13th Annual
Oklahoma Transition Institute
“Strategies for Success: Creating Connections”

Students ● Families ● Educators ● Professionals ● Communities ● Businesses

Sponsored by
The Oklahoma Transition Council

NCED Hotel and Conference Center
2801 East State Highway 9, Norman, Oklahoma 73071
October 15-17, 2018
Thank You Sponsors

**EXECUTIVE**

- Oklahoma Department of Rehabilitation Services
- Oklahoma Developmental Disabilities Council
- OK State Department of Education

**GOLD**

Dale Rogers Training Center

**BRONZE**

ABLE Tech
Dear OTI Participant,

The Oklahoma Transition Council (OTC) has provided the Oklahoma Transition Institute (OTI) for 13 years, and I could not be more proud to work with such a passionate group of people. We welcome you to the OTI. If you are a first-timer, you might get overwhelmed at first, but it gets easier every year. As a veteran “OTIer”, we thank you for your participation and commitment to help prepare youth with disabilities for life after high school. I hope you will all take advantage of everything the OTI has to offer. From keynotes and breakout sessions where you’ll get content, to team meetings where you’ll build relationships, network, and make a plan for change for your local area, the OTI is for **you**. Make use of the mornings, breaks, and lunches to visit the exhibitors in the gym who are here to share another set of very helpful information. Get your wallets out and check out the silent auction items also located in the gym. We have items for “Houses Divided” and everything in between.

The OTC works all year to ensure we have diverse presentations and that every last task is checked off. Stop by registration and thank them for their hard work. Thank you to all of the brave souls presenting—we know it’s not everyone’s cup of tea.

Be present while you are here—meet new people, think outside the box, and figure out ways to make connections between the content and the work you do or the interactions you have with youth with disabilities. Most importantly, continue to think about how we can best help youth with disabilities prepare for life after high school. My question for families over the past few years has been, “What will your child do the day after graduation/high school completion?” Think about it. Some families and teams may not think that far in advance, but it is crucial we have these conversations early and discuss what independence will look like for every youth with disabilities.

On behalf of the OTC, I want to thank you for joining us and for the work you’ll do here and even after the OTI. Enjoy the institute, and please do not hesitate to find me or a member of the OTC if you have questions.

Sincerely,

Kim Osmani, Chair

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Kim Osmani, Oklahoma Transition Council Chair

*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.*
Announcements

- We want to give a huge thank you to all of our exhibitors for being here, to all agencies and organizations that purchased an ad in the program, and especially to our sponsors (Department of Rehabilitation Services, Oklahoma State Department of Education, Oklahoma Developmental Disabilities Council, Dale Rogers Training Center, ABLE Tech, and all of the OTC member sponsors).

- **Sign in each day.** This is important for us to track our numbers as well as for earning credits. Recycle your nametag at the end of the conference. There will be a box at the registration table.

- Team Leaders - be sure to copy your completed planning tool onto the flash drive that you have been given. It is crucial that you then bring your flash drive to the registration table to be copied at the end of your last meeting tomorrow. Team leaders take their flash drives home - they do not get returned to the OTC.

- Continuing Education Units: These sessions are identified on your “At-A-Glance schedule” by an asterisk. As you leave your session, if you want this credit, please remember to have your CEU sheet stamped. Drop it at registration after.

- Everyone should be on a TEAM. If you do not know what team you’re on or need to switch your team, check with someone at the registration counter.

- Poster Contest winners will be announced Wednesday morning.

- Cell phones – please silent them during the keynotes, sessions, and Team meetings.

- Please stop by and visit our exhibitors, located in the gym.

- The Silent Auction and refreshments are also in the gym. **If you win a bid, you must be present to pay and pick up your item or arrange for a colleague to do so.** Bids close at 1:00pm Wednesday.

- This is a non-smoking facility – please be respectful and smoke only outside the Conference Center north doors or outside the doors at the GP405 Hotel Lounge.

- Restrooms are out the north doors and across the hall. There are also restrooms to the east, across the hall from Salon K; to the west right beside Route 66 Lounge, and to the south beside the Gift Shop.

- After the OTI, you will be emailed a link to an overall evaluation of the OTI as well as individual breakout session evaluations and preconference day sessions. After you submit the survey, you will get an auto response email with Certificates of Attendance for the Pre-Institute Sessions, Day 1 and Day 2.
The Department of Rehabilitation Services (DRS) offers a summer work experience program, iJobs, for students with disabilities in, Tulsa, Owasso, and Collinsville.

iJobs is a summer work training and experience program for high school students with disabilities. DRS clients apply and interview to participate in this summer program. It begins the first week of June with a week of classroom employability instruction, independent living skills, and practice navigating public transportation. Students spend the remainder of summer working on part-time jobs in their areas of interest within their home communities, while spending one day each week obtaining additional instruction, volunteering, or accessing resources in the community.

Working on the Wichitas! (WOW!) is a summer camp and work experience for high school students and young adults with disabilities who have an open case with the DRS or are active participants with Workforce. After safety orientation, participants spend the week working with the park ranger and other staff painting gates, clearing hiking trails, picking up trash, etc. The students receive hourly pay for the work performed at the refuge. In addition to making new friends, students learn job readiness skills, how to prepare meals, and how to set up a campsite.

Tech-Now, Inc. has worked with DRS for two years to offer STEM camps to students with disabilities. This year, 100 students participated in Tulsa, Lawton, Meeker, Oklahoma City, Oklahoma School for the Blind, Oklahoma School for the Deaf and Shattuck. Tech-Now is a technology-focused program for students with disabilities transitioning from high school to postsecondary education and employment. During these three-day camps, students use computers and related technologies to design, build and race multiple gravity vehicles and document their project development with digital cameras and video production software. The trainings culminate with the students racing the cars they built themselves.

