

# **Ignite the Future!**

## **Transition Resources to Spark Engagement**

## **Monday, August 27, 2018**

Sessions marked with a **gold star (★)** are recommended for professional participants who are new to the area of secondary transition.

Sessions marked with a **red asterisk (✳)** are recommended for youth and family.

7:30 a.m. – 5:00 p.m.  
Grand Canyon Foyer

### **REGISTRATION**

7:30 a.m. – 9:00 a.m.  
Grand Saguaro North/South

### **BREAKFAST BUFFET**

9:00 a.m. – 9:15 a.m.  
Grand Canyon 6-8

### **OPENING REMARKS**

*Alissa Trollinger, Deputy Associate Superintendent, Exceptional Student Services*

9:15 a.m. – 10:45 a.m.  
Grand Canyon 6-8

### **WELCOME AND INTRODUCTION OF KEYNOTE SPEAKER**

*James Rivera, Director of Special Projects, Exceptional Student Services*

### **OPENING KEYNOTE ADDRESS**

*William Kellibrew IV: Honoring Our Differences, Celebrating the Strengths of Youth*

10:45 a.m. – 11:00 a.m.

### **PRESENTATION OF SECONDARY TRANSITION SERVICES AWARDS**

11:00 a.m. – 11:30 a.m.

### **BREAK VENDOR/EXHIBITOR HALL OPEN ARTWORK VIEWING**

11:30 a.m. – 12:30 p.m.  
Grand Saguaro North/South

### **LUNCH**

12:30 p.m. – 12:45 p.m.

### **BREAK VENDOR/EXHIBITOR HALL OPEN ARTWORK VIEWING**

12:45 p.m. – 2:00 p.m.

## CONCURRENT SESSIONS

### Grand Canyon 1

#### **College and Career Competency Team Training (CCCTT)**

**by Jane Soukup and Ana Núñez**

Closed session for Arizona's College and Career Competency Team Training (Az CCCTT) with 2018-20 cohort team members.

### Grand Canyon 2

#### **★ Older Students Struggling with Reading: What Can We Do?**

**by Kim Rice and Janet Fukuda**

Students who have continued difficulty with reading and spelling can learn to use technology to increase their ability to access printed material. Individuals with dyslexia may not be alone when struggling with the reading and writing demands of the workplace. Approximately 40 percent of high school graduates lack the literacy skills employers seek (Achieve Inc., 2005). An adult with dyslexia may have difficulty with work-training courses, even literacy classes, if these are not presented in ways that accommodate their learning needs. Adults with dyslexia can succeed in the workplace with training and other written materials in an accessible format, with restructured job tasks, and assistive technology (e.g., text-reading systems, reading pens, speech-recognition systems, and portable word processors with spell and grammar checking). While early intervention is the best way to help students get on track with their reading and writing, it is never too late to help older students and adults make progress and succeed. With proper evaluation and appropriate instruction and accommodations, adolescents and adults can achieve their goals too and make their own unique contributions to the workforce and society.

### Grand Canyon 3

#### **Partnering with Behavioral Health Agencies to Improve Student Outcomes**

**by Melissa McCusker and Alysson Zatarra**

This session will provide a glimpse into how Deer Valley Unified School District, a large urban school district, in partnership with Southwest Behavioral Health and Services, a local behavioral health agency, was able to provide wrap-around services to students, families, and school staff. Participants will learn how partnerships can be developed, along with seeing how the benefits can be provided in a collaborative relationship between a school district and a behavioral health agency.

### Grand Canyon 4

#### **★ ✿ Transition in the 21st Century**

**by Charlotte Alverson and Andi Asel**

This session will be a discussion of the changes in the law and cultural expectations since PL 94-142 (the forerunner to IDEA) and how these changes have influenced and impacted the postsecondary expectations for individuals with disabilities, especially those with significant needs.

### Grand Canyon 5

#### **★ Teaching Transition Skills on a High School Campus**

**by Jessica Guarena and Melinda Suarez**

While working on transition skills for students at Cholla High School, these presenters found many barriers and obstacles to students' being out in the community to learn job/transition skills. A starting point can be learning these skills on campus. A scope and sequence of learning transition and employment skills was created for a variety of jobs on campus, such as working in various school sites—the library, office, cafeteria, athletic department, science labs, campus garden, and copy center. Along with these site-specific sequences, task analyses have been created with manipulatives and accommodations to support the students in learning. All materials will be shared, as well as a discussion of what has and hasn't been successful and how the plan became action.

