

Oklahoma Department of Career and Technology Education - Oklahoma Department of Human Services - Oklahoma Department of Rehabilitative Services - Oklahoma Employment Security Commission - Oklahoma State Department of Education - Tech-Know, Inc. - The University of Oklahoma Health Sciences Center, Child Study Center - The University of Oklahoma Zarrow Center for Learning Enrichment - Oklahoma ABE Tech - Oklahoma Department of Rehabilitation Services

Second Annual Oklahoma Transition Institute



Norman North High School
Nancy O'Brian Center for Performing Arts

June 25-27, 2007

Institute Schedule

Monday, June 25

- 8:00-9:00** **Registration for Team Leaders**
■ CPA Entrance
- 9:00-11:45** **Participant Team Leader Training**
■ CPA Studio Theater
- 11:00-12:30** **Participant Registration**
■ CPA Entrance
- 11:45-12:30** **Team Leader Lunch**
■ CPA Studio Theater
- 12:30-1:00** **Opening Session**
Welcome - Misty Kimbrough
Overview of the Oklahoma Transition Institute and Transition Taxonomy - Paula Kohler
What Is Transition and What Is My Part in It? - Kim Nickerson
- 1:00-1:45** **Keynote**
Beyond Classification - LeDerick Horne
Session Description: This presentation will address a variety of issues through LeDerick's personal struggle as a student with a learning disability and utilizes the wealth of information that he has collected as an advocate for people with special needs. LeDerick will specifically address increasing the self-determination, self-advocacy, performance, and confidence of classified students. This emotionally moving presentation is filled with empowering information that will help educators improve the lives of all students.
- 1:45-2:00** **Break and move to Norman North High School for team meetings**
- 2:00-3:15** **Team Meeting 1** (See specific team room assignments in program.)
- 3:15-3:30** **Break with refreshments and move to the CPA**
- 3:30-4:30** **Keynote**
Increasing Student Involvement - LeDerick Horne
- 4:30-5:00** **Transition Council Debriefing**
■ CPA Studio Theater

Tuesday, June 26

- 7:30-8:30** **Registration and Continental Breakfast**
■ Norman North High School Commons (Use south entrance.)
- 8:30-9:30** **Breakout Session 1**
■ Norman North High School Meeting Rooms

Breakout Sessions

- Alternative Means for Students with Disabilities to Obtain Graduation Credits** - Gail Priddy and Don Scales
■ Room N308 (This will be a recurring session during Breakout Sessions 1 and 2.)
Session Description: The presenters will lead a discussion on Oklahoma graduation requirements and alternative ways for students with disabilities to earn their high school graduation credits. The IEP team plays an important part in this process.

Foundation for the Future: Developing Transition-Rich IEPs - Paula Kohler

■ Room N204

Session Description: State and federal mandates require that we include specific transition-related content in our students' IEPs. We will review these requirements and discuss strategies for using these mandates to develop individual education programs that foster students' post-school success.

Student-Directed Transition Planning: Helping High School Students and Their Families Develop Meaningful Transition Plans - Lee Woods and Lorraine Sylvester

■ Room N307

Session Description: This session will describe an instructional program titled Student-Directed Transition Planning (SDTP). Students, with parental and educator support, will learn about their strengths, needs, disability, and important transition terms and concepts. Students develop employment, education, and adult living goals; a course of study; linkages to adult support services; and a summary of performance script to take to their IEP meeting. Examples of how SDTP has been used across the state will be discussed. Educators, rehabilitation counselors, parents, and administrators will discover how the free on-line SDTP program will improve the transition discussions and outcomes of their IEP meetings.

Dropout Prevention for Students with Disabilities: Evidence-Based Programs That Work - Matthew Klare

■ Room N306

Session Description: Over the last 10 years, dropout rates have gradually declined for students with disabilities, thanks in part to the implementation of evidence-based practices. While the trend is in the right direction, students with disabilities still drop out at a higher rate than non-disabled students. This session will briefly introduce and provide information about several evidence-based programs that support school completion for students with disabilities. Additionally, it will briefly present a framework that districts can use to identify at-risk students and system needs. Target audience is administrators and transition-planning teams.

How Mental Health Is Addressing Kids in Transition - Keith Pirtle and Jaquie Pereira

■ Room N403

Session Description: This presentation covers the basics of wraparound services for kids with serious emotional and behavioral problems, an overview of the implementation of the TIPS model for transitional age kids in the mental health system, and the Systems of Care movement. This presentation is designed for anyone working with individual children and families or child-serving systems who want a better understanding of how agencies, families, and communities are working together to implement these best practice models.

To Disclose or Not to Disclose - Marilyn Burr

■ Room N309

Session Description: The pros and cons of disclosing a personal disability in an educational or employment setting will be discussed. If a decision is made to disclose, participants will learn how to do it in a positive way. This presentation is for teachers, school counselors, parents, students, or graduates with disabilities.

Vocational Rehabilitation Services for American Indians with Disabilities - Mary Lee

■ Room N205

Session Description: It is important to understand another person's culture, life, and needs before appropriate help can be provided. This session is open to all audiences and will provide the participants with a general description of tribal vocational rehabilitation programs. Participants will learn about the Muscogee (Creek) Nation Tribal Vocational Rehabilitation Services Program and the people it serves. The audience will participate in a pre- and post-test to assess their initial knowledge about the American Indians and their increased knowledge gained through this session.

