The 2017 Texas Transition Conference is sponsored by the Center on Disability and Development at Texas A&M University, the Texas Secondary Transition/Post-School Results Network, and the Texas Education Agency

SFP=Student-Focused Planning | FI=Family Involvement | PS=Program Structure | IC=Interagency Collaboration | SD=Student Development
# 2017 Conference Schedule

## Wednesday, February 22, 2017
- 2:00 PM  | Registration
- 3:00 PM  | Pre-conference Session I
- 4:30 PM  | Pre-conference Session II
- 6:00 PM  | Exhibits/Registration

## Thursday, February 23, 2017
- 7:00 AM  | Registration
- 7:00 AM  | Vendor Exhibits
- 7:30 AM  | Breakfast
- 8:30 AM  | Welcome
- 9:00 AM  | Keynote
- 10:30 AM | Break
- 10:45 AM | Breakout Sessions I (60 minutes)
- 12:00 PM | Luncheon and Keynote
- 1:30 PM  | Break
- 1:45 PM  | Breakout Sessions II (90 minutes)
- 3:15 PM  | Break
- 3:30 PM  | Breakout Sessions III (60 minutes)

## Friday, February 24, 2017
- 7:30 AM  | Registration
- 7:30 AM  | Breakfast
- 8:30 AM  | Keynote
- 10:30 AM | Breakout Sessions IV (60 minutes)
- 11:30 AM | Break
- 11:45 AM | Breakout Session V (60 minutes)

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- Download the desired QR Reader to your Smartphone.

To use your QR Code Reader, follow these steps:

- Open the app on your Smartphone.
- Using the guide bars, position the QR in the middle
- The QR code Reader will automatically focus on the on the code and upload the desired website.
- View the site content as normal

Beyond Barriers to Postsecondary Education and Employment: Passion and Possibilities!
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Expanding School and Business Partnerships to Promote Pre-Employment Transition Services & Paid Work Experiences
Laura Owens, Ph.D., CESP, President, TransCen, Inc.
Ruth Allison, MBA, Research Associate, TransCen, Inc.
3:00 - 4:15 Plaza I

One component of successful postsecondary transition planning and instruction for youth with disabilities has been interagency collaboration. However, collaboration with the business community has often been overlooked. Employers continue to be untapped resources in postsecondary transition; yet they need and want dependable youth who make responsible career decisions as they move into adulthood. The limited collaboration with the business community represents a lost opportunity for youth with disabilities, many of whom may require considerable support and collaborative involvement to engage in meaningful employment opportunities. Factors influencing employer-school collaboration will be identified and practical strategies for expanding activities leading to increased employment opportunities for youth with disabilities will be shared.

Strategies for Interagency Collaboration
Patricia Noonan, Ph.D. Associate Research Professor, University of Kansas
3:00 - 4:15 Plaza II

Collaboration is mentioned regularly in our work, but rarely defined. Meetings are scheduled to encourage “collaboration,” but attendees may be unclear of the purpose or end goal. This presentation will illustrate how collaboration is not a one-time event, but instead, a developmental process that involves multiple agencies working together in business, health, social services, and education partnerships (Johnson et al., 2003). Each agency participates within its own system and at its own pace, yet it continually develops toward the goal of providing better services in collaboration with others (Kleinhammer-Tramill & Rosenkoetter, 1994; Timmons, Cohen, & Fesko, 2004). To put it simply, “collaboration is a way of thinking and relating, a philosophy, a paradigm shift, an attitude change. It requires a set of behaviors, beliefs, attitudes, and values. The result is a sense of shared ownership, shared responsibility, and shared success” (Bishop, Wolf, & Arango, 1993). This session will share five clear strategies for collaboration.

Partners in Education: Educators, Vocational Rehabilitation, and Families working together
Sean Roy, Co-Director, TransCen, Inc.
Ruth Allison, MBA, Research Associate, TransCen, Inc.
4:30 - 5:45 Plaza I

The Workforce Innovation and Opportunity Act (WIOA), signed into law on July 22, 2014 has increased vocational rehabilitation counselor’s ability to work with students at a younger age and prior to becoming eligible for individual services. Partnering with special education teachers will provide the most effective way to develop and deliver pre-employment transition services (PETS). This interactive session will highlight strategies for educator VR collaboration and provide ideas for engaging families as crucial partners so all can work together for youth success.

