

The Oklahoma Transition Council  
Welcomes You to the  
**9<sup>th</sup> Annual**  
**Oklahoma Transition Institute**



Pre-Conference Monday, October 27, 2014  
Tuesday, October 28, 2014  
and  
Wednesday, October 29, 2014

**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](http://www.okrehabcouncil.org)

October 27-29, 2014

Dear OTI Participant,



Welcome to the 9<sup>th</sup> Annual Oklahoma Transition Institute (OTI). It is hard to believe we have been together for 9 years improving programs, practices, and services for youth with disabilities transitioning to adult lives. It is the hope of our Oklahoma Transition Council (OTC), that you will make the most of your time together along with professionals, families, students, and other partners. Members of the OTC work all year to bring engaging speakers who motivate and provide you with current information on how to help youth succeed. Thank you to everyone who submitted presentation proposals and to presenters for sharing with us your knowledge, wisdom, expertise, and creative ideas.

The intent of the OTI is to provide content knowledge as well as opportunities to network and have quality time to plan with partners from your local areas. We have a wide range of exhibitors, and we hope you will take the time to visit them throughout the event. Please, keep in mind that you play a key role on your transition team, and we want all of you to leave this event with a better understanding of transition, excited to take the next step, and equipped to make a change for your youth with disabilities.

Spend time considering the needs of your youth, partners in your community, and other resources you can access to make a difference in your local area. If you have a vision or dream, let this be the catalyst to helping make something happen.

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 a member of the OTC if you have questions or suggestions. Enjoy the OTI!

Sincerely,

A handwritten signature in blue ink, appearing to read "K. Osmani", is positioned below the word "Sincerely,".

Kimberly Osmani, Chair [kosmani@okdrs.gov](mailto:kosmani@okdrs.gov)

*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.*

# 9<sup>th</sup> Annual OTI 2014

## Preconference DAY, Monday, October 27, 2014

- 11:00-12:30      Transition 101 (Ballroom F)  
*Mike Shuttic and Dr. Claudia Otto*
- 12:30-2:30      Facilitator Training (Boomer B)  
*Betsy LeFrancois and Denise North*
- 2:00-3:30      IEP Pages (Ballroom F)  
*Dr. Jim Martin and Dr. Amber McConnell*

## DAY 1, Tuesday, October 28, 2014

- 7:30-8:30      Participant Check-In, Visit Exhibitors,  
Refreshments
- 8:30-9:00      Welcome, *Shawn Sheehan* (Ballroom E and F)  
Emcee, *Dr. Claudia Otto*
- 9:00-9:45      Take Your Job Search from 0 to 60, Part 1  
*Kristen Jacoway* (Ballroom E and F)
- 9:45-10:00      Break, Visit Exhibitors
- 10:00-10:45      Take Your Job Search from 0 to 60, Part 2  
*Kristen Jacoway* (Ballroom E and F)

- 10:45-11:00 Break to Transition to Team Meeting Location  
(see insert for team meeting locations)
- 11:00-12:15 Team Meeting 1
- 12:15-1:45 Lunch on your own, Visit Exhibitors, and/or Meet  
with Your Team
- 1:45-3:00 Breakout Session 1
- 3:00-3:15 Break, Refreshments on Way to Breakout Session,  
Visit Exhibitors
- 3:15-4:30 Breakout Session 2
- 4:30-5:00 Facilitator Debrief (Oklahoma J)  
*Betsy LeFrancois and Denise North*
- 4:45-6:00 Optional Time for Teams to Meet (University A)

## **DAY 2, Wednesday, October 29, 2014**

- 7:00-8:00 Participant Check-In, Visit Exhibitors, and  
Refreshments
- 8:00-8:15 Emcee Updates (Ballroom E and F)  
*Dr. Claudia Otto*
- 8:15-9:15 Keynote, *LeDerick Horne* (Ballroom E and F)
- 9:15-9:45 Break and Transition to Breakout Sessions  
Visit Exhibitors
- 9:45-11:00 Breakout Session 3

- 11:00-12:15 Lunch on your own
- 12:15-1:15 Team Meeting 2 (see insert for team meeting locations)
- 1:15-1:30 Break
- 1:30-2:45 Breakout Session 4
- 2:45-3:00 Transition to Ballroom E and F for Closing Keynote and Activities, Refreshments in Ballroom
- 3:00-3:30 Closing Keynote, *LeDerick Horne*  
 Poster Prizes/Announcements, *Dr. Claudia Otto and Rick DeRennaux*

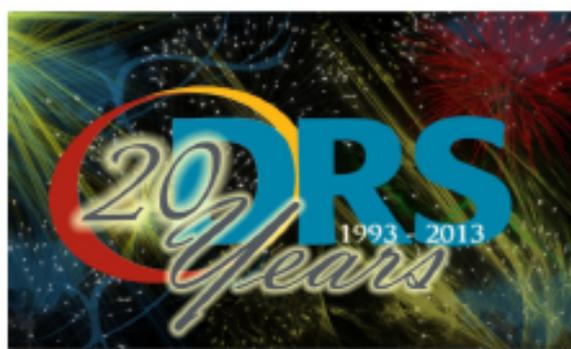


**Shawn Sheehan**

As a fourth year Algebra I/Special Education Teacher at Norman High School in Norman, Shawn Sheehan is still considered a new teacher in his profession. He is from Phoenix, Arizona and received his Bachelor's degree from Arizona State University. In 2011, Shawn moved to Norman and received a Master's in Special Education from the University of Oklahoma. He is also the founder of the Teach Like Me Campaign, which aims to increase teacher recruitment and retention by redefining public perceptions of the profession of teaching. He loves teaching, playing hockey, and dancing when no one is looking!

<https://www.facebook.com/teachlikeme>





*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
- Our counselors maintain case management after high school and will continue through 90 days of successful employment?

Visit [www.okrehab.org](http://www.okrehab.org) to find out more or contact Kim Osmani at 405-635-2768 or by e-mail at [kosmani@okdrs.gov](mailto:kosmani@okdrs.gov).



**Kristen Jacoway** Since graduating from Auburn University with B.S. and M.S. degrees in Vocational Counseling, Kristen has worked in a wide variety of HR-related capacities from job search counseling to coaching staff to achieve peak performance to working with local Alabama businesses to develop job leads. Kristen's one aim was to help people have a rewarding career.

It became personal when her former husband's job was off-shored, bringing an abrupt end to his 20-year manufacturing career. As he looked for a new job, she saw the job search process from the other side, and she realized the employment market had changed completely. The previously tried and-true techniques of resumes and cover letters were not enough. Social media had changed the game.

Always one to embrace new technologies, she comes by it honestly as her dad was a NASA rocket scientist! She learned everything she could about social media and social networks. Kristen also studied with personal branding industry experts, like Reach's William Arruda, earning numerous certifications.

In 2008, Kristen launched Career Design Coach, a career coaching company that combines personal brand, traditional career marketing and social media strategies. She is very proud to have helped senior executives, students and entrepreneurs here in my local community of Auburn as well as across Alabama to have happier, more productive professional lives.

*"This was really great information on social media and how it impacts job search and also individuals' reputations. Our world is quickly changing. I think the information gathered from this will help us to embrace social media as a tool for job search/networking, and also help us to emphasize the importance of privacy online to our clients."*

<http://www.kristenjacoway.com>



## **LeDerick R. Horne**

*Artist of the spoken word*

*Advocate for people with disabilities*

*Ambassador to all*

Labeled as neurologically impaired in third grade, LeDerick Horne defies any and all labels. He's a dynamic spoken-word poet; a tireless advocate for all people with disabilities; an inspiring motivational speaker; a bridge-builder between learners and leaders across the U.S. and around the world. He is an African-American husband and father who serves as a role model for all races, genders, and generations.