Interested in setting up a summer program for students with disabilities in your local area? Contact Renee Sansom, DRS Transition Coordinator, at rsansom@okdrs.gov or by phone at (405) 951-3488.
13th Annual OTI 2018
Agenda Summary

Preconference, Monday, October 15th
All Sessions in the NCED CONFERENCE CENTER

9:00 - 11:30

Career Opportunities in Manufacturing   Salon M
Stephanie Cameron, Nadine Key, Ronda Lowrie and Dave Younge

Parent Session in Spanish   Salon N
Dr. Claudia Otto and Renee Sansom

Packet Stuffing (10:00 Am)   Salon G, H, I
OTC

11:30 - 1:00

Break   Lunch on your Own
Food Truck outside the North Conference Center Doors

1:00 - 3:30

Transition 101 (for first time attendees or as a refresher)   Salons J,K,L
Dr. Jim Martin and Marcie Stickney

Discovery & Charting the LifeCourse   Salon M
Judi Goldston and Jenifer Randle

Facilitator Training   Salon N
(by invitation only)

Thank you to the Norman and Moore Project SEARCH Interns and Staff for Their Assistance and Support
Day 1, Tuesday, October 16, 2018
All Sessions in the NCED Conference Center

8:00-8:45
Check-In, Visit Exhibitors, Refreshments, Silent Auction (In Gym)

8:45-9:30
Tribal Blessing and Welcome
Emcee, Dr. Amber McConnell, University of Oklahoma

9:30-10:30
Keynote, Mike Veny

10:30-11:00
Break, Refreshments, Visit Exhibitors, Silent Auction (in the gym)

11:00-1:30
Lunch & Team Meeting I
(lunch on your own, food trucks out north doors, team meetings - see locations in conference packet)

♦ Teams Caddo Kiowa/Chickasha - Mid-Del eat first lunch before 12:15 then Team Meeting
♦ Teams Moore-West eat lunch second after 12:15 with Team Meeting held prior to lunch

1:30-2:45
Breakout Session 1 (descriptions & locations in conference program)

2:45-3:00
Break, Refreshments, Visit Exhibitors, Silent Auction (in the gym)

3:00-4:15
Breakout Session 2 (descriptions & locations in conference program)

4:30-5:00 Facilitator Debrief

4:30-6:00 Optional Time for Teams to Meet
(sign up for your room at the registration table)
Day 2, Wednesday, October 17, 2018
All Sessions in the NCED CONFERENCE CENTER

7:30-8:30
Check-In, Visit Exhibitors, Silent Auction, and Refreshments

8:30-8:45
Recap, Feedback from Facilitators, Day 2 Logistics
Dr. Amber McConnell, University of Oklahoma

8:45-9:45
Keynote: What Does it Mean to Go the Second Mile?
Chad Gerlt, Chick-Fil-A, Yukon

9:45-10:00
OK-DCDT Awards, Josh Fearing, President OK-DCDT
Poster Prizes, Rick DeRennaux, Tech-Now

10:00-10:15
Break and Go to Next Session, Visit Exhibitors, Silent Auction (in gym)

10:15-11:30
Breakout Session 3

11:30 - 2:00
Lunch on Your Own and Team Meeting 2 (Food Trucks outside the North Doors)

Teams Moore - West eat first Lunch before 12:45 then Team Meeting
Teams Caddo/Kiowa Chickasha - Mid-Del Team Meeting then Lunch at 12:45

Last chance to bid at silent auction!

2:00-2:15
Break and go to Next Breakout Session (Refreshments in Foyer)

2:15-3:30
Breakout Session 4

3:30-4:30 OTC Member Debrief
(claim silent auction items: cash and checks only)
Dale Rogers Training Center, Inc. (DRTC) helps high school juniors and seniors with disabilities learn skills to find meaningful employment after graduation through its community-based Transition School-to-Work program.

DRTC’s Transition Program partners with several high schools in the Oklahoma City metro through the Department of Rehabilitation Services’ Work Adjustment Training contract.

Students:

- Participate in job exploration at local businesses like OSU-OKC, Crest and the Santa Fe Family Life Center
- Explore job interests through an Individualized Plan for Employment and interest inventories
- Attend Apps classes to reinforce work skills, e.g. communication, conflict resolution, interview skills, etc.
- Referral to Employment Training Specialist upon graduation to obtain community employment

For more information, contact the Transition Coordinator at 405-946-4489, #1802 or email transitions@drtc.org.
Keynote Speaker
Tuesday, October 16th, 2018

Mike Veny
New York City

Mike Veny (pronounced Vee-Knee) is one of America’s leading mental health speakers.

His advocacy work has been featured on ABC, NBC, and CBS news. Mike was recognized as one of the 100 most influential people in the healthcare industry. He is also a writer and delivered a TEDx Talk, titled “Mental Illness is an Asset.” He has worked with a variety of companies and starred in several documentary films.

In Mike’s spare time, he enjoys exercising, meditating, and enjoying a good meal with friends. He lives in New York City and is addicted to buying luggage, travel accessories and the latest packing techniques. His packing checklist is one of his most prized possessions.
Chad Gerlt operates a Chick-fil-A franchise in Yukon, Oklahoma. He has a passion for hospitality and the role it plays in transforming a business from merely a profit center to a house of restoration for both the customers and the team he employs. He has been married to Erin for 19 years, and they have 6 children. He and his wife love listening to “The Avett Brothers” so much that he decided to start learning how to play the guitar at age 39 (he’s not very good yet, so don’t ask him to play).

Chad’s keynote is titled “What Does It Mean to Go the Second Mile?”
Certificates of Attendance

- Pre-Institute certificates are given out after each session as well as can be done online. After the OTI, you will be emailed a link to complete an overall evaluation of the OTI and evaluations of Pre-Institute sessions, breakout sessions for Day 1 and Day 2. After you submit the evaluation, you will receive a response email with daily certificates to print.

Continuing Education Units (CEU)

Credits are available for any conference attendee, particularly for those professionals who need the units for their CRC or LPC. To receive verification for these CEUs:

In your conference bag, you will find a 2018 OTI CEU Record form. The sessions that qualify for CEUs are listed. Sessions not listed on this form do not qualify for CEUs. The last column, Stamp for Verification, is blank. At the end of any of these sessions that you attend, one or more persons will be at the rear of the session room with a stamp. That person will stamp your form for that session. CEUs will only be given for sessions listed on this form.

The Presidential Award Winning Technology Program
Supporting Individuals With Disabilities Since 1999

Attend Our Session:
Tech-Now: A Computer Applications Class
& So Much More

Want To Know More
About Tech-Now?
Want To Learn How
Our Curricula Addresses
The ISTE Student Standards
& The WIOA Pre ETS?
Attend Our Breakout
Session & Stop By
Our Table To See
Students’ Work Samples.

