 - FRIDAY- HALLE

Presenters: Tim Hagan

### Improving Transition Outcomes with Project Discovery

**Project Discovery** is a blended curriculum to prepare every student to be Job Ready and Life Ready!

The curriculum consists of hands-on career exploration and job skills training in over 400 careers for K-12 students and adults. This model curriculum teaches students to be "Life Ready" with both the Job Preparation series (*Interviewing, Appearance on the Job, Completing a Resume*) and Lifelong Learning series (including *Health and Nutrition, Bullying, Social Skills, and Independent Living Skills*). Students use real tools of the trades to perform actual tasks of workers in the field. Adapted versions are available for moderate, severe and profound students or for students on the Alternate Assessment track. Project Discovery includes all of the resources a teacher needs to transition students to a successful life and a rewarding career.

## FRIDAY CONCURRENT SESSIONS

### 9:15-10:15

#### 9:15-10:15-Friday - GOLD

Strand: Transition to Employment

Presenters: Ben Borden, Davd Clonger

#### "THE MISSING LINK" NOW DISCOVERED - TRANSITION TO JOB PLACEMENT

The Missing Link for years has been how to identify an individual's career potential and connect potential to Real Jobs and Employers in their local community. The presentation will provide information on how to do just that through the WayPoint and PAES Systems. Student's Career Strengths, Aptitudes, Interest and Education Levels are linked to Real Jobs and Employers; right in their own communities. Participants will be showing this hands-on computerized process and how to acquire this system.

#### 9:15-10:15 – FRIDAY - VAN AKEN

Strand: Transition to Employment

Presenters: Renee Bullano

#### SEAN WILL NEVER WORK!

In 2013, Sean was hired, against all odds, to work at Barnes and Noble. Sean's teachers thought he would need intensive supports his entire life. Paid integrated employment was out of the question, they told his parents. Through the process of Discovery and Customized Employment, Sean's team got to know him through the lens of what he COULD do for employment. This led to the negotiation of a part-time job with a big name employer. Sean was the center of the process, every step of the way.

#### 9:15-10:15-Friday - SUPERIOR

Strand: Innovative Instructional Practices for Transition

Presenters: Kelly Kelley

#### PAIRING COLLEGE & EMPLOYMENT FOR INDIVIDUALS WITH INTELLECTUAL DISABILITIES

The University Participant (UP) Program is an inclusive college experience focused on preparing individuals with intellectual disabilities (ID) to work in competitive jobs and live semi-independently in their chosen communities upon program completion. This presentation will share personalized video resumes of job skills learned within paid internships, practical strategies for seeking competitive employment, and balancing work hours with auditing 7-12 credits and also living on a college campus.

#### 9:15-10:15-Friday - SEVERANCE

Strand: Personnel Prep and Professional Development

Presenters: Dana Lattin, Lu Nations-Miller, Mary Morningstar

#### TRANSITION COALITION SELF-STUDY: GUIDING IMPROVEMENT WITH BLENDED LEARNING

This blended learning professional development model incorporates online self-directed learning with in-person and online engagement, including action research and coaching. Participants will receive an overview of the process, materials of this model as well as an understanding of the concept of blended learning and how it can be applied to transition professional development. Evaluation results will be shared that highlight the positive impact on building and district change.

#### 9:15-10:15-Friday - WHITEHALL

Strand: Family Partnerships

Presenters: Dawn Rowe, Kara Hirano

#### A FRAMEWORK FOR PARENT INVOLVEMENT IN EDUCATION & TRANSITION PLANNING

This session will present a theoretical model of parent involvement in secondary education and transition planning that expands the role of parents beyond what is seen in traditional models. Participants will gain knowledge of the roles parents play while their student is in high school and as they enter young adulthood. A variety of ideas for helping parents to effectively fulfill these roles and ways that schools increase parent motivation for involvement will also be presented.



#### Rock'n Roll Trivia Question #7

What was the first number one song to have a playing time of more than 4 minutes?

Answers on page 41



## 9:15-10:15-Friday - BUSH

**Strand:** Community Partnerships

**Presenters:** Jane Soukup, Lorrie Sheehy

### TRANSITION TEAMING: COLLABORATION STRATEGIES

Schools and community agencies must work together to provide transition services to secondary students with disabilities. This highly interactive presentation will provide concrete strategies for building collaborative relationships through facilitation of several team-building activities that promote immediate collaboration. Expect to be on your feet, talking and learning as a group. Three participants will receive the book: *Transition Teaming: 26 Strategies for Interagency Collaboration*.

## 9:15-10:15-Friday - CASE

**Strand:** Personnel Prep and Professional Development

**Presenters:** Bob Morgan, Tim Riesen

### TRANSITION IN COMMUNITY SETTINGS: FIELD-BASED LEARNING FOR TRANSITION SPECIALIST

This presentation will address field-based experiences of transition teachers working on master's degrees. Under the supervision of university faculty, each teacher works alongside two students with disabilities in community settings. The presenters will describe the program and show data generated in community settings, including (a) performance of teachers, (b) learning experiences reported by teachers, (c) skill acquisition of students whom teachers served, and (d) outcomes of students.

## 9:15-10:15-Friday - GARFIELD

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Ruth Mikulski

### LIFE CENTERED EDUCATION TRANSITION CURRICULUM: A USER'S PERSPECTIVE

Discover the benefits of Life Centered Education (LCE), a web-based transition curriculum developed by the Council for Exceptional Children. Join LCE user and trainer Ruth Mikulski as she demonstrates how LCE is used in real classrooms with students. Ruth will also present an overview of the functionalities and capabilities of the web portal. This includes conducting formal and informal assessments, tracking scores, building lesson plans, collecting data, and strengthening student outcomes.

## 9:15-10:15-Friday - HALLE

**Strand:** Transition to Employment

**Presenters:** Barbara Miller, Deborah Stroud, Karen Lefton

### PROJECT REACH – "HELPING STUDENTS WITH DISABILITIES REACH THEIR POTENTIAL"

A major international company wanted to expand their Diversity & Inclusion strategy. The outcome was creating Project Reach. Project Reach is collaboration between Proctor & Gamble (P&G), Adecco, and Greater Cincinnati High Schools to provide students with the skills needed for employment in the 21st century. In this session, you will learn how to identify strategies to approach companies, collaborate with schools, and follow wage and hour guidelines to set up paid work based learning programs.

## FRIDAY CONCURRENT SESSIONS

### 10:30-11:30

#### 10:30-11:30 FRIDAY - GOLD

**Strand:** Transition to Employment

**Presenters:** Dalun Zhang, Song Ju, Leena Landmark

#### WHAT WORKS IN THE TRANSITION TO EMPLOYMENT?

Gaining successful employment continues to be a major concern for youth with disabilities, especially in an era of globalization and nationwide push for "college and career readiness." Although numerous transition to employment practices have been developed in the past four decades, there is a lack of systematic or comprehensive reviews of these practices. This session provides an overview of practices with research support and highlights the most important elements of these practices.