Improving Post-school Outcomes: Where Are We Going and How Do We Get There?
Paula D. Kohler, Ph.D. - Western Michigan University
4:30 - 5:45 Plaza II

With increased emphasis on improved post-school outcomes for all students, including students with disabilities, it is critical to extend effective practices research to the practitioner level. Recent policies and initiatives can feel overwhelming to school staff (i.e., ESSA, IDEA, CCSS), thus a need exists for pragmatic ways to facilitate learning and application of specific practices that improve students’ outcomes. Building on previous work from Kohler (1996) and Test et al. (2009), we expanded the Taxonomy for Transition Programming 2.0 to add recently identified transition education and services research, including that focused on school completion and vocational rehabilitation services. This presentation provides an overview of the Taxonomy 2.0 and resources for extending transition research to the local classroom.
Toward a Future of Flourishing: Promoting Rigor, Relevance, and Relationships for Youth with Disabilities

Erik Carter, Ph.D. FAIDD  8:30-10:30 a.m.  Galleria I, II, III

Erik is a Professor in the Department Special Education at Vanderbilt University and a Vanderbilt Kennedy Center Investigator. His research and teaching focuses on evidence-based strategies for supporting strong transitions, access to inclusive experiences, and valued roles for children and adults with intellectual disability, autism, and multiple disabilities.

Life after high school offers an exciting array of opportunities and new pursuits for most young people. Yet far too many students with significant disabilities leave school without the skills, supports, relationships, and connections needed to attain their aspirations for adulthood. This presentation will focus on compelling and research-based approaches for (a) promoting access to rigorous learning opportunities, (b) connecting youth to relevant school and community experiences, and (c) fostering supportive peer and adult relationships. Recommendations for research and practice aimed at promoting strong and successful transitions will be shared.

Thursday Luncheon and Keynote with Anthony Ianni

Anthony Ianni, National Motivational Speaker, Michigan Department of Civil Rights  12:00-1:30 p.m.  Galleria I, II

Anthony is with the Michigan Department of Civil Rights, and is one of the most sought after antibullying motivational speakers in the Nation. At the age of 4 Anthony was diagnosed with Pervasive Developmental Disorder (PDD), which is on the Autism Spectrum (ASD). Doctors and specialists told Anthony’s parents that he would barely graduate from high school, would never graduate from college, would never have a shot at being an athlete and would likely live in a group institution with other Autistic kids for his adult life.

Anthony worked hard and never gave up. Not only did he earn his Bachelor’s Degree from Michigan State University in Sociology, he is the first Division 1 Basketball Player in NCAA History with Autism. Anthony has pledged his life and career to help those who face similar challenges. He has been invited to tell his story and share his message across the country and has inspired countless individuals to Live Their Dreams.

Beyond Barriers to Passion and Possibility

Denise Bissonnette, M.Ed., Internationally Acclaimed Speaker, Trainer and Author  8:30-10:00 a.m.  Galleria I, II, III

Denise is a highly acclaimed author, trainer, writer, and keynote speaker in the field of Employment and Training. As an impassioned advocate for individuals with barriers to employment, Denise challenges her audience to stretch their thinking, question their assumptions, and change their traditional way of looking at themselves, the people they serve, and the world of work on its head! Drawing on her experiences and deep reservoir of work assisting individuals from marginalized populations to find their rightful place in the work world, Denise will present practical tips for applying possibility thinking; to working with job seekers with barriers to employment. By equipping us with new questions and a fresh perspective, she inspires us to move beyond barriers in our own thinking about what they have to offer the work world and what the world of work has to offer them!
SESSION I

Communication Impediment with a Peace Officer - How Texas is leading the country in recognizing, protecting and educating on drivers with Autism and other related communication disorders

Jennifer Allen, Founder/CEO Aspergers101
Samuel Allen, Participant/Presenter
10:45-11:45 Plaza I

Jennifer Allen and her son Samuel Allen will take audience members through 2 years of work establishing safer driving conditions for those with Autism in Texas. What are these new laws and programs and how can they benefit me or my child? Another topic covered will be how to better prepare someone for driving whose challenges include communication impediment, ADD, multi-tasking challenges and other comorbidities often associated with Autism will be discussed through powerpoint presentation that includes interviews, re-enactments and live demonstrations.

