

Ignite the Future!

**Transition Resources
to Spark Engagement**

Tuesday, August 28, 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.

6:45 a.m. – 8:15 a.m.
Grand Saguaro North/South

BREAKFAST BUFFET

7:00 a.m. – 7:45 a.m.
Grand Canyon 1

STRETCHING & BREATHING TECHNIQUES

Bizzie Gold

8:15 a.m. – 9:30 a.m.
Grand Canyon 6-8

WELCOME AND REMARKS

Mike Mannelly, Associate Superintendent, Highly Effective Schools
Diane Douglas, Superintendent of Public Instruction

OPENING KEYNOTE ADDRESS

Dan Habib: Disabling Segregation

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

Grand Canyon 1

✿ **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.**

Grand Canyon 2

★ ✿ **Obstacle or Opportunity: How to Create Rapid Growth from Perceived Adversity**
by Bizzie Gold

This session will help the audience assess the lens with which they perceive the world around them and with it the pain, suffering and obstacles they experience. How we define our experience in times of adversity either propels us to success and the cultivation of confidence or tears us down and feeds our biggest fears of inadequacy. Prepare to take a peek under the hood of your belief system and learn simple tools to create rapid growth instead of putting your life on repeat.

Grand Canyon 3

★ ✿ **Disability Resources and Services at Maricopa Community Colleges**
by Christina Bolyard and Amy Rabideau

The Office of Disability Resources and Services within Maricopa Community Colleges (MCC) invites you to join in a discussion about how to access Americans with Disabilities Act (ADA) accommodations through the Maricopa system. Come learn about documentation requirements, typical accommodations and the types of classes offered, and how the schools can meet the needs of a very diverse population. Participants will discover the differences between high school and college accommodations and learn how to submit the appropriate documentation required through MCC. Things to consider: access vs. success, accommodations vs. modifications, proactive vs. reactive, and common accommodations.

Grand Canyon 4

✿ **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, and also demonstrate 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.

Grand Canyon 5

★ ✿ **Foster Innovation Through Collaboration! Partners at Work**
by Melissa Ann Santora, Bob Crouse, Adam Robson, Betty Schoen, Katharine Levandowsky, Carol Sue Morgan, and Melinda Rafanan

Comprising partners who have statewide responsibility for supporting youth who are in transition and their families, the Arizona Community of Practice on Transition (AZCoPT) has the mission to improve lifelong outcomes for youth and young adults who have disabilities. The AZCoPT team meets regularly to collaborate, develop, and coordinate transition services, professional development, and resources related to improving the transition experience for youth who have disabilities. This session will present a case study of an individual who has multiple plans with agencies and how these agencies collaborate in order to assist with transition needs.

Grand Canyon 9

The Ultimate Deal: Using Data to Increase Staff Collaboration

by Sarah Clem and Jay Johnson

Presenters will discuss best practices from Marana Unified School District and show how the special education director used data to increase collaboration between special education, counselors, and CTE (career and technology education). The district will share three years of their PSO (Post School Outcomes) data to show student engagement and how this collaboration has improved student outcomes.

Grand Canyon 10

*** Department of Child Safety, Young Adult Program Services and Supports**

by Megan Conrad and Shannon Clayton

This presentation will outline how Arizona implements the Chafee Foster Care to Independence Program, which was established by the federal government in 1999 to provide states with federal funding to improve outcomes for transition-aged youth who have lived in foster care. The Arizona Department of Child Safety (DCS) has policy and procedures in place to support transition-aged youth who are currently in state or tribal foster care or who were in state or tribal foster care after their 16th birthdays. Youth who are likely to remain in out-of-home care after their 18th birthdays also have available an array of services that can help support their own efforts towards achieving self-sufficiency. Young people who age out of care have four general options, which may include the ability to re-enter DCS voluntary services until their 21st birthdays. Youth who age out of care are also eligible for insurance through AHCCCS, known as the Young Adult Transitional Insurance (YATI) program until their 26th birthdays. Young people who are in foster care for one day or more after their 16th birthdays may be eligible for financial aid benefits: Pell Grants, tuition waivers, and education and training vouchers. DCS has a statewide contract for living skills training for young people ages 16-21 who are in need of independent living services. DCS also has a statewide contract for after-care services or the Transitional Independent Living Program, for youth who were in foster care a day or more after their 16th birthdays, are now ages 18-21, and are in need of supportive services.

