



Arizona Department of Education
Diane M. Douglas, Superintendent of Public Instruction

Arizona's Sixteenth Annual Transition Conference

Addressing the Transition Needs of Youth and Young Adults
with Disabilities

*Trending in Transition: Education,
Engagement, Employment*

August 29–31, 2016

Talking Stick Resort
9800 Talking Stick Way
Scottsdale, AZ 85256
(866) 877-9897



Artist: Joseph Smith

Sponsored by:

- Arizona Department of Education, Exceptional Student Services
- Arizona Department of Economic Security, Rehabilitation Services Administration, Vocational Rehabilitation
- Arizona Department of Economic Security, Division of Developmental Disabilities
- Arizona Department of Health Services, Office for Children with Special Health Care Needs



Diane M. Douglas
Superintendent of Public Instruction



August 29, 2016

On behalf of the Arizona Department of Education, Exceptional Student Services, and our sponsoring agencies, I welcome you with great pleasure to Arizona's Sixteenth Annual Transition Conference, *Trending in Transition: Education, Engagement, Employment*. We are so proud of this conference, which brings families and professionals together to plan for student success. This year, with the generous assistance of the Office for Children with Special Health Care Needs, we have the highest number of families and youth ever attending this annual professional development event.

This event highlights what can be achieved when effective intra- and interagency collaboration occurs. Designed to improve postsecondary opportunities for youth and young adults with disabilities in the areas of employment, education, training, and adult living, the Transition Conference brings together families, agencies, and educators who focus on helping youth and young adults understand their own strengths, needs, and postsecondary preferences to promote self-determination and thus, greater independence and achievement in their post-school endeavors. This is accomplished by having over one hundred unique sessions geared toward various audiences and delivered by experts in the field, both local and national.

Arizona's annual Transition Conference continues to highlight the creativity and artistic talent of students with disabilities through artwork displayed in conference areas and the conference brochure, as well as through student performances. Families and youth, please consider joining the evening activities, which have been specially designed to enhance your conference experience.

Additionally, for the first time ever, we are offering an event for professionals on Monday evening. The documentary, *Paper Tigers*, will take you through a year of activities at a school dealing with adverse childhood experiences and show you how those situations affect schooling later in life.

Finally, I must take time to recognize all of the hard work of the Transition Conference Planning Committee. Consisting of educators, public service agency personnel, and family members, this team works tirelessly to ensure that the Transition Conference is meaningful and valuable to all who attend.

Thank you all for being here and for helping support the students who have brought us together. Best wishes for a productive conference and a successful year ahead.

Sincerely,

A handwritten signature in black ink that reads "Diane M Douglas".

Diane Douglas
Arizona State Superintendent of Public Instruction





Artists: Mrs. Nelsen's Class

Welcome to Arizona's Sixteenth Annual Transition Conference!

Conference Schedule

Sunday, August 28, 2016

4:30 p.m. – 6:00 p.m. Early Registration

Monday, August 29, 2016

7:30 a.m. – 9:00 a.m. Registration & Breakfast Buffet

9:00 a.m. – 10:30 a.m. Welcome & Keynote Address –
Roberta Rivera

10:30 a.m. – 11:00 a.m. Awards Presentation

11:00 a.m. – 11:30 a.m. Break

11:30 a.m. – 12:30 p.m. Lunch

12:30 p.m. – 12:45 p.m. Break

12:45 p.m. – 2:00 p.m. Concurrent Sessions

2:00 p.m. – 2:15 p.m. Break

2:15 p.m. – 3:30 p.m. Concurrent Sessions

3:30 p.m. – 3:45 p.m. Break

3:45 p.m. – 5:00 p.m. Concurrent Sessions

5:30 p.m. – 8:30 p.m. Youth & Young Adult Event

5:30 p.m. – 6:30 p.m. Parent & Family Workshop

5:30 p.m. – 7:30 p.m. Professionals Event

Tuesday, August 30, 2016

7:00 a.m. – 8:15 a.m. Registration & Breakfast Buffet

8:15 a.m. – 9:30 a.m. Welcome & Keynote Address –
Erin Callinan

9:30 a.m. – 9:45 a.m. Break

9:45 a.m. – 11:00 a.m. Concurrent Sessions

11:00 a.m. – 11:15 a.m. Break

11:15 a.m. – 12:15 p.m. Lunch

12:15 p.m. – 12:30 p.m. Break

12:30 p.m. – 1:45 p.m. Concurrent Sessions

1:45 p.m. – 2:15 p.m. Vendor/Exhibitor Break

2:15 p.m. – 3:30 p.m. Concurrent Sessions

3:30 p.m. – 3:45 p.m. Break

3:45 p.m. – 5:00 p.m. Concurrent Sessions

5:00 p.m. – 6:30 p.m. Reception & Raffle Drawing

Wednesday, August 31, 2016

7:00 a.m. – 8:15 a.m. Breakfast Buffet

8:15 a.m. – 9:30 a.m. Concurrent Sessions

9:30 a.m. – 9:45 p.m. Break

9:45 a.m. – 11:00 a.m. Concurrent Sessions

11:00 a.m. – 11:15 a.m. Break

11:15 a.m. – 12:15 p.m. Lunch & Closing Remarks

SESSION ETIQUETTE for PARTICIPANTS:

- Cell phones should be silenced during sessions as a courtesy to presenters and participants.
- Session rooms are full when all seats are taken; please do not sit on the floor or add extra chairs as this may violate fire code regulations.
- At the conclusion of sessions, make sure to exit promptly. There may be a short delay in entering some session rooms during the breaks so that rooms can be refreshed. Thank you for your cooperation!

The **Accommodations Table** can be found in the lobby area, and staff will assist with any disability-related needs during the conference, including questions and alternative formats.

Certificates of Professional Development may be obtained by completing the overall conference evaluation that will be emailed to participants at the conclusion of the conference. Certified Rehabilitation Counselors may obtain CRC credits by picking up a CRC Credit Form at the end of each day at the registration desk.

A **Conference App** is available for up-to-the-minute information, conference materials, schedules, and a way to connect with fellow conference attendees. Download Guidebook (from the app store on your phone) and access the 2016 Transition Conference App: <https://guidebook.com/g/aztransition>.

Conference Badges must be worn to access session rooms and to partake in luncheon or refreshment areas.

Conference Evaluations will be emailed to attendees at the conclusion of each day. An overall conference survey will be emailed to participants after the conference. *Completing the overall survey will allow participants to access professional development certificates.*

Handouts for most sessions are posted on the ADE website, <http://www.azed.gov/special-education/arizonas-sixteenth-annual-transition-conference>, and can be printed in advance or used to take electronic notes during the conference. If materials are not available online, either the presenter is bringing paper copies to the session or handouts are not necessary.

Parking can be found in the Talking Stick Resort garages and in front of the main entrance to the hotel. Complimentary valet and garage parking is also available.

Professionals: By registering for the conference, you have agreed to allow the Arizona Department of Education to use your photograph in ADE's related publications, website, or other agency materials.

Raffle Cards are located in participant conference bags. Collect stickers from vendors and exhibitors and fill in empty spaces on the raffle card. Take completed cards to the registration desk prior to the reception on Tuesday evening to be eligible for the raffle drawing. Participants must be present at the reception in order to claim a prize.

The **Vendor and Exhibitor Hall**, which is located in Salt River 1, 2 & 3 Ballrooms on Monday and Tuesday, gives conference participants opportunities to meet with adult agency representatives and vendors of transition resources. Take advantage of the Vendor/Exhibitor Breaks to network, learn about community and agency supports, and consider transition-related purchases.

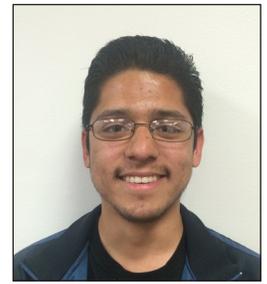
Welcome Youth, Young Adults, and Family Members! Stop by the registration area on Sunday or Monday and pick up information just for you. Staff will be available to answer questions, make suggestions for relevant sessions, and provide general assistance.

Wireless Internet access is available throughout the conference center and hotel, free of charge. No password is needed.

National Presenters

Branley Acevedo

Branley Acevedo is a 21-year-old Hispanic-American from the Inland Empire in southern California. He attends San Bernardino Valley College and is focused on becoming a case manager to help young adults fight negative self-talk and do all that is possible in their careers. After college, he aspires to become a grant writer so he can find funding for employment support programs. Mr. Acevedo is an outgoing student who likes to help in any way he can because he knows what it's like to be a person in need of assistance and feel as though there is no support.



Ruth Allison

Ruth Allison is a research associate currently assigned to the National Technical Assistance Center on Transition (NTACT), which assists agencies in implementing evidence-based and promising practices ensuring that students with disabilities graduate prepared for postsecondary education and employment. Additionally, Ms. Allison works with the Rehabilitation Research Training Center (RRTC), which focuses on conducting vocational rehabilitation research and providing evidence-based technical assistance and training. Ms. Allison has also been employed as an administrative consultant for a state vocational rehabilitation (VR) agency, where she worked collaboratively to improve VR's presence in secondary and postsecondary environments. Her work with partners resulted in implementation of a number of innovative transition practices that led to significant improvements in VR's transition data. She has provided technical assistance throughout Arizona to diverse groups, which focused on improving employment preparation and outcomes for students with disabilities. Ms. Allison has served as a member of the Special Education Advisory Panel, the Governor's Assessment Task Force, the State Autism Task Force, and the State Collaborative for Youth Development and currently serves on the National Advisory Board for RAISE.



Dr. Charlotte Alverson

Dr. Charlotte Alverson is a former research associate for the National Post-School Outcomes (NPSO) Center, and is currently a research associate assigned to the National Technical Assistance Center on Transition (NTACT), as well as the Secondary Special Education and Transition (SSET) Program's research unit. She completed her PhD at the University of Oregon in special education in 2008. She has developed products and provided technical assistance activities for the NPSO and brings a wealth of practical experience as a former special education teacher and administrator. Her research and technical assistance interests include post-school outcomes, secondary special education programming for students with moderate and severe disabilities, and program evaluation.



Dr. Loujeania Williams Baker

Dr. Loujeania Baker is the former director of the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) and is co-director of the National Technical Assistance Center on Transition (NTACT). She holds a PhD in special education from Pennsylvania State University and has an extensive background and experience working in state and local education agencies and in community programs. Dr. Baker has worked with students with disabilities and special education personnel in several states, including 13 years with the Pennsylvania Department of Education's Bureau of Special Education, where she served as both chief for compliance and chief of technical assistance and professional development. In addition, Dr. Baker has been a public school teacher, a program administrator for agencies serving adults and adolescents with mental retardation, a local special education coordinator, and a researcher.



Erin Callinan - Tuesday Opening Keynote Speaker

Erin Callinan is the owner of Peace of My Mind, LLC, through which she authored and published her book entitled, *Beautifully Bipolar: An Inspiring Look Into Mental Illness*. She serves on the board of directors for Mentally Ill Kids in Distress (MIKID), and has spent the last four years as a mentor for the New Pathways for Youth Program. Since 2011, Ms. Callinan has worked at the Arizona Coalition to End Sexual and Domestic Violence and serves as an advisory board member for End Violence Against Women International.



David Carson

David Carson spent his first 25 years excelling in math and science and on the football field. However, he could not achieve the same success in the realm of English, reading, and spelling. Although he received a football scholarship to North Carolina State University, he struggled with anxiety caused by the transition from high school to college and failed in postsecondary education three separate times. Eventually, Mr. Carson learned that he was both gifted and had a learning disability, and with proper support, he soon found academic success and graduated from college. He remained committed to advocacy for learning disabled students, published his first book, *The Survival Guide for College Bound LD Students*, and became a public speaker. He reminds students, parents, and educators that having a learning disability does not prevent a student from succeeding, and his mission is to provide direction and hope to his audiences.

**Nicole Drazin**

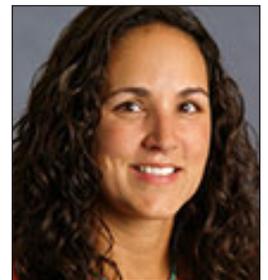
Nicole Drazin is an employment placement specialist for Operation MONEY, a Workforce Innovation and Opportunity Act youth employment program at Colton-Redlands-Yucaipa Regional Occupational Program School, and the adult partner for the YouthACT SoCal POSSE. She is a graduate from the University of Redlands and has aspirations of becoming a licensed marriage and family therapist. Ms. Drazin has experience working in various transitional programs, but has particularly loved working with the homeless transitional-aged youth and the SoCal POSSE. She has been a part of YouthACT since 2015.

**Dr. Marilyn Friend**

Dr. Marilyn Friend has spent her career as a general education teacher, special education teacher, researcher, professor, administrator, teacher educator, and staff developer. She is professor emerita of education in the Department of Specialized Education Services at The University of North Carolina at Greensboro, and she is past president of the Council for Exceptional Children. Dr. Friend has consulted with school professionals nationally and internationally (more than 3,000 presentations and projects in the United States, Canada, Europe, the Middle East, and Asia) as they collaborate to educate their students, assisting them to create classroom partnerships through co-teaching, to form productive and efficient work teams, and to foster inclusive practices. She is the author or co-author of three widely used college textbooks on special education, and most recently, her work was recognized when she was named the 2016 recipient of the Teacher Education Division/Pearson Excellence in Special Education Teacher Education Award.

**Dr. Amy Gaumer Erickson**

Dr. Amy Gaumer Erickson focuses on comprehensive evaluation of educational initiatives that improve in-school and post-school outcomes for students. Her work centers on the implementation of instructional strategies within a multi-tiered system of supports (MTSS) that enable students with and without disabilities to become college and career ready. To support continuous educational improvement, she has developed instruments that provide a schoolwide perspective on educator implementation. She has also published books and articles that provide practical assessment and instructional strategies to support students' cognitive, intrapersonal, and interpersonal skill development. Dr. Gaumer Erickson and her husband apply these strategies to support the college and career readiness of their three teenaged children.

**Mindy Larson**

Mindy Larson is a senior program associate at the Institute for Educational Leadership's Center for Workforce Development (IEL/CWD) and project manager for the National Collaborative on Workforce and Disability for Youth (NCWD/Youth). NCWD/Youth is a national technical assistance center, supported by US Department of Labor's Office of Disability Employment Policy, which works to ensure that transition-aged youth are provided full access to high quality services in integrated settings to gain education, employment, and independent living. Ms. Larson's work prior to joining IEL included managing a variety of national, state, and local youth employment and education initiatives.



Mike Marotta

Mike Marotta is a Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) certified assistive technology professional who has been providing direct services to individuals with all types of disabilities for over 25 years. He runs his own technology consulting firm, Inclusive Technology Solutions, LLC. As an evaluator, Mr. Marotta works collaboratively with teams in all environments (school, workplace, and community) to effectively match an individual's needs to requisite technology supports. He is a nationally and internationally recognized presenter who was previously a trainer for California State University at Northridge (CSUN), providing practical and in-depth training to professionals interested in specializing in assistive technology. In addition, Mr. Marotta is an adjunct professor at Simmons College; California State University, Northridge; Ramapo College of New Jersey; and Felician College where he teaches courses for pre-service teachers and masters-level educators in assistive technology and universal design for learning. He is also a member of the faculty at the Center on Technology and Disabilities (<http://www.ctdinstitute.org/>) and presents on an array of topics.



Clover Mow

Clover Mow joined the Institute for Educational Leadership (IEL) in 2016. As a senior program associate for IEL's Center for Workforce Development (CWD), she serves as the Vocational Rehabilitation Youth Technical Assistance Center technical assistance liaison as a direct contact for state vocational rehabilitation agencies seeking assistance to improve their service delivery to transition-aged youth. Ms. Mow has 15 years of program management and public workforce development experience, including work on a number of local, state, and federal systems change initiatives aimed at increasing the accessibility of workforce development services for youth and adults with disabilities, English language learners, and those impacted by either the juvenile/criminal justice system or homelessness. She was previously the director of programs for SE Works, an American Job Center and Youth Education and Career Development Center, where she was responsible for the implementation, management, supervision, and evaluation of the organization's programs in the Youth, Reentry and Workforce Development Centers. Ms. Mow spent 14 years working for Worksystems, Inc., Portland, Oregon's local workforce development board, managing a variety of the Workforce Investment Opportunity Act (WIOA) youth and adult projects and cross-systems collaborations. She is passionate about systems change, creative program design, and bringing together communities to assist youth transitioning to adulthood.



Fernando Olivarez IV

Fernando Olivarez IV was born and raised in San Bernardino, California. During his senior year of high school, he fell in love with a program called Transitional Partnership Project (TPP). This program helped him transition after high school by giving him resources for life, such as teaching him what to do and what not to do when on the job. It made a big impression on him and he was so thankful to have this program that he as a guest speaker for schools that have a TPP class. His mission did not end there: he was privileged to create a brochure of helpful resources for transitioning youth. His mission continues as he works to encourage high school students by discussing the benefits of the available transitional programs and the ins and outs of having a learning disability.