Love is Universal: Tips and Resources for Teaching Relationships and Social Skills to Individuals with Autism Spectrum Disorders

James Williams, Headmaster, Hector E. Ponce School for Autism
Chrissy Williams, Spouse and Assistant Choir Director at Leander High School
10:45-11:45 West Alabama

Relationships form in the most-interesting ways and they don’t always make sense, but having autism spectrum disorder makes them even more of a puzzle. Join James and Chrissy as they discuss how their lives and experiences brought them together. They will discuss how their relationship and daily lives are challenged, yet strengthened by James’ diagnosis of autism. In addition, they will present tips and resources for teaching relationship social skills to high-functioning individuals with ASD. Lastly, this session will further prove, that no matter what, no disability is stronger than love.

Making Employment First Count in Texas

Norine Jaloway Gill, MSSW, CESP, UNTWISE
10:45-11:45 Tanglewood

Employment First is a national movement to ensure people with disabilities are given the opportunity and support to contribute in the workforce. Texas’ Employment First Task Force is a statewide team of dedicated individuals seeking to examine and amend policy and practice that impede real work opportunities. Over the past four-years, the EFTF has worked with state agencies to adopt an Employment First policy statement and identify new approaches and service delivery that results in a true employment outcome. New Federal law and rules are pushing for better results â€” and Texas will be on board!

Vocational Rehabilitation (VR) Transition Service & The Workforce Innovation and Opportunity Act

Erin Wilder, M.Ed., C.R.C., Statewide Transition Specialist
Texas Workforce Commission- Vocational Rehabilitation Division
10:45-11:45 Sage

This presentation is intended for educators and others who work outside of Vocational Rehabilitation. An overview of Vocational Rehabilitation services will be given, as well as an explanation of what changes are contained within the Workforce Innovation and Opportunity Act and how those changes might influence the way VR counselors partner with schools.

Teaching Real World Competencies: Instructional Resources that Improve Learning

Pattie Noonan, Ph.D., University of Kansas
10:45-11:45 San Felipe

We all know that soft skills such as goal setting, self-regulation, assertiveness, perseverance, self-efficacy, and networking are important, but do you know the research-based strategies for improving these college and career competencies? Have you thought about how to systematically teach intrapersonal, interpersonal and cognitive competencies at the universal level, ensuring that each student receives the necessary instruction and support? During this session, you will learn about the College and Career Competency Wheel and FREE competency-specific resources including teacher guides, formative questionnaires, posters and padlets. See examples of instructional activities that teach the competencies and standards simultaneously, and how to support competency development school-wide: from the classroom to the football field and everywhere in-between.
Strategies and Resources for Extending Research to Practice
Paula D. Kohler, Ph.D. - Western Michigan University
10:45-11:45 Bellaire

The National Technical Assistance Center on Transition (NTACT) works to identify effective secondary education practices and transition services that improve college and career readiness of youth with disabilities. This presentation describes strategies for building local capacity to improve transition education and illustrates resources to implement the practices in local programs. Participants will be able to access materials for integrating evidence-based practices in their transition education and services programs.

“Wait…I’m going to be a grown-up!” Skills I need to know in order to grow up to be a successful adult
Lucinda Thelen M.Ed, CAPE
10:45-11:45 Plaza II

What skills do you need to know in order to live as independently as possible? We know that independence is fundamental for success, boosts confidence, reduces over-reliance on others, promotes happiness, increases sense of accomplishment and promotes better decision-making. That sounds great but how do you know what skills you need to know and master? Then how do you learn them? How do you know even where to start? This session will answer those questions as well as provide techniques and practical solutions on how you can work on skills naturally and as a part of your daily family activities.

