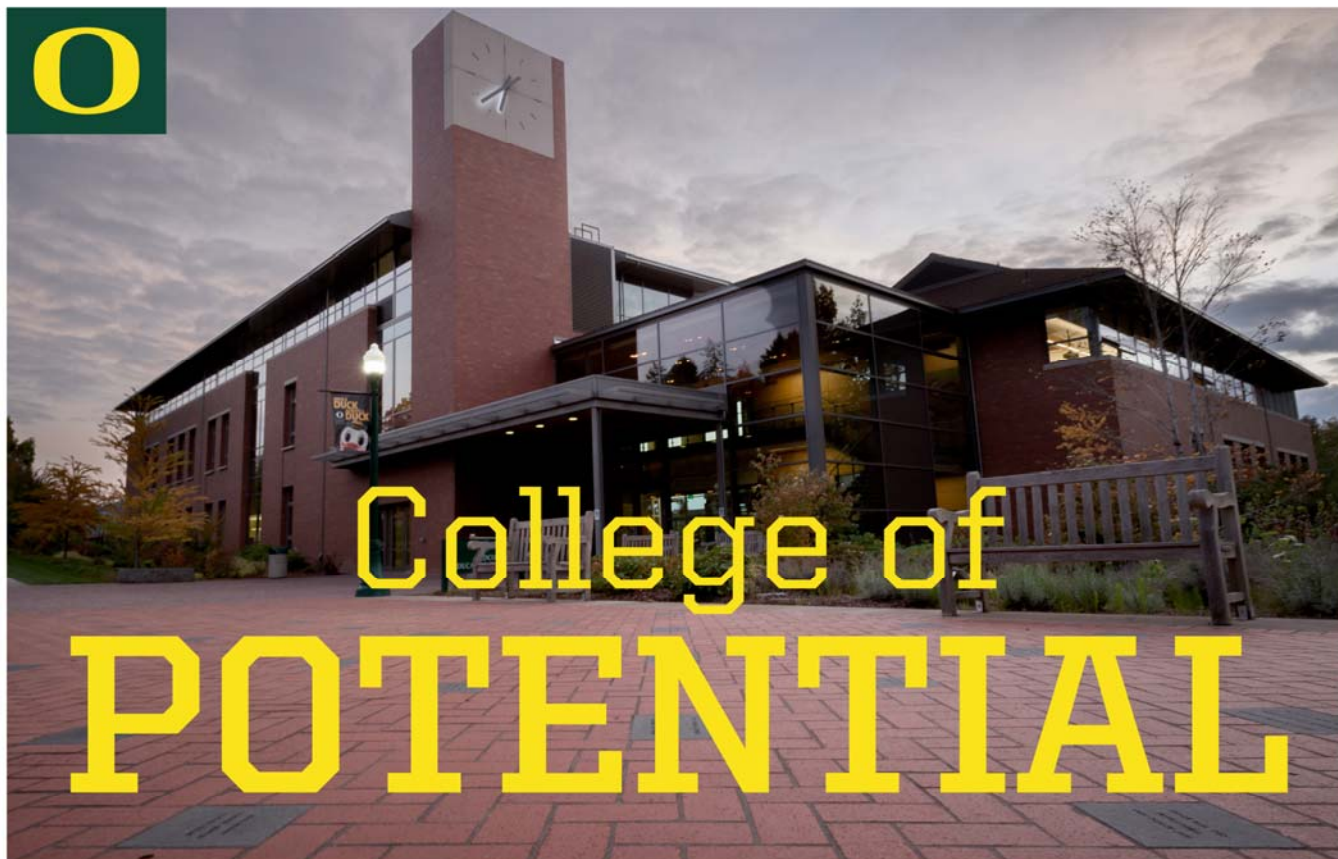




BLAZING NEW TRAILS
IN TRANSITION

DCDT NOVEMBER 2015
PORTLAND, OREGON



You might say the University of Oregon College of Education is a meeting place.

It's where theory meets practice. Where innovation meets application. It's a place where experts in a wide range of disciplines meet the challenge of helping people of all ages, especially kids, become the best possible version of themselves.



We are No. 12 among 454 doctoral granting institutions, owing to a legacy of national research leadership. Funded research per tenure-related faculty member is consistently among the highest in the nation, with research awards averaging more than \$800,000. Faculty-developed research models, methods, curriculum, and assessment tools touch 97 percent of Oregon children, and are used in more than 20,000 schools in the United States and internationally.



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College of Education

THURSDAY CONCURRENT SESSIONS

10:00—11:00

10:00-11:00- THURSDAY—GALLERIA 1

Strand: Self Determination

Presenter: Trudy Gross

IMPACT OF SELF-REGULATED LEARNING FOR STUDENTS WITH INTELLECTUAL DISABILITIES PARTICIPATION AT IEP MEETINGS

This qualitative study explores use of a self-regulation card strategy in general education for two high school students of Asian descent with intellectual disabilities. The students' participation levels at their IEP meetings and parent perceptions were measured. Participants will gain practical tips to enhance students' self-regulation skills and overall self-determination.

10:00-11:00- THURSDAY—GALLERIA 2

Strand: Innovative Instructional Practices in Transition

Presenters: James Sinclair, Kara Hirano, Dawn Rowe, Josh Barbour

HEALTHY RELATIONSHIPS: STUDENT OUTCOMES AND PERSPECTIVES AFTER PARTICIPATING IN A SEX EDUCATION AND RELATIONSHIP-BUILDING COURSE.

This session will discuss implementation of a specially designed sex education course for students with disabilities. Effects of the Healthy Relationships course on student knowledge of sex and sexuality will be presented. In addition, student's perspectives of the course and advice for future sex education courses will be discussed

10:00-11:00- THURSDAY—GALLERIA 3

Strand: Innovative Instructional Practices in Transition

Presenters: Carly Blustein, Maria Mello

PATHWAYS TO INDEPENDENCE: SUPPORTING STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES IN POSTSECONDARY EDUCATION PROGRAMS

Our presentation offers a novel approach to improving skills related to vocational and financial independence through two interventions implemented within a postsecondary education (PSE) program for young adults (ages 20-22) with intellectual and developmental disabilities. We will share recommendations aimed at strengthening programming opportunities and skill-development in PSE settings.

10:00-11:00- THURSDAY—BROADWAY 1

Strand: Self-Determination

Presenters: Karrie Shogren, Dorothy Squatrito Millar, Michael Wehmeyer

A CONCEPTUAL MODEL ADDRESSING SUPPORTED DECISION-MAKING AND GUARDIANSHIP ALTERNATIVES FOR TRANSITION AGE YOUTH

This presentation will introduce supported decision-making and describe a conceptual model that extends planning for the movement from school to adult life for adolescents with disabilities to include considerations related to supported decision-making and guardianship alternatives.

10:00-11:00 - THURSDAY—BROADWAY 2

Strand: Transition to Employment

Presenters: Darlene Unger, Alfred Daviso

GENERALIZING EVIDENCE BASED-PRACTICES FROM CLASSROOMS TO THE WORKPLACE: USING SUPPORT SYSTEMS TO DELIVER SYSTEMATIC INSTRUCTION TO YOUNG ADULTS WITH DISABILITIES

Participants will learn to use existing workplace resources to implement behavioral-based instruction at job sites. Strategies for engaging coworkers and environmental cues to provide instruction or support will be presented. Examples of task analysis, chaining, and prompting systems, used in providing instruction and for progress monitoring, will also be shared.

10:00-11:00 - THURSDAY - BROADWAY 3

Strand: Innovative Instructional Practices in Transition

Presenter: Kristen Perez

TRANSITION IN THE ELEMENTARY CLASSROOM: STRUCTURE AND CURRICULUM TO IMPROVE EARLY TRANSITION

In this session, the presenter will introduce an elementary curriculum developed as part of a Master's Directed Project, as well as practical ideas for classroom structure designed to improve transition skills in elementary-aged students. By the end, session participants will be prepared to implement the curriculum and classroom strategies.

10:00-11:00 - THURSDAY - BROADWAY 4

Strand: Innovative Instructional Practices in Transition

Presenters: Kate Skinner

IPADS FOR VOCATIONAL AND TASK INDEPENDENCE

Small groups walk through making a video task analysis for vocational tasks, then share their product with the larger group in this very practical make and take presentation. Bring your iPad loaded with the VideoTote app through www.videotote.com. A few iPads will be available in case of shortage.

10:00-11:00 - THURSDAY - SKYLINE 2

Strand: Transition to Postsecondary Education

Presenter: Meg Grigal, Mary Judge

POINTS OF VIEW: USING FILM AND MEDIA TO CHANGE HOW COMMUNITIES THINK ABOUT STUDENTS WITH INTELLECTUAL DISABILITIES GOING TO COLLEGE

Learn how to shift community expectations about who goes to college through the use of film, radio, and other media. Find out how to use the films "Rethinking College" and "The Opportunity Project" or create your own in your community as a student, parent, teacher, employer, or transition professional.

10:00-11:00 – THURSDAY - FORUM**Strand:** Transition to Employment**Presenters:** Ben Borden**WHAT NOW? WHERE DO WE GO FROM HERE?**

Is there a Missing Link in the Transition Process? We have the Right Tools to pull all the Transition Elements together. The Goal is to help individuals become as independent as possible in the world. The WayPoint System with the PAES provides the missing link between school and life success.

10:00-11:00 – THURSDAY - COUNCIL**Strand:** Personnel Prep & Professional Development**Presenters:** Mimi Kato, K. Brigid Flannery, Bonnie Doren**FRAMING THE IEP THROUGH TRANSITION: HOW TRANSITION DRIVES THE IEP**

This interactive presentation will provide participants with an overview of two studies. We will share the practical implications of this research, including recommendations for administrators and district personnel around effective IEP PD strategies, and common mistakes and misconceptions, along with strategies for improvement, around writing the IEP document for teachers.

THURSDAY CONCURRENT SESSIONS**11:15—12:15****11:15-12:15 – THURSDAY - GALLERIA 1****Strand:** Transition Assessment**Presenters:** Allison Lombardi**Emphasizing the “T” in STEM: Facilitating College and Career Readiness through Information Technology Literacy**

The EnvisionIT curriculum emphasizes information technology (IT) literacy while facilitating students' completion of a transition portfolio. Presenters will discuss the scaling-up of EnvisionIT in Ohio, Connecticut, and New York, and provide highlights from the first year of implementation.

11:15-12:15-THURSDAY – GALLERIA 2**Strand:** Diversity/Multicultural Approaches to Transition**Presenters:** Lisa Cushing, Michelle Parker-Katz, Fabricio Balcazar, Joanna Keel, Jessica Awsumb, Jessica Hovland, Molly Buren**MULTI-LEVEL URBAN-BASED TRANSITION EDUCATION RESEARCH: STUDIES ADDRESSING STUDENTS, PARENTS AND AGENCIES IN ONE URBAN SETTING**

This panel showcases three urban-based studies that draw on varied participants and use different methodologies to improve student and parent involvement and interagency collaboration. Taken together these studies highlight the pivotal role that context

and participant voice play in urban settings.

11:15-12:15- THURSDAY - GALLERIA 3**Strand:** Innovative Instructional Practices in Transition**Presenters:** Tom Keating, Toby Rickard, Josh Barbour**GOAL GUIDE: A WEB-BASED APPLICATION FOR SELF-DIRECTED GOAL MANAGEMENT BY TRANSITION STUDENTS WITH COGNITIVE DISABILITIES**

This session describes development of a universally designed web application for transition students to create meaningful academic, vocational, and personal goals, monitor their progress toward completion with cognitively accessible data displays, and use the software to coordinate with teachers and parents. Session includes hands-on learning opportunity.

11:15-12:15 – THURSDAY - BROADWAY 1**Strand:** Self-Determination**Presenters:** Annie Downing, Matthew Shapiro**THE JOURNEY OF TWO YOUTH ADVOCATES TO SUCCESS**

Join two young self-advocates as they take you on their journey from their early life struggles to becoming strong leaders, working to educated youth and society on the abilities of individuals with disabilities. They will share how their different experiences helped shape their passion for wanting to make a difference.

11:15-12:15 – THURSDAY - BROADWAY 2**Strand:** Community Partnerships**Presenters:** Carly Blustein, Lisa Cushing, Michelle Parker-Katz, Erik Carter**CHANGING THE CONVERSATION: ENGAGING COMMUNITIES TO STRENGTHEN TRANSITION EDUCATION AND OUTCOMES FOR YOUTH WITH DISABILITIES**

This panel focuses on “community conversations” as practical and asset-based approach for increasing the capacity and commitment of professionals, families, and community allies to improve transition outcomes for youth. We describe how we used this approach to strengthen transition services, present process and impact data, and offer recommendations for implementation.

11:15-12:15 – THURSDAY - BROADWAY 3**Strand:** Transition to Employment**Presenters:** Betty Schiffer, Karen Rabren**PROCESS FOR IMPLEMENTING COMMUNITY-BASED VOCATIONAL INSTRUCTION TO STUDENTS WITH INTELLECTUAL DISABILITIES IN PRACTICAL SETTINGS TO TEACH TRANSFERABLE JOB SKILLS**

Transition practitioners will learn the process of conducting Community-based Vocational Instruction (CBVI) to individuals with intellectual disabilities. Participants will learn how to plan, implement, and evaluate a CBVI program that includes teaching students transferable job skills in community settings. Results will demonstrate positive effects for participants involved in the study.

11:15-12:15 – THURSDAY - BROADWAY 4**Strand:** Transition Assessment**Presenters:** Stacie Dojonovic, James Martin, Dale Matusevich, Jane Razeghi, John McNaught**TRANSITION ASSESSMENT: PART OF THE ACADEMIC FRAMEWORK**

The transition assessment process serves as an excellent learning opportunity and means to involve students, family, and educators into the transition planning process. Join the panel discussion to examine transition assessment "best practices" and explore emerging issues. Age-appropriate transition assessment is not an "add-on" to the educational process.

11:15-12:15 – THURSDAY - SKYLINE 2**Strand:** Community Partnerships**Presenters:** Ruth Allison, Jacque Hyatt, Kelli Crane**Collaboration, Communication, and Cooperation: How to Create Successful System Linkages**

Interagency collaboration is cited as an important aspect of transition services yet it is not well defined nor is it a straight forward concept. This presentation will share productive elements of inter-agency collaboration to achieve positive post school outcomes from the three successful seamless transition models.

