

The Oklahoma Transition Council
Welcomes You to the
8th Annual
Oklahoma Transition Institute



Monday, November 4, 2013
and
Tuesday, November 5, 2013

Embassy Suites Hotel and Conference Center
2501 Conference Drive
Norman, OK 73069



OKLAHOMA REHABILITATION COUNCIL

OUR MISSION:

To facilitate consumer education and empowerment,
to assure services are of high quality, and lead to
employment of individuals with disabilities
within the State of Oklahoma.

3535 NW 58th Street, Suite 500
Oklahoma City, Oklahoma 73112
405/951-3579 or 800/569-7974

www.okrehabcouncil.org

Dear OTI Participant,

Welcome to the 8th Annual Oklahoma Transition Institute (OTI). We are so excited to be able to bring together so many professionals, families, students, and other partners to help improve programs, practices, and services for youth with disabilities transitioning to their adult lives.

The members of the Oklahoma Transition Council (OTC) work extremely hard to put this event together and hope that you'll find a variety of topics that meet your needs. This is the second year we put out a call for proposals, and we received so many wonderful proposals. Thank you to all of the presenters for the time they are putting into the event.

The intent of the OTI is to provide you with content knowledge as well as an opportunity to network with others and have quality time to plan with partners from your local areas. Take advantage of everything being offered, visit our exhibitors, and really give some thought to what you would like to see happen in your area regarding transition. If you have a vision or dream, let this be the catalyst to helping make something happen.

We would like to thank all of you for your participation and support, the OTC for its volunteer work on the event and year-long commitment to the process, sponsors for their support, speakers for their expertise, exhibitors for sharing with us great things, and staff at the Embassy Suites for working so well with us.

Please do not hesitate to come find either of us if you have questions or suggestions. Enjoy the OTI!

Sincerely,

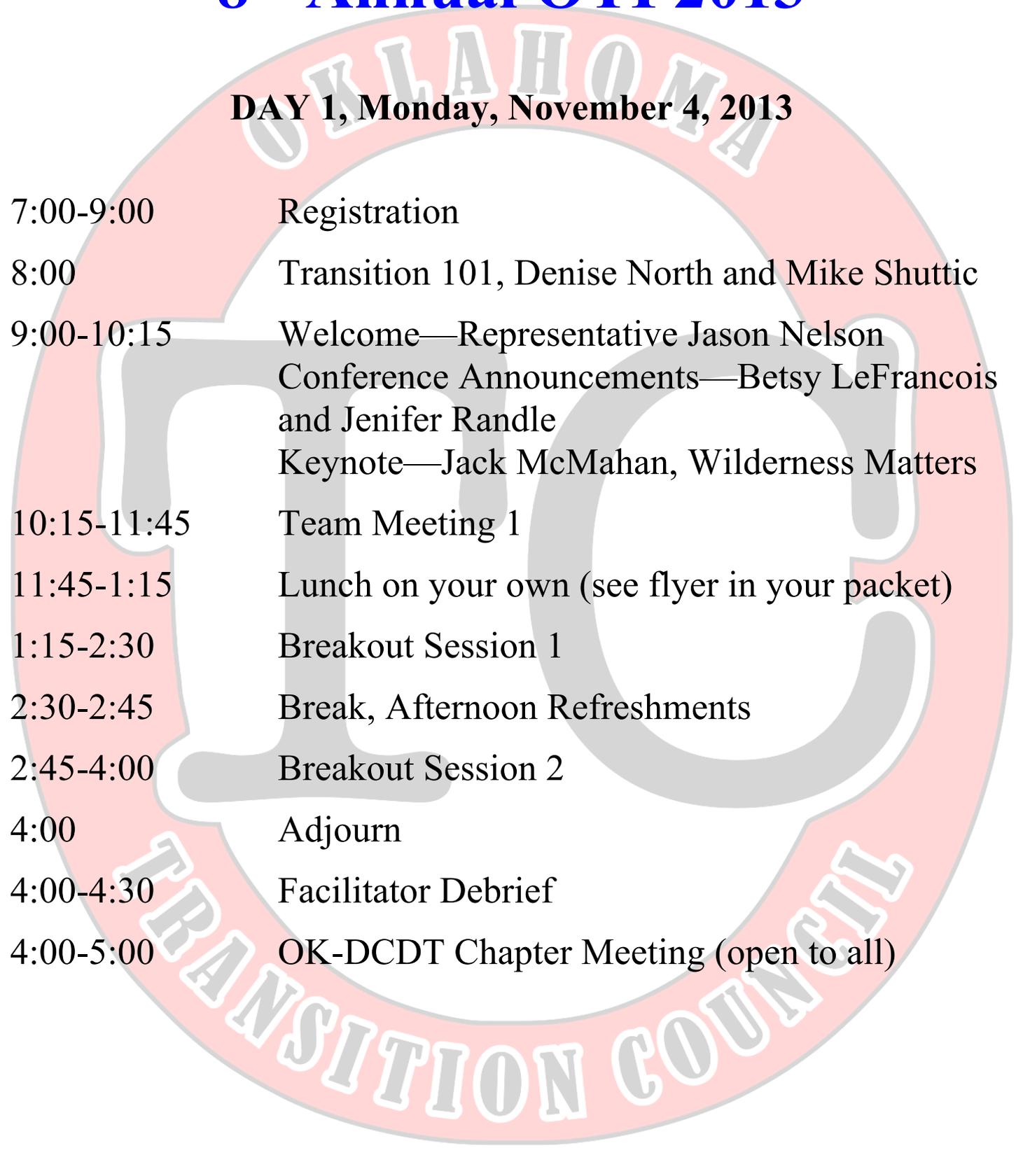


Kimberly Osmani and Tina Spence, Co-Chairs

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.

8th Annual OTI 2013

DAY 1, Monday, November 4, 2013

- 
- 7:00-9:00 Registration
- 8:00 Transition 101, Denise North and Mike Shuttic
- 9:00-10:15 Welcome—Representative Jason Nelson
Conference Announcements—Betsy LeFrancois
and Jenifer Randle
Keynote—Jack McMahan, Wilderness Matters
- 10:15-11:45 Team Meeting 1
- 11:45-1:15 Lunch on your own (see flyer in your packet)
- 1:15-2:30 Breakout Session 1
- 2:30-2:45 Break, Afternoon Refreshments
- 2:45-4:00 Breakout Session 2
- 4:00 Adjourn
- 4:00-4:30 Facilitator Debrief
- 4:00-5:00 OK-DCDT Chapter Meeting (open to all)

DAY 2, Tuesday, November 5, 2013

7:00-9:00	Registration
8:00	The New IEP Pages and Q&A, Tina Spence and Amber McConnell
9:00-9:15	Welcome, Recap from Day 1, Announcements
9:15-10:30	Breakout Session 3
10:30-12:30	Team Meeting 2
12:30-2:00	Lunch on your own (see flyer in your packet)
2:00-3:00	Keynote—Cameron Clapp (see page 8)
3:00-3:30	Poster Prizes and Closing
3:30-4:00	Transition Council Debrief



OTI Lunch Special

Mention the OTI when you place your individual order of at least \$5.00 and get 1 Free Drink.

