

Third Annual Oklahoma Transition Institute



Metro Technology Center
Springlake Campus

Wednesday, September 3 - Friday, September 5, 2008

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

Wednesday, September 3

- 9:00-3:00** **Facilitator Training (Lunch will be provided.)** - Paula Kohler
■ *Calyпсо Room*
Session Description: This session will prepare team facilitators to work with the regional transition teams throughout the Institute.
- 1:00-4:00** **Train the Trainer Follow-Up Meeting-** Denise North and Monica McFarlin
■ *Alpine Room*
Session Description: During the 2007-2008 school year, four regional meetings were held around the state to train trainers to go into local communities and train others in transition services for students with special needs. If you attended the second day of that training, you are requested to attend this preconference session to discuss the trainings you have completed as well as any assistance needed from the Oklahoma Transition Council.
- 2:00-5:00** **Transition 101** - Kim Osmani and Dr. James Martin
■ *Carousel Room*
Session Description: This pre-Institute workshop provides an overview of transition education concepts and practices. It will first introduce the Institute format, including a discussion of the team approach and plan development to improve transition education capacity. Second, participants will learn the “why” behind the current emphasis on transition education. Third, participants learn about transition assessment, transition practices including self-determination practices and student involvement in the transition education process, and how to complete the transition IEP pages. This workshop is designed for first-time Institute participants and for those who want a better understanding of basic transition education practices and the Institute’s format.

Thursday, September 4

- 8:30-9:15** **Opening Session**
■ *Big Dipper Room*
Welcome - Linda Parker, State Director of the Oklahoma Department of Rehabilitation Services
Overview of the Oklahoma Transition Institute and Transition Taxonomy - Paula Kohler
Logistics: The Travel Claim Process - Kim Osmani
- 9:15-10:30** **Keynote**
■ *Big Dipper Room*
Family Involvement - Sean Stephenson
- 10:30-10:45** **Break**
- 10:45-12:45** **Team Meeting 1/Working Lunch (Lunch will be provided.)**
■ *See specific team room assignments in your packet.*
- 1:00-2:00** **Breakout Session 1**

Breakout Sessions

Transfer of Parental Rights in Special Education - Jo Anne Blades

■ Springlake Room

Session Description: When students in need of special education turn 18, they become the decision makers of their own education. Many students are not yet ready to take on this responsibility. What options are available to the parent, to help with their transition? What is the role of the transition team in addressing the student's transition to the age of majority?

Empowering Families for a Better Future - Nancy Garner and Joni Bruce

■ Alpine Room

Session Description: This session is for families and professionals alike. Participants will learn skills for empowering families to meet their own needs. Peer-to-peer mentorship philosophy and how to implement the Oklahoma Individual and Family Support Principles will be addressed.

Families in Student-Centered Roles in the Transition Process - Dr. Donna Wandry

■ Big Dipper Room

Session Description: This is an overview of mandatory foundations for parent/family involvement in special education and specifically in transition-related programming. It describes specific literature- and research-based, student-centered roles for parents and families in the transition process. Attendees will have the opportunity to work within an "Indicators of Success" framework to create a foundation for more effective parent partnerships in these roles.

Overview of Rehabilitation Programs for Transition - Teresa McDermott and Shanel Armstrong

■ Forrest Room

Session Description: This session is designed to give a basic overview of the cooperative agreement between the Department of Rehabilitation Services and the State Department of Education regarding transition issues and trends. It will examine the relationship that should exist between the rehabilitation professional and each individual school and its personnel—counselor, special educators, etc. It will also cover the protocol for referral and service provision between the two agencies.

Competencies for Transition Coordinators/Creating Transition Coordinators - John Hilborn, Kathy Curtis, Glinna Fleming, Deana Lemons, Linda Modenbach, and Tammie Lore

■ Calypso Room

Session Description: This panel discussion deals with transition coordinator competencies and what it takes to create this position in a school district.