Your School Could Be
The Next Tech-Now Program Member. For More
Information Contact Us At tech-now@hotmail.com
Invited Presenters

Randy Loss, Whitney Johnson and Kim Osmani

Randy Loss, Senior Technical Assistance Liaison, Vocational Rehabilitation Youth Technical Assistance Center (Y-TAC), provides direct support to numerous state vocational rehabilitation agencies seeking to improve service delivery to transition-age youth. As a subject matter expert on vocational rehabilitation (VR) and transition-age youth, he develops and implements training and other technical assistance based on VR agency needs. In turn, he uses evidence-based, promising, and research-based practices to enhance service delivery to opportunity youth, including youth with disabilities.

Whitney Johnson, Program Associate, Y-TAC, graduated from Catholic University with a bachelor’s degree in social work and a minor in Spanish. Throughout college she held a variety of internship and job positions including conference coordinator for Catholic University’s Conference on Human Trafficking, Crisis Counselor for So Others Might Eat, and social work intern for the Homeless Children’s Playtime Project (HCPP). Throughout her HCPP internship she learned what it takes to run a nonprofit aimed at serving youth and families experiencing homelessness in DC. She compiled a wide range of resources for parents, managed playtime enrollment and attendance, edited HCPP’s training presentations, and conducted child play therapy.

Larry Fields, Jamie Hooper, Michael Rolerat

Larry Fields has a Master of Science in Rehabilitation Counseling and serves transition aged youth throughout Oklahoma placed in non-traditional educational settings. His focus is supporting these out-of-the-box young adults moving into adult life and the workforce successfully.

Jamie Hooper is an Oklahoma Rehabilitation Specialist that holds a Master in Science, Rehabilitation Counseling and a CRC Certification. Jamie works with transition aged youth including those in the juvenile justice system using unusual and creative thinking.

Michael Rolerat also holds a Master in Rehabilitation Services and has his CRC Certification. He too serves youth in non-traditional settings such as the juvenile system and lock-down facilities supporting young adult needs of transition into the work force.

Wanda Felty & Jenifer (Jen) Randle

Wanda Felty is the Community Leadership & Advocacy Coordinator at the Center for Learning and Leadership/UCEDD OU Health Science Center. She is a strong advocate for people with developmental disabilities and their families. The mother to three daughters. Her middle daughter was born with Septo-Optic Dysplasia. She is blind, has non-traditional communication skills, and numerous medical complications. Wanda, her husband and middle daughter share a home. Her daughter receives services through a Medicaid waver program which keeps her safe, helps her learn new skills and allows her and her husband to work.

Jen Randle is the Youth Director for the Developmental Disabilities Council. She coordinates the YLF as well as offers Person-Centered Thinking and Charting the LifeCourse. Trainings for families, individuals, and professionals. Jen holds a Master in Education, Transition Education and Services.
Invited Presenters

**Michael Stoehr**

Michael Stoehr, M.S. Ed., is a Knowledge Development and Technical Assistance Specialist with the National Technical Assistance Center on Transition (NTACT). Michael assists states in collaborative inter-agency engagement to ensure the successful implementation of secondary transition legislation and effective practices. Michael holds a Masters in Secondary Special Education and Transition from The University of Kansas. Prior to working at NTACT, Michael worked for the Pennsylvania Department of Education, Bureau of Special Education, through the PATTAN system as the statewide lead educational consultant for Secondary Transition. He has worked in the special education field for the past 33 years and has extensive experience in the areas of secondary transition, assessment, job analysis, and job coaching. Michael has presented extensively throughout Pennsylvania and nationally on a variety of topics including: transition communities of practice, effective transition planning, interagency collaboration, and youth engagement and self-advocacy.

**Paul Hughey & Gary Albright**

Paul Hughey is the Coordinator of Supported Employment of Goodwill Industries of Tulsa. Paul's goal is for everyone that wants to work to be able to do so regardless of the obstacles and barriers that they may have. His specialties include (a) job matching people with disabilities with positions that match their skill set, (b) providing support to people with disabilities regarding their employment, and (c) providing consultation to businesses regarding how to support and accommodate those with barriers to employment.

Gary Albright, Employment Specialist II, Autism Spectrum Disorder Transition Services Pilot & Transitional Work Adjustment Training Instructor of Goodwill Industries of Tulsa, has served individuals with various disabilities throughout his career. Gary attended Northeast State University where he studied sociology and psychology. Gary was employed at Tulsa Children’s Medical Center in the Department of Nursing serving as a Childcare Specialist II and as the Executive Secretary to the Director of Nursing. Experience included areas of Mental Health, Physical Rehabilitation, and Pediatrics. One area of specialization was socialization into the community, working on the TBI/Spinal Injury Specialization Program. Gary is a Certified Employment Training Specialist II working with supported workers, and with young adults as the instructor for the Work Adjustment Transitional Program and the Autism Spectrum Disorder Transition Services Program.
Transition Program for Youth

Did you know...

- We take applications on youth age 15 and older, with direct services beginning at age 16;
- Eligible youth may include those on an IEP, 504 Plan, or have other documented disabilities, such as diabetes, depression, physical impairments;
- We can do group services/presentations for youth with disabilities ages 14-24;
- Our counselors provide pre-employment services to help our clients prepare for employment after high school;
- We offer special programs, such as Project SEARCH, Tech-Now, Work Study, and summer work experiences; and
- Our counselors maintain case management after high school and will continue 90 days of successful employment?

Visit www.okrehab.org to find out more or contact Renee Sansom at 405.951.3488 or by email, rsansom@okdrs.gov.

Have an idea for a new activity, summer program, or event? We’d love to hear it so we can develop it with you.
OTI Preconference Agenda
Monday, October 15, 2018

All Sessions in the NCED CONFERENCE CENTER

9:00 - 11:30

Parent Session in Spanish: Recognizing Our Children’s Dreams
Reconociendo los Sueños de Nuestros Hijos  Salon N
Renee Sansom and Dr. Claudia Otto

Beginning with the IEP and moving to support agencies. Parents will learn basic principles and terminology to properly advocate for their children with disabilities as they navigate through the IEP and into adult life. The journey may include Oklahoma support agencies for individuals with disabilities and how to access those services. This session will be presented in Spanish in order to assist an underserved population.