11:15-12:15 – THURSDAY – FORUM**Strand:** Personnel Prep & Professional Development**Presenters:** Dana Lattin, Mary Morningstar**GETTING TO THE FRONT LINES: ONLINE PROFESSIONAL DEVELOPMENT RESOURCES LEADING TO OUTCOMES**

This session provides an overview of transition professional development competencies and how the resources on the Transition Coalition website can help transition stakeholders enhance practices and overall program improvement. Participants will learn how these web-based resources can contribute to a comprehensive professional development system.

11:15-12:15 – THURSDAY – COUNCIL**Strand:** Transition to Employment**Presenters:** Art Janowiak III**THE TOP 8 SOFT SKILLS FOR WORKPLACE READINESS**

Your students will eventually become employees. Only 15% of an individual's success comes from hard skills. I will show you the top 8 soft skills employers want, how to improve productivity for your students, and suggestions for evidence-based tools to assess and teach these critical soft skills.

THURSDAY CONCURRENT SESSIONS**1:30-2:30****1:30-2:30 – THURSDAY – GALLERIA 2****Strand:** Innovative Instructional Practices in Transition**Presenters:** Carol Burns, Wanda Routier**LEARNING IN THE NATURAL ENVIRONMENT**

Students with intellectual and other significant disabilities have more opportunities to attend college than they have had previously. This session will discuss the first year of a

postsecondary college program; explore surprises, challenges, lessons learned, and goals for the future, and the effectiveness of the teaching approach.

1:30-2:30 – THURSDAY - BROADWAY 1**Strand:** Transition to Employment**Presenters:** Alfred Daviso**USING APPS TO IMPROVE TRANSITION TO EMPLOYMENT AND POSTSECONDARY EDUCATION**

This presentation will focus on applications for use with student with disabilities in transition service provision, behavior management, and general academic delivery.

1:30-2:30 – THURSDAY - GALLERIA 3**Strand:** Transition to Employment**Presenters:** Patricia Gill**MAKE IT PERSONAL: USING CAREER-FOCUSED INDIVIDUALIZED PLANNING TOOLS**

Individualized plans are a powerful tool for ensuring that career development and transition services are personalized and youth-driven. Learn how to use individualized planning tools to support learning and career development among students with disabilities. Directors of two national transition initiatives will share innovative strategies, real-world challenges, and free resources!

1:30-2:30 – THURSDAY GALLERIA 1**Strand:** Transition to Employment**Presenters:** Arun Karpur, Corrine Weidenthal**ADDRESSING THE IMPACT OF POVERTY ON TRANSITIONING YOUTH WITH DISABILITIES: CONTEXT, DESCRIPTION AND INITIAL EVIDENCE FROM THE NEW YORK STATE PROMISE INITIATIVE**

A federal perspective on the Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) initiative will be shared. Following this, directors of the NYS PROMISE will highlight their outcomes-based service system, comprehensive and integrated case management systems, and parent training supports, along with descriptive findings from their program evaluation.

1:30 – 2:30 – THURSDAY – BROADWAY 2**Strand:** Transition to Postsecondary Education**Presenters:** Debra Holzberg**COLLEGE 411 FOR STUDENTS WITH DISABILITIES**

This session will provide information for those working with students (e.g., school counselors, teachers, family members) applying to college including: changes in the law (i.e., IDEA to ADA), accessing disability services, types of support/programs offered in postsecondary education, a suggested timeline for high school, self-advocacy strategies, and available technology.

1:30-2:30 – THURSDAY - BROADWAY 3**Strand:** Transition to Postsecondary Education**Presenters:** Lauren Bethune**EFFECTS OF SELF-ADVOCACY AND CONFLICT RESOLUTION TRAINING ON ABILITY TO REQUEST AND NEGOTIATE ACADEMIC ACCOMMODATIONS WITH SECONDARY STUDENTS WITH ASD.**

With the increased number of students with Autism Spectrum Disorders (ASD) attending postsecondary education, students need to be equipped with self-advocacy and conflict resolution

skills. This session will describe how SACR can be used to teach secondary students with ASD to request and negotiate accommodations once enrolled in postsecondary education.

1:30-2:30 – THURSDAY - BROADWAY 4

Strand: Transition to Employment

Presenters: Kendra Williams-Diehm, Rick DeRennaux, Kim Osmani

TECHNOW: INCREASING EMPLOYABILITY SKILLS THROUGH SELF-DETERMINATION OPPORTUNITIES

TechNow is an innovative program for transition. In collaboration with DRS, TechNow is aligned to ITSE standards and offered for credit in high schools. This presentation will demonstrate the effectiveness of TechNow. Session participants will better understand infusing self-determination and transition through a hands-on technology curriculum to promote employment skills.

1:30-2:30 – THURSDAY– SKYLINE 2

Strand: Family Partnerships

Presenter: Lynn Newman

PARENT EXPECTATIONS IMPACT ON POSTSECONDARY ENROLLMENT OF STUDENTS WITH LEARNING DISABILITIES, EMOTIONAL DISTURBANCES, AND DEAF AND HARD OF HEARING STUDENTS

This session explores the impact of parent expectations on student enrollment in postsecondary school overall and by postsecondary school-type for students with learning disabilities, students with emotional disturbances, and those who are deaf or hard of hearing. Findings are based on data from the National Longitudinal Transition Study-2.

1:30-2:30 – THURSDAY – FORUM

Strand: Education Associates

Presenters: Tim Hagan, Michael King

COMPLIANT TRANSITION PLANS WITH PROJECT DISCOVERY!

Project Discovery provides a coordinated set of activities to develop a compliant Transition Plan. Through Project Discovery, students will experience hands-on learning about their interests, strengths and preferences and be better prepared to make an informed decision about their post-secondary outcomes. Assessments, Instruction, Functional Vocational Evaluation, Goals, and Daily Living Objectives—we have it all! Come see how this U.S. Dept. of Education validated and approved program can help you!!

1:30 – 2:30 – THURSDAY – COUNCIL

Strand: Student Engagement in Secondary Schools

Presenters: Cindi Nixon, Colleen Thoma, Ron Tamura, Edwin Achola, Irina Cain

PARTICIPATION OF STUDENTS WITH INTELLECTUAL & DEVELOPMENTAL DISABILITIES IN EXTRACURRICULAR ACTIVITIES: ARE STUDENTS INCLUDED?

Access to General Education includes involving students with intellectual disabilities in all activities/instruction in the school community, both general education classes and after school activities. Relatively little has been written about student

participation in extracurricular activities. This presentation examines this issue and shares data from students, teachers, and parents.

THURSDAY CONCURRENT SESSIONS

2:45-3:45

2:45-3:45 – THURSDAY - GALLERIA 1

Strand: Transition to Postsecondary Education

Presenters: Carol Sparber

PROMOTING POSITIVE OUTCOMES OF POST SECONDARY EDUCATION AND EMPLOYMENT FOR TRANSITION AGE STUDENTS WITH AUTISM

Predictors for employment and postsecondary education are identified from the Ohio Longitudinal Transition Study for promoting positive outcomes for students with autism. Results may be used to develop and improve transition education programs. Reasons for not working and not attending college will be discussed.

2:45-3:45 – THURSDAY – GALLERIA 2

Strand: Transition to Employment

Presenters: Angus Kittelman, Kate Wagner, Valerie Mazzotti

FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL SUPPORT PLANS FOR WORK-BASED LEARNING

This session will focus on understanding the basic steps for completing a Functional Behavioral Assessment and Behavioral Support Plan for Work to support effective employment participation for youth with disabilities. Participants will be provided with information on how to adapt these approaches to work-based learning experiences.

2:45-3:45 – THURSDAY - GALLERIA 3

Strand: Transition to Employment

Presenters: Peter FitzGerald, Paula Lombardi, Naomi Bledsoe, Vicki Owen, Heather Cooper, Christopher Patton, Marilyn Morse

OREGON YOUTH TRANSITION PROGRAM AND LEGACY HEALTH PARTNERSHIP: LESSONS LEARNED

Learn about an exciting new partnership between Portland, Oregon Metro-Area YTP Sites and Legacy Health, and take home ideas about how to replicate this partnership in your community. A panel of presenters that includes HR, Transition Specialists, and young adults will share their lessons learned and vision for the future.

2:45-3:45 – THURSDAY - BROADWAY 1

Strand: Student Engagement in Secondary Schools

Presenters: Bradley Stevenson, Lauren Bethune, Catherine Fowler, David Test

RESEARCH-BASED PRACTICES TO TEACH ACADEMICS TO STUDENTS WITH DISABILITIES

Although students with disabilities are increasingly included and accessing the general curriculum, data indicate they are less

successful than their peers without disabilities. Therefore, using instructional strategies with the best evidence base is imperative. This session will explain specific research-based practices for teaching academic skills to secondary students.

2:45-3:45 – THURSDAY - BROADWAY 2

Strand: Transition to Postsecondary Education

Presenters: Adam Lalor

SUPPORTING THE COLLEGE SEARCH: TIPS, STRATEGIES, AND RESOURCES FOR EDUCATORS

Are you an educator interested in supporting students with disabilities during the college search process? Join a former admission officer and a former director of an LD support center to learn about tips that you can use to assist your students with disabilities as they face common college search obstacles.

2:45-3:45 – THURSDAY – BROADWAY 3

Strand: Community Partnerships

Presenters: Judith Terpstra, Ron Tamura

COLLABORATIVE STRATEGIES FOR STUDENTS TO EFFECTIVELY SUPPORT STUDENTS WITH SEVERE DISABILITIES.

Participants will learn about collaborative strategies for professionals to successfully interact for the benefit of students in specialized programs with severe disabilities. Collaboration strategies will be presented in "real-life" examples that participants will be able to share with their teams.

2:45-3:45 – THURSDAY - BROADWAY 4

Strand: Transition to Postsecondary Education

Presenters: Catherine Callow-Heusser

HELPING COLLEGE STUDENT WITH DISABILITIES TO BE SUCCESSFUL IN MATH

Algebra courses are among the most failed college courses and can form a barrier to college success. Research in USU's developmental math courses investigated factors related to success in math. Study findings as well as experiences of the presenter resulted in recommendations for improving success in postsecondary math courses.

2:45-3:45 – THURSDAY - SKYLINE 2

Strand: Transition Assessment

Presenters: Gary Greene

INDICATOR 13 AND TRANSITION ASSESSMENT: THE EMPEROR HAS NO CLOTHES!

This presentation will present qualitative findings that debunk the belief that school districts are truly in compliance with Indicator 13 Checklist requirements, particularly with respect to age-appropriate transition assessment. Strategies and resources for completing quality transition assessments will be presented and discussed

2:45-3:45 – THURSDAY – FORUM

Strand: Transition to Postsecondary Education

Presenters: Josh Barbour

TEACHING EXECUTIVE FUNCTIONING AND SOCIAL SKILLS THROUGH MEANINGFUL TRANSITION ACTIVITIES

Innovative Instructional Practices for Transition Strand: Connections is a service for 18-21 year old Transition Students through the Eugene, 4J School District. The presentation will

examine Connections Curriculum and explore the executive functioning and social skills needed to be successful in educational, vocational, recreational and independent living settings.

2:45-3:45 – THURSDAY – COUNCIL

Strand: Transition to Employment

Presenters: Corissa Neufeldt, Mike Maley, Sarah Drinkwater, Trina Lee, Lilia Teninty, Mitch Kruska

INTERAGENCY COLLABORATION AND OREGON'S EMPLOYMENT FIRST PARTNERSHIP MODEL

This session provides an overview of Oregon's inter-agency collaboration and partnership model established to implement and operationalize its Employment First policy and state's Executive Order on providing employment services to transition age and working age people with intellectual and developmental disabilities that help them to obtain competitive integrated employment.

THURSDAY CONCURRENT SESSIONS

4:00-5:00

4:00-5:00 – THURSDAY - GALLERIA 1

Strand: Transition to Employment

Presenters: Sarah Statham, Heidi Dirkse-Graw, Skyler Whitley, Peter Fitzgerald

COLLABORATING THROUGH CHANGE - A LOCAL EMPLOYMENT FIRST SEAMLESS TRANSITION PILOT PROJECT'S JOURNEY

Learn from Portland's Employment First Seamless Transition Pilot Project and our journey to increase numbers of student's exiting school transition programs who make a smooth & seamless transition to competitive employment of choice. Our panel will include a transition teacher, employed graduates, OVRS counselor, employment specialist and brokerage personal agent.

4:00-5:00 – THURSDAY – GALLERIA 2

Strand: Transition to Postsecondary Education

Presenters: Laura Eisenman, Meg Grigal, Debra Hart

DISCLOSING INTELLECTUAL DISABILITY IN HIGHER EDUCATION

As more students with intellectual disability (ID) transition to college, new questions arise about what it means to identify one's self as ID in a college environment. This presentation examines academic and social disclosure challenges experienced by students with ID and provides recommendations for transition and higher education practices.

4:00-5:00 – THURSDAY - GALLERIA 3

Strand: Family Partnerships

Presenters: John McNaught, Kendal Swartzentruber

YOUTH AND PARENT INVOLVEMENT IN SELF-DETERMINATION

This presentation will discuss the evolution of the I'm Determined

Project's Youth and Parent Summits over the past nine years and MOVE (mini summit for transition age African-American males with a disability) over the past two years.

4:00-5:00 – THURSDAY - BROADWAY 1

Strand: Personnel Prep & Professional Development

Presenters: Tina Ancil, Ann Fullerton, Susan Bert, Barbara Ruben

THE IMPACT OF YOUTH-DIRECTED TRANSITION TEAMS ON PRE-SERVICE SPECIAL EDUCATION TEACHERS AND REHABILITATION COUNSELORS: AN INTENSIVE LONG-TERM FIELD STUDY

Results are shared from a qualitative study exploring the impact of participation in a pre-service long-term interdisciplinary youth-directed transition team on practices used by teachers and rehabilitation counselors after graduation. Graduates implemented self-directed transition with students/clients, collaboration with key stakeholders and person centered planning approaches across domains and settings.

4:00-5:00 – THURSDAY – BROADWAY 2

Strand: Transition to Employment

Presenters: Teresa Grossi, Mary Held

WORKING TOGETHER: SCHOOL-TO -WORK COLLABORATIVE

No one organization can prepare students for world of work alone: Schools, Vocational Rehabilitation, Employment providers. This session will provide an overview of the Indiana School-to-Work Collaborative research study where employment resources and adult agencies are embedded in the school to bridge the world of work and adult agencies.