Changing the Conversation: Pursuing New Pathways and Partners to Improve Transition Outcomes
Erik Carter, Ph.D., Professor of Special Education
Vanderbilt University, Department of Special Education
10:45-11:45 Post Oak

This presentation focuses on “community conversations” as a powerful and practical approach to supporting improved post-school outcomes for youth with disabilities through identifying unique, feasible interventions based on a community’s strengths, resources, and diverse perspectives. Web will share the approaches, impact, and outcomes of over 40 communities and offer recommendations for implementation.

The Functional Vocational Evaluation: Keeping it Appropriate, Legal, and Useful
Vickie J. Mitchell, Ed.D, Associate Professor, Sam Houston State University
10:45-11:45 Chevy Chase

The presentation will address the national guidance from the VECAP Paper which consist of national consensus building between education, postsecondary education and the VR field on the required components of an appropriate Functional Vocational Evaluation. Participants will learn the required components, be provided a list of evaluation tools to address the areas of the FVE, learn strategies to use existing information, and strategies to gather and analyze the data to conclude findings and write recommendations. Participants will also be provided a template to use to develop a brief FVE report.

LEAP Leadership, Employment and Advocacy Project
Provides training and experiences to youth with disabilities to develop their leadership and advocacy skills during a 10 daysummer program. Project LEAP selects youth participants from among high school juniors and seniors across the state. Participants learn the history of the disability rights movement, engage in career activities and explore assistive technologies. They gain exposure to legislative activities at the Texas Capitol, such as mock testimonies and a legislative session, and a tour of the facilities and meetings with state legislators.

Watch the webpage for application information. cdd.tamu.edu/project-leap

SFP=Student-Focused Planning | FI=Family Involvement | PS=Program Structure
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THURSDAY, FEBRUARY 23, 2017

Breakout session II continued on page 10
SESSION II

Impact of Guardianship Reforms on Transition Planning
Jeffrey S. Miller, JD, Policy Specialist, Disability Rights Texas
Steven Aleman, JD, Policy Specialist, Disability Rights Texas
1:45-3:15 Bellaire

This training will focus on alternatives to guardianship such as supported decision-making and supports and services which could be utilized to avoid the necessity of a guardianship. To prepare students with disabilities for supported decision-making and other alternatives to guardianship, educational programs must be developed to help students maximize their self-determination and engage in meaningful decision-making. The presentation will include:
1) An overview of guardianship reforms in Texas and nationally, self-determination and supported decision-making as an alternative to guardianship including the means to avoid the necessity of a guardianship; To prepare students with disabilities for supported decision-making and other alternatives to guardianship, educational programs must be developed to help students maximize their self-determination and engage in meaningful decision-making. The presentation will include:
2) The necessity of developing individual education plans designed to train students with disabilities on self-determination and decision-making as part of transition services; and
3) Recommendations on how alternatives to guardianship can be incorporated into transition planning including access to supports and services.

Developing partnerships to deliver work-based learning experiences and workplace readiness training to prepare students for the world of work
Luis Castillo; Transition Counselor; Texas Workforce Solutions Vocational Rehabilitation Services
Cheryl Grenwelge, PhD, Center on Disability and Development at Texas A&M University
Kevin Markel Texas Workforce Solutions Vocational Rehabilitation Services
Erin Wilder Texas Workforce Solutions Vocational Rehabilitation Services
Rick Moss Texas Workforce Solutions Vocational Rehabilitation Services
1:45-3:15 San Felipe

Description of partner organizations.
Examples of successful programs in action.
Explanation of Vocational Rehabilitation goals and School and Educator’s goals.
Information of how Workforce Innovation and Opportunity Act (WIOA) impacts schools, students and agencies and how to use the funding to improve outcomes.

A Call to Build a Transition Center
Mandy Jenkins, Coordinator of Transition Services, White Settlement ISD
Ronda Wright - Director of Federal Programs - Former Special Programs Director, Support
Michael Pogue - Director of Special Programs - Support
Frank Molinar - Superintendent, Support
1:45-3:15 West Alabama

The presenters will take us through the steps of how to build a transition program from a calling to an actual working center that appropriate students are prepared for to meet their educational and life needs. From workplace centers to a vertically aligned life skills belief system, White Settlement believe all students need grit and support to get them ready for a high quality post Brewer Bears life.
Helping or Hovering? Does Distance Make a Difference When Launching Independence?