Dr. Amy Pleet-Odle

Dr. Amy Pleet-Odle has been in the field of education for four decades and brings her diverse experiences from those years to her workshops and coaching. She has been an English, drama, and special education teacher, department chair, and district transition coordinator. In 1997, she joined the Maryland State Department of Education as the transition specialist, leading state efforts to include transition requirements in school-based practices and in IEPs. In 2000, after completing her doctorate at George Washington University in special education systems change, she was hired by Towson University in Maryland to develop their graduate special education program, earning tenure and the rank of associate professor. From 2006 to 2013, she served as the secondary inclusion consultant at the University of Delaware, providing support to administrators and faculty in 30 schools in seven Delaware school systems. She uses professional coaching skills that were developed through 20 years of mentoring by Arthur Nierenberg, executive director of Breakthrough Disability, Inc. She is also a certified learning-focused solutions trainer. Dr. Pleet-Odle has a reputation nationally and abroad for her effective interactive professional development and for multiple publications on family engagement, secondary transition, and inclusive practices.



DJ Ralston

Danielle “DJ” Ralston is a senior program associate with the Institute for Educational Leadership. She started her career as a Workforce Investment Act (WIA) case manager and One-Stop Career Center staff member where she learned about workforce development system programs. These programs ranged from WIA Title One services and Wagner-Peyser services to programs such as vocational rehabilitation and food stamps. Ms. Ralston is a top of the millennial generation, perpetual glass-half-full person with passion and fire for creating systemic change and facilitating cross-system collaboration to help all youth attain their dreams.



Dr. Deborah Reed

Dr. Deborah K. Reed earned her doctorate in special education at the University of Texas at Austin. She spent the first 10 years of her career as an English language arts and reading teacher and pre-K–12 reading specialist. Since 2003, she has been active in the field as a researcher and technical assistance provider. Most recently, Dr. Reed served as an assistant professor at Florida State University and the Florida Center for Reading Research. She has developed numerous instructional materials and professional development programs on evidence-based literacy practices, particularly for middle and high school students. Dr. Reed was awarded the Council for Learning Disabilities’ 2010 Outstanding Researcher of the Year award, served as the chair of that organization’s research committee from 2012 to 2015, and is now the vice president. She has authored over 25 peer-reviewed journal articles and serves on the editorial boards of *Learning Disability Quarterly*, *Learning Disabilities Research & Practice*, and the *Elementary School Journal*. Her current research interests include appropriate uses of reading data in instructional decision making, addressing the literacy demands of science classes, and providing reading instruction in correctional settings.



David Richards, JD

David Richards is a partner in the Austin law firm, Richards, Lindsay & Martin, LLP, where his practice is focused on special education law in school districts and special education co-ops. He is the general counsel for the Council of Educators for Students with Disabilities and is a frequent presenter on Section 504 issues, the Individuals with Disabilities Act (IDEA), No Child Left Behind (NCLB), and other school law topics at education service centers, school districts, and conferences in Texas and throughout the country. His analyses on education law issues frequently appear in LRP’s publications *The Section 504 Compliance Advisor*, *The Special Educator*, and *Your School and the Law*. He is a graduate of Texas Tech University and the University of Texas School of Law.



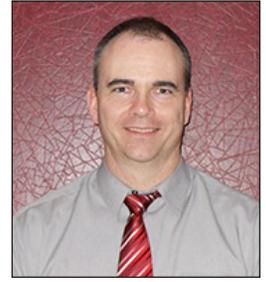
Roberto Rivera - Monday Opening Keynote Speaker

Roberto Rivera is an artist, educator, and change agent who specializes in applying best practices in engaging youth using practical and relevant methods. He is also the president and lead change agent of the Good Life Alliance, a public benefit organization that publishes multi-media educational tools and trains educators, youth workers, and parents in connecting positive youth development to community development. Mr. Rivera received his undergraduate degree at the University of Wisconsin–Madison, where he created his own major entitled “Social Change, Youth Culture and the Arts.” He received his master’s degree at the University of Illinois at Chicago (UIC) in youth development with a focus on social justice, urban education, and hip-hop. He is currently working toward the completion of his PhD in education psychology also at UIC. His experiences in working in the field of community-based popular education over the last decade have won him awards from former President Bill Clinton, US Senator Tammy Baldwin, and others. Despite these accolades, Mr. Rivera sees his work as giving back, since (being labeled “at-risk” and “disadvantaged” as a teen himself) his relationships with key educators and youth workers helped him to turn his life around. His presentations are unique in that they include both scientifically based research and pieces of his own story of transformation from a dope dealer to a hope dealer, while they also incorporate stories from his work with communities around the nation. His unique ability to code-switch from sharing research and data to stories and poems leaves audiences with enlightened minds and moved hearts. He is also a proud husband and father and sees being a good partner and dad as one of his lifelong goals.



Sean Roy

Sean Roy is the co-director of the Parent Advocacy Coalition for Educational Rights (PACER) Center's National Parent Center on Transition and Employment, housed within PACER in Minnesota. In this role, he works to improve the success of youth with disabilities who are transitioning from school to life in the community. Mr. Roy is an experienced curriculum developer, writer, trainer, and presenter, often speaking to professionals and families about issues of employment, accessing postsecondary education, and promoting family involvement in transition planning. Mr. Roy holds a master's degree in human service planning and administration and draws from previous employment experience in education and juvenile corrections, as well as being a sibling of an adult with autism.



Sookyung Shin

Sookyung Shin is a special education advocate who helps empower parents of children with special education needs through information, training, and support in order for them to be informed collaborative partners on their child's IEP team. Her work with Open Doors for Multicultural Families focuses on culturally and linguistically diverse families raising children with disabilities. Ms. Shin is also a mother of two, her youngest having profound intellectual and multiple disabilities and complex health care needs. She is presently pursuing her PhD in special education at the University of Kansas and is a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) fellow and graduate of Partners in Policymaking.



Dr. V. Scott Solberg

Dr. V. Scott Solberg is associate dean for research at Boston University's School of Education and professor in the Department of Counseling and Human Development. His research focuses on designing learning systems that optimize youth development. For the past eight years, he has been principal investigator on a federally sponsored national study of individualized learning plans (ILPs) through a cooperative agreement grant awarded to the National Collaborative for Workforce and Disability for Youth (NCWD/Youth) from the US Department of Labor's Office of Disability Employment Policy. Internationally and nationally respected for his work with supporting the career and social emotional learning development of youth, Dr. Solberg is also author of *Success Highways*, a resiliency curriculum for middle and high school youth.



Dr. Jane Soukup

Dr. Jane Soukup is a research associate at the University of Kansas, Center for Research on Learning. Her responsibilities include facilitating the Arizona College and Career Competencies Team Training (CCCTT), formerly known as STMP/CCRTT, and the Secondary Vermont Multi-Tier System of Supports Academy (vtMTSS). The purpose of both projects is to support general education, special education, guidance counselors, administrators, and others as they work together to achieve college and career readiness for ALL high school students—especially those with disabilities. Dr. Soukup's interests focus on the principal's connection to special education services, the opportunity to access general education curriculum for students receiving special education services, and strategies to enhance the self-determination of youth. Her work is driven by her Teach for America corps experience and work as a classroom teacher/administrator in Texas and Kansas.



Jennifer Thomas

Jennifer Thomas is a youth development specialist with the Institute for Educational Leadership. She's known for igniting youth voice and promoting youth choice to yield positive transition outcomes for youth. Ms. Thomas joined the Institute for Educational Leadership (IEL) in 2013 as a youth development specialist for the IEL-led National Collaborative for Workforce and Disability for Youth (NCWD/Youth). She is responsible for coordinating NCWD/Youth's youth development and leadership efforts. Her primary focus is steering the Youth Action Council on Transition (YouthACT), a national project geared toward getting more youth with disabilities and their allies involved as leaders who partner with adults and organizations to improve opportunities for youth to succeed in life. Ms. Thomas provides support to these teams of youth leaders, adult partners, and sponsoring organizations who work together to improve transition outcomes for youth.



Program at a Glance
MONDAY, August 29, 2016

9:00–10:30	Welcome and Introduction of Keynote Speaker, Karol Basel, ADE Deputy Associate Superintendent of ESS Roberto Rivera—Opening Keynote Address: <i>Fulfilling the Dream: How a Young Man Went from a Dope Dealer to a Hope Dealer</i>
10:30–11:00	Introduction of Superintendent of Public Instruction: Robin Kauakahi, Associate Superintendent - Highly Effective Schools Remarks, from Diane Douglas, Superintendent of Public Instruction Presentation of Secondary Transition Services Awards, Dr. Laura Love, Assistant Director/Chief Executive Officer, Division of Developmental Disabilities
11:00-11:30	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing
11:30–12:30	LUNCH
12:30–12:45	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing

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	5:30–7:30
Roadrunner A	<input type="checkbox"/> Technology Beyond the Classroom Mike Marotta	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing	Universal Design for Employment Mike Marotta	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing	* <input type="checkbox"/> Technology Hacks for Life Mary Keeney, Bruce Kennedy	Youth/Young Adult Event (Quail D & Downstairs Pre-conference Area) & Parent/Family Workshop (Quail E & F)	Professional Event (Upstairs Ballroom)
Roadrunner B & C	*Promoting High Expectations Sean Roy		Project SEARCH Arizona Laura Schweers		* <input type="checkbox"/> Person-Centered Planning & Practices: The Changing Climate & Local Efforts Jacy Farkas, Melissa Kushner		
Quail D	<input type="checkbox"/> A Collaborative Partnership in Youth Transitions Kathryn Eckert-Mason		<input type="checkbox"/> Higher Education and Students with Disabilities Chad Price, Tara Grant		* <input type="checkbox"/> Navigating the System-Understanding the Division of Developmental Disabilities Marie Arbizo, Angie Venne, Abel Young		
Quail E & F	* <input type="checkbox"/> An Introduction to Secondary IEP Transition Requirements Part I Andi Asel, Ana Núñez		* <input type="checkbox"/> An Introduction to Secondary IEP Transition Requirements Part II Andi Asel, Ana Núñez		*Bringing Transition Requirements into Focus Angela Odom, Jeff Studer		
Dove G & H	Strategies for Increasing Access to Improve Outcomes Pat Reynolds, Jeff Studer, Margaret Bowerman		<input type="checkbox"/> Power of Voice: What Does Having a Voice Mean to You and Your Role? Marianne Marts and Panel		Trauma-Informed Schools Marcia Stanton		
Dove I	Continental Project Erin Celona, Connie Rorhbaugh		<input type="checkbox"/> Youth: Transforming Our Tomorrows Melissa Ann Santora and Panel		Planning for Postsecondary Success Jan Cawthorne and Panel		
Redbird J	Literacy in Short-term Settings Deborah Reed		Compassion Fatigue and Self-Care Denise Beagley		Are You In? Everyone Counts Jay Johnson		
Redbird K	Collaboration Is Necessary Debbie Martin and Panel		Youth and Disabilities and Employment – Reports from the National Landscape V. Scott Solberg, Kay Schreiber		Building Resilience Through the 40 Developmental Assets Russell Randall, Andrew Benford		
Redbird L	<input type="checkbox"/> Snapshots of Success from Adults on the Autism Spectrum Debbie Weidinger and Panel		<input type="checkbox"/> The Role of Self-Advocacy Organization in the Transition of Young Adults George Garcia and Panel		<input type="checkbox"/> Self-Advocacy for Everyone’s Success Lynn Black, Teresa Moore		
Salt River 4 (Upstairs)			* <input type="checkbox"/> Fulfilling the Dream: Turning Pain into Propane for Personal Empowerment and Social Change Roberto Rivera		* <input type="checkbox"/> Fulfilling the Dream: Turning Pain into Propane for Personal Empowerment and Social Change Roberto Rivera		
Salt River 5 (Upstairs)		Keeping the "Special" in Special Education When It Is Delivered in a General Education Setting Marilyn Friend	Those Devilish Details: Scheduling and Common Planning Time for Co-Teaching Marilyn Friend				
Salt River 6, 7 & 8 (Upstairs)		<input type="checkbox"/> Summarizing Information: A Lifelong Skill Deborah Reed	<input type="checkbox"/> Partnership and Collaboration with Multicultural Families Sookyung Shin				

Trending in Transition: Education, Engagement, Employment PROGRAM



MONDAY, AUGUST 29, 2016

Sessions marked with an asterisk () are recommended for professional participants who are new to the area of secondary transition.*

Sessions marked with a square (□) are recommended for youth, young adults, and family participants.

7:30 a.m. – 5:00 p.m. Lobby	REGISTRATION
7:30 a.m. – 9:00 a.m. Salt River Pre-conference Area	BREAKFAST BUFFET
9:00 a.m. – 10:30 a.m. Salt River Ballrooms	WELCOME AND INTRODUCTION OF KEYNOTE SPEAKER: Karol Basel, ADE Deputy Associate Superintendent of Exceptional Student Services OPENING KEYNOTE ADDRESS — Roberto Rivera Fulfilling the Dream: How a Young Man Went from a Dope Dealer to a Hope Dealer In this keynote, you will hear about the story of Carlos, a young man who was told that he was “LD” and by the age of 14 was kicked out of school and in trouble with the law. His encounter with an unlikely hero, his brother “Gabe,” a boy with Down syndrome, completely transformed his life. Carlos today has won community service awards, is wrapping up his PhD in education, and is engaging youth around the globe to go from surviving to thriving. Be prepared as Roberto “Carlos” Rivera introduces some of the most cutting edge research on youth development and shares stories of personal and social transformation in this talk.
10:30 a.m. – 11:00 a.m. Salt River Ballrooms	Introduction of Superintendent of Public Instruction: Robin Kauakahi, ADE Associate Superintendent - Highly Effective Schools REMARKS, Diane Douglas, Superintendent of Public Instruction PRESENTATION OF SECONDARY TRANSITION SERVICES AWARDS, Dr. Laura Love, Assistant Director/Chief Executive Officer, Division of Developmental Disabilities
11:00 a.m. – 11:30 a.m.	BREAK VENDOR/EXHIBITOR HALL OPEN ARTWORK VIEWING
11:30 a.m. – 12:30 p.m. Salt River Ballrooms	LUNCH
12:30 p.m. – 12:45 p.m.	BREAK VENDOR/EXHIBITOR HALL OPEN ARTWORK VIEWING

Roadrunner A**☐Technology Beyond the Classroom by *Mike Marotta***

This session will focus on providing supports to transition-aged individuals with disabilities by using mobile devices to increase their independence in the areas of employment, community living, and postsecondary education. We will explore the steps in creating a training program to introduce the built-in apps available on all mobile devices, along with demonstrating some specific supports to increase the devices' functionality. Using the tools and strategies available, individuals can build a customized transition toolkit to foster independence and success.

Roadrunner B & C***Promoting High Expectations by *Sean Roy***

Studies show a strong relationship between parent expectations and transition outcomes for youth with disabilities. However, conveying and maintaining high expectations can be a challenge for parents, educators, and youth themselves. This session will discuss how low expectations can creep into the transition process and will use a National Technical Assistance Center on Transition (NTACT) manuscript to help brainstorm for strategies to support families in envisioning great futures.

Quail D**☐A Collaborative Partnership in Youth Transitions by *Kathryn Eckert-Mason***

This presentation is on a unique model of collaborative partnering that is having an impact on high school transition students in Salem, Oregon. The collaborative partnership includes Oregon Vocational Rehabilitation (VR), Oregon School for the Deaf, representatives of local high schools, and a vendor contracted with VR. This model includes some thinking outside the box and creative ideas that are different from the usual transition model. Resources to be gained include ways to think outside the box, discussion on novel ideas, and demonstration of a successful model, as well as contacts for follow up.

Quail E & F***☐An Introduction to Secondary IEP Transition Requirements Part I by *Andi Asel and Ana Núñez***

The presenters will introduce the secondary transition IEP requirements for meeting Indicator 13 responsibilities based upon the National Technical Assistance Center on Transition (NTACT) Checklist. Participants will understand the requirements for meaningful and useful secondary transition planning. This presentation is intended for those new to IEP teams that are involved in the transition planning process within the IEP and those choosing to refresh their understanding of the requirements. This is the first of a two-part session. (*Part II will be offered immediately following the break.*)

Dove G & H**Strategies for Increasing Access to Improve Outcomes by *Pat Reynolds, Jeff Studer, and Margaret Bowerman***

This session will explore instructional strategies that provide access to grade-level content and promote greater independence for students with disabilities.

Dove I**Continental Project by *Erin Celona and Connie Rohrbaugh***

With the use of slides, samples of assessments, and student-created videos, the presenters will describe how they are able to be innovative in their community-based worksite for youth. They will highlight two success stories that students have shared about themselves, their participation at The Continental Project, and where it has led them. Finally, participants will have the opportunity to ask questions in an interactive game, which revolves around the guiding question(s).