Developing a Good Local Transition Team - Allan King and Esther Watkins

■ Twilight Room

Session Description: This review of our experiences in developing the local transition teams in our areas—problems encountered, common concerns, recruitment, and plans for the future—will also include a brief history of Vocational Rehabilitation involvement. The need for commitment from VR and the school staff will be emphasized with suggestions for improvement.

Working with Foster Families and Nontraditional Guardians - Nancy Hurst

■ Rose Room

Session Description: Transition services to youth in the custody of the state of Oklahoma presents a unique set of challenges. Many of these youth suffer from the after-effects of abuse or neglect and require additional supports and encouragement to succeed academically and vocationally. The possibility of placement and school changes, multiple social workers involved in making decisions for the youth, and high levels of uncertainty regarding future plans also exist. Placement with a legal guardian provides more stability, but many of the background issues for these youth are the same. This workshop will explore both the challenges and rewards of working with youth in out-of-home care.



Transition Education Opportunities for Students with Disabilities in General Education Classes - Diane S. Bassett

■ *Carousel Room*

Session Description: Many times, students with disabilities who spend the major part of their day in general education classrooms do not have the time or opportunity to practice transition-focused activities. This presentation will provide a brief overview on how to blend transition-focused competencies into the standards-based world of general education. Participants will receive guidance on ways to collaborate with general education teachers, to use principles of Universal Design for all students, to allow for student self-determination and self-advocacy, and to create relevant educational curricula that reflects a transition focus.

2:00-2:15 **Break**

2:15-3:15 **Breakout Session 2**

Breakout Sessions

DRS/OESC Joint Project to Help Individuals with Disabilities Gain Employment - Marlene Harris and Frank Boswell

■ *Twilight Room*

Session Description: The focus of this session is on a special project with the Department of Rehabilitation Services and Workforce Oklahoma and how special education instructors can access this program to help prepare their students for employment.

Families in Systems-Centered Roles in the Transition Process - Dr. Donna Wandry

■ *Big Dipper Room*

Session Description: This is an overview of mandatory foundations for parent/family involvement in special education and specifically in transition-related programming. It describes specific literature- and research-based, systems-centered roles for parents and families in the transition process. Attendees will have the opportunity to work within an "Indicators of Success" framework to create a foundation for more effective parent partnerships in these roles.

Education for Families of Students of Culturally and Linguistically Diverse Backgrounds - Juan Portley

■ *Alpine Room*

Session Description: Explore several components of transition difficulties faced by schools serving students from diverse backgrounds. Discussion will include a multicultural view of transition programs and planning components, self-determination for minority students, and parent and student involvement in the planning process. Learn the impact of culture on learning and why postsecondary outcomes for students from diverse backgrounds fall short of expectations and how these results can improve.

Transition and Assistive Technology - Sandra Stevenson

■ *Calypto Room*

Session Description: Parents/families need to be directly involved in the process of the student's program (assessment, service delivery, IEP meetings, natural supports, etc.), but they also need to be empowered and trained to be effective in their role. Parents of students who use or need assistive technology should be provided additional training and exposure to assistive technology. Learn how to provide families the necessary training as described in *Kohler's Taxonomy for Transition Programming*.

Tech Now - Jeff Arnold, Janet Furr, and Janet Parker

■ *Forrest Room*

Session Description: This session focuses on the Tech Now program and how it addresses the transition to the workplace and postsecondary programs.



Transition Assessments - Deana Lemons

- *Rose Room*

Session Description: The focus of this presentation is the “free” transition assessments available, including areas and ages covered.

Transition Education Opportunities for Students with Disabilities in General Education Classes - Diane S. Bassett

- *Carousel Room*

Session Description: Many times, students with disabilities who spend the major part of their day in general education classrooms do not have the time or opportunity to practice transition-focused activities. This presentation will provide a brief overview on how to blend transition-focused competencies into the standards-based world of general education. Participants will receive guidance on ways to collaborate with general education teachers, to use principles of Universal Design for all students, to allow for student self-determination and self-advocacy, and to create relevant educational curricula that reflects a transition focus.