Opportunities In Manufacturing  Salon M
Stephanie Cameron, Nadine Key, Ronda Lowrie and Dave Younge

10:00 - Note to OTC Members  Packet Stuffing in Salons G,H,I

11:30 - 1:00  Break (Lunch on Your Own)  Food Truck Out North Doors

1:00-3:30

Facilitator Training (by invitation only)  Salon N

Transition 101  Salons J,K,L
Dr. Jim Martin and Marcie Stickney

Transition 101 is designed for participants new to transition education and/or those who have not attended previous Oklahoma Transition Institutes. Attendees will be introduced to the purpose of Special Education Secondary Transition as intended under the Individuals with Disabilities Education Act. An overview of transition education concepts and practices along with what the Oklahoma Transition Institute and its many teams structure and purpose are.

Discovery & Charting the LifeCourse  Salon N
Judi Goldston and Jenifer Randle
Comanche Nation Youth Dancers

Teresa Lopez, Director

The Comanche Nation Youth Dancers were formed around 1989 as a way for young Native Americans to learn about their culture. The group is made up of students between the ages of 6 and 17; at any given time there can be between 10-20 members. Teresa Lopez, has been directing the group for nearly 30 years, and now has a second generation of dancers.

Sarah Pohawpatchoko, 15 years old, is member of the Comanche Nation and a member of the Comanche Nation Youth dancers. She has been singing for many groups, Sarah has sang at the “Big House”, Oklahoma basketball finals, Comanche Indian Veterans Group, Cache school, International Festival, and will be opening for Country and Western singer Carrie Underwood in Tulsa, in November. Sarah is very active in sports, and likes to write poems about healing and helping people. Sarah’s goal is to become a Paleontologist and to focus on her music.

Sarah Pohawpatchoko
From left to right: Kyleah Manley, Tasha Tahchawwickah, Trinity Ahtone, Sarah Pohawpatchoko, Larissa Smith, Cameille Wetselline, and Kasey Long
I AM NATIVE DRUG-FREE NATIONS (IAMNDN)

IAMNDN is dedicated to empowering Native Youth to become outstanding sons, daughters, brothers, sisters, students, employees, community members and future leaders. IAMNDN isn’t just another program. It is a movement whose ultimate goal is to bridge the generational communication gap between adults, young adults and teenagers, to inspire and initiate dialogue between younger tribal members and current tribal leaders.

IAMNDN is committed to promoting a higher level of self-esteem by featuring extraordinary local youth in television commercials and print media such as billboards and posters. Educational materials will also be distributed through the use of social media outlets.

The future of native people undeniably rests with the youth. Therefore, the definitive purpose of IAMNDN is to positively impact the negative effects associated with underage drinking and prescription drug abuse that often plagues each and every Native community.


**Agenda Day 1**

**Tuesday, October 16, 2018**

All Sessions in the NCED CONFERENCE CENTER

**8:00 - 8:45 AM**

Check-In, Visit Exhibitors, Refreshments, and Silent Auction  
(exhibits and refreshments will be in the gym)

**8:45 - 9:30**

Tribal Blessing, IAMNDN  
Welcome, Kimberly Osmani, Chair, Oklahoma Transition Council  
Emcee, Dr. Amber McConnell, University of Oklahoma

**9:30 - 10:30**

Keynote: Mike Veny

**10:30-11:00**  
Break, Silent Auction and Visit Exhibitors (In the Gym)

**11:00 - 1:30**

Team Meeting I (see locations in conference packet)  
Lunch on Your Own (food trucks north parking lot)

- Teams Caddo Kiowa/Chickasha - Mid-Del eat lunch before 12:15 pm
- Teams Moore - West eat lunch after 12:15 pm

**1:30-2:45**  
Breakout Sessions 1

**Related Services & Secondary Transition in Online Schools**  
Neria Sebastien

This presentation examines the relationship between related services and secondary transitions in online public schools. Participants will be exposed to the nature of related services in transition planning in online public schools. The presentation explores 10 reasons why transitions and related services in online schools area perfect fit and the role of service providers in transition service planning. Potential barriers and best practice will also be explored.
Equine Connecting - Equine Assisted Vocational Training Program
Jen Donahue

This presentation explores an Equine Assisted Vocational Training Program at Equest that has provided the opportunity for building relations within the Dallas Independent School District’s Special Education Community while supporting Transition Planning and Career Explorations.

Tech-Now: A Computer Applications Class & So Much More
Claudia Beckner, Vicki Kambic, Bethany Ray, and Bennie Puente

This session will consist of an overview of the Tech-Now program and how its engaging curriculum has been shown to help students gain valuable technology skills. The methodology of the program will be presented including the computer-aided instruction and the businesslike approach to program activities.

Connecting Disengaged Youth Populations for Successful Outcomes
Randy Loss, Kimberly Osmani, Whitney Johnson

Disengaged youth (including students) with disabilities typically have needs that require support from many sources and systems. These individuals and their families, may be cautious about receiving job seeking assistance for various reasons. Additionally, locating these youth if they are out of school and/or are involved in the juvenile justice and/or foster care systems or are homeless can be a large task for the VR and education professional. Because these youth face the above challenges, making the link to systems and supports which can meet their vocational needs is critical to their successes. This session will discuss statistics on these individuals, what services and systems exist to support them and how professionals can connect to these youth either directly or through partnering agencies.

The Partnership of Stakeholders in the Transition Process
Elaine Osborne, Heather Fitzpatrick, Andrea Suk

As schools develop transition programs, supports, and train personnel, the need for quality and collaborative transition plans for students with significant support needs has emerged as an area requiring continued improvement. This presentation will provide stakeholders in the transition planning process for students with significant support needs ideas on how to use best practices to connect and transform into strong teams working for the best transition outcomes for their students. Presenters share results from a recent qualitative study and suggested recommendations based on their teaching experiences in the states of Texas, Arizona, Iowa and Kansas.

Don’t forget to visit the Food Trucks outside the North Doors tomorrow!
**T2 Avengers: Transition Team Powered Employment for Students**
*Christopher Brannaman, Melita Griffith*

Salon L

This presentation seeks to bind the student, parents, schools, and agencies together in an effort to increase efficiency through communication, execution, and leadership, for better quality services to the transition participant. Through the years, transition services have progressed to increase the participants’ chance of success. Many expectations, services, and strategies have changed in an effort to reach the transition student. Engagement of the transition student and communication between all partners, with an eye on the definitions of WIOA, will create connections that will allow transition participants to reach their future employment goals. Participants in the presentation will receive tactics and real life scenarios to help build better transition teams.