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Mention the OTI when you place your individual order of at least \$10.00 and get 1 Free Cannoli.

Monday-Tuesday, Nov. 4-5, 2013 only, dine in or carry out.

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*Oklahoma Department of
Rehabilitation Services*
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;
- 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
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Where to Find:

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- 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
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- Assistance with Beginning Support Groups

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To learn more see www.oklahomafamilynetwork.org or call

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Called The "Gold Standard" Among The National High School High Tech Programs

DAY 1, Monday, November 4, 2013

7:00-9:00 **Registration**

8:00-9:00 **Transition 101 (OK-G, H, I)**
Denise North and Mike Shuttic

This session is designed for participants new to transition education or who have not attended previous Oklahoma Transition Institutes. 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 workshop is for you!

9:00-10:15 **Welcome (OK-E) Welcome—***Representative Jason Nelson*

Occupation: OK State Representative, District 87- Oklahoma City, Public Relations, Consultant

Legislative Experience: House Member 2008-present

Legislative Committees: A&B Human Services, Chair, Appropriations and Budget, Common Education, Human Services, Calendar



Conference Announcements—Betsy and Jenifer

Opening Keynote—Jack McMahan

Jack will discuss his personal transition from doing “work” to finding “fulfillment” and the important (at least to him) learning discoveries that have changed his views on the future opportunities for people with disabilities, including the roles of professionals who serve them. Jack is facilitating an initiative, Wilderness Matters, to provide accessible experiences for all people with disabilities.

10:15-11:45 Team Meeting 1

11:45-1:15 Lunch on your own (see flyer in your packet)

1:15-2:30 Breakout Session 1

OK-A

➤ ***Why? Work Adjustment Training (WAT), Ty Beasley, Jane Ciorba, and Bonnie Allen***

The purpose of this presentation is to educate the audience concerning the Department of Rehabilitation Services (DRS) Work Adjustment Training (WAT) program. An overview of WAT will be discussed, including proper procedures for applying for state services. Certain timetables will be examined and outlined for parents to let them know at what point they should consider WAT for their children. Contact information will be distributed.

This presentation will benefit parents by explaining the program and how it can help their children. Teachers can gain knowledge concerning different possibilities of WAT and how it can be tailored to fit the needs of the students. The WAT program can accommodate anyone who has the desire to work and can teach students skills they would not have the opportunity to learn in a traditional school atmosphere.

Two local agencies will be represented: the Dale Rogers Training Center and the Council for Developmental Disabilities d/b/a Able. Both WAT programs

will be presented, with a synopsis on the daily routine, and the opportunities and experiences that will be available to the students.

The session will conclude with a question and answer time. Parents and educators will have the opportunity to make connections with services and gain contact information for WAT programs in their school. This program is easy to implement in your schools, and we will also highlight how you can go about getting a contract with DRS to start your own.

OK-B

➤ *Transition in the General Education Classroom, Amber Stricklin*

It's not just students in special education that benefit from transition. Incorporating transition skills promotes self-advocacy, self-awareness, self-motivation, and goal setting. When students are more aware, they start to OWN THEIR EDUCATION. Teachers will find that students will become more motivated and interested in learning.

OK-C

➤ *Teachers, Technology, & Transition via Tech-Now, Rick DeRennaux, Troylene Kinnamon, Dana Cantwell, Linda Dudley, Susan Boyd, and Carrie Sellars*

This session will consist of a panel of current special education teachers that will provide, in their own words, how this technology-framed transition class has impacted their students' expectations for themselves post high school, assisted their students in developing marketable employment skills, and helped them to become a more effective classroom teacher. The teachers come from a small district in rural Oklahoma, a large metropolitan district, and a district near Tulsa. The panel will discuss the new Progress Report Tool that Tech-Now has implemented. An explanation of how it works, and the pertinent information that students, parents, teachers, DRS/school counselors, and the IEP team gain from this tool will be highlighted.

Tech-Now has provided transition services to over 3,100 Oklahoma students since 1999. This presentation is designed to make participants aware of Tech-Now, a well-documented, innovative, technology focused, secondary transition program for students with disabilities. Students work independently and in teams while investigating careers, creating products that showcase their technical skills, the students' chosen career fields, and work in teams that emulate business practices to create and market student products. Students actively engage in utilizing desktop publishing, business and presentation software via multimedia based curriculum. The session will provide examples of students' entrepreneurial projects and career exploration activities both in completed project form as well as digital format.

Participants will learn about the partnership developed between Tech-Now, local schools, DRS, and Career Tech to provide this program, become more aware of the benefits of a technology-based approach to transition education, learn specific components of the Tech-Now curriculum, and learn how to acquire Tech-Now for their school.

OK-D

➤ *What I Wish I Would Have Known About Transition, Kennda Miller and Jill Scott*

Two parents will give their perspective about what they wish they would have known while their child was in school. One child has a learning disability and was on the college bound track and the other child has an intellectual disability and was on the employment track. Each parent had specific things they were not advised of or did not know or understand while going through this transition. They will discuss their insecurities in having to meet with the educators and will share their struggles in obtaining best possible services for their children

The parents will also discuss the hurdles they faced in their attempts to work with the schools as well as their lack of understanding of the language used on the IEPs and other school-produced documentation. These parents will also discuss how their children reacted to school and how they were treated in

school. They will give a picture of what it is like from the outside looking into the school. Finally, they will talk about where their children are today and how transition services and collaboration played a part in their children's outcomes.

OK-E

➤ *Families' Stories, Janet Bruce, Sheila Madison, Dee Blose, Akili Atkinson*

Families play a critical role in shaping the future for their children. Hear first-hand stories from three families who are navigating or have navigated the transition process and how they have set high expectations for their children to ensure they have full lives, participate in the community, and access options available to them. They will also share tips on how to support and encourage families to fully engage them as partners in the transition planning process.

OK-G

➤ *Positive Behavioral Supports in Transition Planning for Students with Severe Disabilities, Lori Metcalf and Jennifer Burnes*

For many students with significant cognitive disabilities, it is difficult to effectively communicate their wants and needs, especially to others who are not familiar with them. They often exhibit maladaptive behaviors, such as isolation, which may impact transition planning and can inhibit the student from experiencing vocational activities and employment. One way to enhance post-school success is through the utilization of Positive Behavioral Supports (PBS). PBS are behavioral, empirically validated procedures that can enhance quality of life and lessen or alleviate problem behaviors. Utilizing PBS initiatives to address behavioral concerns may enhance the likelihood of positive postsecondary outcomes. This presentation will provide educators and family members information regarding PBS for students with severe cognitive disabilities in transition planning to assist in home, school, and community settings. This will support educators and families in remediation of problem behaviors as well as promotion of positive skills.