3:15-3:30 Break

3:30-5:00 Team Meeting 2

- *See specific team room assignments in your packet.*

5:00-5:30 Facilitator Debrief

- *Big Dipper Room*

Friday, September 5

8:30-9:00 Opening Session

- *Big Dipper Room*

Welcome - Kim Osmani

Recap of Yesterday and Overview for the Day - Paula Kohler

9:00-10:00 Keynote

- *Big Dipper Room*

My Journey to Success - Brad Mays

Session Description: Join Brad Mays as he discusses how cerebral palsy has impacted his life, the difficult transitions he has faced, and the important role his family and educators have had on his journey to becoming a college graduate.

10:00-10:15 Break

10:15-11:15 Breakout Session 3

Breakout Sessions

A Blueprint for Providing Transition-Focused Content in a Standards-Based World - Diane S. Bassett

■ *Carousel Room*

Session Description: Students with disabilities can flourish in general education classrooms when opportunities for learning are relevant, challenging, and understandable. Contextual learning (also known as applied academics) blends the concepts of a meaningful transition-focused education with the mandates of standards-based content. This presentation will demonstrate how to incorporate contextual learning into general education curriculum and instruction, either as a sole instructor, or in collaboration with general education content teachers. As you practice these concepts through our two models, you will discover how opportunities for student involvement and empowerment can change the way you teach!

Social Security Work Incentives for People with Disabilities - Jason Price and Janette Crow

■ *Calypso Room*

Session Description: This session will provide people with disabilities the information they need to make an informed choice of entering competitive employment instead of relying on disability benefits. Benefits available through Social Security and Supplemental Security Income will be discussed and the work incentives that apply will be described.

18-21 Community-Based Transition Services - Deborah Thompson

■ *Big Dipper Room*

Session Description: Learn about 18-21 transition services that have been a part of the special education continuum since 1991. Each year the transition staff of eight works with approximately 100 students whose IEPs identify a variety of handicapping conditions. Attendees will be provided examples of reporting and evaluation forms for documenting student progress. Case studies will be shared on students with differing levels of need and support with the focus on district and community collaboration.

How to Involve Native American Parents - Mary Lee

■ *Twilight Room*

Session Description: Transition planning is an important part of a student's Individualized Education Plan. This session will include an open discussion for audience members to share concerns or issues they have encountered working with American Indian youth. The overall objective is to develop solutions for problems encountered in the transition process of American Indian youth and their families.

Integrating Health Care into Transition Plans—Care Notebooks - Louis Worley and Dee Kessler

■ *Alpine Room*

Session Description: Participants will learn the importance of including healthcare planning in the transition plan and be provided with tools and techniques for supporting youth as they assume more independence with management of their own healthcare.

How to Prepare for the Next Step: Postsecondary Education - Denise North

■ *Forrest Room*

Session Description: Beyond the basic academics, what should students know to enter a technology center or college? Lots of STUFF!! Students need to learn how to discuss their disability, how to ask for services, where to find the service providers, and how to adapt to the rigor of postsecondary education. Then they need to find a job and keep it. Learn what students and their teachers need to know to prepare for these transitions and how to make the transition smoother and easier for all involved.

Developing a Partnership Between Educators and VR/VS Counselors - Robert Eames and Diana Kizor

■ *Springlake Room*

Session Description: This session will assess strategies and recommendations for building effective relationships between teachers and vocational rehabilitation counselors.

Collaboration: The Power of Local Control - Vincent Jay Harper

■ *Rose Room*

Session Description: Developing and implementing effective transition plans are a complex process requiring collaborative integrated actions between members of a multidisciplinary-interprofessional team. Collaboration can facilitate and strengthen student-centered services for individuals with disabilities. Learn key ways that local schools can develop collaborative processes through an incremental-participatory approach to address students' transition needs. This session encourages secondary special education teachers to become catalysts in developing a sense of community and a shared commitment to student success in their local schools.

