

EXPANDING THE POSSIBILITIES

11TH ANNUAL

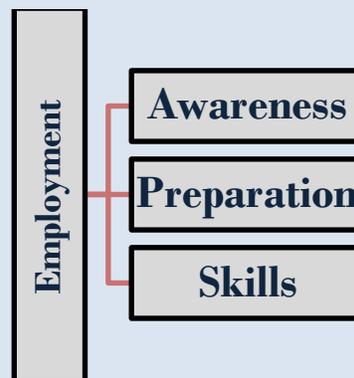
OKLAHOMA TRANSITION INSTITUTE

Students • Families • Educators • Professionals • Communities



SPONSORED BY

THE OKLAHOMA TRANSITION COUNCIL



Marriott Conference Center at NCED

2801 East State Highway 9, Norman, Oklahoma 73071

October 3-5, 2016

Dear OTI Participant,

Welcome to the 11th Annual Oklahoma Transition Institute (OTI). I am amazed every year that we have grown so much in our transition efforts and that we have a Council that has sustained over time to provide this opportunity. Thank you for joining us, and make the most of it!

The Oklahoma Transition Council (OTC) works extremely hard to pull in resources, draw in great speakers, and make sure all details are taken care of for you. Their dedication to the Council and to this event is evident in the partnerships that continue to develop as a product of their work.

We have seen the reauthorization of the Workforce Innovation and Opportunity Act, budget shortfalls, and a number of other changes and challenges; however, we find ways to use our resources, work together, and overcome the challenges. Thank you to everyone here who has the passion to learn more so we can all help youth with disabilities prepare for life after high school. Share with each other, learn from one another, "leverage" ideas, and really take time with your team to develop plans that you think will make a difference in your local communities.

Thank all of you for your support, and enjoy the Institute. Please do not hesitate to come find a member of the OTC if you have questions or suggestions.

Sincerely,



Kimberly Osmani, Chair

The mission of the Oklahoma Transition Council is to improve transition education, planning, and services that lead to successful post-school outcomes for students with disabilities.



discover what you
LOVE

We LOVE irresistible products. From innovative skin care to on-trend cosmetics, Mary Kay offers products women love, and I can help you find your new favorites!

Contact me to discover more.

Theresa Hamrick
Independent Beauty Consultant
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MARY KAY

11TH ANNUAL OTI 2016

OVERVIEW

TIME	PRECONFERENCE DAY, MONDAY, OCTOBER 3, 2016	ROOM
	ALL SESSIONS IN THE MARRIOTT CONFERENCE CENTER	
9:30-12:00	PERSPECTIVES OF LEAST RESTRICTIVE ENVIRONMENT (INCLUDING CONSIDERATION FOR FOSTER CARE) AND UNIVERSAL DESIGN FOR LEARNING * <i>LORI CHESTNUT, DORIS ERHART, JULIA STERR, SHEILA BUTLER</i>	SALON N, O
	DISABILITY DETERMINATION, SOCIAL SECURITY, AND WORK INCENTIVES * <i>VICKEY DUDGEON, BILLIE THOMAS, SHIRLEY PAYNE, ALI BOLZ, WENDY BOHANNAN, WENDI GHASSEMI</i>	SALON M
12:00-1:00	LUNCH ON YOUR OWN (VISIT 2 OKIE CHICS FOOD TRUCK)	
1:00-3:30	FACILITATOR TRAINING <i>JONI BRUCE AND MINDY LINGO</i>	SALON G, H
	PERSPECTIVES OF LEAST RESTRICTIVE ENVIRONMENT (INCLUDING CONSIDERATION FOR FOSTER CARE) AND UNIVERSAL DESIGN FOR LEARNING (REPEAT) * <i>LORI CHESTNUT, DORIS ERHART, JULIA STERR, SHEILA BUTLER</i>	SALON N, O
	DISABILITY DETERMINATION, SOCIAL SECURITY, AND WORK INCENTIVES (REPEAT) * <i>VICKEY DUDGEON, BILLIE THOMAS, SHIRLEY PAYNE, ALI BOLZ, WENDY BOHANNAN, WENDI GHASSEMI</i>	SALON M
	TRANSITION 101 * <i>DR. CLAUDIA OTTO AND RENEE SANSOM</i>	SALONS J, K, AND L
	DAY 1, TUESDAY, OCTOBER 4, 2016 ALL SESSIONS IN THE MARRIOTT CONFERENCE CENTER	
8:00-9:00	PARTICIPANT CHECK-IN, VISIT EXHIBITORS, REFRESHMENTS <i>(EXHIBITS AND REFRESHMENTS WILL BE IN THE GYM)</i>	

- 9:00-9:20** **TRIBAL BLESSING**, *GORDON YELLOWMAN, CHEYENNE-ARAPAHO TRIBE*
EMCEE, *RENEE SANSOM, PROGRAMS MANAGER, ORC* **SALON G-M**
- 9:20-9:50** **WELCOME**, *BART CONNER, OLYMPIC GOLD MEDALIST, ENTREPRENEUR*
- 9:50-10:50** **KEYNOTE:** **SALON G-M**
DR. MICHAEL CARTER AND DR. LAURIE KASH, *RAINIER SCHOOL DISTRICT*
- 10:50-11:15** **BREAK AND VISIT EXHIBITORS (IN THE GYM)**
- 11:15-12:30** **TEAM MEETING I (SEE LOCATIONS IN CONFERENCE PACKET)**
- 12:30-1:45** **LUNCH ON YOUR OWN—TRY OUT THE FOOD TRUCKS!**
- 1:45-3:00** **BREAKOUT SESSION 1**
- 3:00-3:20** **BREAK, GRAB AND GO REFRESHMENTS, VISIT EXHIBITORS (IN THE GYM)**
- 3:20-4:35** **BREAKOUT SESSION 2**
- 4:45-5:15** **FACILITATOR DEBRIEF** **SALON H**
JONI BRUCE AND MINDY LINGO
- 4:45-6:00** **OPTIONAL TIME FOR TEAMS TO MEET** **SALONS: G, I, J, K, L**
(SIGN UP FOR YOUR ROOM AT THE REGISTRATION TABLE)

DAY 2, WEDNESDAY, OCTOBER 5, 2016

ALL SESSIONS IN THE MARRIOTT CONFERENCE CENTER

- 7:30-8:30** **PARTICIPANT CHECK-IN, VISIT EXHIBITORS, AND REFRESHMENTS**
- 8:30-8:45** **RECAP, FEEDBACK FROM FACILITATORS, DAY 2 LOGISTICS** **SALON G-M**
RENEE SANSOM, PROGRAMS MANAGER, ORC
- 8:45-9:15** **KEYNOTE:** **SALON G-M**
DR. JOSEPH SIANO, *SUPERINTENDENT, NORMAN SCHOOLS*
- 9:15-9:30** **BREAK AND TRANSITION TO NEXT SESSION, VISIT EXHIBITORS**
- 9:30-10:45** **BREAKOUT SESSION 3**
- 10:45-12:00** **TEAM MEETING 2 (SEE LOCATIONS IN CONFERENCE PACKET)**

- 12:00-1:00** **LUNCH ON YOUR OWN—HAVE YOU TRIED THE FOOD TRUCKS?**
- 1:00-2:15** **BREAKOUT SESSION 4**
- 2:15-2:35** **BREAK, GRAB AND GO REFRESHMENTS, VISIT EXHIBITORS (IN THE GYM)**
- 2:35-3:50** **BREAKOUT SESSION 5**
- 3:50-4:15** **LAST CHANCE TO CLAIM SILENT AUCTION ITEMS AND PAY (IF YOU CANNOT BE PRESENT, PLEASE ARRANGE FOR A DESIGNEE TO PICK UP AND PAY FOR YOU)**



Where to Find:

Parent-to-Parent Support

- OFN Staff Members are Raising Children/Adults with Special Needs and Disabilities and are Uniquely Qualified to Support Other Families
- Matching families with similar experiences for emotional support, informational support and resource navigation

Connections to:

- Support Groups (Adult, Sibling, Peer)
- Community Resources
- Training, including leadership development
- Financial Resources
- Providers in their area prepared to serve their child
- Support for siblings of children with special needs

Opportunities for family and professional partnerships

- Regional Leadership Training
- State Family/Professional Partnerships Conference
- State Level Family Advisory Technical Assistance
- Assistance with Beginning Support Groups
- Promoting Family and Individual Voice

To learn more, visit www.oklahomafamilynetwork.org or call 405-271-5072 or 1-877-871-5072.