#### 10:30-11:30 FRIDAY – VAN AKEN

**Presenter:** Art Janowiak

#### GETTING BACK TO BASICS: THE GUIDE TO A STRONG TRANSITION PLAN AND IMPROVED OUTCOMES

Time and money are our most valuable resources. With both of these things in mind, learn how Conover Online can help you write and justify post-secondary goals for everyone you work with as well as create Career Portfolios that are linked to the Common Core Content Standards to incorporate into the IEP.

#### 10:30-11:30 FRIDAY - SUPERIOR

**Strand:** Transition Assessment

**Presenters:** Sarah Johnston-Rodriguez

#### SELF DETERMINATION: STUDENT ENGAGEMENT IN CAREER AND TRANSITION ASSESSMENT

Provides description and evidence of how engaging youth and young adult with disabilities in career exploration, discovery and goal setting can influence self-determination and create positive futures for vocational, post-graduation goals and employment. Strategies for student-engaged career exploration, discovery, and planning and the impact on the students' perceptions of their disability, self-advocacy and future goals will be provided. Discusses links between engagement in career preparation and self-determination.

#### 10:30-11:30 FRIDAY - SEVERANCE

**Strand:** Transition to Postsecondary Education

**Presenters:** Gina Oswald, Heather Rando, Mary Huber

#### OUTCOMES OF AN ACADEMIC COACHING MODEL FOR COLLEGE STUDENTS WITH AUTISM

This presentation will focus on the Raiders on the Autism Spectrum Excelling program (RASE) at WSU. RASE characteristics and student and coach outcomes are discussed. In addition, the presentation will focus on the core competencies necessary for students with ASD to be successful in postsecondary education. Attendees are invited to participate in group activities and role playing exercises related to the strategies for developing competencies among adolescents within school systems.

# KEEP ON ROCK'N FRIDAY MORNING



## 10:30-11:30 FRIDAY - WHITEHALL

**Strand:** Self-Determination

**Presenters:** Ann Lupkes, Sandy Kraschel

### SHOW ME THE MONEY!

Presenters will demonstrate a format that can be replicated to teach financial literacy to students. The model involves working within a monthly budget using real-life decision-making situations. Participants will understand the importance of financial literacy in the transition to post-secondary living and be able to use the resources given to replicate the session concepts in the classroom, community or home setting.

## 10:30-11:30 FRIDAY - BUSH

**Strand:** IDEA/Transition: Ensuring Successful Policies and Practices

**Presenters:** Mary Kampa, Pam Jenson

### WISCONSIN INNOVATIONS IN TRANSITION

Through the State Transition Improvement Grant (TIG), Wisconsin has integrated several evidence-based transition practices to assist educators and school teams in reaching nearly 100% compliance for Indicator 13, and has increased the state Indicator 14 Post School Outcomes by creating a transition improvement planning process utilizing the National Predictors of Post School Success. Participants will learn how to utilize these web-based tools to increase compliance and student outcomes.

## 10:30-11:30 FRIDAY - CASE

**Strand:** Family Partnerships

**Presenters:** David Test

### RAISING POSTSECONDARY EXPECTATIONS FOR INDIVIDUALS WITH DISABILITIES

How can professionals empower higher family expectations of postsecondary outcomes? This panel of parent-professionals in the field of transition will share personal examples and discuss practical strategies associated with strengthening the parent-professional relationship leading to higher expectations. In addition, the panel will address: how their expectations have changed over time, what persistent myths exist and how those myths may impact advocacy, and the cost for families.

## 10:30-11:30 – FRIDAY - GARFIELD

**Strand:** Community Partnerships

**Presenters:** Lisa Fournier

### CREATING AN INTERAGENCY TEAM

This presentation will share the experiences of a practitioner that began an Interagency Transition Team. The team began in the fall of 2013 and is still in its infancy, but growing every month. Participants will learn the steps taken to get this team off the ground and what has evolved during its first year. Recruitment, mission, and goals will be presented as well as the team's future steps. Anyone interested in creating a team can learn from this presentation.

## 10:30-11:30 – FRIDAY - HALLE

**Strand:** Community Partnerships

**Presenters:** Seth Ringold

### A WHOLE PERSON APPROACH TO TRANSITION SERVICES - PLANNING FOR INDEPENDENCE

This session will describe how a whole person approach can best support an individual with a disability through transition. PA Connecting Communities, an agency in Pittsburgh, Pennsylvania, uses a whole person approach to benefit individuals utilizing IEP Development; Vocational, Social, & Life Skills Training; Vocational Evaluations; Vocational Readiness Programs; Internships; Supported Employment & Troubleshooting; Advocacy; Mentoring; and Social Programming.

**FRIDAY MEETINGS**  
**ROOM – HUMPHREY**  
**Job Training Coordinator**  
**State Updates (Ohio)**  
**1:30-3:30**  
**Secondary Personnel Preparation**  
**Project Updates (OSEP)**  
**3:45-4:45**



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#### Rock'n Roll Trivia Question #8

What reason did James Brown's wife use to get a traffic ticket thrown out ?

Answers on page 41

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# KEEP ON ROCK'N FRIDAY AFTERNOON

## FRIDAY CONCURRENT SESSIONS

### 1:30-2:30

#### 1:30-2:30 - FRIDAY - GOLD

**Strand:** Innovative Instructional Practices for Transition  
**Presenters:** Lori Peterson, Jennifer Sedaghat, Jon Paul Burden

#### IMPLEMENTING SELF-DETERMINATION INSTRUCTION ACROSS A SECONDARY CONTINUUM

A continuum of self-determination instruction across 6th through 12th grades was created and implemented to enhance student acquisition and use of self-determination skills as they transition to postsecondary life. Participants will leave the session with knowledge of the instructional continuum, initial student data, teacher implementation feedback, and administrative input.

#### 1:30-2:30 - FRIDAY – VAN AKEN

**Strand:** Innovative Instructional Practices for Transition  
**Presenters:** Donna Wandry

#### IN THE HOUSE: SCHOOL COUNSELORS AS TEAM MEMBERS

Key transitional benchmarks occur as students with disabilities move vertically (e.g. grade to grade) and horizontally (e.g. changing service patterns); addressing those benchmarks can employ distinct skill sets possessed by school counselors. The presenter will outline several strategies for collaboration, and, using a case-study approach, generate pragmatic action steps for educators and counselors to collaboratively assist students with disabilities through K-12 and post-school transitions.