Grand Canyon 9

★ ✿ **Transition from IEP to 504 Accommodation Plans in College**  
*by Cheryl Hernandez*

This presentation will provide information to students, parents, and educators to understand the transition from high school to college/university. It is designed to provide an overview of key aspects, knowledge, and skills needed in the transition to college life. Participants will become familiar with the differences between the IDEA and the Rehabilitation Act of 1973 and how these differences affect students. Supportive services that help to bolster students' academic success will also be discussed. The presentation will incorporate the use of assistive technology in a college setting and college/university responsibilities regarding technology. The presentation will also include information for parents, transition specialists, and community providers and provide suggestion on how to support students to independently progress through higher education.

Grand Canyon 10

**Connecting ECAPs and Employers**  
*by Scott Solberg and Kay Schreiber*

This session will discuss ways that the Education and Career Action Plans (ECAPs)—also known as individualized learning plans or ILPs—offer an effective strategy for connecting with employers who want to manage their talent pipeline. The session will describe the U.S. Chamber of Commerce's Talent Management Pipeline initiative that encourages employers to address their needs and approach schools with strategies to help youth become interested in and build the career readiness skills to enter a wide range of regional high-demand, high-wage careers. Three efforts will be highlighted in the presentation: Project Search, which is a national effort to connect youth with significant disabilities to quality work opportunities; the AZ Career Readiness Credential; and a career pathways effort with middle school youth being implemented in collaboration with Jobs for the Future.

Grand Canyon 11

✿ **Ignite Your Future! Let Vocational Rehab Be a Transition Resource for Success**  
*by Monica Amaya and Betty Schoen*

A lot of youth have a difficult time deciding on a career path and figuring out what they need to do to prepare for a career. Vocational Rehabilitation (VR), a federal employment program for persons with disabilities, is one community service provider that can work with young people during high school to help them develop achievable career goals. By participating in IEP transition planning or providing pre-employment transition skills workshops, VR services can help a young person with a disability discover a career path and prepare for a successful future. The participant 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. The participant will leave the presentation with some tools with which to begin career exploration activities.

Grand Canyon 12

★ **Disability Benefits 101: An Educators' Tool for Transition**  
*by Ivan Rivera and David DuBay*

This presentation will walk participants through the user-friendly DB101 website. Participants will learn how to incorporate DB101 in IEPs and ECAPs, as well as learn about curriculum that supports college and career readiness. Participants will also learn how to utilize DB101 as a tool to explain work incentives and how to evaluate their knowledge of Social Security benefits and programs that assist with employment and independent living. DB101 is an effective tool to motivate people and ease fear and confusion for youth as they move into adulthood. Participants will leave the presentation with a new sense of understanding, tools and resources for their jobs, and a new reassurance of their ability to assist in the transition process.

2:00 p.m. – 2:15 p.m.

**BREAK**  
**VENDOR/EXHIBITOR HALL OPEN**  
**ARTWORK VIEWING**

2:15 p.m. – 3:30 p.m.

## CONCURRENT SESSIONS

### Grand Canyon 1

#### ★ Improving Postsecondary Outcomes with Self-Efficacy Instruction

*by Jane Soukup and Ana Núñez*

Do your students lack confidence in their abilities? Do they give up easily when things get hard? If you want your students to believe in their abilities and understand that if they put in effort, they can improve those abilities, self-efficacy instruction can help. Self-efficacy refers to perceptions individuals have about their capabilities. Students who develop self-efficacy skills experience greater success throughout K–12 and college and experience greater success in the workplace. It is vital for students to learn about self-efficacy as a way to build a growth mindset; doing so empowers them to take control of their own learning and progress and work towards postsecondary success. During this interactive session, participants will improve their understanding of self-efficacy, practice strategies to use with students, and discuss how to reinforce application of self-efficacy strategies.

### Grand Canyon 2

#### ✿ Future Planning: It's Possible and Necessary

*by Liz Mahar*

Planning for the future is important for all families. Thinking about the future can be challenging and emotional. However, a future plan provides peace of mind especially for families that include a person with an intellectual and/or developmental disability (ID/DD). Experience shows that adults with ID/DD make better transitions from the family home when a future plan is in place. Staff from The Arc's Center for Future Planning and The Arc of Arizona will provide an overview on the steps families should take to create a future plan and resources to assist in planning. This will also allow participants an opportunity to start thinking about the areas of planning such as daily needs, support networks, and legal and financial matters that should be included in the plan.