<http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>

WELCOME

Tuesday, October 4, 2016

BART CONNER

OLYMPIC GOLD MEDALIST, ENTREPRENEUR



Bart Conner is the only American male gymnast to win gold medals at every level of national and international competition. Conner has been a USA Champion, NCAA Champion, Pan-American Games Champion, World Champion, World Cup Champion, and an Olympic Champion.

Conner was a member of three Olympic Teams in 1976, 1980 and 1984. It was in the 1984 Los Angeles Olympics where he made a dramatic comeback from his second torn biceps injury to win two gold medals, one as a member of the US team. Conner earned his second gold with a score of perfect 10 on the parallel bars.

Conner's interest in gymnastics began in grade school gym class when he excelled at acrobatic moves. As a child he participated in many sports, but, at every opportunity, Conner could be seen trying handstands. By the time he was a teenager, he had a set of parallel bars in his back yard and a pommel horse in his basement.

In the fall of 1976, Conner moved to Norman, OK to attend the University of Oklahoma, and to be coached by Paul Ziert. While at OU, Conner earned 14 NCAA All-America honors, and led his team to 2 NCAA team titles.

After graduating with a degree in Journalism in 1984, Conner went into business with Ziert. Today, they own several gymnastics related business interests, including the Bart Conner Gymnastics Academy, where more than 1000 gymnasts train at every level, from beginning motor skill development to elite athletes aiming for college scholarships, and spots of the US National team.

In 1992, Conner and Ziert took over International GYMNAST magazine, the premier international gymnastics magazine. In 1996, Ziert and Conner formed Grips, Etc., a gymnastics supply company. That same year they opened up a new office building and factory in Norman, OK to produce gymnastics grips, t-shirts, and tumbling shoes.



Conner still enjoys high visibility as a TV color commentator and public speaker. He has worked as an expert announcer for every major television network. Conner's production company, Perfect 10 Productions, has produced gymnastics TV shows for ESPN, Fox Sports Net, Oxygen TV, and the World Championship Sports Network, now known as Universal Sports.

Conner has appeared in television and feature films, including, RAD...about BMX Bike racing, Peaceful Warrior, and the 2006 Disney gymnastics feature, "Stick It" starring Jeff Bridges.

In 1996, Conner married Romanian Olympic Champion, Nadia Comaneci in a lavish state wedding in Bucharest, Romania. Today, Conner and Comaneci are involved in several charities including the Executive Board of Special Olympics International, and the Board of Directors of the Muscular Dystrophy Association. Conner is the Chairman of the Board of the International Gymnastics Hall of Fame, and he serves on the Board of Visitors for the University of Oklahoma College of International Studies.

In 1991, Conner was inducted into the US Olympic Hall of Fame, and in 1997, he was inducted into the International Gymnastics Hall of Fame. In 2006, Conner's 1984 Olympic Gold medal winning team was inducted into the US Olympic Hall of Fame.

Along with some of their fellow Olympic medalists, Conner and Comaneci contributed a chapter to an inspirational book called "Awaken the Olympian Within."

On June 3, 2006, Conner and Comaneci welcomed their son, Dylan Paul Conner, into the world. Today, Conner and Comaneci continue to travel the world delivering inspirational speeches, as well as promoting their charities, gymnastics, fitness and healthy lifestyles.

TRIBAL BLESSING

Tuesday, October 4, 2016

***GORDON L. YELLOWMAN, CHEYENNE AND
ARAPAHO TRIBES, ASSISTANT EXECUTIVE
DIRECTOR, DEPARTMENT OF EDUCATION***

Gordon Yellowman, Sr., is an enrolled member of the Cheyenne and Arapaho Tribes. He has extensive knowledge of Cheyenne history, customs, traditions and religious beliefs. Has extensive experience working and administering tribal and federal programs.



He is a descendant of the 1864 Sand Creek Massacre and the 1868 Washita Massacre and is the Great-Great-Great Grandson of Chief Sharp Nose, the last reigning Chief of the Northern Arapaho Nation.

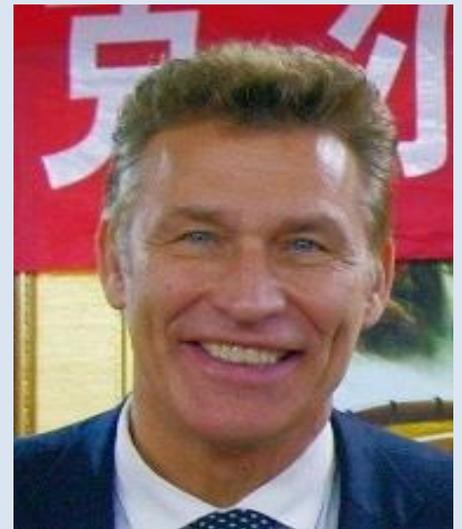
- Current position Assistant Executive Director of Department of Education C&A Tribes.
- 2016 Sovereignty Symposium “Honored One”.
- 2015-16 Member of the Cultural Advisory Board, Northwestern University, Chicago, Illinois.
- 24 years, work experience for the Cheyenne and Arapaho Tribal Government.
- 20 years of working with federal mandates, NAGPRA, NMAI and NHPA Section 106 Processes.

KEYNOTE SPEAKERS

Tuesday, October 4, 2016

R. MICHAEL CARTER, EDS

Michael Carter is the Superintendent of Schools for Rainier School District. In 2014, Michael was awarded OSSA Superintendent of the Year for his creative out-of-the-box solutions to budgetary problems. Michael teaches Advanced Finance for school administrators at Lewis and Clark College. In 2015, Michael was an Administrative Ambassador to China to help teach Chinese school administrators how American administrators get it all done. He left profoundly in awe of their students’ work ethic.



Personally, Michael plays basketball several times weekly in a city league, and he loves to travel – though not on the court. He enjoys cooking and reading in his Rainier, Oregon home with his wife, Laurie, and his cat, Lumina, and tortoise, Bolt.

LAURIE KASH, PHD

Laurie Kash is the Student Services and Curriculum Director for Rainier School District. In 2009, Laurie earned her PhD from Oregon State University in Education with an emphasis in Teacher Leadership. In 2015, Laurie was awarded the Distinguished Service Award by the National Association for





LAURIE AND MICHAEL AT THE CIVIL WAR TRUCE BALL

Workforce Improvement for her efforts to improve employment opportunities for all people. Her work in social justice and student services has brought her closer to Project Unify and Special Olympics where she is a participant in state and national social justice initiatives. She was awarded Outstanding Administrator by Oregon Association of Vocational Special Needs Personnel in 2013. Personally, Laurie spends her spare time singing Big Band music in a duo called Puttin' on the Ritz which predominantly raises money for AIDS charities. She enjoys living in her home in Rainier with her husband, Michael, and her cat, Lumina, and her tortoise, Bolt.

WEDNESDAY, OCTOBER 5, 2016

KEYNOTE SPEAKER



DR. JOSEPH SIANO, SUPERINTENDENT, NORMAN PUBLIC SCHOOLS

Dr. Joseph Siano became Superintendent of the Norman Public Schools in August 2000. He took this position after serving as an Assistant Superintendent in the Oklahoma City Public Schools. He has also held the following positions in the Putnam City Public Schools: Assistant Superintendent, Director of Elementary Education, Elementary Principal, and Elementary Assistant Principal.

Dr. Siano received his Bachelor of Science Degree in 1976 from Oklahoma City University, his Master of Science in 1979 from the University of Central Oklahoma, and his Doctor of Philosophy in 1985 from the University of

Oklahoma. In addition to his Superintendent certification, he is certified in guidance and counseling, elementary education, and elementary administration.