Redbird J**Literacy in Short-Term Settings by *Deborah Reed***

Among other challenges, students in secure care often have reading difficulties that impact their academic success and future employment opportunities. This session will present research-based literacy strategies designed to prepare students for transitioning back to the community. Participants will see examples of two kinds of lessons: (1) making inferences in academic text and (2) building vocabulary for career readiness.

Redbird K

Collaboration Is Necessary by *Debbie Martin and Panel*

Flagstaff vendor agencies, high schools, vocational rehabilitation (VR), and the Division of Developmental Disabilities (DDD) are engaged in a pilot to create a model of service delivery; this collaboration increases the pre-employment transition services (PETS) to students while they are still in high school. The presentation will describe the involvement of the local Northern Arizona Community of Practice Transition Team as the presenters explore various methods to increase services, while not duplicating those offered through the Transition School to Work contract. The presentation will explain the various roles and responsibilities of each of the entities and present a model for collaboration that ensures informed choice for clients and considers resources of the local community. The model includes professional judgment and service delivery decisions that are made based on individuals' need to achieve employment dreams and goals.

Redbird L

□Snapshots of Success from Adults on the Autism Spectrum by *Debbie Weidinger and Panel*

What happens when our children grow up? Discover the challenges encountered by adults on the autism spectrum as they share their journeys of success in the areas of education, employment, independent living, and relationships. Panelists will describe the challenges they faced and the supports they found and implemented while working toward success in their specific areas. Support on their journey was found in governmental agencies, community organizations, and helpful individuals. Their stories ring true to the situations many individuals on the spectrum face while they journey toward success as adults. For parents, teens, young adults, and professionals, it's very valuable to hear the stories of adults on the spectrum, especially those who have achieved success. Because of the diversity of successes represented on this panel, a wide audience will be able to identify with the challenges these individuals faced and the support services and techniques they found and implemented.

2:00 p.m. – 2:15 p.m.

BREAK
VENDOR/EXHIBITOR HALL OPEN
ARTWORK VIEWING



Artist: Penny Lynn Nichols

Roadrunner A**Universal Design for Employment by *Mike Marotta***

Join the presenter as he discusses how to utilize the universal design for learning (UDL) principles during students' transition and on to employment. While businesses sometimes encounter serious challenges as they seek to implement inclusion strategies for people with disabilities, transition practitioners can assist them in overcoming those hurdles with robust and creative practices. This session will highlight successful strategies and give real-life examples that can be implemented by businesses of all sizes to create more inclusive workplaces. Attendees will explore the three areas of UDL: (1) multiple means of engagement, (2) representation, and (3) action and expression and will provide practical examples for workplace accommodation solutions.

Roadrunner B & C**Project SEARCH Arizona by *Laura Schweers***

Project SEARCH is an employment training program for youth and young adults with disabilities nationally recognized for its innovative practices and unique employer-driven model. The session will provide a brief overview of the program model in current sites in Arizona (with special emphasis on two new sites in the Phoenix West Valley) and on future initiatives; describe the strong cross-agency collaboration vital to the success of the model, illustrated by partnerships that support programs in Arizona; highlight program components that encompass all areas of transition; and feature intern graduates sharing their experiences of the program and their employment successes.

Quail D**□Higher Education and Students with Disabilities by *Chad Price and Tara Grant***

Student participants will learn about and discuss the differences a person with a disability can expect between high school and higher education. Change is challenging for everyone. Transitioning from high school to higher education brings with it many unknowns. As you transition from high school to college, things will be different. This session will discuss many of the questions that you may have regarding that transition. Attendees will learn about the resources available in higher education settings, disability documentation, and qualifying to receive accommodations. Applicable laws, as well as topics of access versus success, will also be presented. There will be opportunities to ask questions and have discussions with disability service representatives. Come join the discussion and learn more about accessibility in higher education. *(This session will be repeated on Tuesday afternoon.)*

Quail E & F***□An Introduction to Secondary IEP Transition Requirements Part II by *Andi Asel and Ana Núñez***

The presenters will introduce the secondary transition IEP requirements for meeting Indicator 13 responsibilities based upon the National Technical Assistance Center on Transition (NTACT) Checklist. Participants will understand the requirements for meaningful and useful secondary transition planning. This presentation is intended for those new to IEP teams that are involved in the transition planning process within the IEP and those choosing to refresh their understanding of the requirements. *(This is the second of a two-part series.)*

Dove G & H**□Power of Voice: What Does Having a Voice Mean to You and Your Role? by *Marianne Marts and Panel***

This session is a panel discussion between families and agencies to help participants understand expectations of all parties. Knowledge is power, and knowing what others may want or need in a process can keep meetings free of friction; it can also allow for more teamwork to actually take place and accomplish the goals intended for all parties involved. Potential panel questions and topics may include: What does having a voice mean to you in your role? What do you expect of agencies/organizations/families? Share a personal story (self-reflection)—what have you learned from the past?

Dove I**□Youth: Transforming Our Tomorrows by *Melissa Ann Santora and Panel***

Members of the Arizona Youth Leadership Forum (AZYLF) for Students and Transitioning Young Adults Who Have Disabilities Alumni Association will present upon the opportunities they have initiated, created, and maximized in regard to personal disability acceptance, embracement, and empowerment, leading to engagement in self and systems advocacy. Alumni will provide an overview of AZYLF, the AZYLF Alumni Association, and the goals and accomplishments of each, illuminating the importance of their involvement as it relates to transition to adulthood. Participants will interact as AZYLF Alumni demonstrate person-centered planning techniques as a goal-setting tool to guide future choices and decisions, leading to independence.

Redbird J

Compassion Fatigue and Self-Care by Denise Beagley

“Compassion fatigue” refers to the emotional challenges faced by special educators and caregivers. Self-care can be neglected, and this training will help identify and address the steps a person can take to manage the stressors of working with students with disabilities.

Redbird K

Youth and Disabilities and Employment—Reports from the National Landscape by V. Scott Solberg and Kay Schreiber

What are the guideposts that lead to successful employment for our youth? Are there things that educators should implement in the school setting that can build community partnerships? In this session, attendees will discuss five guideposts that can help students with disabilities to become employed. Please come with questions, ideas, and suggestions for an interactive dialogue.

Redbird L

□The Role of Self-Advocacy Organizations in the Transition of Young Adults by George Garcia and Panel

In this presentation, young adult members from the self-advocacy organizations People First of Arizona and the Youth Action Council of Arizona will discuss the role of the self-advocacy organizations in their lives; they will also explain how their participation in such organizations has greatly increased their ability to advocate for themselves and in turn, attain a better quality of life as they pursue living independently, postsecondary education, and employment.

Salt River 4

***□Fulfilling the Dream: Turning Pain into Propane for Personal Empowerment and Social Change by Roberto Rivera**

In this workshop, the presenter introduces both a theoretical framework and practical ideas for engaging youth to become community advocates and agents of change. He will make the case for how building personal assets and skills with the purpose of community service can be transferred to making personal advocacy and education come alive. This workshop will include discussion, story-telling, personal reflection, stories of personal and communal change, and spoken word. Come prepared to be “edutained!” (This session will be repeated immediately following the break.)

Salt River 5

Keeping the "Special" in Special Education When It Is Delivered in a General Education Setting by Marilyn Friend

Co-teaching? Great! But are students with disabilities receiving the specialized instruction to which they are entitled? This session highlights critical elements of the specially designed instruction (SDI) that is required for all students with disabilities, shows examples of professionals’ incorporating SDI within co-teaching environments, and discusses issues and concerns that arise in providing this instruction. Concrete examples and practical strategies will be shared to demonstrate how to keep the "special" in special education while simultaneously ensuring access to meaningful curriculum.

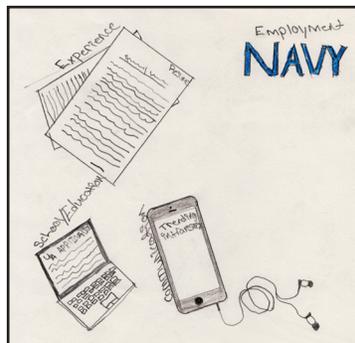
Salt River 6, 7, 8

□Summarizing Information: A Lifelong Skill by Deborah Reed

Preparing summaries of information is associated with comprehension ability and is often expected in academic, employment, and practical settings alike. This session will review the key components of summarizing and present a strategy for helping students summarize text. Participants will practice applying the strategy to an informational text and learn ways to scaffold the steps.

3:30 p.m. – 3:45 p.m.

BREAK
VENDOR/EXHIBITOR HALL OPEN
ARTWORK VIEWING



Artist: Dusty Bridges

Roadrunner A***□Technology Hacks for Life by *Mary Keeney and Bruce Kennedy***

Feel like you just can't keep up with all the software and apps that are out there? Overwhelmed by all the assistive technology options for your students? Come to this session and learn about some simple "hacks" (apps, extensions, and software) that will help your students succeed in high school, and IN LIFE. The presenters will demonstrate hacks for reading, writing, and executive functions. Walk away from this session knowing where to start with assistive technology supports for students with high-incidence disabilities.

Roadrunner B & C***□Person-Centered Planning & Practices: The Changing Climate & Local Efforts by *Jacy Farkas and Melissa Kushner***

Person-Centered Planning (PCP) has become even more of a "buzz" phrase in the last couple of years. At its simplest, PCP is a guided process that assists people in identifying the steps to make their dreams a reality. Individuals and the important people in their lives get together to explore a vision for the future based on an individual's strengths, interests, and preferences, as well as health and safety concerns. Person-centered planning can be a very helpful process for young adults who are transitioning from school to adult life. This session will discuss the recent trends around transition, employment, and service provision in light of national policies and recommendations to use person-centered planning and practices, as well as current local efforts in Arizona.

Quail D***□Navigating the System – Understanding the Division of Developmental Disabilities by *Marie Arbizo, Angie Venne, and Abel Young***

Participants in this session will receive an overview of the Arizona Division of Developmental Disabilities (DDD). Information will be shared regarding eligibility criteria, applying for services, the service-planning process, and the services and supports provided through DDD and its network of service providers. The presenters will highlight how the Division might be able to support students and families during and after high school, with a special emphasis on planning for transition from school days to work days—which also means pay days! Opportunity for dialogue with the audience will be provided.

Quail E & F***Bringing Transition Requirements into Focus by *Angela Odom and Jeff Studer***

This session will focus on the documentation of required transition plan components. Participants will obtain a better understanding of the differences in documentation between compliance and best practice. This session will include interactive examples to allow participants an opportunity to further their understanding. *(This session will be repeated on Tuesday afternoon.)*

Dove G & H**Trauma-Informed Schools by *Marcia Stanton***

What are *trauma-informed schools*, and how can you create an environment that is supportive of all learners? This session will answer those questions and discuss the impact of trauma on development and learning. Attendees will be provided with information on how to create safe environments that allow for positive learning experiences through appropriate interventions.

Dove I**Planning for Postsecondary Success by *Jan Cawthorne and Panel***

In this session, representatives from Mesa School District's high school teams will share their experiences, interventions, and results from a project using district post school outcome data to drive systems change. In addition, the teams will explore the relevancy and continuity of stakeholders in developing meaningful transition programs and activities that increase the potential for individual success. After the determination of results, the teams were asked to prioritize the predictors of post-school success and focus on one area of need. The teams created action plans that consisted of an identified need and the implementation of an intervention/s for the area of need. After one year, the teams were asked to share their successes and failures, outcomes the presenters will share with participants.

Redbird J**Are You In? Everyone Counts by *Jay Johnson***

Time is running out to complete this year's Post School Outcomes (PSO) Survey. Participants from schools that haven't completed this requirement yet, have a poor response rate, or want to get a jump on next year's PSO season will appreciate this session. Strategies and tools to assist in preparing for, conducting, and using the PSO Survey results in schools and communities will be shared. Don't miss this opportunity for free PSO materials and a look at the PSO online application, including information on inputting data and accessing reports. *(This session will be repeated on Tuesday morning.)*

Redbird K**Building Resilience Through the 40 Developmental Assets by *Russell Randall and Andrew Benford***

This workshop, presented by a high school transition coordinator and a high school track coach, will provide participants with concrete, practical methods for helping the young people in their lives develop resilience, assisting them to overcome negative experiences from their past. Strategies presented will also assist caring adults to engender positive, nurturing communities for youth. Individually we have the power to change lives. Together we have the power to change communities and beyond!

Redbird L**□Self-Advocacy for Everyone's Success by *Lynn Black and Teresa Moore***

This training is about facilitating the development of self-advocacy and self-determination skills in people with different abilities. The presenters will share specific examples and tips from a creative curriculum developed in partnership with the Division of Developmental Disabilities and the Centers for Independent Living. Elements that enhance this learning process will be presented, including the value of peer involvement in curriculum development and training and the benefit to teachers, service providers, and employers in promoting this development of skills.

Salt River 4***□Fulfilling the Dream: Turning Pain into Propane for Personal Empowerment and Social Change by *Roberto Rivera***

In this workshop, the presenter introduces both a theoretical framework and practical ideas for engaging youth to become community advocates and agents of change. He will make the case for how building personal assets and skills with the purpose of community service can be transferred to making personal advocacy and education come alive. This workshop will include discussion, story-telling, personal reflection, stories of personal and communal change, and spoken word. Come prepared to be "edutained!" *(This is a repeat session.)*

Salt River 5**Those Devilish Details: Scheduling and Common Planning Time for Co-Teaching by *Marilyn Friend***

Successful co-teaching looks seamless, but it requires attention to myriad details. In this session, the presenter explains common co-teaching challenges and recommends solutions for them. Topics include arranging co-teacher common planning time, creating realistic schedules, grouping students, and addressing communication and other issues in the professional relationship. Participant questions and input are welcomed to enrich the discussion.

Salt River 6, 7, 8**□Partnership and Collaboration with Multicultural Families by *Sookyung Shin***

The United States is one of the most culturally and linguistically diverse (CLD) countries in the world. As such, cultural sensitivity and diversity awareness are important factors for professionals to consider in developing an understanding of family culture and values when working with CLD families. This presentation will introduce and explain how cultures, beliefs, and customs from around the world can impact family-professional relationships in America. By having awareness, perspective, and understanding of CLD families, professionals will be able to better serve the families they work with, especially since families are more likely to develop relationships with professionals they trust. *(This session will be repeated on Tuesday morning.)*

Quail E & F

5:30 p.m. – 6:30 p.m.

Parent and Family Workshop**Setting High Expectations for Transition: Information for Families**

Families who have high expectations for youth achievement often have youth who will do better in employment and postsecondary education. Unfortunately, families are challenged to set high expectations due factors including negative messaging from professionals and a lack of knowledge about services and supports for people with disabilities. This session, designed specifically for parents and caregivers, will help families understand the importance of being involved in transition planning and helping youth set a clear vision for their future. Parent training professionals will offer tips to strengthen transition planning in school for working with various service providers.

5:30 p.m. to 8:30 p.m.

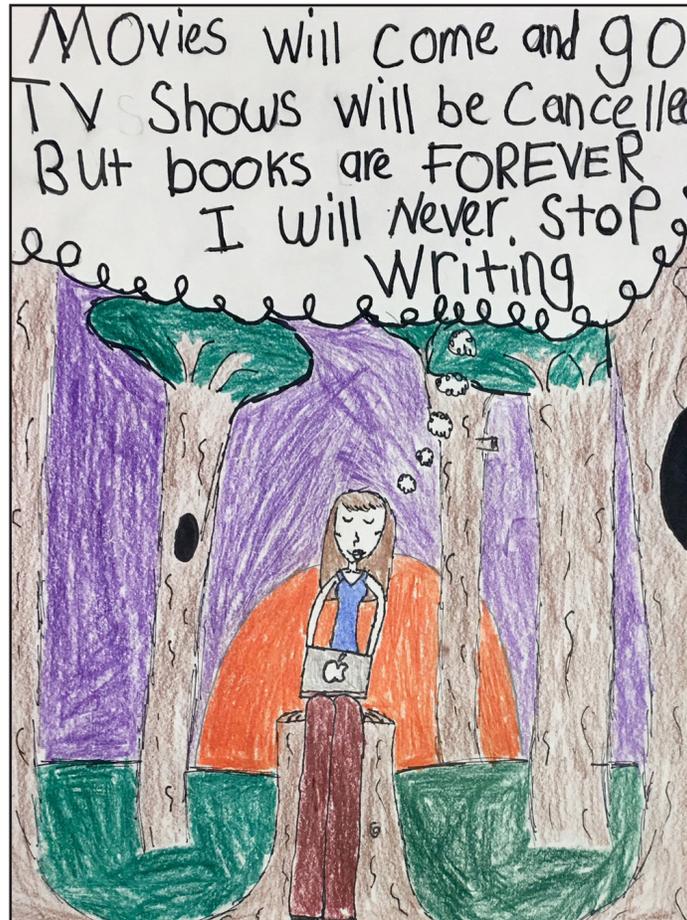
**Quail D & Downstairs
Preconference Area****Youth and Young Adult Event**

Calling all youth and young adults! This fun-filled event will have food, music, games, and prize giveaways. Come and share the spotlight!

