Oklahoma Transition Institute 2016
October 3-5, 2016
NCED Conference Center & Hotel
2801 East State Highway 9, Norman, OK 73071

The 11th Oklahoma Transition Institute, otherwise known as OTI, will be held at the NCED Conference Center and Hotel in Norman.

The OTI officially begins on October 4; however, you don’t want to miss this year’s pre-institute sessions on October 3! There will be sessions on the Least Restrictive Environment and Social Security. These will be repeated in the afternoon to allow for participants to hear both.

On October 4, OTI kicks off with Olympian Bart Conner! Mr. Conner and his wife, Nadia Comaneci, are involved in many charities for people with disabilities. After Mr. Conner, we will learn from keynotes Dr. Michael Carter and Dr. Laurie Kash from Rainier School District of Oregon. Dr. Carter is Superintendent of Schools for Rainier School District and was the OSSA Superintendent of the Year for creative solutions to budgetary problems. Dr. Kash is the Student Services & Curriculum Director for Rainier School District. She is known for her efforts to improve employment opportunities for all.

On October 5, we’re pleased to hear from Norman Superintendent Dr. Joseph Siano. Dr. Siano has received numerous career achievements and is known for a positive administration in education.

Support is available for school staff to attend the OTI. Email Lori Chesnut for more info.

With many break-out sessions and these fabulous keynotes, you don’t want to miss out this year!

Register here for OTI 2016.
Tech-Now
Hello everyone!

As the summer comes to a close, we have been busy preparing schools for the next wave of students who will take part in the Tech-Now program to broaden their education, and help extend employment and educational opportunities post-graduation.

S.T.E.M. Camp

However, the latter half of the summer has been anything but uneventful. The new DRS summer S.T.E.M. Camp (Science, Technology, Engineering, and Mathematics) saw an overwhelmingly successful debut and let new schools and younger students see the benefits and versatility of the program. With the support of the Oklahoma Department of Rehabilitation Services (DRS) and the wonderful assistance of DRS staff, we were allowed the opportunity to reach out to a younger group of students and give them a glimpse of what their educational and employment future could hold.

We saw an abundance of enthusiasm from the students and volunteers that surpassed even our loftiest expectations. By taking advantage of several different computer programs, the students were given tasks in a modeled career environment where they tracked materials, expenses, and wage distribution, allowing them to see how the skills learned in the Tech-Now program are directly applicable to real life scenarios. Through several projects, the students’ portfolio of original work grew and each product featured more and more of their previously learned technology skills, allowing them to learn the importance of accumulated knowledge and practical skills to perform better in each subsequent task.

We look forward to more Summer S.T.E.M. Camps in the future and the prospects of extending our Tech-Now program to even more students to help prepare them for the challenges in the professional world and provide them with the skills they need to succeed.

Check out this video to learn more about S.T.E.M. Camp activities.

The Oklahoma Transition Institute (OTI) is just around the corner, October 3-5. I would love to see you at our OTI breakout session “Expanding Possibilities Through Technology Skills Development and Business Experiences To Prepare For Employment and Independence,” so please stop in to see us!

A very sincere thank you to the Oklahoma Department of Rehabilitation Services, as well as the volunteers, staff, schools, and parents that helped make the STEM Camps possible. We hope to see you all again at the next round of STEM Camps. Thanks for reading our article!

Rick
ABLE Tech to Offer Education Loan Extensions

Transition years are a good time to try devices and obtain technology to help students succeed after high school. With this in mind, ABLE Tech is excited to offer extensions on education-related device loans under certain situations to allow borrowers the extra time needed to seek funding and acquire devices which have been shown to be effective for a student.

This is an effort to increase the likelihood that a school or agency will take steps to permanently provide devices for students. The option to extend loans will be available only to borrowers who show they are actively pursuing funding to purchase a device which has been determined to be effective for a student during a trial loan. Borrowers will be required to submit an Implementation Plan Worksheet detailing the plan for obtaining the device from a vendor, their plans for training the student and staff how to operate the device, and goals and objectives for the student who will use the device for educational progress. ABLE Tech will offer borrowers guidance and referrals to potential funding sources. Read more about the new procedures here.