His professional memberships include American Association of School Administrators (AASA), Cooperative Council for Oklahoma School Administration (CCOSA), Oklahoma Academy for State Goals (OASG), Oklahoma Association of School Administrators (OASA), Oklahoma Association of School Business Officials (OASBO), and United Suburban Schools Association (USSA).

As an active community member, Dr. Siano participates in the American Heart Association (Board of Directors), Junior Achievement (Board of Directors), Norman Public School Foundation, Norman Chamber of Commerce, United Way of Norman (serving as Chair for 2013-2014), Norman Sooner Rotary Club, and Norman Business Association.

INVITED PRESENTERS

DR. JUNE GOTHBERG

June Gothberg, Ph.D. is a Senior Research Associate and Western Michigan University Principal Investigator for the National Technical Assistance Center on Transition (NTACT). She is co-author of the *Taxonomy for Transition Programming 2.0* (Kohler, Gothberg, Coyle, & Fowler, 2016). Previously, Dr. Gothberg served as the Director of Transition Projects for the Michigan Department of Education, Office of Special Education. She also was a Technical Assistance Coordinator for the National Secondary Transition Technical Assistance Center (NSTTAC) (OSEP Award #H326J050004, #H326J110001). In addition, she provided statistical support for Creating Career Connections (OSEP Award # H324C030014, NSF # 0306092). Dr. Gothberg spent 10 years working in the classroom, teaching at-risk students, court-involved youth, and students with special needs. Her research activities include multi-site evaluation, federal compliance initiatives, evidence-based practice identification, implementation research, inclusive education, universal design for evaluation, family involvement, youth gang prevention and intervention, interagency collaboration, workforce development, vocational placement and evaluation, and prisoner release initiatives. Dr. Gothberg's research has been presented at national and international conferences. She is often called upon as a keynote speaker, consultant, trainer, and strategic planner.



ANTOINETTE LEWIS



Antoinette Lewis graduated and holds degrees from both Grambling State University and University of Nevada at Las Vegas.

She comes from a family of educators which highly influenced her desire to become one herself. After interacting with a pair of deaf children at a local hospital when she was 12, she discovered her purpose and direction for her career.

Antoinette has worked as an Interpreter, Intervener, Transliterater, General Education Teacher, Special Education Teacher, Teacher of the Deaf, Project Facilitator, and Instruction and Behavior Specialist over the past 19 years. She has a true love for ALL students; however, her passion has always been to educate individuals who are Deaf and/or Hard-of-Hearing and those providing services to them.

Currently, Antoinette works for the Clark County School District in the Low Incidence Disabilities Department as the Transition Specialist of the Deaf/Hard-of-Hearing, where she coordinates, designs and presents a plethora of services, activities and events to assist teachers and students through their school transitions as well as provides resources and trainings to families, support staff, administrators, and the Teachers of the Deaf throughout the district.

KIMBERLEE HOLLOWAY

Kimberlee Holloway grew up with American Sign Language (ASL) as her first language in a family of 4 generations Deaf. She is a professional RID certified interpreter and has worked in the education system for over 23 years. She is a native of Salt Lake City, Utah who now calls Las Vegas, Nevada home. After beginning a family, Kim continued her education in the Interpreter Training Program at Salt Lake Community College then earned her bachelor's degree in Sociology at the University of Utah.



Kimberlee has been involved in interpreting leadership since 1994 working as a Coordinator of interpreting services in the postsecondary setting, mentoring, community interpreting, former NVRID President and teaching ASL at the college level. She has developed several trainings for K-12 educational interpreters to gain their EIPA certification.

Currently, Kimberlee works for the Clark County School District in the Low Incidence Disabilities Department as the Interpreter Specialist, where she coordinates interpreting services for students and adults, mentors and trains educational interpreters, and collaborates with school educators on the effective use of interpreters.

CERTIFICATES OF ATTENDANCE AND CONTINUING EDUCATION UNITS (CEU)

INFORMATION AND INSTRUCTIONS

Certificates of Attendance

- Pre-Institute certificates are given out after each session.
- After the OTI, you will be emailed a link to complete an overall evaluation of the OTI. After you submit the evaluation, you will receive a response email with daily certificates to print.

Continuing Education Units (CEU)

- Credits are available for any conference attendee, particularly for those professionals who need the units for their CRC or LPC. To receive verification for these CEUs:

In your conference bag, you will find a 2016 OTI CEU Record form. The sessions that qualify for CEUs are listed. Sessions not listed on this form do not qualify for CEUs. The last column, **Stamp for Verification**, is blank. At the end of any of these sessions that you attend, one or more persons will be at the rear of the session room with a stamp. That person will stamp your form for that session. CEUs will only be given for sessions listed on this form.



Transition to Success

DRTC helps high school juniors and seniors with disabilities learn skills to find meaningful employment after graduation through its community based Transition School-to-Work program.

DRTC's Transition Programs partners with several high schools in the Oklahoma City metro through the Department of Rehabilitation Services Work Adjustment Training contract.

Students:

- Participate in job exploration at local businesses like OSU-OKC, Party Galaxy and the Bethany YMCA
- Explore job interests through an Individualized Plan for Employment and interest inventories
- Attend Apps classes to reinforce work skills, e.g. communication, conflict resolution, interview skills, etc.
- Referral to Employment Training Specialist upon graduation to obtain community employment

For more information, contact the **Transition Coordinator** at 405-946-4489, #1504 or email transitions@drtc.org.



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PRECONFERENCE AGENDA

MONDAY, OCTOBER 3, 2016

ALL SESSIONS IN THE MARRIOTT CONFERENCE CENTER

9:30-12:00

PERSPECTIVES OF LEAST RESTRICTIVE ENVIRONMENT (INCLUDING CONSIDERATION FOR FOSTER CARE) AND UNIVERSAL DESIGN FOR LEARNING *

SALONS N, O

LORI CHESTNUT, DORIS ERHART, JULIA STERR, SHEILA BUTLER

This presentation will explain Least Restrictive Environment (LRE) with an emphasis on Inclusion and Universal Design for Learning (UDL). It will explain the provisions of Least Restrictive Environment as defined in the Individuals with Disabilities Act (IDEA). It will provide examples of research-based strategies to support inclusion, including co-teaching with a focus on Universal Design for Learning (UDL). Attendees will also hear the parents' perspective about the ins and outs and ups and downs concerning a student's placement in the least restrictive classroom. Determining the LRE for a child/youth in foster care must take into consideration their placement history, school successes and challenges and adjudication status. It's important to know what information Child Welfare agencies should be sharing with schools and schools should be sharing with Child Welfare Agencies. School and Child Welfare agencies need to collaborate to ensure children and youth are receiving an education in their least restrictive environment.

DISABILITY DETERMINATION, SOCIAL SECURITY, AND WORK INCENTIVES *

VICKEY DUDGEON, BILLIE THOMAS, SHIRLEY PAYNE, ALI BOLZ, WENDY BOHANNAN, WENDI GHASSEMI

SALON M

This session will provide detailed information about the disability determination process provided by Ms. Billie Thomas from the Office of Disability Determination.

Also, information will be provided on the different Social Security Disability programs and how work incentives can assist transition age students who want to work.

12:00-1:00

LUNCH ON YOUR OWN—CHECK OUT THE YUMMY FOOD TRUCKS! FEATURING 2 OKIE CHICS



**BE SURE TO VISIT OUR EXHIBITORS!
THANK THEM FOR THEIR SUPPORT.**

1:00-3:30

FACILITATOR TRAINING

SALONS G, H

JONI BRUCE AND MINDY LINGO

PERSPECTIVES OF LEAST RESTRICTIVE ENVIRONMENT (INCLUDING CONSIDERATION FOR FOSTER CARE) AND UNIVERSAL DESIGN FOR LEARNING (REPEAT) *

SALONS N, O

LORI CHESTNUT, DORIS ERHART, JULIA STERR, SHEILA BUTLER

DISABILITY DETERMINATION, SOCIAL SECURITY, AND WORK INCENTIVES (REPEAT) * SALON M

VICKEY DUDGEON, BILLIE THOMAS, SHIRLEY PAYNE, ALI BOLZ, WENDY BOHANNAN, WENDI GHASSEMI

TRANSITION 101 *

SALON J, K, AND L

DR. CLAUDIA OTTO AND RENEE SANSOM

This session is designed for participants new to transition education and/or those who have not attended previous Oklahoma Transition Institutes (OTI). Participants will receive an overview of transition education concepts and practices and will learn about the OTI, teams, and role of team members. If you want to learn the basics about transition education, this session is for you!