Grand Canyon 11

*** Say What You Mean and Mean What You Say**

by Sally Peoples and David Lieder

Being a good communicator can have a profound effect on future success in life. This training emphasizes aspects involved in achieving positive communication with others. We'll provide fun activities to point out the importance of using our listening skills, along with videos that show both examples of extreme miscommunication and the need to be clear and concise with others. Not to be left out, the importance of understanding "nonverbal" communication is covered as well. Several skills are presented that can help a person learn to resolve conflicts with others in a healthy, safe way. The importance of recognizing any nonverbal communication that is being conveyed during a tense situation is considered. The final skill presented looks at the use of humor to defuse a situation. The workshop concludes with the idea presented that "people don't know what they don't know!" This involves the idea that no matter how hard a disability or challenge may be to discuss, it may be necessary to talk about it with someone—such as an employer, teacher, or professor—so the listener can understand the situation better.

Grand Canyon 12

*** Just Breathe, Just Believe**

by Maren Kato

"Just Breathe, Just Believe" is an engaging, empowering, creative, and expressive workshop for teens to experience a variety of mindful living practices and stress management tools for navigating the next stages of life. This workshop focuses on embracing the new challenges ahead through movement expression, activities, and reflection upon each experience.

11:00 a.m. – 11:15 a.m.

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

11:15 a.m. – 12:15 p.m.
Grand Saguaro North/South

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

Grand Canyon 1

*** 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.

Grand Canyon 2

*** If I Can Do It, You Can Do It!** *by Beth Green*

This session will be both fun and informative. We all have disabilities, but some of us have more than others. Hear and talk with Beth Green, also known as Granny Rocks, who has been chronically ill and disabled since the age of 15. Nevertheless, she is a leader, a teacher, a counselor, an entertainer, and the author of six books and four music CDs. Now at the age of 73, she's starting a new career as a piano soloist. Still struggling with extremely poor health, she never gives up, and wants to share a message of hope with you, a message that starts with caring about others. In order to care about others, you have to believe you have something to share. That's the magic of Beth. She will help you identify your own gifts right in the session. During her presentation, she will combine humor, commentary, and live music to offer strategies for the most fulfilling life possible for you and your loved ones. But beyond that, during questions and answers, she will happily use her intuitive gifts to help you identify your gift to others. So please join her via video conference. She's too ill to come in person, but why should that stop us?

Grand Canyon 3

*** Ignite Your Future with the Knowledge and Tools for Success!** *by Jessica Walsh and Stephanie Johnson*

In this upbeat and interactive session, youth will learn the keys to postsecondary success. The relationship between pre-employment activities and employment outcomes will be experienced by students. Youth will learn the importance of strength-based decision-making and self-advocacy in employment settings, including how to ask for help when necessary. Additionally, through an interactive lesson on budgeting, youth will be introduced to the importance of money management, as well as how their lifestyle choices can influence a monthly budget. At the end of this session, youth will leave with first-hand experiences of these topics, as well as resources to begin their journey to success.

Grand Canyon 4

Universal Design for Employment *by Mike Marotta*

Join us as we discuss how to utilize the universal design for learning (UDL) principles during students' transition from school to employment. While businesses sometimes

encounter serious challenges as they seek to implement inclusion strategies for people with disabilities, as Assistive Technology (AT) practitioners, we 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. We will explore the three areas of UDL: (1) multiple means of engagement, (2) representation, and (3) action and expression, and we will provide practical examples for workplace accommodation solutions.

Grand Canyon 5

★ ✿ Is There More to AzCIS?

by Janis Shoop and Andi Asel

There is more to the Arizona Career Information (AzCIS) than just assessments. Information will be presented on how AzCIS can be used to complete multiple components of an IEP secondary transition plan. Participants will walk through the transition planning process using AzCIS to develop a meaningful plan, including practical activities designed to align with AzCIS assessment results. This process is applicable in all settings, including secure care and approved private day programs.

Grand Canyon 9

**Secrets to Collaboration Between Agencies, Schools, and a County—Even in a Rural Area
by Julie Niven and Jay Johnson**

This workshop will address how Pinal County addressed critical issues affecting student outcomes. Presenters will discuss how they supported best practices in collaboration between VR, DDD, Employment First, transition planning, and curriculum alignment while facilitating discussions about an educational atmosphere driven by high-stakes outcomes. This collaboration brought together middle school and high school administrators, middle school and high school counselors, special education teachers, transition specialists, VR, ADE, DDD, and other agencies to develop a districtwide plan to focus on transition planning and student outcomes.