5:30 p.m. to 7:30 p.m.

Salt River Ballrooms**Professional Event*****Paper Tigers* Screening**

Paper Tigers follows a year in the life of an alternative high school that has radically changed its approach to disciplining its students, becoming a promising model for how to break the cycles of poverty, violence, and disease that affect families. Following six students over the course of a school year, the film shows Lincoln's staff as they try a new approach to discipline: one based on understanding and treatment rather than judgment and suspension. Using a combination of cinéma vérité and revealing diary cam footage, *Paper Tigers* is a testament to what the latest developmental science is showing: just one caring adult can help break the cycle of adversity in a young person's life. Movie refreshments will be offered during the screening!



Artist: Madelyn Varela

Program at a Glance
TUESDAY, August 30, 2016

8:15–9:30	Welcome and Introduction of Keynote Speaker, Rita Aiken, Education and Advocacy Manager, Office for Children with Special Health Care Needs (OCSHCN) Erin Callinan—Opening Keynote Address: <i>Beautifully Bipolar: Trauma to Triumph</i>
9:30–9:45	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing

MORNING CONCURRENT SESSIONS

Room	7:00–8:15	9:45–11:00	11:00–11:15	11:15–12:15	12:15–12:30	12:30–1:45
Roadrunner A	Breakfast Buffet	<input type="checkbox"/> My Story-Survival Guide for College-Bound LD Students David Carson	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing	LUNCH	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing	<input type="checkbox"/> My Story-Survival Guide for College-Bound LD Students David Carson
Roadrunner B & C		* <input type="checkbox"/> Partnering with Families in the Transition Process Sean Roy				* <input type="checkbox"/> A Day in the Life of a Person with Disabilities Amina Donna Kruck and Panel
Quail D		The Changing Landscape of Employment Services and Supports Susan Voirol and Panel				Arizona Employment First: Job Opportunities Build Success Margaret Corcoran and Panel
Quail E & F		<input type="checkbox"/> Vocational Rehabilitation Helps You Engage in the Experience of Employment Betty Schoen, Brenda Miller				Essential Practices for Work-Based Learning Mindy Larson
Dove G & H		Self-Advocacy: The Impact of Education, Support, and Autonomy Erin Callinan				Strategies to Support Youth with Mental Illness Erin Callinan
Dove I		*Embedding Transition into Content Area Instruction Amy Gaumer Erickson				<input type="checkbox"/> The Journey to Assistive Technology Discovery Sean Kugler
Redbird J		Partnership and Collaboration with Multicultural Families Sookyung Shin				* <input type="checkbox"/> Using Industry-Specific Accommodations to Increase Inclusion of Persons with Disabilities Andi Asel, Ana Núñez
Redbird K		<input type="checkbox"/> Using ILPs to Drive College and Career Readiness V. Scott Solberg, Kay Schreiber				Success for One and All: Nine Adaptations for Inclusive Programming Charlotte Alverson
Redbird L		Are You In? Everyone Counts Jay Johnson				A Collaborative Approach to End the School-to-Prison Pipeline Gail Jacobs, Sue Aguilera
Salt River North Hall (Upstairs)						

**Program at a Glance
TUESDAY, August 30, 2016**

AFTERNOON CONCURRENT SESSIONS

Room	1:45–2:15	2:15–3:30	3:30–3:45	3:45–5:00	5:00–6:30
Roadrunner A	VENDOR/EXHIBITOR BREAK	<input type="checkbox"/> College Bound: How ASU Preparatory Academy Addresses Transition Goals in an Inclusive Setting Cindy Marble, Lori Frazer, Aimee Charles	Break, Vendor/Exhibitor Hall Open, and Artwork Viewing	<input type="checkbox"/> Using Disability Benefits 101 as a Tool for Transition to Independent Living Nicholas Love	Reception and Raffle Drawing (Salt River Pre-conference Area)
Roadrunner B & C		* <input type="checkbox"/> A Bump or a Bleed and Where It Can Lead Sue Wolf		<input type="checkbox"/> Success After TBI Sean Kugler, Mackenzie Jansen	
Quail D		Untapped Arizona: Meeting Workforce Needs Ralph Serpico		<input type="checkbox"/> Employment Opportunities for Teens and Adults in Rural Arizona Marla Guerrero	
Quail E & F		Let's Get Comfortable with the Uncomfortable: An Interactive Discussion on Cultural Diversity and Connecting with Youth James Rivera		<input type="checkbox"/> Importance of Youth Advocacy Jesse Sharber and Panel	
Dove G & H		Integrating Behavioral Health into the IEP Process Bob Crouse, Adam Robson		* <input type="checkbox"/> Higher Education and Students with Disabilities Chad Price, Tara Grant	
Dove I		* <input type="checkbox"/> Turning 18—Legal Options Janna Murrell		*Embedding Transition into Core Instruction Amy Gaumer Erickson	
Redbird J		* <input type="checkbox"/> Assistive Technology for Transition Bruce Kennedy, Sue Lehew		*Personal Competencies for College and Career Success Mindy Larson, Jennifer Thomas	
Redbird K		Using the AzCIS Online System for Career and Educational Planning Kay Schreiber		* <input type="checkbox"/> Facilitated IEP—Creating a Culture of Collaboration in Arizona Amy Dill	
Redbird L		Transition Tools to Use with Students with Health Conditions Rita Aitken, Gillian Aitken		*Bringing Transition Requirements into Focus Angela Odom, Jeff Studer	
Salt River 4 (Upstairs)		* <input type="checkbox"/> Predictors for Post-School Success Charlotte Alverson		Success for One and All: Nine Adaptations for Inclusive Programming Charlotte Alverson	
Salt River 5 (Upstairs)		Understanding the Role of Vocational Rehabilitation in the Youth Transition Process Ruth Allison, DJ Ralston, Clover Mow		It Pays to Work! Translating Research into Practice to Build Model Employment Transition Sites Ruth Allison, DJ Ralston, Clover Mow	
Salt River 6, 7 & 8 (Upstairs)		Addressing Family Engagement Issues and Challenges Amy Pleet-Odle		Strategic Planning for Family Engagement Amy Pleet-Odle	

TUESDAY, AUGUST 30, 2016

7:00 a.m. – 8:15 a.m.
Salt River
Pre-conference Area

BREAKFAST BUFFET

8:15 a.m. – 9:30 a.m.
Salt River Ballrooms

WELCOME AND INTRODUCTION OF KEYNOTE SPEAKER: Rita Aitken, Education and Advocacy Manager, Office for Children with Special Health Care Needs (OCSHCN)

OPENING KEYNOTE ADDRESS — *Erin Callinan*

Beautifully Bipolar: Trauma to Triumph

Erin Callinan, author and mental health advocate, shares her journey of finding hope and healing after being “sideswiped” with a diagnosis of bipolar disorder at age 17. Ms. Callinan will describe how she learned to identify her supports within her community and advocate for herself. Her message of strength can be globalized to help all of us identify what we need in our lives to be healthy.

9:30 a.m. – 9:45 a.m.

BREAK
VENDOR/EXHIBITOR HALL OPEN
ARTWORK VIEWING

9:45 a.m. – 11:00 a.m. CONCURRENT SESSIONS

Roadrunner A

☐ My Story-Survival Guide for College-Bound LD Students by *David Carson*

At the age of 25, the presenter discovered that he had a learning disability. The impact of this disability hampered his capacity to excel in the college classroom and also affected his belief in himself. He flunked out of three schools before finally graduating from college. Now that he has finished college and successfully completed two further diplomas, he can see where he went wrong when he first tried getting through school. In this session, participants will hear about the presenter’s life and personal journey in completing college. Using his real-life experiences and information from his book, *Survival Guide for College-Bound LD Students*, the presenter will review the skills and coping strategies it takes for youth/young adults to succeed in college. *(This session will be repeated immediately following lunch.)*

Roadrunner B & C

☐ Partnering with Families in the Transition Process by *Sean Roy

Parents and caregivers are a vital, yet underutilized resource in the transition planning process. This highly interactive session will highlight the experiences of families and professionals and identify common barriers to parent involvement. The discussion will go beyond the legal requirement to address how professionals and parents can come together as partners to help improve transition planning for youth. Strategies will be offered to help improve communication around key transition planning areas and to help convey the importance of families’ being invested and playing an active role in the process.

Quail D

The Changing Landscape of Employment Services and Supports by *Susan Voirol and Panel*

Nationally, integrated employment has emerged as a public policy priority demonstrated by new rule making and regulations from the Centers for Medicare and Medicaid Services (CMS) and the Department of Labor. In addition, recent court and Department of Justice settlements are likewise changing the landscape of adult services for people who have disabilities. This changing focus affects educational and state agency practices that in turn impact students and adults with disabilities, including those with the most significant disabilities, and their families. This session will provide an overview of the national scene, to include discussion of the new Vocational Rehabilitation pre-employment transition services required by the Workforce Innovation and Opportunity Act (WIOA) and the CMS/AHCCCS (Arizona Health Care Cost Containment System) rules for home and community-based services. The session will include discussion about how these new rules will affect services provided by Vocational Rehabilitation (VR), the Division of Developmental Disabilities, and school districts to proactively assure that changes are being considered and implemented.

Quail E & F

☐ Vocational Rehabilitation Helps You Engage in the Experience of Employment by Betty Schoen and Brenda Miller

Vocational Rehabilitation (VR), a federal employment program for persons with disabilities, is one of the community service providers that can work with young adults during high school to help them develop achievable career goals. One of the ways VR does this is by participating in IEP transition planning. The participant in this session will gain an understanding of VR eligibility requirements, the referral process and possible VR services, and how VR collaborates with Arizona high schools to provide technical assistance for IEP transition planning. Participants will leave the presentation with some tools with which to begin career exploration activities.

Dove G & H

Self-Advocacy: The Impact of Education, Support, and Autonomy by Erin Callinan

“Nobody is living this life but me.” This was a phrase the presenter continuously repeated to herself. After years of struggling in silence, she finally bought into the idea that her mental illness was not a character flaw, and she desperately needed to heal from the stigma that surrounded her mental illness. This workshop will identify the steps she took as she transitioned from her high school to her college years and the impact that knowledge, self-determination, and family support had on her life. The presenter will share how learning to advocate for herself, both personally and professionally, has drastically improved her mental health, wellbeing, and sense of self.

Dove I

***Embedding Transition into Content Area Instruction by Amy Gaumer Erickson**

It is well known that transition-related skills such as self-regulation, assertiveness, and conflict management are important, but do you know the research-based strategies for improving these college and career competencies? Have you thought about how to support students in developing these competencies while addressing the content area standards at the middle and high school levels? In this presentation, participants will be provided with access to 50 teacher-developed lesson examples and will brainstorm additional examples. These lesson ideas directly align with specific language arts and mathematics standards, while also addressing transition skills. Participants will leave with concrete lesson examples and resources for sharing the information. *(This session will be repeated Tuesday afternoon.)*

Redbird J

Partnership and Collaboration with Multicultural Families by Sookyung Shin

The United States is one of the most culturally and linguistically diverse (CLD) countries in the world. As such, cultural sensitivity and diversity awareness are important factors for professionals to consider in developing an understanding of family culture and values when working with CLD families. This presentation will introduce and explain how cultures, beliefs, and customs from around the world can impact family-professional relationships in America. By having awareness, perspective, and understanding of CLD families, professionals will be able to better serve the families they work with, especially since families are more likely to develop relationships with professionals they trust. *(This is a repeat session.)*

Redbird K

☐ Using ILPs to Drive College and Career Readiness by V. Scott Solberg and Kay Schreiber

In this session, the presenters will review key research findings on how states are preparing every student for college and careers by the use of Individualized Learning Plans. There are common characteristics that promote a quality planning process. Participants will review what the research is indicating and then discuss Arizona’s Education and Career Action Plan (ECAP) implementation process—Moving from Compliance into Culture.

Redbird L

Are You In? Everyone Counts by Jay Johnson

Time is running out to complete this year’s Post School Outcomes (PSO) Survey. Participants from schools that haven’t completed this requirement yet, have a poor response rate, or want to get a jump on next year’s PSO season will appreciate this session. Strategies and tools to assist in preparing for, conducting, and using the PSO Survey results in schools and communities will be shared. Don’t miss this opportunity for free PSO materials and a look at the PSO online application, including information on inputting data and accessing reports. *(This is a repeat session.)*

11:00 a.m. – 11:15 a.m.

BREAK
VENDOR/EXHIBITOR HALL OPEN
ARTWORK VIEWING

11:15 a.m. – 12:15 p.m.
Salt River Ballrooms

LUNCH

12:15 p.m. – 12:30 p.m.

BREAK
VENDOR/EXHIBITOR HALL OPEN
ARTWORK VIEWING

12:30 p.m. – 1:45 p.m.

CONCURRENT SESSIONS

Roadrunner A

□My Story–Survival Guide for College-Bound LD Students by *David Carson*

At the age of 25, the presenter discovered that he had a learning disability. The impact of this disability hampered his capacity to excel in the college classroom and also affected his belief in himself. He flunked out of three schools before finally graduating from college. Now that he has finished college and successfully completed two further diplomas, he can see where he went wrong when he first tried getting through school. In this session, participants will hear about the presenter's life and personal journey in completing college. Using his real-life experiences and information from his book, *Survival Guide for College-Bound LD Students*, the presenter will review the skills and coping strategies it takes for youth/young adults to succeed in college. (*This is a repeat session.*)

Roadrunner B & C

□A Day in the Life of a Person with Disabilities by *Amina Donna Kruck and Panel

This workshop is an intimate perspective on what it is like to live with a “disability” or chronic illness as an adult presented by adults living with physical, emotional, or intellectual differences. Many teachers and families who have children with disabilities have not experienced disability themselves and do not know well many adults living with disabilities or chronic illness. Consequently, they sometimes struggle with how to best prepare their child, or student, for a life with disability. A facilitated panel of adults who have had disabilities since childhood will share their successes and challenges transitioning to adulthood, including their experiences with self-advocacy, volunteering, employment, managing health care and support services, and peer relationships.

Quail D

Arizona Employment First: Job Opportunities Build Success by *Margaret Corcoran and Panel*

Arizona has embarked on a journey to enhance integrated employment outcomes for individuals with disabilities. AZ JOBS, Arizona's statewide Employment First initiative, supports the belief that employment, including supported employment, should be the primary day activity for working-aged adults with disabilities. Research shows that people who work have a higher quality of life, greater community participation, and are more likely to make their own choices about how they live their lives. Presenters will discuss the Arizona Employment First Strategic Plan and the progress that has been made to date on this initiative. This session will highlight how the goals and key directions of the Employment First plan will impact employers, families, and employment service providers. There will be opportunity for audience discussion.

Quail E & F

Essential Practices for Work-Based Learning by *Mindy Larson*

Work-based learning opportunities are a critical component of what all youth need for successful transition to adulthood and have a significant impact on the employment outcomes of youth with disabilities. Designing quality work-based learning takes thoughtful planning and skillful management. In this session, participants will learn about and discuss essential practices for making these opportunities meaningful learning experiences for students with disabilities. Participants will come away with tips and tools from successful programs and a wealth of free resources.

Dove G & H

Strategies to Support Youth with Mental Illness by *Erin Callinan*

Mental illness can be an uncomfortable issue to discuss. However, we owe it to our young people to create a school environment where they feel safe and empowered to discuss if they're experiencing depression, anxiety, thoughts of suicide, or other mental health challenges. This workshop will address the signs, symptoms, and behavior changes that teachers can look for to identify a youth in need and provide proactive interventions that are person centered and trauma informed. Participants will gain tools for addressing mental health issues commonly affecting youth and increase their confidence in connecting them with appropriate support services and resources.

Dove I

☐The Journey to Finding the Right Assistive Technology by *Sean Kugler*

Assistive technology (AT) should not be determined with a one-size fits all approach. Each individual with a disability has his or her own unique skillset. Student supports need to use that skillset to determine the features assistive technology should have to meet the needs of that individual. They also must look at several other factors to ensure we are making the best recommendation for the student. Attendees will leave with a better understanding of what AT is and how to find AT for their students/clients/friends/family members.

Redbird J

☐Using Industry-Specific Accommodations to Increase Inclusion of Persons with Disabilities by *Andi Asel and Ana Núñez

How do you increase inclusion of students with disabilities and facilitate their success in Career and Technology Education (CTE) courses? Employers hire individuals with disabilities every day and accommodate their needs using helpful resources, such as the Job Accommodation Network (JAN). If they can do it, you can too! This session will introduce participants to this useful tool of real-world, industry-specific accommodations that can be implemented to prepare students with disabilities for successful completion of CTE programs and future self-advocacy in postsecondary life.