The Oklahoma Autism Network is a center of excellence committed to improving quality of life for individuals with autism and their families. We facilitate and implement Oklahoma's Statewide Autism Plan through research, education, and service while respecting individual preferences and promoting community inclusion.

University of Oklahoma Health Sciences Center
College of Allied Health
Department of Rehabilitation Sciences
Tolbert Center for Developmental Disabilities and Autism
1200 North Stonewall Avenue
Oklahoma City, Oklahoma 73117
Toll-free (877) 228-8476 • Local (405) 271-7476
FAX: (405) 271-2630 • Email: okautism@ouhsc.edu
www.OKAUTISM.ORG

We Serve

- as the statewide administrative unit to facilitate the planning, administration and financing of the recommendations of the Oklahoma Statewide Autism Plan, and
- as the state's information and referral system.

We Provide

- evidence-based information to families and professionals through: toll-free telephone line; comprehensive website; trainings and technical assistance; and direct services to individuals with autism and their families

We Support

- individuals across the full autism spectrum from diagnosis through adulthood, and
- parent-led and community organizations across the state.

We Collaborate

- with state agencies to understand needs and to provide expertise in assessment, program planning, and intervention, and
- with groups and programs focused on Autism Spectrum Disorders to maximize the limited resources in the state.

We Conduct Research

- to understand and inform others about the needs of individuals with Autism Spectrum Disorder, their families, professionals, and communities, and
- to identify effective interventions.

Transition Program for Youth

Did you know...

- We take applications on youth age 15 and older, with direct services beginning at age 16;
- Eligible youth may include those on an IEP, 504 Plan, or have other documented disabilities, such as Diabetes, depression, physical impairments;
- We can do group services/presentations for youth with disabilities ages 14-24;
- Our counselors provide pre-employment services to help our clients prepare for employment after high school;
- We offer special programs, such as Project SEARCH, Tech-Now, Work Study, and summer work experiences; and
- Our counselors maintain case management after high school and will continue through 90 days of successful employment?

Visit www.okrehab.org to find out more or contact Kim Osmani at 405-635-2768 or by e-mail at kosmani@okdrs.gov. Have an idea for a new activity, summer program, or event?

We'd love to hear it so we can develop it with you.



AGENDA

TUESDAY, OCTOBER 4, 2016

ALL SESSIONS IN THE MARRIOTT CONFERENCE CENTER

Time		Room
8:00-9:00	PARTICIPANT CHECK-IN, VISIT EXHIBITORS, REFRESHMENTS	GYM
9:00-9:20	TRIBAL BLESSING — <i>GORDON L. YELLOWMAN, CHEYENNE-ARAPAHO TRIBE</i> EMCEE — <i>RENEE SANSOM, PROGRAMS MANAGER, ORC</i>	SALON G-M
9:20-9:50	WELCOME — <i>BART CONNER, OLYMPIC GOLD MEDALIST, ENTREPRENEUR</i>	
9:50-10:50	KEYNOTE — DR. MICHAEL CARTER AND DR. LAURIE KASH <i>RAINIER SCHOOL DISTRICT</i>	SALON G-M
10:50-11:15	BREAK AND VISIT EXHIBITORS (IN THE GYM)	
11:15-12:30	TEAM MEETING I (SEE LOCATIONS IN CONFERENCE PACKET)	
12:30-1:45	LUNCH ON YOUR OWN—MMMM...FOOD TRUCKS! <ul style="list-style-type: none">• Parking Lot Party (sandwich/lunch items)• Let's Do Greek (Greek salads and sandwiches)• MobGrill (hamburgers & fries)	

1:45-3:00 **BREAKOUT SESSION I**

- ***Expanding Possibilities Through Technology Skills Development and Business Experiences to Prepare for Employment and Independence*** **SALON G**

Rick DeRennaux and Kendra Williams-Diehm, Ph.D.

This session will consist of an overview of the Tech-Now program and how its engaging curriculum has been shown to help students gain valuable technology skills. Findings from a three year study of the program and excerpts from some of the articles submitted for publication will be presented by Kendra Williams-Diehm, Associate Professor, University of Oklahoma. The methodology of the program will be presented, including the computer-aided instruction and the businesslike approach to program activities.

The Progress Report Tool, and the pertinent information that students, teachers, DRS/school counselors, and the IEP teams gain from this tool will be presented.

Sample student products, and an overview of the Micro Businesses that allow Tech-Now students to gain valuable, real work experiences without ever leaving the school campus will be presented and discussed. The presentation is designed to make participants aware of Tech-Now, a well-documented, award winning, innovative, technology focused, transition program for students with disabilities.

➤ ***Transitional Cultures Promote Successful Transition of Students with Disabilities to Postsecondary Settings ****

SALON H

Dr. Claudia Otto

Do you know how your students' disabilities impact their transition from your school to postsecondary settings? How will you prepare your students and impact their potential success in postsecondary settings? Does your learning environment promote transition?

Students with disabilities can become overwhelmed by the amount of responsibility and self-advocacy needed to navigate through the demands in postsecondary settings. Successful transition from high school to postsecondary education and/or the workforce is hindered by the lack of skills and strategies necessary for self-monitoring and self-advocacy in a variety of contexts. By explicitly teaching students to recognize and use these skills as well as how to appropriately communicate the attainment of desired skills, they will have a fighting chance at success. They will have more opportunities to succeed academically, behaviorally, socially, and functionally. This presentation will demonstrate how transitional cultures can promote proactive, interactive communication, teaching self-determination and self-advocacy. Attendees will be given suggestions to enhance their existing educational and/or social environments to promote self-determination and self-advocacy opportunities, helping students with disabilities to fully participate in successful postsecondary experiences.

➤ ***Legislation and You: A Beginner's Guide ****

SALON I

Josh Fearing

Education and disability rights are rapidly changing in Oklahoma. Learn some tips and tricks to make sure you can be part of positive legislative change. Learn how to stay informed and get involved to help lawmakers expand the possibilities for our students.

➤ ***In-Classroom Practices: Supporting Positive Employment Outcomes for Students with Autism Spectrum Disorders (ASD) ****

SALON J

Joshua Pulos, Margaret Johnson, Lajuana Pierce, Ashley Proctor, Lindsey Rhodes

This session will create awareness of research and evidence-based practices educators can use within their classroom to enhance postsecondary employment success for their students with Autism Spectrum Disorders (ASD). Through identified research, educators will learn

specific strategies to enrich practices when working with students with ASD. These practices include (a) individualized, strength-based transition services and supports; (b) positive career development and early work experience; (c) meaningful collaboration and interagency involvement; (d) family support and expectations; (e) fostering self-determination and independence; (f) social and employment-related skill instruction; and (g) establishing job-related supports. While identified research focuses on ASD, these practices can be used when working with students with a variety of disabilities.

➤ ***Charting the Good Life***

SALON K

Megan Moore, Ellen Bannister, Angela Donley, Cindy Gould

Parents of children with intellectual/developmental disabilities and special education professionals will discuss their pilot program in the Edmond Public Schools, “Charting the Good Life.” This program draws on ideas and tools from the Community of Practice and Person-Centered Thinking to support individuals and families in a positive trajectory to a high-quality life in the community, and to help teachers provide support to individuals and families in long-term planning that honors these goals.

➤ ***Increasing Student Participation in Transition Plans***

SALON L

Andrea Suk and Malarie Deardorff

Planning for transition is more than compliance paperwork! Current research shows students with disabilities leave school unprepared for employment, postsecondary education, and independent living. Participants will learn research-based benefits of early transition services, beginning at 14, or earlier. Participants will learn to increase student participation in transition plans through a variety of strategies and resources, including lesson plans which are linked to Oklahoma academic state standards. Participants will gain knowledge of appropriate assessments, student involvement, collaboration with state agencies, and self-determination strategies. The presentation will suggest ideas to use when collaborating with general educators to extend transition learning objectives into general education classrooms.