Grand Canyon 10

✿ Spark Your Transition Planning: Ask an Occupational Therapist!

by Chris Trujillo, Mitch Galbraith, and Linda Rudd

Occupational therapists can support transition teams by conducting transition assessments that will assist in preparing students for their transition to the post-secondary setting. Through their transition assessments, occupational therapists can provide valuable information to help transition teams create effective transition plans. Special educators strongly agree that OT transition assessments provide valuable information about transition-aged students, including strengths, interests, preferences, and possible barriers to both independence in the workforce and participation in the community. In this session, participants will learn about the valuable role that occupational therapists can play in the secondary transition process. There will be a review of resources and available tools, including assistive technology devices. There will also be an introduction to The Arizona Occupational Therapy Association's Postsecondary Transition Speciality Interest Section, which can be a resource to teachers and therapists alike.

Grand Canyon 11

✿ Maturity and Relationships In the Workforce

by Sally Peoples and David Lieder

Maturity and Relationships in the Workplace is a workshop designed to give youth an introduction to the importance of maturity in the workplace with customers, coworkers, and supervisors. The goal of this training is to promote an understanding of both "mature" and "immature" behavior for youth who are already—or soon will be—young adults. Strategies to develop or build healthy relationships are also identified in this session, with an emphasis on workplace relationships. An in-depth look at what employers and supervisors consider to be adolescent behavior, such as negativity, gossiping, and sloppiness is discussed. Consideration is given to what behaviors the same employers and supervisors believe to display "professional maturity," such as minding your own business, taking responsibility for mistakes, and completing assignments on time. This session also focuses on the need

to display maturity in other aspects of life and how it can impact the future. Through both activities and a video, immature behavior will become easier to identify for participants. Healthy relationship building goes hand-in-hand with maturity. Seven specific ideas that can help build strong and positive relationships are discussed in the session. A few examples include the need for open and honest communication in good relationships and showing appreciation and respect in long-term work relationships. A second video captures the essence of how to win friends and influence people in a positive way, and it is followed by a final activity in which participants show that they can recognize mature or immature behavior or good relationship-building techniques.

Grand Canyon 12

✿ Mindful Transitions: Creating Peace for New Beginnings
by Maren Keto

In the Mindful Transitions workshop, we will focus on creating unity between providers and youth during transition. While channeling the stress and fears about the approaching changes, we will identify opportunities for how to use positive energy and productive tools to navigate this chapter of life. This workshop is designed for parents, caregivers, youth, and professionals to learn stress management and self-regulation strategies to implement proactively for mental wellness. Remember, we have to put on our own “oxygen masks” first before we can extend our love and support to those around us. Come and experience gentle movement, breathing techniques, personal affirmation expressions, and restful meditation for relaxation, reduced stress, healing, and clarity.

1:45 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

★ Taking Care of Yourself: Avoiding Compassion Fatigue
by Russell Randall and Jackson Hester

We educators can be so emotionally invested in our students that it takes a physical and psychological toll. Educators naturally become attached to, protective of, and concerned for the young people they educate. Compassion fatigue can develop when an educator cares “too much.” Left unrecognized and untreated, this condition can turn into a full-blown case of burnout that can lead to serious outcomes for educators and their students. This presentation will examine what educators can do to take better care of themselves and their students. Highly interactive, thought provoking, challenging, and fun, this presentation will explore and provide practice with professional and personal mindfulness, self-care, stress reduction, meditation, and guided imagery. Come join us as we mutually support each other and practice techniques that can help us deal with the stress and emotional turmoil of our jobs. We will also practice techniques we can use with our students and together, we will commit to taking better care of our students and ourselves.