### Grand Canyon 3

#### ✿ Ignite Your Job-Seeking Skills: Tips and Tools to Help Youth Enter Employment

*by Jennifer Kelley and Veronica Mendoza-Williams*

Looking for work can be daunting for anyone, but knowledge and preparation can make it less intimidating. Youth and young adults are invited to attend this workshop, which breaks down the job-search process into three interrelated components and provides tips on how to explore open positions, complete applications, and generate résumés, as well as prepare for that sought-after interview. Interactive activities, links to resources, and a discussion on disability disclosure are also included in the workshop. Ultimately, the goal for each participant is an “aha moment”—or two—to help build confidence and further develop effective strategies for securing employment.

### Grand Canyon 4

#### ★ Assessing the Abilities of Students with Significant Disabilities

*by Charlotte Alverson*

This will be an informative session on how to determine appropriate measurable postsecondary goals for students with severe intellectual disabilities (SIDs), including strategies and best practices that will help the most involved students find success.

### Grand Canyon 5

#### ✿ Integrating Behavioral Health with the IEP Process to Support Students' Successful Transition from School to Work

*by Bob Crouse and Adam Robson*

As educators or parents, have you ever faced challenges with coordination between the school system and behavioral health providers working with your students and children? Do you have questions about how our public behavioral health system works, who is eligible, and what services are available? This session will provide participants with the answers to these questions and many more. The presenters will explain child and family team (CFT) practice, discuss how it compares with the individualized education program (IEP)

process, and offer suggestions aimed at enhancing collaboration between the two while reducing barriers to collaboration. We'll also explain the wide array of services available through behavioral health. You will be provided with some of the resources available in our communities for young people and their families experiencing behavioral health issues, and finally, our AHCCCS employment administrator will offer information on the employment services available to students as they transition from school to work.

**Grand Canyon 9**

**\* Tempe Stylz: A Vocational Journey**  
*by Douglas Prentice and Regina Mayes*

"If you build it, they will come." These words have never been truer in TUHSD. Tempe Union High School District built a community enterprise boutique created to provide students with work experience, volunteer know-how, internships, and in some cases, paid employment. In addition, it provides a service to the community. In this workshop, participants will learn the steps to create a community enterprise, hear about the struggles and successes TUHSD experienced in creating the Tempe Stylz Boutique, and interact with a panel of stakeholders for questions and answers. A panel consisting of TUHSD staff, students(s), parent(s), and community partners will share positive impacts of the store on their lives and in the community. Participants will be able to ask questions and will leave with ideas for creating a community enterprise, as well as concrete steps to take to make it happen.

**Grand Canyon 10**

**ECAPs and Pre-Employment Transition Services**  
*by Scott Solberg and Kay Schreiber*

As youth with significant disabilities prepare to transition from school into adulthood, changes in federal funding are enabling schools to work more closely with the Department of Vocational Rehabilitation. This session will describe the ways that engaging with youth in designing quality Education and Career Action Plans (ECAPs)—also known as individualized learning plans or ILPs—offer an effective strategy that aligns well with the Pre-Employment Transition Services (PreETS) being offered by the Department of Vocational Rehabilitation. By ensuring that ECAPs address PreETS standards of support, it is possible for schools to create a seamless pathway for youth to make their passage into adulthood.

**Grand Canyon 11**

**\* Health Care Organizers: Advocating for Your Most Healthful Self**  
*by Melissa Ann Santora*

The Health Care Organizer is a portable toolkit that encourages youth to take an interest in managing their own health care information and records, leading to self-advocacy regarding their health care considerations. In addition, Health Care Organizers assist youth who are engaging in the transition to adulthood in being proactive as they learn to make informed health care decisions, along with their family members and medical practitioners. The Office for Children with Special Health Care Needs (OCSHCN) Young Adult Advisors, who are graduates of Arizona Youth Engagement Academy, will present their findings after using Health Care Organizers for one year, as they endeavored to advocate for their most healthful selves. Along with these important tips, participants will receive and learn how to use the Health Care Organizers to improve their ability to understand and manage their own health care. A variety of checklists, fillable forms, and resources are included in this handy expanding file to get you started.