Joanie Garro, MA, BCBA, CT, Board Certified Behavior Analyst and Certified Teacher, Owner/Director of Garro Behavior Consulting

1:45-3:15 Chevy Chase

One of the most important goals for any parent or educator is to promote independence of a young adult and to help launch them into a world that accepts them and promotes their abilities and interests. During times of teaching and training of skills at home, school, or in the community, the adult ‘teacher’ usually maintains a proximal distance (within an arm’s length) of the learner. Without realizing it, this close distance could delay independence by decreasing the interaction of the young adult with his/her peers, co-workers, and community helpers. It is vital to learn how to fade proximity while teaching independence. This not only will increase the rate of social interaction for the young adult, it will increase the rate of learning, improve confidence in skills, and improve relations with the community and the young adult. Applications of evidenced based research and hands on experience will be discussed and demonstrated.

Systemic Change and Leadership: Texas Literacy Initiative Tools and Resources

Daryl Michel, PhD, Director of Academic Foundations, The University of Texas at Austin
Genise Henry, PhD, Field Services Manager, The University of Texas at Austin, Co-Presenter

1:45-3:15 Plaza I

First, participants will learn about the goals and structure for the Texas Literacy Initiative. Next, participants will become familiar with and experience the (1) Texas State Literacy Plan, (2) content modules that develop teacher and leader knowledge of reading and writing, (3) online course that provides background knowledge and recommendations for developing systems (e.g., RTI), and (4) implementation rubrics. Then, participants will have time to explore the tools and resources. Finally, participants will reflect on and determine how materials developed during the Texas Literacy Initiative are applicable to their district or campus needs.

Benefits and Work Incentives Supports and Services: Essential Supports for Employment Success

Sara Kendall, Program Specialist, Texas Workforce Solutions Vocational Rehabilitation Services

1:45-3:15 Tanglewood

This session will highlight Social Security Administration work incentive programs that can be used by transition-aged youth receiving Supplemental Security Income and/or Title II/Social Security Disability Insurance. The session includes information, materials, and templates to use when creating and implementing work incentive programs. Attendees will learn how health care continues even when earnings reduce a cash benefit check to $0; the difference between childhood SSI and adult SSI; when someone must apply to ensure continued coverage; what a Childhood Disability Beneficiary is; and why families and professionals need to know about this critical change in their child's SSA status. The session is designed to address issues relevant to youth ages thirteen and above.

The Need to Teach: Why We Need Systematic Instruction in the Workplace


1:45-3:15 Sage

Supporting individuals to grow high-quality careers goes beyond securing a job and requires employment professionals to teach a variety complex skills and tasks in ways that align with both the specific business culture and the unique learning style of the new employee. Systematic Instruction (SI) provides a foundation for identifying “what” and “how” to teach as well as how to assess and refine teaching strategies in real time. Join us for a lively discussion on the role of SI & PBS in the workplace and learn how they can enhance workplace success and independence- and make you a better job coach!
OnCourse, Plan Early. Plan Smart. A statewide initiative to advance postsecondary and career success across Texas

June Giddings, M.Ed. Strategic Partnerships and Outreach Texas OnCourse at The University of Texas at Austin
Karen Alexander, Associate Professor, Achieve Texas College and Career Initiatives at Texas Tech University

1:45-3:15 Post Oak

The session will introduce Texas OnCourse, an innovative professional development academy, which aims to improve advising and streamline student postsecondary and career pathways. During this session UT Austin will discuss the project plan for engaging a consortium of partners, establishing a competency based learning system, and promoting the program across Texas with strategic marketing and a microcredentialing incentive structure.