➤ *Students' Transition from Mental Health Facilities back into Public School, Andrea Mackey*

Students transitioning from inpatient care in mental health facilities need special support to be successful. Inpatient stays can range from 6 weeks to 12 months. In this time frame, students become accustomed to the facility setting and are often behind in their academics. Once released, students often have a feeling of being stigmatized because of their mental health history and display difficulty in all areas of the school environment. This struggle can be daunting and create more mental health symptoms. The struggles they have lie mainly within being behind in academics and social factors.

Specialized training should be provided to teachers so they may learn what they can do to support these students emotionally, instructionally, and behaviorally. Students will need to be taught coping skills and strategies to assist with anger management, depression, social skills, communication, proper boundaries, etc. Teachers also have to learn to communicate with these students in a way that invites each student in to know that they have the help they need. Coping skills and strategies should be applied to postsecondary goals as well. Students will need education on how to transition from an inpatient setting to school, then from school to life after high school.

In teaching students how to cope with transitioning, higher expectations will be needed. Expectations must be raised, with support, so that each student may learn how to rise above their diagnosis or the stigma of being in a mental health facility. Raising expectations will be another tough area for these students. In my experience, students who return from mental health facilities are often seen as the “trouble kids”, therefore, biases will have to be changed. Overall, students returning from mental health facilities require a different approach and support system that needs to be addressed within all school districts.

OK-I

➤ *Transition Education Bell Ringers, Mindy Lingo, Lori Chesnut, Katie Lentz*

NOT ENOUGH TIME?!?!?. This presentation will provide an overview of Moore Public Schools-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 transition skills (self-determination, disability awareness, and student-led IEPs) into the classroom, while not taking valuable academic time from other core curricula. The program also has a training aspect that is designed to allow teachers to get a school-wide “buy-in” and train others in their school and/or district.

OK-J

➤ *Assistive Technology Solutions: Transitioning from Impossible to Independent, Kimberly Berry, Allyson Robinson, and Brenda Dawes*

Oklahoma ABLE Tech leads Oklahoma in supporting individuals with disabilities and connecting them with assistive technology (AT) solutions for learning and life. This session will focus on assistive technology solutions for students as they transition from high school to their post-school adventures, whether that be in employment, higher education, and/or recreation. Assistive technology, such as literacy software for writing and accessible instructional materials (AIM), iPads with communication, education, organization, and productivity apps, and online resources (bookshare.org), support students into adulthood. Oklahoma ABLE Tech educates students and families on AT solutions and equips them with the AT tools needed to succeed more independently whether that be in school, work, or play.

2:30-2:45 Break, Afternoon Refreshments

2:45-4:00 Breakout Session 2

OK-A

➤ *Promotion of Transition Skills in Elementary Education, Kristen Perez*

Elementary education sets the precedent for all future learning opportunities; thus, it is important for early transition experiences to mimic appropriate postsecondary transition strategies. At the elementary level, career awareness and decision-making can be explored in classrooms through literary activities, social studies discussions, and math word problems. By introducing career concepts at an early age and infusing career language in classrooms, educators and parents can increase a child's career understanding and development. Elementary education also provides occasions for necessary transition skills, such as self-determination and self-advocacy, communication, safety, and nutrition and fitness competencies. These skills can be demonstrated in the transition from elementary to middle/jr. high school, which can be seen as a model for appropriate future transitions, such as eventual postsecondary transition. Finally, the transition or promotion meeting can be viewed and used as an opportunity to assess the student's current ability to effectively communicate what his/her disability is and needs associated with the disability by allowing the student to actively participate in the meeting.

OK-B

➤ *Culturally Responsive Parental Engagement, Edward Manyibe, Mary Ann Teal-Harris, Jerod Gleason, Rene Takang, and Vivien Adeleye*

Parental engagement has been identified as a critical component in improving postsecondary education outcomes (e.g., employment, independent living, and postsecondary education attendance) among students with disabilities. For purposes of this presentation, parental engagement is here defined as parents, school staff, vocational rehabilitation professionals, and other stakeholders working together to support and facilitate a smooth transition for students with disabilities from school to the work environment and/or to the postsecondary education arena. Parental engagement must, however, be culturally responsive because of the major racial and ethnic

demographic shifts being witnessed in the U.S. Culturally responsive parental engagement must also be designed to ensure that it supports desired outcomes, such as increased employment and independent living. Participants will learn how to make a positive *connection* with parents, provide opportunities to fully *engage* parents, and *sustain* parent engagement. We will also discuss how to incorporate culturally responsive parental engagement within a broader strategy of collaboration among stakeholders involved in the transition process. Strategies to become culturally and linguistically competent will be highlighted.

OK-C

➤ *Effectiveness of Tech-Now, Dr. Kendra Williams-Diehm and Rick DeRennaux*

The purpose of this presentation is to present the results of a two-year evaluation of the Oklahoma-based Tech-Now program. Tech-Now is an innovative technology-focused, secondary transition program for students with disabilities. Methodology and results will be provided, showing an evidence-base for increased self-determination and technology skills for involved students.

The research questions are: Do students with disabilities who participate in Tech-Now (1) report high levels of self-determination, (2) have better school attendance, lower discipline referrals, and high academic grades, (3) report higher rates of family involvement, and (4) acquire more positive post-school outcomes.

Participants were selected from high schools across Oklahoma with Tech-Now Programs. Measures were taken on self-determination (AIR-S), technology acquisition, and post-school plans. Teachers provided demographic and school achievement/family involvement data.

OK-D

➤ *Pre-Employment Assessments for Students with Disabilities, Shawn Sheehan and Akili Atkinson*

This updated presentation follows up on last year's OTI presentation that presented the results of a study conducted by a current special education high school teacher to determine the effectiveness of teaching high school seniors with disabilities how to complete pre-employment assessments. This year will include a discussion about the new transition IEP pages and how to incorporate employment-focused goals.

New information will also be provided by the Employment Training Specialist Supervisor from the Dale Rogers Training Center on the kinds of jobs recent high school graduates in supported employment are obtaining in the community along with what local businesses have to say about hiring and working with young adults with disabilities.

OK-E

➤ *The Digital Era: Oklahoma Library for the Blind AND Physically Handicapped Invites ALL Age Groups to Enjoy Free Services, Kevin Treese and Sheldon Moglia*

The Oklahoma Library for the Blind and Physically Handicapped (OLBPH) is not just for people who are elderly and blind as the stereotype has presided. The OLBPH is a "cradle to grave" service that can start at birth with early developmental tools available from the Accessible Instructional Materials (AIM) Center to when a relative returns a talking book player after it has provided years/decades of enjoyment for a patron who has passed. The OLBPH provides books and magazines on digital cartridges and the unique digital talking book players (DTB's) to play them on. The OLBPH is a regional library within the National Library Service for the Blind and Physically Handicapped (NLS) network. Book cartridges are mailed to patrons and returned as free matter. Free reading materials can also be downloaded from the national collection. The DTB's are also loaned for free,

making this a totally free service available through a simple application process. Other free OLBPH patron services include telephone reader services where patrons can access news and information from their phones and an internet radio station that is also accessible on the telephone reader services. The OLBPH AIM Center works with the special education visual impairments teachers in public, private and home school settings across Oklahoma to provide the large print, braille, and assistive technology learning devices that students need to excel in their academic endeavors. The AIM Center also administers a federal quota system for special adaptive technology not available through normal product vending. From promoting AIM-specific services and all OLBPH services we hope to “change expectations” of what the OLBPH can offer all age groups.