**Grand Canyon 12**

**\* Using Disability Benefits as a Transition to Independent Living**  
*by Ivan Rivera and David DuBay*

The challenges of becoming an adult are difficult enough; adding in the complexity of understanding benefits creates an even greater challenge for young adults. There is now an online tool that helps work through the myths and confusion of Social Security benefits, healthcare, and employment—the Arizona Disability Benefits 101 (DB101). This presentation will walk participants through the user-friendly DB101 website. There are numerous articles to assist a young person in moving towards independent living by exploring its subjects: finding a job, education, state and federal benefit options and eligibility, and more. The presenters

will demonstrate how the DB101 calculators can show how a specific job would or would not impact cash benefits and healthcare. DB101 can ease the fear about losing healthcare benefits and empower young people and their parents in making informed decisions that will lead to more financially productive lives.

**Grand Sonoran H/I**

**\* Discovering My Interests, Hopes, and Dreams, Part I**  
*by Melissa Kushner and Jacy Farkas*

The goal for all students is to leave high school prepared to maximize their potential and be successful adults. Effective transition planning requires discovery of the student as a unique individual. A person-centered approach to transition planning looks at the whole person, focusing on a student's interests, strengths, and capabilities, while supportive adults learn how to best accommodate them. Youth and young adults, along with their families, should take time to explore personal likes and dislikes, skills and abilities, places they like to go, and people with whom they like to spend time. Having a better understanding of these things will enable youth to make informed decisions about transition goals and provide knowledge and skills to advocate for themselves when planning with teams. **This is the first of a two-part session.**

**Grand Sonoran J/K**

**★ \* Cool Tools for Transition**  
*by Bruce Kennedy, Mitch Galbraith, and Janet Fukuda*

Many teachers, parents, and students have fears about accessing tools that may be necessary to support folks in school, employment, and activities of daily living. Students may have deficits in performing tasks associated with reading, writing, or mAThematics. Supports for youth in these academic areas are available by accessing Google Chrome and Chrome extensions; and the best part is that these supports are FREE or at very low cost. Google Chrome extension supports can be available anywhere when you log into your Google Chrome account. This session will introduce and demonstrate Google Chrome extensions to support people who may struggle with some reading, writing, or math tasks. Come to this session to learn more about the cool tools that are available to support you, your child, or your students.

**Grand Saguaro West**

**Nine Things You Must Include in Sexuality Education**  
*by Lindsey Nebeker*

Sex education has its flaws, especially when educating learners with disabilities. Unfortunately, many students with developmental disabilities have been denied access to a well-rounded and inclusive sex education, which is essential in providing them a sense of empowerment. Even when parents, professionals, and educators in the field are providing that education, some key elements are still left out. Professional perspectives are highly valuable in that they can offer structure and guidance into building a sex education curriculum. Implementing an appropriate methodology, however, requires a significant contribution by a "chorus" of personal perspectives. This presentation will not be a delivery of the sexuality education curriculum in itself. Rather, this presentation will simply open a conversation on what "building blocks" are essential in setting up the framework for that curriculum. The representation of disability is incredibly diverse, and developing a universal sex education curriculum that would apply to all individuals is no easy task—even if that task is possible. But if we include at least nine key components, both the educator and the learner can become empowered. Subtopics that will be discussed include (but are not limited to) suggested learning materials for non-traditional learners, social-sexual awareness, safety and consent, and inclusion.

**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

### Grand Canyon 1

#### **The Hidden Disability . . . Trauma** **by Gail Jacobs and Janis Shoop**

Trauma affects thousands of school-age children every year. Research shows that one out of three children in the United States will experience some traumatic event before the age of 18 that will impact their learning, development, or behavior in the classroom. Many of these students are labeled with a disability and placed in special education classes erroneously. Students who have experienced trauma are regularly being suspended or expelled because of disruptive behaviors and unfortunately, find themselves on a pathway to criminal behavior. Childhood trauma increases the risk of a student's having unresolved feelings, which may lead to poor coping skills and inability to control one's emotions. For administrators to be able to support teachers in understanding the effects of childhood trauma, they need to share best practices and strategies on trauma-informed care. A trauma-informed care approach can drastically reduce the incidents of bullying and other disruptive behaviors, resulting in suspensions and expulsions; thus, it can save those at-risk students from entering into the school-to-prison pipeline. This presentation will outline strategies and resources that can be shared with teachers, administrators, and others to help create a more student-centered classroom. The presenters will share resources and interventions to help students with chronic stress and anxiety to function well in school.