Self-Determination Strategies for Students with Developmental Disabilities - Martin Agran

■ Room N211

Session Description: Although self-determination has become a buzzword and receives national attention, teachers who value self-determination do not always know how to teach their students the skills associated with it. This presentation is for a general audience and will focus on how to teach students specific self-determination strategies, including problem solving, self-monitoring, self-instruction, self-reinforcement, and goal setting.



Transition Assessment for Students Who Can Read - James Martin and Juan Portley

■ Room N209

Session Description: IDEA now requires transition assessment for all students of transition age with an IEP. Truckloads of transition assessment materials exist for students who can read, but what makes sense to use – especially on a tight budget? You will learn a three-step transition assessment process to complete transition adaptive behavior assessment, functional vocational interest and skill assessment, and self-determination assessment using free or inexpensive tools. You will also learn how to infuse the transition results into the Oklahoma IEP forms to develop post-school employment, education, and as-needed community living goals.

9:30-9:45

Break

■ Norman North High School Commons

9:45-12:45

Team Meeting 2 and Lunch Schedule

■ Norman North High School Meeting Rooms and Commons

Lunch Schedule:

11:15-11:30 Teams 1-10

11:30-11:45 Teams 11-20

11:45-12:00 Teams 21-30

12:00-12:15 Teams 31-40

12:45-1:45

Breakout Session 2

■ Norman North High School Meeting Rooms

Breakout Sessions

Transition Assessment for Students Who Can't Read - James Martin and Lee Woods

■ Room N211

Session Description: IDEA now requires transition assessment for all students of transition age with an IEP, but how can this be accomplished for students who can't read? You will learn how to complete transition adaptive behavior assessment, functional vocational interest and skill assessment, and self-determination assessment using free or inexpensive tools. You will also learn how to infuse the transition results into the Oklahoma IEP forms to develop post-school employment, education, and as-needed community living goals.

Simple Ideas to Teach Transition - Dana Cantwell and Marcie Stickney

■ Room N119

Session Description: We will give the audience some easy, simple, ideas for transition instruction for secondary students while still instructing students in the core curriculum. Sample curriculum and Web sites will be available, along with handouts.

Alternative Means for Students with Disabilities to Obtain Graduation Credits - Gail Priddy and Don Scales

■ Room N308

Session Description: This is a recurring session from Breakout Session 1.

Navigating College Admission Standards and Oklahoma's Promise - Oklahoma Higher Learning Access Program (OHLAP) - Carol Alexander and Dwayne Holford

■ Room N309

Session Description: Oklahoma's Promise – OHLAP and some colleges and universities offer open enrollment to all students. Join us to discuss ways that you can assist all of your students in taking the right courses in high school to get into college and earn the OKPromise scholarship. This session is designed for counselors and special education teachers who would like to know more about the requirements for college admission and Oklahoma's Promise – OHLAP.



Program Development for Students Ages 18-21 - Jennifer Hill

■ Room N204

Session Description: This session will highlight different aspects of a community-based transition program for students with various disabilities (ages 18-21). Using individualized education programs (IEPs) to guide the instruction for the students, this presentation will exhibit different ways to include job coaches, para-educators, and community members into the overall program. Examples of rubrics to evaluate employment, community-based instruction, daily and post-school living skills will be presented as well as techniques to assist students with their involvement in their IEPs.

Safety Skills Instruction - Martin Agran

■ Room N209

Session Description: Safety skills instruction is a curriculum domain that has been long ignored for students with disabilities. Educators and parents have either believed that students have these skills or other domains are more important. However, research indicates that persons with disabilities sustain high levels of injury due to crime, sexual abuse, fires, home risks, and work accidents. Fortunately, we now realize that many students don't know how to recognize unsafe or dangerous situations, problem solve, and respond to potential or actual risks. This presentation, designed for a general audience, will recommend safety skills that should be taught and included in students' IEPs.

Resources to Teach Students to Become Involved in Educational Planning - David Test

■ Room N306

Session Description: This overview covers the various ways that students can become more involved in their own IEP process (plan, draft, meet, and implement) and describe "no- and low-cost" resources that teachers can use to help involve their students in the process.

Involving Students in IEP Meetings Through Assistive Technology - Sherril York

■ Room N307

Session Description: With the emphasis on self-directed IEP/transition planning, it is clear that students with disabilities should be integral members of their IEP team. Assistive technology can better prepare these students to be active participants. Dr. York will explain different types of assistive technology and discuss how to integrate those technologies into the IEP meeting. A self-determination and assistive technology guide and assistive technology resources will be provided.

Self-Directed IEPs and Transitions for All Students - Valerie Wilson, Faye Miller, Whitney Lassetter, and Alex Myers

■ Room N205

Session Description: The self-directed IEP and Transitions are a fluid program at the Oklahoma School for the Blind. We will provide examples of how to facilitate the self-directed IEP process as a means to learn self-awareness and self-advocacy. The level of transition services for students with visual impairments and multiple disabilities, according to age and ability of performance, will also be discussed. The emphasis is to provide age-appropriate instruction and education to transition students into independent working adults. One middle school student will provide an example of her present levels of performance, interests, and learning style. One high school student will model the coordination of past experiences and present involvements to create a transitional plan. Intended audience includes family and educators of middle and high school students who are involved with transition plans.