**All That and More: OU Zarrow Center Transition Resources for Educators**
*Bekis Choiseul-Praslin, Malarie Deardorff, Tracy Sinclair, Mindy Lingo*

Salon M

The University of Oklahoma’s Zarrow Center for Learning Enrichment houses numerous resources devoted to the promotion of successful transition outcomes for students with disabilities. Zarrow Center staff will showcase the available transition resources which are available for download. Materials found on the site are free of charge and provide numerous benefits to practitioners and students.

**Connections for Success: Postsecondary Programs for Students with ID/DD**
*Julie Lackey*

Salon N

What happens when students with intellectual or developmental disabilities are able to fulfill their dream of attending college? Currently there are over 260 postsecondary programs for students with intellectual or developmental disabilities' in our nation. *LeadLearnLive* has entered into an agreement with Northeastern State University to begin the first comprehensive, fully integrated four year college program in Oklahoma for these students. What components does a comprehensive college program have? How do the components integrate with existing university processes? Most importantly, how do these programs create the connections needed for students with intellectual or developmental disabilities to chart a path to employment of choice and a better life?

**Pre-K to Postsecondary: Transitions for All Ages**
*Dawn Walker*

Salon O

While Postsecondary transition is becoming a part of most high school environments, transition planning for younger students is often avoided or not considered. However, there are many transition lessons that apply to various age groups that would allow for continuity in transition planning for students of all grade levels. Different transition activities' acquired in a number of transition conferences or classes for different age groups will be demonstrated. These activities can be modified to fit various lesson planning needs (i.e. reading, social studies, math, etc.). Examples of different personal inventories will also be demonstrated that have been completed by different aged students - you will see how to make the inventories relevant to current teaching needs and trends. A collection of transition ideas will be provided for each attendee and there will be an opportunity for attendees to share their ideas and transition success stories.
2:45 - 3:00  Break, Refreshments, SILENT auction, Visit Exhibitors (GYM)

3:00 - 4:15  Breakout Session 2

*Transition Strategies Across the Autism Spectrum*  
*Judith Ursitti*

Autism is a complex condition that presents different strengths, challenges and opportunities. Successful transition respectfully acknowledges the different levels of support needed by those on the spectrum. Transition strategies in the worlds of education, healthcare and community living should consider the diversity of the spectrum in order to be truly inclusive and successful. This presentation will provide ideas about how to ensure meaningful transition for those on all parts of the spectrum.

*Tying the Knot: Transition and ELA Activities and Annual Transition Goals*  
*Malarie Deardorff, Dr. Amber McConnell*

The push toward standards-based education and academic proficiency in public education today leaves little time to teach non-academic skills crucial to post-school employment and education. Many teachers struggle to provide the necessary instruction on transition to students with disabilities within the short school day without a separate transition class. Attendees of this session will receive free access to a transition activity and annual goal resource to embed transition instruction into existing academic curriculum, therefore, creating time to teach transition skills within special and general education classrooms. We will provide an in-depth look into the “Tying the Knot” project created by the Zarrow Center in partnership with the Oklahoma State Department of education (OSDE) with funding from Assessing Special Education Students (ASES) and State Collaborative on Assessment and Student Standards (SCASS) that links transition activities to Oklahoma Academic Standards for English Language Arts (ELA).

*Thinking & Moving Outside the Box for Youth in Juvenile Justice System*  
*Jamie Hooper, Larry Fields, Michael Rolerat*

This session presents information on how the Department of Rehabilitation Services (DRS) has partnered with the Oklahoma Juvenile Authority (OJA) and other state partners to work together to maximize the potential of consumers transitioning out of custody. It will look at the goal and the purpose of the partnerships, continued efforts of identifying valuable resources statewide, and how you can work together with the already existing partners to continue the growth and success of consumers aging out of custody. Participants will have a better understanding of the value throughout the state of having DRS involvement with OJA.
**Share Our Vision...That All May Read: Connections to Lifelong Learning**

*Brian King, Kevin Treese*

Salon J

Tens of thousands of Oklahomans need a different way to learn from and enjoy books, magazines, newspapers, and educational materials. The Oklahoma Library for the Blind and Physically Handicapped (OLBPH) provides free library services to teens, young adults and people of all ages who are not able to use standard print due to a lack of sight or the ability to hold a book. This presentation describes the library’s services including its educational resources, and who qualifies. It also includes demonstrations of our accessible audio and tactile technology that enhance learning and quality of life.

**Why Is This Cake Still on Fire?**

*Tracy Sinclair, Mindy Lingo*

Salon K

Student attendance at the IEP is required for transition-age students, however, active student involvement is considered best practice and should be mandated but research show it is still lacking. The Self-Directed IEP is a research-based practice demonstrating empirical evidence of effectiveness with secondary students, which improves self-determination skills and appreciation for the student-led IEP process. This presentation will share the importance of student involvement, and show teachers how to implement the Self-Directed IEP Curriculum.

**Connections Through Taking AKtion**

*Jessica Smith, Jamie Foster-Hale, Travis Rice, Tina Seiler*

Salon L

Santa Fe Place is the only Medicaid funded community home in Cleveland County. Through their connection with the Kiwanis of Moore, they have developed the only AKtion Club in Oklahoma. With 38 members, AKtion Club members have given back to the community through service. Each member gains employment skills and makes lasting connections with businesses and city officials. The members community service has lead to the development of 2 city contracts which now provide gainful employment for all previous unemployed members. AKtion Club has been featured in over 10 local articles and continues to educate their community about their ability to serve and their desire for employment. Learn about the benefits of AKtion Club and how to form your own!

**Your Young Adults Want to Get Married and Have Kids...Now What?**

*Lisa Simmons, Deana Wilson*

Salon M

Our successful efforts at inclusive education have created young adults with the same goals as their peers - jobs, homes, a partner, and kids. However as parents and educators we need to take a long look at what we are doing to prepare today's teens with disabilities to achieve these goals. This session will cover what challenges adults with disabilities face when they want to become parents; what issues tend to bring Child Protective Services to the door; specific steps parents and educators can take to better prepare young adults for parenthood if that is their goal; and the resources that are available to help.