The grandson of one of New Jersey's most prominent civil rights leaders, LeDerick uses his gift for spoken-word poetry as the gateway to larger discussions on equal opportunity, pride, self-determination and hope for people with disabilities. His workshops, keynote speeches, and performances reach thousands of students, teachers, legislators, policy makers, business leaders, and service providers each year. He regularly addresses an array of academic, government, social, and business groups, including appearances at the White House, the United Nations, Harvard University, the National Association of State Directors of Special Education, and the Pennsylvania, Wisconsin, Nevada, and Alabama State Departments of Education. His work addresses the challenges of all disabilities, uniting the efforts of diverse groups in order to achieve substantive, systemic change.

LeDerick has earned a BA in mathematics with a Fine Arts minor from New Jersey City University and also studied mathematics at Middlesex County College. His poetry is available on iTunes and YouTube, and you can learn more about him at [lederick.com](http://lederick.com). To book LeDerick for your group, organization, school, or event, please contact Keena Lundy at [keenalundy@aol.com](mailto:keenalundy@aol.com). <http://www.lederick.com>

# Dale Rogers Training Center



...is the oldest and largest community vocational training and employment center for people with disabilities in Oklahoma. DRTC has evolved into an award-winning, entrepreneurial non-profit in which:

- 1280 teens/adults are trained or employed per year
- Innovative, award winning services are provided to support individuals in obtaining employment
- Long term support and re-training are provided for employees hired through our programs
- Individuals placed in the community or in-house programs earned more than \$5 million dollars in wages last year



LUKE LOVES HIS JOB AT THE GRAND CASINO



Dale Rogers Training Center  
2501 N. Utah  
Oklahoma City, OK 73107  
405-946-4489  
www.DRTC.org

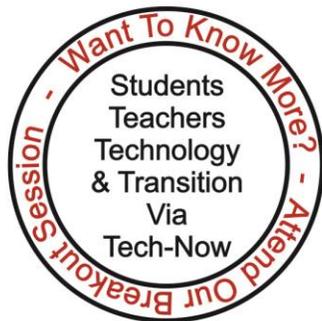
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Called The "Gold Standard" Among The National High School High Tech Programs

# Special Education Resolution Center



Image: High school students in class

## Helping school districts and parents resolve conflicts at the earliest stage possible

The Special Education Resolution Center offers innovative programs that assist school districts and parents in settling disputes regarding the Individualized Education Programs (IEPs) of students with disabilities. The programs are provided at no cost through a partnership with the Oklahoma State Department of Education.

### How Do I Know When I Need Help?

- ✓ A student's needs are complex and difficult to discuss.
- ✓ An individual feels their concerns are not being heard.
- ✓ IEP meetings have not resolved the concerns.
- ✓ One or both parties are holding on to the past and can't focus on the student's future needs.
- ✓ Communication barriers exist.
- ✓ A neutral third party could assist in the communication process to keep the parties talking.



### Special Education Resolution Center

9726 E. 42nd Street, Suite 203 | Tulsa, OK 74146

Phone: 918.270.1849 or 888.267.0028

Web: <http://serc.okstate.edu>

# Oklahoma ABLE Tech

Connecting Children and Youth with Disabilities to Assistive Technology (AT)



Images: Children and youth using assistive technology

## ABLE Tech Expertise:

- AT and Information Services Program
- AT Consultations
- AT Support Team Training
- Device Demonstrations
- Device Short-Term Loans
- Device Reuse and Exchange
- Bank Loans for AT and Employment

Join us at the Oklahoma Transition Institute! Oklahoma ABLE Tech is excited to present a breakout session on "AT for Student Involvement and Employment." Also, don't forget to stop by our booth and learn about the latest in assistive technology programs and services available.



Oklahoma State University | Department of Wellness  
1514 W. Hall of Fame Ave. | Stillwater, OK 74078  
405.744.9748 or 888.885.5588 (v/tty)  
www.okabletech.okstate.edu | abletech@okstate.edu

DO YOU HAVE AN INNOVATIVE OR CREATIVE TRANSITION ACTIVITY YOU'D LIKE TO SHARE WITH OTHERS?

DO YOU HAVE AN UPCOMING EVENT IN THE SPRING THAT YOU'D LIKE TO SPREAD THE WORD ABOUT?

E-MAIL THE INFORMATION TO [JENIFER.RANDLE@OKDHS.ORG](mailto:JENIFER.RANDLE@OKDHS.ORG) TO BE INCLUDED IN THE NEXT QUARTERLY ISSUE OF THE TRANSITION TIMES, AN INFORMATIVE NEWSLETTER DEVELOPED BY THE OKLAHOMA TRANSITION COUNCIL.

**TRANSITION TIMES  
AN OKLAHOMA TRANSITION  
COUNCIL PUBLICATION**

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## **PRECONFERENCE DAY, Monday, October 27, 2014**

### **11:00-12:30 Transition 101 (Ballroom F)**

*Mike Shuttic and Dr. Claudia Otto*

*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!*

### **12:30-2:30 Facilitator Training (Boomer B)**

*Betsy LeFrancois and Denise North*

### **2:00-3:30 IEP Pages (Ballroom F)**

*Dr. Jim Martin and Dr. Amber McConnell*

*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.*

## **DAY 1, Tuesday, October 28, 2014**

### **7:30-8:30 Participant Check-In, Visit Exhibitors, Refreshments**

### **8:30-9:00 Welcome—*Shawn Sheehan* (Ballroom E and F)**

**Emcee—*Dr. Claudia Otto***

**9:00-9:45      Take Your Job Search from 0 to 60, [Part 1—*Kristen Jacoway* (Ballroom E and F)]**

*During this talk, the audience will learn about popular social media sites used by transition students. We will also highlight LinkedIn, Twitter, and Facebook as they are the Top 3 social media sites for job search. We will explore what your online life says about your potential as a job candidate as an employment first initiative. Interestingly, 42% of employers and recruiters report they have reconsidered a candidate based on what they found on their social media profiles. We will therefore discuss ways social media can either hurt you as a job candidate or set you apart from the competition.*

*Participants will discover how to:*

- 1. Identify the importance of a strong, productive online identity in a job search.*
- 2. List measures and safeguards to take if a person has “digital dirt” and ways to protect his/her online identity.*
- 3. List strategies for developing a highly differentiated online brand presence and ways to increase visibility to people who are hiring.*
- 4. Explore how to increase the purity of Google results, limiting confusion with others with the same name.*
- 5. Discuss ways to maintain stellar online profiles through assessments and refinements.*
- 6. List tips on how to utilize LinkedIn, Facebook, Twitter, and other social media sites in a job search.*

**9:45-10:00      Break, Visit Exhibitors**

**10:00-10:45      Take Your Job Search from 0 to 60, Part 2—*Kristen Jacoway* (Ballroom E and F)**

**10:45-11:00      Break to Transition to Team Meeting Location  
(see insert for team meeting locations)**

**11:00-12:15 Team Meeting 1**

**12:15-1:45 Lunch on Your Own, Visit Exhibitors, and/or Meet with Your Team**

**1:45-3:00 Breakout Session 1**

**OK-A**

➤ *Work Incentives Supporting Transition Age Students in the Workforce, Vickey Dudgeon and Wendi Ghassemi*

The focus of this session will be on the Student Earned Income Exclusion (SEIE) work incentive that allows certain SSI beneficiaries who are under age 22 and regularly attending school to exclude a specified amount of gross earned income per month up to a maximum annual exclusion. The Student Earned Income Exclusion (SEIE) decreases the amount of countable earned income, thus permitting SSI recipients to keep more of the SSI check when they work. In many cases, the SEIE allows students to test their ability to work without experiencing any reduction in the SSI check at all.