What's Health Got to Do with Transition? Everything! - Laura McGuinn, Cyd Roberts, and Louis Worley

■ Room N303

Session Description: Learn how to collaborate with health care providers and include health care issues on transition plans. First, a developmental/behavioral pediatrician will describe how a primary health care provider can contribute to planning for transition. Next, a social worker will describe techniques to improve partnerships with primary care practices. Finally, a special educator/parent will discuss why health should not be overlooked in transition planning along with how and where health goals and objectives should be included in the IEP.

1:45-2:00 **Break with Refreshments**
■ *Norman North High School Commons*

2:00-4:00 **Team Meeting 3**
■ *Norman North High School Meeting Rooms*
Sign-out for team members will begin at 3:30 p.m.

Wednesday, June 27

7:30-8:30 **Registration and Continental Breakfast**
■ *Norman North High School Commons (Use south entrance.)*

8:30-9:30 **Breakout Session 3**
■ *Norman North High School Meeting Rooms*

Breakout Sessions

Transition from High School to College - Brett Cunningham

■ *Room N205*

Session Description: A checklist for high school students who are transitioning from secondary to postsecondary educational settings will be presented. This checklist has helpful hints from the very first thing the student has to do, to going to the first class. This checklist also has ideas for scholarships.

Tech-Now: Changing the Transition Landscape - Harold Swink

■ *Room N306*

Session Description: Tech-Now is a creative new approach to transition that teaches computer skills and utilizes state-of-the-art software used today in the digital world of work. In the process, it also teaches teamwork and other skills needed to succeed in today's workplace. The curriculum and projects are designed to teach these skills in a way that keeps the students highly motivated and excited about their success.

Puttin' the I in Your IEP - Starla Bilyeu

■ *Room N309*

Session Description: The focus of this session is self-determination of students with disabilities. Student involvement in the development process of their IEP goals and transition services facilitates their self-determination.

Career Cluster Plans of Study and Transition Pages of the IEP: More Alike Than Different - Denise North

■ *Room N204*

Session Description: Career Clusters is a tool for students to use to make informed decisions regarding what occupation to pursue. Part of the Career Cluster process is to develop and continually update a Career Cluster Plan of Study. These Plans of Study are for all students and look a lot like the transition pages of the IEP. This session will explore where Career Clusters are going and how the Plan of Study can enhance the transition pages of the IEP.

Social Security and Supplemental Security Income Benefits: How Work Affects Your Benefits - Janette Crow

■ *Room N308*

Session Description: An overview will be provided of the requirements for entitlement to Social Security and Supplemental Security Income Disability benefits and how work can affect receipt of these benefits. There are many incentives in place to encourage beneficiaries receiving benefits to make the attempt to return to work. Understanding how benefits are affected by work activity prevents overpayments and removes the fear of loss of benefits.

Teaching Students with Disabilities About Their Disabilities - Chen-Ya Juan and Chauncey Goff

■ *Room N307*

Session Description: Adults who understand their disabilities, strengths, and needs have better post-school education and employment outcomes than former special education students who do not understand their disabilities. This strongly suggests that secondary students with mild disabilities need to learn about their disabilities, and identify their strengths and needs, but how do educators, parents, and rehabilitation counselors teach this? We will present the Disability Awareness Education Model as a means to teach students about their disabilities and to identify their strengths and needs. Examples from college students with disabilities will be discussed to demonstrate what happens when students do not understand their disabilities.

The Legal Intent and Practical Applications of the IEP Transition Pages - Jamie Van Dycke

■ *Room N211*

Session Description: This session covers the legal intention supporting the construction of the transition IEP pages. Participants will learn the practical application of the IEP transition pages and the value of transition planning that is "student-vision" based.

Preparing for Postsecondary Education - Mike Shuttic

■ *Room N209*

Session Description: This session will address important issues for students moving onto postsecondary institutions. Appropriate accommodations, necessary documentation/SOP, student responsibilities, and the relevance of a disability on admission/course/degree requirements will be covered. IDEA and "free and appropriate public education" vs. ADA and "equal access, equal opportunity" are paradigms that will also be discussed.

From Dream to Reality - Dena Lemons and Glinna Fleming

■ *Room N303*

Session Description: Learn the process of developing and implementing a successful Transition-To-Work Program in a rural high school. This session will give the audience the step-by-step process, along with entertaining stories, for fulfilling the dream of a special education teacher to the reality of a successful program.

9:30-9:45 **Break with Refreshments** (Teams will pick up snacks and return to the team meetings.)
■ *Norman North High School Commons*