### Grand Canyon 2

#### **Deafverse: How a Choice-Based Game Fosters Postsecondary Preparedness in Deaf Youth** **by Kent Turner and Lauren Kinast**

Self-determination is a key component of postsecondary preparedness in deaf youth. Drawing from existing evidence-based research, the National Deaf Center on Postsecondary Outcomes (NDC) has developed an online choice-based game to foster development of self-determination skills for deaf youth as they navigate through common situations in the community, school, or the workplace. This session will showcase our innovative game-based learning approach allowing youth to safely engage in different roles and respond to situations they will encounter in real life. Designed with educational professionals in mind, this session will share strategies on how to instill independence, increase opportunities for self-advocacy, and foster self-determination skills for deaf youth. Participants will engage in interactive discussions and strategize how this resource can be integrated and aligned with current transition practices and curricula.

### Grand Canyon 3

#### **✿ Igniting Your Future: Postsecondary Planning** **by Jennifer Kelley and Veronica Mendoza-Williams**

The future is calling! Where are you going, how will you get there, and who can help? If you are a young adult in transition, the future is bright, but the path to get where you want to go can be overwhelming. Whether you are looking to attend school or find a job, we can help. The process will be different for each of you, but everyone needs a starting point. Come and participate in our interactive workshop and take charge of your future. We will explore how your personality can guide your career options with the True Colors Personality Assessment. The assessment is a self-awareness activity that will identify characteristics from four basic personality types. After we identify your primary color, we will discuss your postsecondary options, review the steps towards enrollment and discuss additional assistance with Pre-Employment Transition Services.

### Grand Canyon 4

#### **Standards, Skills, and Goals...OH MY!!** **by Lisa Kunz**

In this session, educational staff will examine what is required and how to meet those requirements when reviewing educational standards in the development of IEP goals. During the presentation, participants will explore various ways to break down standards to skills and then into IEP goals. The session will focus primarily on those students with more severe needs.

**Grand Canyon 5**

**\* Middle School According to Nathan  
by Nathan Hernandez**

This session is designed for students and parents and will share a student's perspective on strategies for both students and teachers to not just survive middle school, but successfully transition to high school. The session will cover setting goals, celebrating successes, and meeting middle school challenges in general education settings, in social settings, and in planning for high school. Nathan will also discuss being his own advocate with teachers, students, and peers.

**Grand Canyon 9**

**\* The Ins and Outs of the Transition Process for Families  
by Stephanie Johnson and Linda Rudd**

Parent/caregiver attendees will participate in an interactive journey learning about the elements of successful IEP transition planning. Key terminology, such as "transfer of rights," "age-appropriate transition assessments," and "measurable postsecondary goals," will be demystified, along with ways in which families can support youth during the transition journey. Participants will learn the importance of strength-based decision-making and collaboration with local agencies as it relates to postsecondary success. Parents and caregivers will walk away with a better understanding of transition planning and resources to facilitate their active participation in the process.

**Grand Canyon 10**

**Preparing Students in Middle Grades for Post-High School Readiness  
by Scott Solberg and Kay Schreiber**

Arizona high schools have implemented the ECAP (Education and Career Action Plan) process, but for successful transition into high school, the ECAP process should begin in middle grades at the latest. How can Arizona educators build an ECAP culture in early grades so that students in middle grades are prepared to enter high school on track and graduate college and career ready? Students need an individualized plan and a structured framework for self-awareness and career exploration. Learn how your middle school can receive Arizona resources, college and career planning tools, and participate in specific professional development for middle grades educators.

**Grand Canyon 11**

**★ Using Google Forms to Collect, Communicate, and Integrate  
Transition Information into the IEP  
by Pam Fesko and Teri Steele**

Transition planning can involve many people. Making sure everyone knows the strengths, preferences, and abilities of the student is one of the most important steps, and using assessments, we can build a comprehensive plan for each student with specific activities and goals based on the chosen career or vocational path. Using a Google form and an Autocrat program and template, we can create individualized plans for service coordinators to use as they write IEP transition plans. Modeled after the IEP transition plan with sections for goals, a coordinated set of activities, courses of study, and outside agencies, our transition specialists collect data, based on assessment and services available, and enter it onto a Google form. Once submitted, Autocrat produces a final product, listing activities, courses of study, strengths and needs, along with anticipated graduation requirements for each student and emails it automatically to the service coordinator. This document can be used by special education teachers and service coordinators to update all sections of the transition plan with appropriate and comprehensive data that assists IEP teams in developing plans. The presenters will share and model the Google form and template with participants, so if you're not sure what they're talking about—you WILL at the end!