There are other Work Incentives available to support students who are employed and earn over the SEIE income limit.

**OK-B**

➤ *What Does the Next Step Look Like for a Student with a Disability? Denise North*

OK, they have finished the last EOI test, the SOP has been written, and they have walked across the stage, what happens next? Do they know that the laws that affect them have changed? Do they know that they are responsible for talking about their learning differences to employers or school staff? Do they know what their disability is and how it affects their learning or doing their job? If the answer is no to any of these questions, then they are at a disadvantage and may never be able to catch up. This session tells two stories—those that have and those that have not. The skills to self-advocate are vital and get what they need to succeed in postsecondary school, employment, and life.

## OK-C

- *Daily Transition Activities, Assessments, & Individual Transition Plans (Tools/Resources) to Make Transition Easier and More Functional for Everyday Use, Ian Dewey*

Transition is often viewed as a difficult concept to implement on a daily basis with students with disabilities in all of the various types of classes they experience. However, with the right tools and resources, a teacher can find ways to put in transition-oriented activities in a daily format. The bell-ringer approach towards introducing transition-based activities with content from a research-based program, *ME! Lessons for Teaching Self-Awareness and Self-Advocacy*, allows teachers to develop students' transition skills. Other materials such as assessment packets and transition planning tools will be demonstrated and provided to offer teachers the ability to provide transition resources and monitor progression easily and effectively.

## OK-D

- *Transition to Work: The Project SEARCH Model, Judi Goldston and Sheila Hawkins*

Project SEARCH is a successful transition program for young adults with disabilities. Established in 1996 at Cincinnati Children's Hospital Medical Center, Project SEARCH has grown to over 250 programs worldwide. The model has been recognized for its innovative approach to providing job readiness training through collaborative efforts between business, education and vocational rehabilitation. Many states have adopted Project SEARCH as a best practice model for transition-to-work efforts based on positive employment outcomes, which far exceed the national averages for this group of individuals. This session will provide a model overview and identification of the key elements that contribute to program success from program graduates, parent, instructor and the Oklahoma statewide program coordinator.

## OK-E

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

This session will consist of a panel of students, and current teachers who will provide, in their own words, how Tech-Now has impacted them. The teachers will share how it has helped them to become more effective classroom teachers. The panel members come from a small district in rural Oklahoma, a district from a university town, and a large district.

The panel will discuss the Progress Report Tool, explain how it works, and the pertinent information that students, teachers, DRS/school counselors, and the IEP teams gain from this tool. The findings from a three year OU study on Tech-Now will also be highlighted.

The presentation is designed to make participants aware of Tech-Now, a well-documented, innovative, technology focused, transition program for students with disabilities.

The session will provide examples of students' entrepreneurial projects and career exploration activities both in completed project form as well as digital format.

## OK-G

➤ *You Want Me to do What? Incorporating Middle School Students into the IEP Process, Cassie Nash and Megan Curry*

Encouraging middle school students to participate in their IEP meetings in a meaningful way is paramount in preparing them for active involvement in their transition planning once they reach high school. It has been our experience that many sixth graders come to middle school not knowing they have an IEP, or aware of what one is. Our goal is to incorporate incremental and age appropriate steps to teach students how to be active participants in their meetings. This session will focus on preparing students for their role in the IEP process as well as increasing self-determination skills beginning with the transition from elementary to middle school. Ways to move from theory into practice and suggestions on overcoming the obstacles of both time and resistance will be discussed.

## OK-I

### ➤ *Hearing Loss 101: Working with Transition Age Youth, Sandy Keese*

The purpose of this workshop is to increase awareness of communication barriers, cultural differences and common misunderstandings regarding this cultural and linguistic minority. A discussion on the myths of hearing loss and the correct terminology as it relates to transition students and employment. The presenter will explain why deafness is different from the rest of the disability community in regards to people first language.

## OK-J

### ➤ *Solidifying Partnerships with Education and Industry, Jeff Downs*

The theme of the presentation is “Solidifying Partnerships of Education and Industry”. The presentation will provide participants a current look at the high need for improved STEM education at all learning levels in Oklahoma. It will provide a detailed view of the challenges that need to be overcome as well as the benefits of a strong partnership between K-12 Education and STEM Industry in Oklahoma. The Oklahoma State Department of Education has been committed to helping foster these partnerships within the school districts. The OSDE has initiated many strategies/projects to help get students of all learning levels more engaged in STEM and develop educator instructional skill sets to meet the increasing demands of STEM in the state.

## University A

### ➤ *Preparing Students with Significant Developmental Disabilities for Post-Secondary Education, Employment, and Adult Living—What THEY Want YOU to Know! Lorrie Sylvester, Jessica Tsotsoros, Marie Habrock, and Chuck Roberts*

Students with significant disabilities are marginally involved in the planning of their own futures, at best. Students with more significant disabilities need opportunities to learn what they want to do (or not) with their adult lives; they need

to know and engender the supports they need to live the life they desire; they need their supports and services to be relevant and timely. Most of these students receive related services like occupational and physical therapy by virtue of IDEA and the IEP. Related service providers, teachers, and families support students' ability to participate in and direct their own transition planning processes to achieve the future they envision. Participants will hear how related services can support the IEP team and the student with significant disabilities as they pursue their post-secondary employment, education, and living goals. Participants will also have the opportunity to talk with recent graduates about how their IEP services could have better prepared them for post-secondary life.

## University B

- *TRANSITION SUCCESS: Creation and Implementation of a Successful Secondary Transition Program, Susan St. John, Esther Watkins, Sherita Brown, Stephani Barger, Rick DeRennaux, and Joan Wright*

Representatives from Owasso Public Schools will present information on the transitional opportunities and programs available to the students in our district. The dedicated staff has created and implemented a variety of programs, which include: work study, Tech-Now I and II and the Work Adjustment Training Program through Goodwill Industries of Tulsa. Owasso Public Schools also hosts an annual Community Resource and Transition Fair for the students and parents. This presentation will inform other district personnel of the process of developing and implementing new programs. A description of each program will be provided, in addition to the development of each program, the effectiveness and process of implementation of each program.

## University C

- *How Applied Behavior Analysis Can Benefit Adolescents and Adults, Rene Daman*

Applied behavior analysis, or ABA, is most often associated with young children or individuals with autism. However, the applications for applied behavior analysis are broad and applicable for a wide range of individuals within a variety of settings. Participants in this session will gain a broader understanding of applied behavior

analysis, including how to utilize behavioral strategies to support individuals in gaining and maintaining employment.

## **Boomer A**

### ➤ *Transition Assistance Program (TAP), Faye Autry (Schreffler)*

Participants will learn how to design a Transitions Assistance Program (TAP) school districts can use for all IEP students and require them to complete this program, as needed, before they graduate. This transition assistance course could also be offered to additional students who are at risk or to all students depending on the school district resources.

## **Sooner A**

### ➤ *Planning Paradigms: Building Evidence-Driven, Youth-Focused Plans Toward Successful Transitions, Mitch Tindell*

Engaging young people in creating individualized, youth driven plans is critical to transition, education, and employment success but frequently youth seem disengaged or uninterested in the planning process: in part, this can be due to the design intent of the plan being used.

In this session, participants will begin the process of creating a planning template for their own agency that incorporates evidence driven practices in plan creation. This planning model focuses on building critical thinking skills to assist youth in building protective and promotive factors (PPF), developing a network of supports and resources to assist them in meeting their transition, employment, and education goals, and in developing confidence through a strengths based approach to planning.