➤ ***Life Beyond Mailbox Money ****

SALON M

Dr. Laurie Kash

Frankly, we in Student Services got tired of hearing students say they never needed to work because they could open up their mailbox and get money for the rest of their lives. Like you, we have come up with many innovative ways to try to help children understand the value of work, but we discovered we had a bigger problem at hand: our community culture. Learn how we took on our community's culture about work and vocational experiences by sponsoring a vocational and human services fair complete with community partners to inform our parents and students of their rights and responsibilities. We wrangle parents with student-prepared dinners and engaged the audience with student-produced products for sale. And all of this was done without violating IDEA! Come learn how and plan your own fair.

➤ **Sci-Voice Talking LabQuest Hands-on Workshop for Engaging Students with Blindness in Science Laboratories ***

SALON N

Ashley Neybert

This workshop will introduce the participant to the operation and use of the Sci-Voice Talking LabQuest 2 product available from Independence Science. This new twenty-first century digital scientific talking data logger is the newest in a line of access technologies designed for students who are blind or visually impaired to directly engage in science laboratory classes. This device promotes more equal equity for the student with the visual impairment when participating as part of a laboratory team in a secondary/postsecondary science laboratory class. This new innovation can be used in chemistry, physics, and earth science classes. Additionally, biology laboratory classes can also be made more accessible with this technology. This mainstream technology has been successfully adapted with an on-board text-to-speech screen reader thus making it a tool useful to the blind.

➤ **OKTVR – Oklahoma Tribal Vocational Rehabilitation**

SALON O

Michelle Wilson, Jon Ringlero, Rachel Allen, Debbie Davenport, Brenda Fitzgerald, DeLorna Strong, Timothy Yeahquo, Rose Malone, Charlotte McCurtain, Tony Gibson

Oklahoma Tribal Vocational Rehabilitation-Vision: A Council of Tribal VR professionals promoting improvement in the quality of life for American Indians with disabilities in the state of Oklahoma by providing services in a culturally relevant manner. The Oklahoma Department of Rehabilitation Services is a partner agency for all Oklahoma Tribal VR programs.

3:00-3:20 **BREAK, GRAB AND GO REFRESHMENTS, VISIT EXHIBITORS (IN THE GYM)**

3:20-4:35 **BREAKOUT SESSION 2**

➤ **How Not to Get Fired: Teaching the Skills to KEEP the Job!**

Hope Crumley and Ashley Proctor

SALON G

This session will be an overview of the classes held in partnership with DRS and Galt Foundation. We will discuss how the presentation “How Not to Get Fired” at OTI last year grew into a 6 week class in the spring of 2015 and is being repeated this fall for DRS clients. A revised presentation was also given for the students participating in the Owasso/Collinsville iJobs program and young adults participating in advocacy workshops through the Down Syndrome Association of Central Oklahoma. We will discuss how partners (Galt Foundation, DRS, and Ashley Proctor) worked to get it accomplished and how it can be implemented in different areas. An overview of the classes and topics will also be presented as well as sample activities used to keep it fun!

➤ ***STEM, How Do Students Who Are Blind Get Involved? ****

SALON H

Ashley Neybert

Limitations to access in Science, Technology, Engineering, and Mathematics (STEM) fields can be experienced by students who do not receive proper training in the areas of white cane travel, access technology, and the use of Braille. This presentation will discuss my personal experiences I encountered on my path to becoming a STEM professional including illustrations of success and challenges on my journey to achieve these skills as well as how I plan to apply them in my future in STEM.

➤ ***Using Life Course Tools to Expand Employment Opportunities***

SALON I

Wanda Felty and Doris Erhart

The transition years are critical in shaping the future of a young person with disability. What happens during this time can have a lasting effect, good or bad, on the life that an individual leads as an adult. It is a time to think about what the individual's adult life will look like and to explore what he or she will be doing as a part of daily life when the school bus stops coming! There are strategies and skills that can be learned and implemented during transition that can assist a young person to have the job and/or career they choose based on their likes, dislikes, talents and abilities. We will explore the Employment Trajectory from the *Charting the Life Course: A Guide for Daily Life and Employment – Transition Age*. The worksheet is a tool to assist students, families and professionals expand their thinking about the possibilities of employment.

➤ ***Creating Financial Security for a Loved One with Special Needs ****

SALON J

Jeanne Lowrey

This presentation helps educate individuals with a special needs child on how to prepare for two generations of financial security. The presentation will show attendees how to build a team and cover the key aspects to a special needs plan.

➤ ***The Skills We Need to Teach: How to Prepare Post-High School Students with ASD for Employment ****

Dr. Annie Baghdayan

SALON K

What employment skills do managers seek? According to the U.S. Department of Education, only about 15 percent of young adults with Autism Spectrum Disorders are engaged in full-time employment. How can schools take on an increasing role in preparing students with ASD for a variety of work settings? This presentation will provide information on the top social skills and personal interaction traits that employers are looking for in job candidates, based on data derived from managers and most current evidence-based practices. Dr. Baghdayan will specify the interaction skills necessary to secure and maintain employment over the long term. She will elaborate on some of the skills as a series of teachable components that may be

used for preparing students with ASD for the job market. In addition, you will learn critical strategies for helping students to acquire social skills concepts and for improving generalization across settings outside of the classroom.

➤ ***Grow Your Own Transition Program***

SALON L

Loni Leforce and Kimberly Osmani

Transition programs are very evolving. But what happens if your school does not have one? What happens if your school's transition program is falling apart? What do you do? Grow your own transition program will explain the different steps that can be taken to create and expand a local transition program. We will also discuss the steps, successes, and partners needed for a first year summer program designed for leadership and work experience for students with disabilities, Working on the Wichitas (WOW).

➤ ***Developing Creative Support Systems and Programs for Every Student in Your Charge ****

SALON M

Dr. Michael Carter

In today's global society we need to develop supportive, creative, and innovative programs vital for the survival of a school district. As resources shrink and more is expected from schools, it is imperative that district administrators and leaders find creative ways to maintain current programs and to fund or support new ones. The real work is in the implementation of new programs into a system allowing for staff "buy in" and ownership while increasing student skill and community connections. As district leaders, it is imperative that we make things happen and that we remain focused to our mission creating new knowledge as the process emerges while not overloading our system or the workload of our already taxed staff. This workshop is a brainstorming session for community partners, administrators, and others to come together to talk about how we can leverage options to create partnerships in schools that benefit everyone – especially students.

➤ ***Project SEARCH™: Leading the Way to Positive Secondary Transition Outcomes*** **SALON N**

Megan Curry

The Project SEARCH™ model represents a current best practice in the field of transition, combining training in employment and independent living skills, real-life work experience, and assistance in placement upon completion of the program. Interns are training on the job for meaningful opportunities for permanent employment at the end of the program. This two-part session will provide information about the Project SEARCH™ program from the start of the process to implementation with a follow up panel discussion providing an opportunity for individuals to ask questions of those integral to the implementation of the first year of Embassy Suites by Hilton Norman Project SEARCH™ Academy.

➤ **Independence of Deaf and Hard of Hearing Students: Expanding the Possibilities from the Classroom and Beyond**

SALON O

Antoinette Lewis and Kimberlee Holloway

Come learn about transition and interpreting collaboration for DHH students in the pre-k through postsecondary settings. We will discuss the definition, purpose and importance of transition as well as introduce transition assessments. Video vignettes signed in ASL with spoken English and written transcription, self-assessments and a series of interactive questions guide students as they identify their goals and develop strategies to achieve them. You will learn about the age transition services begin, what those services entail and the components of a successful transition to postsecondary programs, college and beyond. Learn about interpreting services in the kindergarten through postsecondary settings and how the transition team, IEP team and interpreter work together to provide a successful outcome for DHH students beginning at the Pre-K level.

