Are You Ready For The Summer?

Every child should have an opportunity to go to camp! Research by the American Camping Association validates many benefits for children attending a summer camp.

- Children develop more social skills that help them make new friends,
- Children grow more independent and show leadership qualities,
- Children become more adventurous and willing to try new things.

Children also discover and explore their identity and interests, develop new skills and strengthen old skills! They have an opportunity to make choices! These benefits help children transition from childhood to adulthood, as they become more self-determined. If this is true...then shouldn't all children go to camp?!

Children with disabilities should have the same opportunities to go to camp! Instead of or in addition to sending a child to a summer therapy class, why not send them to a summer camp? The possibilities are endless for a child when at summer camp. Give them opportunities others would have! Summer camps may be part-time, all day, overnight, etc. If a camp is hesitant on being able to support a child, ask them what it will take for a child to attend. This will help you address concerns! Read more about asking what it will take from Kathie Snow’s website.

What follows on the next two pages is a partial listing of summer camp programs in Oklahoma. These listings do not imply endorsements by the Oklahoma Transition Council.
Camp Benedictine’s Overnight Camp for persons with or without disabilities (Shawnee). Camps are held monthly, call for dates - Camp Benedictine: located in Shawnee, OK. Camps accept persons with or without disabilities, ages 8-80. Three-day camps held monthly provide an opportunity for individuals with developmental delays to engage in recreational, educational and pre-vocational activities along with other community members. Offered are swimming, basketball, aerobics, volleyball, bingo, drama, arts and crafts, cultural activities and concept building activities. Call or check website for camp dates, fees and application information. For information, call 405-878-5289 or email nidd@nidd.org.

Camp Barnabas is for kids and teens, ages 7 to 17. It offers acceptance and love to more than 1,500 campers with special needs and chronic diseases. Through adaptive activities, people with physical, intellectual, and/or medical challenges become participants, not observers, in the world around them. They leave Camp Barnabas knowing they are uniquely created to live lives of ability. http://www.campbarnabas.org/

Barnabas Prep is designed to help young adults move closer to reaching their full potential and to guide each student toward a meaningful life of independence and spiritual growth. In the beautiful setting of our Branson, MO campus, students have the opportunity to learn and grow spiritually with Christ, individually through life and career skills and relationally in a community living environment. Barnabas Fellows live and work alongside each student to assist them in their daily living and learning needs. http://barnabasprep.com

Camp Cavett invites any child between the ages of 10-18 that has been diagnosed with a life-threatening or chronic illness to enjoy the free camp each July at Lake Texoma. Though they may have many different illnesses---cancer, heart disease, kidney disease, GI disorders, sickle cell, and lung disease among the most common--- together they learn coping skills due to the education process entwined in camp activities. Camp Cavett is a place where these children can come together and have fun while learning crucial life lessons from one another. www.CavettKidsFoundation.org

- **Heart Camp** is held in June in the beautiful mountains of northern New Mexico. Each year, 15-20 campers who either have a congenital heart disease or are the recipient of a heart transplant travel to Angel Fire, New Mexico to stay in two gorgeous cabins. http://www.cavettkids.org/camp-heart/ or call 405.271.2271 x2
- **Kamp Courage** is a camp for children who have spina bifida, PKU, and kidney disabilities. Kamp Courage takes place northeast of Tulsa and gives each child the opportunity to meet others who share the problems of diet and fluid restriction and other aspects of these disabilities. http://www.cavettkids.org/kampcourage/
- **Leadership Camp** has a slightly different focus than the other camps. During Leadership Camp, campers learn how they can use their disease or illness as a positive tool in their lives. Communication and public speaking skills are emphasized because we feel that it is imperative that campers feel comfortable with sharing their amazing stories. http://www.cavettkids.org/camp-leadership/ or call 405.271.2271 x2

Camp ClapHans is a residential summer camp for children with disabilities in Norman. Along with 2 cabins, it has an activity center and an 11-acre lake. There are weekly sessions throughout the summer for children ages 8-16 with a disability. Applications are due March 11. The cost for camp is $325. You can see their catalog of events online: http://jdmc.org/events.shtml or call Camp Director Paxton Stieber (405.307.2814 or email pstieber@jdmc.org).

Camp DaKaNi is a life-changing experience for all children. Camp DaKaNi is open to boys and girls (K-6) and teen and adult volunteers regardless of race, gender, creed, religion, national origin, disabilities, or economic status. http://www.campfireusa-ok.org/index.php?option=com_content&view=article&id=95&Itemid=211

Loving Hands Ranch has camps for children and teens who are deaf. For more information call 580.559.2498, email lovinghandsranch@yahoo.com or visit our website www.lovinghandsranch.com.