Redbird K

Success for One and All: Nine Adaptations for Inclusive Programming by *Charlotte Alverson*

This session will introduce participants to nine adaptations commonly used in inclusive programming for students with disabilities. It will focus heavily on students who need significant supports because of moderate or severe disabilities. *(This session will be repeated Tuesday afternoon.)*

Redbird L

A Collaborative Approach to End the School-to-Prison Pipeline by *Gail Jacobs and Sue Aguilera*

This session will examine what effects expulsion, special education, and academic failure have on youth involved in the juvenile justice system. The presenters will discuss how collaboration between school leaders, parents, and the community can break the school-to-prison pipeline, keeping youth out of the juvenile justice system. This session will demonstrate how schools that use innovative programming, positive behavioral supports, and differentiated instruction can reach these at-risk students and keep them engaged. Community outreach programs focusing on collaboration with school leaders, parents, and youth can deter students from entering the school-to-prison pipeline. Finally, the presenters will look at the research that shows how schools can change their culture to embrace these at-risk students and help them become productive participants in their education.

Salt River North Hall

College and Career Comptencies Team Training (CCCTT) Meeting by *Jane Soukup and Amy Gaumer Erickson*

This session is only for CCCTT (formally known as STMP/CCRTT) team members from the 2015–2017 cohort. At this session, participants will learn a new college and career competency, review the scope of work/project objectives for the 2016–2017 school year, discuss pathways to deeper and broader implementation of college and career competencies, and begin the sign-up process for January site visits. This will be a team time session.

1:45 p.m. – 2:15 p.m.

BREAK

VENDOR/EXHIBITOR HALL OPEN

ARTWORK VIEWING



Artist: Kobi Rainwater

Roadrunner A

□College Bound: How ASU Preparatory Academy Addresses Transition Goals in an Inclusive Setting by *Cindy Marble, Lori Frazer, and Aimee Charles*

ASU Preparatory Academy is a charter school system with sites in Mesa and Phoenix. The mission of the school is to prepare students for success by providing personalized attention in a university-embedded academic program that empowers them to complete college, compete globally, and contribute to their communities. The special education personnel at these campuses have developed methods of supporting their students with disabilities, who receive education in a fully inclusive setting, in achieving this mission. The participants will be provided with examples of tools that are used at ASU Preparatory Academy to support our students in the general education setting.

Roadrunner B & C

□A Bump or a Bleed and Where It Can Lead by *Sue Wolf

Participants will assemble a puzzle and address the executive skills necessary to complete that task and show the parallels it has to success in the transition years and in the puzzle known as “life.” Specific strategies to support effective engagement using these executive skills will be offered. Numerous resources will be provided to assist a child/youth who sustained a concussion or a more serious brain injury and wants to have experiences that lead to postsecondary education or employment. This content is meaningful for anyone (parents or professionals) who work or live with children that may be challenged by neurocognitive issues (e.g., ADD, ADHD, autism, brain injury, mood disorders, emotional disorders, learning disabilities). Bring your creativity and your brain . . . we’ll supply the puzzles and the glue!!!

Quail D

Untapped Arizona: Meeting Workforce Needs by *Ralph Serpico*

In this session, Untapped Arizona will describe its role in strategically bringing together key leaders from business and government to help businesses connect with qualified job candidates with disabilities. The presenters will discuss the state’s sector strategy approach to workforce development and how it is integrated into Untapped Arizona’s role in ensuring that qualified individuals with disabilities are considered a viable talent pool for businesses. Presenters will include a discussion on how to keep informed about the anticipated workforce needs of Arizona businesses and how to engage the educational system in preparing students to meet current and future workforce needs. Updates to the state labor exchange, Arizona Job Connection (AJC) (www.azjobconnection.gov), that specifically addresses the needs of job seekers with disabilities and businesses to use in the employment process will be provided, highlighting enhancements to the AJC platform that will help job seekers with disabilities connect with businesses. Finally, an online toolkit of needed resources will be provided to assist students with disabilities, teachers, transition specialists, service providers, and state agency partners in utilizing Arizona Job Connection and related resources to support youth in transition in finding meaningful employment.

Quail E & F

Let’s Get Comfortable with the Uncomfortable: An Interactive Discussion on Cultural Diversity and Connecting with Youth by *James Rivera*

Session attendees will participate in a personal exploration of their own awareness and appreciation of multiculturalism. The presenter will share skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures and will present activities in which to experience diverse cultural perspectives. Participants will engage in interactive discussions and activities to gain a better understanding of one’s own biases, which can lead to the exclusion of youth in everyday interactions. The presenter will also explore how understanding others is crucial in building relationships with those who may be different from us.

Dove G & H

Integrating Behavioral Health into the IEP Process by *Bob Crouse and Adam Robson*

This session will help parents and educators recognize the prevalence of behavioral health issues with children and youth in America and understand some of the consequences associated with untreated mental health issues. Attendees will gain knowledge of resources available to youth in their communities suffering from emotional or behavioral health issues and learn about the benefits of improved coordination between schools and behavioral health providers. Attendees will learn how the Child and Family Team (CFT) and IEP processes can work together to improve outcomes for children and youth in our schools and, importantly, what they can do as a parent or teacher to make this happen. Finally, participants will receive information about employment services available through Arizona’s behavioral health system and how they can lead to successful employment. (*This session will be repeated on Wednesday morning.*)

Dove I***□Turning 18—Legal Options by *Janna Murrell***

This session will discuss the different legal options families should consider when their child becomes an adult at the age of 18. Participants will become familiar with the steps of the guardianship process and will also learn how they can stay involved in decision making with schools, doctors, and other professionals.

Redbird J***□Assistive Technology for Transition by *Bruce Kennedy and Sue Lehew***

There is some confusion among families and professionals about the assistive technology (AT) process, the rules and laws in education, the rehabilitation and transition process. “Who does what?” is a very common question for IEP teams. This session will provide transition team members with the information they need to understand the procedural and rule differences between local education agencies and the Rehabilitation Services Administration when it comes to the consideration and provision of assistive technology and AT services to support students in the transition process and beyond.

Redbird K**Using the AzCIS Online System for Career and Educational Planning by *Kay Schreiber***

In this breakout session, a panel of experts will address the frequently asked questions and the issues that often arise with Arizona Career Information System (AzCIS) users. Presenters will address transferring student portfolios, student passwords, meeting the Education and Career Action Plan (ECAP) attributes or the IEP transition planning requirements, advising secure care students, and the administrative tools available. Come with questions and the panel will address them and share tips for using this FREE online career and educational planning resource.

Redbird L**Transition Tools to Use with Students with Health Conditions by *Rita Aitken and Gillian Aitken***

Throughout childhood and adolescence, students receive health and related services that help them function at their best, even when they have a health condition or disability. Without thoughtful preparation, students are frequently unable to maintain these needed medical, counseling, medication, or therapies into adulthood. As a result, they quit or are disenrolled from post-secondary career programs and education, lose jobs, or are unable to participate in their community. This session will provide educators, agency staff, community organizations, and families with tools to use in moving students toward a more successful transition that supports their health and/or disability needs. Participants will use and take home tools that explore the current and future health-related needs of students and provide concrete, realistic activities that will support students in attaining a higher degree of transition readiness in managing their own health/disability needs in adulthood.

Salt River 4***□Predictors for Post-School Success by *Charlotte Alverson***

This session will introduce the evidence-based practices and predictors of post-school success as identified through high quality research. Participants will learn the definitions of the predictors and learn how to connect specific predictors to individual students.

Salt River 5**Understanding the Role of Vocational Rehabilitation in the Youth Transition Process by *Ruth Allison, DJ Ralston, and Clover Mow***

With the passage of the Workforce Innovation and Opportunity Act (WIOA), there is a renewed focus on helping in- and out-of-school/disconnected youth with disabilities to attain postsecondary skills certificates and credentials and placement in competitive, integrated employment. This session will walk participants through the roles and responsibilities of the State Vocational Rehabilitation Agency (SVRA) in helping both in-school and out-of-school/disconnected youth with disabilities achieve their goals. The session will do so by demonstrating the SVRA service delivery flow and how it intersects with various other youth service providers, including public schools.

Salt River 6, 7, 8**Addressing Family Engagement Issues and Challenges by *Amy Pleet-Odle***

Family engagement has been shown to significantly increase students’ success in school (attendance, homework completion, academic achievement, and graduation) and in post-school outcomes (college enrollment, employment, and independent living). Yet, many schools and districts report difficulties with engaging families. This session will share insights about how to address key issues and challenges underpinning engagement from research and experience by a national expert who has participated on both sides of the table. Participants will gain background and perspectives needed for the afternoon Strategic Planning session.

3:30 p.m. – 3:45 p.m.

BREAK
VENDOR/EXHIBITOR HALL OPEN
ARTWORK VIEWING

3:45 p.m. – 5:00 p.m. CONCURRENT SESSIONS

Roadrunner A

□Using Disability Benefits 101 (DB101) as a Tool for Transition to Independent Living by *Nicholas Love*

The challenges of becoming an adult are difficult enough without adding in the complexity of understanding Social Security benefits. The lack of knowledge about how Social Security benefits and employment work together can be a major barrier to employment for youth and young adults with disabilities. There is now an online tool that helps clear up the misconceptions and confusion about Social Security benefits, health care assistance, and employment—the Arizona Disability Benefits 101 (DB101). This presentation will guide participants through the user-friendly DB101 website, highlighting available resources, and will demonstrate how the DB101 calculators can show the impact a specific job may have on cash benefits and health care assistance. There are countless ways DB101 can be used to increase personal awareness about working with a disability, including a section specifically called Tips for Parents. DB101 can ease the fear of losing health care benefits and empower young people and their parents to make informed decisions that will lead to more financially productive lives.

Roadrunner B & C

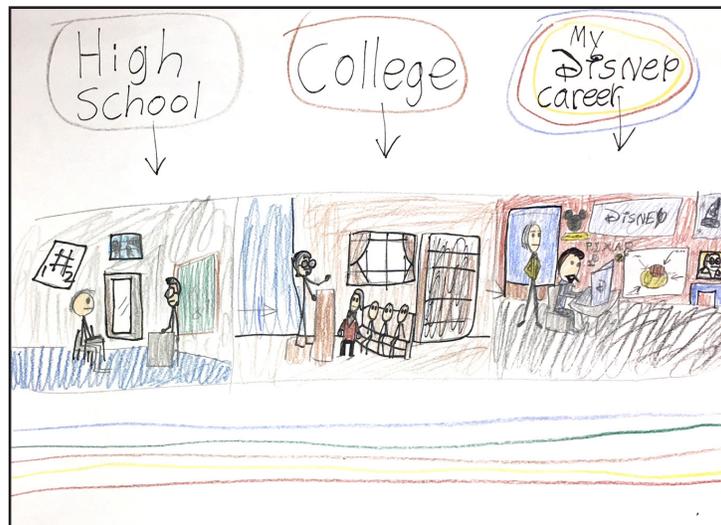
□Success after TBI by *Sean Kugler and Mackenzie Jansen*

Come and hear two perspectives of success after a traumatic brain injury (TBI). Mackenzie Jansen is a true survivor. While in high school, she was in a head-on collision with a semi-truck, had part of her skull removed, and is now a working college student. Sean Kugler is an assistive technology specialist and a TBI survivor as well. The presenters will share their stories along with keys to their success. Participants will leave this session with some ideas of ways they can help people who have been affected by a TBI. The presenters will talk about the supports they have used and currently use to help them be successful in daily activities. Attendees will have a greater understanding of how to use a person's strengths to compensate for their deficits.

Quail D

□Employment Opportunities for Teens and Adults in Rural Arizona by *Marla Guerrero*

Employment opportunities in rural areas are difficult to develop, especially for people with disabilities. Echoing Hope Ranch has created an employment program in rural Hereford, Arizona, through agricultural activities including sales at farmers markets and the Community Supported Agricultural (CSA) program. This session will review the concept of a CSA, how services providers can create a financially feasible program using a CSA, and how to incorporate jobs for people with disabilities into the program. Session participants will use their creativity to identify potential jobs that may be included in a CSA and agricultural programs. This activity can also be used to identify jobs that can be carved out of any type of employment program. The presentation will include sample marketing materials, registration information, policies, and newsletters which may be used to replicate the CSA program.



Artist: Matthew Baltzley

Quail E & F**□Importance of Youth Advocacy by Jesse Sharber and Panel**

The Regional Behavioral Health Authorities (RBHAs) in Arizona will come together with their respective youth leaders to present on the advocacy efforts in place to create change within the behavioral health system. The presentation will highlight how vital it is for youth to share their experiences, as well as be actively engaged and involved in planning their own transition to adulthood. The panel structure will allow for the young adults to describe their experience with emotional and behavioral difficulties, to share their successes in advocacy roles, as well as to present the valuable impacts on the community as a result of their efforts. The youth will be available to answer questions from the represented stakeholders on the efforts they are making in the community to improve positive outcomes for transition-aged youth. The purpose of this session will be to create pathways for youth adult partnerships across systems that allow youth to share responsibility in decisions that impact the young adult community.

Dove G & H***□Higher Education and Students with Disabilities by Chad Price and Tara Grant**

Participants will learn about and discuss the differences a person with a disability can expect between high school and higher education. Change is challenging for everyone. Transitioning from high school to higher education brings with it many unknowns. As students transition from high school to college, things will be different. This session will discuss many of the questions that students may have regarding that transition. Attendees will learn about the resources available in higher education settings, disability documentation, and qualifying to receive accommodations. Applicable laws, as well as topics of access versus success, will also be presented. There will be opportunities to ask questions and have discussions with disability service representatives. Come join the discussion and learn more about accessibility in higher education. *(This is a repeat session.)*

Dove I***Embedding Transition into Core Instruction by Amy Gaumer Erickson**

It is well known that transition-related skills such as self-regulation, assertiveness, and conflict management are important, but do you know the research-based strategies for improving these college and career competencies? Have you thought about how to support students in developing these competencies while addressing the content area standards at the middle and high school levels? In this presentation, participants will be provided with access to 50 teacher-developed lesson examples and will brainstorm additional examples. These lesson ideas directly align with specific language arts and mathematics standards, while also addressing transition skills. Participants will leave with concrete lesson examples and resources for sharing the information. *(This is a repeat session.)*

Redbird J***Personal Competencies for College and Career Success by Mindy Larson and Jennifer Thomas**

Students with disabilities need a combination of academic and personal competencies to succeed in postsecondary education and careers, yet students may lack opportunities to develop their personal skills and interpersonal knowledge. Learn what personal competencies contribute to postsecondary and career success among students with disabilities and various ways to facilitate competency development before and after students enter postsecondary education.

Redbird K***□Facilitated IEP—Creating a Culture of Collaboration in Arizona by Amy Dill**

A majority of states across the country are making significant investments in early collaborative special education dispute resolution activities. The Arizona Department of Education Dispute Resolution unit recognized this and beginning in 2014, committed to building capacity among stakeholders to ensure that collaborative, student-focused IEP teams are equipped to make sound decisions in the development of IEPs that offer children with disabilities a free appropriate public education. To begin this capacity building, Dispute Resolution developed and continues to provide facilitated IEP trainings to districts and charter schools across the state. Since 2014, over 100 districts and charter schools have sent educators and administrators to this training. In this session, Dispute Resolution and Arizona's parent training and information (PTI), Raising Special Kids, team up to provide highlights of the capacity-building training, share further plans to bring a facilitated IEP culture to Arizona, and present the beginning steps for you to create a collaborative culture at your public education agency.

Redbird L

Bringing Transition Requirements into Focus by *Angela Odom and Jeff Studer

This session will focus on the documentation of required transition plan components. Participants will obtain a better understanding of the differences in documentation between compliance and best practice. This session will include interactive examples to allow participants an opportunity to further their understanding of transition requirements. *(This is a repeat session.)*

Salt River 4

Success for One and All: Nine Adaptations for Inclusive Programming by *Charlotte Alverson*

This session will introduce participants to nine adaptations commonly used in inclusive programming for students with disabilities. It will focus heavily on students who need significant supports because of moderate or severe disabilities. *(This is a repeat session.)*

Salt River 5

It Pays to Work! Translating Research into Practice to Build Model Employment Transition Sites by *Ruth Allison, DJ Ralston, and Clover Mow*

This session take participants from research to practice by sharing innovative and effective strategies in developing work experiences for students with disabilities. The shared roles of education and vocational rehabilitation in developing work experiences will be highlighted, as well as presenting different models of service delivery being used that are promoting increases in employment outcomes for students.

