

**Program at a Glance**  
**MONDAY, August 25, 2014**

<b>9:00–10:30</b>	Welcome & Introduction of Keynote Speaker, Angela Denning, ADE Deputy Associate Superintendent of ESS <b>Dr. Thomas Armstrong—Opening Keynote Address: <i>Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Achieve Success in School and Life</i></b>
<b>10:30–11:00</b>	Presentation of Secondary Transition Services Awards: John Huppenthal, Superintendent of Public Instruction
<b>11:30–12:30</b>	LUNCH
<b>12:30–12:45</b>	Break, Vendor/Exhibitor Hall Open & Artwork Viewing

**AFTERNOON CONCURRENT SESSIONS**

Room	12:45–2:00	2:00–2:15	2:15–3:30	3:30–3:45	3:45–5:00	5:30–8:30
<b>Roadrunner A</b>	* Disability Benefits 101 (DB101) as an Educator’s Tool for Transition <b>Nicholas Love, Marianne Marts</b>	Break, Vendor/Exhibitor Hall Open & Artwork Viewing	* Using Disability Benefits 101 (DB101) as a Tool for Transition to Independent Living <b>Nicholas Love, Marianne Marts</b>	Break, Vendor/Exhibitor Hall Open & Artwork Viewing	Healthy Relationships: How to Develop and Cultivate Healthy Relationships for Youth with Developmental Disabilities <b>Terri Couwenhoven</b>	Youth/Young Adult Event (Quail D & Downstairs Pre-conference Area)
<b>Roadrunner B &amp; C</b>	* Vocational Rehabilitation: Your Partner to Career Success <b>Betty Schoen</b>		Educational Benefit for Students with Significant Cognitive Disabilities <b>Tana Donaghy</b>		Beyond Basics of IEP Writing: Pinpointing What Students Can Do and How to Measure It <b>Tana Donaghy</b>	
<b>Quail D (Computer Lab)</b>	Using AzCIS in the Classroom <b>Kay Schreiber</b>		Self-Advocacy Is Key for EVERYONE’S Success <b>Lynn Black, Teresa Moore</b>		* Disability Benefits 101 (DB101): A Hands-On Tool for Transitional Planning <b>Nicholas Love, Marianne Marts</b>	
<b>Quail E &amp; F</b>	Every Student a Vision and a Plan; Every Community a Qualified Workforce <b>Scott Solberg, Maxine Daly</b>		* Partners in Transition, Part I <b>Agency Panel</b>		* Partners in Transition, Part II <b>Agency Panel</b>	
<b>Dove G &amp; H</b>	Weaving Transition Assessment through the IEP <b>Sharon Slover</b>		Adversity to Advocacy for Young People with Mental Health Conditions <b>Cinda Johnson</b>		STAND & SERVE (S&S)—Working Together to Make the World a Better Place <b>Eli Chevalier, Jacob Chevalier, Tyra Simpson, Alexis Pickings</b>	
<b>Dove I</b>	Empower to STAND & SERVE: Giving Youth with TBI a Voice <b>Susan Wolf, Student Panel</b>		* What’s Your Brain Got to Do with It Anyway? Neurons in Transition <b>Susan Wolf</b>		Self-Directed IEP: From the Student, Parent, and School Perspectives <b>Kerry Vath, Tricia Pena, Panel</b>	
<b>Redbird J</b>	<i>Our Teachers . . . Don’t Give Us No Help, No Nothin’:</i> Academic Instruction in Short-Term Settings <b>Deborah Reed</b>		Simpler Isn’t Always Better: Comprehending Complex Text in Science and Technical Subjects <b>Deborah Reed</b>		Workin' for a Livin': Youth Experiences in Employment <b>George Garcia, Student Panel</b>	
<b>Redbird K</b>	Crazy for Chrome: Chrome Extensions to Support Students with Disabilities <b>Ann Gortarez, Mary Keeney</b>		So . . . Have You Heard of a Team 7/ Team Falcon? <b>John Muir, Janet Holt, Lori DiCicco</b>		Chapter 2 Team 7/Team Falcon! Turn the Page <b>John Muir, Janet Holt, Lori DiCicco</b>	
<b>Redbird L</b>	Engaging Males of Color: Strategies from Research and Practice <b>Loujeania Bost</b>		Moving from Research to Practical Application in Dropout Prevention <b>Loujeania Bost</b>		A Collaborative Approach to Keeping Youth Out of the Juvenile Justice System! <b>Gail Jacobs, Jeff Studer</b>	
<b>Salt River 4 (Upstairs)</b>			* Evidence-Based Practice in the Transition for Individuals with ASD <b>Peter Gerhardt</b>		* Transition, Adaptive Behavior, and Community Living for Individuals on the Autism Spectrum <b>Peter Gerhardt</b>	
<b>Salt River 5 (Upstairs)</b>		Move Over Spiral Notebooks: iPads for Exceptional Note Taking <b>Tony Vincent</b>	Do It Yourself Study Aids: Winning Websites & Apps <b>Tony Vincent</b>			
<b>Salt River 6, 7 &amp; 8 (Upstairs)</b>		First, Discover Their Strengths: Methodologies for Identifying Talents, Virtues, Abilities, Interests, Intelligences, and Capacities in Students with Special Needs <b>Thomas Armstrong</b>	Where the Rubber Hits the Road: Integrating Strength-Based Strategies into a Student’s IEP in the Brave New World of College and Career Ready Standards <b>Thomas Armstrong</b>			