Camps Endres and Nohilo are summer camps for children and teens with diabetes. Both camps offer fun activities such as swimming, horseback riding, archery, boating, hiking, fishing, climbing The Wall, and Capture the Flag to name a few. www.dsok.net

Make Promises Happen is a year-round camping program dedicated to providing recreational experiences for children ages 6 and older with disabilities and who are at risk. http://www.centralchristiancamp.org/promises.html

The Oklahoma School for the Blind (OSB) has a summer camp for students who attend public schools during the regular school year. OSB is the resource center for students who are blind or visually impaired in Oklahoma. This camp is offered at no cost to the parent. Specific instruction and activities will be based on the ages and needs of the students who are enrolled. Students will gain new experiences, learn and apply social skills, meet other students with visual impairments, and even practice their Braille and/or abacus skills. Phone the school at: 918-781-8200 or Toll Free 1-877-229-7136

Oklahomans Without Limitations has free camps for individuals ages 8-18 who have a visual impairment. Contact 405.232.4644 or visit our website for more information. www.newviewoklahoma.org

Camp Perfect Wings is a camp for children and adults with disabilities. For more information, call 405.942.3800 ext 463 or visit our website http://www.bgco.org/ministries/special-needs.

Camp Tumbleweed is a top quality summer day camp for teenagers and young adults with disabilities in the Oklahoma City area. The camp is located at the Dale Rogers Training Center, Inc.’s main campus in Oklahoma City and has an outside camp area nestled in the trees complete with teepee and a mock campfire! More information can be found on page 8 of this newsletter. For an application or more information, contact John Goodwin at 405-946-4489 ext. 1504 or email camptumbleweed@drtc.org


OR

KidsCamps.org http://www.kidscamps.com/summer_camps/oklahoma-summer-camps.html

Don’t forget to check out the Girl Scouts, Boy Scouts, Camp Fire, YWCA, YMCA, colleges, libraries, Boys & Girls Clubs, etc. for summer opportunities!
Representative Joh Echols and family advisors are developing a bill to see the ABLE Act become law in Oklahoma. Similar to Oklahoma’s 529 College Savings Plan, the ABLE Act is a pathway to financial future planning for our loved ones with disabilities. Already under federal law, Oklahoma’s ABLE Act will permit persons with disabilities to save money in a tax-sheltered fund without affecting their Social Security Income (certain restrictions apply). Representative Jon Echols (District 90) will introduce an ABLE Act bill this legislative session and is developing bill language with advisement from families and the State Treasurer’s Office, where ABLE funds will be housed.

The ABLE Act centers on financial security for Oklahomans with disabilities that:
- Ensures families have CHOICE in their loved ones’ financial well-being.
- Allows others to contribute to an individual’s tax sheltered savings account, up to $14,000 annually.
- Maintains minimal administrative costs to the state of Oklahoma.
- Encourages Oklahomans with disabilities to pursue EMPLOYMENT.

Oklahoma’s ABLE Act will have BIPARTISAN SUPPORT from Representative Jason Dunnington (District 80) as a bill co-sponsor.

The “ABLE” in the ABLE Act stands for: Achieving a Better Life Experience

Why are ABLE savings accounts important? To qualify for some public benefits, persons with developmental disabilities cannot hold more than $2000 in total assets. This can discourage them (and their families) from seeking suitable employment opportunities, often because they are not likely to find jobs making them wholly financially independent and they will lose their public benefits. For those with disabilities and cannot work, public benefits are often their sole source of income and yet keeps them living in poverty. The ABLE Act is a humane, family-centered method to save for these citizens that can be used for a host of acceptable expenses and not impact their public benefits. Ultimately, the ABLE Act allows families to take care of their loved ones with minimal cost investment on the part of the state.

If the ABLE Act is already federal law, then why do we have to pass an ABLE Act in Oklahoma? The federal ABLE Act guarantees that each state, considering their unique tax codes, decides how they will develop the ABLE Act in their Section 529 savings programs. Because Oklahoma has such a well-regarded 529 college savings plan, our state already holds expertise in how these plans should work—for families, for tax payers, and the state oversight agency.