Grand Canyon 2

★ If I Can Do It, They Can Do It!
by Beth Green

This session will be both fun and informative. We all have disabilities, but some of us have more than others. Hear and talk with Beth Green, also known as Granny Rocks, who has been chronically ill and disabled since the age of 15. Nevertheless, she is a leader, a teacher, a counselor, an entertainer, and the author of six books and four music CDs. Now at the age of 73, she’s starting a new career as a piano soloist. Still struggling with extremely poor health, she never gives up, and wants to share a message of hope with you, a message that

starts with caring about others. In order to care about others, you have to believe you have something to share. That's the magic of Beth. She will help you identify your own gifts right in the session. During her presentation, she will combine humor, commentary, and live music to offer strategies for the most fulfilling life possible for you and your loved ones. But beyond that, during questions and answers, she will happily use her intuitive gifts to help you identify your gift to others. So please join her via video conference. She's too ill to come in person, but why should that stop us?

Grand Canyon 3

*** The Whole Picture—Behavioral Health Engaging Youth, Young Adults, and Family Members for a Better Future**
by Brenda Reploge and Cara Lewandowski

The role of behavioral health is all about engagement! The challenging and exciting phase of transitioning into adulthood is a privilege that behavioral health professionals get to be part of. Collaboration and partnerships with the youth, young adults, their families, and our communities is what we do to ignite the future of the youth and the future of our communities. So, how do we get to be a part of this unique and individualized journey for youth and young adults? Many are not aware of the exceptional variety of services and resources that behavioral health has to offer. Stigma and discrimination is still one of the primary reasons transition-aged youth (TAY) do not seek help for mental health challenges. Come learn how we all can take part in supporting youth and young adults through the various transitions they will progress through. Learn how youth and young adults are engaged and encouraged to lead their own recovery, support, and treatment team. There are also supports in place for family members of these young adults as they participate in this journey. We will be taking a look at the critical role of integrated care—whole health approach, family support services, and peer support services, and how they can positively impact youth and their families.

Grand Canyon 4

*** Inside Information: The Employer's Perspective**
by Tim Stump and Maggie Gonzales

Get inside the mind of employment experts with this panel of representatives from Arizona businesses. These employers will talk about how students can increase their job-seeking success by answering questions and discussing topics such as:

- 1) What types of positions are available at the business?
- 2) Describe the workplace environment at the business and why this information is important to a job-seeker.
- 3) What interview behaviors will help an individual get the job, and what behaviors will result in losing the job?
- 4) What employee characteristics are most important to an employer?
- 5) Give some examples of accommodations offered to employees in the past.

Participants will have an opportunity to have a dialog with the panel and get answers to their own burning questions. The objectives are that participants will gain an understanding about specific attributes desired in a job candidate, they'll gain an understanding of specific work environments for different industries, and they will be better equipped for job searches after hearing from employers in different industries regarding opportunities and requirements for employment in specific industries.

Grand Canyon 5

Supporting Youth Voice and Leadership
by Jennifer Thomas

Are you seeking strategies for supporting youth voice? Do you want practical solutions for engaging youth? If you answered yes to either of these questions, this session is for you! Youth, families, and professionals—basically all of you—are invited to attend this session to hear directly from youth about the youth engagement and leadership strategies that appeal most to them, especially as they relate to helping youth prepare to transition to adulthood.

The presenters will also share resources from the National Collaborative on Workforce and Disability for Youth that were created with youth on topics that include exploring postsecondary options, obtaining employment, managing your healthcare transition, becoming a leader and advocate, and working in partnership with adults.

Grand Canyon 9

*** Making the Jump from Job Shadowing to Gainful Employment**

by Shana Smith and Claire Allain-Broeman

Teachers, parents, and students will want to join our session to learn how to assist students in making the jump from job shadowing to gainful employment. Job shadowing can be a key component of a student's successful transition plan. When an IEP team works with local businesses, everyone benefits. Getting students out in the community with local businesses fosters real-life experiences. Students learn how to problem solve at "work" and practice soft skills with coworkers and employers. The benefits come to fruition when the student lands "THE JOB." Join us in learning how to find quality business partners, write a job shadowing plan and put it in place, set goals, provide support, and problem solve issues that may arise. Listen to students share how job shadowing helped them make the jump to gainful employment. Session attendees will have opportunities for a Q and A session with transition technicians, students, and special education teachers. Attendees will leave with materials to help start a job shadowing program. Learn how accessing VR services while still in high school through the Transition from School to Work (TSW) program makes planning seamless.

Grand Canyon 10

*** Igniting Success: Thriving Through Challenges**

by Damir Tursanovic

The presenter is a traumatic brain injury survivor who would like to share his story and, in the process, shed light on what it means to live with disability. Attendees will learn about a community of people with all kinds and all levels of severity of their injuries who have learned how to return to relatively normal life by advocating for themselves and accessing community resources.