**3:00-3:15**      **Break, Refreshments on Way to Breakout Session, Visit Exhibitors**

**3:15-4:30**      **Breakout Session 2**

## OK-A

- *Bringing Fully Integrated College Experiences to Oklahoma for Those with Developmental or Intellectual Disabilities, Julie Lackey and Mike Shuttic*

What happens when students attend their IEP meetings in mid-high and high school preparing for transition and their goal is to go to college? Currently there are successful, fully integrated comprehensive transition college programs that are running successfully in many states. These programs provide focused supports for students that have developmental or intellectual disabilities to be successful in fulfilling their desires to go to college and further their education and life experience. Oklahoma currently does not have programs that fully address supporting these students in a 4-year college or university, or community college setting, such as those seen in other states. Our goal is to bring these amazing programs to Oklahoma so that students can realize their dream of going to college within their home state, with the goal of successful independence.

## OK-B

- *What Does the Next Step Look Like for a Student with a Disability? (repeat)*  
*Denise North*

OK they have finished the last EOI test and the SOP has been written and they have walked across the stage, what happens next. Do they know that the laws that affect them have changed? Do they know that they are responsible for talking about their learning differences to employers or school staff? Do they know what their disability is and how it affects their learning or doing their job? If the answer is no to any of these questions, then they are at a disadvantage and may never be able to catch up. This session tells two stories, those that have and those that have not. The skills to self-advocate are vital and get what they need to succeed in post-secondary school, employment and life.

## **OK-E (ballroom)**

- *Your Diploma is not Enough: Employability Skills to Prepare Deaf and Hard of Hearing Workers, Marles Bradley*

Hearing loss not only impacts acquisition of speech and language, but is a profound barrier for an individual's ability to learn informally by overhearing how others deal with various independent living skills and work place behavior. The specialized educational program at Moore Norman Technology Center for Deaf and Hard of Hearing Students addresses this gap with Employability Classes for students in career education. The list of 65 topics is introduced to students in a 4 semester cycle grouped into these categories: *Preparing for Learning and Working, Self-Awareness, Personal Preparation for Employment Success, Work Place Knowledge, Job Search Training, General Knowledge for Employment Success, Critical Issues Affecting Work Settings, and Keeping Your Job.*

## **OK-F (ballroom)**

- *Senior Summary of Performances—Moving from OSB to Life, Laci Goins and Allison Garner*

The students at the Oklahoma School for the Blind have been participating in Self-Directed IEPs for several years. In this session we will be giving examples of how our students participate in their Senior Summary of Performance and exit IEPs.

## **OK-H**

- *AT for Student Involvement and Employment, Kimberly Berry and Allyson Robinson*

Assistive Technology (AT) exists for all levels of ability, and can open doors for individuals with disabilities. Whether a student has mild, high-incidence disability or more severe, AT can help them interact more and participate more in their education and transition to higher education, employment, and community living.

Understanding what tools to use and when will improve students' chances for success in school and in the workforce. Oklahoma ABLE Tech will showcase a variety of

devices/software to address the range of needs and present ways in which AT can be used to increase student involvement and enhance learning. ABLÉ Tech will explain the process of borrowing AT for consideration and evaluation and present funding resources, including the AT sale/transfer agreement used to transfer ownership of AT between schools, agencies, and families as students move through the school system and into post-high school education, work, or community living.

## OK-I

- *Transition Assessment and Goal Generator (TAGG), Dr. James Martin, Dr. Amber McConnell, and Jennifer Burnes*

The TAGG is a new online transition assessment for transition-aged students who plan to become employed or attend postsecondary education after graduation. The TAGG has three versions: professional, student, and family. The TAGG uses research identified non-academic behaviors of former students with mild to moderate disabilities associated with post-school employment and education to build constructs and test items. Users may read or click on Audio buttons or ASL video links to hear or watch instructions and items. A computer-generated graphic profile depicts construct results. Listing of strengths and needs, a written summary of performance, and recommended annual transition goals based on each student's areas of needs may be copied and pasted directly into the IEP document. Ample validity evidence supports the use of TAGG results. TAGG development, validity evidence, and the use of the TAGG will be discussed and demonstrated.

## OK-J

- *Solidifying Partnerships with Education and Industry, Jeff Downs (repeat)*

The theme of the presentation is “Solidifying Partnerships of Education and Industry”. The presentation will provide participants a current look at the high need for improved STEM education at all learning levels in Oklahoma. It will provide a detailed view of the challenges that need to be overcome as well as the benefits of a strong partnership between K-12 Education and STEM Industry in Oklahoma. The Oklahoma State Department of Education has been committed to helping foster these partnerships within the school districts. The OSDE has initiated many strategies/projects to help get students of all learning levels more engaged in STEM

and develop educator instructional skill sets to meet the increasing demands of STEM in the state.

## University A

- *Preparing Students with Significant Developmental Disabilities for Post-Secondary Education, Employment, and Adult Living—What THEY Want YOU to Know! Lorrie Sylvester, Jessica Tsotsoros, Marie Habrock, and Chuck Roberts (repeat)*

Students with significant disabilities are marginally involved in the planning of their own futures, at best. Students with more significant disabilities need opportunities to learn what they want to do (or not) with their adult lives; they need to know and engender the supports they need to live the life they desire; they need their supports and services to be relevant and timely. Most of these students receive related services like occupational and physical therapy by virtue of IDEA and the IEP. Related service providers, teachers, and families support students' ability to participate in and direct their own transition planning processes to achieve the future they envision. Participants will hear how related services can support the IEP team and the student with significant disabilities as they pursue their post-secondary employment, education, and living goals. Participants will also have the opportunity to talk with recent graduates about how their IEP services could have better prepared them for post-secondary life.

## University B

- *Not-So-Social Media: Appropriate Communication with Parents, Whitney Green, Rachel Laib, 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.

## University C

- *How Applied Behavior Analysis Can Benefit Adolescents and Adults, Rene Daman (repeat)*

Applied behavior analysis, or ABA, is most often associated with young children or individuals with autism. However, the applications for applied behavior analysis are broad and applicable for a wide range of individuals within a variety of settings. Participants in this session will gain a broader understanding of applied behavior analysis, including how to utilize behavioral strategies to support individuals in gaining and maintaining employment.

## Boomer A

- *Transition Training for Elementary Teachers, John Hilborn*

It's easy for elementary teachers to consider Transition as something pertaining to secondary students only. In order to develop a smooth transition through school, elementary teachers need to be included in the transition process which will allow for more consistency in self-determination training and preparation for post-secondary activities.

## Boomer B

- *Business Enterprise Program: A Perfect Setting for Secondary Transition, Stephan Stefanoff and Petya Stefanoff*

The Business Enterprise Program (BEP) is a program that is designed to establish and maintain business enterprises operated by qualified visually impaired individuals. The goals of the Business Enterprise Program are set to provide employment opportunities for qualified persons who are blind by establishing and maintaining Business Enterprise Program Facilities, and administering a continuing process of career development and to promote upward mobility. However, the opportunities that this program offered are a perfect setting for visually impaired individuals who are in period of secondary transition. Why? As some of the advantages of the programs are:

- Formal training is not requiring.
- Significant starting capital for the begging of the business is not necessary
- The equipment and training are provided.
- A maintenance service is provided.

Overall, participation in the program could be used as smooth transition of young people from high school age to their adulthood.

## Oklahoma C

### ➤ *I'm Home; Now What? John Pugh, Richard Yahola, and Michael Rolerat*

This presentation is designed to allow the audience to see the barriers that youth face upon re-entry into their homes, schools and communities. The removal of these obstacles begins upon enrollment of the student at one of our facilities. We must begin our re-entry with the end results in mind. This process begins with a review of records, student observations by staff, and most importantly should include an interview with the child. The child and will be the best source of information to guide you to determine what is best for that individual's future. What interest do they have, what goals do they have and how well have they been equipped to realize their goals and interest? We also begin to look at who are the key players and their roles in the ongoing transition process. Students, parents/guardians, counselors, Juvenile Justice Workers, Teachers and Administrators all have important roles to fill for the desired results to be realized.