4:00-5:00 – THURSDAY - BROADWAY 3

Strand: Innovative Instructional Practices in Transition

Presenters: Audrey Trainor, Ellie Hartmann

ACTIVELY INVOLVING ADOLESCENTS AND YOUNG ADULTS WITH DISABILITIES IN TRANSITION PLANNING AND ACTION THROUGH MOTIVATIONAL INTERVIEWING

Motivational interviewing has potential for improving the active engagement of individuals with disabilities in setting and attaining goals in employment, postsecondary education, and independent living. MI increases self-determination and connects behavioral change to increased life satisfaction. This session outlines how to implement the technique and provides support for its use.

4:00-5:00 – THURSDAY – BROADWAY 4

Strand: Transition to Employment

Presenters: Nicole Ditchman, Amanda Easton

VOCATIONAL REHABILITATION SERVICE PATTERN STRUCTURE: AN APPLICATION OF NETWORK ANALYSIS TO EXAMINE EMPLOYMENT OUTCOMES OF TRANSITION-AGE INDIVIDUALS WITH AUTISM

This presentation uses network analysis to examine characteristics of the service pattern structure associated with

employment outcomes for young adults with Autism served by the state-federal vocational rehabilitation system, using national data from the RSA-911 Case Report data set.

4:00-5:00 – THURSDAY – SKYLINE 2

Strand: Transition to Employment

Presenters: Tara Regan

WORK-BASED LEARNING EXPERIENCES FOR HIGH SCHOOL STUDENTS WITH AUTISM SPECTRUM DISORDER

In postsecondary experiences, students are not prepared for the transition into employment, especially for young adults with ASD. There is an indicated need for work-based learning experiences while in high school. However, the dearth of research prevents the growth of programs and evaluation of its effects for students with ASD.

4:00-5:00 – THURSDAY - FORUM

Strand: Transition Assessment

Presenters: Andrew Persch

RELIABILITY, VALIDITY, AND CLINICAL UTILITY OF THE VOCATIONAL FIT ASSESSMENT

The unidimensional structure of VFA subscales and estimates of internal consistency lend initial evidence in support of reliability and validity. Using the VFA in the field has the potential to improve postsecondary employment outcomes for individuals with disabilities.

4:00-5:00 – THURSDAY – COUNCIL

Strand: Personnel Prep & Professional Development

Presenters: Jane Razeghi, Mary Morningstar, Robert Morgan, James Martin, Monica Simonsen

THE NEW TRANSITION STANDARDS: HOW ARE THEY BEING USED & HOW YOU CAN USE THEM?

After 16 years, DCDT has developed new transition standards! Their creation and the practical, as well as, creative uses to impact transition personnel preparation programs will be presented. Gain a better understanding of the new transition standards, how to replicate them, and create new ways to better prepare transition teachers

**PAT SITTLINGTON EMERGING RESEARCHER
AWARD SESSIONS
THURSDAY—5:30-6:30
THE PARLOR**

5:30-6:30 – THURSDAY – THE PARLOR

Strand: Pat Sittlington Emerging Researcher Award Session

Presenter: Joanna Keel

DIFFERENCES IN POST-SCHOOL VISIONS BETWEEN LATINO STUDENTS WITH LEARNING DISABILITIES, THEIR PARENTS, AND SPECIAL EDUCATORS

This poster presentation will focus on findings from a qualitative study that explored perspectives about the desired components of

adult life, and the necessary supports to achieve that post-school vision for 12th grade Latino students with learning disabilities, their parents, and special educators.

5:30-6:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Louise Yoho

STUDENTS WITH DISABILITIES IN HIGHER EDUCATION: RESEARCH AND PUBLICATION TRENDS

This poster session presents current research, publication and presentation trends in higher education journals and conferences that address issues regarding college students with disabilities. Trends are examined and discussed, as are issues of access and social justice. Future needs for policy, research and practice are identified.

5:30-6:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Karen Diegelmann

SELF-MONITORING CHECKLIST AS A COMPONENT OF THE SELF-DIRECTED IEP

Component analysis of EBPs bridge the research to practice gap by providing practitioners with essential elements for implementation of EBPs in the classroom. This study examined the use of a self-monitoring checklist as a component of the Self-Directed IEP for students with intellectual disabilities.

5:30-6:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Whitney Gilliland

AN ANALYSIS OF 2013 REHABILITATION SERVICES ADMINISTRATION DATA

This presentation analyzed the 2013 United States Rehabilitation Services data. The data were analyzed according to disability, occupational status, hours worked and wages earned. Results, limitations, and suggestions for future research are discussed.

5:30-6:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Marcus Poppen

VOCATIONAL REHABILITATION: PREDICTING EMPLOYMENT OUTCOMES FOR YOUNG ADULTS WITH DISABILITIES

This poster presents the findings from a dissertation study investigating the effects of individual, in-school, post-school and contextual factors on the Vocational Rehabilitation (VR) closure status among a population of 4,443 young adults who received and completed services from Oregon VR between 2003 and 2013.

**PAT SITLINGTON EMERGING RESEARCHER
AWARD SESSIONS
THURSDAY—6:30-7:30—THE PARLOR**

6:30-7:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Kara Hirano

EXPLORATORY AND CONFIRMATORY FACTOR ANALYSES OF MOTIVATIONAL FACTORS IMPACTING PARENT INVOLVEMENT IN SECONDARY SPECIAL EDUCATION AND TRANSITION

This session reports results from a study examining motivators for

parent involvement in secondary special education and transition. Findings will highlight scales for measuring parent involvement as well as possible areas of intervention for schools to increase parent involvement in secondary special education and transition planning.

6:30-7:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Andrew Scheef

DEVELOPING PARTNERSHIPS TO PROMOTE THE EMPLOYABILITY OF YOUTH WITH DISABILITIES IN SINGAPORE

This session includes findings from a qualitative research study exploring how programs in Singaporean schools foster positive relationships with businesses in the community to provide job-training experiences for students with disabilities. Through a Fulbright award, interviews with school-based personnel were conducted to explore effective practices used to develop these partnerships.

6:30-7:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Stefania Petcu

PREDICTORS OF POSTSECONDARY EDUCATION CHOICES AND COMPLETION FOR STUDENTS WITH DISABILITIES

The aim of the study was to explore the association between selected transition practices and the enrollment in and completion of different types of postsecondary education programs for student with disabilities. The significant parameters were (a) instruction on job preparation, (b) vocational education, (c) prevocational education, and (d) transition planning.

6:30-7:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Robert Maddalozzo

COMPARING THE QUALITY AND COMPLIANCE OF INDIVIDUALIZED TRANSITION PLANS FOR YOUTH WITH EMOTIONAL AND BEHAVIORAL DISABILITIES, LEARNING DISABILITIES, AND INTELLECTUAL DISABILITIES

This poster focuses on the quality of Individualized Transition Plans for Students with EBD and how their level of compliance compares to the Individualized Transition Plans of students with an LD or ID. The study describes how transition plans, and the overall compliance of an IEP, varies across disability classifications.

6:30-7:30 – THURSDAY – THE PARLOR

Strand: Pat Sitlington Emerging Researcher Award Session
Presenters: Brian Valentini

QUALITY OF LIFE FOR RECENTLY TRANSITIONED STUDENTS IN THEMED RESIDENTIAL SETTINGS

The purpose of this study is to examine quality of life for students who recently transitioned from high school and currently are a participant in a structured thematic, such as farming or ranching, residential setting. Social, education and recreation opportunities are examined in this quantitative study

**5:30 – 7:30 – THURSDAY
WELCOME RECEPTION
AND
THE PAT SITLINGTON**

STUDENT RESEARCH AWARD POSTER COMPETITION

POSTER SESSIONS—THE PARLOR THURSDAY—10:00-11:00

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 valuables. 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.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: June Gothberg, Charlotte Alverson

CEC ADVANCED SPECIAL EDUCATION TRANSITION SPECIALIST STANDARDS: LESSONS FROM THE FIELD

In October 2013, the Council for Exceptional Children's (CEC) board of directors approved advanced transition specialist standards. Researchers found many transition specialist report lacking the knowledge and skills associated with these advanced standards. This think tank will focus on how to increase the knowledge and skills relative to the standards.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Yen Pham

THE SOCIAL SUPPORT NETWORK OF ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

This session examines the social support network of English Language Learners with disabilities from NLTS2, and asking: (a) What are the supports and relationships that ELLs have with parents, peers, teachers, and other adults? (b) What are the associations between these relationships and adjustment outcomes for these students?

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Student Engagement in Secondary Schools

Presenters: Mary Pearson

EDUCATIONAL QUALITY OF LIFE FOR STUDENTS WITH RARE OR SIGNIFICANT DISORDERS AND TRANSITION

Nearly 7% of children in America have rare health impairments (Farmer, Clark, & Marien, 2003) or severe disabilities and health impairments. This presentation will review results of two studies of educational quality of life for students of these two populations, focusing on the needs of students transitioning to adult life.

with ASD will be presented.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Jason Robinson

FACILITATING FUNCTIONAL AND VOCATIONAL SKILL DEVELOPMENT FOR TRANSITION-AGE STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL DISABILITIES

This session will examine the functional skills necessary for students with moderate to severe intellectual disabilities transitioning to vocational opportunities after high school graduation. Participants will learn how to customize functional skill instruction based on the strengths and needs of students as well as the expectations of community workplaces.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Kelli Crane, Jade Gingerich

IT PAYS TO WORK! EXAMINING THE MD PROMISE INITIATIVE

Youth with disabilities face well documented challenges during their transition to post-school life. This presentation introduces MD PROMISE, which is studying the impact of transition interventions on post-school outcomes, including employment, for youth receiving SSI. The presenters will describe the interventions, as well as findings to date.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Community Partnerships

Presenters: Kathryn Eckert-Mason, Rebecca Emmert

A MODEL OF COMMUNITY PARTNERSHIP IN YOUTH TRANSITION

Presentation and history of a Collaborative Community Project currently in it's fourth year in Salem Oregon. This will include discussion of growing and sustaining partnership over time and as partners change. We will additionally facilitate the development of ideas for partnership that can be taken back to your home setting.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: IDEA and Transition: Ensuring Successful Policies and Practices

Presenters: Matthew Klare

A STRATEGY AND TOOLS TO SUPPORT LOCAL GRADUATION AND DROPOUT-PREVENTION INITIATIVES

This session will describe a strategy for improving dropout and graduation rates at the local level through the use of data-driven decision making. We will introduce a set of free data tools to support schools in this effort.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Nicholas Gelbar

RECOMMENDATIONS FROM COLLEGE STUDENTS WITH ASD FOR IMPROVING SECONDARY TRANSITION

Individuals with ASD have very concerning secondary transition outcomes. The results of a systematic review of the literature concerning the experiences of college students with ASD will be presented. In addition, the results of a survey of college students

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Catherine Callow-Heusser

IMPROVING TRANSITION OUTCOMES FOR UTAH'S YOUTH

USU's Master's level personnel preparation grant resulted in substantial gains in knowledge and skills for transition specialists, improved post secondary outcomes for youth in transition they served in applied settings during practice, and evaluation tools useful for evaluating personnel preparation programs. Evaluation instrumentation and program outcomes will be presented.

10:00-11:00 – THURSDAY – THE PARLOR

Strand: Self-Determination

Presenters: Chris Schnieders, Jennifer Quirina-White

AN INTEGRATED MODEL FROM STUDIES OF SUCCESSFUL ADULTS WITH LD

Two studies done exclusive of each other examined outcomes of adults with LD and produced similar findings. The results of both studies were combined into a conceptual model. The model considers LD across the lifespan and includes internal, linking, and external factors. Implications for practitioners and researchers will be discussed.

THURSDAY 11:15-12:15
POSTER SESSIONS—THE PARLOR

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Monica Simonsen, Valerie Mazotti, Jeanne Novak, Mary Morningstar, Karen Diegelmann

THE STATUS OF PERSONNEL PREPARATION AND CERTIFICATION IN TRANSITION

Secondary special educators and transition specialists play a critical in supporting youth to obtain positive post-school outcomes. This session reviews trends in personnel preparation funding, the certification and standards for secondary teachers across the country, and a review of the transition content in teacher preparation programs.

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Stefania Petcu

STUDENT VOICES: FACTORS INFLUENCING COLLEGE DECISIONS FOR ADOLESCENTS WITH DISABILITIES

This study discusses the factors that influence the college decision-making process for students with disabilities and what resources students are using in making their postsecondary education choices.

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Megan Burke-Brunschenn, Su Groff-VanArendonk

BLAZING TRAILS IN BUILDING A WORK EXPERIENCE PROGRAM

Current data shows both rural and metro areas need guidance and support in creating a work experience program incorporating

partnerships with local businesses. GWAEA has developed guidelines and resources to develop a sustainable in-house and community-based work experience program and tools to recruit businesses to partner with schools.

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Andrew Persch, Helen Malone

JOB MATCHING PRACTICES OF PROJECT SEARCH PROFESSIONALS

Job matching is the collaborative, data-based decision making process used by transition teams to determine the best fit between an individual's abilities and preferences and the job's environmental and occupational demands. Results support use of consistent, data-driven, person-centered processes.

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Student Engagement in Secondary Schools

Presenters: Nancy Molfenter

TEACHER PERSPECTIVES ON HIGH SCHOOL INCLUSION FOR STUDENTS WITH SIGNIFICANT DISABILITIES

This session will describe the perspectives shared by both general and special educators about practices used to include high school students with significant disabilities in classes and the broader school community. In addition, attendees will learn about a web-based set of resources and consider the application of opportunity mapping

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Lori Peterson, Jason Robinson, Aimee Massafra

IF YOU BUILD IT, THEY WILL RUN: A STUDENT FACILITATED IEP PROJECT

Do you want to learn a new and exciting approach to student-led IEP meetings? We have combined two essential components needed for effective IEP team planning: student-led strategies that promote self-determination and tools for effective communication, dispute resolution, and collaborative decision-making. This IEP model will prepare students for the future!