How could the ABLE Act assist my family? Let’s give an example of Logan, a young man with an intellectual disability that makes it challenging for him to earn enough to live independently. Logan’s parents secured SSI for him, but Logan must now live within the $2000 asset cap. With the ABLE Act becoming an Oklahoma 529 savings plan, Logan’s parents can contribute money, up to $100,000 over multiple years, without Logan’s SSI being temporarily suspended (in the event the fund surpasses $100,000, SSI is halted until it drops below). Furthermore, holding an ABLE account does not impact Logan’s Medicaid eligibility. Then Logan can withdraw these funds for approved expenses such as housing, employment support, as well as costs associated with health care, well-being, and legal support. Now, Logan’s grandmother can leave $10,000 to him in her will. It affords Logan the ability to live safely in a home and community of his choosing, all the while still being eligible for Medicaid and SSI support.
Life in an Ableist Society
By Elijah McNabb

From birth, I was destined to be different, but not different in a good way. I was destined to be different in the way that reminds people that sometimes, nature goes awry. I was born with Cerebral Palsy, a physical disability caused by a brain hemorrhage, which limits the use of my motor skills. For me, life has never been normal. I have to overcome a series of daily challenges. I live with it, but I have only recently learned to take pride in it. People with disabilities are surrounded by an uncomfortable stigma. We are often treated as things to be dealt with instead of people. This stigma has existed in the world for an obtuse amount of time, and even with the advancements that have been made in modern society, it remains to be eliminated completely.

The history of people with disabilities dates back to the 1800’s. During this time, they were viewed as amusing objects and circus attractions. Many people with disabilities who lived during this time were sterilized against their will. They were also forced to live in institutions and asylums: “The ‘purification’ and segregation of persons with disability were considered merciful actions, but ultimately served to keep people with disabilities invisible and hidden from a fearful and biased society” (A Brief History of the Disability Rights Movement). People with disabilities were never afforded the opportunity to thrive.

I have always struggled with accepting the notion that if I would have been born at an earlier point in time, I probably would not have had the same opportunities that I have now. I might have been locked up in an insane asylum. Maybe I would have been left in a field to die. I am glad that I did not suffer that fate because I have a lot to contribute to society, but I don’t know if anyone else feels the same way. I have come so far in life. As a child, I never thought that I would be able to go to college. I thought that only normal people went to college. When I got older I realized I was as normal as anyone else. People always tell me how inspired they are by the fact that I am pursuing a college degree, but the fact is that I am just trying to live my life like everybody else. What else am I expected to do? The general consensus seems to be that if someone is disabled, they won't have a life after they exit the public education system. I don't want to be sectioned off into a tiny corner of society that nobody cares about. I want to be thought of as a normal, functioning person who has the same opportunities as everyone else.

With the first major civil rights advancement for people with disabilities in 1973, people with disabilities gained access to common amenities, such as public transportation (A Brief History of the Disability Rights Movement). The Rehabilitation Act allowed for people with disabilities to have the ability to use resources, like buses and public housing. I find it hard to imagine a time when I did not have access to everyday accommodations. If I couldn’t take the bus home after school, I would be stranded. If I couldn’t use my automatic door opener, I wouldn’t be able to get inside my house. The people who came before me, the ones who had to fight for their rights, they didn’t have access to any of those resources. Almost thirty other pieces of legislation have further improved the quality of life for people with disabilities since the passage of the Rehabilitation Act, and these can all be attributed to the people who weren’t afraid to stand up for what they believed in, even if they couldn’t stand.

Today, however, people with disabilities struggle to dispel the still-present myths and misconceptions surrounding our existence. People often assume that we are not as smart as everyone else, or that we don’t understand what’s happening around us. For example, I have noticed that people often talk slower to me when they meet me for the first time, or they will assume that I can’t accomplish simple tasks. I was waiting for the bus once, and a lady asked if I needed help. She then proceeded to press the button that opens the door for me, even though I was perfectly capable of doing it myself. Because of the long held prejudices towards people with disabilities, we are often not considered to be the same as everybody else. We cannot overcome these prejudices by passing laws or holding protests. Those without disabilities must cast aside these assumptions and try to consider us as equals. We’ve proven that we are more than capable of being functioning members of society, but the final push for equality has to be carried out by the very people who disregard us as different, or strange. We are no different from anybody else. I experience the same emotions that everyone else does.
Disability is not some strange, foreign affliction. One in five Americans today has a disability (*Disability Rights Movement*). That is more than enough people to begin to realize that we need to be treated with the same respect as everyone else. I am considered equal in the eyes of the law, yet people act as though I am a burden to accommodate; it seriously turns me off of the idea of trying to live a normal life. I feel as if I’m forcing myself on the world, when it’s painfully obvious that they don’t want me there at all. I feel like I’m in everybody’s way all of the time because they have to go out of their way to make adjustments for me. I get this feeling in the pit of my stomach every time I think about it. I know that it would be easier for everyone if I didn’t have a disability, but I do, and nothing will ever change that. I struggled with depression for a while; I thought that everybody merely tolerated me. I thought that nobody actually enjoyed my presence. Nobody is supposed to be disabled. By that logic, my entire existence is some freak accident. In a perfect world, nobody would have a disability, I feel like I’m the one who holds everybody in my life back. I just want people to recognize that I’m a person too.