**Grand Canyon 12**

**Strategies to Get Students Engaged in 30 Days  
by Sarup Mathur, Heather Griller-Clark, James Short, and Leslie LaCroix**

Teachers have a unique and influential role in the transition and reintegration of students who are disengaged. By adopting evidence-based practices, highlighted in this session, they can prevent further escalation of students' negative behaviors and disengagement. Creating strong, supportive relationships with students can assist teachers in identifying indicators



or warning signs of disengagement. This session will provide guidelines for four essential ingredients (climate, relationships, instruction, and collaboration) necessary to improve student engagement. The importance of a 30-day rule for engagement will also be discussed. In addition, specific suggestions to assist educators reintegrate youth who are involved or are at-risk of being involved with juvenile justice will also be shared.

**Grand Sonoran H/I**

**\* Discovering My Interests, Hopes, and Dreams, Part II**  
**by Melissa Kushner and Jacy Farkas**

The goal for all students is to leave high school prepared to maximize their potential and be successful adults. Effective transition planning requires discovery of the student as a unique individual. A person-centered approach to transition planning looks at the whole person, focusing on a student's interests, strengths, and capabilities, while supportive adults learn how to best accommodate them. Youth and young adults, along with their families, should take time to explore personal likes and dislikes, skills and abilities, places they like to go, and people with whom they like to spend time. Having a better understanding of these things will enable youth to make informed decisions about transition goals and provide knowledge and skills to advocate for themselves when planning with teams. **This is the second of a two-part session.**

**Grand Sonoran J/K**

**\* Legal Options, Turning 18**  
**by Jana Murrell**

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

**Grand Saguaro West**

**\* Trust in Love; An Intimate Conversation on Autism & Vulnerability**  
**by Lindsey Nebeker**

Are the concepts of trust and vulnerability more scientific or abstract? What are the requirements we have set on other people to earn our trust? And if we have been hurt in the past, is it worth it to risk being emotionally vulnerable to trust again? We will explore the autistic perspective on the developmental origins of trust; how our tendency to trust too easily can lead us to abusive experiences (particularly sexual abuse), what the essentials are to cultivate healthy relationships, and why (even when we have been hurt) it is still worth the cost to live with our hearts full of love and exposure to emotional vulnerability.

**5:30 p.m. – 8:30 p.m.**

**SPECIAL ACTIVITIES**

**Grand Sonoran Ballroom**

**5:30 p.m. – 6:30 p.m.**

**Parent and Family Workshop**

Take a break with us after a long day of conference sessions. Debrief and meet with other parents from around the state and gain contacts and tools to support your child in transitioning successfully out of high school and into the future. Together we will talk and learn from professionals, other parents, and young adults who are going through the transition process. Let's explore, ask questions, and play with assistive technology that is used in adult work environments, as well as at college and training programs. Let's talk about CTE, or Career and Technical Education, classes in your schools and how to access them for your child's unique needs. A young adult with a disability will demonstrate what has been learned in CTE and be available to talk to parents about his or her success in CTE classes. Enjoy snacks with entertainment and an ice cream social while your children enjoy the youth event. See you there!

**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!

Grand Saguaro West  
5:30 p.m. – 7:30 p.m.

**Professional Event**

Join the filmmaker as Dan Habib brings his new film *Intelligent Lives* to Arizona's Transition Conference. The film is a catalyst to transform the label of intellectual disability from a life sentence of isolation into a life of possibility for the most systematically segregated people in America. *Intelligent Lives* stars three young American adults with intellectual disabilities who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the emotional personal story of his son Jesse. The film captures an emerging paradigm in which people have accessed supports—including technology, peers, and the high expectations of family and educators—which allow them to successfully participate in a fuller life through general education classes; college; paid, integrated employment; relationships; and other aspects of community living. *Intelligent Lives* challenges what it means to be intelligent and points to a future in which people of all abilities can fully participate in higher education, meaningful employment, and intimate relationships.



Artist: **Jose Lopez**, Arizona State School for the Deaf and the Blind



Artist: **Rachelle Viegas**, American Heritage Academy