#### 1:30-2:30 - FRIDAY - SUPERIOR

**Strand:** Self-Determination  
**Presenters:** Kendra Williams-Diehm, Lori Metcalf, Rick DeRenaux

#### DEVELOPMENT OF SELF-DETERMINATION AND TRANSITION AWARENESS WITH TECHNOLOGY

Tech-Now is an innovative, technology based, transition curriculum for secondary students nationwide. This presentation will provide an overview of the Tech-Now curriculum and the final results of a three-year study on the impact of technology on the development of self-determination and transition knowledge among high school students with disabilities. Study design, methodology and results will be shown, demonstrating evidence-base for increased self-determination for involved students.

#### 1:30-2:30 - FRIDAY - SEVERANCE

**Strand:** Self-Determination  
**Presenters:** Sharon Field

#### 2BSD OR NOT 2BSD--YOU DECIDE!

2BSD ([www.tobeselfdetermined.com](http://www.tobeselfdetermined.com)) is an internet resource that can be used to locate and share self-determination resources. Information on navigating 2BSD will be provided and participants will have the opportunity to provide input to developers about how this resource could best meet their needs. Information on several tools to assess and provide instruction related to self-determination will also be provided. The use of coaching strategies and internet based assessment tools will be featured.

#### 1:30-2:30 - FRIDAY - WHITEHALL

**Strand:** Transition to Employment  
**Presenters:** Brian Campbell, Candis Hill  
**THE ROAD TO EMPLOYMENT; POST - SECONDARY EDUCATION TO THE WORKPLACE**

For students with an intellectual or learning disability, preparing for employment after post-secondary education is vital. The University of Iowa's Realizing Educational and Career Hopes (UI REACH), starts the transition to employment the first day on campus. In this session, explore how the program has combined coursework, field trips, advocacy, internships, and collaboration with the community to develop important skills and experiences to prepare the student for successful employment.

#### 1:30-2:30 - FRIDAY - BUSH

**Strand:** Student Engagement in Secondary Schools  
**Presenters:** Bradley Stevenson, Catherine Fowler, David Test, Lauren Bethune

#### RESEARCH-BASED PRACTICES TO TEACH ACADEMICS TO STUDENTS WITH DISABILITIES

Students with disabilities are included in the general education classroom and accessing the same content as their peers without disabilities at increasing rates, but data indicate these students are less successful than their peers without disabilities. Therefore, it is important to use instructional strategies that have the best available evidence base. In this session, participants will learn about specific research-based practices for teaching academic skills to secondary students.

#### 1:30-2:30 - FRIDAY - CASE

**Strand:** IDEA/Transition: Ensuring Successful Policies and Practices  
**Presenter:** Aaron Weisbrod

#### FRAMING THE IEP THROUGH TRANSITION: HOW TRANSITION DRIVES THE IEP

This presentation shows how teachers of all age groups may frame the IEP creation/implementation process through the lens of transition, with the end result being a compliant IEP that focuses on preparing all students for successful life after school involving either college or employment. Topics discussed include backwards planning, formal vs. informal age-appropriate transition assessment examples/usage, and a walk-through of how to make sure all IEP components align with transition.



#### Rock'n Roll Trivia Question #9

What name did Sonny and Cher first perform by?

Answers on page 41





1:30-2:30 - FRIDAY - GARFIELD - Continued - 2:45-3:45

Presenters: Laurie Kahn, Tiana Povenmire-Kirk

### HUMAN RIGHTS & CULTURAL DIVERSITY COMMITTEE

This session will introduce the mission and goals of the DCDT Human Rights and Cultural Diversity committee. Participants will learn about getting involved with research, collaboration, and outreach opportunities on providing equitable career development and transition services for all youth with exceptionalities from culturally, linguistically, and economically diverse backgrounds. This session includes a focus group discussion on the current climate as related to the CEC Transition Specialist Standards focusing on issues of human rights and cultural diversity.

**HUMAN RIGHTS AND  
DIVERSITY COMMITTEE  
PRESENTATIONS AND  
DISCUSSION SESSIONS**

**FRIDAY**

**1:30-2:30**

**2:45-3:45**

**ROOM – GARFIELD**

1:30—2:30—Friday—Halle

An interactive question and answer session with Friday's Luncheon Keynote Speaker, Sondra Williams.

*"Those Magical Transitions: A Lifelong Journey"*

Sondra is an individual who was significantly impacted by autism as a child and as an adult. Through her experiences, she has gained enough skills to now be considered a higher functioning person with autism.

### FRIDAY CONCURRENT SESSIONS

2:45-3:45

2:45-3:45 - FRIDAY - GOLD

Strand: Transition to Postsecondary Education

Presenters: June Gothberg, Lori Peterson, Maria Peak

### THE 2020 CHALLENGE: INCREASING POSTSECONDARY EDUCATIONAL READINESS

Individuals with disabilities increased enrollment in postsecondary education by 20% since 2003 (NCD, 2011). Research shows students with disabilities struggle to succeed in college, careers, and are more likely to live in poverty than their peers. Only 18% of two-year and 7.6% of four-year institutions completed their studies (Newman, 2009). This session will focus on tools to increase successful transition of students into post-secondary education.

2:45-3:45 FRIDAY - VAN AKEN

Strand: Family Partnerships

Presenters: Christy Stuart, Monica Simonsen

### ENGAGING FAMILIES IN RURAL COMMUNITIES

Family involvement is a critical, yet often elusive component of transition planning for youth with disabilities. Join us for this highly interactive session that describes a successful weekend family workshop series featuring hands-on learning for the families and meaningful activities for the entire family. We addressed many of the logistical and motivational barriers to family engagement in a rural community in Maryland. We will share lessons learned and practical tips and tools.

2:45-3:45 - FRIDAY - SUPERIOR

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Zach McCall

### TRANSITION FOR URBAN/SUBURBAN YOUTH WITH SIGNIFICANT DISABILITIES

Despite acknowledged urban/suburban achievement and resource gaps in education generally, there is little research on urban and suburban differences in transition practices and outcomes. This session, based on data from the National Longitudinal Transition Study-2, identifies significant differences in key transition practices (e.g., paid work experience, family involvement) and outcomes (employment, independent living) between urban and suburban youth with significant disabilities.



### Rock'n Roll Trivia Question #10

What was the first Beatles song to go to number one on the Billboard chart?