4:45-5:15

FACILITATOR DEBRIEF

SALON N

4:45-6:00

OPTIONAL TIME FOR TEAMS TO MEET

SALONS: G, H, I, J, K, L

(SIGN UP FOR A ROOM AND TIME AT THE REGISTRATION TABLE.)

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The University of Oklahoma

Special Education Department

&

Zarrow Center for Learning Enrichment

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- Receive an \$18,000 fellowship to cover cost of tuition, fees, books, and related expenses
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- Attend a program designed for special educators and related professionals who are working full-time
- Complete courses on-line
- Google *Master's Degree – The University of Oklahoma* for additional information and to apply

Accepting Applications NOW for Fall 2017 cohort

Contact Professors Jim Martin (jemartin@ou.edu) or Kendra Williams-Diehm (klwd@ou.edu)

Applications due on or before Feb 1, 2017

Funds provided by a grant from the U.S. Dept. of Education, Office of Special Education Programs

TAGG

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- Items based upon research-identified non-academic behaviors associated with post-high school employment and further education for students with mild to moderate disabilities
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To learn more, Google *Zarrow Center TAGG* or go to <https://tagg.ou.edu/tagg/>

AGENDA



WEDNESDAY, OCTOBER 5, 2016

ALL SESSIONS IN THE MARRIOTT CONFERENCE CENTER

Time		Room
7:30-8:30	PARTICIPANT CHECK-IN, VISIT EXHIBITORS, REFRESHMENTS	
8:30-8:45	RECAP, FEEDBACK FROM FACILITATORS, AND LOGISTICS FOR DAY 2 <i>RENEE SANSOM, PROGRAMS MANAGER, ORC</i>	SALON G-M
8:45-9:15	KEYNOTE: DR. JOSEPH SIANO, SUPERINTENDENT, NORMAN PUBLIC SCHOOLS	SALON G-M
9:15-9:30	BREAK AND GO TO NEXT SESSION, VISIT EXHIBITORS (IN THE GYM)	
9:30-10:45	BREAKOUT SESSION 3	

- ***Creating One Page Introductions*** **SALON G**
Jenifer Randle

A student's reputation is made simply by how one speaks about the person. This should be done through truly knowing an individual: what is important to them, important for them, and how do they want to be supported?

- ***Statewide Special Education and Vocational Rehabilitation Counseling Transition Leaders' Perspectives on Transition Collaboration Activities **** **SALON H**
Dr. Kathleen Marie Oertle and Dr. Caren L. Sax

To meet federal mandates and improve secondary transition outcomes, collaboration must take place among special educators and vocational rehabilitation (VR) counselors for the effective services delivery, an understudied area. The purpose of this presentation is to share the findings of an investigation of special education and vocational rehabilitation (VR) statewide transition leaders' expectations for their staff's transition collaboration activities as measured by (a) importance, (b) frequency, and (c) preparedness. These findings, used within the context of operationally defining transition collaboration practices and developing measures of analysis, can generate change to improve outcomes for youth transitioning to an inclusive adult life. Furthermore, supervisors' perspectives in the construction of competencies can strengthen the preparation of special educators and VR counselors. Educators, counselors, and other service providers can use the information to improve preparation and, researchers can investigate the conditions of efficacy and practice effectiveness to improve postsecondary outcomes.

➤ **ADA vs. IDEA: What We Need to Teach Students with Disabilities to Expect at a University ***

Dr. Amber McConnell and Dr. Jim Martin

SALON I

The transition from high school to college can be difficult and stressful. Students need to self-disclose to the disability resource office and request accommodations. What accommodations can be requested? How do professors know to provide the accommodations? What do students do if they don't self-disclose their disability and fail a class? This presentation will cover the differences between special services in high school verses special services in a college setting, common accommodations, laws protecting students at the university level, what to expect at a university setting, skills students need to learn to increase likelihood of college success, and tips to better prepare students for meeting with the disability service office.

➤ **What Your Neighbors Are Up To ***

Robert A. Simpson, Dr. Pat Bauer, Jodi Turnbough, and Brenda Simmons

SALON J

Members of the Hook Center for Educational Renewal at the University of Missouri will present their Pre-employment Transition Services program, which provides push-in services to support hundreds of school districts in Missouri and supports thousands of Missouri students with disabilities, ages 16-21, who are potentially eligible for services through vocational rehabilitation.

➤ **When Should I Seek Guardianship of My Loved One? ***

Chris Castleberry and Derek Duncan

SALON K

This session will focus on deciding when guardianship is needed v. when the individual is capable of self-determination.

➤ **Guthrie's Best Kept Secret**

Denise Hyche and Nisha-El Thompson

SALON L

Guthrie Job Corps Center is a job training program for young people ages 16-24. We offer 9 career training areas, high school diploma or GED, and driver's education. We provide many benefits such as housing, meals, medical/dental coverage, uniforms, etc. We offer job placement assistance upon completion of the program and students can earn a transition bonus of up to \$1000.

➤ **But I've Got a Brilliant Personality**

Brandon Brazeel

SALON M

How can your clients show their brilliant personality when they do not even get an opportunity to interview? This presentation will show you ways to help your clients better

prepare their first impressions, which actually starts before they even meet the employer in person. It starts with the application itself and their social branding.

- ***Sci-Voice Talking LabQuest Hands-on Workshop for Engaging Students with Blindness in Science Laboratories (Repeat) **** **SALON N**
Ashley Neybert

This workshop will introduce the participant to the operation and use of the Sci-Voice Talking LabQuest 2 product available from Independence Science. This new twenty-first century digital scientific talking data logger is the newest in a line of access technologies designed for students who are blind or visually impaired to directly engage in science laboratory classes. This device promotes more equal equity for the student with the visual impairment when participating as part of a laboratory team in a secondary/postsecondary science laboratory class. This new innovation can be used in chemistry, physics, and earth science classes. Additionally, biology laboratory classes can also be made more accessible with this technology. This mainstream technology has been successfully adapted with an on-board text-to-speech screen reader thus making it a tool useful to the blind.

- ***Independence of Deaf and Hard of Hearing Students: Expanding the Possibilities from the Classroom and Beyond (Repeat) **** **SALON O**
Antoinette Lewis and Kimberlee Holloway

Come learn about transition and interpreting collaboration for DHH students in the pre-k through postsecondary settings. We will discuss the definition, purpose and importance of transition as well as introduce transition assessments. Video vignettes signed in ASL with spoken English and written transcription, self-assessments and a series of interactive questions guide students as they identify their goals and develop strategies to achieve them. You will learn about the age transition services begin, what those services entail and the components of a successful transition to postsecondary programs, college and beyond. Learn about interpreting services in the kindergarten through postsecondary settings and how the transition team, IEP team and interpreter work together to provide a successful outcome for DHH students beginning at the Pre-K level.

10:45-12:00 **TEAM MEETING 2**

12:00-1:00 **LUNCH ON YOUR OWN (SILENT AUCTION BIDS CLOSE AT 1:00 PM)**
OMG! THE FOOD TRUCKS ARE AWESOME!

- Pinky's Rolling Fresh
- 2Bistro Brothers (pulled pork & BBQ sandwiches)
- MobGrill (hamburgers & fries)



➤ ***Using Evidence-Based Strategies for Career Exploration and Employment Skills Development ****

SALON G

Dr. June Gothberg

Often youth with disabilities struggle with deciding on a career path due to their limited knowledge of their potential and the opportunities available to them. Many times, their exposure to career paths are limited to the jobs of family members and friends. This session will focus on implementing what has been identified as effective strategies for increasing career awareness, exploration, and general employment skills for youth with disabilities. Participants will explore a variety of web-based resources and are welcome to use laptops or other smart technology in this session.