Be sure to visit our exhibitors!

Thank them for their support.
Barriers v. Obstacles: Supporting Students with Complex Needs  Salon N
Kim Osmani, Michael Stoehr

Students with complex needs often require supports from multiple service systems and agencies; however, even with the best coordination, there are still barriers students encounter. How we identify those “barriers” and approach knocking those barriers down may make all the difference in the world. This session will engage participants in a discussion about specific barriers to outcomes for students with the most significant disabilities and provide examples of effective practices to enhance the implementation of transition services.

How to Think Like an Entrepreneur  Salon O
Loni LeForce, Whitney Wilson

Employment for persons with disabilities can be challenging because of a lack of opportunity. This presentation will discuss combining entrepreneurial thinking with transition activities. Teaching students with disabilities to think like an entrepreneur equips them with the vision to pursue their dreams, as any employee or employer. Presenters will highlight: (a) a piloted program in entrepreneur education, (b) processes for transition, (c) linked activities, and (d) ways to help students learn to think like an entrepreneur.

4:30 - 5:00  Facilitator Debrief  Salon H
4:30 - 6:00  Optional Time for Teams to Meet  Salons G, I, J, K, L
(sign up for your room at the registration table)
The University of Oklahoma
Special Education Department
&
Zarrow Center for
Learning Enrichment

TRANSITION ABA SCHOLAR Fellowships

- Receive a $19,000 fellowship to cover cost of tuition, fees, and related expenses
- Receive funding support to attend CEC’s annual Division on Career Development and Transition National Conference
- Attend a program designed for special educators and related professionals who are working full-time
- Enroll in either traditional courses in an OU-Norman classroom or online courses delivered synchronously with the Norman-based students
- Google Transition ABA Master’s Degree – The University of Oklahoma for additional information and to apply

Accepting Applications NOW for Fall 2019 cohort
Contact Kendra Williams-Diehm (klwd@ou.edu) or Amber McConnell (ambermcc@ou.edu)
Applications due on or before Feb 1, 2019
Funds provided by a grant from the U.S. Dept. of Education, Office of Special Education Programs

TAGG
TRANSITION ASSESSMENT AND GOAL GENERATOR

- Items based upon research-identified non-academic behaviors associated with post-high school employment and further education for students with mild to moderate disabilities
- Student, Parent, and Professional Online Versions in English, Spanish, and Chinese
  - Also available in English and Spanish audio, and ASL
- Constructs predict post-school Education & Employment outcomes
- Profile automatically generated
  - Graphic summary of results
  - Summary can be copied and pasted into IEP
  - List of strengths and needs
  - Identified needs produce recommended annual transition goals
- Ample validity evidence based upon users from across the country
- Cost: $3.00 per set, includes Professional, Student, & Family versions

To learn more, Google Zarrow Center TAGG or go to https://tagg.ou.edu/tagg/
**Agenda Day 2**  
Wednesday, October 17, 2018

All Sessions in the NCED CONFERENCE CENTER

7:30 - 8:30
Check-In, Visit Exhibitors, Refreshments, Silent Auction

8:30 - 8:45
**Recap, Feedback from Facilitators, and Logistics for Day 2**  
*Dr. Amber McConnell*  
Salon G - M

8:45 - 9:45
**Keynote: Chad Gerlt, Chick-Fil-A, Yukon, OK**  
Salon G - M

What does it mean to go the second mile?
Chad Gerlt operates a Chick-Fil-A franchise in Yukon, Oklahoma. He has a passion for hospitality and the role it plays in transforming a business from merely a profit center to a house of restoration for his customers and the team he employs. We’ll hear from him on how to successfully implement strategies that can change our transition thoughts and goals benefitting postsecondary transition outcomes.

9:45 - 10:00
**OK-DCDT Awards, Josh Fearing, OK-DCDT President**  
**Poster Prizes, Rick DeRennaux, Tech Now**  
Salon G - M

10:00 - 10:15
Break and go to next session; Visit exhibitors  
*(Don’t forget silent auction in the gym)*

10:15 - 11:30
Breakout Session 3

Be sure to visit our exhibitors!
And when it’s time for lunch, don’t forget the Food Trucks, outside the North Doors!!!
10:15 - 11:30

Breakout Session 3

**Using the LifeCourse Trajectory**  
*Jenifer (Jen) Randle and Wanda Felty*  
*Salon G*

During this presentation, the audience will first learn the principles of the LifeCourse and then observe and participate in conversations with a young person with a disability, helping them identify their good life trajectory; the supports, resources and connections that can assist them on this life journey.

**Transitioning Assistive Technology with Students**  
*Kimberly Berry and Allyson Robinson*  
*Salon H*

When students leave high school and enter another setting, such as Postsecondary education, supported employment, or the workforce, the Individualized Education Program (IEP) Team must determine how the student's needs will be supported in those new environments. Sometimes, the family decides to purchase the AT from the school district. In other situations, an outside agency, such as the Department of Rehabilitation Services, may be able to purchase the AT to support the student in the environment. Regardless of who purchases the device(s), the team must ensure that the student has supports that will enable him/her to be successful outside of the K-12 educational setting. This session explains how an IEP Team should formulate an AT transition plan ensuring that the student has access to the necessary AT supports as he/she moves from one place to another.

**What’s Up with the Neighbors?**  
*Robert Simpson, Kim Gee, Barb Gilpin, Pat Bauer, Loni LeForce*  
*Salon I*

Members of three separate transition related agencies operating in Missouri will share how transition services are delivered in their state and how inter-agency collaboration contributes to mission effectiveness. The presentation will discuss their different service delivery models and examine how these services help support without supplanting IDEA requirements. It will move into discussion with examples of inter-agency collaboration and it’s positive impact on Postsecondary outcomes.

**Transition Connections for Students with Severe & Profound Disabilities**  
*Denise Griffin*  
*Salon J*

Since 1990, transition services have been a requirement of IDEA. What is Transition? What areas must be addressed on student’s IEP? What are appropriate goals, objectives, and class activities to meet transition areas? How will the students be involved? What assessments are available? Participants will share ideas and information during a “round table” discussion format on transition related to students with severe/profound disabilities. Participants will identify transition areas, related to goals and objectives and student involved activities. Participants will be able to ask questions, share experiences and brainstorm ideas. Participant knowledge will improve, tools and strategies will be shared.
Oklahoma ABLE Tech offers a variety of opportunities to discover what students with disabilities experience in the classroom and how assistive technology devices help their learning and your teaching!