9:45-11:30 **Team Meeting 4**
■ *Norman North High Meeting Rooms*

11:30-11:45 **Break and move to the CPA**

11:45-1:00 **Team Reports and Closure** - LeDerick Horne
■ *CPA*

1:00 **Transition Council Debriefing**



Committee Members

Marla Baker
Frank Boswell
Dana Cantwell
Regina Chace
Mike Chapman

David Couch
Brett Cunningham
Kathy Curtis
Rick DeRennaux
Janet Felton

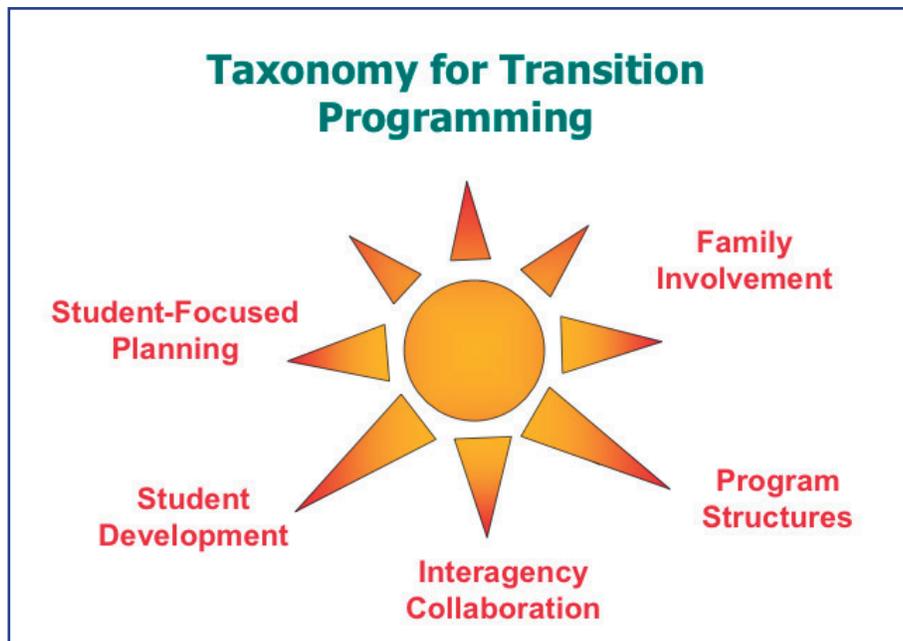
Theresa Hamrick
Reni Hanley
Sharon House
Sharon Isbell
Linda Jaco

Sue Keller
Ellen Kimbrell
James Marti
Kim Nickerson
Denise North

Keith Pirtle
Candi Robinson
Lathonya Shivers
Mike Shuttic
Bret Whinery
Louis Worley

Affiliations

Norman Public Schools, Norman North High School
Oklahoma Department of Human Services, Developmental Disabilities Services Division
Oklahoma Department of Human Services, Family Support Services
Oklahoma Department of Rehabilitative Services
Oklahoma Department of Mental Health and Substance Abuse
Oklahoma State Department of Education, Special Education Services
Oklahoma Department of Career and Technology Education
Oklahoma Employment Security Commission
Oklahoma Rehabilitation Council
Oklahoma State University
Owasso Public Schools
Oklahoma ABLE Tech, Seretean Wellness Center, Oklahoma State University
Parent Training and Information Center of Oklahoma
Sooner Success 4RKIDS
Tech-Now Inc.
University of Oklahoma Health Sciences Center, Child Study Center
University of Oklahoma, Zarrow Center for Learning Enrichment



Presenter Biographies

LeDerick R. Horne spent most of his time in school believing he did not have much of a future. A severe learning disability, combined with low self-esteem, led him to doubt he would be able to go to college or pursue a meaningful career. But, in the challenging academic environment at Middlesex County College, and with the support offered for his disability through Project Connections, a learning disabilities resource program at the college, LeDerick became an outstanding student, compiling a 3.75 grade point average. He transferred to New Jersey City University and graduated with honors from NJCU. Since graduation, LeDerick has become the head of his own real estate investment company called Horne & Associates, LLC. He is the board chair of Project Eye-to-Eye, a national nonprofit that provides mentoring programs for students with LD/ADHD, and he is also recognized across the country as a speaker and advocate for people with disabilities. LeDerick has facilitated workshops, delivered keynote presentations, and spoken to thousands of students, teachers, and service providers about his experiences.

- *fax:* 732-828-1370
- *email:* lederickhorne@horneonline.com
- *address:* 1075 Easton Avenue, #124, Somerset, NJ 08873

Laura McGuinn is a developmental/behavioral pediatrician in the OU College of Medicine, Department of Pediatrics, Section on Developmental and Behavioral Pediatrics.

Cyd Roberts is a social worker who directs the Medical Home Program at the OU Child Study Center.

Louis Worley is a special educator and the coordinator of the Sooner SUCCESS program at the OU Child Study Center and the parent of an adult with significant multiple disabilities.

- *telephone:* 405-271-6824
- *email:* laura-mcguinn@ouhsc.edu, louis-worley@ouhsc.edu, cyd-roberts@ouhsc.edu
- *address:* OU Child Study Center, 1100 Northeast 13th Street, Oklahoma City, OK 73117

Valarie Wilson, a living skills supervisor in the Independent Living Skills Department at the Oklahoma School for the Blind, has been instrumental in implementing a comprehensive curriculum and work-study program.

Faye Miller is a middle school teacher at the Oklahoma School for the Blind with certification in visual impairment.

Whittney Lassitter and Alex Myers are students at the Oklahoma School for the Blind.

- *telephone:* 918-781-8200
- *email:* vwilson@osb.k12.ok.us, fmiller@osb.k12.ok.us
- *address:* 3300 Gibson Street., Muskogee, OK 74403

Jamie Van Dycke, assistant professor in special education at Oklahoma State University, currently teaches graduate coursework in special education. She has also worked as a special education teacher, an Oklahoma State Department of Education coordinator, and a transition consultant.