➤ ***Statewide Special Education and Vocational Rehabilitation Counseling Transition Leaders' Perspectives on Transition Collaboration Activities (Repeat) ****

SALON H

Dr. Kathleen Marie Oertle and Dr. Caren L. Sax

To meet federal mandates and improve secondary transition outcomes, collaboration must take place among special educators and vocational rehabilitation (VR) counselors for the effective services delivery, an understudied area. The purpose of this presentation is to share the findings of an investigation of special education and vocational rehabilitation (VR) statewide transition leaders' expectations for their staff's transition collaboration activities as measured by (a) importance, (b) frequency, and (c) preparedness. These findings, used within the context of operationally defining transition collaboration practices and developing measures of analysis, can generate change to improve outcomes for youth transitioning to an inclusive adult life. Furthermore, supervisors' perspectives in the construction of competencies can strengthen the preparation of special educators and VR counselors. Educators, counselors, and other service providers can use the information to improve preparation and, researchers can investigate the conditions of efficacy and practice effectiveness to improve postsecondary outcomes.

➤ ***Oklahoma Now Is The Time! (ONIT) ****

SALON I

Katie Harrison and Lacy Slatton

According to the latest census information, there are 536,728 young adults in transition living in Oklahoma and out of this number, 32,204 young people in the state are estimated to meet the criteria for serious emotional disturbance (SED) or serious mental illness (SMI). Despite this high number, it is estimated that only 1 in 3 people who met the criteria for SED or SMI were served by our state's mental health system during fiscal year 2013. With *Oklahoma Now Is the Time*, we develop services that target and serve this at risk population.

During this breakout session you will learn about the Department of Mental Health and Substance Abuse Services Oklahoma Now Is The Time (ONIT) grant and how this initiative is focused on how to provide greater access and effective mental health treatment to our young adults in transition population.

➤ ***Assistive Technology Round Robin ****

SALON J

Allyson Robinson, Dina Anderson, Kimberly Berry, Shelby Sanders, and Brenda Dawes

Come see, touch, and learn about the latest assistive technology (AT) for students of all ages and any disability! Whether the individual has vision, hearing, physical, communication, or learning impairments, AT can help individuals achieve life and academic goals more independently. Oklahoma ABLE Tech's free AT trial program is available for individuals, parents, therapists, and educators to borrow AT for six weeks.

➤ ***Helping Students with ASD Succeed: Challenges and Strategies for Success Beyond High School ****

Rene Daman

SALON K

Research indicates that the majority of young adults with Autism Spectrum Disorder (ASD) struggle to be successful after high school. The overwhelming majority are not employed, continue to live at home, and are isolated with few friends. The presenter will discuss challenges that individuals with ASD face and strategies to address them so they can be as successful as possible in employment, independent living, and life.

➤ ***Transition Tips for Middle School Teachers***

SALON L

Tiffany Biles

This session presents practical tactics that can be applied with 8th grade students transitioning into high school. This includes educating parents on self-advocacy and the importance of their child participating in Middle School IEP meetings and tools to use in the classroom to prepare the student for a meeting the students will actually enjoy (like creating "smashbooks" to record their interests instead of just those boring old portfolios.) I will also present practical ideas for middle-level transition projects that even state budget cuts can't ax.

➤ ***But I've Got a Brilliant Personality (Repeat)***

SALON M

Brandon Brazeel

How can your clients show their brilliant personality when they do not even get an opportunity to interview? This presentation will show you ways to help your clients better prepare their first impressions, which actually starts before they even meet the employer in person. It starts with the application itself and their social branding.

➤ **Preparing Students with Disabilities for Postsecondary Education: Toolkit A *** **SALON N**
Sharla Weathers and Jody Wilham

This session will provide information regarding potential students transitioning from high school to college; including applicable laws, documentation requirements for postsecondary purposes, self-advocacy skills, accommodations (academic coursework, housing, placement testing, programs), and disability policies and processes. Join us and learn how to expand your students' possibilities of employment by obtaining a college degree.

➤ **Functional Consequences of Disorders for Transitional Students *** **Salon O**
Josh Duncan

What are the functional consequences of common psychological disorders for students transitioning from high school to work or college? How do we identify the barriers to employability and accommodate for them?

2:15-2:35 **BREAK, GRAB AND GO REFRESHMENTS, VISIT EXHIBITORS (IN THE GYM)**
(BEGIN CLAIMING SILENT AUCTION ITEMS; IF YOU ARE NOT PRESENT, HAVE A DESIGNEE TO PICK UP AND PAY)

2:35-3:50 **BREAKOUT SESSION 5**

➤ **How Not to Get Fired: Teaching the Skills to KEEP the Job! (Repeat)** **SALON G**
Hope Crumley and Ashley Proctor

This session will be an overview of classes held between DRS and Galt Foundation. We will discuss how the presentation "How Not to Get Fired" at OTI last year grew into a 6 week class in spring 2015 and is being repeated this fall for DRS clients. A revised presentation was also given for the students participating in the Owasso/Collinsville iJobs program and young adults participating in advocacy workshops through the Down Syndrome Association of Central Oklahoma. We will discuss how partners (Galt Foundation, DRS, and Ashley Proctor) worked to get it accomplished and how it can be implemented in different areas. An overview of the classes and topics will also be presented as well as sample activities used to keep it fun!

➤ **Transition Education Bell Ringers** **SALON H**
Mindy Lingo

NOT ENOUGH TIME?!. This presentation will provide an overview of Transition "Bell-Ringers" curriculum, a time efficient and effective manner to introduce and review transition education in the classroom. The curriculum allows teachers to introduce transitions skills (self-determination, disability awareness, and student led IEPs) into the classroom while not taking valuable academic time from other core curriculums. Bell ringers for real-life math skills and elementary transition skills will be presented. The program also has a training aspect that is designed to allow teachers to get a school wide "buy-in" and train school staff.

➤ **Legislation and You: A Beginner's Guide (Repeat) ***

SALON I

Josh Fearing

Education and disability rights are rapidly changing in Oklahoma. Learn some tips and tricks to make sure you can be part of positive legislative change. Learn how to stay informed and get involved to help lawmakers expand the possibilities for our students.

➤ **Assistive Technology Round Robin (Repeat) ***

SALON J

Allyson Robinson, Dina Anderson, Kimberly Berry, Shelby Sanders, and Brenda Dawes

Come see, touch, and learn about the latest assistive technology (AT) for students of all ages and disabilities! With AT, students with a wide range of impairments can achieve life and academic goals more independently. Oklahoma ABLE Tech's free AT trial program is available for individuals, parents, therapists, and educators to borrow AT for six weeks.

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SALON K

Chris Castleberry and Derek Duncan

This session will focus on deciding when guardianship is needed v. when the individual is capable of self-determination.

➤ **Transition Tips for Middle School Teachers (Repeat)**

SALON L

Tiffany Biles

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➤ **Life Beyond Mailbox Money (Repeat) ***

SALON M

Dr. Laurie Kash

Frankly, we in Student Services got tired of hearing students say they never needed to work because they could open up their mailbox and get money for the rest of their lives. Like you, we have come up with innovative ways to help children understand the value of work, but we discovered we had a bigger problem at hand: our community culture. Learn how we took on our community's culture about work and vocational experiences by sponsoring a vocational and human services fair complete with community partners to inform our parents and students of their rights and responsibilities. We wrangle parents with student-prepared dinners and engaged the audience with student-produced products for sale. And all of this was done without violating IDEA!

Dr. Jim Martin and Dr. Amber McConnell

A cornerstone of transition education practices involves teaching students with disabilities self-determination skills. This has happened because increased student self-determination skills predict improved school academic performance and post-school education and employment outcomes. Best of all, self-determination skills can be easily assessed and taught. This session will: a) define self-determination and discuss its importance as a critical transition education practice, b) review a freely available curriculum-referenced self-determination assessment, and c) examine a freely available and comprehensive self-determination instruction package to assist students in selecting education and employment goals, learn to become actively involved in IEP meetings, and learn goal attainment skills necessary to attain their annual transition goals.

Josh Duncan

What are the functional consequences of common psychological disorders for students transitioning from high school to work or college? How do we identify the barriers to employability and accommodate for them?

3:50-4:15

LAST CHANCE TO CLAIM SILENT AUCTION ITEMS; IF YOU ARE NOT PRESENT, HAVE A DESIGNEE TO PICK UP AND PAY IN THE GYM

CERTIFICATES OF ATTENDANCE AND CONTINUING EDUCATION UNITS (CEU)

Certificates of Attendance

- Pre-Institute certificates are given out after each session.
- After the OTI, you will be emailed a link to complete an overall evaluation of the OTI. After you submit the evaluation, you will receive an auto response email with certificates from day 1 and day 2 that you can print.