Answers on page 41



### 2:45-3:45 - FRIDAY – SEVERANCE

**Strand:** Transition to Postsecondary Education

**Presenters:** Hannah Gillespie, Margo Izzo, Carly Gurka

#### SUPPORTING COLLEGE STUDENTS WITH ID: THE BENEFITS, COSTS AND OUTCOMES OF ED

Just as employees with ID benefit from job coaches while learning new job tasks, college students with ID benefit from ed coaches who assist their peers gain the most from their inclusive classes. This session will describe how postsecondary programs for students with ID provide training and support for their ed coaches. Find out about the benefits and outcomes for both students who serve as ed coaches and their class peers with ID.

### 2:45-3:45 FRIDAY - WHITEHALL

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Jonathan Burras

#### USING TECHNOLOGY TO PROMOTE SELF-DETERMINED RESULTS IN AATA

This presentation will outline one district's approach toward results driven transition using a simple student led system based on self-advocacy and utilizing free technology. Students and case managers use a systematic approach towards completing and tracking transition activities that are both fun for students and aimed at getting actual results. Learn how this system can be used to both meet Indicator 13 and successfully help students forge a path to their future.

### 2:45-3:45 - FRIDAY - BUSH

**Strand:** IDEA/Transition: Ensuring Successful Policies and Practices

**Presenters:** Pamela Luft

#### EXAMINING OUTCOMES AT EIGHT YEARS: IMPLICATIONS FOR IEP PLANNING

The presentation examines 8-year outcomes from NLTS2 across postsecondary attendance, employment, and engagement. Does realistic planning (Indicator 13) reflect that at 8 years, many still attend postsecondary training? Indicator 14 tracks for 1 year. Yet 8 disability groups were at postsecondary training at rates 50% or above, all with less severe disabilities.

### 2:45-3:45 - FRIDAY - CASE

**Strand:** Transition to Postsecondary Education

**Presenters:** Bishwa Poudel

#### STUDENTS' PERSPECTIVES ON THEIR ASSISTIVE TECHNOLOGY (AT) DECISION-MAKING

This session will present findings from a qualitative study of transitioning students' perspectives on factors that influence their assistive technology (AT) decision-making. Seventeen high school and college students with high-incidence disabilities participated in semi-structured interviews to share their perspectives, experiences, and the processes involved. Constant-comparative methods were used to analyze the data and identify major themes. Findings from the study will be reported.

### 2:45-3:45—FRIDAY - GARFIELD

**Continued – From:** 1:30-2:30

#### HUMAN RIGHTS & CULTURAL DIVERSITY COMMITTEE

**Presenters:** Laurie Kahn, Tiana Povenmire-Kirk

This session will introduce the mission and goals of the DCDT Human Rights and Cultural Diversity committee. Participants will learn about getting involved with research, collaboration, and outreach opportunities on providing equitable career development and transition services for all youth with exceptionalities from culturally, linguistically, and economically diverse backgrounds. This session includes a focus group discussion on the current climate as related to the CEC Transition Specialist Standards focusing on issues of human rights and cultural diversity.

### FRIDAY CONCURRENT SESSIONS

#### 4:00-5:00

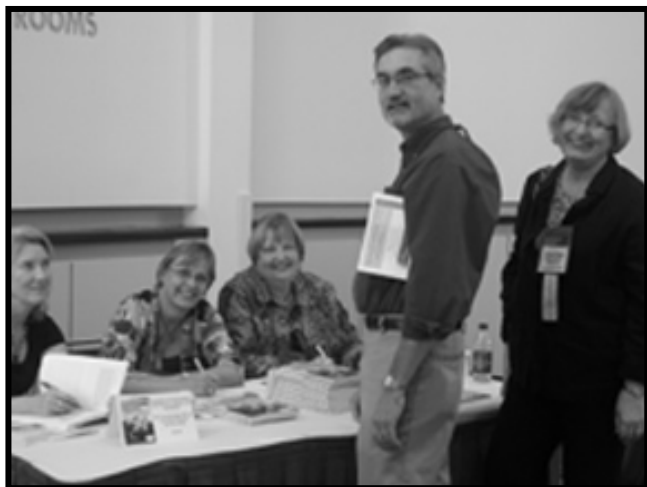
#### 4:00-5:00 FRIDAY -

**Strand:** Self-Determination

**Presenters:** Joanne Van Boxtel

#### TEACHING SELF-DETERMINATION TO FOSTER COLLEGE AND CAREER GOALS

This session will explore results and implications of a study investigating the college and career goals of high school students with varying disabilities as developed through the explicit teaching of self-determination. Both student and parent perspectives will be shared as participants examine results and discuss implications for transition planning and development in inclusive and special education settings.



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**Rock'n Roll Trivia Question #11**  
What was the first CD pressed in the United States for commercial release?

Answers on page 41

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## 4:00-5:00 FRIDAY – VAN AKEN

**Strand:** Student Engagement in Secondary Schools  
**Presenters:** Debra Turner, Scott Steiner

### THE ZERO DEMOGRAPHIC: USING DATA DRIVEN PROGRAMMING TO COMBAT DROPOUT

Participants in this session will learn how to analyze dropout data for special education students in order to develop a dropout prevention intervention program for students at risk for dropout or delayed graduation. Consideration will be given to identifying student demographics, using existing resources, program integrity and acquiring community partnerships. A successful program currently in use in a urban high school (SPRINGBOARD) will be highlighted as a method of representing the process.

## 4:00-5:00 FRIDAY - SUPERIOR

**Strand:** Innovative Instructional Practices for Transition  
**Presenters:** Kristen Perez

### TRANSITION SKILLS IN ELEMENTARY EDUCATION

Although students are expected to participate in the creation and implementation of their postsecondary transition plan, they are often not equipped with skills necessary to fully participate in this process. Elementary educators who identify and utilize opportunities to increase fundamental "transition skills," such as choice-making and self-determination, will better equip students to participate in transition planning. This presentation offers examples of such opportunities.

## 4:00-5:00 FRIDAY - SEVERANCE

**Strand:** Transition to Employment  
**Presenters:** Judith Imperatore

### LABOR LAWS AFFECTING WORK BASED LEARNING: THE FAIR LABOR STANDARDS ACT

Unpaid, work based learning has been recognized as a best practice for instruction and effective preparation for work readiness. However, with this type of instruction comes the important responsibility to comply with the Department of Labor (DOL) guidelines. Since 1992, an agreement has been in place between the DOL and the Department of Education, however, few states, districts and training programs are familiar. This session will provide you with the all the guidelines.

## 4:00-5:00 FRIDAY - WHITEHALL

**Strand:** Innovative Instructional Practices for Transition  
**Presenters:** Bev Haas, Laurie Banks, Lesley Fette

### TRANSITION PLANNING AT 14: COMPLIANCE & POSITIVE POSTSECONDARY RESULTS

The IEP team is responsible for developing a compliant IEP at age 14, which now includes transition planning. Transitioning planning can be relevant and practical, while connecting students with multiple disabilities with their peers. Inclusive practices focusing on Ohio's academic extended standards, community based service learning projects, as well as community based independent living and leisure experiences provide a foundation for future planning and refinement.