- *telephone:* 405-744-9440
- *email:* jamielv@okstate.edu
- *address:* OSU College of Education, 248 Willard Hall, Stillwater, OK 74078

Carol Alexander, OHLAP scholarship coordinator, has been with the State Regents for 13 years and manages the daily activities of the OKPromise program including application processing, scholarship eligibility verification, and award disbursements.

Dwayne Holford, coordinator for academic affairs, has worked with the State Regents since July 2006 in the development and interpretation of academic affairs policy.

- *Carol telephone:* 405-225-9160 - *Dwayne telephone:* 405-225-9141
- *email:* calexander@osrhe.edu, dholford@osrhe.edu
- *address:* OSRHE, P.O. Box 108850, Oklahoma City, OK 73101

Presenter Biographies

Martin Agran, professor and department head in the Department of Special Education at the University of Wyoming, has achieved national visibility in the area of self-determination and the education of students with significant disabilities. He has served as a principal investigator for several U.S. Department of Education grants and has authored or co-authored 12 books.

- *telephone*: 307-766-2082
- *email*: magran@uwyo.edu
- *address*: University of Wyoming, Department of Special Education, McWhinnie 222, 1000 East University Avenue, Laramie, WY 82071

Marilyn Burr has been an employment recruiter for OPM, non-profit administrator of an organization for persons with disabilities partner in a manufacturing company, job developer for OESC, disability program specialist for OHC focusing on employment issues for persons with disabilities, and is presently client assistance program director assisting and advocating for clients of DRS.

- *telephone*: 405-521-3756 or 800-522-8224
- *email*: CAP@ohc.state.ok.us
- *address*: Suite 90, 2401 Northwest 23rd, Oklahoma City, OK 73107

Keith Pirtle is the state project director for Oklahoma Systems of Care at the Oklahoma Department of Mental Health and Substance Abuse Services. He manages and provides consultative expertise and project support to 27 independent Systems of Care communities across the state of Oklahoma. He has over 10 years experience in community development, strategic planning, and interagency collaboration and is considered an expert in implementing a statewide System of Care and working with rural communities. Keith serves at the federal level as a member of the SAMHSA Child, Adolescent, and Family Branch's Council on Collaboration and Coordination (CCC) and as the co-chair of the CCC's Technical Assistance Committee.

- *telephone*: 405-522-6770
- *email*: kpirtle@odmhasas.org
- *address*: 1200 Northeast 13th Street, P.O. Box 53277, Oklahoma City, OK 73152

Jaqueline Pereira is the state training and technical assistance coordinator for Oklahoma Systems of Care at the Department of Mental Health and Substance Abuse Services. She provides support and leadership to local Systems of Care communities across the state. She also works closely with five transition pilot sites for young people with behavioral and mental health challenges.

- *telephone*: 405-522-4152
- *email*: jpereira@odmhasas.org
- *address*: 1200 Northeast 13th Street, P.O. Box 53277, Oklahoma City, OK 73152

Michelle Butts, family support provider for Oklahoma Kids' CareNet imbedded with Child Welfare for Systems of Care, developed the Kids Care Camp. Diagnosed with a disability at age 7, she often felt inferior to her classmates and inadequate in academics because she was taught to her disability rather than to her abilities. This experience led her to become an advocate for children with learning disabilities.

- *telephone*: 405-858-2700, ext. 613
- *email*: michelleb@NorthCare.com
- *address*: Oklahoma Kids' CareNet, 4436 Northwest 50th Street, Oklahoma City, OK 73112

Brett Cunningham will be a sophomore at Oklahoma City Community College this fall. Brett is a four-year alum of Tech Now, a graduate of Partners in Policymaking, and a former member of the Oklahoma Youth Leadership Forum. He is also a 2006 recipient of the Dream Institute Scholarship.

- *telephone*: 405-759-3603
- *email*: bdcunningham@cox.net
- *address*: 3105 Southwest 93rd, Oklahoma City, OK 73159

Janette Crow has been the Area Work Incentive coordinator for northern Oklahoma since January 2005. She works from the Oklahoma City Social Security office.

- *telephone:* 405-605-3001. ext.3002
- *email:* p.janette.crow@ssa.gov
- *address:* 2615 Villa Prom, Oklahoma City, OK 73107

Jennifer Hill has taught students with learning disabilities, emotional impairments, autism, mild and moderate cognitive impairments, traumatic brain injuries, and other health impairments in an inclusive middle school setting and in a post-school transition center. At the Transition Center, Jennifer developed several employment training sites for students to learn various skills and trades with the guidance of job coaches, para-educators, and community members. Currently, she is working full-time as a project coordinator on the National Secondary Transition Technical Assistance Center (NSTTAC) grant at WMU. She is also a doctoral student in the Special Education and Literacy Studies Department at Western Michigan University, specializing in transition-focused education and services. Jennifer received her B.A. in special education from Western Michigan University (WMU) in 1999 and her M.A. in special education Administration in June 2005.

- *telephone:* 269-387-2824
- *email:* jennifer.l.hill@wmich.edu
- *address:* Western Michigan University, Department of Special Education and Literacy, 3402 Sangren Hall, Kalamazoo, MI 49009

Marcie Stickney is a veteran learning disabilities teacher at Norman North High School, where she teaches English IV and serves as the work-study coordinator.