**4:30-5:00**      **Facilitator Debrief (Oklahoma J)**  
*Betsy LeFrancois and Denise North*

**4:45-6:00**      **Optional Time for Teams to Meet (University A)**

**Be sure to visit our exhibitors!**  
**Thank them for their support.**



*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.
- Joining DCDT entitles you to an array of benefits.
- Register online ([www.cec.sped.org](http://www.cec.sped.org)) or by phone (888-232-7733). Remember to check the "Division On Career Development and Transition" when you join!
- Oklahoma Contact: Jennifer Burnes - e-mail: [Jennifer.Burnes@ou.edu](mailto:Jennifer.Burnes@ou.edu)  
Phone: (405) 325-8951



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- See flyer in OTI packet
- To learn more, go to: <http://www.ou.edu/content/education/departments/edpy/programs/special-education/masters/MasterswithSecondaryTransitionEducationEmphasis.html>
- 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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## Do you know who the Vocational Rehabilitation Counselor is that serves your school?

To find the office nearest you, visit [http://www.okdrs.org/drupal/office\\_locator](http://www.okdrs.org/drupal/office_locator).



The Oklahoma Department of Rehabilitation Services (DRS) has counselors serving youth with disabilities in all school districts, with specialist in Deaf and Hard of Hearing, Visual Impairments and Blindness, and other disabilities.




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## DAY 2, Wednesday, October 29, 2014

**7:00-8:00**      **Participant Check-In, Visit Exhibitors, Refreshments**

**8:00-8:15**      **Emcee Updates (Ballroom E and F)**

*Dr. Claudia Otto*

**8:15-9:15**      **Advocacy Keynote (Ballroom E and F)**

*LeDerick Horne*

*This keynote presentation provides strategies for increasing the academic performance, self-determination, and self-advocacy skills of students with disabilities. As an entrepreneur and performance poet with a learning disability who has worked as an advocate on the national, state and local level, LeDerick Horne provides a unique prospective on education reform and issues related to creating a more equitable society. This emotionally stirring talk is filled with moving verses and empowering information that will prepare the audience to challenge stereotypes, rethink pedagogy and improve the lives of people with disabilities.*

**9:15-9:45**      **Break/Transition to Breakout Sessions/Visit Exhibitors**

**9:45-11:00**      **Breakout Session 3**

**OK-A**

➤ *Foundational Transition Concepts in the Early Childhood Classroom, Shanda Moody and Emily Boyett*

Why wait to teach transition concepts at age sixteen or in ninth grade? Transition skills can be taught to a variety of learners at an early age, such as five years old. Let's create a foundation of transition concepts during our students early childhood years! This presentation will show the importance of early transition skills and how to implement them in a classroom setting. Examples of transition activities will be shown as well as video examples. Teachers will be able to re-create these transition activities with basic things found in their classrooms. Instructions on how to

incorporate these transition skills successfully will be given, as well as ideas on how to incorporate them in daily activities. The transition activities you may gain will not only impact transition skills, but touch on academic skills, fine motor skills, and social skills for each individual student as well.

## OK-B

### ➤ *Students, Families, & Professionals Working Together to Create a Good Life, Joni Bruce and Wanda Felty*

Throughout our lives, we all face questions and search for answers that will help us on our journey to a full and meaningful life. This is true for everyone, especially when you have a disability. As an individual ages, beginning in youth and transitioning to adulthood, they begin to consider what they want their life to look like in the community. They may ask themselves, “Do I want to find a job? What kind of job do I want?” “Should I go to college or career tech?” “Do I want to live with my family or with my friends?” The number of questions may seem endless. When students have the right tools, along with the support of family and professionals, they can experience a good life. We will explore *Charting the Life Course*, a tool to assist families, students, and professionals create a vision for the future.

## OK-D

### ➤ *Transition to Work: The Project SEARCH Model, Judi Goldston and Sheila Hawkins (repeat)*

Project SEARCH is a successful transition program for young adults with disabilities. Established in 1996 at Cincinnati Children’s Hospital Medical Center, Project SEARCH has grown to over 250 programs worldwide. The model has been recognized for its innovative approach to providing job readiness training through collaborative efforts between business, education and vocational rehabilitation. Many states have adopted Project SEARCH as a best practice model for transition-to-work efforts based on positive employment outcomes, which far exceed the national averages for this group of individuals. This session will provide a model overview and identification of the key elements that contribute to program success

from program graduates, parent, instructor and the Oklahoma statewide program coordinator.

### **OK-E (ballroom)**

- *Your Diploma is not Enough: Employability Skills to Prepare Deaf and Hard of Hearing Workers, Marles Bradley (repeat)*

Hearing loss not only impacts acquisition of speech and language, but is a profound barrier for an individual's ability to learn informally by overhearing how others deal with various independent living skills and work place behavior. The specialized educational program at Moore Norman Technology Center for Deaf and Hard of Hearing Students addresses this gap with Employability Classes for students in career education. The list of 65 topics is introduced to students in a 4 semester cycle grouped into these categories: *Preparing for Learning and Working, Self-Awareness, Personal Preparation for Employment Success, Work Place Knowledge, Job Search Training, General Knowledge for Employment Success, Critical Issues Affecting Work Settings, and Keeping Your Job.*

### **OK-F (ballroom)**

- *Transition Assessments...Now What? Kennda Miller*

Special Education teachers all give transition assessments, but often struggle with what to do with the information once the scores are ready. This session will provide knowledge of how to use the transition data in your IEPs. Participants will be given an opportunity to ask specific questions about transition assessments and IEPs.

### **OK-H**

- *AT for Student Involvement and Employment, Kimberly Berry and Allyson Robinson (repeat)*

Assistive Technology (AT) exists for all levels of ability, and can open doors for individuals with disabilities. Whether a student has mild, high-incidence disability or

more severe, AT can help them interact more and participate more in their education and transition to higher education, employment, and community living.

Understanding what tools to use and when will improve students' chances for success in school and in the workforce. Oklahoma ABLE Tech will showcase a variety of devices/software to address the range of needs and present ways in which AT can be used to increase student involvement and enhance learning. ABLE Tech will explain the process of borrowing AT for consideration and evaluation and present funding resources, including the AT sale/transfer agreement used to transfer ownership of AT between schools, agencies, and families as students move through the school system and into post-high school education, work, or community living.

## OK-I

- *Senior Summary of Performance—Moving from OSB to Life, Laci Goins and Allison Garner*

The students at the Oklahoma School for the Blind have been participating in Self-Directed IEPs for several years. In this session we will be giving examples of how our students participate in their Senior Summary of Performance and exit IEPs.

## OK-J

- *Student Involvement and Leadership in the IEP and Transition Planning: Why? What? How? Dr. James Martin, Dr. Amber McConnell, and Cassie Nash*

Whose IEP meeting is it? Whose life is being planned? The answer, of course, is THE STUDENT. Student involvement in IEP and transition planning, holding the meeting, and implementing the plan positively impacts students' school and post-school performance. Student involvement does not occur naturally, and students need to be taught what to do, have opportunities to learn what to say, and be expected to become actively involved in planning, the IEP meeting, and in working to attain their annual transition goals. This session will briefly examine the data explaining why teaching and providing opportunities to become engaged in the planning process is so important. Examples of student involvement in all phases of transition planning and implementation will be presented. Materials and strategies

to teach student involvement skills and create opportunities to learn and practice skills will be presented. Finally, a school-wide implementation plan will be presented.