Grand Canyon 11

*** What I Need and What I Want Are Two Different Things**

by Debbie Baldemore

All living beings have almost all the same needs: food, water, shelter. Unlike other living beings, humans have wants also. If you know the difference between needs and wants, it can make you a smarter, stronger, and more successful human being. This presentation will combine a Q and A session with making a wants/needs board to take home to remind participants when they are confronted with wants or needs to determine the category they fall into. We will look at transition and how the differences between wants/needs can help set goals and shape the future and how to get there successfully.

Grand Canyon 12

*** Arizona Youth Leadership Initiatives Transitioning to Diverse Ability Incorporated**

by Melissa Ann Santora

This session will introduce participants to Diverse Ability Incorporated, a newly formed nonprofit organization responsible for continued growth of Arizona Youth Leadership Initiatives including: Arizona Youth Leadership Forum (AZYLF) and Arizona Youth Engagement Academy (AZYEA). Updates will be given on both initiatives, as well as their alumni associations. Participants will discover more about the newer Diverse Ability Incorporated initiatives: Emerging Me: Middle School Matters and Project Dignity. In addition, the purpose and process of transitioning these initiatives to Diverse Ability Incorporated will be explained, and young adult panelists will share their experiences regarding the peer-to-peer training, mentoring, and support they have provided as AZYEA graduates.

Grand Sonoran H/I

*** Pathway to Work**

by Sarah Ruf, Becky Camara, Erica McFadden, and Melinda Rafanan

There's a dire shortage of caregivers, as well as of employment options for people with disabilities, and project leaders with Pathway to Work are working hard to use this

information to push for inclusion at the high school career and technology education (CTE) level, changing the system and the minds of longtime industry professionals. It also encourages a peer-to-peer model: people with disabilities taking care of other people with disabilities and getting paid. High school students and recent grads looking for job training and a path to employment would benefit from this session, along with special education teachers and CTE officials seeking ways to create inclusive CTE programs, as well as parents looking for work options for their transition-aged young adults.

Grand Sonoran J/K

★ ❁ **Disability Myth Busters**

by Andi Asel

IDEA, 504, ADA . . . Oh my! So many rules, so much confusion. This session will help participants understand the differences and the reality of each of these important laws as they pertain to providing accommodations to students with injuries, illnesses, and disabilities. What's the difference? How do we determine what's best for students? Do we really have to do all this? Clarification and resources will be provided to help participants meet compliance and engage in best practices.

Grand Saguaro West

❁ **Mental Illness: Using Life's Challenges to Take Ownership of Your Future**

by Erin Callinan

After unexpectedly being diagnosed with bipolar disorder at age seventeen, Erin Callinan's life was turned upside down. This new and unwelcomed diagnosis left her drowning in the abyss of mental illness, leading to hospitalizations both before her senior year of high school and her freshman year of college. After reframing her perspective of what living with a mental illness meant, Erin published *Beautifully Bipolar: An Inspiring Look into Mental Illness* as a means to encourage open conversations among young people and promote messages of possibility and healing. This workshop will identify the strategies and tools that Erin obtained as she transitioned into adulthood and the pivotal role that education, self-determination, support, and autonomy had on her recovery. Participants will discover approaches for addressing stigma and ways to effectively advocate for their own or others' mental health needs from a holistic and empowerment-based approach.

Grand Sonoran A-D

★ ❁ **Trauma, Resilience, and Redemption**

by Derek Clark

Derek Clark's inspiring program provides insight and specific tools that will assist professionals in connecting with vulnerable and grieving youth. Professionals will gain understanding and knowledge about childhood responses to traumatic experiences and learn how to ask questions that build trust and shape futures. Every professional working with challenging youth has a purpose—to build a relationship of trust, to help them to reclaim their dignity and self-worth, and to know that their past mistakes do not have to infect their future. Derek will give you insight into his personal childhood journey of 13 years in the foster care system and the key reasons why he did not turn out an addict, incarcerated, or dead. He takes you down his road of hate, anger, mistrust in adults, violent tendencies, rejection, lack of love, child abuse, and the memories that haunted his life. He believes that by changing the way you look at youth, you can significantly impact their lives. Your actions will speak louder than your words. He teaches on the subject matter, "You cannot think negative thoughts about a youth and expect them to live a positive life." Consequences don't change youth; relationships change youth. He shares with you how to commit and build upon your strengths when encouraging youth to have hope and the belief that their best days are still ahead of them.