Dana Cantwell is a transition specialist for Norman Public Schools and teaches secondary students with mild and moderate disabilities, including mental retardation, vocational training, and community skills.

- *telephone:* 405-366-5954, ext.256
- *email:* danag@norman.k12.ok.us,marcies@normal.k12.ok.us
- *address:* 1809 Stubbeman Avenue, Norman, OK 73069

David W. Test is co-principal investigator of the National Secondary Transition Technical Assistance Center (NSTTAC) and a special education professor at the University of North Carolina-Charlotte. His areas of interest include secondary transition, self-determination, and playing tennis.

- *telephone:* 704-687-8853
- *email:* dwtest@uncc.edu
- *address:* University of North Carolina-Charlotte, Special Education Program, 9201 University City Boulevard, Charlotte, NC 28223

Dena Lemons is an Oklahoma master teacher. She has served as a special education teacher for 25 years and has served 11 of those years as director of Special Education.

- *telephone:* 918-476-8337
- *email:* lemons@chouteauwildcats.com
- *address:* P.O. Box 969, Chouteau, OK 74337

Glinna Fleming is a retired school counselor, business education teacher, and administrator. She presently works part time as a transition coordinator.

- *telephone:* 918-479-2078
- *email:* fleming@sstelco.com
- *address:* P.O. Box 70, Locust Grove, OK 74352



Presenter Biographies

Mike Shuttic has worked in the field of disabilities for 18 years. Currently, Mike is the coordinator of Student Disability Services/ADA Compliance at Oklahoma State University. The prior 7 1/2 years Mike was at the University of Kansas in a comparable role and chair of the campus Architectural Barriers Committee. He has been a member of AHEAD since 1990, has been an AHEAD Board Member from 2003-06, served as President-Elect 2006-08; and is an OK-AHEAD Board Past-President; member and past president of Kansas Transition Council.

- *telephone:* 405-744-7116
- *email:* mshuttic@uncc.edu
- *address:* Oklahoma State University, Student Disability Services, 315 Student Union, Stillwater, OK 74078

Sherril York is the training/outreach specialist with Oklahoma ABLE Tech. She provides training and outreach activities to individuals/groups and agencies on assistive technology throughout Oklahoma and nationally. Dr. York also coordinates the equipment demonstration and short-term loan programs. She currently holds a graduate certificate in assistive technology from Louisiana Tech University.

- *telephone:* 800-257-1705
- *email:* sherril.york@okstate.edu
- *address:* Oklahoma ABLE Tech, 1514 West Hall of Fame, Stillwater, OK 74078

Starla Bilyeu is an adult coordinator for individuals with mental retardation. She has experience in nursing home administration as an ICF-MR facilities coordinator for two years, a Supported Living Program coordinator for one year, and Supported Employment coordinator for two years. She has also had teaching experience in elementary, middle schools, and high school.

- *telephone:* 918-224-6560
- *email:* sbilyeu@sapulpa.k12.ok.us
- *address:* 3 South Mission, Sapulpa, OK 74066

Lee Woods is a doctoral candidate in special education at the University of Oklahoma, SDTP project coordinator, and works as a research assistant at OU's Zarrow Center. He previously taught as a special education teacher in Colorado and Montana, and worked as an employment specialist in a supported employment program.

Lorraine Sylvester is a physical therapist and adjunct faculty at the OU Health Sciences Center, a third-year doctoral student in Special Education at OU, a research assistant at OU's Zarrow Center, and lead author of the SDTP lessons. Lorrie works primarily in the area of pediatrics, developmental disabilities, assistive technology, and transition issues for youth with disabilities.

- *telephone:* 405-325-8951
- *email:* lwoods@ou.edu
- *address:* University of Oklahoma, Carpenter Hall 111, 840 Asp Avenue, Norman, OK 73069

Gail Priddy is the dispute resolution project coordinator with the State Department of Education, Special Education Services. She is a graduate of Northeastern State University and has 30+ years experience as a special education teacher and director.

- *telephone:* 405-521-4877
- *email:* gail_priddy@sde.state.ok.us
- *address:* 2500 North Lincoln Boulevard, Oklahoma City, OK 73105

Harold Swink retired last year after working 30 years for the Department of Rehabilitation Services. Most of his work in Voc Rehab was focused on the area of transition for high school students. Harold currently works for Tech-Now and is excited about this new direction for transition.

- *telephone:* 405-410-6275
- *email:* haroldswink@cox.net
- *address:* 6508 North Saint Clair, Oklahoma City, OK 73116



Paula Kohler is a professor in the Department of Special Education and Literacy Studies and co-director of the National Secondary Transition Technical Assistance Center. Dr. Kohler conducts research regarding effective transition practices for youth with disabilities, including effective transition programs, transition-related competencies, career and technical education experiences, work-based education, and other aspects of transition-focused education. Her Taxonomy for Transition Programming is recognized around the U.S. as an effective model for planning, implementing, and evaluating transition-focused education for students with disabilities and has influenced the implementation of transition services in a number of states.

- *telephone:* 269-387-5955
- *email:* paula.kohler@wmich.edu
- *address:* Western Michigan University, 3506 Sangren Hall, Kalamazoo, MI 49009

James Martin holds the Zarrow Chair in the Department of Educational Psychology at OU. He earned his doctorate from the University of Illinois with a focus on transition. He recently received the prestigious CEC's Career Development and Transition Oliver P. Kolstoe Award for his efforts to improve transition education.