## University A

➤ *Transition Workshops: A Novel Way to Tackle IEP Transition Goals, Jeanne Pease, Kaye Ellis, Sandy Keese, and Azael BuPerry*

Learn about how and why we used a workshop format to implement IEP transition goals for high school students who are Deaf or Hard of Hearing. We listened to teachers who said they couldn't find time to work on IEP transition goals during the school day, due to increased emphasis on academics and pressure to pass the EOI exams to meet graduation requirements. We decided to try bringing D/HH high school students from NE Oklahoma to a post-secondary campus for a day-long workshop filled with relevant sessions that would help prepare them for the next stage in their life, and meet IEP transition goals, too. We had a blast, and participants gave it 2-thumbs up! Come find out what exactly we did, how we did it, how it turned out, and how you can do it, too!

## University B

➤ *Keeping Outcomes Front and Center through Coordinated Supports, Suzanne Freeze, Rie Kennedy-Lizotte, and Regina Chase*

Collaborative leadership is a skill needed by all of Oklahoma's transition teams, particularly when long-term supports may be needed. Join us for an interactive session to explore employment first innovations emerging in other states, the impact of federal regulations, and a spotlight on how Oklahoma is raising the bar including their membership activities in the State Employment Leadership Network (SELN). As an SELN member, transition activities are a key priority for Oklahoma.

For individuals and families, early experiences build awareness and expectations while still enrolled in school, and strengthens the discussion of post-school outcomes such as individual, community-based jobs as well as the importance of

employment for achieving other life goals. A clear understanding of what is possible, what to expect when long-term supports may be needed over time, and how to sequence public supports to achieve life goals will be emphasized.

## University C

➤ *Not-So-Social Media: Appropriate Communication with Parents, Whitney Green, Rachel Laib, and Cynthia Carlton (repeat)*

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.

## Boomer A

➤ *Planning Paradigms: Building Evidence-Driven, Youth-Focused Plans Toward Successful Transitions, Mitch Tindell (repeat)*

Engaging young people in creating individualized, youth driven plans is critical to transition, education, and employment success but frequently youth seem disengaged or uninterested in the planning process: in part, this can be due to the design intent of the plan being used.

In this session, participants will begin the process of creating a planning template for their own agency that incorporates evidence driven practices in plan creation. This planning model focuses on building critical thinking skills to assist youth in building protective and promotive factors (PPF), developing a network of supports and resources to assist them in meeting their transition, employment, and education goals, and in developing confidence through a strengths based approach to planning.

## Boomer B

### ➤ *Business Enterprise Program: A Perfect Setting for Secondary Transition, Stephan Stefanoff and Petya Stefanoff (repeat)*

The Business Enterprise Program (BEP) is a program that is designed to establish and maintain business enterprises operated by qualified visually impaired individuals. The goals of the Business Enterprise Program are set to provide employment opportunities for qualified persons who are blind by establishing and maintaining Business Enterprise Program Facilities, and administering a continuing process of career development and to promote upward mobility. However, the opportunities that this program offered are a perfect setting for visually impaired individuals who are in period of secondary transition. Why? As some of the advantages of the programs are:

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Overall, participation in the program could be used as smooth transition of young people from high school age to their adulthood.

## Oklahoma C

### ➤ *I'm Home; Now What? John Pugh, Richard Yahola, and Michael Rolerat (repeat)*

This presentation is designed to allow the audience to see the barriers that youth face upon re-entry into their homes, schools and communities. The removal of these obstacles begins upon enrollment of the student at one of our facilities. We must begin our re-entry with the end results in mind. This process begins with a review of records, student observations by staff, and most importantly should include an interview with the child. The child and will be the best source of information to guide you to determine what is best for that individual's future. What interest do they have, what goals do they have and how well have they been equipped to realize their goals and interest? We also begin to look at who are the

key players and their roles in the ongoing transition process. Students, parents/guardians, counselors, Juvenile Justice Workers, Teachers and Administrators all have important roles to fill for the desired results to be realized.

**11:00-12:15 Lunch on Your Own**

**12:15-1:15 Team Meeting 2** (see insert for team meeting locations)

**1:15-1:30 Break/Transition to Breakout Sessions/Visit Exhibitors**

**1:30-2:45 Breakout Session 4**

### OK-A

- *Foundational Transition Concepts in the Early Childhood Classroom, Shanda Moody and Emily Boyett (repeat)*

Why wait to teach transition concepts at age sixteen or in ninth grade? Transition skills can be taught to a variety of learners at an early age, such as five years old. Let's create a foundation of transition concepts during our students early childhood years! This presentation will show the importance of early transition skills and how to implement them in a classroom setting. Examples of transition activities will be shown as well as video examples. Teachers will be able to re-create these transition activities with basic things found in their classrooms. Instructions on how to incorporate these transition skills successfully will be given, as well as ideas on how to incorporate them in daily activities. The transition activities you may gain will not only impact transition skills, but touch on academic skills, fine motor skills, and social skills for each individual student as well.

### OK-B

- *TransitionSpot, Deborah Newport and Rebekah Mercer*

At Empower Student Services our goal is to engage students in a process that will enable them to take ownership of their future. We also recognize the most important thing we can do for students is to prepare them to reach their post-secondary goals. To accomplish this, we have created TransitionSpot.

TransitionSpot provides the tools necessary to help students identify and research compatible careers, create their own individual career plans by developing SMART goals in the areas of education, employment and daily living, and monitor their progress toward reaching their goals. The student dashboard provides access to the internal messaging system, highlights the students' favorite careers and offers an easy to update to-do list based on the student's career plan. TransitionSpot also provides teachers and parents with the tools necessary to monitor student progress so they can act as accountability partners and cheerleaders.

## OK-C

➤ *Daily Transition Activities, Assessments, & Individual Transition Plans (Tools/Resources) to Make Transition Easier and More Functional for Everyday Use, Ian Dewey (repeat)*

Transition is often viewed as a difficult concept to implement on a daily basis with students with disabilities, in all of the various types of classes they experience. However, with the right tools and resources, a teacher can find ways to put in transition-oriented activities in a daily format. The bell-ringer approach towards introducing Transition based activities with content from a research-based program, the ME! Lessons allow teachers to develop transition skills. Other materials such as assessment packets and Transition Planning tools will be demonstrated and provided to offer teachers the ability to provide transition resources and monitor progression easily and effectively.

## OK-D

➤ *Transition Assistance Program (TAP), Faye Autry (Schreffler) (repeat)*

Participants will learn how to design a Transitions Assistance Program (TAP) school districts can use for all IEP students and require them to complete this program, as needed, before they graduate. This transition assistance course could also be offered to additional students who are at risk or to all students depending on the school district resources.

1

- **Career Match Quiz:**

We ask students a series of questions about their preferences, desired responsibilities and the kind of environment they'd like to work in.

- **Career Research Center:**

TransitionSpot provides a research tool that pulls career data from multiple sources and allows students to sort, filter, and favorite careers.

- **Career Planner:**

Students are walked through developing long-term and short-term goals and next steps.

2

- **Parent/Teacher Dashboard:**

Our parent and teacher dashboard keeps you aware of the careers your students are interested in and the goals they have set to pursue them. You can receive reminders about upcoming due dates to better support the students and improve accountability.

- **Virtual Career Coaching:**

We understand our parents and teachers may not have all the answers their students seek. To help our clients better, we offer career coaching through our internal messaging system and by telephone.

3

In addition to a wide variety of tools meant to help students define their dreams and set realistic and achievable goals for pursuing them, we also offer tools to help students move forward.