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

* **Put Your Best Foot Forward** *by Lisa Vandever*

Public speaking is a very intimidating topic, especially if you're a youth. As if dealing with school, friends, family wasn't enough, now you have to talk to people! Preparing with these helpful tips, youth can understand how to confidently speak to future employers and give presentations. This workshop will allow youth and others to practice with group activities and use a combination of videos of professionals. We will also have a tip sheet for students to take away from this workshop to remind themselves of the best way to present themselves.

Grand Canyon 2

* **Parent Panel** *by Raising Special Kids*

Four parents of transition-aged youth with various disabilities—some approaching high school, some about to end their high school career, and some who have already begun making their way in the world—will share their diverse experiences. Hear about their children's successes and challenges. Learn how they each approached the transition process, how they helped their child determine their strengths, preferences, and interests that led to the development of their transition goals. These parents will share how they are working with their child's schools and other agencies to determine the appropriate coursework, supplemental supports and services, and community experiences to help their child meet their transition goals and prepare for life after high school. They will each share tips they've learned from working with professionals in the many systems surrounding high school transition experiences. This interactive session will conclude with an audience question and answer session.

Grand Canyon 3

* **Top Elements in the Wraparound Process to Help Students Transition to Their Futures** *by Debi Neat and Daniel Gulchak*

This session will focus on person-centered planning that can occur within a wraparound team consisting of the student, family members, school staff, and community agency/resource representatives. Together, the team creates a plan to implement transition to the most inclusive, responsive, and least restrictive settings. Transition is not just leaving school, but also advancing in the domains of life: school, home, recreation, and work. The content of the training will focus on the three most important elements of the wraparound process that help students who may be struggling with social/emotional, behavioral/mental health, or cognitive challenges transition to a successful future. Participants will leave with two tools they can use immediately and links to additional resources.

Grand Canyon 4

* **Setting the Bar High** *by Sally Peoples and Daniel Lieder*

Setting the Bar High is a session on goal setting and decision-making skills. In an effort to keep young people with disabilities from "settling" for less desirable jobs or not pursuing higher education when they'd like to, we've designed this session with some ideas and tools to help them determine goals. Learning how to identify long-term and short-term goals—as well as recognizing the things that can contribute to a goal's failure—is the main focus of this session. Deciding whether a goal is realistic and achievable, whether the benefits outweigh the sacrifices, and whether a goal can be accomplished in a different way are all strategies presented here. The second part of this training is about decisions—a look at what influences the decisions we make, such as peers, family, culture, etc. We'll brainstorm about decision-making influences, so participants will understand what contributes to the decisions they make. Then the types of decisions to avoid will be discussed and defined so that youth can recognize these decisions in the future. These include impulse, forced, and compulsive decisions. Two videos and an activity that displays how to depict decision-making on paper round out this important training topic.

Grand Canyon 5

Exploring Options and Developing College and Career Readiness

by Jessica Queener

How can we best prepare students for their postsecondary futures? What pathways are available to pursue postsecondary and career goals? Come learn about strategies, various pathways, and resources that enable students with disabilities to be successful in the postsecondary environment.

Grand Canyon 9

★ ❁ **Transition Supports for Older Students Who Have Significant Disabilities**

by Chris Trujillo and Jade Poisson

The employment rate is approximately 34% for individuals with disabilities as compared to 76% for those without disabilities. Students with significant disabilities are often not prepared to engage in meaningful adult life. Self-determination, advocacy, and professional skills can be easily integrated into work readiness programs for students ages 18–22. Participants of this training session will learn how to implement meaningful employment readiness activities that promote self-determination, advocacy, and employability (soft) skills so that clients are ready to work when they leave school or the postsecondary service provider setting. Participants will receive templates and activity examples that will help them prepare students with significant disabilities for their transition to the postsecondary setting.

Grand Canyon 10

❁ **The Arizona Independent Living Network: Working Together for Optimal Outcomes**

by Melissa Ann Santora

This informative session will provide insight into the history and philosophy of the independent living movement and will acquaint participants with the Independent Living Network in Arizona. Opportunities to engage with the Statewide Independent Living Council will be introduced, and the goals of the State Plan for Independent Living will be shared. In addition, Centers for Independent Living will be discussed, and participants will receive important information about independent living services.