This change is made possible through ABLE Tech's contract with the Oklahoma State Department of Education, which provided funds for the purchase of additional devices to expand the assistive technology (AT) device loan inventory.

New items are available across several AT categories, including vision, speech, hearing, computer access, and more. Some items that may be appropriate to consider for transition-aged youth include:

- Blaze ET Audiobook Player
- Accent 1400 with NuEye™ Tracking System
- Amigo HD Handheld Video
- Smart Beetle Portable 14-cell Braille

These and many other devices are available to borrow from ABLE Tech. The inventory includes a wide range of AT for communication, computer access, hearing, vision, daily living, environmental adaptations, learning and development, health, safety, and recreation. Search our inventory! Would you like assistance in considering assistive technology solutions for a transition-aged student? Request an AT Consultation.
September
September is Emergency Preparedness Month! Click here for resources.
Sept. 22-23: Person Centered Thinking 2-Day Training, Duncan. Click here to register.

October
October is National Disability Employment Awareness Month! Click here for resources.
October is Bullying Prevention Month! Click here for resources.
Oct. 1: Down Syndrome Association of Central Oklahoma Festival & 5K, Oklahoma City. Click here for more info.
Oct. 3–5: 11th Annual Oklahoma Transition Institute, Norman. Click here to register.
Oct. 10: Charting the Good Life Family Training. Email Megan Moore for more info.
Oct. 14-16: Oklahoma People First Statewide Conference & Expressions Gallery, Tulsa. Click here for more info.
Oct. 18: Norman Transition Resource Fair, Norman. Email Marcie Stickney for more info.

November
November is Diabetes Awareness Month. Click here for resources.
Nov. 3: Owasso Community Resource & Transition Fair, Owasso. Email Susan St. John for more info.
Nov. 7: Election Day #Vote
Nov. 7: Charting the Good Life Family Training. Email Megan Moore for more info.
Nov. 19: Statewide Autism Conference, Oklahoma City. Click here for more info.
The Oklahoma Department of Human Services Developmental Disabilities Council and Oklahoma People First will sponsor the annual statewide Oklahoma People First Conference. It is being held October 14-16 at the DoubleTree Warren Place, 6110 S. Yale Avenue in Tulsa.

The conference includes educational sessions, a statewide meeting, election of new officers, and an awards banquet. This year, Commissioner Thomas Hicks, Chairman of the U.S. Election Assistance Commission, will be a keynote speaker. Hicks was nominated by President Barack Obama and confirmed by the U.S. Senate to serve on the commission through 2017.

Hicks also served as a special assistant and legislative assistant in the Office of Congressional Relations and Office of Personnel Management during the Clinton Administration. His speech will begin at 11 a.m. Sunday, October 16 and is free and open to the public.

Another component of the conference will be the Expressions Gallery, showcasing the talent and artwork of people with developmental disabilities.

"The Expressions Gallery first began in 2012," said Jenifer Randle, Youth Advocacy & Training Coordinator for the Oklahoma Developmental Disabilities Council. "We sponsor the gallery, asking entrants to show us their artwork. They may submit up to five works of arts and can include painting, drawing, sculpture, pottery, photography, and quilting."

The Selection Committee will choose artwork from those submitted to be on display at the conference.

"Our goal is to showcase the works of Oklahomans who have a disability. Every year, there are some really great pieces of art, so we hope the public will come by and see the work from some very talented artists," Randle said.

For additional information on the conference, email Oklahoma People First or check their website.

Oklahoma People First is a non-profit, statewide, self-advocacy group run by and for people with developmental disabilities. There are 18 chapters in the state of Oklahoma. Their motto is "Nothing about us, without us."

Oklahoma People First is run by elected state officers who have developmental disabilities, an advisor, and an elected three-member advisory board.
The OU Special Education Program is pleased to announce 25 new graduate students received fellowships to become transition education experts. Below are the names and specific programs of these special education teachers who hail from Oklahoma and across the country. The US Dept. of Education’s Office of Special Education Programs, Zarrow Center, and the OU College of Education jointly funded the fellowships.