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Edwin Achola

USING PERSON-FAMILY INTERDEPENDENT PLANNING APPROACH TO IMPROVE TRANSITION OUTCOMES FOR CULTURALLY DIVERSE YOUTH & FAMILIES

Although the conceptual literature around family centeredness supports the adoption of family-centered practices, evidence shows that secondary school practices with families of children with disabilities are generally not family-centered (Dust, 2002; Hornby, 1995). This session will highlight the core tenets of person-family centered transition planning relevant to CLD families

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Lisa Fournier

BUILDING CAPACITY IN TRANSITION SERVICES: LESSONS FROM AN EDUCATIONAL ORGANIZATION IMPLEMENTING CHANGE

This presentation will share findings from a Doctoral case study on building capacity in transition services within an educational

organization. Using an organizational change model and qualitative sources, the complexity of aligning practice with policy was analyzed. Transition practitioners can identify helpful findings to assist them in building transition programming.

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Carolyn Cage, Dionne May

PREPARING STUDENTS FOR THE GLOBAL WORKPLACE AND LIFE BEYOND HIGH SCHOOL

Norfolk Public Schools have implemented programs that ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society. Project SEARCH, Post-Secondary Academies, SOS Program and the Transition Tour Bus for Parents will be outlined. Utilizing innovative ideas for improving post school outcomes for all students with disabilities is the focus of this presentation.

11:15-12:15 – THURSDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Arun Karpur, David Filiberto

EVALUATING IMPLEMENTATION - ADHERENCE, PROGRAM FIDELITY, OR SYSTEMS CHANGE IN TRANSITION TO ADULTHOOD PROGRAMS

This presentation will introduce the concepts of implementation evaluation in the context of measuring the impact of a multi-site transition to adulthood program for youth receiving supplemental security income in NY State. Metrics measuring program fidelity, including the impact of program on institutions and systems will be discussed.

POSTER SESSIONS

THURSDAY 1:30-2:30—THE PARLOR

1:30-2:30—THURSDAY—THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Keith Storey

OVERVIEW OF POSITIVE BEHAVIOR SUPPORTS IN TRANSITION SETTINGS

The purpose of this presentation is to provide support providers the skills to implement positive behavior interventions in transition settings. Practical and evidence based examples of positive interventions will be presented in a non-technical and easy to understand format.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Self-Determination

Presenters: Vickie Mitchell, Kendra Williams-Diehm

SELF-DETERMINATION IN SECONDARY STARTS IN ELEMENTARY: THE RESEARCH, RESULTS, AND PRACTICAL APPLICATION STRATEGIES

The instructional model was designed to eliminate isolated instruction and embed SD into natural activities in classrooms.

Participants learn results, efficiency and effectiveness of the model, and the difference it made in skills and behaviors of all students. Practical tools to implement the process in elementary schools will be shared.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Self-Determination

Presenters: James Sinclair, Kate Wagner, Deanne Unruh

SELF-DETERMINATION AND MOTIVATIONAL THEORY: A THEORETICAL DISCUSSION ABOUT FOSTERING STUDENT AUTONOMY AND ENGAGEMENT

This session will discuss the relationship between theories of motivation and self-determination, specifically within the context of self-determination curriculum. An analysis of motivational theory components found within self-determination curriculum will be presented. In addition, components of motivational theory that are related to student engagement will also be discussed.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Transition to Employment

Presenters: Jeongsuk Hong

THE PERCEPTION OF SPECIAL EDUCATION TEACHERS WHO MANAGE JOB-CENTERED SCHOOLS IN SOUTH KOREA

In South Korea, Job-centered school is defined to high school where has 3 or more special classrooms and provides vocational education to students with disabilities in a district. This study was implemented in qualitative approach which analyzed the perception of special education teachers in the view of outcomes and challenges.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Transition to Employment

Presenters: Christina Gushanas, Meagan Sumbera, Dalun Zhang

THE ACCESSIBILITY, QUALITY, AND COMPONENTS OF POSTSECONDARY PROGRAMS THAT SERVE INDIVIDUALS WITH DISABILITIES AT RESEARCH INTENSIVE UNIVERSITIES

Not all individuals with disabilities meet degree seeking admission criteria to attend research intensive universities. This hinders postsecondary access and attainment of degrees or certifications crucial for employment. This study identifies postsecondary programs at research intensive universities for individuals with disabilities who do not meet the degree seeking admissions criteria.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Transition to Employment

Presenters: Kimberly Osmani, Judi Goldston

WIOA AND PROJECT SEARCH: CONNECTING THE DOTS FOR FIDELITY

Do you have a Project SEARCH site in place or want to start one?

Learn from a state that has had the program for over 6 years and holds high standards of accountability. Presenters will spend time with participants discussing how PS fits within WIOA and Pre-Employment Transition Services.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Transition Assessment

Presenters: Lyman Dukes III, Allison Lombardi, Nicholas Gelbar, Adam Lalor

A REVIEW OF POSTSECONDARY EDUCATION AND DISABILITY ASSESSMENT TOOLS FOR STUDENTS AND FACULTY

In this poster session, we will provide an overview of available assessment tools intended for postsecondary students and faculty, including measured constructs and psychometric properties. We will discuss strategies to utilize assessments and encourage data-based decision-making in postsecondary education environments that will benefit and support students with disabilities.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Transition to Employment

Presenters: Jonathan Carpenter, Karen Rabren

LIFE SATISFACTION AS A FUNCTION OF STUDENT INVOLVEMENT AND POST-SCHOOL OUTCOMES

Satisfaction with life for former students with disabilities as predicted by their post-school outcomes. Variables predicting these outcomes, as well as demographic differences, are addressed.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Transition to Employment

Presenters: Terry Shlaes

DEVELOPING HIGH SCHOOL TRANSITION CURRICULUM AND COMMUNITY ACTIVITIES FOR STUDENTS ON IEPs

This session will introduce participants to a semester long high school transition curriculum for mildly and moderately disabled students. Both classroom and community activities are shared and discussed. Recommendations for speakers, field trips and other activities will be shared and a cd of lessons will be given to participants

1:30-2:30—THURSDAY—THE PARLOR

Strand: Student Engagement in Secondary Schools

Presenters: Michael Harvey

INNOVATIVE APPROACHES TO SECONDARY INSTRUCTION AND THE CONNECTION TO COLLEGE AND CAREER READINESS: WHAT IS THE TREND IN INDIANA SCHOOLS?

Findings on the usage of UDL, DI, digital media, and technology related to college and career readiness in Indiana's high schools are reported. Little research on instructional initiatives tied to CCR has been done. Data address effectiveness with various student groups and are reported by position and school setting location.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Michelle Parker-Katz, Lisa Cushing

BUILDING TRANSITION LEADERSHIP: RESEARCH, WORK AND PERSONNEL PROGRAM DEVELOPMENT

This panel will highlight preparation of transition leaders, and linkages of research findings about teacher leadership and

transition work. Two leaders will describe work with families and communities. We present longitudinal findings about the impact of a personnel program to build transition leaders, and conclude with discussion of program supports.

1:30-2:30—THURSDAY—THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Kaitlyn Frandsen, Ryan Kellems

TEACHING COMMON CORE MATH SKILLS TO STUDENT WITH DISABILITIES USING VIDEO PROMPTING ON AN IPAD

This presentation explains how Video Prompting (VP) is used to teach common core math skills to students with disabilities using mobile technology (iPads). Students attending an 18-21 program were taught to calculate tips, compare unit prices, and adjust recipes. Results indicated VP to be an effective method of teaching math.

POSTER SESSIONS

THURSDAY 2:45-3:45—THE PARLOR

2:45-3:45-THURSDAY– THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Keith Storey, Debra Cote

PRACTICAL USE OF SELF-MANAGEMENT STRATEGIES IN TRANSITION SETTINGS

We will provide information on self-management strategies that research has found to be effective for supporting successful participation in the workplace. In addition to the overview of self-management strategies we will specifically focus on Auditory Prompting Procedures. A non-technical, easy to implement format will be used by the presenters.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Patricia Devlin

SETTING THE STAGE FOR SUCCESS IN POSTSECONDARY EDUCATION FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

This session will inform participants of specific successful approaches for students with intellectual and developmental disabilities in a postsecondary education program at The University of Toledo. First semester courses and initial strategies leading to academic, social, and vocational success will be highlighted.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Sloan Huckabee

EXPLORATORY STUDY OF THE IMPACT OF POST-SECONDARY EDUCATIONAL INTERRUPTIONS ON TRANSITION AGE YOUTH WITH PSYCHIATRIC DIFFICULTIES

A review of innovative practices assisting transition age youth with mental health illnesses engage in post-secondary education and training. Five domains of transition planning categorize the practices: young adult focused planning, young adult skill

development, family involvement, program/service characteristics, and inter-agency collaboration. Innovative practices within each domain will be described.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Gulnoza Yakubova

MAXIMIZING SKILL ACQUISITION THROUGH TECHNOLOGY FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

This session will focus on the results of the study examining vocational task-related problem-solving performance of students with autism spectrum disorder (ASD) using video-based intervention. Presenters will describe how practitioners can help students with ASD improve problem-solving performance when encountered with a variety of problems in the school setting.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Transition to Employment

Presenters: Alfred Daviso, Darlene Unger

PROMOTING POSITIVE OUTCOMES FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

This presentation will discuss the findings from the Ohio Longitudinal Transition Study as it relates to students with autism spectrum disorder. Predictors of post-school outcomes such as employment, postsecondary education, and independent living will be identified and discussed for program improvements.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Bernadette Komenda, Emily Bear

MANDATORY TRANSITION SERVICES AND TRANSITION PROGRAMS, WHAT IS THE DIFFERENCE? PART 2: TRANSITION PROGRAMS

This session will focus on the necessary components for developing a community-based 18-22 year old, post-secondary transition program under the K-12 umbrella. Participants will develop the knowledge of the different components, steps to take in creating this type of program, and understand the importance of providing students with community-based experiences.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Transition to Employment

Presenters: Jessica Awsumb

REHABILITATION OUTCOMES OF TRANSITION-AGE YOUTH WITH DISABILITIES RECEIVING VOCATIONAL REHABILITATION SERVICES

This poster will present the outcomes of youth with disabilities in a Midwestern State receiving services from the state's Vocational

Rehabilitation Agency. Five years of statewide transition data were analyzed to determine what demographic and case level factors were different and predicted rehabilitated or non-rehabilitated outcomes.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Self-Determination

Presenters: Karrie Shogren, Michael Wehmeyer

SELF-DETERMINATION INVENTORY: STUDENT REPORT - A NEW MEASURE OF SELF-DETERMINATION

This presentation will describe the development and testing of a new student self-report measure of self-determination, the Self-Determination Inventory: Student Report (SDI: SR). The SDI: SR is the first tool created as part of the Self-Determination Inventory System (SDIS), which will include self- and other-report (parent, teacher) measures of self-determination

2:45-3:45-THURSDAY– THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Michael Harvey, Nikki Sprunger

IMPLEMENTATION OF THE 16 TRANSITION PREDICTORS IN SECONDARY SETTINGS: WHAT IS THE STATUS IN INDIANA'S HIGH SCHOOLS?

This study examined perceptions of special education directors, assistant directors/program coordinators, and special education teachers concerning current knowledge, usage, and effectiveness of evidenced-based transition predictors at the high school level in the State of Indiana. How are evidenced-based transition predictors being implemented? Findings suggest differences in perceptions concerning these predictors.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Self-Determination

Presenter: Amy Pleet-Odle

EXPANDING SELF-DETERMINATION: THE HEART OF A SPECIAL EDUCATOR'S JOB

What is the heart of a special educator's job? They report stress from competing priorities: rising academic standards, school reform initiatives, knowledge about brain research, evidence based practices, and personnel shortage. This researcher conducted interviews to learn the impact of professional development on empowering students' self-efficacy skills.

2:45-3:45-THURSDAY– THE PARLOR

Strand: Transition to Employment

Presenters: Ellie Hartman, Jade Gingerich, Kelli Crane, Carol Ruddell

PROMISE: LESSONS LEARNED AND EARLY OUTCOMES OF IMPLEMENTING EVIDENCE-BASED PRACTICE FOR TEENAGERS ON SUPPLEMENTAL SECURITY INCOME (SSI) AND THEIR FAMILIES

Three PROMISE demonstration programs will discuss how their early experiences are already making a difference in the way that systems can work together to produce self-sufficiency for SSI youth.

POSTER SESSIONS

THURSDAY 4:00-5:00—THE PARLOR

4:00-5:400-THURSDAY– THE PARLOR

Strand: IDEA and Transition: Ensuring Successful Policies and Practices

Presenters: John Kregel, Meg Sander

TRANSITION TRIALS: A REVIEW OF RECENT TRANSITION-RELATED CASE LAW AND ADMINISTRATIVE DUE PROCESS HEARING DECISIONS

This poster presentation will provide a comprehensive review of recent transition-relevant legal decisions and describe the issues, trends, and potential impact of these decisions on transition planning and IEP development. We will examine case law and administrative due process hearings, with an emphasis on decisions that have occurred since 2010.

4:00-5:00-THURSDAY– THE PARLOR

Strand: Student Engagement in Secondary Schools

Presenters: Debra L. Cote

THE USE OF PBS TO SUPPORT SECONDARY STUDENTS WITH AUTISM IN INCLUSIONARY SETTINGS

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.

4:00-5:400-THURSDAY– THE PARLOR

Strand: IDEA/Transition: Ensuring Successful Policies and Practices

Presenters: Maria Mello

CHARACTERISTICS OF STUDENTS WHO ACCESS TRANSITION SERVICES

Using a nationwide survey, this presentation offers a descriptive analysis of which students are more likely to receive (versus not receive) transition services. We offer implications for transition planning for researchers, practitioners, policymakers, and families.

4:00-5:400-THURSDAY– THE PARLOR

Strand: IDEA and Transition: Ensuring Successful Policies and Practices

Presenters: Jennifer Pearson, Stephanie Henrichs, Mardi Scott, Julie McDermott

TRANSFORMING THE FUTURE FOR YOUNG ADULTS WITH MENTAL HEALTH NEEDS: IMPROVING SERVICES AND OUTCOMES FOR YOUTH IN TRANSITION.

This presentation will discuss research, best practices, and innovative transition services for young adults with mental health needs. Topics will include self-determination, person-centered

planning, individualized transition services, linkages to adult services, and advocacy efforts to create seamless systems of supports to improve outcomes for young adults with mental health needs.