Grand Canyon 11

❁ **Now That I Know the Difference Between Wants and Needs, How Do I Turn a Want into a SMART Goal?**

by Debbie Baldemore

Before you can achieve anything in life, you must know what you want. You should decide that whatever you're doing is important to you, that it's worth it. It's time to set new, more meaningful goals. Participants will go away with a better understanding of the differences between realistic and unrealistic wants and how to write and complete a SMART goal.

Grand Canyon 12

Building Communities, Building Hope:

Using Professional Learning Communities for Staff Training to Support Adult Literacy

by Rosary Kennedy

This session will engage participants in the simulated Professional Learning Community training that has promoted and supported staff best practices. The presenter will share how student transitions were supported in professional learning communities using themes excerpted from the *7 Habits of Highly Effective People* text.

Grand Sonoran H/I

★ **Take That Assistive Technology for a Test Drive**

by Mitch Galbraith, Bruce Kennedy, Janet Fukuda, and Janelle Bauerle

Assistive technology can be an integral part of students' life—both when they are in school and when they leave. The selection of assistive technology to support students in the curriculum can be a daunting task for an IEP team and can pose many questions for administrators who approve the purchase of tools, devices, supportive software, and tablet applications. The Arizona Department of Education—AZ-Tech Assistive Technology program provides a free lending library service that allows teachers and staff to try items with students before a purchasing decision is made. This session provides information about the ADE AT lending library and will answer all your questions about using this money-saving service and will showcase some of the latest additions to the library.

Grand Sonoran J/K

★ ✿ **Transition Assessments and Measurable Postsecondary Goals**
by Andi Asel and Ana Núñez

Transition assessments are the foundation of transition planning. They provide the information that the IEP team needs to develop a meaningful and comprehensive transition plan for a student with disabilities. The assessment information identifies the interests, preferences, and strengths that help to determine attainable measurable postsecondary goals. This session will provide best practice strategies for gathering, reviewing, and using assessment information and developing measurable postsecondary goals that will lead to successful engagement.

Grand Saguaro West

✿ **Mental Illness: Using Life's Challenges to Take Ownership of Your Future**
by Erin Callinan

After unexpectedly being diagnosed with bipolar disorder at age seventeen, Erin Callinan's life was turned upside down. This new and unwelcomed diagnosis left her drowning in the abyss of mental illness, leading to hospitalizations both before her senior year of high school and her freshman year of college. After reframing her perspective of what living with a mental illness meant, Erin published *Beautifully Bipolar: An Inspiring Look into Mental Illness* as a means to encourage open conversations among young people and promote messages of possibility and healing. This workshop will identify the strategies and tools that Erin obtained as she transitioned into adulthood, and the pivotal role that education, self-determination, support, and autonomy had on her recovery. Participants will discover approaches for addressing stigma and ways to effectively advocate for their own or others' mental health needs from a wholistic and empowerment-based approach.

Grand Sonoran A-D

★ ✿ **Trauma, Resilience, and Redemption**
by Derek Clark

Derek Clark's inspiring program provides insight and specific tools that will assist professionals in connecting with vulnerable and grieving youth. Professionals will gain understanding and knowledge about childhood responses to traumatic experiences, how to ask questions that build trust and shape futures. Every professional working with challenging youth has a purpose: to build a relationship of trust, to help them to reclaim their dignity and self-worth, and to know that their past mistakes do not have to infect their future. Derek will give you insight into his personal childhood journey of 13 years in the foster care system and the key reasons why he did not turn out an addict, incarcerated, or dead. He takes you down his road of hate, anger, mistrust in adults, violent tendencies, rejection, lack of love, child abuse, and the memories that haunted his life. He believes that by changing the way you look at youth, you can significantly impact their lives. Your actions will speak louder than your words. He teaches on the subject matter, "You cannot think negative thoughts about a youth and expect them to live a positive life." Consequences don't change youth; relationships change youth. He shares with you how to commit and build upon your strengths when encouraging youth to have hope and the belief that their best days are still ahead of them.

5:00 p.m. – 6:30 p.m.
Grand Sonoran G

RECEPTION & RAFFLE DRAWING