11:15-12:15 Team Meeting 3

■ *See specific team room assignments in your packet.*

12:15-1:15 Lunch Buffet

■ *Big Dipper Room*

1:15-2:45 Team Meeting 4

■ *See specific team room assignments in your packet.*

2:45-3:45 Team Report Out/Closing/Door Prizes

■ *Auditorium*



Committee Members

Marla Baker
Frank Boswell
Joni Bruce
Dana Cantwell
Regina Chace
Mike Chapman

David Couch
Brett Cunningham
Kathy Curtis
Rick DeRennaux
Anita Eccard
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Nancy Garner
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Sharon Isbell
Linda Jaco
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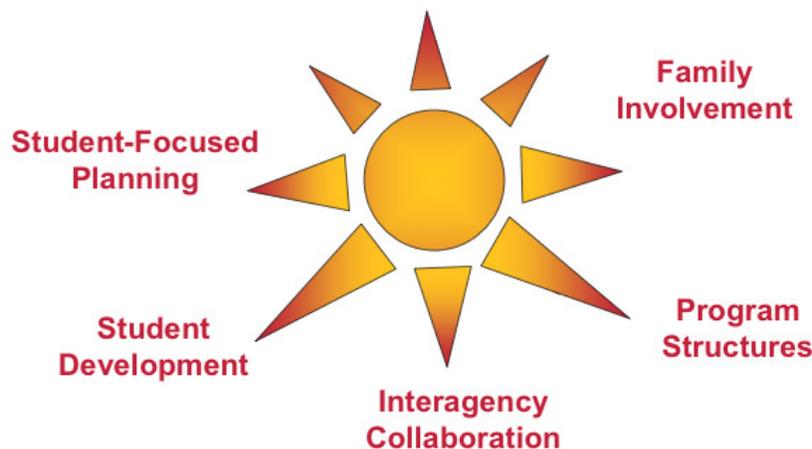
Mary Lee
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Tammie Lore
Dr. James Martin
Teresa McDermott
Monica McFarlin

Denise North
Kim Osmani
Jacqueline Pereira
Candi Robinson
Anita Selvidge
Mike Shuttic
Louis Worley

Affiliations

Broken Arrow Public Schools
Jenks Public Schools
Metro Technology Center
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 Services
Oklahoma State Department of Education, Special Education Services
Oklahoma Department of Career and Technology Education
Oklahoma Development Disabilities Council
Oklahoma Employment Security Commission
Oklahoma Family Network
Oklahoma Rehabilitation Council
Oklahoma State University
Oklahoma Tribal Vocational Rehabilitation Programs, Muscogee (Creek) Nation
Owasso Public Schools
Oklahoma ABLE Tech, Seretean Wellness Center, Oklahoma State University
Parent Training and Information Center of Oklahoma
Tech-Now Inc.
University of Oklahoma Health Sciences Center, Child Study Center
University of Oklahoma, Zarrow Center for Learning Enrichment

Taxonomy for Transition Programming



Presenter Biographies

Jason Price is a program manager with the Oklahoma Department of Rehabilitation Services, overseeing the metro area adult vocational rehabilitation services. He is a former vocational rehabilitation client and statewide speaker on disability etiquette.

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Monica McFarlin is a project coordinator for the Oklahoma State Department of Education, Special Education Services. She serves as a member of the Oklahoma Transition Council and aids in training Oklahoma special education teachers in the area of Secondary Transition. While teaching, Monica taught students with special needs across all grade levels.

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Deborah Thompson received her B.A. degree in special education from the University of Northern Colorado, an M.A. in special education from the University of Colorado at Colorado Springs, and a work experience vocational credential from Colorado State University. Since 1973, Deborah has taught students with severe and moderate needs and coordinated high school work experience in Colorado and Wyoming. She has also been a transition coordinator since 1991.