4:00-5:400-THURSDAY– THE PARLOR

Strand: Community Partnerships

Presenters: Deanne Unruh, Miriam Waintrup, Lori Arnold, Nick Moore

HOW TO STAY OUTSIDE: STRATEGIES TO HELP INCARCERATED YOUTH SUCCESSFULLY TRANSITION INTO THE COMMUNITY

Project STAYOUT (Strategies Teaching Adolescent Young Offenders to Use Transition Skills) is working with Oregon young offenders with disabilities to overcome barriers, discover strengths, and transition successfully into their communities. The key role of the Transition Specialist as guide will be discussed with concrete examples of strategies used with youth.

4:00-5:400-THURSDAY– THE PARLOR

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Amy Dwyre D'Agati, Darrell Burns, Aida Flores

TRANSLATING TRANSITION FOR HISPANIC YOUTH AND FAMILIES: MANEUVERING THROUGH TWO CULTURES

Transition is confusing. Imagine no English, being an immigrant, with no guide. The Add Us In-Maryland partnership uniquely addresses the diversity of both cultures: TransCen (disability employment expertise) and the Hispanic Business Foundation (Hispanic businesses/culture expertise) share strategies to bring the two together – for families, professionals, and Hispanic business owners.

4:00-5:400-THURSDAY– THE PARLOR

Strand: IDEA and Transition: Ensuring Successful Policies and Practices

Presenters: Jacque Hyatt, Caroline MaGee, Ruth Allison

THE COLLABORATIVE OPPORTUNITIES OF WIOA

The implementation of the Workforce Innovation and Opportunity Act will impact all services and supports provided to students and youth with disabilities. This presentation will provide participants with information and state examples related to the key components of WIOA, roles and responsibilities; and share state examples of collaboration in transition.

4:00-5:400-THURSDAY– THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Vickie Mitchell, Christina Gushanas

GOODBYE CLASSROOM, HELLO WORLD! IMPLEMENTING AN 18-21 PROGRAM WITH RESULTS.

NOW WHAT? Your student finished the credits required to graduate, but is eligible to continue under federal law. What are the transition assessments for adult students? What is adult instruction? Get a framework, learn a process, and receive strategies to get started or improve the 18+ Program you have.

4:00-5:400-THURSDAY– THE PARLOR

Strand: Self-Determination

Presenter: Barb Blakeslee

MYKEY GUIDE TO INDEPENDENT LIVING – FOURTEEN LINKS TO TRANSITION

This poster display highlights the "MyKey Guide to Independent Living – Fourteen Links to Transition", its effectiveness for students with disabilities. A visual display will demonstrate a

comprehensive person-centered approach to support students in self-determination and self-advocacy. Examples of best practice and evidence-based outcomes in K-12 transition services is provided.

4:00-5:400-THURSDAY– THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Kristen Perez, Whitney Green

FROM TEACHER TO TRANSITION SPECIALIST: IMPROVING TRANSITION THROUGH GRADUATE PROGRAMS

Over the course of 2 years, graduate students engaged in an innovative program at the University of Oklahoma to improve transition practices. Each presenter will provide perspectives based on experiences working with varied student populations. This session would be ideal for professionals seeking to implement or improve transition preparation programs.

FRIDAY CONCURRENT SESSIONS

8:00-9:00

8:00-9:00—FRIDAY - GALLERIA 1

Strand: IDEA and Transition: Ensuring Successful Policies and Practices

Presenters: Angela Prince, Sloan Huckabee

LEGAL ASPECTS OF POSTSECONDARY TRANSITION: A 25 YEAR REVIEW

The postsecondary transition requirement was added to the Individuals with Disabilities Act in 1990. This presentation will include an overview of 25 year of legal decisions related to postsecondary transition, including transition service requirements, descriptive statistics of decisions, and recommendations for legally appropriate transition programming for students with disabilities.

8:00-9:00—FRIDAY - GALLERIA 2

Strand: Personnel Prep & Professional Development

Presenters: Sue Ann Bube, Cinda Johnson

TRANSITION LEARNING COMMUNITIES: CHANGING TEACHER PRACTISE, IMPROVING STUDENT OUTCOMES

How do districts assure that teachers use evidence-based transition teaching practices? This session focuses on how a district in Washington State changed teacher practice through the implementation of Transition Learning Communities, learning about evidence-based practices, reflecting on their teaching and the learning of their students and revising their practices.

8:00-9:00—FRIDAY - COUNCIL

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Tiana Povenmire-Kirk, Laurie Gutman Kahn, Lauren Bethune, Charlotte Alverson

CULTURAL RECIPROCITY IN TRANSITION PLANNING: DIVERSITY 101

The population of culturally and linguistically diverse students is increasing; providing culturally responsive transition planning is

paramount to their success. Participants will identify their level of cultural competence, explore their knowledge base, learn how to provide culturally responsive transition planning services, and establish and meet their cultural competence goals.

8:00-9:00—FRIDAY - FORUM

Strand: Transition to Postsecondary Education

Presenters: Charlotte Alverson, Kara Hirano, Lauren Lindsstrom

TRANSITION TO COLLEGE: NEEDS OF YOUNG ADULTS WITH ASPERGER SYNDROME

Presenters will share findings from conversations with young adults with autism who made the successful transition from high school to college. We will describe barriers they faced and the transition services they found helpful or needed while in high school to help them overcome barriers.

8:00-9:00—FRIDAY - SKYLINE 2

Strand: Innovative Instructional Practices in Transition

Presenters: Karla Schroeder-Zimski

ASSISTING STUDENTS IN USING DATA TO IMPROVE PERFORMANCE OUTCOMES, SELF-ADVOCACY AND SELF-DETERMINATION

Learn how to run an “advocate meeting”—a student run 1:1 meeting to achieve IEP goals, improve self-advocacy and self-determination while utilizing progress-monitoring data. Participants will walk away with tools and strategies to use immediately with their students.

8:00-9:00—FRIDAY - BROADWAY 1

Strand: Innovative Instructional Practices in Transition

Presenters: Lauren Lindstrom, Bonnie Doren

EXPANDING CAREER OPTIONS AND OPPORTUNITIES FOR YOUNG WOMEN WITH DISABILITIES

Young women with disabilities often achieve poor post school employment outcomes and experience limited career options. This session will present findings from a study investigating the effectiveness of a gender specific career development curriculum designed to improve education and career outcomes for young women with disabilities.

8:00-9:00—FRIDAY - BROADWAY 2

Strand: Transition to Postsecondary Education

Presenters: Sherri Landis

MAKING A DREAM A REALITY: PENNSYLVANIA'S STATEWIDE COLLABORATION CREATING INCLUSIVE POSTSECONDARY OPTIONS FOR INDIVIDUALS WITH ID

The ACES project is a collaborative effort of the DREAM Partnership, Pennsylvania's Office of Vocational Rehabilitation and Millersville University, to develop inclusive postsecondary

education programs for students with ID, which lead to competitive employment. Presenters will share strategies utilized to develop programs and engage employers in establishing internship sites.

8:00-9:00—FRIDAY - BROADWAY 4

Strand: Transition to Employment

Presenters: Deanne Unruh, Miriam Waintrup, Taryn Vanderpyl, James Sinclair

TEACHING EMPLOYMENT-READINESS SKILLS TO YOUNG OFFENDERS IN THE CLASSROOM OR COMMUNITY SETTING

Employment-related social skills are especially important for youth involved in the juvenile justice system. The WAGES (Working At Gaining Employment Skills) curriculum, is composed of 14 activity-based lessons using a cognitive behavioral framework focusing on 4 constructs-self-regulation, teamwork, communication, and problem solving. Lessons from each construct will be presented.

8:00-9:00—FRIDAY - GALLERIA 3

Strand: Personnel Prep & Professional Development

Presenters: Mary Morningstar

WHO ARE TRANSITION COORDINATORS AND WHAT EXACTLY DO THEY DO?

The results of a national survey of 1340 transition coordinators from 48 states using the Transition Coordinators Survey (TCS) is presented. The results of this study establish development of a valid instrument to assess whether nationally identified transition competencies are being met among this group of transition professionals

FRIDAY CONCURRENT SESSIONS

9:15-10:15

9:15-10:15—FRIDAY - GALLERIA 1

Strand: IDEA and Transition: Ensuring Successful Policies and Practices

Presenters: Pattie Johnson, Sally Simich, Charlotte Alverson

IMPROVING LOCAL PROGRAMS WITH OUTCOME DATA

This session will focus on the use of data-driven decision-making to improve student post school outcomes. Additionally we will report the benefits and lessons learned related to data analysis and reporting to identify areas for program improvement in LEA's.

9:15-10:15—FRIDAY - GALLERIA 2

Strand: Personnel Prep & Professional Development

Presenters: Lori Peterson, Jon Paul Burden, Jennifer Sedaghat

HOW DO WE KNOW? CREATING IEPs TO MEET POST SECONDARY GOAL REQUIREMENTS

How do professionals know if annual goals and programs of study support movement towards postsecondary goals? Learn to develop genuine annual goals and programs of study driven by

student needs, postsecondary goals, industry standards and graduation requirements. Discussion will address students with a range of disabilities and postsecondary goals.

9:15-10:15—FRIDAY - COUNCIL

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Paula Kohler, James Martin, Kris Webb

NEVER GIVE UP! BUILDING SCHOOL-WIDE CULTURALLY RELEVANT TRANSITION EDUCATION OPPORTUNITIES

Pine Ridge High School faces extreme challenges, including high dropout, low graduation rates, poor post-school outcomes resulting in chronic unemployment, and “epidemic” student suicide rates. School special education staff worked closely with a national technical assistance center to foster hope and create numerous transition education opportunities for students with IEPs.

9:15-10:15—FRIDAY - FORUM

Strand: Community Partnerships

Presenters: Joy Ivester, Laura Spears, Angie Slatton, Kinsey Carlson-Britting, Leah Cordoni

THE TRANSITION ALLIANCE OF SC: BUILDING CAPACITY STATEWIDE BY SCALING UP LOCAL INTERAGENCY TEAMS

The Transition Alliance of SC is utilizing interagency collaboration and best practices in teaming, coupled with the secondary transition evidence based practice literature, to build local capacity for improved transition outcomes in South Carolina. Come and learn about this novel approach to capacity building!

9:15-10:15—FRIDAY - SKYLINE 2

Strand: Transition to Postsecondary Education

Presenters: Clare Papay

IT'S REAL: IMPACT AND OUTCOMES OF AN INCLUSIVE POSTSECONDARY EDUCATION PROGRAM FOR STUDENTS WITH INTELLECTUAL DISABILITY

The Raising Expectation for Academic Learning (REAL) certificate for students with intellectual disability provides opportunities for academic, social, and vocational learning in an inclusive postsecondary education environment. Outcomes from the first cohort of graduating students and the impact of the program on the campus community will be presented.

9:15-10:15—FRIDAY - BROADWAY 1

Strand: Transition to Postsecondary Education

Presenters: Jessica Schmidt, Adrienne Croskey, Charlie Mcneely

BETTER FUTURES: SUPPORTING YOUNG PEOPLE WITH MENTAL HEALTH CHALLENGES IN FOSTER CARE PARTICIPANT IN HIGHER EDUCATION

Better Futures is designed to support post-secondary participation of high-school students in foster care with mental health challenges. We will present on key aspects of the program including peer

coaching, a Summer Institute, and mentoring workshops. A young person will also share their perspective on participating in the project.

9:15-10:15—FRIDAY - BROADWAY 2

Strand: Transition to Postsecondary Education

Presenters: Laura Chezan, Stefania Petcu

EMPLOYMENT AND ASSESSMENT IN POSTSECONDARY EDUCATION FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

The study aim was to examine the extent to which postsecondary education programs for students with intellectual and developmental disabilities collect data on employment-related aspects, make data-based decisions when revising instructional programs and delivery of support services, and evaluate the overall program effectiveness in preparing students for competitive employment.

9:15-10:15—FRIDAY - BROADWAY 4

Strand: Transition to Employment

Presenters: Lavinia Gripentrog, Tim Riesen,

BARRIERS AND FACILITATORS OF COMMUNITY BASED VOCATIONAL INSTRUCTION AS IDENTIFIED BY TRANSITION TEACHERS

Presenters will describe a survey study examining the frequency, barriers, and facilitators to community-based vocational instruction (CBVI) for high school students with disabilities. The survey was sent to transition special education teachers from four states (Utah, Oklahoma, South Carolina, Colorado). Presenters will describe survey methods, results, and implications.

9:15-10:15—FRIDAY - GALLERIA 3

Strand: Student Engagement in Secondary Schools

Presenters: Diane Bassett

YESS! HOW PEER MENTORING IS REDUCING DROPOUT RATES AND PAVING A PATH TO POSTSECONDARY OPPORTUNITIES

This presentation will introduce The YESS Institute, a program in six urban schools that reduces the dropout rate among disengaged inner city youth. Using a unique formula of peer mentoring and adult guidance, students are now graduating at the rate of 85%. Ultimately, self-determination relies on the students themselves.

FRIDAY CONCURRENT SESSIONS

10:30-11:30

10:30-11:30—FRIDAY - GALLERIA 1

Strand: Transition to Postsecondary Education

Presenters: Meg Grigal, Debra Hart

COLLEGE AS A PATHWAY TO COMPETITIVE INTEGRATED EMPLOYMENT FOR STUDENTS WITH INTELLECTUAL DISABILITY

Presenters will review employment outcomes for 883 students with intellectual disability who went to college in 27 different model

demonstration projects across 52 institutes of higher education. Presenters will also share data showing a reduction in use of SSA benefits and highlight student stories illustrating these exciting outcomes.

10:30-11:30—FRIDAY - GALLERIA 2

Strand: Transition to Postsecondary Education

Presenters: Kristine Webb, Janice Seabrooks-Blackmore, Karen Patterson, Tara Rowe

COLLEGE STUDENTS WITH ASD: LISTENING TO THEIR IDEAS ABOUT TRANSITION TO POSTSECONDARY EDUCATION ENROLLMENT

This session will describe results from focus groups with college students with ASD in THRIVE, a program at the University of North Florida. Students were asked what information about transition to college they received, what they wished they had known, and advice to others with ASD who are college-bound.

10:30-11:30—FRIDAY - COUNCIL

Strand: Personnel Prep & Professional Development

Presenters: Jeanne Repetto

DISABILITY IN COMMUNITY AND EMPLOYMENT: PREPARING FUTURE EMPLOYERS, CO-WORKERS, COMMUNITY AND FAMILY MEMBERS

This session will highlight the Disability in Community and Employment online course that over 150 undergraduate students enroll in each fall representing many major areas of study including Telecommunications, Health Science, Animal Science, and Advertisement. These students want understand they will interact with individuals with disabilities in their future settings.