However, over the years I’ve realized that I’m never going to feel like I belong, at least, not completely. I get stares from people when I go out in public, which would be fine, if they weren’t gazes full of fear and uncertainty. I would rather people ask questions about my disability rather than ignore it completely. I can’t figure out why they shun me. People often say, “Maybe they’re just uncomfortable around you.” That does wonders for my self-esteem. I can’t help the fact that they don’t know how to put aside their prejudices. However, I’m learning to live with it. I suppose that I can’t spend all of this time criticizing people and then not do anything to help them better understand. My only piece of advice would be to stop worrying about my chair and start worrying about the person inside of it.

**Works Cited**


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**NEW: Teen & Adult Self-Advocacy Workshop Series**

The Down Syndrome Association of Central Oklahoma, in conjunction with the Oklahoma Department of Rehabilitation Services and the Oklahoma Developmental Disabilities Council, is offering a NEW workshop series for teens & adults with developmental disabilities, ages 16 and up. This 6-part series will teach participants to be self-advocates. They will learn their rights, how to speak up for themselves, healthy living habits, money management, and more!

**First session:** Know Yourself: Strengths, weaknesses, and goals

**When:** Wednesday, January 27, 2016, 6:00 p.m.

**Where:** Oklahoma Department of Rehabilitation Services,
5813 S. Robinson, Oklahoma City, OK 73109

**Cost:** $5 per person, per session

**RSVP:** [www.tinyurl.com/SelfAdvocateSeries](http://www.tinyurl.com/SelfAdvocateSeries) OR by email: executivedirector@dsaco.org.

HURRY! Space is limited!
Scholarships Available to Obtain Special Education Master’s and Doctoral Degrees from the University of Oklahoma

The University of Oklahoma offers three exciting Scholarship opportunities for those interested in Secondary Transition and/or Applied Behavior Analysis (ABA). When applying to the OU graduate program, please indicate the specific scholarship opportunity in which you are interested in the first line of your personal statement.

Transition Education Scholars Master’s Degree Program.
Transition Education Scholars have the opportunity to pursue a 36-credit hour Master’s Degree in Special Education with an emphasis in Secondary Transition Education. Additional coursework is available for those interested in special education licensure. Approximately eight Transition Education Scholars who are U.S. citizens will receive an $18,000 award plus a $1,500 annual travel allowance to attend CEC’s Division on Career Development and Transition Annual Conference. The funds will be distributed each semester over two years to cover the cost of tuition, fees, texts, materials, and other expenses.

Transition ABA Scholars Master’s Degree Program.
The 36-hour master’s degree in Special Education with an emphasis in Secondary Transition Education and Applied Behavior Analysis requires a coursework sequence that has been approved by the Behavior Analysis Certification Board. Upon graduation, students will receive OU Graduate College Certificates in Secondary Transition Education and Applied Behavior Analysis. Students must complete an additional 1,500 hours supervised experience to be eligible for the BCBA exam, which special educators may be able to complete in their classrooms. Approximately eight Transition ABA Scholars who are U.S. citizens will receive an $18,000 award plus a $1,500 annual travel allowance to attend the DCDT and ABA conferences. The funds will be distributed each semester over two years to cover the cost of tuition, fees, texts, materials, and other expenses.

Sooner Scholars Doctoral Degree Program.
Sooner Scholars will attend OU full time to prepare to become assistant professors of Special Education and obtain a doctoral degree. The four-year plan of study emphasizes Secondary Transition Education and Applied Behavior Analysis. Six Sooner Scholars who are U.S. citizens will receive a $28,000 annual stipend for up to four years, paid tuition and fees, $1,500 annual travel allowance to attend the DCDT and ABA conferences, a laptop computer, and Zarrow Center office space and support.

Service Obligation.
For each year of financial support, Scholars must work two years with students with disabilities as special educators, transition specialists, behavior analysts, or college professors.