- In person training (3 workshops in the fall / 3 in the spring)
- Live Webinars
- Personal Consultations
- Online Curriculum (work at your own pace, 24/7 availability)
- and, FREE 6-week loans of over 2,600 AT devices
Supporting Youth with ASD
Paul Hughey and Gary Albright

This presentation includes a brief introduction to the anxiety and sensory issues that affect individuals on the autism spectrum. Examples are given of how the issues affect the students and their learning experiences in the classroom. Goodwill Industries of Tulsa then gives an overview of the class developed for students on the autism Spectrum in partnership with the Oklahoma Department of Rehabilitation Services. The class helps students identify and develop strategies for their individual issues and helps to prepare them for the workplace after graduation. The class utilizes technology and apps that help with controlling anxiety in the classroom and in the workplace, career exploration using job shadowing experiences and on the job paid work experience.

Connections Between Transition Assessments & Postsecondary Outcomes
Melissa Madden and Norma Ting

Life is full of transitions. One of the major transitions occurs when we get ready to leave high school and enter the world as a young adult. When a student has a disability, transition planning, as mandated by IDEA, creates the framework for successful postsecondary outcomes. This framework must be driven by transition assessments. For members of the transition team these assessments can seem intimidating and stressful. A primary challenge for team members is identifying appropriate transition assessments. A tool transition teams can utilize to address these concerns is the Postsecondary Outcome Transition Assessment Framework. This tool guides teams in selecting the most appropriate transition assessments thereby supporting better postsecondary employment, educational, and independent living outcomes. This presentation will identify the legal requirements of transition assessments. Additionally, it will provide participants a transition assessment framework based on postsecondary outcomes. Further, participants will explore potential transition assessment resources.

Transition Assessment for Students with Significant Cognitive Disabilities
Joshua Pulos, Tracy Sinclair, Belkis Choiseul-Praslin, Andrea Suk

Transition assessment is the cornerstone to understanding the unique attributes of students with significant cognitive disabilities. This presentation will define and describe the utilization of transition assessment to support these students successful transition from high school to postsecondary life. Additionally, participant will review and practice completing transition assessments across categories to inform their in-classroom instruction.

Be sure to visit our exhibitors! Thank them for their support.
Individual Placement and Support in Oklahoma
Suzanne Williams and Amanda Burnside

What is the evidenced based practice of Individual Placement and Support (IPS) and how has it impacted the underserved populations in the state of Oklahoma. Please join us for an overview of how IPS became a success (50% employment rate) in Oklahoma through the work of two pilot IPS teams whose target population was homeless individuals experiencing severe mental illness and/or substance abuse and how IPS has grown to serve those impacted by the opioid epidemic and transition age youth.

Rising from the Ashes: Experience of a Successful Collaboration for At-Risk Youth
Lindsay Goldfarb, Tracy Weaver, and Afton Garcia

There is an increasing need to bring awareness, support, and structure to the life and vocational needs of our at-risk population of youth. In this presentation, you will hear about how the collaboration of multiple agencies and how a community helped give purpose and provided a more positive path to a group of students from Phoenix Rising Alternative school in Tulsa. The success was evident and the confidence of these students was increased tenfold. Some have maintained employment and accomplished goals they did not previously believe they were capable of within life. We proved to these youth that, despite their trials and trauma, they had a purpose and ability to succeed in a world that viewed them as outcasts. All it took was confidence and supportive people who believed in that purpose to help the Phoenix youth soar to new heights!

11:30 - 2:00  Lunch on Your Own and Team Meeting 2

✧ Teams Moore-West: **first lunch** before 12:45 pm
✧ Teams Caddo/Kiowa Chickasha - Mid-Del **second lunch** at 12:45 pm

Food Trucks, Hotel Cafeteria, and Restaurant list in your Program

*Don’t miss a chance to bid on a silent auction item in the gym.*

2:00 - 2:15  Break, Grab-and-Go refreshments, Visit exhibitors in gym,

Last chance on silent auction items!

Time to go to the next and last breakout session

2:15 - 3:30  Breakout Session 4

Be sure to visit our exhibitors!
Thank them for their support.
Prepare your students to be on the cutting EDGE for their future by supporting their ICAP process!

What is an Individual Career Academic Plan (ICAP)?
The term ICAP refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for students’ academic, career and personal advancement.
ICAP is a student-driven, ongoing process that actively engages students, enabling them to:
• Understand their own interests, strengths, values and learning styles
• Create a vision of their future
• Develop individual goals
• Prepare a personal plan for achieving their vision and goals

4 STAGES OF SUCCESSFUL INDIVIDUAL CAREER AND ACADEMIC PLANNING

AWARENESS
Who am I? Get to know your interests, skills and strengths.

EXPLORATION
Where do I want to go? Explore career pathways and education opportunities.

PREPARATION
How do I get there? Set your route! Set goals, choose courses, join clubs and activities, obtain financing, complete applications, write resumes.

ACTION
Review and revise plan as necessary.

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NSFY Program Manager
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sde.ok.gov/sde/new-skills-youth
2:15 - 3:30

**Breakout Session 4**

**Youth Take The Mic (Panel)**  
**Jen Randle and Young Adults**

Salon G

Youth can have a strong voice and are doing some awesome things to impact positive change - so let’s empower them to share it! We will hear different perspectives from young people on what matters to them, barriers they see impacting their lives, and their ideas for what could help, what they can do, and what can we do to help increase positive control in people’s lives.

**Empowering Our Youth**  
**Robert Moore**

Salon H

This workshop presents an overview of the My Body...My Life... Programs and their implementation and use at Emerson North High School. These programs addresses the educational and transitional needs of students. They are instructed in schools, communities, businesses, organizations and the military improving the lives of students and adults. The programs have been honored with the National 2013 School Safety Award, 2013 Oklahoma Governor’s Commendation, Oklahoma House of Representatives Citation and 2013 Norman Human Rights Award. These programs are evidence based and use multi-disciplinary approaches in addressing dating, domestic and gender violence and the developmental and educational needs of the students. They enhance learning through personal stories, humor, and unique experiences to help students to develop self-esteem, boundary setting, build skills to recognize unsafe relationships, unsafe situations and provide tools to promote and protect young adults.