Sooner Scholars
These full-time doctoral students will complete transition and ABA sequences in addition to a demanding research track, a set of core courses, and meeting numerous residency competencies. When they have completed program requirements, they will receive a Ph.D. and become assistant professors of special education.

- Tiffany Biles from Elgin who taught at Elgin Middle School
- Malarie Deardorff from Tulsa who taught in the Tulsa Public Schools
- Margaret Johnson from Pauls Valley who taught at Putnam City North High School
- Mindy Lingo from Moore who taught at South Moore High School
- Joshua Pulos from Oklahoma City who worked in central administration as a special education instructional supervisor
- Andrea Suk from Richardson, TX who taught at Frisco High School and was a Frisco District transition specialist
- Tracy Sinclair from Crossville, TN who taught at Cumberland County High School

Transition Scholars, Cohort 5
This last Cohort of Transition Scholars will complete a transition sequence and core courses. When completed, they will receive their M.Ed degree and become transition specialists who will provide programs to teach students needed skills to increase their likelihood of a successful transition from high school to adult life.

- Mary Crook from Oklahoma City who works as an OKC Public School transition coordinator
- Denise Griffin from Norman who works for Moore Public Schools
- Shawna Harris from Moore who works for Platt College
- Natalie McQueen from New York City who works as a Director of Transition Resource Centers across the city
- Charles (Zach) Merrill from southern California who is a former OU wrestler and works at the Zarrow Center as a research assistant
- Kim Osmani from Norman who works as Transition Coordinator for the Oklahoma Department of Rehabilitation Services
- Tusa Scraper from Norman who works for Norman Public School’s Alternative High School
- Shelby Dorsey from Oklahoma City who works as a graduate assistant in OU’s Dept. of Educational Psychology
- Christina Ulmer from Yukon who works for Piedmont Schools

ABA Transition Scholars, Cohort 1
This first Cohort of ABA Transition Scholars will complete transition and ABA course sequences, and core Master Degree courses. When completed, they will receive their M.Ed. and become transition specialists who understand how to use ABA to teach students needed skills to increase their likelihood of a successful transition from high school to adult life.

- Catherine Blair from Oklahoma City who works for the Children’s Center Rehabilitation Hospital in Bethany
- Heather Eisel from Oklahoma City who works for Oklahoma City Public Schools, Classen SAS
- Lisa Genevie from Poteau who works for Heavener Public Schools
- Jenny Howard from Noble who works for Norman Public Schools, Irving Middle School
- Diana Lummus from Durant who works for Kingston Public Schools
- Melissa Madden from Purcell who works for Purcell Public Schools
- Jinhua (Norma) Ting from Norman who works as a special education teacher for Norman Public Schools
- Dawn Walker from Skiatook who works for Skiatook Public Schools
- Catlin Wittum from Oklahoma City who works for Oklahoma City Public Schools, NW Classen High School
Trying to help students understand budgeting? Check out this fun budget game!

**The Budget Game:**
Living on a 20 square salary

**Purpose**
Managing money means making choices. There is never enough money for all the things we’d like. This game will help you decide what is most important to you.

**How to Play**
To start you’ll need a pencil with an eraser. You will be coloring in or writing an ‘X’ to mark the squares.

**Round 1: Budgeting**
Today you have a 20 Square income. Look at all the categories in *The Budget Game*. Each item has a set number of squares which must be marked in order to select that item. First, you must select one item in each of the categories with the gold stars (Food, Housing, Furnishings, Transportation, Insurance and Clothing & Laundry). Once you have finished selecting items in the required categories, continue selecting other items until you have used up your 20 square income.

**Round 1 Discussion:**
Compare your spending choices to those of other players. What did you spend your money on? How do your values, goals, and past experiences affect your spending choices? What did you learn about yourself?

**Round 2: Re-Budgeting**
Your income has just been cut to 13 Squares. What will you change or give up? Erase to remove some selections and mark your new ones. Make the changes until you have marked only 13 squares. Compare your budget-cutting decisions with other players. Why did you make a different choice?

**Download** directions & game board for **FREE** here from the Office of State Treasurer John Perdue, Financial Education Programs, Charleston, WV.