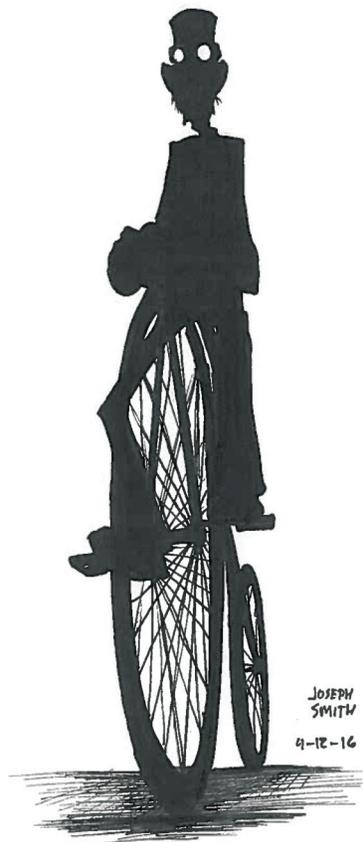
Salt River 6, 7, 8

Strategic Planning for Family Engagement by *Amy Pleet-Odle*

This will be a work session for schools and districts committed to expanding the effectiveness of their family engagement practices. Planning teams will use information and perspectives from the earlier session *Addressing Family Engagement Issues & Challenges* as they are guided through the process of reflecting on their current practices and planning for new approaches for family engagement. Supportive follow-up webinars for participants will be held on September 21, October 17, and January 25 from 2:30–3:30 p.m., to provide additional guidance and troubleshoot implementation challenges.

5:00 p.m. – 6:30 p.m.
Salt River
Pre-conference Area

RECEPTION and RAFFLE DRAWING

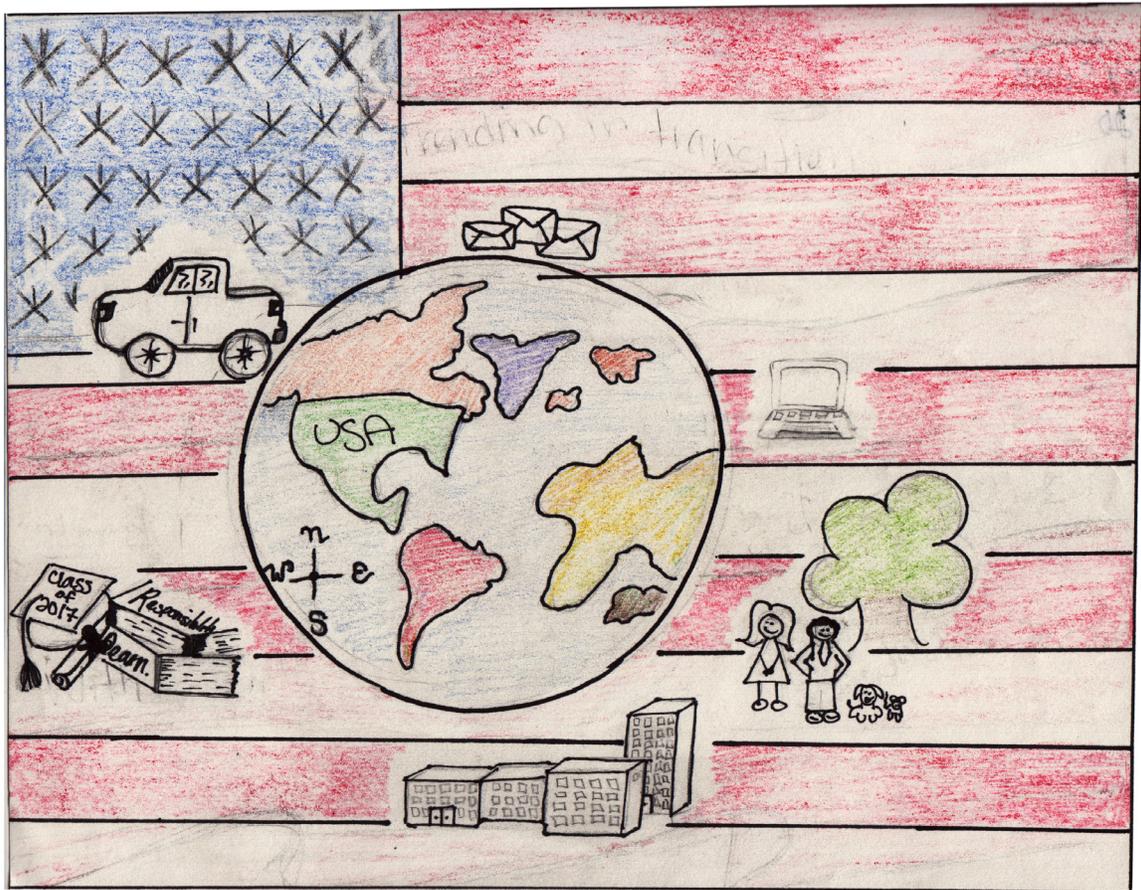


Artist: Joseph Smith

Program at a Glance
WEDNESDAY, August 31, 2016

MORNING CONCURRENT SESSIONS

Room	7:00–8:15	8:15–9:30	9:30–9:45	9:45–11:00	11:00–11:15	11:15–12:15
Roadrunner A	Breakfast Buffet	How Do the Youth in the Juvenile Justice System Feel About the Transition Process? Insight from Project RISE Sarup Mathur, James Short, Leslie LaCroix	Break	*Disability Benefits as an Educator’s Tool Nicholas Love	Break	LUNCH AND CLOSING REMARKS
Roadrunner B & C		*Engagement + Achievement = Increased Graduation for Students with High-Incidence Disabilities Loujeania Baker		*Engagement + Achievement = Increased Graduation for Students with High-Incidence Disabilities Loujeania Baker		
Quail D		<input type="checkbox"/> I Need to Know <i>WHAT</i> to Get a Job? Carol Sue Morgan and Panel		Integrating Behavioral Health into the IEP Process Bob Crouse, Adam Robson		
Quail E & F		<input type="checkbox"/> YouthACTing as Transition Ambassadors Jennifer Thomas and Panel		<input type="checkbox"/> See the Possibilities: Finding Happiness, Blazing Trails, and Paving Paths Greggory Ohannessian		
Dove G & H		<input type="checkbox"/> Parent Perspective: The Early Transition Process Vanessa Zuber and Panel		<input type="checkbox"/> Peer Perspectives: Self-Advocacy and Determination Vanessa Zuber and Panel		
Dove I		<input type="checkbox"/> Cool Kids Only: A FUN, INTERACTIVE, and MOTIVATIONAL Workshop for Teens Sang Hee Kim		Relationships that Build Resiliency Laura Swarts		
Redbird J		*Using Universal Design to Improve Employment Outcomes Charlene Turman		Leading by Convening for Outcomes in Transition William McQueary		
Redbird K		*Connecting Students with Employers Timothy Stump		* <input type="checkbox"/> Inside Information: An Employer Perspective Timothy Stump		
Redbird L		3-2-1 Action! Jane Soukup		Teaching College and Career Competencies School-Wide Jane Soukup		
Salt River 1 & 2 (Upstairs)		<input type="checkbox"/> Postsecondary Transition Under IDEA and Section 504 David Richards		<input type="checkbox"/> The IDEA Student’s ADA Rights to Effective Communication David Richards		
Salt River 3 (Upstairs)	* <input type="checkbox"/> Writing a Secondary IEP for Transition Using Best Practices Workshop Part I Andi Asel, Ana Núñez	* <input type="checkbox"/> Writing a Secondary IEP for Transition Using Best Practices Workshop Part II Andi Asel, Ana Núñez				



Artist: Paige Bahe

WEDNESDAY, AUGUST 21, 2016

7:00 a.m. – 8:15 a.m.
Salt River
Pre-conference Area

BREAKFAST BUFFET

8:15 a.m. – 9:30 a.m.

CONCURRENT SESSIONS

Roadrunner A

How Do the Youth in the Juvenile Justice System Feel About the Transition Process? Insight from Project RISE by Sarup Mathur, James Short, and Leslie LaCroix

The transition or reentry process from secure care back to school, work, and the community is fraught with challenges. Administrators, educators, and others enact policies and procedures that they believe will assist youth with this process. Too often youths' transition plans are created without taking into consideration their experiences prior to secure care and during the incarceration process itself. This session will provide insight from youth served by Project RISE and other community partners and will discuss the challenges youth experienced and solutions discovered during the transition process.

Roadrunner B & C

***Engagement + Achievement = Increased Graduation for Students with High-Incidence Disabilities by Loujeania Baker**

In this session, successful research-based interventions are described, along with details of how these interventions have been implemented in middle and high schools across the country. The interventions that have helped students with disabilities, especially youth with high-incidence disabilities, graduate from school include early warning systems, mentoring programs, student engagement, family engagement, academic remediation and enrichment, career-focused curricula, interpersonal skills instruction, a focus on the transition to high school, and class/school restructuring initiatives. *(This session will be repeated immediately following the break.)*

Quail D

□ I Need to Know *WHAT* to Get a Job? by Carol Sue Morgan and Panel

There are certain things everyone needs to know not only to get a job but also to keep that job. Often called "soft skills," they are critical to a worker's being successful in the workplace—and not just for employees with disabilities. The Division of Developmental Disabilities (DDD) has developed a new service titled Transition to Employment (TTE) to help its program participants learn these skills as they prepare to go to work. Including classroom instruction and community experiences, the service provides information, training, and support using a wide range of modalities to assist in the development of positive work habits, attitudes, skills, and work etiquette. A total of 17 modules are available to assist in developing skills in areas such as determining career interests, community safety, dressing for success, getting along with supervisors and co-workers, and understanding the impact of income on disability benefits. This session will provide an overview of the TTE service, including how one agency in Prescott has developed their unique program. Session attendees will have the opportunity to hear directly from TTE program participants about what it has meant to them as they prepare to enter the competitive workforce.

Quail E & F

□ YouthACTing as Transition Ambassadors by Jennifer Thomas and Panel

Attend this session to hear how California's YouthACT team used their advocacy skills to shape their transition experiences. In partnership with their families, adult partners, and peers, team members advocate for themselves in high school, home, college, rehabilitation service agencies, etc., to develop plans that work for them. California's YouthACT team members will inspire their peers to use their voice to shape various transition systems for personal and policy success.

Dove G & H**☐Parent Perspective: The Early Transition Process by Vanessa Zuber and Panel**

WorkAbility assists adults and transition-aged youth with disabilities by helping them develop self-advocacy and self-determination skills, as well as employment soft skills. In addition, it offers job exploration, job development, and on-the-job training. As well as working with the youth themselves, WorkAbility also supports the parents/guardians of the program participants. The presenter would like to expand this experience by facilitating panel of parents who have advocated for postsecondary and employment routes in their children's journey to adulthood. These parents will discuss how to navigate IEP meetings, how to encourage self-determination thinking in their children, the benefits of starting the transition process early, and how employment impacts disability and social security benefits. Parents who are participating on the panel can offer support, encouragement, and an understanding of how difficult it can be to navigate the "systems." The panel will be facilitated by Mark Mendibles, Intake and Outreach Coordinator for WorkAbility, and resource information and handouts will be provided on the benefits of early transition, advocating in IEPs, promoting self-determination in school and home settings, and benefits of various postsecondary options and employment.

Dove I**☐Cool Kids Only: A FUN, INTERACTIVE, and MOTIVATIONAL Workshop for Teens by Sang Hee Kim**

Cool Kids Only will be an engaging and interactive session dedicated to teens only. During this session, teens will hear funny and motivational stories aimed at helping them to make positive decisions in the future. During this time together with ASPIRE staff, teens will participate in activities and discussions to help them build upon their self-determination and self-advocacy skills.

Redbird J***Using Universal Design to Improve Employment Outcomes by Charlene Turman**

What is Universal Design for Learning (UDL)? How can UDL be applied to job coaching and job placement? These questions will be presented with user-friendly examples and the resources available to support implementation of UDL in job coaching and job placement situations. After the basic information is presented, participants will get into groups and be given several barriers a client might be having in a job coaching or placement situation. The groups will discuss the situations and will use the newfound knowledge of Universal Design to address the client's barriers and come up with possible solutions for each situation. Participants will be given information about addressing such situations with regards to agencies that provide such services and the process involved in accessing such services. Participants will be given handouts with the resources used in the presentation.

Redbird K***☐Connecting Students with Employers by Timothy Stump**

What happens when you get an enthusiastic employer coordinator, employers who want to provide opportunities to students with disabilities, schools that want to help their graduating seniors gain employment, community colleges that are eager to collaborate, and a few zealous vocational rehabilitation counselors? An Employment Encounter! These various stakeholders formed a planning team to collaborate on nine events around the state. The events were not ordinary job fairs, but provided short and engaging sessions from employers about important job-seeking skills, such as impressive interviewing, remarkable résumé writing, and befitting behaviors needed to keep a job. The presenters will discuss student reactions to these events, successful employment stories, how school districts and employers were engaged, and how a participant's school or district might create its own "Employment Encounter." This session is a perfect accompaniment to the session titled, "Inside Information: An Employer Perspective."

Redbird L**3-2-1 Action! by Jane Soukup**

Attend a conference, pick up lots of materials, jot down great ideas, brainstorm with colleagues, make some big plans—then, leave the conference and get swept up in your work unable to find the time to "think through" what conference ideas you wanted to turn into actions. Sound familiar? Please join us for a processing session—a way to walk away from the transition conference with plans in hand so that you can decide what it is that you want to do when you get back to your home turf. The session is for teams, individuals, or people who want to hook up with folks in similar roles. The idea is to pull out all the notes, handouts, and "can't forget this" moments from the conference, revisit what you liked or disliked about the ideas, and rework the web of information you collected into something practical. The session is facilitated but the majority of the work is done by participants. This is simply a time and means for you to lay out your steps for the upcoming 2016–2017 school year. 3-2-1 Action!

Salt River 1 & 2**□Postsecondary Transition Under IDEA and Section 504 by David Richards**

After reviewing the legal requirements applicable to transition, participants will examine the latest legal cases and guidance letters of interest for insight on compliance issues and problems. The presenter will also look at IDEA's requirement of appropriate access to grade-level curriculum as it impacts a student's transition to postsecondary life and forces the IEP team to do some very important balancing to ensure that the student's needs are appropriately met. Questions are encouraged.

Salt River 3***□Writing a Secondary IEP for Transition Using Best Practices Workshop Part I by Andi Asel and Ana Núñez**

This interactive workshop assists participants in applying information from previous secondary transition training conducted by our ADE/ESS transition specialists. The expectation is that participants attending this training will come with a foundational knowledge of secondary transition IEP requirements. This workshop will go beyond compliance requirements with evidence-based best practices for a meaningful transition planning process within the IEP for students with disabilities. ADE/ESS specialists will assist participants with hands-on activities to participate in the transition planning process to improve student postsecondary outcomes. This session is the first of a two-part series. *(Part II will be offered immediately after the break.)*

9:30 a.m. – 9:45 a.m.

BREAK

9:45 a.m. – 11:00 a.m.**CONCURRENT SESSIONS****Roadrunner A*****Disability Benefits as an Educator's Tool by Nicholas Love**

With the current focus on college and career readiness, how does an educator help guide students toward the goals of higher education and employment while simultaneously being told by parents, youth, and sometimes society, that college (let alone career) is not an option because of students' disabilities? Disability Benefits 101 (DB101) will help users learn how social security benefits and employment go together and how to use them as tools for transition planning, regardless of a student's eligibility for benefits. The presentation will show how to incorporate DB101 in IEPs and ECAPs (Education and Career Action Plans), as well as discuss curriculum that supports college and career readiness. Participants will also learn how to use DB101 as a tool to explain work incentives and to evaluate conventional knowledge about Social Security benefits and programs that can assist with employment and independent living. DB101 is a must-have tool in the transition process for all educators to ease students' fears and empower young people and their parents to make informed decisions that will lead to more financially productive lives.

Roadrunner B & C***Engagement + Achievement = Increased Graduation for Students with High-Incidence Disabilities by Loujeania Baker**

In this session, successful research-based interventions are described along with details of how these interventions have been implemented in middle and high schools across the country. The interventions that have helped students with disabilities, especially youth with high-incidence disabilities, graduate from school include early warning systems, mentoring programs, student engagement, family engagement, academic remediation and enrichment, career-focused curricula, interpersonal skills instruction, a focus on the transition to high school, and class/school restructuring initiatives. *(This is a repeat session.)*

Quail D**Integrating Behavioral Health into the IEP Process by Bob Crouse and Adam Robson**

This session will help parents and educators recognize the prevalence of behavioral health issues with children and youth in America and some of the consequences associated with untreated mental health issues. Participants will gain knowledge of resources available to youth in their communities who are suffering from emotional or behavioral health issues and the benefits of improved coordination between schools and behavioral health providers. Participants will learn how the Child and Family Team (CFT) and IEP processes can work together to improve outcomes for children and youth in their schools and, importantly, what they can do as a parent or teacher to make this happen. Finally, attendees will receive information about employment services available through Arizona's behavioral health system and how they can lead to successful employment. *(This is a repeat session.)*

Quail E & F**☐See the Possibilities: Finding Happiness, Blazing Trails, and Paving Paths by *Greggory Ohannessian***

This updated version of a presentation from 2013 will follow one family's journey in supporting their student with autism as he pursues a second master's degree in Interdisciplinary Studies at ASU West. The session will outline the strategy, involvement, and collaboration required to focus on the future of a young person with autism. The family's story should engage young adults and their families to learn how to build networks, how to overcome obstacles, and how to share stories that will influence others. "Through information and communication, we can build a bridge to a better tomorrow."