Application Process.
Applications are due March 1, 2016. To complete the on-line application, go to http://ed.ou.edu/graduateadmissions. For application assistance contact the Department of Educational Psychology’s Graduate Program Officer at 405-325-4525 or email edpsych@ou.edu

Degree Questions.
Contact Kendra Williams-Diehm, Ph.D., klwd@ou.edu, (405) 325-5848
Jim Martin, Ph.D., jemartin@ou.edu, (405) 325-8951 or Amber McConnell, Ph.D., ambermcc@ou.edu, (405) 325-8951

The University of Oklahoma
Zarrow Center for Learning Enrichment
OKLAHOMA DEAF BLIND TA PROJECT

What is the project?
Oklahoma Deaf-Blind Technical Assistance Project (OKDBTAP) provides technical assistance and training to families, administrators, educators, and service providers of children (birth to 21) who have both a hearing and vision impairment. Services are funded through a federal grant and are offered at no cost to families, educators, administrators, related service providers, and early intervention providers.

Technical Assistance Services may include:
- Site visits
- Web conferencing
- Telephone TA
- Written Materials
- In-service Trainings
- Resources

Who is eligible for services?
- Individuals from birth to 21
- Family members
- School personnel
- Early interventionists
- Agencies

Eligibility Requirements:
Children who qualify for services must have a loss in both vision and hearing. Very few children who qualify for the census are totally deaf or blind. Qualified individuals may have additional disabilities, such as: intellectual disabilities, physical disabilities, medical conditions or health impairments.

How to Access Services:
Oklahoma Deaf-Blind Technical Assistance Project
University of Oklahoma
820 Van Vleet Oval, Room 321
Norman, OK 73019
Email: okdeafblind@ou.edu
Phone: 405.325.0441
Fax: 405.325.6655
Www.ou.edu/okdbp

Referral forms may be printed from www.ou.edu/okdbp

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Does your teen or young adult with disabilities watch too much TV in the summer? Do you want them to develop social skills and interact with peers during the summer? Look no further than Camp Tumbleweed sponsored by Dale Rogers Training Center. Camp Tumbleweed is the perfect setting for campers ages 14 to 21 to be active within their community and work on social and life skills as well as team building.

They will develop and build new relationships while doing crafts, playing games and exploring the metro’s many parks and recreation areas. Our well trained staff plan themed-packed weeks which include things like trips to a baseball game or to a museum to see the latest exhibit. We get them moving by spending time outside at our camp ground located on the DRTC grounds off NW 23rd St. between Portland and Meridian. For those who have Extended School Year services – the campers practice basic functional academic skills. Curriculum also includes introduction to basic soft skills important for developing employment skills.

There are full time (4 to 5 days a week) or part-time (3 days a week) options available Monday through Friday 8:00am to 4:30pm with extended services beginning at 7:30 a.m. and end as late as 6:00 p.m. Session I runs June 6th through July 1st; Session II is July 11th through August 5th. For an application or more information contact John Goodwin at 405-946-4489 ext. 1504 or email camptumbleweed@drtc.org
GREAT PLAINS
Transition & Resource Fair – Unlocking Doors to Your Future

WHEN: March 2, 2016
WHERE: Great Plains Technology Center – Worley Seminar Center
4500 West Lee Blvd., Lawton, OK
4:00 – 8:00 p.m.

The Great Plains Transition Team (Great Plains Tech Center/Lawton/SW Oklahoma region) is planning for their 2nd regional Transition Fair!!! Area schools, students with disabilities (grades 8 and above), their families, teachers and counselors are invited to attend. The purpose of the Great Plains Transition Fair is to provide information and resources related to secondary transition for students with disabilities. Transition agencies and providers will be on hand to share information about who they are, what they do, and their transition services. Short presentations about transition, adult resources, person-centered thinking & high school to post-secondary education/services for students with disabilities will be available for students/parents, teachers and service providers. Door Prizes and Refreshments will be provided.

SAVE the DATE and come join us for this come and go event, planned just for you! Transition is key in so many ways…….to opening doors beyond high school and providing linkages with post-secondary and adult services.

Great Plains Transition Team Meetings: Our team meets quarterly. If you are from the Great Plains/Lawton/SW Oklahoma area and would like to be included on our team, please e-mail cbecker@lawtonps.org and asked to be added to our e-mail list. We would love to have more regional participants involved and learning more about transition!
I grew up in a large city in Kansas with seven public high schools. All high schools had over 1,500 students. After I graduated and started teaching, I taught in one of those seven schools. I was one of 12 in my department. If I saw a need for a student, I could contact one of the five guidance counselors. If they did not know of a resource or solution, we called the downtown office of six people whose job was to help students and teachers find resources when they needed them. We had programs in our school district that addressed issues such as a student needing food, student homelessness, unemployed parents, or help finding a job. Everything was right at my fingertips. With one email, an entire team was available to provide help for our students.