OK-G

- *Building Your Strategic Life Plan: Transitioning Through Your Academic Achievements and on into Adulthood, Peter Geil*

This workshop will include effective practices through self-development and discovery, designing the “blueprint” that will lead to the construction of the students’ adult foundation. It is designed to facilitate students’ successful transition into adult life by teaching the proper skill-set, providing a chance to participate, and the opportunity to develop and grow through exposure to the fundamental practices of our adult society and work force to increase student educational success, student employability skills, student independent living skills, and student community integration.

OK-H

- *The Transition Assessment and Goal Generator, Dr. Jim Martin and Dr. Amber McConnell*

This presentation will guide participants through the TAGG website, demonstrate use of the assessment, explain the automatically generated profile, describe TAGG development, and review validity evidence.

The TAGG on-line transition assessment consists of non-academic behaviors research identified as associated with post high school employment and education of students with mild to moderate disabilities. The TAGG has three versions: professional, family, and student. It uses 34 items to assess student skills across eight constructs such as disability awareness, persistence, goal setting and attainment, employment, and student involvement in the IEP.

The automatically generated profile provides a graphic representation of results across constructs by family, student, and professional users. The profile lists the student's greatest strength, relative strength, greatest need, and relative need. A summary of results may be copied and pasted directly into the PLEP. The profile provides suggested annual transition goals based upon the student's needs. Each annual goal references appropriate common core standards.

OK-I

➤ *How To Access Vocational Rehabilitation Services for Your Student, William Ginn and Kimberly Osmani*

This session will present information on locating the nearest VR counselor, making an application, and the Individualized Plan for Employment (IPE) process. Students will be encouraged to identify needs and ask that those needs be met. Common goals of students, families, education, and Vocational Rehabilitation will be explored with emphasis on collaboration. Attendees will be encouraged to share their experiences in accessing VR services. A copy of *The Little Book of Advocacy* will be distributed to each attendee with discussion of the appeals process in both public education and Vocational Rehabilitation.

OK-J

- *Community Collaboration for Improving Post-School Outcomes: What Parents and School Districts Need to Know, Marcie Stickney, Larry Hartzell, Janie Fugitt, and Trish Osborn*

At a time when transition is at the forefront of national attention, it is critical that all available partners are involved in supporting youth with disabilities. Collaboration before transitioning takes place is needed to identify better ways to partner, braid funding, share responsibilities, and achieve common goals. This is one example of a local school district that has invested in the transition of its students with disabilities by partnering with the Oklahoma Department of Rehabilitation Services on several programs and contracts. This session will address School Work Study, Work Adjustment Training, Tech-Now, and iJobs—all programs geared toward preparing youth for obtaining employment after high school. The participants will 1) learn about transition programs available through the Oklahoma Department of Rehabilitation Services, 2) learn how to structure a program within your school/district/agency, 3) learn how one district develops a course of study around each program, 4) learn how the partners communicate with families and community partners, and 5) learn how the partners achieve successful collaboration.

Boomer A

- *Transition Care Notebook, Joni Bruce, Doris Erhart, and Kimberly Osmani*

As a young person with a disability or special health care need prepares for adulthood, they get information and paperwork from many sources. Participants of this workshop will be provided tools to prepare for transition, to organize their most important information in a central place, and prepare them to find and share key information with others who are part of their care team.

A workgroup from the Department of Rehabilitation Services Joining Forces Team has put together excellent transition checklists and other useful tools that will be shared. Providers and families alike will benefit from this workshop as they receive all documents to maintain transition care notebooks on a CD to take home for future updating. One cannot begin early enough to prepare for transition to adulthood.

4:00 Conference Adjourns

4:00-4:30

OK-J

- *Facilitator Debrief, Amber McConnell, Betsy LeFrancois, and Larry Hartzell*

4:00-5:00

OK-G

- *Oklahoma Division on Career Development and Transition (DCDT) Meeting, Marcie Stickney*

OKLAHOMA Division on Career Development and Transition

Get Involved - Join Today!



- To join DCDT you must join our parent organization, the Council for Exceptional Children (CEC) and indicate on the application that you would like to join the DCDT division.
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- Oklahoma Contact: Marcie Stickney - e-mail: Marcie.L.Stickney-1@ou.edu
Phone: (405) 361-1505

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exhibitors! Some of them
are giving away door prizes.
Thank them for their**



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- Contact Professors Kendra Williams-Diehm or Jim Martin during the OTI or at OU for more information
- Applications due on or before March 1, 2014

While at OTI, Visit with Current Transition Scholars to Learn Their Experiences



TEMPORARY STAFFING

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RAISING THE BAR ON EMPLOYMENT DIVERSITY



DAY 2, Tuesday, November 5, 2013

7:00-9:00 **Registration**

8:00-9:00 **The New IEP Pages and Q & A (OK-E)**
Dr. Amber McConnell and Tina Spence

Learn how to complete the Oklahoma transition individualized education program (IEP) pages to be in compliance with the Individuals with Disabilities Education Act (IDEA) 2004 and increase opportunities for students' post-school success. The presentation will cover writing annual and postsecondary goals, transition assessment, coordinated activities, course of study, and transfer of rights.

9:00-9:15 **Opening (OK- E)**
Betsy LeFrancois and Jenifer Randle

9:15-10:30 **Breakout Session 3**

OK-A

➤ *Not-so Social Media: Appropriate Communication with Parents, Rachael Laib, Whitney Green, and Cynthia Carlton*

This session will show educators and parents multiple modes of communication that can be used to get information flowing between school and home. We will discuss social media avenues, traditional mail and email, phone calls, and one-on-one interactions. We will examine tools such as: Remind 101, Twitter, Pinterest, Facebook, Hootsuite, Instagram, parent letters, and parent round tables.

OK-B

➤ *Transition in the General Education Classroom, Amber Stricklin*

It's not just students in special education that benefit from transition. Incorporating transition skills promotes self-advocacy, self-awareness, self-motivation, and goal setting. When students are more aware they start to OWN THEIR EDUCATION. Teachers will find that students will become more motivated and interested in learning.

OK-C

➤ *Teaching Parents Transition Before It Begins, Contessa Bass-Hubbard and Kylie Lyons*

For parents of students receiving Special Education services, thinking about the future can spark anxiety and uncertainty. Helping a student with special needs from day to day may be difficult, and thoughts of the future are often forgotten, pushed aside to deal with pressing issues of the present. From learning interventions and techniques to ensuring proper accommodations are in place, parents of students with special needs are strong advocates who work hard to ensure services are in place and needs are met.