## 4:00-5:00 FRIDAY - BUSH

**Strand:** Transition to Employment  
**Presenters:** Reena Fish, Tony Huff

### A ROCKIN' TRANSITION CONTINUUM: PREPARING SWD'S FOR INTEGRATED EMPLOYMENT

Butler Technology and Career Development Schools located in Southern Ohio is ensuring that students with moderate to severe disabilities have the opportunity to learn 21st century skills needed to gain successful integrated entry-level employment in their community. Join us as we describe the development of this highly collaborative transition program continuum and how you too can utilize this process of program development to meet the needs of students/individuals where you live.

## 4:00-5:00 FRIDAY - CASE

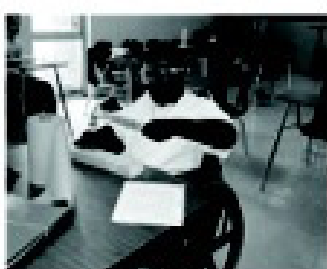
**Strand:** Transition to Employment  
**Presenters:** Angela Bonza, TyKiah Wright

### CAREER TRANSITION MODEL FOR COLLEGE STUDENTS WITH DISABILITIES

University Accessibility to Careers and Transition (U-ACT) provides increased access and engagement of internship, career and professional development opportunities for students with disabilities. Partnership development is critical to this model and key partners include Career Services', Office of Disability Services, and WrightChoice, Inc. Nationally statistics show that over 50% of college graduates with disabilities are still unemployed. Experience is key to decreasing this percentage.







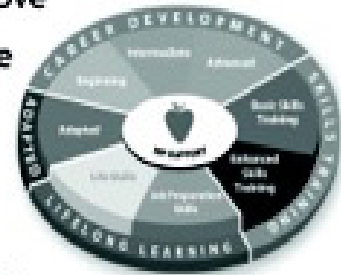
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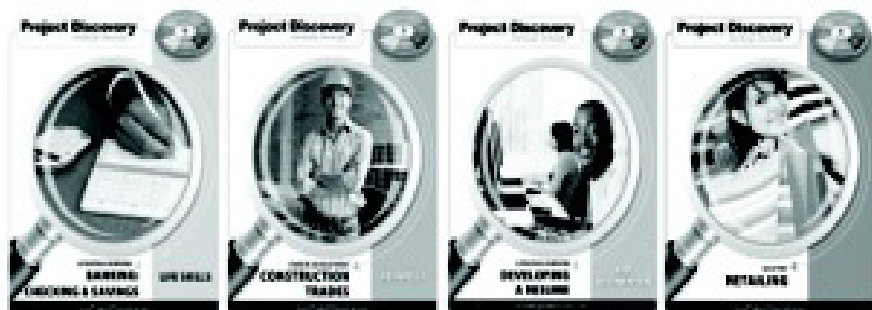
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ALL POSTER SESSIONS WILL BE IN HUMPHREY ROOM

8:00-9:00—FRIDAY— POSTERS—HUMPHREY

8:00-9:00 – FRIDAY - HUMPHREY

Strand: Transition to Postsecondary Education

Presenters: Adam Lalor

DISABILITY IDENTITY DEVELOPMENT: IMPLICATIONS FOR POSTSECONDARY TRANSITION

This session will review the literature on disability identity development. Theories and models of disability identity development will be examined in relation to postsecondary transition. Strategies for foster disability identity development in students will be discussed.

8:00-9:00 – FRIDAY - HUMPHREY

Strand: IDEA/Transition: Ensuring Successful Policies and Practices

Presenters: Deborah Turner, John Landers

BE ALL THAT YOU CAN BE: CREATING A TRANSITION CONTINUUM IN THE HIGH SCHOOL

Participants in this session will learn to develop a continuum of high school transition services that addresses student skills and needs with the goal of having the day after graduation look the same as the day before. Consideration will be given to using existing resources, creating a self sustaining program and engaging community agencies. Participants will be provided templates for a continuum being used in an urban high school and integrating transition programming into existing models.

8:00-9:00 – FRIDAY - HUMPHREY

Strand: Family Partnerships

Presenters: Sean Roy

HELPING YOUTH PREPARE FOR EMPLOYMENT: THE ROLE OF FAMILY

Families play a crucial role in helping their youth with a disability prepare for and find successful employment. This interactive session will help parents and professionals understand ways that families can promote self-awareness, build needed work and soft skills, identify community supports, understand employer needs and set high expectations for employment success.

8:00-9:00 – FRIDAY - HUMPHREY

Strand: Family Partnerships

Presenters: Kara Hirano

MOTIVATORS FOR PARENT INVOLVEMENT IN SECONDARY EDUCATION & TRANSITION

Parent involvement (PI) in secondary education and transition is an important predictor of post-school success. Unfortunately, the home-school partnership appears elusive for many schools, especially high schools where PI tends to be lowest. This session reports results from a study examining motivators for home and school-based involvement for parents of high school youth with disabilities. Findings will highlight possible areas of intervention for schools to increase PI.

8:00-9:00 – FRIDAY - HUMPHREY

Strand: Innovative Instructional Practices for Transition

Presenters: Kyle Clements, Ryan Kellems

VIDEO MODELING: DOES THE VOICE MATTER?

Several studies have shown video modeling to be effective in teaching individuals with disabilities to perform various skills and tasks. Although most of these studies implement voice over instructions, little to no research has investigated whether or not these instructions have any effect. Our study's purpose was to discover whether or not the inclusion of voice over instruction alters the effectiveness of video modeling.

8:00-9:00 – FRIDAY - HUMPHREY

Strand: Family Partnerships

Presenters: Dorothy Millar

Extending Transition to Address Guardianship Alternatives: Conceptual Model

IDEA mandates that students become responsible for their educational programming once they reach age of majority. Guardianship is often raised when competence is questioned. Considering the ramifications of guardianship this presentation describes a model that extends transition planning and addresses the use of guardianship alternatives across the lifespan and emphasizes five main elements that collectively aim to promote and sustain autonomy; self-determination; assessment/planning; education/instruction; coordination/collaboration; policy/process evaluation.