10:30-11:30—FRIDAY - FORUM

Strand: Transition Assessment

Presenters: Sarah Johnston-Rodriguez

CAREER DEVELOPMENT AND SELF-DETERMINATION DURING TRANSITION: EMPOWERING ADOLESCENTS WITH DISABILITIES THROUGH ENGAGEMENT, EXPLORATION AND GOAL-SETTING

This session demonstrates strategies and tools for engaging students in career exploration, assessment and career goal-setting process. Results from intervention research examine how career exploration, career decision-making and goal-setting process can positively impact on student empowerment, self-efficacy and career expectations.

10:30-11:30—FRIDAY - SKYLINE 2

Strand: Transition to Employment

Presenters: Marcus Poppen, Lauren Lindstrom

UNDERSTANDING EMPLOYMENT OUTCOMES FOR YOUNG ADULTS WITH DISABILITIES

This session focuses on youth with disabilities enrolled in Vocational Rehabilitation services. We present results from a study investigating the effects of individual-characteristics, in-school experiences, post-school experiences, and

contextual-factors on Vocational Rehabilitation closure status for 4,443 young-adults with disabilities who received VR services in Oregon between 2003 and 2013.

10:30-11:30—FRIDAY - BROADWAY 1

Strand: Transition to Employment

Presenters: Erik Carter, Arif Mamun

IMPACT OF EARLY WORK EXPERIENCES ON THE LATER EMPLOYMENT OUTCOMES OF YOUNG ADULTS WITH DISABILITIES

Adolescent work experiences can shape the young adult outcomes of youth with disabilities. This presentation will focus on the importance of supporting early paid work experience, new research evidence for this practice, and practical strategies for creating connections to community jobs during the transition period.

10:30-11:30—FRIDAY - BROADWAY 2

Strand: IDEA and Transition: Ensuring Successful Policies and Practices

Presenters: Christy Stewart, Elizabeth Tornquist, Debra Neubert

RETHINKING, REGROUPING, AND REENERGIZING: MARYLAND'S ACTION IMPERATIVE TO NARROW THE ACHIEVEMENT GAP AND IMPROVE POST SCHOOL OUTCOMES

Learn about one state's efforts to rethink practices, partnerships, and policies for transitioning youth within the IDEA 2004, WIOA 2014, and other integrated employment policies. We will identify secondary and rehabilitation EBPP including age-appropriate transition assessment, and seamless partnerships to better serve transitioning youth while re-energizing personnel facing multiple demands.

10:30-11:30—FRIDAY - BROADWAY 4

Strand: Community Living Experience

Presenters: Amy Rodochonski

BUILDING RESILIENCY FOR DECISION MAKING

Transition planning is a fluid process that requires continuous analysis and development of self-awareness. Through our panel discussion and presentation, two key variables found within successful transition - self determination and resiliency will be explored. Hear from a College Living Experience student who has found his success by ultimately changing his trajectory from attending college to pursue employment.

10:30-11:30—FRIDAY - GALLERIA 3

Strand: Transition to Postsecondary Education

Presenters: Allison Lombardi, Mary Morningstar

AN ORGANIZING FRAMEWORK OF COLLEGE AND CAREER READINESS FOR SECONDARY STUDENTS WITH DISABILITIES

We propose an organizing framework of college and career readiness (CCR) for secondary students with disabilities based on

a synthesis of extant research articulating student success and qualitative focus group findings from state-level stakeholders. We will demonstrate the applicability with school-wide efforts such as Positive Behavior Interventions and Supports (PBIS).

FRIDAY CONCURRENT SESSIONS

1:30-2:30

1:30-2:30—FRIDAY - GALLERIA 1

Strand: Personnel Prep & Professional Development

Presenters: Bob Morgan, Jeff Sheen

FIELD-BASED LEARNING EXPERIENCES OF TRANSITION TEACHERS WORKING WITH STUDENTS IN POST SECONDARY EDUCATION

Teachers working on master's degrees as transition specialists participated in a semester-long practicum experience involving preparation of high school students with disabilities for postsecondary education or concurrent enrollment. Presenters will describe (a) teacher performance and learning experiences, (b) student learning experiences, and (c) skill acquisition of students whom teachers served.

1:30-2:30—FRIDAY - GALLERIA 2

Strand: Personnel Prep & Professional Development

Presenters: Dorothy Millar

SPECIAL EDUCATORS: EXAMINING ATTITUDES, KNOWLEDGE, AND PRACTICES REGARDING ADULT GUARDIANSHIP, ALTERNATIVES, AND SUPPORTED DECISION-MAKING PERTAINING TO STUDENTS WITH SIGNIFICANT DISABILITIES

Students become responsible for their educational programming at the age of majority and are considered competent. Adult guardianship is often raised when competence is questioned. This presentation describes survey results from educators about their attitudes/knowledge/practices regarding guardianship and its least restrictive alternatives during transition planning. Educator preparation implications are discussed.

1:30-2:30—FRIDAY - COUNCIL

Strand: Family Partnerships

Presenters: Jenny Cavarano, Karen McKenney

INCREASING PARENT ENGAGEMENT IN TRANSITION COLLABORATION

Parent engagement is vital! This panel presentation will introduce measures sure to result in increased parent engagement. Panelists will highlight measures and their demonstrated outcomes with personal stories.

1:30-2:30—FRIDAY - FORUM

Strand: Transition to Employment

Presenters: Anya Sheftel Poppen, Marcus Poppen, Heather Lynch

MOTIVATIONAL ENHANCEMENT GROUP CAREER INTERVENTION FOR YOUNG ADULTS WITH DISABILITIES: INCREASING TRANSITION RELATED OUTCOMES IN THE CLASSROOM.

Youth with disabilities face multiple barriers to career development. This session will review the 10-session Motivational Enhancement Group Intervention (MEGI), designed to increase

self-efficacy, self-determination, vocational outcome expectations, and critical consciousness of youth with disabilities. The session will include an overview of MEGI and opportunities to engage in hands-on activities.

1:30-2:30—FRIDAY - SKYLINE 2

Strand: Transition to Postsecondary Education

Presenters: Diane Bassett

POSTSECONDARY EDUCATION FOR INTERNATIONAL UNDERGRADUATE STUDENTS WITH LEARNING DISABILITIES IN U.S. UNIVERSITIES

International undergraduate students at U.S. universities face several barriers in their pursuit of academic success. Barriers include language proficiency, educational preparation, and unique cultural assumptions. Students who have learning disabilities also face challenges related to self-advocacy, self-disclosure, and disability identification procedures. Implications for practice and future research will be discussed.

1:30-2:30—FRIDAY - BROADWAY 1

Strand: Transition to Postsecondary Education

Presenters: Sean Roy

SUCCESS IN POSTSECONDARY EDUCATION: EXPLORING THE ROLE OF FAMILY

Postsecondary education is an increasingly important element of transition success. This session explores what families need to know about supporting their youth towards success in postsecondary education, and how educators and other transition stakeholders can inform and support families to play that role.

1:30-2:30—FRIDAY - BROADWAY 2

Strand: Innovative Instructional Practices in Transition

Presenters: Ryan Kellems

VIDEO MODELING AND VIDEO PROMPTING USING MOBILE TECHNOLOGY (IPADS, TABLETS AND SMARTPHONES) FOR TRANSITION PROFESSIONALS

The presentation will use an interactive format to engage participants and get them thinking about how they can use video modeling and video prompting on mobile devices (iPad) in the transition process. Participants will leave the session with a basic understanding of video modeling and video prompting.

1:30-2:30—FRIDAY - BROADWAY 4

Strand: Transition to Employment

Presenters: Kelli Crane, Arif Mamun

EVIDENCE ON IMPLEMENTATION AND IMPACTS OF EMPLOYMENT FOCUSED TRANSITION SUPPORTS FOR YOUTH RECEIVING SUPPLEMENTAL SECURITY INCOME

Youth with disabilities face distinct challenges in transitioning to work and economic self-sufficiency. To help them overcome these

challenges, the Social Security Administration sponsored the Youth Transition Demonstration from 2003 to 2012. This session describes the implementation of the program model and its impacts on youth outcomes.

1:30-2:30—FRIDAY - GALLERIA 3

Strand: Personnel Prep & Professional Development

Presenters: Keith Storey, David Test, James Martin, Michael Wehmeyer, Karrie Shogren, Audrey Trainor, Erik Carter

HOW TO CONDUCT MEANINGFUL RESEARCH AND GET PUBLISHED: STRATEGIES AND TIPS FOR BEGINNING RESEARCHERS

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.

1:30-3:00—FRIDAY - THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Stacie Dojonovic, Dawn Rowe, Jim Heiden, Darlene Unger, John McNaught, Adam Lalor, Clare Papay, Mary Pearson

IMPLEMENTATION STRATEGIES AND PROBLEM SOLVING AROUND EVIDENCE-BASED TRANSITION PRACTICES

Participants will share their successes and challenges with implementing evidence-based transition practices (EBTP) and advise DCDT's membership committee on areas of needs related to professional specialists in sharing strategies and problem solving around implementing EBTP

FRIDAY CONCURRENT SESSIONS

2:45-3:45

2:45-3:45—FRIDAY - GALLERIA 1

Strand: Innovative Instructional Practices in Transition

Presenters: Sean Edwards, Ryan Kellems

MATH SKILLS VIDEO PROMPTING INTERVENTION FOR ADOLESCENT STUDENTS WITH LEARNING DISABILITIES

Participants in this session will learn to develop a continuum of high scA video-based intervention was used to teach high school students with mild/moderate learning disabilities how to solve a transition-based functional math skill that is necessary for successful independent living outcomes. This research found a functional relationship between the dependent and independent variables. Teach your students a new way to learn!

2:45-3:45—FRIDAY - GALLERIA 2

Strand: Community Partnerships

Presenters: Tiana Povenmire-Kirk, David Test

INTERAGENCY COLLABORATION IN TRANSITION PLANNING: THE CIRCLES MODEL

Interagency collaboration is legally mandated best practice. The CIRCLES model brings key stakeholders to the table, focuses on

individual student needs, and develops wrap-around transition plans. Efficient and effective, CIRCLES maximizes time and resources. Participants learn about CIRCLES and develop next steps to exploring implementation in their own districts.

2:45-3:45—FRIDAY - COUNCIL

Strand: Personnel Prep & Professional Development

Presenters: Tim Riesen, Robert Morgan

PREPARING TRANSITION SPECIALISTS SERVING STUDENTS WITH LOW-INCIDENCE DISABILITIES TO USE SUPPORTED AND CUSTOMIZED EMPLOYMENT STRATEGIES

Recent legislation (WIOA, 2014), policy initiatives (Employment First), and actions by the Department of Justice are establishing a priority for integrated employment outcomes for students with more significant disabilities. The presenters describe a course seminar and a supported and customized employment field-based practicum designed for transition teachers

2:45-3:45—FRIDAY - FORUM

Strand: Student Engagement in Secondary Schools

Presenters: Irina Cain, Colleen Thoma

PREDICTORS FOR INDEPENDENT LIVING DURING THE TRANSITION TO ADULTHOOD

This study will identify ways schools and families can support youth's transition to adulthood in terms of independent living. We will develop a model for understanding the role of different factors and their effect on people with disabilities' ability to live independently by using nationally representative data from the NLTS2.

2:45-3:45—FRIDAY - SKYLINE2

Strand: Innovative Instructional Practices in Transition

Presenters: Stephanie Cawthon

MAP IT: WHAT COMES NEXT? TRANSLATING RESEARCH TO PRACTICE IN TRANSITION PLANNING FOR INDIVIDUALS WHO ARE DEAF OR HARD OF HEARING

Individuals who are deaf or hard of hearing (DHH) must navigate a challenging transition from secondary education into postsecondary opportunities. This presentation will highlight research-to-practice translation behind Map It: What Comes Next, an interactive, online training program designed to support successful transition for individuals who are DHH.

2:45-3:45—FRIDAY - BROADWAY 1

Strand: Transition to Postsecondary Education

Presenters: Tara Rowe, Jeanne Repetto

EDUCATION AND HEALTH CARE TRANSITION: START EARLY, START NOW!

Health care transition has become important as more individuals with chronic illnesses are reaching adulthood. This session will

discuss how to address health care transition in the educational setting from varying ages and exceptionalities. Further Investigation of the "S" word (self-advocacy) and the specific role it holds within EdHCT.

2:45-3:45—FRIDAY - BROADWAY 2

Strand: Community Partnerships

Presenters: Rebecca Kjellsen, Trent Griggs, Erika Siefken

**CONNECTING A RURAL, LOW-INCOME COMMUNITY:
IMPROVING CAREER TRANSITION RESOURCES THROUGH
THE IMPLEMENTATION OF A MODEL EMPLOYMENT
TRANSITION SITE**

The Model Employment Transition Site program was proposed to a rural, low-income school district in 2012 to improve connecting students with disabilities to successful paid employment. Practitioner evidence will explain the ideas and planning that led to systemic change turning a school, employers, and agencies into a model transitional community.

2:45-3:45—FRIDAY - BROADWAY 4

Strand: Innovative Instructional Practices in Transition

Presenters: Christie Stephenson

**TEACHING ALTERNATE ACHIEVEMENT STANDARDS
THROUGH SECONDARY TRANSITION PRACTICES**

Teachers of students with significant cognitive disabilities (SCD) sometimes struggle when attempting to teach academic standards in a way that is relevant and meaningful to their students. This session will provide strategies linked to both Alternate Achievement Standards and evidence-based secondary transition practices for students with significant cognitive disabilities.

2:45-3:45—FRIDAY - GALLERIA 3

Strand: Personnel Prep & Professional Development

Presenters: Valerie Mazzotti, David Test, Jim Martin, Mary Morningstar

**WRITING AND REVIEWING FOR CAREER DEVELOPMENT
AND TRANSITION FOR EXCEPTIONAL INDIVIDUALS**

This presentation will discuss publishing and reviewing research and practitioner manuscripts in CDTEI. Participants will be provided opportunities to gain information about how to review and publish for CDTEI. Additionally, participants will gain knowledge of the exciting new changes to CDTEI coming in spring 2016.