*If you try the Bean Game in your classroom, take a photo and email it to jenifer.randle@okdhs.org for inclusion in the next newsletter.*
Person-Centered Thinking focuses on understanding a person’s preferences & supports. In a person-centered thinking training, participants learn discovery skills to identify what is important to & for a person and how to support them. Participants also learn to put this information into easy-to-read, useful documents to share with others.

You can bring free person-centered thinking training to your organization, school, and families!
Contact the Oklahoma Developmental Disabilities Council: jenifer.randle@okddc.ok.gov or 405.521.4984

Did you know Social
One of those incentives is the Student Earned Income Exclusion. This provision allows a person who is under age 22 and regularly attending school to work and exclude earnings from income so they do not lose their benefits due to income. The 2016 maximum exclusion is $1,780 monthly up to a yearly maximum of $7,180. More information on the Student Earned Income Exclusion is located on the Social Security website.

What is PABSS?
The Protection and Advocacy for Beneficiaries of Social Security (PABSS) program provides free advocacy, legal assistance, outreach, education, and training to individuals with disabilities who are receiving Social Security Benefits, are attempting to obtain, maintain or return to work and who are experiencing barriers in their effort to work. Oklahoma Disability Law Center, Inc. (ODLC) can also assist beneficiaries who are receiving or trying to receive work-related training and services.

If you receive Social Security Benefits and have a problem related to obtaining, maintaining, or returning to work, ODLC may be able to help through our PABSS program. ODLC may provide a full range of advocacy and legal services at no cost to eligible beneficiaries. Contact our office at 800-226-5883 V/TTY
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Please consider attending the live stream of this conference. There is no cost to attend at a broadcast site.
Pre-register at http://cmetracker.net/BCM/Login?FormName=RegLoginLive&EventID=12187

Hosted by: Oklahoma Family Network
Shepherd Mall/Training Institute
2nd Floor, Suite 1F
2401 NW 23rd St
Oklahoma City, OK 73107

Coffee, water and a continental breakfast will be provided. Several fast food restaurants are nearby, you may bring your lunch, or we can order together for delivery.

Activity Director: Albert C. Hergenroeder, M.D.

This activity is approved for AMA PRA Category 1 Credit™.

Texas Children’s Hospital is an approved provider of continuing nursing education by the Texas Nurses Association — an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

Continuing Education Units will be available for social workers.
Contact hours (CCUs) will be applied for through TPTA and TOTA.

CME Co-provided by Baylor College of Medicine and Texas Children’s Hospital

For more information, contact:
Doris Erhart at doris-erhart@oklahomafamilynetwork.org or via phone at 405-271-5072 or 877-871-5072.

Conference broadcast supported by the AUCD through HRSA Grant No. UA5MC11068, and by the Texas DSHS Title V CYSHCN Program.

Follow the conference on Twitter @Transition_Conf and be sure to include #TC2016.
The Pervasive Parenting Center recently received a grant from the U.S. Department of Education Office of Special Education and Rehabilitation Services. The grant names the center as a new Community Parent Resource Center (CPRC). This will mean an increase in services for people with disabilities in eastern Oklahoma.

“My hope is that this grant will open many doors for families in this area of the state living with disabilities,” said Kodey Toney, center director. “I’ve been working for the past two and a half years in my spare time to advocate for families, and this will allow me to pursue advocacy full-time. It will also allow (the center) to open up some key programs in the area.”

The grant will provide $100,000 per year for five years. This money will be used to provide salaries for the director as well as a part-time guidance specialist.

“We were already serving LeFlore, Sequoyah, and Haskell counties,” said Toney. “We wrote into the grant that we will extend services to Latimer County as well, although we will help anyone who calls regardless of location.”

The center began with an idea from Toney and his wife. “My son Konner was diagnosed with autism in 2007 at the age of three,” said Toney. “I really began advocating for him then, but as I was advocating for him I realized that other people in this area could benefit from the things my wife and I were learning. So, in 2013, we decided that we needed to start a non-profit organization to help provide more resources to this area. Thanks to the tremendous support from everyone in this area we have grown so fast. I knew we needed something to help bring more resources, but I didn’t realize what a need there was. I think that is why it has done so well, because of the necessity.”