Continuing Education Units (CEU)

- Credits are available for any conference attendee, particularly for those professionals who need the units for their CRC or LPC. To receive verification for these CEUs:

▪ In your conference bag, you will find a 2016 OTI CEU Record form. The sessions that qualify for CEUs are listed. Sessions not listed on this form, do not qualify for CEUs. The last column, **Stamp for Verification**, is blank. At the end of any of these sessions that you attend, one or more persons will be at the rear of the session room with a stamp. That person will stamp your form for that session. CEUs will only be given for sessions listed on this form.



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THANK YOU, OKLAHOMA TRANSITION COUNCIL PLANNING TEAM!

- *Kim Osmani, Department of Rehabilitation Services, (Chair)*
- *Claudia Beckner, Lawton Public Schools*
- *Joni Bruce, Oklahoma Family Network*
- *Regina Chace, DHS Developmental Disabilities Services*
- *Lori Chesnut, State Department of Education, Special Education Services*
- *Sherry Colbert, Owasso Public Schools*
- *Rene Daman, Oklahoma Autism Network*
- *Rick DeRennaux, Tech-Now, Inc.*
- *Doris Erhart, Oklahoma Family Network*
- *Theresa Flannery, Dale Rogers Training Center*
- *Tony Gibson, Chickasaw Nation*
- *Theresa Hamrick, CSAVR*
- *Jill Harrison, Down Syndrome Association of Central Oklahoma*
- *Larry Hartzell, Department of Rehabilitation Services*
- *Linda Jaco, OSU Sponsored Programs, ABLE Tech*
- *Ginger Jaggars, Oklahoma Parents Center, Inc.*
- *Michael Layne, Department of Rehabilitation Services*
- *Dr. Jim Martin, OU Zarrow Center for Learning Enrichment*
- *Dr. Amber McConnell, OU Zarrow Center for Learning Enrichment*
- *Denise North, Retired Educator*
- *Dr. Claudia Otto, Oklahoma State University, Tulsa*
- *Judy Pluess, Oklahoma Autism Network*
- *Jenifer Randle, Oklahoma Developmental Disabilities Council*
- *Renee Sansom, Oklahoma Rehabilitation Council*
- *Eva Smith, Oklahoma Child Study Center, Sooner Success*
- *Julie Smith, Oklahoma Autism Network*
- *Julia Sterr, Oklahoma Department of Human Services*
- *Marcie Stickney, Norman Public Schools*
- *Melissa White, Office of Juvenile Affairs*
- *Kendra Williams-Diehm, University of Oklahoma, College of Education*



SPEAKER CONTACT INFORMATION

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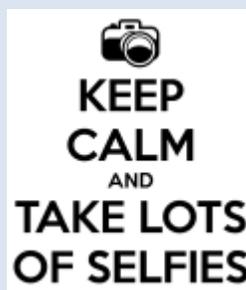
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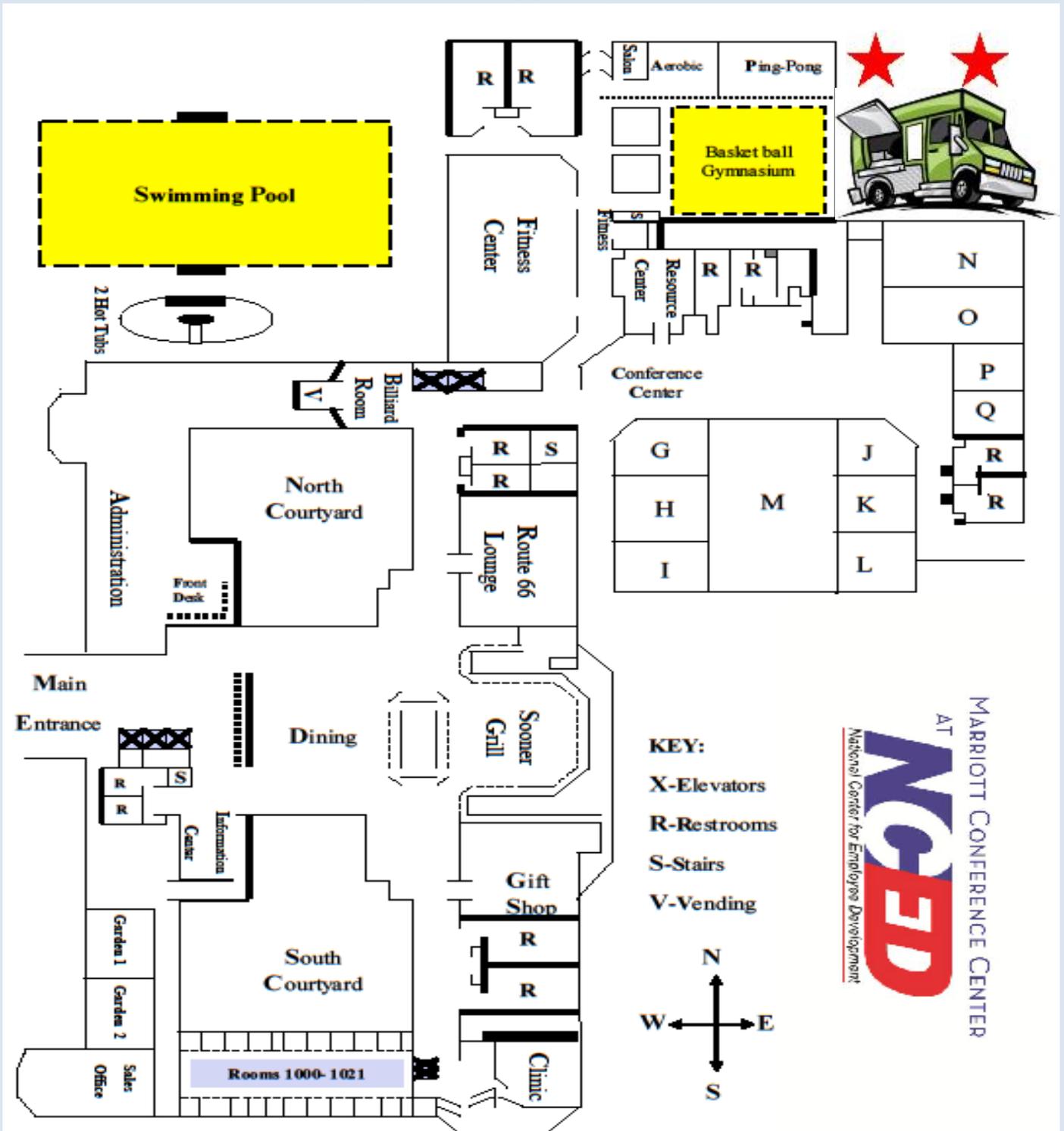
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Be sure to stop by our photo booth to make great memories!



NCED 1ST FLOOR HOTEL MAP



- **2 Okie Chics** (burgers, sandwiches, BBQ) Oct 3
- **MobGrill** (hamburgers & fries) Oct 4 and 5
- **Parking Lot Party** (sandwich/lunch items) Oct 4
- **Let's Do Greek** (salads and sandwiches) Oct 4
- **2Bistro Brothers** Oct 5
- **Pinky's Rolling Fresh** Oct. 5



OTI EXHIBITORS-THANK YOU!

1. Dale Rogers Training Center, Inc.
2. Down Syndrome Association of Central Oklahoma
3. Employment Resources Inc.
4. NAMI Oklahoma
5. New View Oklahoma
6. OK APSE
7. Oklahoma ABLE Tech
8. Oklahoma Autism Network
9. Oklahoma Department of Rehabilitation Services
10. Oklahoma Library for the Blind and Physically Handicapped
11. Oklahoma Parents Center
12. Oklahoma Rehabilitation Association (ORA)
13. Oklahoma Rehabilitation Council
14. Oklahoma Work Incentives Planning and Assistance Project
15. Shepherds College
16. Sooner Success
17. Tech-Now, Inc.
18. Transition Curriculum LLC

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