Rock'n Roll Trivia Question#12
What is Peter, Paul and Mary's all time greatest hit?
Answers on page 41



## Stop by our DCDT Presentations

- College: Bridge to Employment For Students With Developmental Disabilities – Thursday Morning Presentation
- Ohio's Path to Employment First: Implementing Systems Change – Thursday Afternoon Presentation
- A Problematic Hurdle in Transition: Soft Skills to Seek and Keep a Job – Thursday Afternoon Poster
- Supporting College Students With ID: The Benefits of Using OSU Students As Ed Coaches – Friday Afternoon Presentation
- Scaling UP a 21<sup>st</sup> Century Curriculum That Emphasizes College and Careers – Saturday Morning Presentation

## Mark Your Calendars!

### TOPS Open House

- November 14, 2014
- January 16, 2015

Watch the website for details

## Transition Options in Postsecondary Settings (TOPS)

### Contact Information:

Shannon Prince  
Tel: (614) 685-3185  
Room 257 McCampbell hall  
1581 Dodd Dr.  
Columbus, OH 43210



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## 9:15-10:15 – FRIDAY—POSTERS—HUMPHREY

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Community Partnerships

**Presenters:** Lisa York, Marissa Peters

### IT TAKES A VILLAGE TO TRANSITION A STUDENT

No gimmicks! Come hear about how one school's grassroots approach to interagency collaboration changed the mindset of transition planning, resulting in student success. This approach can easily be modeled in your community too. The school district will share their model of how they researched area resources, developed a model for communication and transition planning, and pulled everyone together. Leave empowered with practical, easy to initiate tips on how to integrate collaboration.

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Diversity/Multicultural Approaches to Transition

**Presenters:** Song, Ju, Dalun Zhang

### CLD FAMILY AND STUDENTS IN TRANSITION PLANNING

There is a big percentage of students with disabilities from culturally and linguistically diverse (CLD) backgrounds. CLD students have experienced disappointing post-school outcomes. Research has been done to investigate both CLD parent and student perspectives and experiences in transition planning. This session provides an overview of studies on CLD family and student perspectives in transition planning. Recommendations for enhancing their involvement in transition will be discussed.

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** Kathryn Buschan

### HIGH SCHOOL VS POSTSECONDARY INSTITUTIONS, WHAT'S THE BIG DIFFERENCE?

Participants will learn the differences between high school accommodations/supports for students with disabilities and what they can reasonably expect in a higher education setting. Participants will learn the importance of self-determination skills and how to improve their study habits. Participants will hear (video clip) about various accommodations, assistive technology, and modifications that can support the success of college students with all types of disabilities. They will also learn about the importance of the class syllabus and establishing a good relationship with their professors and academic advisor.

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Keith Storey

### ABA AND SMART TECHNOLOGY FOR MEETING HEALTH NEEDS IN TRANSITION SETTINGS

This poster session will provide a description of how smart technology can be used for individuals with intellectual disabilities in transition settings to assist them in meeting their health needs.

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Personnel Prep and Professional Development

**Presenters:** Cinda Johnson, Sue Bube

### INCREASING ENGAGEMENT: A DEEPER LOOK AT POST-SCHOOL OUTCOMES

An analysis of Indicator 14 outcomes for young adults who are "not engaged" is predictable and yet surprising. We will share these results and how this information is informing data-based state and local interventions and technical assistance, professional development, and system change.

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** Lauren Avellone

### INCLUSION AND COLLEGE STUDENTS' ATTITUDES TOWARDS INTELLECTUAL DISABILITY

This presentation discusses the methods and results of a study investigating the effect of inclusion on college students' attitudes toward individuals with intellectual disabilities. College students were surveyed regarding their attitudes toward excluding, sheltering, and empowering individuals with intellectual disabilities. Additionally, students were surveyed regarding the extent to which they felt individuals with disabilities were similar to them both before and after participating in an inclusive college course.

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Self-Determination

**Presenters:** Cynthia Kenyon, Yvonne Michali

### INCREASING TEACHER AWARENESS OF SELF-DETERMINATION

A study was conducted to measure differences in pre-service teachers' awareness levels of when self-determination behaviors are demonstrated in others. The innovative curriculum strategy designed for this study includes video modeling, direct instruction, reflective practices and operational definitions that increase abilities to recognize self-determined behaviors so that opportunities and feedback can be provided to maximize and embed skills in all learning environments.

9:15-10:15 – FRIDAY - HUMPHREY

**Strand:** Transition to Postsecondary Education

**Presenters:** Rebecca and Madison Morsefield

### "HEY WHAT ABOUT ME?" USING YOUR VOICE

This presentation will highlight the transition of Madison Morsefield, a 21 year old college student with Down syndrome, as she transitioned from high school to Kent State University. Madison received no formal classes devoted to transition education. Lessons learned on the hidden transition curriculum by the student and her family will be discussed including strategies for promoting self-advocacy and self-determination skills.

*Ben W. Borden*

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**10:30-11:30 – FRIDAY—POSTERS- HUMPHREY**

10:30-11:30 – FRIDAY - HUMPHREY

Strand: Transition to Employment

Presenters: Mary Pearson

**Review of Customized Employment for Youth and Young Adults**

Customized employment involves phases of exploration, discovery, experimentation, and foundation building with a job seeker and their support system in assisting them to utilize creative means to obtaining individual employment (Griffin Hammis LLC, 2012). This presentation will summarize the findings of a mixed methods study where customized employment processes were conducted for a group of young adults with significant disabilities.

10:30-11:30 – FRIDAY - HUMPHREY

Strand: Transition to Employment

Presenters: Andrew Persch, Dennis Cleary

**CURRENT PRACTICES IN JOB MATCHING FOR INDIVIDUALS WITH DISABILITIES**

The Ohio State University, Project SEARCH, and TPSID programs collaborated on this mixed methods research project. A sequential explanatory design was used to collect survey and focus group data that elucidates the practices of professionals who help individuals with disabilities transition to work.

10:30-11:30 – FRIDAY - HUMPHREY

Strand: Innovative Instructional Practices for Transition

Presenters: Robert Loyd

**THE REVISED LIFE CENTERED CAREER EDUCATION (LCCE) CURRICULUM: ASD & DD**

This session will describe the updated revisions to the functional competencies and sub-competencies of the LCCE Curriculum (1997) for students with more significant challenges. The presentation will demonstrate the process for balancing this functional curriculum and general education standards while all being aligned to the student’s I.E.P. Finally, the completely reading free pictorial knowledge batteries, performance batteries, and instructional materials will be presented.