Unfortunately, there is not a manual for parents, and they are oftentimes not introduced to the concept of transition planning until their student reaches age 16. Knowing and understanding transition *before* it is time to plan will result in a more successful outcome for both student and parent. Common questions are *What is transitioning? How does one plan for transitioning?* Parents should understand that transition is more than an interest inventory; transition is an opportunity for a parent and child to explore the specifics of his/her disability and plan for life beyond secondary education. Through exploration of various work models, CareerTech, and college services available for students with disabilities, parents and students can begin planning a successful transition from high school graduation to the next step. Participants will learn valuable strategies for encouraging parents to advocate for their students and participate in transition planning through engaging discourse and

collaboration with other professionals and parents. In being aware of transition services, parents and students can begin planning earlier, allowing for students to participate in appropriate courses and meet learning objectives that will result in postsecondary success.

OK-D

➤ *Pre-Employment Assessments for Students with Disabilities, Shawn Sheehan and Akili Atkinson*

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New information will also be provided by the Employment Training Specialist Supervisor from the Dale Rogers Training Center on the kinds of jobs recent high school graduates in supported employment are obtaining in the community along with what local businesses have to say about hiring and working with young adults with disabilities.

OK-E

➤ *LVCIL and Secondary Transition: A Holistic Approach, Seth Hoderewski and Joe Michener*

Transition to adult life can be a very tumultuous time for a young adult with disabilities and their parents. A Center for Independent Living (CIL) can provide much needed support to a young adult and their parents / caregivers as that young adult and family is making their individualized transition. Presenters will speak about the innovative transition services that are being offered at LVCIL; how they were developed, how they are funded and how many parents and young adults have created a culture of positive and forward thinking towards transition in Lehigh Valley, Pennsylvania. Presenters will

engage the audience in discussing those innovative and holistic transition related programs and how those services may be applicable to services in Oklahoma.

OK-G

- *Collaborative Strategies for Effective School to Work Transition for Youth with Intellectual Disabilities, Jane Boone, Regina Chace, and Suzanne Freeze*

This session will engage participants in identifying best practices, effective strategies leading to good jobs and careers for youth with intellectual disabilities in Oklahoma, and map out action steps needed to achieve and sustain improved employment outcomes for transitioning youth.

OK-H

- *Division of Career Development and Transition: Fast Facts, Resources, and Activities for Promoting Career Development and Transition Services, Marcie Stickney, Dr. Amber McConnell, and Beverly Carter*

Fast Facts are condensed one to two page informational sheets designed to provide quick transition information for a variety of users. These fast fact sheets may be provided to parents, students, educators, and other service providers concerning a variety of topics. Participants will learn skills and behaviors associated with post-school employment and education, tips for parents to be involved in the transition process, and student responsibilities in a postsecondary educational setting. Those who attend this session will receive one-page fast facts as a quick reference for future use. Participants will also gain access to an online timeline of transition activities. This document is hyperlinked to many Oklahoma and national resources and provides families, educators, and students a guide to needed transition activities and approximate ages each resource or activity should be considered.

OK-I

➤ *Transition Education Bell Ringers, Mindy Lingo, Lori Chesnut, Katie Lentz*

NOT ENOUGH TIME?!?!?. This presentation will provide an overview of Moore Public Schools-Transition “Bell-Ringers” curriculum, a time efficient and effective manor 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 curricula. The program also has a training aspect that is designed to allow teachers to get a school-wide “buy-in” and train others in their school and/or district.

OK-J

➤ *Six Conversations in Support of Effective Collaboration, Jo Anne Blades*

Successful implementation of the Individuals with Disabilities Education Act (IDEA) requires a diverse group of individuals to engage in challenging conversations around complex issues. An essential characteristic of effective communicators is their ability to engage successfully in critical and difficult conversations.

Learn about six professional development modules that are designed to introduce parents, educators, and agencies to key concepts, processes, and skills essential to effective collaboration. Receive an overview of the module program, how to continue learning to increase your skills as an effective collaborator, and where to access these free materials.

University A

➤ *Methamphetamine and Brain Health: What Meth does to the Brain and Important Behavioral Correlates, John Duncan*

This presentation will compare normal brain health with the brain damage caused by methamphetamine abuse. Changes in the brain result in behavioral changes, which have an effect upon an individual’s ability to set goals, follow

directions, manage emotions, and develop a positive and viable identity. Educators need to understand how brain changes cause aberrant behavior in students using drugs, what the long-term dangers are to brain health, and how to effectively address this issue in the school environment. The speaker will stress knowledge as a form of prevention.

Boomer A

➤ *The Things I Don't Understand, Rebecca Kephart*

What we don't understand we will either judge or react to and there is room for neither in our mission of service. We each have a "mental model" of poverty and this model shapes our interactions with the families we serve. In this workshop, we will be creating a new mental model of generational poverty and increasing our understanding of the driving forces of poverty and the tyranny of the moment. Greater understanding leads to improved relationships. Improved relationships give us opportunities to learn from one another and thereby improve outcomes for the individuals we serve. This session will offer strategies for working with youth in poverty and helping them succeed.

10:30-12:30 Team Meeting 2

12:30-2:00 Lunch on your own (see flyer in packet)

2:00-3:00 Keynote—Cameron Clapp (OK-E)

3:00-3:30 Poster Prizes and Closing (OK-E)

3:30-4:00 Transition Council Debrief (Noble)



OKLAHOMA AUTISM NETWORK

The University of Oklahoma Health Sciences Center

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.

We Serve

- as the statewide administrative unit to facilitate the planning, financing and administration 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
 - 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.