Connecting the Person Centered Transition Assessment to the IEP

Debbie Wilkes BA, MS, Educational Consultant, D.R. Wilkes Consulting
Tanya Barberis BA and MS, Program Specialist, Cedar Hill Independent School District

1:45-3:15 Plaza II

Provide an overview of the Person Centered Transition Assessment, based on Person Centered Thinking, and discover tools to determine things that are IMPORTANT TO and IMPORTANT FOR the student. By using a completed transition assessment participants will create parts of the IEP including PLAFP, determining accommodations and developing goals.

What’s Health Got to Do with It? Ensuring a strong foundation to support positive transition outcomes

Ivy Goldstein BSBA, Program Specialist, Texas Department of State Health Services, Title V Maternal and Child Health, CSHCN Systems Development Group
Vickie Mitchell, Ed.D, Associate Professor, Sam Houston State University, Language, Literacy & Special Populations

3:30 - 4:30 Plaza II

Successful transition to adult life hinges on many factors. One that is vital, however, is also least likely to be addressed in transition planning. Find out what is absent from school transition planning and how you can make a difference by informing and empowering youth and families. The presentation will include both parent and professional perspectives. You will learn best practices and take away hands-on tools and sample IEP goals to support youth as they prepare for healthy, fulfilling lives in adulthood!

Parent Connections

Facilitated by:
Sean Roy, Co-Director, TransCen, Inc.
Mary Jane Williams, Executive Director, Family to Family Network

3:30 - 4:30 Chevy Chase

Parents and students are invited to attend this session for brainstorming, Q&A, and networking. The road to adulthood is complicated especially for students with disabilities. Facilitated by an expert in transition and family matters, this session provides participants the opportunity to discuss their successes and struggles through the transition process with insight from a national expert.

The Legal Framework: Telling it like it is


3:30 - 4:30 Post Oak

This poster session time will assist participants in the use of the Legal Framework website. The user-friendly search engine, the glossary, a quick way to find their ESC Legal Framework contact, as well as assisting with how to locate specific publications and resources, will be introduced.
Cultural and Linguistic Diversity: Strategies for Supporting Youth and their Families
Crystal George, MS, CRC, Program Manager
3:30 - 4:30 Tanglewood

“In a nation of immigrants, where the minority is rapidly becoming the majority and poverty continues to be a challenge for many American families, it is imperative that transition services and outcomes for CLD youth with disabilities be improved” (Achola & Greene, 2016). This interactive session will provide information and considerations for serving culturally and linguistically diverse youth and their family members. To highlight the importance of diversity awareness, an overview of Person-Centered vs. Family-Centered transition planning practices will be provided. A discussion of best practices will encourage participants to develop positive and holistic relationships with the individuals they serve.

Imagine Enterprises Project SPEAK (Sharing Personal Experience and Knowledge)
Sandy Hardy-Smith, Chief Operating Officer at Imagine Enterprises
Ricky Broussard, Peer Leader to Imagine Enterprises
3:30 - 4:30 Plaza I

Come and hear about Imagine Enterprise's Project SPEAK training program. This program is offered to people with developmental disabilities who want to become public speakers. With training, support, and good speaking opportunities, “SPEAKers” focus public attention on real issues that matter to people with developmental disabilities. Hear about the unique chance for them to develop new skills and self-confidence to become powerful advocates for themselves and others.

The SPEAK training focuses on the basics of choosing a topic of personal importance, creating an effective presentation around it, and developing skill and confidence as a public speaker/presenter.

Career and Technical Education 101
Larry Bills M.Ed., Director of Career & Technical Education, Burleson Independent School District
3:30 - 4:30 San Felipe

The presentation will focus on the basics of Career & Technical Education programs. Topics to be covered will include CTE teacher certification requirements, class scheduling and CTE contact hours, state weighted CTE funding, Career & Technical Education for the Disabled (CTED) classes, PEIMS participation coding, and CTE accountability through the Performance Based Monitoring Analysis System.