**ME! Bell Ringers for Secondary, Elementary and More!**  
**Mindy Lingo and Malarie Deardorff**

Salon I

Special educators report lack of time and access to curriculum as reasons impeding implementation of transition education in their classrooms. However, research indicates school and post-school outcomes of students with disabilities improve significantly with transition instruction, especially when students learn self-determination skills. The ME! Lessons for Self-Awareness and Self-Advocacy materials and activities were developed to teach students to understand their disability and abilities, rights and responsibilities along with self-advocacy skills. The Me! Bell Ringers teach self-advocacy, student involvement in IEP planning and meeting, and disability awareness in weekly mini-lessons. Join us to look at these excellent teaching tools.
WIPA 101 for Transition-Aged Youth: Tips for Working and SSA Benefits
Heather Eisel, Dr. Annie Baghdayan

Transition-aged youth often avoid work for fear of the loss of disability benefits. As common myths about work and disability continue to be widespread, there is a dire need for families and professionals to become educated about the impact employment has on disability benefits. The Oklahoma Work Incentives Planning and Assistance Project is here to help? Come Learn More!!

College is Attainable for Individuals with Autism
Isabel Chancellor and Kevin Chancellor

Many persons of individuals with moderate autism think that college is not a possibility for their children, due to their child’s limited communication and deficient social skills. But with plenty of support from parents, the college and professors, college is a reachable goal for these young adults. Isabel Chancellor’s son, Kevin, is one such individual. Due to his autism, Kevin had to have an aide with him throughout K-12. After graduation, Isabel and her husband, Gary, made the decision to let Kevin try a few classes at Oklahoma City Community College. In the 3 years Kevin has been attending OCCC, he has passed his classes and is due to graduate in May of 2019 with an Associates degree in Computer Science/Computer Programming. Isabel will share her and Kevin’s experience and tips on how young adults with moderate autism can be successful in college and have hope for their future.

Oklahoma Tribal VR and Transition
Jon Ringlero and Timothy Yeahquo

The Oklahoma Tribal Vocational Rehabilitation (VR) Programs are designed to assist eligible Native Americans with disabilities in becoming successfully employed. Tribal information regarding service areas and types of services available to tribal citizens and tribal voc-rehab participants will be discussed. Included will be OKTVR Vision: A Council of Tribal VR professionals promoting improvement in the quality of life for American Indians with disabilities in the state of Oklahoma. OKTVR provides services in a culturally relevant manner. The Oklahoma Department of Rehabilitation Services is a partner agency for all Oklahoma Tribal VR programs.

Don’t forget to give our Norman and Moore Project SEARCH Interns, Instructors and Assistants a BIG THANK YOU for their support and assistance over these last two days.
Supporting Youth and Young Adults in Transition with Mental Health and Substance Abuse Challenges  
Salon M  
Nancy Falcon, Delilah Faz, Lahcen “Andru” Dallaly

The Oklahoma Department of Mental Health and Substance Abuse Services promotes healthy communities and provides the highest quality of care to enhance the well-being of all Oklahomans. The Oklahoma Systems of Care (OKSOC) is a comprehensive spectrum of mental health and other support services that are organized into coordinated networks to meet the multiple and changing needs of children, adolescents, young adults, and their families with a serious emotional disturbance, by providing community based, family driven, youth guided, and culturally competent services statewide. OKSOC staff will share information about services and resources available to students who have mental health, behavioral and substance use challenges, and their families, as they prepare to move into adulthood, including, but not limited to Postsecondary education and employment concerns.

Service Learning Projects: Classroom Connections  
Salon N  
Denise Griffin

This presentation will provide an overview of service-learning projects for all students. Service learning is an instructional method that links academic curriculum to transition skills to community involvement. In addition, these projects provide opportunities for students with diverse abilities and needs to interact and work together. Participants’ will increase knowledge of service-learning projects, identify basic components and steps involved, while recognizing classroom connections.

Coordination & Partnerships Panel:  
On Creating Connections & Partnerships  
Salon O  
Renee Sansom, Brandi Hurley, and Panel

The successful implementation of Transition Services for youth with disabilities requires partnerships between several different entities. This panel will discuss what has worked, what has not worked, and provide tips and tricks on building imperative relationships with partners. Connections and partnerships not only benefit us as professionals, but ultimately the transition-aged youth we work with to reach their employment goals.

3:30 - 4:00  Claim Silent Auction Items or Designate a Colleague to Pick Up and Pay (cash or check only)

3:45 - 4:45  OTC Member Debrief (location to be announced)

Thank You to All Our Participants.
Certificates of Attendance for Pre-Institute, Day 1 and Day 2 will be emailed after completion of our online survey that will be emailed after the OTI.  
These help us to better serve you and your needs. Your opinions matter to us!
Have a Safe Trip Home
We want to help your students lead their lives. At YLF, selected high school rising juniors and seniors will spend a week on a college campus with other students from Oklahoma. Students participate in activities to help improve their personal leadership and advocacy skills, they explore careers, meet with state legislators, create a leadership plan to reach THEIR GOOD LIFE and so much more!

Find out how students can apply:
http://okddc.ok.gov/youth-leadership-forum

Or call/email Jen: (405) 521-4964 or YLF@okddc.ok.gov

YLF is a project of and funded by the Oklahoma Developmental Disabilities Council.
Thank you,
Oklahoma Transition Council Planning Team!

Kim Osmani, Yang-Tan Institute on Employment & Disability, ILR School, Cornell University, (Chair)
Claudia Beckner, Lawton Public Schools
Kimberly Berry, ABLE Tech, Oklahoma State University,
Joni Bruce, Oklahoma Family Network
Regina Chace, Oklahoma Department of Human Services, Developmental Disabilities Services
Lori Chesnut, Oklahoma State Department of Education, Special Education Services
Carolina Colclasure, OKDMERP, OK Rehabilitation Council
Megan Curry, Past President Oklahoma Division on Career Development and Transition
Rene Daman, Oklahoma Autism Network
Rick DeRennaux, Tech-Now, Inc.
Joshua Fearing, Oklahoma Division on Career Development and Transition
Theresa Flannery, Dale Rogers Training Center
Alaiszia Fobbs, Dale Rogers Training Center
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