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



TAGG

TRANSITION ASSESSMENT AND GOAL GENERATOR

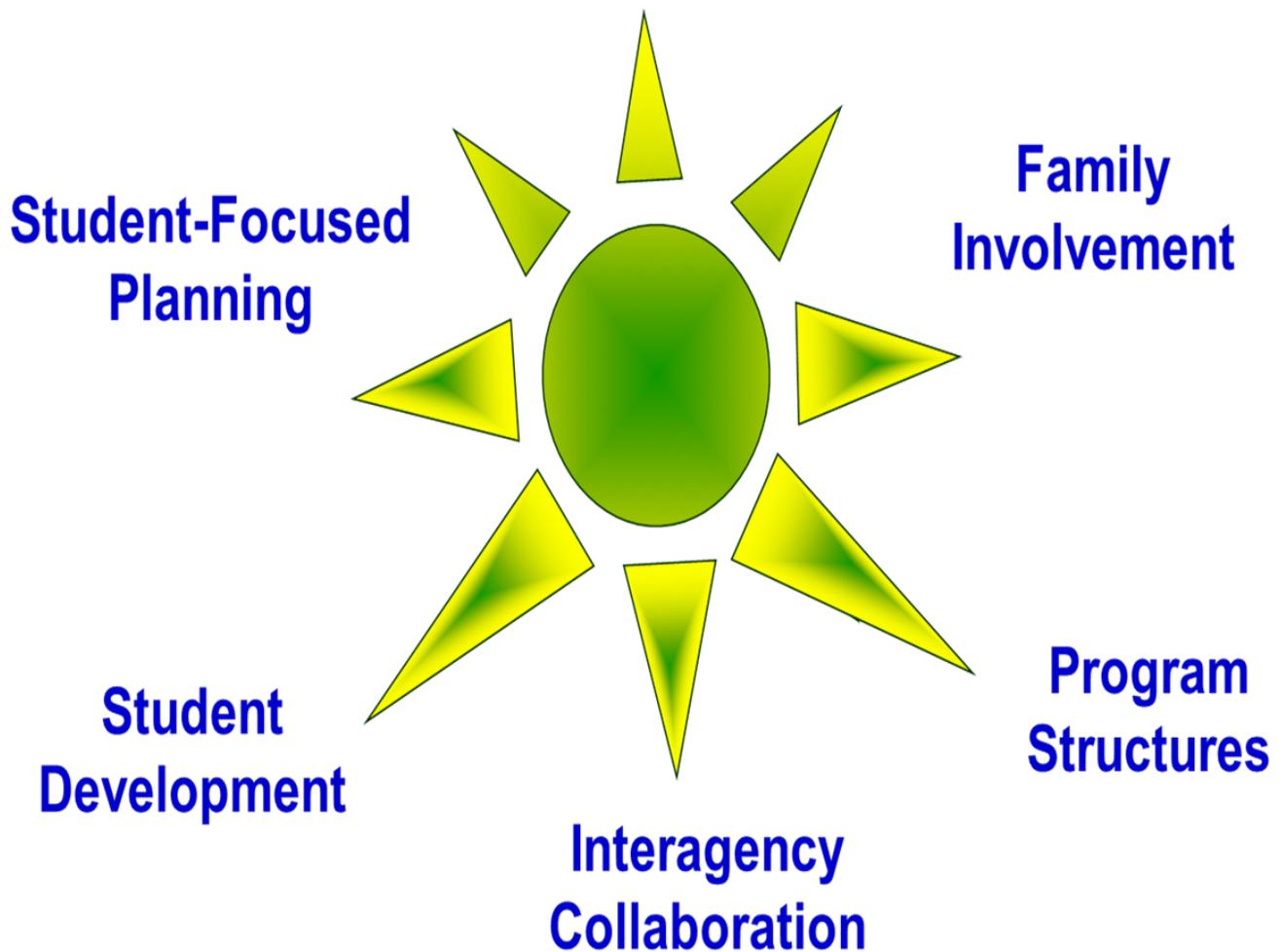
TAGG TRANSITION ASSESSMENT NOW AVAILABLE

- Items based upon research identified non-academic behaviors associated with post-high school employment and further education for students with mild to moderate disabilities
- On-line assessment
- Student, Parent, and Professional Versions
- Results automatically generated
 - graphic results across constructs presented by student, teacher, and professional users
 - written summary can be copied and pasted into IEP
 - list of strengths and needs based upon assessment results
 - recommended annual transition goals matched to Common Core Standards
- Positive validity evidence based upon professional, parent, and students users from across the country
- Cost: \$1.00 per assessment (\$3.00 per student, parent, and professional set). Funds used to support keeping TAGG on the web and updated.
- To learn more, Google Zarrow Center and look for TAGG
 - or go to: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>
- Available: Nov. 1, 2013 (estimated)

Thank you, Oklahoma Transition Council planning team!

- *Ty Beasley, Dale Rogers Training Center*
- *Claudia Beckner, Lawton Public Schools*
- *Joni Bruce, Oklahoma Family Network*
- *Regina Chace, DHS Developmental Disabilities Services Division*
- *Emily Cheng, OSU-OKC*
- *Traci Cook, NAMI Oklahoma*
- *Kathy Curtis, Owasso Public Schools*
- *Rene Daman, Oklahoma Autism Network*
- *Rick DeRennaux, Tech-Now, Inc.*
- *Doris Erhart, Oklahoma Family Network*
- *Theresa Flannery, Dale Rogers Training Center*
- *Elana Grissom, Tulsa County Juvenile Bureau*
- *Theresa Hamrick, Oklahoma Rehabilitation Council*
- *Rhonda Heller, Owasso Public Schools*
- *John Hilborn, Broken Arrow Public Schools*
- *Cheryl Huffman, Consultant*
- *Linda Jaco, OSU Sponsored Programs, ABLE Tech*
- *Shelynn Kelly, Oklahoma Department of Career and Technology Education*
- *Anthony Kibble, Oklahoma Commission on Children and Youth*
- *Ellen Kimbrell, Oklahoma Parents Center*
- *Michael Layne, Oklahoma Department of Rehabilitation Services*
- *Betsy LeFrancois, Moore Public Schools*
- *Tammie Lore, Jenks Public Schools*
- *Dr. Jim Martin, OU Zarrow Center for Learning Enrichment*
- *Carla McCarrell-Williams, Oklahoma Department of Human Services*
- *Dr. Amber McConnell, OU Zarrow Center for Learning Enrichment*
- *Denise North, Metro Technology Centers*
- *Kim Osmani, Department of Rehabilitation Services (Co-Chair)*
- *Judy Pluess, Oklahoma Autism Network*
- *Jenifer Randle, Oklahoma Developmental Disabilities Council*
- *Sue Robertson, Oklahoma Health Care Authority*
- *Mike Shuttic, Oklahoma State University*
- *Eva Smith, Oklahoma Child Study Center, Sooner Success*
- *Tina Spence, Oklahoma State Department of Education (Co-Chair)*
- *Marcie Stickney, Norman Public Schools*
- *Kendra Williams-Diehm, University of Oklahoma, College of Education*

Taxonomy for Transition Programming



Speaker Contact Information

<p>Akili Atkinson ETS Supervisor Dale Rogers Training Center 405-606-2876 ext.703 aatkinson@drtc.org</p>	<p>Joni Bruce Executive Director Oklahoma Family Network (OFN) 405-271-5072 Joni-bruce@oklahomafamilynetwork.org</p>
<p>Contessa Bass-Hubbard Special Education Teacher John Marshall High School, Oklahoma City 405-587-7247 Cmhubbard-bass@okcps.org</p>	<p>Jennifer Burnes 405-325-8951 jennifer.burnes@ou.edu</p>
<p>Ty Beasley Transition Coordinator Dale Rogers Training Center 405-476-8464 Ext.504 tbeasley@drtc.org</p>	<p>Dana Cantwell Special Education Teacher Norman Public Schools 405-364-1339 danag@norman.k12.ok.us</p>
<p>Kimberly Berry Assistive Technology Teacher Oklahoma ABLE Tech 405-744-8342 Kimberly.berry@okstate.edu</p>	<p>Cynthia Carlton cynthiacarlton@mooreschools.com</p>
<p>Jo Anne Blades Program Manager Special Education Resolution of Oklahoma State University 918-270-1849 jo.pool@okstate.edu</p>	<p>Regina Chase Programs Supervisor DHS/DDS 405-521-4973 Regina.Chace@okdhs.org</p>
<p>Jane Boone Consultant Employment First and Transition from School to Work 360-790-3904 janeboone@comcast.net</p>	<p>Jane Ciorba Executive Director Council for Developmental Disabilities 405-329-3922 jane@ableok.org</p>
<p>Susan Boyd Special Education Teacher Norman Public Schools 405-364-1339 susanb@norman.k12.ok.us</p>	<p>Brenda Dawes Program Manager 405-744-5170 Brenda.dawes@okstate.edu</p>
<p>Tracy Brigham Programs Manager Department of Rehabilitation Services 580-616-7900 tbrigham@okdrs.gov</p>	<p>Rick DeRennaux President Tech-Now Inc. 405-640-7606 derennaux@gmail.com</p>