FRIDAY CONCURRENT SESSIONS

4:00-5:00

4:00-5:00—FRIDAY - GALLERIA 1

Strand: Transition to Postsecondary Education

Presenters: L. Danielle Roberts-Dahm, Jordan T. Knab

**THE EVOLUTION OF STATEWIDE SUPPORT FOR INCLUSIVE
POSTSECONDARY EDUCATION FOR STUDENTS WITH
INTELLECTUAL DISABILITIES**

This session will detail how Florida has grown from a pilot inclusive postsecondary program to statewide legislation in six

years, beginning with Project STING RAY in 2009 with FLDOE support. The presenters will describe how the federal TPSID grant was utilized to support program development statewide and engage stakeholder advocacy.

4:00-5:00—FRIDAY - GALLERIA 2

Strand: Self-Determination

Presenters: Seunghye Lee, Angela Ingram, Dawn Rowe, Valerie Mazzotti

**EFFECTS OF SELF-DETERMINATION INSTRUCTION ON
SCHOOL ENGAGEMENT FOR MIDDLE SCHOOL STUDENTS
AT-RISK, OR WITH DISABILITIES**

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.

4:00-5:00—FRIDAY - COUNCIL

Strand: Self-Determination

Presenters: Cassie Nash, Megan Curry

**CHANGE ONLY TAKES ONE MOTIVATED TEACHER:
PRACTICAL STRATEGIES TO INCREASE
SELF-DETERMINATION IN MIDDLE SCHOOL STUDENTS
WITH
DISABILITIES**

This session highlights practical activities to increase self-determination in middle school students to increase their ability to self-advocate in the school setting. Topics include student participation in the IEP process, utilizing SD curriculum as stand-alone or incorporating into content areas, transition into middle school and, in-service for general educators. and feedback can be provided to maximize and embed skills in all learning environments.

4:00-5:00—FRIDAY - FORUM

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Gulnoza Yakubova

**IMPROVING TRANSITION PREPAREDNESS OF DIVERSE AND
URBAN YOUTH WITH AUTISM SPECTRUM DISORDER:
SELF-REGULATED PROBLEM-SOLVING INSTRUCTION AND
TECHNOLOGY**

This session will present the findings regarding the transition

needs and outcomes of diverse urban youth with autism spectrum disorder (ASD). The session will present strategies to address the needs of transition-age urban youth with ASD representing diversity with primary focus on self-regulated problem-solving instruction and portable electronic technology.

4:00-5:00—FRIDAY - SKYLINE 2

Strand: Transition to Postsecondary Education

Presenters: Diane Clouse, Heidi Brett

EMPOWERMENT EVALUATION: STUDENTS WITH INTELLECTUAL DISABILITY' DOCUMENT THEIR POST-SECONDARY EDUCATIONAL EXPERIENCES USING PHOTOVOICE

This inclusive case study utilized Photovoice to engage adults with intellectual disability as co-researchers documenting their college experience. Results reveal interpersonal and intrapersonal experiences including defining themselves, managing stress, developing friendships, and belonging to a college community. Research practices empowered participants and support the notion "nothing about us, without us."

4:00-5:00—FRIDAY - BROADWAY 1

Strand: Community Partnerships

Presenters: Louise Yoho

SYSTEMATIC, DATA-DRIVEN, AND GENERALIZABLE: TRAVEL TRAINING COLLABORATION BETWEEN A LOCAL PUBLIC TRANSIT AGENCY AND A SECONDARY TRANSITION PROGRAM

This session discusses an interagency collaboration between a local public transit agency and a public school district. Students enter this program while in a school and remain eligible to receive support after graduation. Research supporting travel training and the interagency collaborations that make these programs a lasting success are discussed.

4:00-5:00—FRIDAY - BROADWAY 2

Strand: Community Partnerships

Presenters: Jasper Smith, Marcia Pflieger

A COMMUNITY COMES TOGETHER FOR JOBS: THE BENTON COUNTY APPROACH TO EMPLOYMENT FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.

Benton County has the highest supported employment rate in Oregon. Learn how this was achieved through community partners working together and what we have learned along the way as various strategies and approaches have been implemented over the years. Perspectives from partners will be shared.

4:00-5:00—FRIDAY - BROADWAY 4

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Susan Loving, June Gothberg

WORKING WITH CLD TRANSITION AGE YOUTH: IT'S NOT ABOUT HEROES, HOLIDAYS, AND FOOD

This interactive session will engage participants in learning and small

group discussion of research based and promising practices for working with culturally and linguistically diverse youth and their families. Participants will leave with increased knowledge culturally and linguistically responsive transition planning and take home free resources and tools.

4:00-5:00—FRIDAY - GALLERIA 3

Strand: Personnel Prep & Professional Development

Presenters: Allison Lombardi, James Sinclair, Valerie Mazzotti, Ryan Kellems, Yen Pham, Monica Simonsen, Leena Landmark

DEVELOPING A RESEARCH AGENDA: STRATEGIES FOR EARLY CAREER SCHOLARS

In this session, participants will learn strategies for developing/enhancing a research agenda by interacting with a panel of emerging researchers in transition. Panelists will share thoughts about systematic and cohesive research and the importance of networking and collaborating within DCDT.

5:30-7:00—FRIDAY - SKYLINE 2

Presenters: Kim Osmani, Jane Razeghi, Stacie Dojonovic, Dale Matusevich

THE MANY SHADES OF GRAY: ALL THE KEY POLICY/ LEGISLATION INFO YOU NEED TO KNOW TO PERFORM EFFECTIVELY!

While enjoying a little wine & cheese...Come ready to learn about the most recent updates and proposed policy/legislation impacting the field of transition: special education, vocational rehab & more! Discover how you can make a difference and consider becoming more knowledgeable and involved in making positive transition changes., nationally and locally, for our students and youth with disabilities. It was national legislation/policy that put "transition" as a field on the map! Now, it's our job to keep it there!

POSTER SESSIONS

FRIDAY 8:00-9:00—THE PARLOR

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Transition Assessment

Presenters: Bradley Stevenson, Catherine Fowler

TRANSITION ASSESSMENT AND THE DISCOVERY PROCESS: TOOLS FOR EMPLOYMENT

Employment for individuals with disabilities remains low (Newman et al., 2011). One barrier to employment is differences between secondary transition services and community services assisting with employment (Government Accountability Office, 2012). This session will compare transition assessment and the discovery process to facilitate collaboration between special education and vocational rehabilitation.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Self-Determination

Presenter: Audrey Bartholomew

FACILITATING PARTICIPATION IN GENERAL EDUCATION: USING UNIVERSAL DESIGN FOR LEARNING AS AN ACCESS POINT FOR SELF-DETERMINATION INSTRUCTION

This presentation will provide an overview of self-determination and UDL including the guidelines put forth by the National Center on UDL and how they can be used together to create inclusive, meaningful instruction for students with disabilities.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Innovative Instructional Practices in Transition

Presenters: Marisa Kofke

BUILDING COMMUNITIES FOR YOUTH WITH AUTISM: CONNECTIONS TO SOCIAL SKILLS AND IDENTITY DEVELOPMENT

This literature synthesis is an exploration of social skills programming. It focuses on school and community-based social skills opportunities available to youth with autism at the secondary and postsecondary levels, the connections to the phenomena of "autistic communities" and the development of an "autistic identity."

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Sloan Huckabee

INNOVATIVE SERVICES TO SUPPORT LEARNING AND WORKING OF YOUNG ADULTS: REPORT FROM THE FIELD

State-of-the-art services and practices support learning and working of young adults (YA) with mental health difficulties. Transition planning domains were used to categorize the practices: YA focused planning, YA skill development, family involvement, program/service characteristics, and inter-agency collaboration. A "doing whatever it takes" service delivery approach will be described.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Diversity/Multicultural Approaches to Transition

Presenters: Leena Landmark, Gary Greene, Song Ju

PRACTITIONER KNOWLEDGE AND SKILL FOR TRANSITION PLANNING WITH CLD YOUTH WITH DISABILITIES.

How much knowledge and skill do special education practitioners possess for engaging in culturally responsive transition planning with CLD youth with disabilities? Results of a survey designed to measure this specific information in over 300 transition practitioners across the United States will be shared in this presentation.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Jennifer Cease-Cook

DEVELOPING A POSTSECONDARY PROGRAM FOR STUDENTS WITH ID/DD- WINTHROP THINK COLLEGE'S FIRST YEAR

Winthrop Think College, a LIFE program, started as a dual enrollment program with local high schools and is now a two-year tuition based academic program for students with IDD/DD. Students live on-campus, enrolled in traditional courses, specific courses, internships, and are engaged in every aspect of student life.

8:00-9:00 –FRIDAY – THE PARLOR

G Strand: Transition to Postsecondary Education

Presenters: Kylie Lyons

Can Kids Like Me Go to College? Preparing Students with Emotional Behavioral Disorders to Succeed in Postsecondary Education

This presentation is intended to provide general/special educators, transition planning teams, counselors, and principals with strategies for increasing postsecondary education outcomes for students

diagnosed with Emotional/Behavioral Disorders (EBD), including transition, academic achievement, and whole-person support. Participants will learn about a college-focused transition curriculum developed for high school students in Oklahoma.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Student Engagement in Secondary Schools

Presenters: Kylie Roth, Ryan Kellems

What Do They Know? A snapshot of what high school students with learning disabilities actually know about their own disabilities and how they affect them

High school students with learning disabilities are unlikely to be successful after high school than their non-disabled peers. These students are less likely to attend post-secondary schooling, and have difficulty finding careers. This poster presents data on what these students know about their disabilities and their ability to be successful.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Monica Bolanos, Tara Rowe, Janice Seabrooks-Blackmore, Kristine Webb, Karen Patterson

MOVING ON TO THE NEXT STEPS: KEYS UNLOCKING ACCESS THROUGH PEER MENTORING.

Come learn about an innovative peer-mentoring model that empowers students with disabilities at the University of North Florida. Students participating in a teaching-learning model become KEYS to each other as they navigate their college success.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Helen Cannella-Malone,

A Review of Research on Teaching People With Significant Disabilities Vocational Skills

The authors conducted a systematic review and identified 62 articles on teaching vocational skills to individuals with severe and profound disabilities. Common themes, research trends, and gaps in the research will be discussed, as well as implications for practice and directions for future research.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Debra Washington, Joan Jewell, Jeanne Galjour

Move Your Transition Program from the High School Campus to the University

The presenters will describe a transition program of high school students housed on a university campus engaging in age-respectful activities. The team will discuss the tools used, including the curriculum, to implement the program, and the partnership between the public school system and the university to make the program possible.

8:00-9:00 –FRIDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Steve Bigaj, Betsy Street, Deborah Merchant

A Continuous Improvement Process for Infusing Transition Knowledge and Skills in Preservice Special Education Certification Programs

Participants will learn about an approach to improving how

transition knowledge and skills are taught in preservice special education certification programs, part of the New Hampshire Department of Education Next Steps statewide transition initiative. Transition competencies will be shared along with web-accessible tools used for program review and action planning.

POSTER SESSIONS

FRIDAY 9:15-10:15—THE PARLOR

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Innovative Instructional Practices in Transition
Presenters: Kjerstin Mourra, Bob Morgan

Effects of Video Prompting to Teach Recipes to Transition-Age Students with Significant Cognitive Disabilities

Presenters will describe a study on the effects of video prompting to teach four 18-19 year-old youth with severe disabilities make multiple-step recipes. Using a multiple probe design, the researcher found video prompting to increase recipe-making skills to mastery levels. Acquisition, maintenance and generalization data will be described.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Transition Assessment
Presenters: Thomas Simmons

Kentucky's College and Career Ready Assessment and Accountability Model for Students in Alternate Assessment and Diploma.

The program describes Kentucky's development and implementation of a College and Career Ready Model for students in the state's Alternate Assessment. The presenters will provide examples and material that has allowed the state to move forward in creating a new system including assessments, curricular methods, and means for assuring accountability.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Self-Determination
Presenters: Jane Finn

Living Independently-- I am ON MY OWN! Living at the Friendship House: Findings from the Transition Planning Inventory

The Friendship House is residential hall created to assist young adults with intellectual disabilities live side-by-side with non-disabled university students. This study used the Transition Planning Inventory to assess the program and the acquisition of transition skills for the individuals with disabilities while living at this residence hall.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Transition Assessment
Presenters: Jerred Jolin

Visual Item Feature Difficulty Estimation in an Assessment of Social Evaluative Reasoning in the Workplace: An application of the Linear Logistic Test Model

The linear logistic test model was used to estimate the contribution of visual item features to overall item difficulty in an instrument designed to measure social evaluative reasoning in the workplace that utilized comic strips to depict workplace scenarios in the context of entry-level jobs heavy in customer service demands.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Family Partnerships
Presenters: Christine Salameh, Jennifer Zimmerman, Sarah Merimee

Preparation for the Transition to Adulthood for Students with Disabilities

Authors will present the results of 12 interviews with parents of youth with disabilities and will describe the three emerging themes: "cookie cutter" transition plans, the importance of parent participation, and the relevance of soft skills for employability. Attendees will collaboratively generate strategies to support practice.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Personnel Prep & Professional Development
Presenters: Sloan Huckabee, Hewett Clark, Angela Prince

Transition to Life: Preparation of Teachers and Other Secondary Education Personnel for Working with Students with EBD

The purpose of this Transition Training Module is to assist in better preparing future and current teachers and other school personnel in some of the TIP Model guidelines and practices that can be use in engaging and assisting students in planning and achieving their goals related to transition to adulthood.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Transition Assessment
Presenters: June Gothberg, Lauren Bethune

Developing Student-Centered and Transition-Focused IEPs: Step by Step Guidance.

This session will guide participants through the process of completing transition assessment, using transition assessment data to write measurable postsecondary goals, transition services, and annual IEP goals. Presenters will demonstrate the student-focused planning process, participants will practice and discuss, and leave with free and low-cost resources to improve IEP development.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Self-Determination
Presenters: Mary Held, Teresa Grossi, Joni Schmalzried

LESSONS FROM THE FIELD: TEACHING SELF-DETERMINATION ACROSS INDIANA

Join this session to hear about lessons learned from teachers implementing three evidence-based, self-determination curricula in multiple school sites across the state of Indiana. Learn about effective strategies for implementation, positive student outcomes and emerging issues that have resulted from these efforts.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Claudia Sellmaier

PRELIMINARY EVALUATIONS OF AN ONLINE TRAINING FOR SERVICE PROVIDERS WORKING WITH YOUNG ADULTS WITH MENTAL HEALTH ISSUES.