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Marlene Harris has worked as a vocational rehabilitation counselor and employment consultant for the Department of Rehabilitation Services for more than 20 years. As a counselor, she helped people with disabilities obtain services they needed to gain employment. As an employment consultant, Marlene now works with businesses and employers in northeast Oklahoma on disability issues in the workplace.

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Frank Boswell is the lead navigator for Oklahoma's Disability Program Navigator Project.

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Dr. Donna Wandry has worked with children and youth with disabilities for more than 10 years in school and agency settings and as project director for a transition systems change grant at the State Department of Education in Kansas. She is a past president of the CEC Division on Career Development and Transition. Areas of interest include special education legislation, movement from school to adult life for persons with disabilities, and working in school settings to create systemic programming changes to facilitate that movement. A long-time parent advocate, she has written several articles and book chapters.

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Teresa McDermott is entering her 18th year with the Department of Rehabilitation Services, having worked as a vocational rehabilitation specialist in the Ada field office for 17 years. She is transition programs manager for the Visual Services Division of DRS with offices in Oklahoma City, Tulsa, and Muskogee, all of which work with visually impaired and diabetic transition students, ages 14-21.

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Presenter Biographies

Janet Furr, special education teacher at Bethany High School, is the program coordinator for Tech-Now. Janet has a master's degree in special education from the University of Oklahoma and has worked in the Tech-Now program since 1999. She has 30 years of teaching experience in Virginia, Texas, and Oklahoma.

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Anita Selvidge has directed the Muscogee (Creek) Nation Vocational Rehabilitation for 10 years and is a fluent Muscogee language speaker. She became involved in the transition process after seeing the struggles of her grandson, who went undiagnosed with a learning disability until he reached middle school.

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John Hilborn earned a B.S. degree in special education from Illinois State University and his M. Ed. degree from Northeastern State University, where he serves as an adjunct instructor to special education majors. He has worked 30 years in special education and currently serves as the Special Education Department chair and transition coordinator for Broken Arrow Public Schools.

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Denise North, director of Disability Services at Metro Technology Centers in Oklahoma City, helps secondary and adult students with disabilities attend the technology center and works with staff to ensure they receive appropriate services. In the past 16 years, Denise has taught special education K-12, served as a transition specialist at Gordon Cooper Technology Center, and worked as disabilities services specialist for the Oklahoma Department of CareerTech.

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Sandra Stevenson is the assistive technology specialist for Oklahoma ABLE Tech. She provides training and technical support for assistive technology throughout Oklahoma. Sandra received her B.A. in special education from Oklahoma State University. She has extensive experience in working with families and teams, both as a DDSD case manager and director of a provider agency, with a primary focus in residential and vocational services.

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Vincent Harper, a second-year doctoral student in special education at the University of Oklahoma, has 10 years' experience in teaching and school administration. His research focus is helping local educators develop effective collaborative processes to increase student, family, community, and human service agency involvement in the transition planning process.

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Janet Parker is a Tech Now instructor at Memorial High School in Tulsa, Oklahoma.

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Brad Mays earned his B.A. in journalism and a master's degree in human relations before co-teaching a MHR course at OU-Tulsa titled Psychological Aspects of Disability in the summer of 2006. He is currently at OU pursuing a master's in adult and higher education while working at the Zarrow Center for Learning Enrichment as a graduate research assistant.

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Shanel M. Armstrong came to Oklahoma from Colorado in 1999 to attend Langston University. After she earned her master's degree in vocational rehabilitation counseling, she received the Carl Albert internship and has worked the past 3 ½ years for the Department of Rehabilitation Services in the transition unit, where she serves Oklahoma Centennial, Northwest Classen, and John Marshall High Schools.

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Juan Portley is a third-year doctoral student at the University of Oklahoma. His research interests include transition program development, transition planning in rural schools, and the planning process for students from diverse backgrounds.

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Allan King has been a vocational rehabilitation counselor for 33 years with the last 24 years spent working with transition in Rogers County and elsewhere. Allan has initiated numerous transition agreements during those years.