In the past, the center has provided many services in the area. These include purchasing equipment for children with disabilities. They have also provided training to families, caregivers, professionals, law enforcement, and educators. They have worked to bring in resources to the area, including conferences and workshops. They provide parent support group meetings and Sibshops, and have provided scholarships for people with disabilities going into post-secondary education. PPC will continue to provide those services while working with local, state, and federal organizations to draw in the resources necessary for the rural, underserved area of the state.

In addition to the current services, the center will implement three new programs within the next five years. These programs are focused on helping build community involvement and better education services at all stages of a child’s education. There are programs designed to help from early childhood to transition, post-secondary and beyond.

A new peer mentoring program will be developed to help local schools provide inclusion into the classroom and other school programs. While still in the development stage, the program will help children with disabilities better interact with their peers in the school environment. This will help those without disabilities better understand their peers. It will also help those with disabilities understand social cues and work on social interaction.

There is a tutoring aspect of the grant that will be implemented in the next five years as well. This will primarily target dyslexia, but will also assist other learning disabilities. The grant allows the center to hire trained educators to provide their services in the area.

The third program will focus on transition with a social group. The group will be designed to help students in middle and high school better prepare for transition out of secondary education and into post-secondary school, technical school, or the working world. It will focus on aspects of etiquette in the public setting.

“We are honored to have been named one of the newest Community Parent Resource Centers,” said Toney. “There are less than 30 in the U.S. and we are the only one in Oklahoma.”

The grant will also allow the center to have a physical location. PPC will be housed at Carl Albert State College in Poteau.

“For almost three years, we have been working out of my house and vehicle, so it’s nice to have a place where people can physically go to receive help and resources,” said Toney.

CONTACT:
Kodey Toney
Phone: (918) 658-5076
ktoney@pervasiveparentingcenter.org
Keys to Work Transition Program

Want to be ready for life after graduation?
Learn about your interests and the steps needed to achieve your goals at our week long camps and year round classes in Oklahoma City and Tulsa!

- Interviews
- Latest Technology
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- Independent Living Skills
- Communication
- Grocery Shopping
- Networking

"The NewView Oklahoma transition program enabled me to do things that I have always wanted to do. It taught me valuable information that I still think about to this day!" - Daniel

Keys to Work is a collaboration between NewView Oklahoma and other private and statewide agencies to provide comprehensive services including occupational therapy, orientation and mobility, and assistive technology. Curriculum is designed to prepare young adults with blindness or vision impairment as their primary disability for college and employment.

To learn more contact Tamera Babbit
tbabbit@newviewoklahoma.org
or 405-326-0239

NewView Oklahoma
www.newviewoklahoma.org
855-811-9699
We all know transition assessments are a required piece of any Transition Individual Education Program (IEP). Do you find it way too complicated, and way too much work? Let’s make this as easy as “Easy-Peasy Pie!” First, you must choose an assessment. We suggest any number of these transition assessments available for public use at http://www.ou.edu/education/centers-and-partnerships/zarrow.html or http://ambermcconnellphd.com/transition-assessments/

So, you have your assessment and you have your results. Now what? Let’s say you gave the TAGG assessment to identify strengths, needs, and annual transition goals. When using TAGG or any assessment you must utilize the results. Naturally, any needs area that matches a student’s desired postsecondary goal should be developed into an annual transition goal. The annual goals should be thought of as stepping stones students need to reach their postsecondary vision. For example, the Student was assessed using the TAGG and the student’s greatest strengths were persistence, disability awareness, interacting with others, and employment. His areas of need were involvement in the IEP, goal setting and attainment, strengths and limitations, and support community. These results were used to create postsecondary and annual goals. Because the Student identified he would one day live alone and hold a job, his postsecondary goal should read: Student will receive on the job training at his current place of employment, work full time using skills acquired at Project SEARCH and live on his own or with a roommate. Based on the area of needs identified by the assessment, three annual goals were created:

- **Given direct instruction**, Student will identify three areas of work that interest him using an internet search engine by the end of the first nine weeks.
- **Given modeling**, Student will create a list of his five strengths and five limitations and present his list at his next IEP meeting.
- **Given direct instruction**, Student will identify and make contact with three community agencies that could support him in work or independent living by the end of the school year.