**“Transition Rocks” is sponsored by The Division on Career Development and Transition (DCDT) Council for Exceptional Children**

*The MISSION of DCDT is to promote national and international efforts to improve the quality of and access to career/vocational and transition services, increase the participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities.*



**SATURDAY CONCURRENT SESSIONS**

**8:00-10:00**

8:00-10:00 –SATURDAY – HALLE

(CONTINUED AT THE 10:15-12:15 SESSION)

**Strand:** Community Partnerships

**Presenters:** Amy Kemp Inman, David Test, Sara Beth Hitt, Tiana Povenmire-Kirk

**INTERAGENCY COLLABORATION MADE EASY: THE CIRCLES MODEL**

IDEA requires transition planning include outside agencies and adult service providers. In practice, getting all key players to the table can seem overwhelming, if not impossible. CIRCLES, a new service delivery model for transition planning, facilitates inter-agency collaboration on a higher level, improving service delivery and post school outcomes for students. Session includes process of implementation, data findings to date, Q & A, and “How-to” instructions for participants.

8:00-10:00 SATURDAY – GARFIELD

**Presenter:** Art Janowiak

**HANDS ON: EXPLORE CAREERS WITH WORK SAMPLES**

This hands-on workshop will allow you to explore a couple of our most popular Work Samples. Our Work Samples are designed to provide a hands-on approach, allowing users to try actual job tasks and see if they like doing a job before community placement. You will experience everything in Conover Online that a User does and more!

8:00-10:00 SATURDAY - CASE

**Strand:** Transition Assessment

**Presenters:** Amber McConnell, Jennifer Burnes, Jim Martin

**TRANSITION ASSESSMENT AND IEP GOALS FOR STUDENTS WITH SEVERE DISABILITIES**

A transition assessment model for students with significant support needs, including students with intellectual, autism, and other severe disabilities, will be described. Several informal low-cost or free transition assessment tools and a functional vocational assessment process will be reviewed. Transition assessment results will be used to develop postsecondary and annual transition goals, with emphasis placed on making a coherent transition IEP where the needs and strengths align with goals.

8:00-10:00 SATURDAY - HOLDEN

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Alexa Murray, Allison Lombardi, Margo Vreeburg Izzo, Martha Mock, Martin Blair

**SCALING UP A 21ST CENTURY CURRICULUM THAT EMPHASIZES COLLEGE AND CAREERS**

Today’s students must be equipped with 21st century skills including the three “Rs”, information literacy, and transition planning. Find out how this OSEP funded project is scaling up the EnvisionIT curriculum across four states: Connecticut, Montana, New York and Ohio. Specifically, we will share previous research results and plans to scale-up the EnvisionIT curriculum, which is aligned to the Common Core State Standards in English/ Language Arts and prepares students for college and careers.

8:00-10:00 SATURDAY - BLOSSOM

**Strand:** Diversity/Multicultural Approaches to Transition

**Presenters:** Gary Greene

**CULTURE SHOCK: CAN WE HAVE A CONVERSATION?**

Research clearly shows that (a) CLD youth with disabilities have poorer transition outcomes than their non-CLD peers, and (b) CLD families and school personnel sometimes experience “culture shock” in the transition planning process. Culture, cultural diversity, and cultural reciprocity will be explored during this session with the purpose of teaching transition personnel how to avoid culture shock and promote more positive transition planning conversations with CLD families.

**SATURDAY CONCURRENT SESSIONS**

**10:15-12:15**

10:15-12:15–SATURDAY - HALLE

(CONTINUED FROM: 8:00-10:00 SESSION)

**Strand:** Community Partnerships

**Presenters:** Amy Kemp Inman, David Test, Sara Beth Hitt, Tiana Povenmire-Kirk

**INTERAGENCY COLLABORATION MADE EASY: THE CIRCLES MODEL**

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*Rock’n Roll Trivia Question #13*

When did the Rock and Roll Hall of Fame open in Cleveland ?

*Answers on page 41*



## 10:15-12:15 SATURDAY - GARFIELD

**G Strand:** Innovative Instructional Practices for Transition

**Presenters:** Alfred Daviso, Scott Nelson

### EARING UP YOUR CURRICULUM FOR THE 21ST CENTURY

The presentation will present information on instructing teachers how to take their curriculum resources, materials and information and put them into an iTunes University customized online course. There will also be a presentation on how to create online lectures through the use of video recordings with simple green screen techniques to engage your students in and outside the classroom.

## 10:15-12:15 SATURDAY - CASE

**Strand:** Transition Assessment

**Presenters:** Jane Razeghi, Jim Martin, Stacie Dojonovic

### TRANSITION ASSESSMENT: BEST PRACTICES AND EMERGING ISSUES

The recent developments stemming from changed language in IDEA 2004 have put a renewed spotlight on the concepts, importance, and practices of transition and career assessment. Join the discussion in this interactive session as we examine transition assessment best practices, explore emerging issues, identify concepts from the recently published DCDT position paper on Transition Assessment and discuss what the transition assessment process should be in the future. Please join in the discussion.

## 10:15-12:15 SATURDAY - HOLDEN

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Keith Storey, Michal Post

### HOW TO EFFECTIVELY USE SELF-MANAGEMENT STRATEGIES IN TRANSITION SETTINGS

This session provides a “how to” approach in using self-management strategies for supporting individuals with disabilities in transition settings.

## 10:15-12:15 SATURDAY - BLOSSOM

**Strand:** Innovative Instructional Practices for Transition

**Presenters:** Andrew Wojcik

### PROMOTING ACADEMIC MATH FOR INDIVIDUALS WITH INTELLECTUAL DISABILITY

Results of a pilot study conducted in the Spring of 2014 demonstrating strategies for teaching individuals with significant cognitive disabilities algebra skills. Four students with intellectual disabilities were taught four procedural algebra skills: (a) solving 1 step equations with multiplication, (b) solving 1 step equations with division, (c) finding key pieces of an equation given a line, and (d) modeling a function presented in  $y=mx + b$  format.

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### ANSWERS TO ROCK'N ROLL TRIVIA

- (Q1) When did the words "Rock" and "Roll" first appear on a record? (A1) "My Baby Rocks Me With One Steady Roll" was released in 1922 by Trixie Smith.
- (Q2) What was Elvis' middle name? (A2) Elvis Aron Presley was born January 8, 1935 in Tupelo, Mississippi, 30 minutes after his brother Jesse was still-born.
- (Q3) Who was the first inductee into the Rock and Roll Hall of Fame? (A3) In 1986 Chuck Berry along with a number of other performers and non performers were inducted. Berry was first because the selection was done in alphabetical order
- (Q4) What is "Fats" Domino's first name? (A4) Antoine.
- (Q5) What is the most recorded song in history? (A5) Released in the U.S. in 1965 "Yesterday" has been covered more than 3000 times. Paul wrote the song but the other 3 Beatles disliked it so much they refused to release it in the U.K. It was eventually released there in March, 1966.
- (Q6) What was the first record to sell a million copies? (A6) "Chattanooga Choo-Choo" recorded by The Glen Miller Orchestra in 1942.
- (Q7) What was the first number one song to have a playing time of more than 4 minutes? (A7) The Animals 1964 classic "House of the Rising Sun".
- (Q8) What reason did James Brown's wife use in an attempt to get a traffic ticket thrown out? (A8) In June 1988 she claimed Diplomatic Immunity because her husband was the "Ambassador of Soul" and therefore the ticket should be dismissed.
- (Q9) What name did Sonny and Cher first perform by? (A9) Caesar and Cleo. They were also called the first hippies of mainstream.
- (Q10) What was the first Beatles song to go to number one on the Billboard chart? (A10) Released in 1963 "I Want to Hold Your Hand"
- (Q11) What was the first CD pressed in the United States for commercial release? (A11) "Born in the U.S.A." was released June 4, 1984 by Bruce Springsteen.
- (Q12) What is Peter, Paul and Mary's all time greatest hit? (A12) "Leaving On A Jet Plane".
- (Q13) When did the Rock and Roll Hall of Fame in Cleveland open? (A13) The Rock and Roll Hall of Fame and Museum opened its doors in 1995