Fast-forward 15 years. I am now a teacher in rural Oklahoma. I am one of two special education teachers in my district. Last year, our graduating class consisted of 12 students. I no longer have the support of a downtown office to call. The superintendent is also the high school principal, and his office is down the hall from my classroom. There is one guidance counselor for my district, and she also teaches a class. Our district Pre-K-12th grade has no more than 256 students. Even with these small numbers, the needs are great. I still have students who are homeless, do not have enough food, are unable to get to school, and parents still need help finding jobs. Where do I go?

Take me to Church!
My first stop was the local churches. I was excited and surprised to find all three churches in the area band together to get things done. These churches knew where to send my students who needed a job.

Transportation
I found there is a transit system that is part of a community action program and for a fee as low as $2.50 they will come, pick you up, and take you where you need to go.

Local CTE and VR
I called my local Technology Center (CTE). I was connected with their special educational counselor who connected me with local lawyers who could help my homeless child. She also knew when, where, and which counselors came into the area and provided free services, including crisis, drug and alcohol, and pregnancy. I also leaned on my local Vocational Rehabilitation (VR) representative. VR helped my student who was homeless enroll in CTE and provided a computer for her courses.

Look outside the area for help
I called many agencies in the Oklahoma City area and asked if they came out my way. They did not, but they put me in touch with a small organization in my area that helped with homeless youth. They helped the student get an apartment in a low-income housing complex. The student was able to get vouchers for transportation, food cards from DHS, and was available to help the student learn to manage her bills.

Homemade
I found I still needed more resources, so we made our own. The three community churches created a food pantry. Now, we have 21 students who go home with a care package for the weekend. We also contacted the area college. They now send students who need community service hours to provide tutors and mentors for our students.

What I finally found is that our community truly cares. My town may not have six people whose job is to find community resources, but what we do have is around 200 hundred people who care for my students. There are solutions, if you look.
Oklahoma ABLE Tech

ABLE Tech is poised to help schools rise to the challenges set out in the 2016 National Education Technology Plan (NETP), developed by the U.S. Department of Education Office of Educational Technology. “Future Ready Learning: Reimagining the Role of Technology in Education” provides goals for ensuring equity and accessibility in learning through the use of technology. Read more and download the plan at [http://tech.ed.gov/netp/](http://tech.ed.gov/netp/)

NETP notes that many schools are not yet using technology in ways that can improve learning on a daily basis, and that supporting students in using technology outside of school is often a missed opportunity. The plan also points to the need for pre-service teacher preparation programs and professional learning to help educators gain experience and confidence in using technology to help students reach their learning goals. ABLE Tech can help educators and families address these issues as students transition from school to work or post-secondary education.

ABLE Tech staff assists educators in selecting assistive technology (AT) devices and software to help students with communication, learning, daily activities, and many other needs. Educators can borrow AT to try with a student for up to six weeks for assessment or accommodation purposes. Individuals with disabilities and their families are also able to borrow devices to determine if having AT at home could reinforce and supplement their at-school learning. When the borrower determines a device will work for the student, ABLE Tech can make referrals to potential funding sources.

ABLE Tech reaches educators at the pre-service stage through training events at colleges and universities, as well as through the Special Education Boot Camps held by the Oklahoma State Department of Education. ABLE Tech also provides AT Support Team Training for districts, providing educators an understanding of how assistive technology (AT) can give students with disabilities increased access to curriculum and activities.

ABLE Tech is Oklahoma’s Assistive Technology Act Program and is a federally funded service program that provides assistance for educators, students, and families to learn more about the possibilities with assistive technology. ABLE Tech provides training to school district personnel through a contract with the Oklahoma State Department of Education. For more information, visit [http://okabletech.okstate.edu](http://okabletech.okstate.edu). To contact us by email: abletech@okstate.edu. Or you can reach us by phone: 800-257-1705.

Working On the Wichitas (WOW)!

Do you have a high school student with disabilities, age 16 -21, who wants to work outdoors, have a paid work experience, go camping, and other recreational activities in the summer time? WOW is for them. WOW is a camp-work experience where students will gain work experience, independent living skills, leadership skills, and camp survival skills. WOW will be June 6-10, 2016 in the Wichita Mountains. Students will disabilities from Verden Public Schools and the immediate surrounding area will be working in small groups to help improve the Wichita Mountains refuge, improve social skills, and have a great time enjoying a wonderful Oklahoma treasure.

This is a provided through a partnership of the OK Department of Rehabilitation Services (DRS) and the Wichita Mountains Wildlife Refuge and will be staffed by DRS staff, teachers, and other volunteers to ensure this is a great experience for all involved. For more information on the program, eligibility, and an application, contact Loni LeForce leforce@verdenschools.org or James Gottman jgottman@okdrs.gov.
Happy January 1, 2016! I hope that your holiday festivities have not been too exhausting.