Juan Portley is a doctoral student in OU's Special Education Program. Juan obtained his B.A. in psychology from the University of Oregon, and his master's in special education from Penn State. He worked as the transition coordinator for the Eastern Navajo Agency and earlier as a secondary special education teacher on the Navajo reservation.

- *telephone:* 405-325-8951
- *email:* jemartin@ou.edu/juanportley@ou.edu
- *address:* University of Oklahoma Zarrow Center, Carpenter Hall 111, 840 Asp Avenue, Norman, OK 73019

Denise North has been a professional educator for 14 years, with eight years in the classroom, two as a transition specialist in a technology center, and four as the disabilities services specialist for CareerTech. She holds a bachelor's degree in special education, a master's degree in human resources administration, and a second master's degree in school counseling.

- *telephone:* 405-743-5138
- *email:* dnort@okcareertech.org
- *address:* Oklahoma Department of Career and Technology Education, 1500 West Seventh Avenue, Stillwater, OK 74075

Chen-Ya Juan is a third-year doctoral student in special education at the University of Oklahoma and a graduate research assistant at OU's Zarrow Center. She taught secondary students with disabilities for seven years in various schools in Taiwan.

Chauncey Goff is a doctoral candidate in special education at the University of Oklahoma and is a graduate research assistant at OU's Zarrow Center. He worked four years as a crisis intervention counselor in inner-city schools prior to starting his doctoral studies.

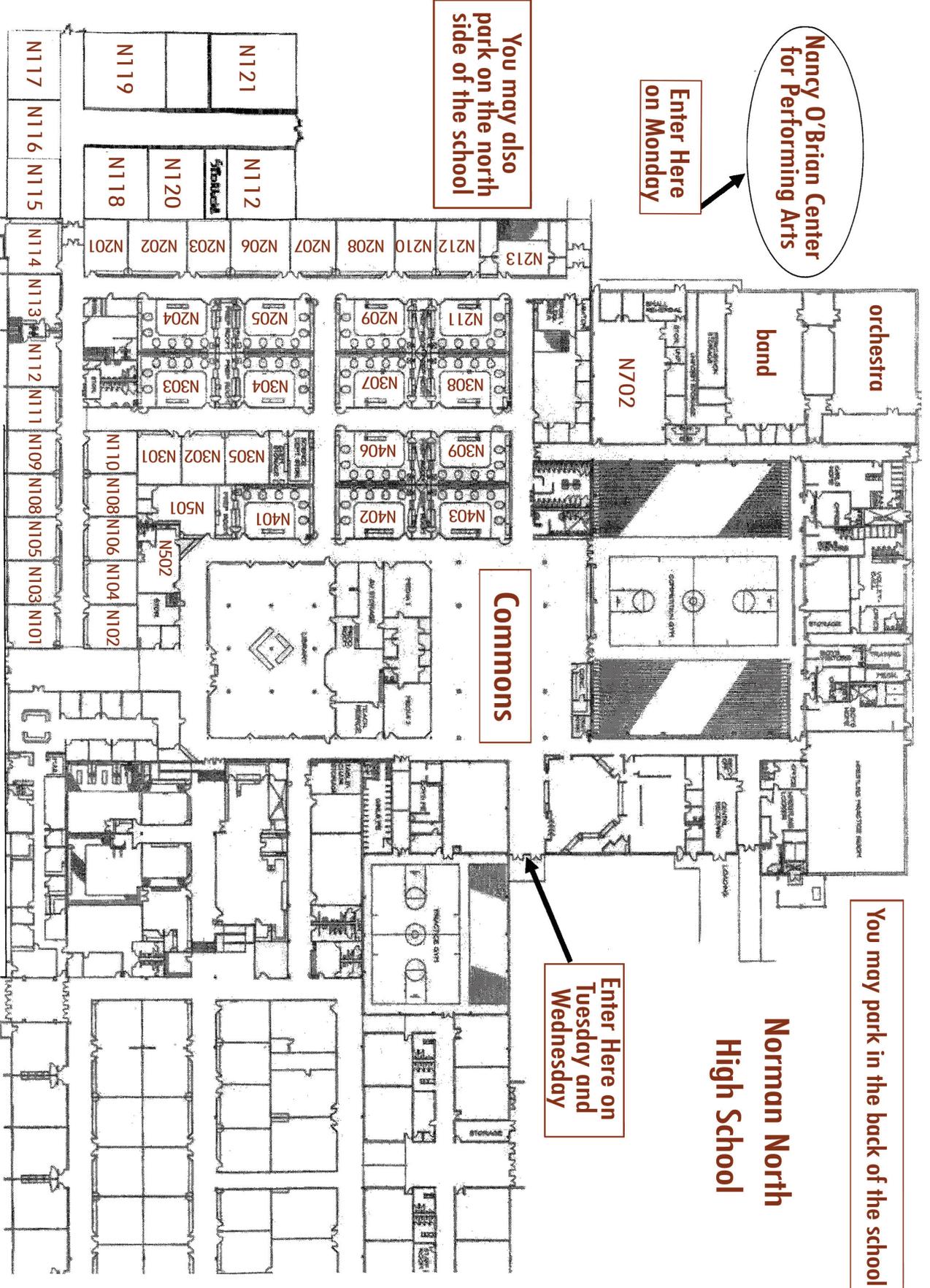
- *telephone:* 405-325-8951
- *address:* University of Oklahoma Zarrow Center, Carpenter Hall 111, 840 Asp Avenue, Norman, OK 73019

Mary Lee graduated from East Central University in 1995 with a master's degree in human resources with emphasis in vocational rehabilitation counseling. She is the director of the Muscogee (Creek) Nation Vocational Rehabilitation Program and has held the position since the beginning of the program in 1998.