# U

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*NOTES*



43

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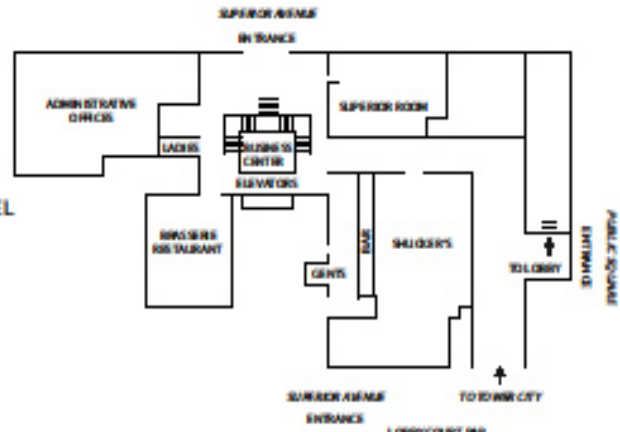
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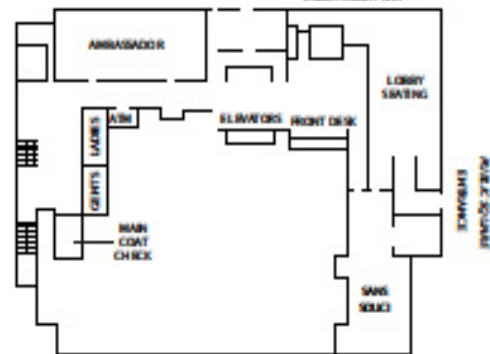
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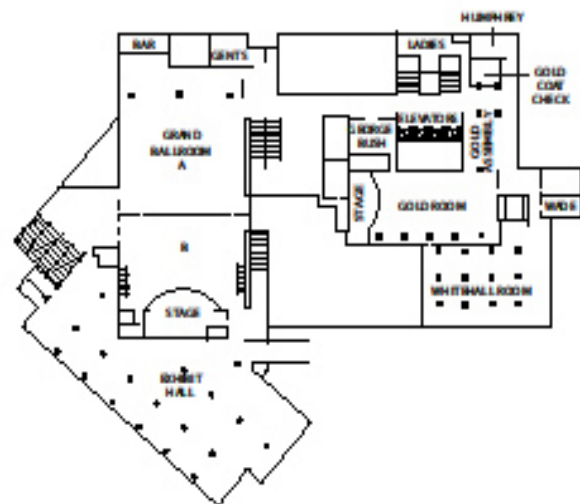
LOWER LOBBY LEVEL  
FIRST FLOOR



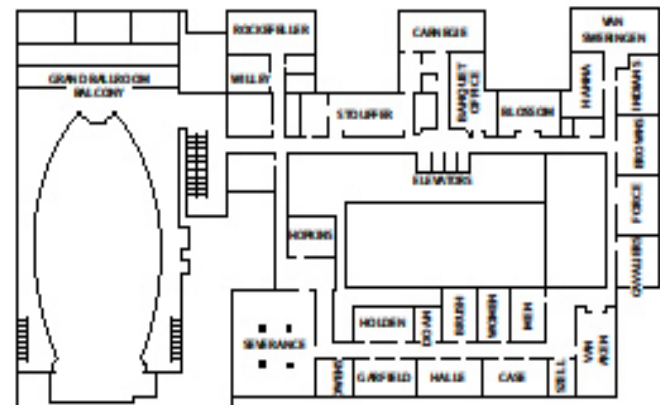
LOBBY LEVEL  
SECOND FLOOR



MEZZANINE LEVEL  
THIRD FLOOR



CONFERENCE LEVEL  
FOURTH FLOOR



# THE TOP 5 REASONS

to transition your students with  
Life Centered Education



**This school year, position your students for success in the real world with the Life Centered Education (LCE) transition curriculum.**

Using LCE, you can help prepare them with skills in daily living, self-determination, and employment. And make them confident, independent young adults.

- Teachers get a clear understanding of students' strengths, weaknesses, needs, and interests.
- In-depth student data helps teams write robust Individualized Education Plan (IEP) goals.
- Students learn essential life skills in daily living, self-determination, and employment including 20 competency and 96 sub-competency areas.
- Contains both qualitative and quantitative assessments, as well as instruction tied to assessment results with more than 1,200 lesson plans that correlate to Common Core State Standards.
- Students enjoy the "cool" factor—they can complete all their assignments online! And the web format makes learning fun and engaging, especially with read aloud options.

*"The results from the LCE assessments and curriculum provide the TRAIL Transition Program with the data necessary to determine IEP goals directly related to the areas of individual instruction each of our participants require in achieving their highest level of independence upon leaving Flagler County Schools."* Dr. Kimberli Halliday, Transition Coordinator, Flagler County Schools, Fla.

Interested in a free trial? Email [LCE@cec.sped.org](mailto:LCE@cec.sped.org)

## PRICING

**Individual license:** 1 teacher + 30 students = \$599 for CEC Members; \$729 for Non-Members

**Group license:** 10 teacher + 200 students = \$1,699 for CEC Members; \$2,129 for Non-Members

**Order LCE:** Phone: 1-888-232-7733 • Fax: 703-264-9494 • Email: [service@cec.sped.org](mailto:service@cec.sped.org)



A photograph of a dirt trail winding through a dense, green forest. The trees are tall and thin, with a thick canopy of leaves. The trail is a light brown color, contrasting with the surrounding green. The text is overlaid on the image in a white, serif font with a drop shadow.

**BLAZING NEW  
TRAILS  
IN TRANSITION**

**DCDT**

**NOVEMBER, 2015**

**PORTLAND,**

**OREGON**