**We believe that students who have strong support systems are the most successful. It is our goal to provide tools to help parents, teachers, counselors and other school administrators to keep track of the progress students are making toward their post-secondary goals, so they can better support their students.**

[www.transitionspot.com](http://www.transitionspot.com)

## OK-E (ballroom)

### ➤ *Transitioning to Postsecondary Success, Loni Leforce and Kylie Lyons*

“Where do you want to go to college?” “What are you going to major in?” “What are you doing now to prepare for applying?” For the average student, questions about planning for college might be answered with ease, but for students with learning disabilities, thoughts about transition to postsecondary education can stir up high levels of anxiety. What can educators do to assist students with learning disabilities as they plan for postsecondary education? Through effective transition planning and participation in the IEP, students with learning disabilities can explore college fit, majors and career interests, and disability awareness, equipping them with appropriate, effective tools for strong educational outcomes.

*Transitioning to Postsecondary Success* will explore and discuss best practices for transition planning with students with learning disabilities who have identified as being college bound.

### **OK-F (ballroom)**

➤ *Transition Assessments...Now What? Kennda Miller (repeat)*

Special Education teachers all give transition assessments, but often struggle with what to do with the information once the scores are ready. This session will provide knowledge of how to use the transition data in your IEPs. Participants will be given an opportunity to ask specific questions about transition assessments and IEPs.

### **OK-G**

➤ *You Want Me to do What? Incorporating Middle School Students into the IEP Process, Cassie Nash and Megan Curry (repeat)*

Encouraging middle school students to participate in their IEP meetings in a meaningful way is paramount in preparing them for active involvement in their transition planning once they reach high school. It has been our experience that many sixth graders come to middle school not knowing that they are on an IEP, or aware of what one is. Our goal is to incorporate incremental and age appropriate steps to teach them how to be active participants in their meetings. This session will focus on preparing students for their role in the IEP process as well as increasing self-determination skills beginning with the transition from elementary to middle school. Ways to move from theory into practice and suggestions on overcoming the obstacles of both time and resistance will be discussed.

## OK-I

- *Senior Summary of Performance—Moving from OSB to Life, Laci Goins and Allison Garner (repeat)*

The students at the Oklahoma School for the Blind have been participating in Self-Directed IEPs for several years. In this session we will be giving examples of how our students participate in their Senior Summary of Performance and exit IEPs.

## University A

- *Transition Workshops: A Novel Way to Tackle IEP Transition Goals, Jeanne Pease, Kaye Ellis, Sandy Keese, and Azael BuPerry (repeat)*

Learn about how and why we used a workshop format to implement IEP transition goals for high school students who are Deaf or Hard of Hearing. We listened to teachers who said they couldn't find time to work on IEP transition goals during the school day, due to increased emphasis on academics and pressure to pass the EOI exams to meet graduation requirements. We decided to try bringing D/HH high school students from NE Oklahoma to a post-secondary campus for a day-long workshop filled with relevant sessions that would help prepare them for the next stage in their life, and meet IEP transition goals, too. We had a blast, and participants gave it 2-thumbs up! Come find out what exactly we did, how we did it, how it turned out, and how you can do it, too!

## University B

- *TRANSITION SUCCESS: Creation and Implementation of a Successful Secondary Transition Program, Susan St. John, Esther Watkins, Sherita Brown, Stephani Barger, Jodie Bracken, and Joan Wright (repeat)*

Representatives from Owasso Public Schools will present information on the transitional opportunities and programs available to the students in our district. The dedicated staff has created and implemented a variety of programs, which include: work study, Tech-Now I and II and the Work Adjustment Training Program

through Goodwill Industries of Tulsa. Owasso Public Schools also hosts an annual Community Resource and Transition Fair for the students and parents. This presentation will inform other district personnel of the process of developing and implementing new programs. A description of each program will be provided, in addition to the development of each program, the effectiveness and process of implementation of each program.

## Boomer A

### ➤ *Transition Training for Elementary Teachers, John Hilborn (repeat)*

It's easy for elementary teachers to consider Transition as something pertaining to secondary students only. In order to develop a smooth transition through school, elementary teachers need to be included in the transition process which will allow for more consistency in self-determination training and preparation for post-secondary activities.

## **Hopes, Opportunities, Planning, and Engagement (HOPE) Consulting, LLC.**

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- \* Policy/Procedure Review
- \* Program Development and Implementation
- \* Secondary Transition Planning, Employment Readiness
- \* Meeting Facilitation, Strategic Planning
- \* Grant Writing and Implementation

[osmanikimberly@gmail.com](mailto:osmanikimberly@gmail.com)





# TAGG

## TRANSITION ASSESSMENT AND GOAL GENERATOR

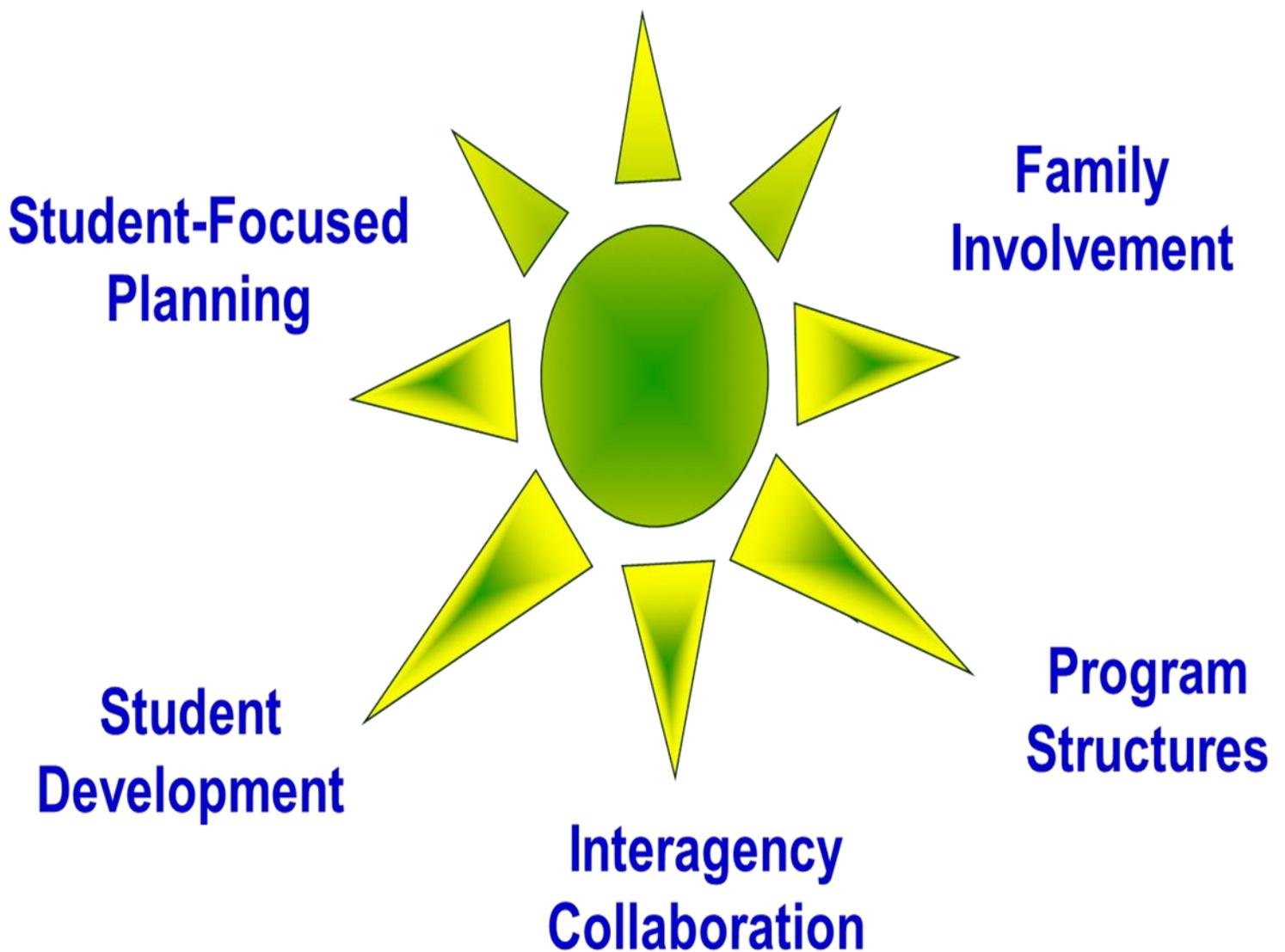
### TAGG TRANSITION ASSESSMENT NOW AVAILABLE