- *telephone:* 918-623-1197
- *email:* mcnvrp@sbcglobal.net
- *address:* P.O. Box 468, Okemah, OK 74859

Matthew Klare is a specialist in assessment development, operations and data analysis. Before joining NDPC-SD, he was with American Institutes for Research and the South Carolina Department of Education. While at NDPC-SD, Dr. Klare has assisted states with analyses of dropout-related data and the identification of risk factors that affect school completion.

- *telephone:* 864-656-1253
- *email:* mklare@clemson.edu
- *address:* NDPC-SD, 209 Martin Street, Clemson, SC 29631



Nancy O'Brian Center for Performing Arts

Enter Here on Monday

You may also park on the north side of the school

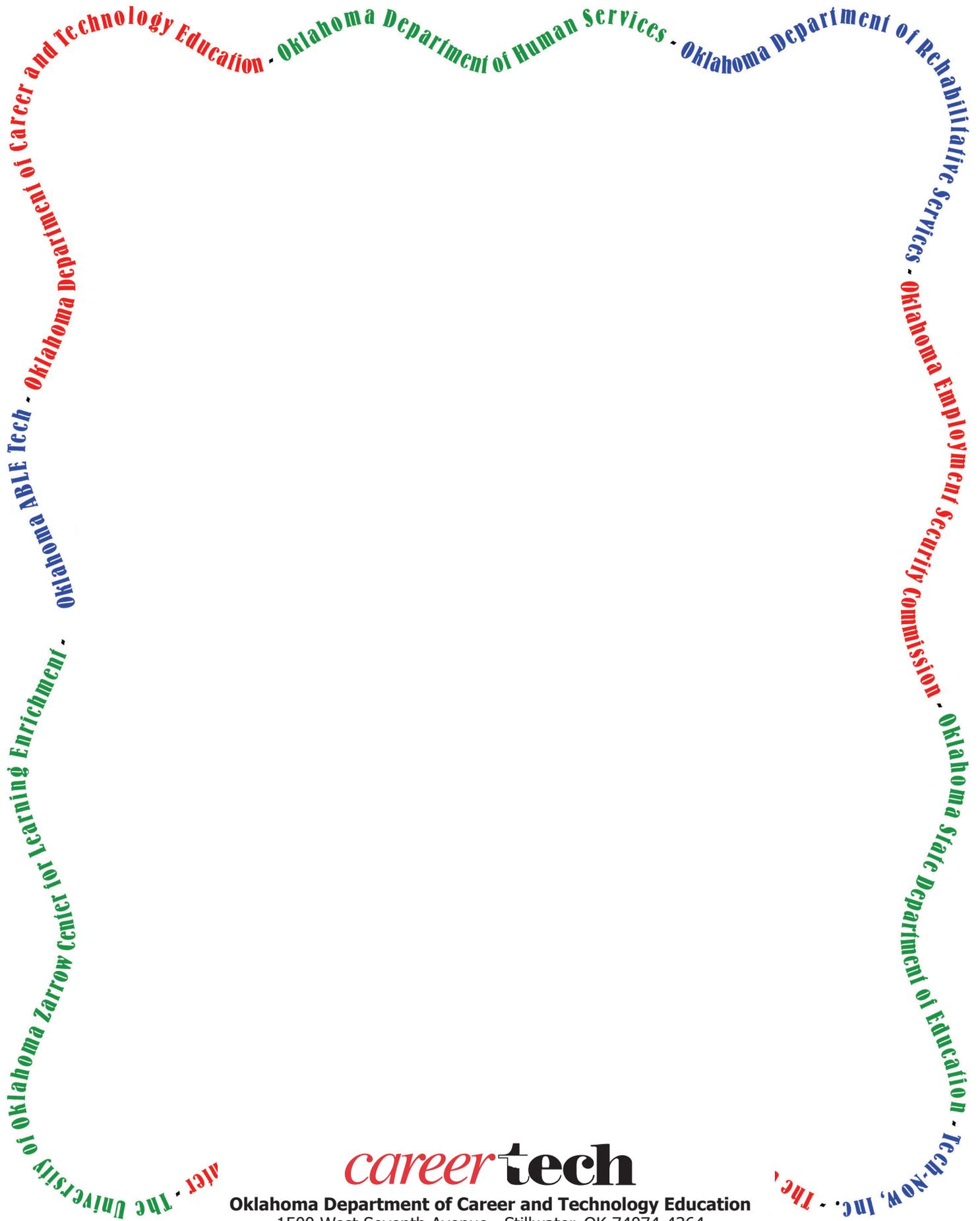
You may park in the back of the school

Norman North High School

Enter Here on Tuesday and Wednesday

Commons

Do not park in front of the school. Entrances will be locked.



*career*tech

Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue • Stillwater, OK 74074-4364
www.okcareertech.org • 1.405.377.2000