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Kim Osmani earned master's degrees in special education and educational administration. She taught special education K-12 for 10 years before joining the State Department of Education in 2004. Kim currently oversees data and reporting, grants, personnel development, secondary transition, and mental health.

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Presenter Biographies

Louis Worley is state coordinator of Sooner SUCCESS and the University of Oklahoma Health Sciences Center's Medical Home program, which provides training and technical assistance to primary care practices to improve their support to families of children and youth with special healthcare needs.

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Dee Kessler is a practice improvement coordinator with the University of Oklahoma Health Sciences Center's Medical Home program, which provides training and technical assistance to primary care practices to improve their support to families of children and youth with special healthcare needs.

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Janette Crow began her career with Social Security in 1975 in Tulsa. Following a 16-year break to raise children, she worked in the Office of Hearings and Appeals, the Oklahoma City field office, and now serves as area work incentive coordinator for Social Security in Oklahoma City.

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James Martin, Ph.D., holds the Zarrow Chair in Special Education and is the director of the University of Oklahoma's Zarrow Center. He received his doctoral degree from the University of Illinois. Prior to opening the Zarrow Center in 2000, he was a professor at the University of Colorado at Colorado Springs and the director of the Center for Self-Determination.

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Esther Watkins has been a vocational rehabilitation specialist for three years in the High School Transition program for the Department of Rehabilitation. She serves as team leader for the Tulsa North/Owasso Transition Team.

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Nancy Hurst has worked with foster and adoptive families and youth in care in a direct service or training capacity for 18 years. She currently serves as a training specialist for the Department of Rehabilitation and contracts to provide pre-service training to resource families and new child welfare workers.

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Deana Lemons is a special education teacher of 26 years and special education director for 10 years.

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Jeff Arnold has been a teacher/coach in regular and special education in two states over the past 19 years. He currently teaches special education and Tech Now in class and after school in the Bixby Public School System.

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Diane S. Bassett, Ph.D., is a professor in the School of Special Education at the University of Northern Colorado. She has taught general and special education in elementary, secondary, and postsecondary institutions. She is the co-author of two books, *Student-Focused Conferencing and Planning* and *Aligning Transition and Standards-Based Education: Issues and Strategies*.

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Robert Eames, CRC, has served as a transition rehabilitation counselor in the Tulsa area for approximately eight years. He is currently working on Project Search with Jenks Public School. He serves as transition team leader for Jenks, Union, Broken Arrow, and Sapulpa Public Schools. He is a member of OK-AHEAD.

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Diana Kizer, CRC, LPC, has served as rehabilitation counselor in southeastern Oklahoma for the past seven years. She serves as transition team leader for the Kiamichi Hugo Team and is a member of the Kiamichi Durant Team.

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Joni Bruce B.S. is the executive director of The Oklahoma Family Network, (OFN) Oklahoma's Parent-to-Parent and Family-to-Family Health Care Resource and Education Center for families of children with special health care needs. Joni is a graduate of Resolve Through Sharing grief counselor training and Partners in Policymaking. She is the mother of three children. One died from a genetic disorder, and the other two have special needs. Among her many duties are supporting the development of new family leaders who have expertise in their children's special health care needs and implementing OFN's new Family-to-Family grant.