This presentation describes two pilot evaluation projects of the online training series "Promoting Positive Pathways to Adulthood" for service providers working with young adults with mental health issues. The pilot evaluations of module one and two indicate that the training is effective in increasing service provider's self-perceived competency.

9:15-10:15 –FRIDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Christina Gushanas, Dalun Zhang, Meagan Sumner

THE EFFECTS OF PERSONAL SOCIAL ADJUSTMENT TRAINING AND A POSTSECONDARY EDUCATION PROGRAM ON INTERPERSONAL SKILLS AMONG INDIVIDUALS WITH AUTISM

This session presents the effects of Personal Social Adjustment Training in combination with a postsecondary education program on interpersonal skills among adults with autism. Findings may guide the field to better support individuals with autism to obtain and maintain employment.

POSTER SESSIONS

FRIDAY 10:30-11:30—THE PARLOR

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Adam Lalor, Allison Lombardi, Nicholas Gelbar, Lyman Dukes, III

CAREER DEVELOPMENT FOR STUDENTS WITH DISABILITIES IN HIGHER EDUCATION: A SYSTEMATIC LITERATURE REVIEW

While career development for students with disabilities (SWD) has been a topic of interest in postsecondary transition, limited focus has been placed on career development for SWD engaged in higher education. In this project, we identified and analyzed the literature on career development for postsecondary SWD. Implications will be discussed.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Kelly Ligon

SAILING TO SUCCESS: EMPLOYMENT SUPPORTS FOR UNDERSERVED YOUTH WITH DISABILITIES

There is a strong focus in Virginia on improving transition

outcomes for underserved youth with learning disabilities, other health impairments and chronic mental health disabilities. Start on Success (SOS) is a school-to-work internship program started in 1995 by the National Organization on Disability (NOD). SOS success stories will be shared.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Lindsay S. Athamanah, Lisa S. Cushing, Michelle Parker-Katz

TRANSITION TRENDS SINCE IDEA 1990: A LITERATURE REVIEW ON THE METHODS, TOPICS, AND INTERVENTIONS IN TRANSITION RESEARCH

This proposal will present preliminary results from a systematic review of 396 transition-focused articles found in 21 top special education journals from 1990 and 2014. Findings will describe longitudinal trends associated with specific journals, demographic information, type of methodology and transition related topics.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Transition to Postsecondary Education

Presenters: Sharon deFur

SUPPORTING THE TRANSITION OF AFRICAN AMERICAN STUDENTS WITH SPECIFIC LEARNING DISABILITIES INTO POST-SECONDARY EDUCATION

This presentation describes actions that secondary and post-secondary personnel can take to support African-American young adults be successful and complete their post-secondary education. For example, helping students find positive connections, social safety, and feelings of belonging in the post-secondary community creates holding power. Let's talk about the opportunities we have.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Nicholas Gelbar

IMPROVING SECONDARY TRANSITION PRACTICES WITH THE STATE OF CONNECTICUT SECONDARY TRANSITION RUBRIC: A CASE STUDY

The objective of this presentation is to describe a model of staff training that was conducted to improve transition practices in one school district. Data was collected on the State of Connecticut Transition IEP Rubric and the Quality Indicators of Exemplary Transition Programs (Morningstar, 2011) pre and post-intervention.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Dale Matusovich, George Tilson

CREATING AUTHENTIC WORK EXPERIENCES AND JOBS FOR TRANSITIONING YOUTH THROUGH A COLLABORATIVE PROFESSIONAL DEVELOPMENT MODEL IN DELAWARE.

Providing authentic work experiences and paid employment for transitioning youth demands that professionals have the skills and

attributes to build business partnerships, conduct appropriate assessments, and ensure critical supports to all involved. Learn how, over a 10-year period, Delaware established and continues to implement a statewide cross-agency professional development program.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Personnel Prep & Professional Development

Presenters: Patricia Lynch, Kendra Williams-Diehm, Christina Gushanas

INCORPORATING SERVICE LEARNING IN A PRESERVICE TRANSITION CLASS TO PREPARE FUTURE TEACHERS TO IMPLEMENT BEST PRACTICE

Course requirements in a preservice transition class include a project that involves working with a high school student to plan his or her transition. Interns are taught best practices and then required to implement them as they help adolescents develop transition outcomes and action plans.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Self-Determination

Presenters: Michael Fagbemi

ACCESSING THE DREAM - PREPARING DEAF-BLIND YOUTH FOR COLLEGE CAREER & BEYOND

Young adults who are deaf-blind have the same aspirations, dreams and goals as any of their typically developing peers. The disability of deaf-blindness is one of access and it requires strategic planning to assure their unique needs are met. I can share how we do that.

10:30-11:30 –FRIDAY – THE PARLOR

Strand: Transition to Employment

Presenters: Mary Pearson

CUSTOMIZED EMPLOYMENT WITH YOUTH AND YOUNG ADULTS WITH SIGNIFICANT DISABILITIES

Customized employment has been a recognized process in utilizing creative means for obtaining individual employment for those with significant disabilities for years (Griffin Hammis LLC, 2014). This presentation will summarize the findings of an analysis of literature about customized employment, and a mixed method study of customized employment processes.

SATURDAY CONCURRENT SESSIONS

9:45-10:45

9:45-10:45—SATURDAY - GALLERIA 1

Strand: Self-Determination

Presenters: Davan Overton, Josh Barbour

DAVAN'S STORY

Student Strand: Davan Overton is a Connections Student from the Eugene 4J School District. Davan was profiled on ESPN's

E:60

program in February 2014. Davan will tell his story of feeling different/alone to embracing his disability. Davan will speak about his experience in Special Education and about his future aspirations.

9:45-10:45—SATURDAY - GALLERIA 2

Strand: Personnel Prep & Professional Development

Presenters: Taryn VanderPyl

“SECONDARY TRANSITION: HELPING STUDENTS WITH DISABILITIES PLAN FOR POST-HIGH SCHOOL SETTINGS” PROFESSIONAL DEVELOPMENT FOR PRACTITIONERS PRESENTED BY THE IRIS CENTER

This presentation will focus on transition planning from high school to post-secondary settings. Participants will explore IEP planning, engaging students in the process to become better advocates for their own needs, and the importance of collaborating with outside agencies. This presentation will be built around IRIS Center resources.

9:45-10:45—SATURDAY - GALLERIA 3

Strand: Self-Determination

Presenters: Natalie Pullen, Elizabeth West

USING IPADS AS A TOOL TO PROMOTE SELF DETERMINATION

This session will explain how a high school special education program utilizes iPads during academic instruction to promote self-determination in adolescents with low-incidence disabilities.

9:45-12:00—SATURDAY - BROADWAY 1 (*Extended Session*)

Strand: Transition Assessment

Presenters: Jim Martin

TAGG: A NEW ON-LINE TRANSITION ASSESSMENT

The Transition Assessment and Goal Generator assess non-academic skills predictive of postsecondary education and employment. Profiles depict results by constructs, provide lists of strengths and needs, a written summary, and recommended annual transition goals. We will explain TAGG development, demonstrate how this web-based tool works, and review validity evidence.

9:45-10:45—SATURDAY - BROADWAY 2

Strand: Transition to Employment

Presenters: Jennifer Yu

JOB SEARCHING, JOB DURATION, AND JOB LOSS AMONG YOUNG ADULTS WITH AUTISM

Using a national dataset, this study examined job searching, job duration, and job loss among young adults with autism relative to their peers with other disabilities. This study revealed that disability severity, demographic characteristics, and postsecondary education status influenced the employment opportunities and experiences of young adults with autism.

9:45-10:45—SATURDAY - BROADWAY 3

Strand: Family Partnerships

Presenters: Monica Simonsen, Matthew Elburn

USING TECHNOLOGY TO RAISE FAMILY EXPECTATIONS

Family expectations play a critical role in positive work outcomes for youth with disabilities. Youth often demonstrate considerable and surprising talents and gifts in the workplace. We will share an innovative way to use technology to showcase youths' talents and gifts to raise expectations for work.

9:45-10:45—SATURDAY - BROADWAY 4

Strand: Community Partnerships

Presenters: Judy Shanley

BLAZING RELATIONSHIPS WITH TRANSPORTATION SYSTEMS AND PROVIDERS TO SUPPORT YOUTH TRANSITION

As students transition, they may face transportation challenges. Easter Seals, through the National Center for Mobility Management, has a key role in assisting educators to leverage coordinated transportation systems to support youth transition. Garner resources and learn about funding opportunities through the Federal Transit Administration to build partnerships with transit.

SATURDAY CONCURRENT SESSIONS

11:00-12:00

11:00-12:00—SATURDAY - GALLERIA 1

Strand: Transition to Employment

Presenters: Aimee Shull, Alison Richards, Marta Minty

MYRTLE POINT VOCATIONAL OCCUPATION EXPLORATION V.O.E

How to use a vocational occupation exploration as an interest building activity, to enhance learning opportunities for YTP, IEP and 504 eligible students, through the use of employment and career based curriculum, along with site visitation and job sampling. Thank you, community partners, Diamond Lake Resort and U.S. Forest Service.

11:00-12:00—SATURDAY - GALLERIA 2

Strand: Transition to Postsecondary Education

Presenters: Elizabeth West, Daniel Novak, Carlyn Mueller

INCLUSIVE INSTRUCTIONAL PRACTICES USED AND THEIR PERCEIVED IMPORTANCE BY INSTRUCTORS

This research examines strategies faculty use to assist students with

disabilities, and what faculty perceives as most important for success.

Findings suggest differences in scholastic accommodations and physical accommodations. Findings also suggest that instructors' lacked confidence in their knowledge of disability law. Implications for instructor professional development are presented.

11:00-12:00—SATURDAY - GALLERIA 3

Strand: Family Partnerships

Presenters: Kate Szidon, Bonnie Kraemer

TRANSITIONING TOGETHER, A FAMILY-CENTERED TRANSITION INTERVENTION FOR HIGH SCHOOL STUDENTS WITH ASD.

Transitioning Together is offered as part of the Center on Secondary Education for Students with ASD. It is an eight-week education and support program for families of adolescents with ASD that involves (a) individual family sessions; (b) multi-family group sessions for parents; and (c) a social group for adolescents.

11:00-12:00—SATURDAY - BROADWAY 2

Strand: Transition to Employment

Presenters: Taryn VanderPyl

EASING TRANSITION FROM JUVENILE JUSTICE SETTINGS BACK TO THE COMMUNITY WITH EMPLOYABILITY SKILLS

When incarcerated youth reenter society, employment is frequently a requirement of parole or aftercare. Those who fail to maintain employment often reenter the justice system instead of successfully reentering society. This presentation focuses on teaching employability skills at each stage of the juvenile justice process: before, during, and after incarceration.

11:00-12:00—SATURDAY - BROADWAY 3

Strand: Community Partnerships

Presenters: Emily Lehman, Romeo Ymalay, Naté Dearden

DC SUMMER EMPLOYMENT INSTITUTE: A COLLABORATIVE MODEL FOR PROMOTING ACCESS TO QUALITY WORK EXPERIENCES FOR URBAN YOUTH WITH DISABILITIES

This session will highlight the DC Summer Employment Institute, a new model for promoting successful summer employment outcomes for youth with disabilities made possible through the collaborative efforts of vocational rehabilitation, workforce development, and DC public and charter schools.

11:00-12:00—SATURDAY - BROADWAY 4

Strand: Innovative Instructional Practices in Transition

Presenters: Christine Turner, Judy Shanley

A ROAD TO SUCCESS: USING TRAVEL TRAINING TO INCREASE POST-SECONDARY READINESS FOR DIVERSE LEARNERS

CONFERENCE SCHEDULE

WEDNESDAY, November 4

8:30 – 4:00 p.m.

NTACT Check & Connect

Preconference Workshops – requires a separate registration

THURSDAY, November 5

7:00 – 8:00 – Continental Breakfast

8:00 – 9:45 – Keynote Address:

John Elder Robison

10:00 – 11:00 – Concurrent Sessions

11:15 – 12:15 – Concurrent Sessions

12:15 – 1:30 – Lunch provided

1:30 – 2:30 – Concurrent Sessions

2:45 – 3:45 – Concurrent Sessions

4:00 – 5:00 – Concurrent Sessions

**5:30 – 7:30 – Welcome Reception and
the Pat Sitlington Student Research
Award Poster Competition**

FRIDAY, November 6

7:00 – 8:00 – Continental Breakfast

8:00 – 9:00 – Concurrent Sessions

9:15 – 10:15 – Concurrent Sessions

10:30 – 11:30 – Concurrent Sessions

11:45 – 1:15 – Luncheon/Keynote

Speaker: Linea Johnson

1:30 – 2:30 – Concurrent Sessions

2:45 – 3:45 – Concurrent Sessions

4:00 – 5:00 – Concurrent Sessions

SATURDAY, November 7

7:30 – 8:30 – Continental Breakfast

8:30 – 9:30 – Keynote Speaker:

Jonathan Chase

9:45 – 10:45 – Concurrent Workshops

11:00 – 12:00 – Concurrent Workshops

CONFERENCE NOTES

KEYNOTE SPEAKERS



THURSDAY OPENING KEYNOTE

John Elder Robison

"Look Me in the Eye"

John Elder Robison is an autistic adult who teaches neurodiversity and works to shape autism research and treatment policy. He is an active participant in the ongoing discussion of ethical and legal issues relating to autism therapy, services, and intervention. He is particularly interested in improving quality of life for those people living with autism today – both autistic people and family members.

LUNCHEON KEYNOTE

Linea Johnson

Perfect Chaos: A Journey to Recovery

Linea Johnson shares her personal journey from initial symptoms and diagnosis to her fight for recovery. Her story is a testament to the importance of advocacy, self-determination, and ultimately, empowerment as essential ingredients for stability. Professionals play a critical role in developing and supporting these skills. Linea will share ideas and resources from her own sto-



SATURDAY KEYNOTE

Jonathan Chase

"Breaking Out the Bubbles"

Breaking Out of the Bubble. The presentation is about independence and transition goals. I discuss expectations, labels, maximum independence, getting out of the comfort zone, and the importance of experience in failure.

(Johnathan will be playing Thursday night at the reception)



RIDING THE TIDE OF TRANSITION

DCDT – 2016

October 18 – 23

Embassy Suites Myrtle Beach

At Kingston Plantation

9800 Queensway Boulevard

Myrtle Beach, South Carolina 29572