Dove G & H**☐Peer Perspectives: Self Advocacy and Determination by *Vanessa Zuber and Panel***

WorkAbility assists adults and transition-aged youth with disabilities to develop self-advocacy and self-determination skills, as well as employment soft skills. This session provides a unique opportunity to learn about these topics by having a panel of transition-aged youth and adults who have received employment supports share their experiences. Their perspectives will show peers, parents, teachers, and service providers that everyone's employment journey is individual and ought to be person centered. Moreover, self-determination and dignity of risk play a critical role in successful employment for all people. The panel will be facilitated by Hannah Woelke, Curriculum Services Coordinator for WorkAbility, and resource information and handouts will be provided on transition, self-determination, and job searching.

Dove I**Relationships That Build Resiliency by *Laura Swarts***

Research shows that adverse childhood experiences traumatize and negatively impact students and hamper their ability to learn. Through three key principles, educators and others can help build resiliency in the students with whom they work. This presentation will introduce three principles and share concrete examples of how to work these principles into classroom use.

Redbird J**Leading by Convening for Outcomes in Transition by *William McQueary***

Are you having questions about the requirement related to outside agency(ies) in the transition process? Do you know what agencies to call on for these services to help young adults/high school students transition forward to adult life after high school? Are you wondering what resources or supports might be available to help before, during, and especially after this transition? Join the presenter to explore a model that brings together key stakeholders to provide support vital for the success of transitioning students when they really need them as adults.

Redbird K***☐Inside Information: An Employer Perspective by *Timothy Stump***

Get inside the mind of employment experts with this panel of representatives from Arizona businesses. Employers will discuss how students can increase their job-seeking success and answer questions such as: (1) What types of positions are available at the business? (2) What is the workplace environment like at the business and why is this information important to a job-seeker? (3) What interview behaviors will help an individual get a job and what behaviors will result in losing a job? (4) What employee characteristics are most important to an employer? and (5) What are some examples of accommodations offered to employees in the past? Participants will have an opportunity to dialogue with the panel and get answers to their own burning questions.

Redbird L**Teaching College and Career Competencies School-Wide by *Jane Soukup***

This session will help participants provide college and career competency instruction, such as self-awareness, goal setting, assertiveness, and self-efficacy, in general education and special education classrooms. College and career competencies are research based and identified as promoting in-school and out-of-school success for all students. General, special, and career technical educators; guidance counselors; and administrators from two Arizona schools involved in developing college and career competencies school-wide will share their experiences with this work and share some of the activities they have used within general education and special education settings. This session will include time and coaching for participants as they begin planning college and career competency instructional activities as part of a typical class period, learning about college and career competency resources, and determining how best to share college and career competency information with other school staff.

Salt River 1 & 2

☐The IDEA Student’s ADA Rights to Effective Communication by *David Richards*

What happens when two federal laws covering students with disabilities converge? This session will provide an in-depth exploration of the right of IDEA-eligible students to seek services, devices, and accommodations outside the IEP process through the ADA Title II Effective Communication regulations. The presenter will talk about the 9th Circuit’s *Tustin* decision on communication access realtime translation (CART) services (word-for-word transcription service), as well as the 2014 Joint Guidance Letter from the Department of Justice, OSERS, and OCR on the topic. Finally, he will analyze the possible impact of these regulations on IDEA free appropriate public education (FAPE) and the role of IEP teams in the process. Questions are encouraged.

Salt River 3

☐Writing a Secondary IEP for Transition Using Best Practices Workshop Part II by *Andi Asel and Ana Núñez

This interactive workshop assists participants in applying information from previous secondary transition training conducted by our ADE/ESS transition specialists. The expectation is that participants attending this training will come with a foundational knowledge of secondary transition IEP requirements. This workshop will go beyond compliance requirements with evidence-based best practices for a meaningful transition planning process within the IEP for students with disabilities. ADE/ESS specialists will assist participants with hands-on activities to participate in the transition planning process to improve student postsecondary outcomes. *(This is the second of a two-part series.)*

11:00 a.m. – 11:15 a.m.

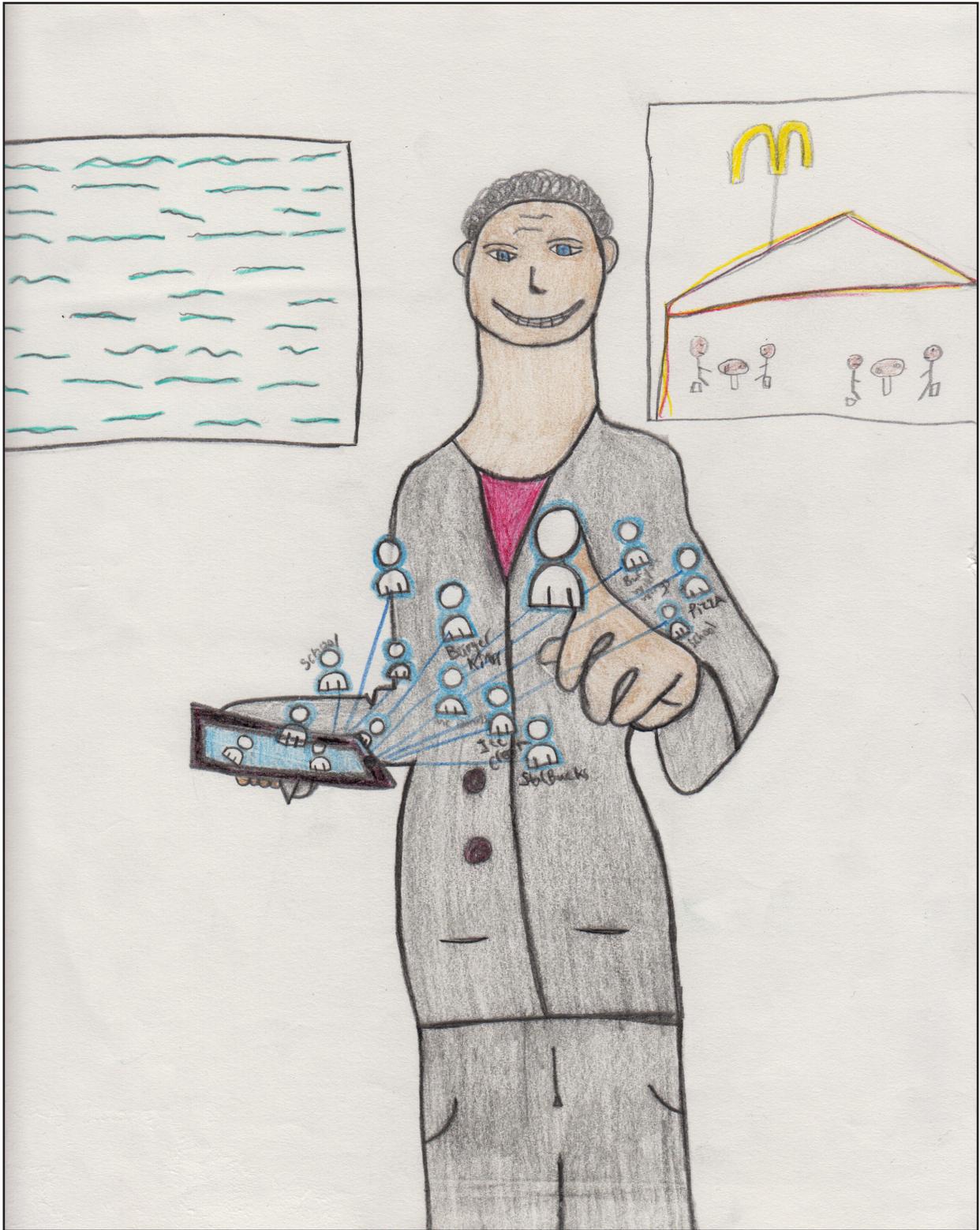
BREAK

11:15 a.m. – 12:15 p.m.
Salt River Ballrooms

LUNCH AND CLOSING REMARKS



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Artist: Sammy Jimenez

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JOSEPH
SMITH
3-11-16

Artist: Joseph Smith

Acknowledgements

A special acknowledgment is extended to the following organizations for supporting the attendance of youth, young adults, and family members to this event through the sponsorship of scholarships:

Arizona Department of Health Services (ADHS) Office for Children with Special Health Care Needs (OCSHCN)

The Arizona Department of Health Services, Office of Children with Special Health Care Needs (OCSHCN), works to improve systems of care for children who have chronic behavioral, physical, emotional or developmental conditions and offers training, resources and referrals for professionals and families on topics including Navigating the Systems of Care, Cultural Competency, Health Care Organizer tool, Care Coordination, and Transition from adolescence to adulthood. Visit OCSHCN at www.azdhs.gov/phs/owch/ocshcn, call us at (602) 542-1820 or 1 (800) 232-1676, or email us at OCSHCN@azdhs.gov.



Empowering courageous self-expression for over 33 years! LDI offers day and residential, internationally-recognized and fully-accredited high school, summer, college, and career-focused programs for young adults with learning disabilities, Asperger's, ADHD, autism, and similar conditions.



Autism Academy for Education and Development specializes in providing education to all students on the autism spectrum, K-12th grades. Our program adapts the education curriculum to facilitate learning and independence for all students, both in the classroom and in life. Low teacher-to-student ratios are maintained to maximize individual attention and to address the needs of each student.



Arizona Freelance Interpreting Services (AZFLIS) is committed to providing professional interpreting services for the communities it serves. Services provided are (but are not limited to) American Sign Language interpreting, certified deaf interpreting, tactile (deaf blind modalities), and computer-assisted real-time transcription. Our American Sign Language interpreters hold national certification from the Registry of Interpreters for the Deaf (RID) and/or the National Association for the Deaf. All are licensed by the State of Arizona. AZFLIS offers 24-hour service with a live person at the end of the line at all times, day or night. AZFLIS, a local agency that knows the communities it serves, is able to schedule the appropriate services and not just “fill” the assignment. AZFLIS is known for its support in all the communities it serves statewide.



Cenpatico Integrated Care will be offering whole person health care, providing both medical and behavioral services to people who have been designated as having a serious mental illness. Cenpatico Integrated Care firmly believes in recovery and that by treating the whole person, we empower members to improve their lives and be engaged in their community. Cenpatico's programs include support tools to identify and assist members on their road to recovery. This is a process unique to each member and members are given many choices and supported to create their own unique goals. Cenpatico listens to the voices of our members and the communities we serve to improve lives and help people get healthy. See more about Cenpatico at: <https://www.cenpaticointegratedcareaz.com/aboutus.html#sthash.kZ84WlhY.dpuf>.



Artist: Feyanna Tsinajinnie

Directory of Vendors and Exhibitors

AAA Scholarship Foundation

AAA Scholarship Foundation's mission is to provide economic and other assistance to economically disadvantaged families and families of children with disabilities to enable them to select the best schools for their children. AAA has funding available for the 2016–17 school year for ages 5–22 years old. Low income and disabled/displaced scholarships are available!

Ability360

Ability 360 advocates personal responsibility—by and for people with disabilities—as a means to independence. The Youth Transitions to Adulthood program assists high school students, ages 14–22 to transition from high school to community life.

Arizona Department of Education Assistive Technology Loan Library / Az-Tech

This program allows school personnel to borrow, at no cost, a wide variety of assistive technology devices, equipment, software, and professional development materials in order to improve students' access to assistive technology.

Arizona Department of Education Superintendent's Table

The Arizona Department of Education will be promoting Superintendent Diane Douglas's "AZ Kids Can't Wait" plan and the ZIP Code Project, which focuses on disconnected youth.

Arizona Department of Health Services / Office for Children with Special Health Care Needs (OCSHCN)

OCSHCN works to improve systems of care for children who have chronic behavioral, physical, emotional, or developmental conditions and offers training, resources, and referrals for professionals and families on topics including navigating the systems of care, cultural competency, the health care organizer tool, care coordination, and transition from adolescence to adulthood.

Arizona Developmental Disabilities Planning Council (ADDPC)

The ADDPC is a 23-member council that serves Arizona residents with intellectual and developmental disabilities, along with their families; ADDPC provides original research and support for projects that increase employment opportunities, encourage individuals to advocate for themselves, and empower those individuals and their families with information.

Arizona Freelance Interpreting Services

Arizona Freelance Interpreting Services (AZFLIS) is committed to providing professional interpreting services for the communities it serves. Services provided are (but are not limited to) American Sign Language interpreting, certified deaf interpreting, tactile (deaf blind modalities), and computer-assisted real-time transcription. Our American Sign Language interpreters hold national certification from the Registry of Interpreters for the Deaf (RID) and/or the National Association for the Deaf. All are licensed by the State of Arizona. AZFLIS offers 24-hour service with a live person at the end of the line at all times, day or night. AZFLIS, a local agency that knows the communities it serves, is able to schedule the appropriate services and not just "fill" the assignment. AZFLIS is known for its support in all the communities it serves statewide.

Arizona Rehabilitation Services Administration

The Rehabilitation Services Administration works to ensure that all persons with disabilities have an opportunity for gainful work and careers. For youth who receive special education services, planning during the first few years helps identify job strengths and interests and makes sure that the classes selected help students prepare for an appropriate job or career. Within a year or two of the planned exit from school, the IEP team will begin identifying necessary services and the agencies that might help provide those services. Representatives of those agencies will become part of the IEP planning team. Vocational Rehabilitation (VR) is one of those agencies that may be able to help youth whose disabilities impact employment options after exiting school, whether they receive special education services or not. The Vocational Rehabilitation program provides services and supports to assist individuals with disabilities meet their employment goals. High school students may apply for VR services at any point in their high school experience when they are ready to begin planning for their employment goals. Services help the youth determine an achievable career goal and attain that goal. Watch the video at www.azdes.gov/rsa.

Arizona State University

The Disability Resource Center (DRC) at Arizona State University was established in the 1970s to provide support to students with disabilities attending the university. The university utilized Section 504 of the Rehabilitation Act of 1973, as well as the ADA (1990, 2008) to help create an environment that is accessible to all students attending the university. We serve around 3,000 students attending the university every year, and we serve a large spectrum of students with disabilities. We are a resource to students, staff, and faculty as it pertains to working with students with disabilities. We have four offices located at our four primary campus locations in the Phoenix metro area. Come and learn more about the accommodations and services we provide. Go Sun Devils!

Arizona Talking Book Library

The Talking Book Library, www.azlibrary.gov/talkingbooks, provides free audio book and Braille services for the visually impaired and physically limited. All materials, including the book player, are sent via the US Postal Service. Books, magazines, and movies, are comparable to those in municipal libraries. An application for service may be downloaded from the library's website or by calling the library at (602) 255-5578 or (800) 255-5578.

Arizona Technology Access Program (AzTAP)

A program of Northern Arizona University's Institute for Human Development, AzTAP was created in 1994 and serves as Arizona's Assistive Technology Act program. While our office is located in central Phoenix, our services are available statewide, and our staff regularly travels to all regions of the state. Our mission is to connect Arizonans with disabilities with the assistive technology they need to participate as fully as possible in activities that matter to them. AzTAP is committed to improving the availability of assistive technology (AT) devices and services to individuals with disabilities and their families. To that end, we offer a wide variety of comprehensive, statewide activities that make assistive technology devices and services more available and accessible to anyone who may need them in our state. Our programming emphasizes direct services to consumers (persons with disabilities/family members) and service providers from the fields of education, vocational rehabilitation, health care, and human services. We also work to raise awareness about assistive technology in the general public.

ASPIRE

Achieving Success by Promoting Readiness for Education and Employment (ASPIRE), in conjunction with the Governor's Office of Youth, Faith, and Family, provides valuable information to participants regarding the ASPIRE project, child safety and family empowerment, juvenile justice, service and volunteerism, and youth commissions.

Autism Academy for Education and Development

Autism Academy for Education and Development specializes in providing education to all students on the autism spectrum, K-12th grade. Our program adapts the education curriculum to facilitate learning and independence for all students, both in the classroom and in life. Low teacher-to-student ratios are maintained to maximize individual attention and to address the needs of each student.

AZ Aspire Academy

AZ Aspire is a private school that combines 1:1 instruction with group instruction during our school day. We provide personalized instruction in a comfortable and engaging learning environment. We partner with parents to customize each student's education plan, while carefully matching each child with caring certified master teachers. We create rigorous academic settings, both on campus and off campus. We will start the 2016-2017 school year with approximately 45 students.

AZ ASSIST

AZ ASSIST is a community of families of teens and young adults on the autism spectrum in which self-advocacy and independence are promoted and encouraged. We have a great group of autistic adults who mentor our youth and a variety of professionals who generously share their time and expertise. Monthly meetings to explore transition issues, as well as social events in the community, provide opportunities for parents and youth to establish a community of support. Join us as we learn about transition, share our experiences, celebrate our successes, and support each other on the journey to independence.