- 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
- Profile automatically generated
  - graphic summary of results
  - summary can be copied and pasted into IEP
  - list of strengths and needs
  - recommended annual transition goals matched to Common Core Standards
- Ample validity evidence based upon users from across the country
- Cost: \$3.00 per set, includes Professional, Student, & Family versions.  
Results will be saved on a secure server for 7 years.
- To learn more, go to: <http://zarrowcenter.ou.edu>
- To obtain the TAGG, go to: <https://tagg.ou.edu/tagg/>

# Thank you, Oklahoma Transition Council planning team!

- *Kim Osmani, Department of Rehabilitation Services, (Chair)*
- *Ty Beasley, Dale Rogers Training Center*
- *Claudia Beckner, Lawton Public Schools*
- *Joni Bruce, Oklahoma Family Network*
- *Regina Chace, DHS Developmental Disabilities Services*
- *Traci Cook, NAMI Oklahoma*
- *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 Vocational Rehabilitation*
- *Theresa Hamrick, Oklahoma Rehabilitation Council*
- *Larry Hartzell, Department of Rehabilitation Services*
- *Rhonda Heller, Owasso Public Schools*
- *John Hilborn, Broken Arrow Public Schools*
- *Cheryl Huffman, Consultant*
- *Linda Jaco, OSU Sponsored Programs, ABLE Tech*
- *Ginger Jaggars, Oklahoma Parents Center*
- *Michael Layne, Department of Rehabilitation Services*
- *Betsy LeFrancois, Retired Educator, Moore 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*
- *Dr. Claudia Otto, State Department of Career and Technology Education*
- *Judy Pluess, Oklahoma Autism Network*
- *John Pugh, Office of Juvenile Affairs*
- *Jenifer Randle, Oklahoma Developmental Disabilities Council*
- *Mike Shuttic, Partners In Learning, St. Gregory's University*
- *Eva Smith, Oklahoma Child Study Center, Sooner Success*
- *Julie Smith, Oklahoma Autism Network*
- *Marcie Stickney, Norman Public Schools*
- *Dr. Kendra Williams-Diehm, University of Oklahoma, College of Education*

# Taxonomy for Transition Programming



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

## Speaker Contact Information

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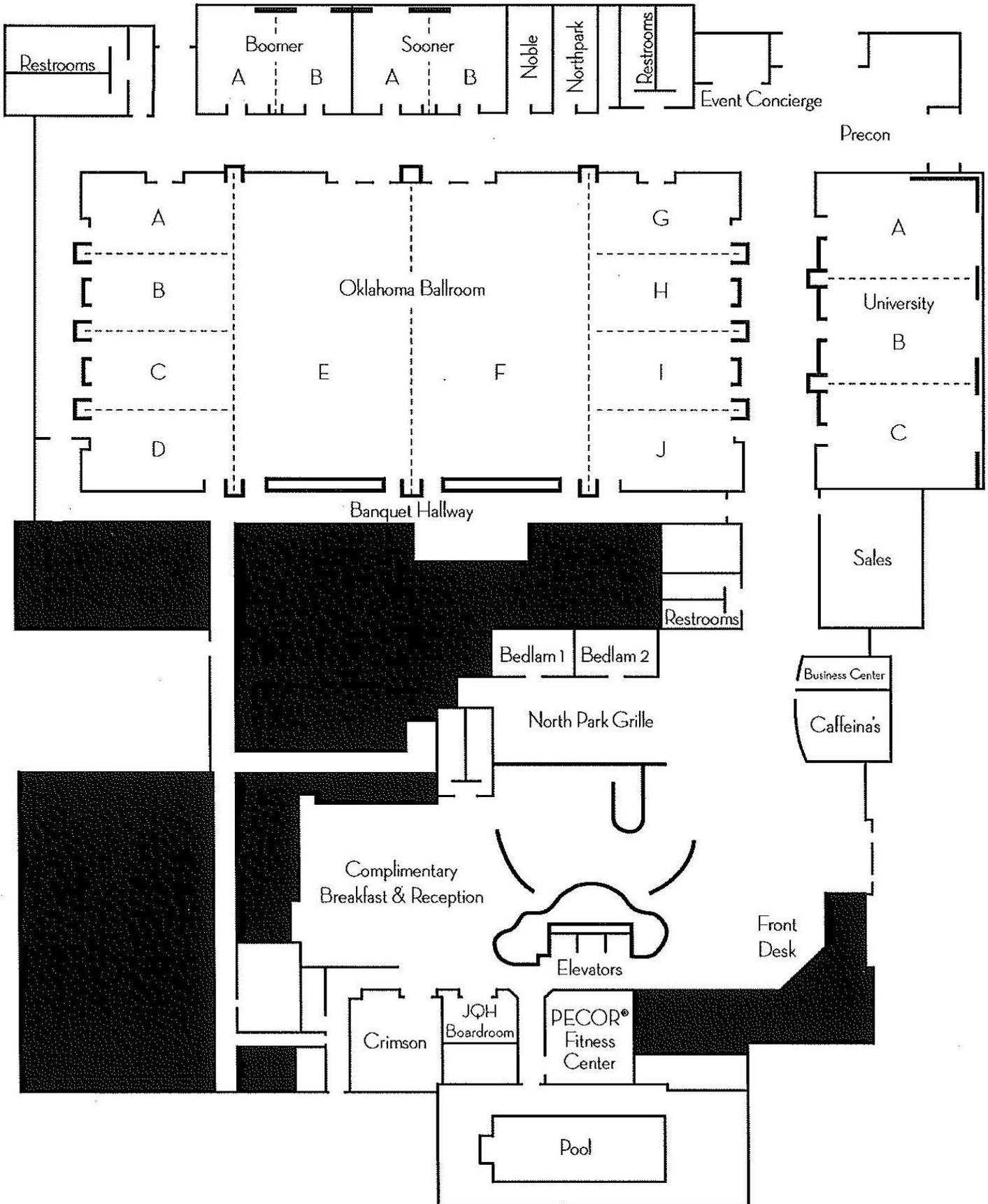
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# MAP OF EMBASSY SUITES



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1. Advanced Therapy Associates
2. Choctaw Nation Career Development
3. Cookie Lee Jewelry
4. Dale Rogers Training Center
5. Disability Support Services – University of Central OK
6. Easter Seals Oklahoma
7. Empower Student Services
8. Fretzpark Homes, Inc.
9. GALT Foundation
10. HOPE Community Services, Inc.
11. Mary Kay
12. Mobility Auto Sales & Handi-Cap Aids
13. Museum of Osteology
14. Office of Disability Concerns
15. Oklahoma ABLE Tech
16. Oklahoma Association for Persons Supporting EmploymentFirst (APSE)
17. Oklahoma Autism Network
18. Oklahoma Deaf-Blind Technical Assistance Project
19. Oklahoma Developmental Disabilities Council Oklahoma
20. Oklahoma Disability Law Center
21. Oklahoma Primary Care Association
22. Oklahoma Rehabilitation Association
23. OU National Resource Center for Youth Services
24. OU Zarrow Center for Learning Enrichment
25. Partners in Learning at St. Gregory's University
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