Speaker Contact Information

<p>Linda Dudley Special Education Teacher Capitol Hill High School 405-587-9000 lrudley@okcps.org</p>	<p>Larry Hartzell Transition Programs Field Representative Department of Rehabilitation Services 405-635-2759 lhartzell@okdrs.gov</p>
<p>John Duncan Clinical Professor University of Oklahoma, College of Medicine, Dept. of Psychiatry and Behavioral Sciences 405-613-7474 jduncan@ou.edu</p>	<p>Seth Hoderewski Director of S2L Transition Services Lehigh Valley Center for Independent Living (LVCIL) 610-770-9781 ext. 119 sethhoderewski@lvcil.org</p>
<p>Doris Erhart Oklahoma Family Network (OFN) 405-271-5072 Doris-erhart@oklahomafamilynetwork.org</p>	<p>Rebecca Kephart Training Program Manager OKDHS - Adult and Family Service 405-833-9016 Becky.Kephart@okdhs.org</p>
<p>Suzanne Freeze Institute for Community Inclusion University of Massachusetts 617-287-4395 Suzanne.Freeze@umb.edu</p>	<p>Troylene Kinnamon Special Education Teacher Meeker High School 405-279-3511 tkinnamon@meeker.k12.ok.us</p>
<p>Peter Geil High School Special Education Instructor Millwood Public School District 405-475-1015 ext. 4201 pgeil@millwoodps.org</p>	<p>Rachael Laib Secondary Special Educator Southmoore High School 405-735-4900 rachaellaib@gmail.com</p>
<p>William Ginn Client Assistance Program Director Office of Disability Concerns 405-522-6702 William.Ginn@odc.ok.gov</p>	<p>Betsy LeFrancois Teacher and Transition Leader Moore Public Schools 405-735-4929 betsylefrancois@mooreschools.com</p>
<p>Judi Goldston Project SEARCH Statewide Coordinator University of Oklahoma 405-325-0448 jgoldston@ou.edu</p>	<p>Katie Lentz Special Education Teacher Moore Public Schools 405-735-4200 Katielentz@mooreschools.com</p>
<p>Whitney Green Whitneygreen@mooreschools.com</p>	<p>Mindy Lingo Special Education Teacher, Department Chair and OU Transition Scholar Moore Transition Team/Moore Public Schools 405-735-4931 mindylingo@mooreschools.com</p>

Speaker Contact Information

<p>Kylie Lyons Phase IV Student Specialist Center for Educational and Community Renewal, University of Oklahoma 405-227-9189 kylie.lyons@ou.edu</p>	<p>Sheldon Moglia 405-522-0532 smoglia@okdrs.gov</p>
<p>Andrea Mackey Special Education Teacher University of Oklahoma 214-726-6833 AUMackey@gmail.com</p>	<p>Kimberly Osmani Transition Coordinator Department of Rehabilitation Services 405-635-2768 kosmani@okdrs.gov</p>
<p>Edward O. Manyibe Assistant Professor Langston University 405-530-7532 eomanyibe@lunet.edu</p>	<p>Kristen Perez 405-325-8951 kperez1@ou.edu</p>
<p>Dr. Jim Martin Zarrow Family Professor and Director of the OU Zarrow Center University of Oklahoma 405-325-8951 jemartin@ou.edu</p>	<p>Allyson Robinson M.A. CCC-SLP, Speech Pathologist 405-744-4608 Allyson.robinson@okstate.edu</p>
<p>Amber McConnell, Ph.D. Research Associate University of Oklahoma 405-325-8951 ambermcc@ou.edu</p>	<p>Jill Scott Special Education Teacher Putnam City Schools 405-722-4220 ext. 2734 jscott@putnamcityschools.org</p>
<p>Jack McMahan Executive Director Wilderness Matters, Inc. 405-664-4452 jack@wildernessmatters.org</p>	<p>Carrie Sellars Special Education Director/Teacher Oklahoma Union Public Schools 918-357-4321 csellars@okunion.k12.ok.us</p>
<p>Lori Metcalf Graduate and Research Assistant Zarrow Center for Learning Enrichment 405-325-8951 lori.metcalf.1@ou.edu</p>	<p>Shawn P. Sheehan (SS) Special Education/ Algebra I Teacher (AA) DDS Employment Training Specialist Supervisor Norman High School / Dale Rogers Training Center (SS) 405-366-5812 ext. 8062 (AA) 405-606-2876 ext.703 ssheehan@norman.k12.ok.us</p>
<p>Kennda Miller Special Education Teacher Putnam City North High School 405-722-4220 ext. 2662 kmiller@putnamcityschools.org</p>	

Speaker Contact Information

<p>Mike Shuttic Coordinator, Student Disability Services/Director, ADA Compliance Oklahoma State University 405-744-7116 m.shuttic@okstate.edu</p>	<p>Kevin Treese Director Oklahoma Library for the Blind and Physically Handicapped 405-522-0516 ktreese@okdrs.gov</p>
<p>Marcie Stickney Transition Specialist Norman Public Schools 405-366-5843 marcies@norman.k12.ok.us</p>	<p>Kendra Williams-Diehm Associate Professor University of Oklahoma 405-325-5848 klwd@ou.edu</p>
<p>Amber Stricklin General Education Teacher-6th Grade Moore Public Schools: Kelley Elementary 405-735-4219 amberstricklin@mooreschools.com</p>	

Goodwill Industries of Tulsa Transition Services

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- Interactive SMART Board • iPod Touch with Social Apps • Role playing and video modeling
- Sensory room: featuring blue hue lights, bean bag chair, fidgets; designed to decrease anxiety

Career Awareness and Research

- Assessments of youth's knowledge, skills and abilities (KSAs) • Presenters from the community sharing various job experiences
- Career exploration through use of technology

Employment Preparation

- Job Shadowing activities using Goodwill's community business partners • Paid work experience in Goodwill's retail store
- Customer service • Stocking merchandise

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- Demonstrating self-control at work • Understanding social cues; facial and non-verbal • Positive interaction with co-workers and the public

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- Strategies for self-regulation and self-monitoring • Accepting correction from supervisors

For more information contact: [Brian Brobst](mailto:Brian.Brobst@goodwilltulsa.org) or [Gary Albright](mailto:Gary.Albright@goodwilltulsa.org)

Goodwill Industries of Tulsa / 2800 Southwest Blvd. / Tulsa, OK 74107 / (918) 584-7291

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* Goodwill would like to thank the Oklahoma Department of Rehabilitation Services and the Oklahoma Autism Network for their contributions in developing this specialized service.