By spending time and attention on these annual goals, the Student will have the opportunity to gain skills and knowledge that will help him to secure work and independent living after high school - his postsecondary goals!

**Transition is a pivotal time for a student.** It is your responsibility to provide the tools and guidance to create a plan that will help students be successful in their post-secondary lives, whether that is education, employment or participation in the community. Transition assessments are our friends - invaluable and productive tools. Use them to support your students in gaining their desired post-secondary outcomes.

**Goal Formulas:**

- **Writing a Postsecondary Goal:**
  
  (Upon Completion of High School) (Student) (Behavior) (Where and How)

- **Writing an Annual Goal:**
  
  Given (Condition/Teaching Strategies) (Student) (Behavior) (Criteria) (Time frame)
Hi, my name is Morgan Davis. I am currently a student at Rose State College. As of right now, I am working towards an Associate’s Degree in Pre-Education. My goal, however, is to move forward in my educational journey and earn a Bachelor’s Degree as well as a possible Master’s Degree in Special Education with an emphasis in mild/moderate disabilities. I chose this degree because it’s something that I have had personal experience with. Despite growing up with a physical disability myself, independence, as well as education, were very important values in my family. This is why my parents became my very first advocates. They knew I was smart. Their goal for me was to have the same opportunities that other able-bodied kids had. In order to do that, they had to speak for me. They chose to speak for me because for years I was either too young or too shy to speak up. Once I got into high school, I had no choice. My teachers, paraprofessionals, and even my principal urged me to advocate for myself and what I needed. It took many years to advocate for myself. There were many reasons for this, but I think the main reason was my lack of confidence in myself and capabilities. This negative energy improved when I was asked to participate in the Oklahoma Developmental Disabilities Council’s Youth Leadership Forum (YLF).

I remember when my mother made me apply for YLF. I hated the idea. Although my mother explained that this was a program that would allow me to meet other people with daily challenges, I didn’t want to go. Not to mention the thought of me leaving my home and comfort zone; being with people I didn’t know made me nauseated. Despite my opposition, my parents made me go. Little did I know this would be my first real eye-opening experience. The other students and I enjoyed five days of complete acceptance. The staff watched over us, allowing us to get to know one another in both a fun and intellectual setting. One day we’d be having silly string fights, the next day we’d be discussing our future goals and ambitions. Trips to independent living centers were also included. The whole idea behind this forum was to teach kids that with a little education, adaptation, and confidence, we could go beyond societal expectations and do whatever we set our mind to - NO exceptions!

On graduation day from the program, I felt as if I could do anything. For the most part, that feeling has stuck with me. YLF has changed me! Most days, I choose to stay under the radar and handle all of my business myself. The difference is now I know that despite fear of being unheard or being perceived as weak, I have to advocate for myself. Self-advocacy and boldness is the only way that people can survive and thrive! It is one of the many keys to a healthy and productive life!

Find out more about the Oklahoma Youth Leadership Forum by emailing Jen. Check out our website too!

Submit your student’s stories to Jen via email.
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.

Oklahoma Transition Council Members

Claudia Beckner  
Joni Bruce  
Regina Chace  
Lori Chesnut  
Sherry Colbert  
Rene’ Daman  
Rick DeRennaux  
Doris Erhart  
Theresa Flannery  
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Transition Council Affiliations

Chickasaw Nation VR  
Council of State Administrators of Vocational Rehabilitation  
Dale Rogers Training Center  
Down Syndrome Association of Central Oklahoma  
Lawton Public Schools  
Norman Public Schools  
OK ABLE Tech, Seretean Wellness Ctr, OSU  
Oklahoma Autism Network  
Oklahoma Child Study Center, Sooner Success  
Oklahoma Family Network  
Oklahoma Department of Human Services, Developmental Disabilities Services Division  
Oklahoma Department of Rehabilitation Services  
Oklahoma Developmental Disabilities Council  
Oklahoma Office of Juvenile Affairs  
Oklahoma Rehabilitation Council  
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