As always our students have been busy learning new technology skills and work skills that will help them to be successful as they transition from students to young working adults.

Just before the holiday break the Tech-Now students entered their designs for the annual button contest with hopes of winning cash for their awesome work. The students can enter designs in a number of categories like dropout prevention, anti-bullying, a career, or something positive about their school. Each student will receive their design back as a completed button, and a few receive a cash award for their winning work.

I recently had the opportunity to present at the Council For Exceptional Children Division On Career Development and Transition Conferenced in Portland, Oregon. The session was well attended and there was a lot of interest shown in the Tech-Now program. I have my fingers crossed that some good things will come out of the presentation. I will be presenting at the Council For Exceptional Children Conference in St. Louis, Missouri, a bit later in 2016. It is really exciting to share what great things our Oklahoma students are creating with their technology skills and the preparations they are making to help them be successful post high school.

This is the time of year that your school site should consider becoming a member of the Tech-Now family for the 2016-2017 program year. Tech-Now’s curriculum addresses the International Society for Technology in Education Student Standards, as well as the newly authorized Workforce Innovation and Opportunity Act’s Pre-Employment Services. YOU MAY BE ABLE TO GET A TECH-NOW PROGRAM AT NO COST via a Carl Perkins Supplemental Grant that will be available through the Oklahoma Department of Career and Technology Education sometime in March 2016. The Disabilities Services Grant may just be your ticket to establishing a Tech-Now Site for your school!

The annual state competition is set for Thursday, May 5, at Norman North High School. You are invited to come and witness the great stuff our students have worked on all year in hopes of securing scholarships, awards, and cash! To help raise funds for the competition we have set up a Go Fund Me Tech-Now page for donations. Except for the small portion of funds that go to the Go Fund Me Folks, 100% of the funds go directly to the student awards, and your gift may be tax deductible! That’s a sweet deal for the students and you. :-)

A Special thank you to the Oklahoma Department of Rehabilitation Services, The Oklahoma Department of Career and Technology Education, the many school districts that have Tech-Now sites, the businesses, clubs, and organizations that partner with us to make Tech-Now a reality. Your support makes all the difference.

If you would like to learn more about Tech-Now you can Friend us on Facebook (TechNow Oklahoma) and/or email us.

Best!
Rick DeRouen
Tech-Now Inc. tech-now@hotmail.com
Oklahoma Family Network

April 15 is the date set for the annual Joining Forces Conference! We’re excited to bring Randy Lewis to our state, to discuss employment practices to help people with disabilities have the good job they want! In 2002, Randy was Walgreens senior vice president of supply chain and logistics. He wanted to create a way to give new job opportunities to people with disabilities and began. Now, not only does the company hire people with disabilities for employment, but they also created a training for managers to help ensure an inclusive workplace for people with and without disabilities.

More information can be found here: www.oklahomafamilynetwork.org

Transition Care Notebook Training

The Oklahoma Family Network (OFN) offers Transition Care Notebook Training to self-advocates, families and anyone who may be interested in creating a Transition Care Notebook. This training provides the tools to create a notebook, including items to assist youth and young adults in getting a job, such as templates for a resume, cover letter, interview questions, and so on. For more information, or to schedule a training session call 405-271-5072 or 877-871-5072 or visit www.oklahomafamilynetwork.org.

YLF is a game changer for students!

Why should your students apply for YLF?

“One of my students attended YLF last summer. Before YLF, he never attended his IEP meetings and was emphatic about not going. After YLF, this young man advocates for himself and makes sure his teachers understand supports he needs in class. He attends his IEP meetings, and voices his opinion in them.”

The YLF is an opportunity for high school students with disabilities to start thinking about life after high school. What do they want to do? Where do they want to live? How will they get around? WHAT IS THEIR GOOD LIFE?

Students will participate in a mock IEP meeting, improve their leadership skills through problem-solving activities, talk with leaders in the disability field and state legislators, participate in a mock legislative debate at Oklahoma State Capitol and play the Game of YLiFe! YLiFe will give a ‘real life’ experience to students, while introducing them to community resources.

YLF 2016 will be June 14-18! To request an application or more information, email ylf@okddc.ok.gov.

Check out our video on youtube: http://www.youtube.com/watch?v=2um_cX04EKE

We would like to introduce you to the Oklahoma Deaf and Hard of Hearing Transition Coalition (DHHTC), which serves as a central location for families and professionals interested in helping youth who are deaf or hard of hearing have increased and improved opportunities to encourage and support their success after high school. Be on the lookout for information about upcoming events and resources.