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ASSOCIATION

“ELIMINATING BARRIERS AND EDUCATING PROFESSIONALS”

Oklahoma Chapter of the National Rehabilitation Association

O.R.A. is an organization comprised of rehabilitation professionals employed in the field of vocational rehabilitation in both public and private capacities. ORA is dedicated to making positive differences in the lives of people who have disabilities.

Vision: To improve membership recruitment and retention by providing meaningful opportunities to participate in the professional training and networking activities of the association.

To promote our association's legislative advocacy efforts through collaboration with other disability groups.



www.okrehabilitation.org

TOP 10 REASONS TO JOIN NRA

1. Affordable, multiple, and varied opportunities to earn continuing education credits.
2. Networking with other professionals toward “best practices” in the professions.
3. Leadership development and skill building:
 - Join a committee.
 - Seek leadership roles on the local, state, regional or national level.
 - Present at the state, regional, and national conferences.
 - Publish in the Journal of Rehabilitation.
 - Be recognized through the NRA Awards program.
 - Be a mentor or be a mentee.
4. A Governmental Affairs Program that provides current and accurate advocacy and legislative updates relating to rehabilitation.
5. The Journal of Rehabilitation – a Quarterly Journal.
 - Internationally acclaimed scholarly journal providing cutting edge rehabilitation research.
6. The Contemporary Rehab – a Bi-monthly Newsletter.
 - The Association’s newsletter, filled with timely rehabilitation information, and important Division and general membership news.
7. The perception by public and private employers, non-profits organizations, insurers, and the general public of NRA membership as a mark of excellence.
8. Participation in community service activities that build good will toward the rehabilitation professions as a whole.
9. Access to websites on the local and national level with current rehabilitation information.
 - Regular E-mail notifications and announcements.
10. Professional liability and health insurance



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Oklahoma Durable Medical Equipment Reuse Program

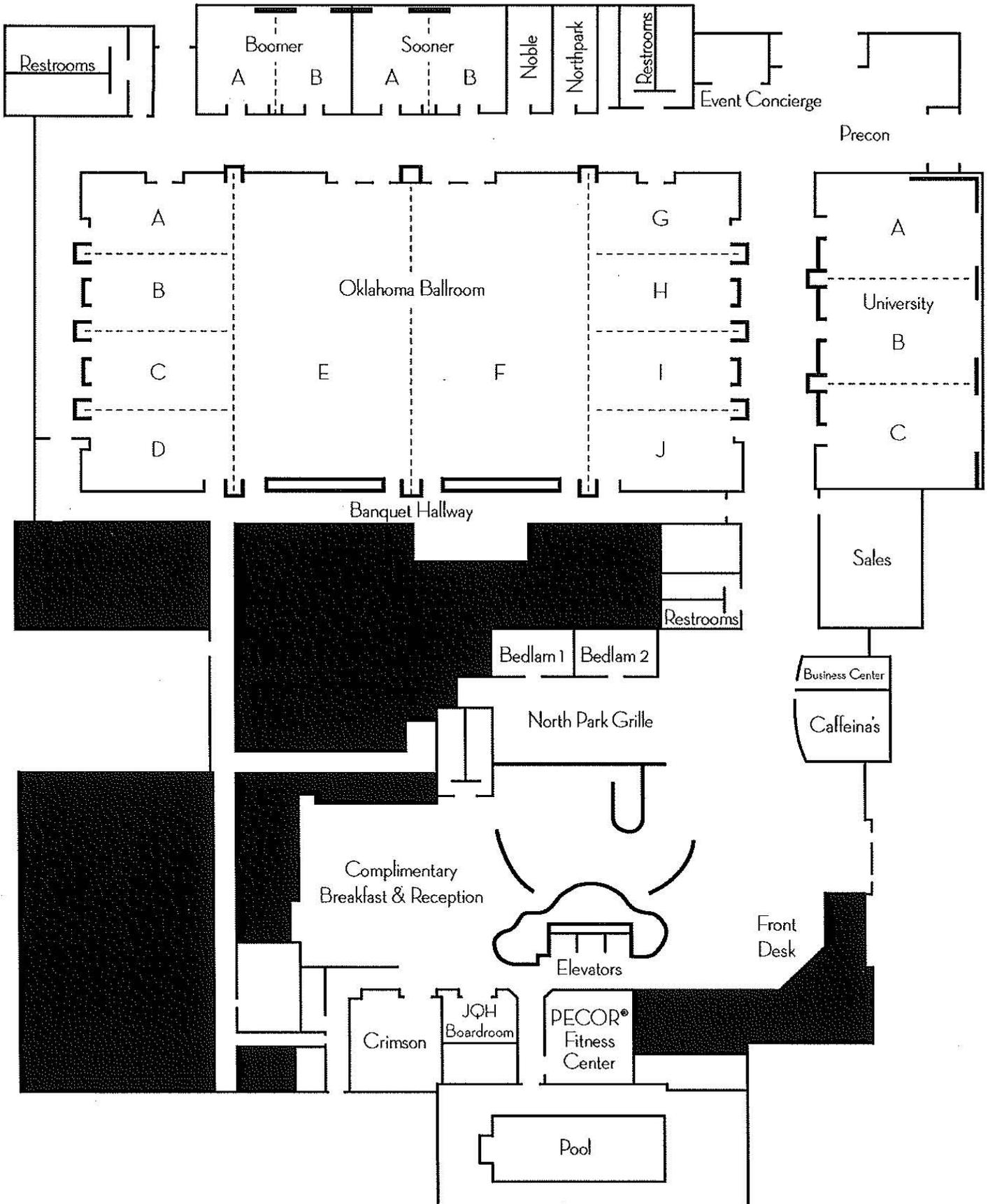
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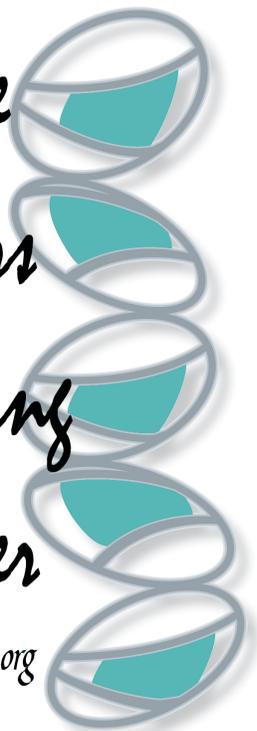
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