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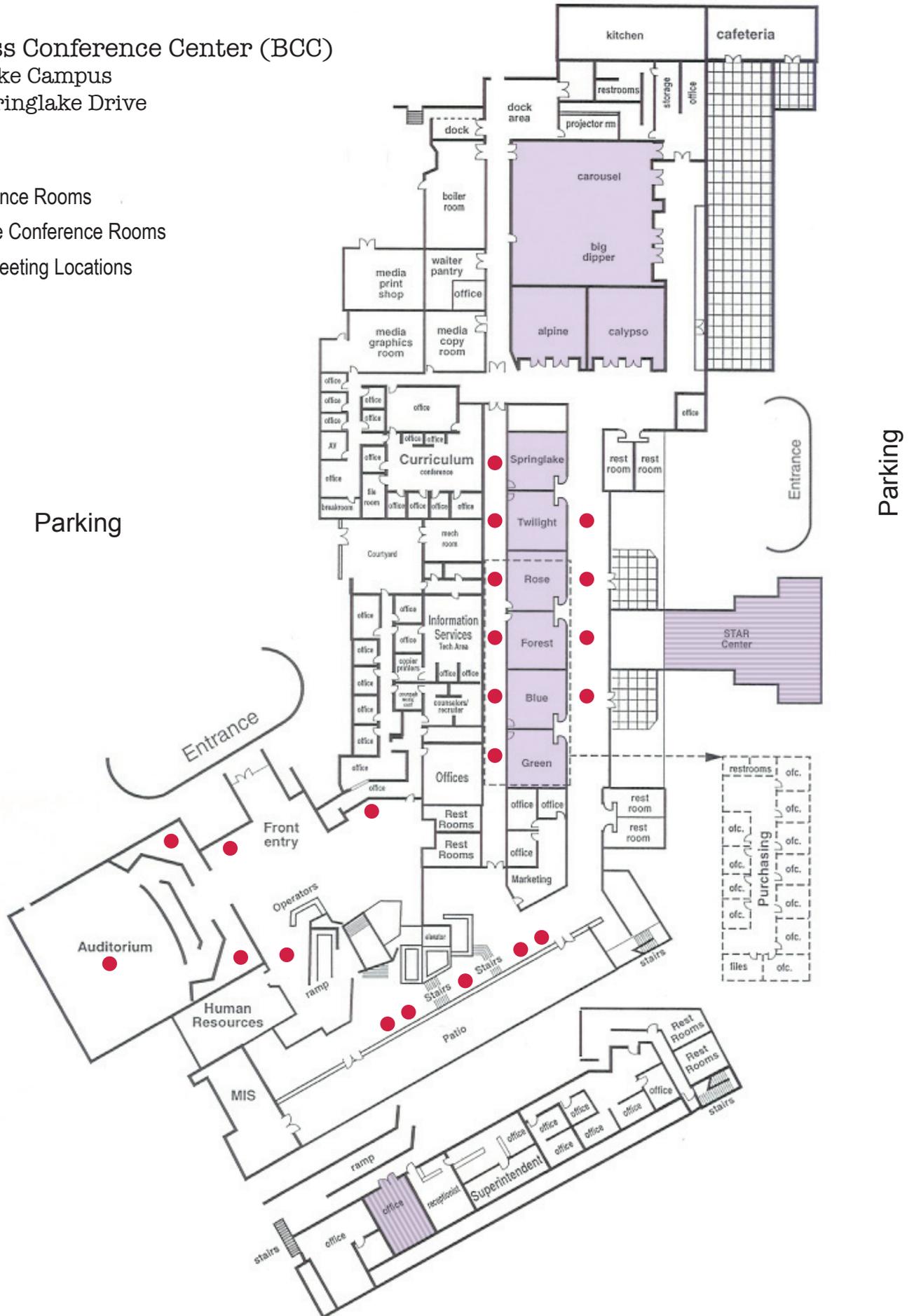
Nancy Garner B.S. is the director of Special Projects for The Oklahoma Parents Center, Oklahoma's Parent Training and Information Center. Nancy is the mother of three children, one of them an adult daughter with developmental disabilities. She has been a teacher, trainer, and child advocate for over 14 years.

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Campus Map

Business Conference Center (BCC)
 Springlake Campus
 1900 Springlake Drive

- Conference Rooms
- Possible Conference Rooms
- Team Meeting Locations



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-Now, Inc. - The University of Oklahoma Zarrow Center for Learning Enrichment - Oklahoma ABE Tech - Oklahoma Department of Career and Technology Education

careertech

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