Like us on Facebook at https://www.facebook.com/okdhhtc and email us at okdhhtc@gmail.com.

OK-DCDT Would like to Help You!

Please take a moment to complete a short survey to express your transition needs to the Oklahoma Chapter of the Division on Career Development and Transition (OK-DCDT). We are developing training and resources and would like address your current needs.

Please click the link to complete the survey. https://oueducation.co1.qualtrics.com/SE/?SID=SV_e3EtkMbCaMVSzPv

Thank you for your time and attention.

On behalf of OK-DCDT, Amber McConnell, Ph.D., OK-DCDT President
Write Annual Transition Goals with Confidence

**TAGG**

**Transition Assessment and Goal Generator**

5 TAGG constructs predict student post-school employment and/or further education

Just Completed Prediction Analysis

Analysis on young adults out of high school approximately two years showed TAGG scores in four constructs predicted postsecondary educational outcomes: Interacting with Others, Student Involvement in the IEP, Support Community, and Goal Setting and Attainment. TAGG scores in Employment, Student Involvement in the IEP, Support Community, and Interacting with Others constructs predicted postsecondary employment outcomes.

BUY NOW!

https://tagg.ou.edu/tagg/

TAGG Details

The TAGG will determine students’ strengths and needs, provide a written summary, and recommend annual transition goals

- One TAGG set contains Professional, Student, and Family versions
- Online administration
- Profile automatically scored using IRT-derived algorithms
- Profile results may be copied directly into student’s IEP
- Embedded Audio and ASL videos
- Ample validity & reliability evidence supports using TAGG results

Obtain the TAGG

- Cost: $3.00 per set
- Payment: Credit cards or Purchase Orders
- Secure access to the generated profile will be maintained for 7 years

For More Information

https://tagg.ou.edu/tagg/main/learn
DON’T MISS OUT ON THESE EVENTS!

International Day of Acceptance, 1.20.2016


Parent Resource Night, Special Education & Transition: What Families Should Know, Norman, 2.1.2016, 6pm
RSVP: https://www.eventbrite.com/e/special-education-and-transition-what-families-should-know-and-ask-registration-19920017308

DCDT Legislative Summit, 2.22.2016 - 2.23.2016

Great Plains Transition & Resource Fair, Great Plains Technology Ctr, Worley Seminar Ctr, 3.2.2016, 4pm

People with Disabilities Awareness Day, OK State Capitol, 4.5.2016, 12:00pm

Joining Forces Conference, Moore-Norman Tech Ctr, S. Penn Campus, OKC, 4.15.2016


11th Annual Oklahoma Transition Institute, Marriott Conference Center at NCED, Norman 10.3.2016 - 10.5.2016

The Guide to Community Services in Oklahoma, put together by the Center for Learning and Leadership of Oklahoma, is now available to download for free! This is a wonderful resource for your students and their families as well as you and other professionals!

http://www.ouhsc.edu/thecenter/products/comm-services-guide.asp

Oklahoma’s Transition Education Handbook provides best practices and state requirements for transition services. The information in this handbook is factually supported by the regulations issued in the 2010 Amended Policies and Procedures for Special Education in Oklahoma and approved by the Oklahoma Transition Council.

The mission of the Oklahoma Transition Council is to improve transition education, planning, and services that lead to successful post-school outcomes for students with disabilities.

**Oklahoma Transition Council Members**

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<th>Claudia Beckner</th>
<th>Theresa Hamrick</th>
<th>Carla McCarrell-Williams</th>
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<td>Joni Bruce</td>
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<td>Sherry Colbert</td>
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<td>Kim Osmani, Chair</td>
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<td>Tony Gibson</td>
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**Affiliations**

- Broken Arrow High School
- Chickasaw Nation VR
- Dale Rogers Training Center
- Department of Career and Technology Education
- Down Syndrome Association of Central Oklahoma
- Lawton Public Schools
- Metro Technology Centers, Oklahoma City
- Moore Public Schools, Southmoore High School
- Norman Public Schools
- OK ABLE Tech, Seretean Wellness Ctr, OSU
- Oklahoma Autism Network
- Oklahoma Child Study Center, Sooner Success
- Oklahoma Family Network
- Oklahoma Department of Human Services, Developmental Disabilities Services Division
- Oklahoma Department of Rehabilitation Services
- Oklahoma Developmental Disabilities Council
- Oklahoma Office of Juvenile Affairs
- Oklahoma National Alliance on Mental Illness
- Oklahoma Rehabilitation Council
- OU Zarrow Center for Learning Enrichment
- Sooner Success
- Tech-Now Inc.
- University of Oklahoma, College of Education