Beacon Group

Beacon Group is a community rehabilitation program that has provided school-to-work transition services since its inception in 1952. Services focus on maximizing the employment potential of each program participant so that he or she is able to achieve and maintain an employment outcome that meets individual needs while also being based upon informed choice. Services include: transition to employment, center-based employment, group supported employment, individual supported employment, and competitive employment.

Brain Injury Alliance of Arizona (BIAAZ)

BIAAZ is a nonprofit organization dedicated to preventing brain injury and to improving the lives of individuals with brain injury through prevention, education, information, and community support.

Cenpatico Integrated Care

Cenpatico Integrated Care will be offering whole person health care, providing both medical and behavioral services to people who have been designated as having a serious mental illness. Cenpatico Integrated Care firmly believes in recovery and that by treating the whole person, we empower members to improve their lives and be engaged in their community. Cenpatico's programs include support tools to identify and assist members on their road to recovery. This is a process unique to each member and members are given many choices and supported to create their own unique goals. Cenpatico listens to the voices of our members and the communities we serve to improve lives and help people get healthy. See more about Cenpatico at: <https://www.cenpaticointegratedcareaz.com/aboutus.html#sthash.kZ84WIhY.dpuf>.

Chapel Haven Inc.

Chapel Haven is a nationally accredited school and independent living program offering three comprehensive, individualized programs, located in Connecticut and Arizona, for young adults 18 + with developmental and social disabilities, including Asperger's syndrome, who desire independence. These two-year programs provide learning in practical academics, job development, life skills, apartment living, social communicative competence, recreation, and help with college. Students transition into a community apartment with lifelong support services and a continuing education component. An eight-week summer program is also available.

The Cutty Legacy Foundation

The Cutty Legacy Foundation serves people with disabilities in the area of life planning. We provide general education workshops on: 1) general overview of life planning, including government services, (MAPs) futures planning, letters of intent, guardianship, wills and trusts, health care directives, home of your own, etc.; and 2) options for decision making, including guardianship, conservatorship, power of attorney, representatives, and 3) health care directives, including medical power of attorney, mental health care power of attorney, living wills, and pre-hospital medical forms.

Division of Developmental Disabilities (DDD)

The Division of Developmental Disabilities (DDD), a subdivision of the Arizona Department of Economic Security, supports the choices of individuals with disabilities and their families by promoting and providing, within communities, flexible quality, consumer-driven services and supports.

Education Associates

Project Discovery is a transition program from Education Associates that contains a series of coordinated activities to support transition plans. It was designed for students with autism and other developmental disabilities, and students of all functioning levels (including those with IQs of 55 and below) use our hands-on kits for a realistic approach to career education and transition. Students discover over 72 career areas and 3,000 job tasks with real tools of the trade while learning about their own interests, strengths, and abilities. Students using Project Discovery show gains in student outcomes, such as: 97% job placement, 108% increased test scores, and 15% dropout reduction! Correlated to state and national standards, Project Discovery is approved and validated by the US Dept. of Education and recognized as a model program by the National Dropout Prevention Network.

Foundation for Blind Children

The mission of the Foundation for Blind Children is to provide education, tools, and services that enable those with vision loss to achieve greater independence and satisfaction in life. Our vision is to have a world where vision loss is a diagnosis, not a disability. We provide programs for birth through adult.

Governor's State Rehabilitation Council

Serving all citizens of Arizona, the mission of Arizona Governor's State Rehabilitation Council is to advise, evaluate, and partner with the public vocational rehabilitation program in support of improving access to employment and promoting a diverse workforce statewide. This mission encompasses the council's vision, operating principles, and goals.

Higher Hopes LLC

Higher Hopes provides vocational and job-specific training for adults with intellectual disabilities so that they may gain permanent competitive employment within their community. Higher Hopes currently has a retail store to provide members with on-site job training and employment and provides transportation throughout the valley. Kamisha Bowen, the founder of Higher Hopes, has been an active advocate for adults with intellectual disabilities for over 20 years and realized the present need for competitive employment within the valley. So the decision was made to launch a program to not only provide a continuum of education for adults with intellectual disabilities graduating from high school but also provide them with opportunities to find employment within their own communities. Higher Hopes's mission is to ensure that all members served are integrated into their community and are making a positive impact not only in their own lives but also in everyone's life with whom they come into contact.

Home Assist Health

Here at Home Assist Health, our vision is to positively impact every single life we touch, ultimately creating a community built on humanity, support, and unity. We have been achieving our vision during the last 20 years by providing high-quality, personalized home care for individuals, including individuals with disabilities. Home Assist Health is an approved provider of the Arizona Long Term Care Services Program (ALTCS or Medicaid), as well as an approved provider for the Division of Developmental Disabilities (DDD) program. We offer a wide array of services, which include attendant, respite, and personal care, in addition to housekeeping, concierge services (custom programs), and habilitation. The aforementioned services can include meal preparation, cleaning, laundry, medication reminders, companionship, light housekeeping, errands, bathing and dressing assistance, among many others. Our on-site instructors train our caregivers in all aspects of service delivery. They receive hands-on learning in a clinical setting that results in Direct Care Worker certification. In addition, First Aid and CPR Certification, Article 9, Skill Building, Prevention and Support, and annual Continuing Education hours are also available. We want to ensure that our attendants' skills continue to be up to date and as beneficial to our members as possible.

Independent Living Experience (ILE)

Independent Living Experience (ILE) is a customized support service for adults desiring a life of independence. Our team of dedicated professionals works directly with adults to help them become their own self-determined advocates with the necessary skills to be successful within their living, working, and social environments. We are passionate about supporting the independence of adults with disabilities through skill acquisition and maintenance in a variety of areas, including: personally meaningful employment, stable living environments, financial security, safe and balanced relationships, active and predictable social life, and healthy lifestyles. Together, the ILE team works collaboratively with each client and family members to determine personal and professional goals, individual needs, and the desired direction for each client's future.

Life Development Institute (LDI)

Life Development Institute offers fully accredited high school, postsecondary, and summer programs for young adults who have autism spectrum disorder, ADHD, and learning disabilities. Additionally, LDI embeds adult content and competencies by integrating practical college strategies, refining interpersonal communication skills, determining viable career paths, and promoting social responsibility. LDI's mission is to provide nontraditional college-capable students a practical and inclusive bridge to improve college/career readiness and success, build cultural competence, and develop personal leadership skills. LDI has three programs that accomplish this mission. First, LDI's residential program is a two-year program that offers three pathways toward placement into community-based higher education, technical and career preparation, occupational training programs, or competitive employment. Second, LDI's Academy of Lifelong Learning day high school provides a focused academic and transition program of instruction, which offers either a traditional academic or transitional-tracked academic diploma that focuses on practical life preparation instruction and guidance to improve social thinking and overall executive functioning. Third, LDI's Emerging Leaders Summer Academy provides an ideal transitional bridge to higher education and career development for students between the ages of 16 and 26.

Maricopa County Community Colleges–Maricopa Corporate College

Maricopa Corporate College (MCOR), a part of the Maricopa County Community Colleges District, delivers market-relevant, workforce solutions and education for people in virtually every industry sector by providing a forecast of workforce needs and responding to the changing economy. MCOR offers programs in high demand, works with all levels of youth and young adults with disabilities to achieve their educational goals, and tracks students through to employment to help when the student needs additional assistance. MCOR works with all levels of people seeking education from the community.

NorthBridge College Success Program

NorthBridge College Success Program supports students with learning differences enrolled in college and vocational programs. The comprehensive design of the program features a multi-layered support system that focuses on academic success and personal development. Our approach empowers students to develop confidence, build skills, and accomplish their goals for a successful future.

Peace of My Mind, LLC

Erin Callinan is the owner of Peace of My Mind, LLC through which she authored her book, *Beautifully Bipolar: An Inspiring Look into Mental Illness*. Since 2012, Erin has been traveling the state of Arizona presenting at speaking events and featuring her book as a means to erase the stigma surrounding mental illness and bringing the messages of hope and resiliency to the forefront. Erin serves on the board of directors for MIKID (Mentally Ill Kids in Distress) and has spent the last four years as a mentor for the New Pathways for Youth Program. She is currently enrolled at Arizona State University to earn her master's degree in Social Work. Since 2011, Erin has worked for the Arizona Coalition to End Sexual and Domestic Violence and serves as an Advisory Board Member for End Violence Against Women International.

Prentke Romich Company (PRC)

PRC believes that everyone deserves a voice. Families, clinicians, and special educators select PRC augmentative and alternative communication (AAC) devices as part of a communication strategy to assist a wide range of individuals with communication disabilities. For nearly fifty years, PRC has led the industry in providing AAC solutions with advanced communication technology and language development systems. Visit us and learn more about our latest AAC solutions including the Accent™ family of devices, LAMP: Words for Life iPad application, Words for Life NOVA Edition, new training opportunities and services, and updates to our AAC Language Lab. E-mail: info@prentrom.com. Website: www.prentrom.com.

Raising Special Kids

Raising Special Kids is Arizona's Parent Training and Information (PTI) Center, one of over 100 centers authorized under the Individuals with Disabilities Education Act (IDEA) to provide assistance in special education to families and schools. Information, training, and support are offered in English and Spanish at no cost to families of children from birth to age 26 with a full range of disabilities and special health care needs.

Scottsdale Training & Rehabilitation Services (STARS)

Founded in 1973, STARS provides exceptional services to youth and adults with developmental disabilities. STARS's participants include individuals with autism, Down's syndrome, cerebral palsy, seizure disorders, or other cognitive, physical, or sensory challenges. STARS provides community-based employment opportunities, vocational work centers, and adult day programs. In addition, STARS's Transitions Program provides services to youth and families in need of a steppingstone between school and post-school life, including a structured vocational curriculum. Offered after-school and during school breaks, the Transitions Program helps youth develop soft skills such as grooming, punctuality, and getting along with others, all in a dynamic and interactive learning environment. STARS newest program is the Therapeutic Autism Program, or TAP, to help support individuals and families dealing with autism spectrum disorders and to deliver ABA to individuals and families.

SilverTree Special Needs Planning

Since 1994, SilverTree Special Needs Planning has provided services to families and professionals, including legal, government benefits, budget/financial, and lifestyle planning, as well as information on the new ABLE Act of 2015.

Social Security Administration

The Social Security Administration delivers a broad range of services online at socialsecurity.gov and through a nationwide network of over 1,400 offices throughout the nation. Offices include regional offices, field offices, card centers, teleservice centers, processing centers, hearing offices, the Appeals Council, and our State and territorial partners, the disability determination services.

Sonoran University Center for Excellence in Developmental Disabilities (UCEDD)

People with serious and lifelong disabilities have the same hopes and dreams as everyone—to live in the community, relate with friends and family, engage in meaningful work, and sustain a healthy life. Yet many adults with developmental disabilities don't have access to health care, safe homes, jobs, or social opportunities. The Sonoran UCEDD works in partnership with the community to create and expand opportunities for people with developmental disabilities as they navigate life's transitions. The goal of the Sonoran UCEDD is to ensure full community participation by individuals with developmental disabilities through interdisciplinary training of students and service professionals on developmental disabilities, research, and analysis aimed at developing new knowledge on disability. This knowledge can be translated into model programs and public policy initiatives, technical assistance, and information sharing for the community at large on disability best practices, exemplary services, and model program development to enhance and expand the systems of support for people with developmental disabilities.

Southwest Institute for Families and Children

Southwest Institute for Families and Children is a nonprofit organization that works with people with disabilities to improve their quality of life through empowerment and self-advocacy.

STAR Autism Support

STAR Autism Support (SAS) provides curriculum materials, workshops, and training to school and agency staff who work with students with autism. Our mission is to help others successfully implement research-based applied behavior analysis (ABA) techniques. We want every child with autism to receive effective instruction!

Survival Guide for College-Bound LD Students

David Carson spent his first 25 years excelling in math, science, and on the football field. However, the same success did not greet him when it came to English, reading, and spelling. After graduating from Upper St. Clair High School in Pittsburgh, Pennsylvania, as an all-state football player, Carson accepted an offer to play college football. However, he never attended, struggling with the anxiety caused by the transition from high school to college. David continued to try to make the jump into postsecondary education, but unfortunately failed in college three separate times. At age 25, David was tested and learned that he was, by definition, a gifted student. He also learned that the test identified and documented his learning disability. With the proper recognition of and support for his LD (which he likes to refer to as a "learning difference"), David soon found academic success, graduating from college with a 3.91 GPA. Carson remained committed to advocacy for LD students, publishing his first book, *The Survival Guide for College-Bound LD Students*, a publication used by over 55 colleges nationwide.

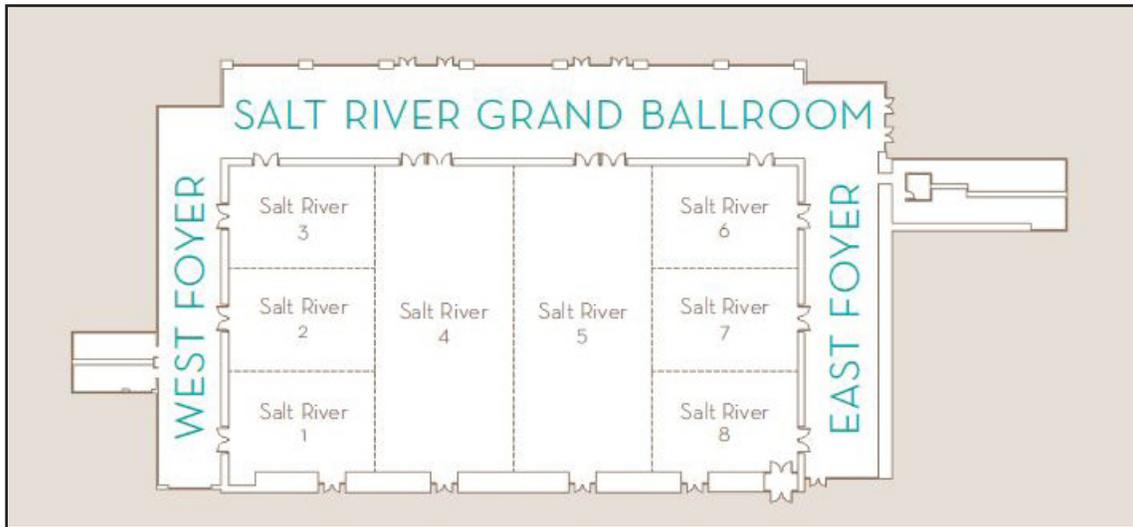
Transition Curriculum LLC

Transition Curriculum LLC, a committed team of transition educators and vocational rehabilitation specialists, has developed the NextUp program to help educators and administrators satisfy requirements while preparing students for employment success. NextUp is hyper-focused on helping students develop pre-employment, on-the-job, and independent living skills through an innovative and interactive blended learning platform. NextUp combines online videos and customizable in-classroom lesson plans for teachers to facilitate transition training. To learn more about the tools and resources that NextUp delivers to students, teachers, and families, visit www.transitioncurriculum.com.

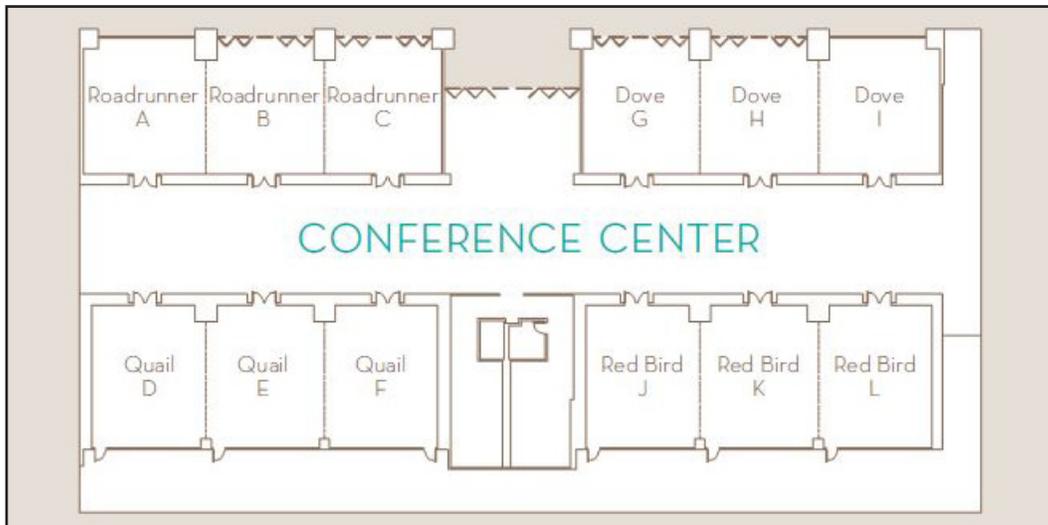
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The contents of this publication were developed with funds allocated by the U.S. Department of Education under Individuals with Disabilities Education Act Amendments of 2004.

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