WIOA Section 511 of the Rehabilitation Act: Impact on Employment Outcomes
Laura Owens, Ph.D., CESP, President TransCen, Inc.
Ruth Allison, MBA, Research Associate, TransCen, Inc.
3:30 - 4:30 West Alabama

Section 511 of the Rehabilitation Act places limitations on the payment of subminimum wages by entities holding special wage certificates under Section 14(c) of the Fair Labor Standards Act. The purpose of Section 511 is to ensure that individuals with disabilities have access to information and services that will enable them to achieve competitive integrated employment. Section 511 includes requirements for State VR agencies, subminimum wage employers and local and/or State educational agencies, including specific requirements for youth prior to their participation in subminimum wage employment. This session will provide an overview of these requirements and suggest policies and practices that need to be addressed at the state and local level as the requirements of Section 511 are carried out.

For more information please contact
Cheryl Grenwelge, Ph.D.
cgrenwelge@tamu.edu
Student Empowerment through Transition English 4

Denise Geiger, Transition Coordinator for Special Education, Leander ISD
Desi Leroy, Resource English Teacher in Special Education/Lead of the Transition English Teachers, Leander ISD
Caroline Heyl, Resource English Teacher in Special Education

3:30 - 4:30 Bellaire

Transition English 4, offered through Leander ISD, is an upper level English course designed to empower students with self-determination skills and knowledge, so they can successfully and confidently access postsecondary educational and employment options. The curriculum addresses all aspects of successful living, from self-determination, goal-setting, and self-understanding through transition assessments and learner surveys, to postsecondary education and training exploration, disability disclosure, structured career research, fruitful employment, and personal finance. The presentation will include our purpose as transition educators, a showcase of curriculum elements, a how-to guide of successful implementation, a sharing of experiences, and audience engagement exercises and discussions.

Cultivating the Spirit to Work: Assisting Students through Change and Transition

Denise Bissonnette, M.Ed., Speaker, Trainer and Author

3:30 - 4:30 Sage

This unique and inspiring session offers an elegantly simple framework for understanding the critical and often elusive issues of motivation and self-esteem. Based on her compelling model of the human spirit, Denise lays out practical ideas and tools for strengthening courage, affirming belief and fostering hope in those who feel lost, discouraged, or overwhelmed in the midst of change and transition. Through an innovative and highly effective way of engaging individuals in their own process of change and transition, Denise show us how to move away from dependence on “systems” by putting more stock in the resolve and resilience of the human spirit!

Getting Graduation: Using the Commissioner’s Rule to Help ARD Committees Understand the Options

Elizabeth Danner, Education Specialist for Transition/Post-School Results

10:30- 11:30 Chevy Chase

Go to school, do your homework, pass your tests, get a diploma... Right? For students with disabilities, earning a diploma might require some adaptations to the requirements for graduation. This session will explore resources that schools can use to lead discussions with students about their options. Emphasis will be on accessing TAC §89.1070 and reviewing a video that explains the options and requirements in detail.

Partnering with Families: Promoting High Expectations

Sean Roy, Co-Director, TransCen, Inc.
Mary Jane Williams, Executive Director, Family to Family Network co-presenter

10:30-11:30 Plaza II

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

Sharpening Your Soft Skills for Employment

Sandye Cox, M.Ed., Transition Consultant, Region 10 Education Service Center

10:30 - 11:30 West Alabama

Employers want well-rounded employees. Just having the technical skills to complete the job isn’t enough. Soft skills are the complementary skills that refer to a cluster of personality traits. This session will be an overview of the soft skills necessary to successfully acquire and sustain employment In addition, several resources will be shared to take back to your classrooms and campuses.
Finding a College in the ‘Goldilocks Zone’

Dr. Jacqueline Hawkins, EdD, Associate Professor, University of Houston
Dr. Betsy McDaniel, Educator, Crosby ISD, University of Houston
10:30 - 11:30 Sage

One goal of this presentation is to help families determine what documentation is required by higher education schools to qualify students with disabilities for accommodations, to identify whether high school documentation and assessments could be used to meet those requirements, to show how the national template of the Summary of Performance can support the transition process, and to demonstrate the process for accessing support in higher education. A second aim is to help families determine what support services are available in the area for students with disabilities transitioning from high school to postsecondary schools. A note taking guide will be provided that helps families to determine the steps in the process.

Beyond Traditional Job Development: The Art of Creating Opportunity

Denise Bissonnette, M.Ed., Speaker, Trainer and Author
10:30-11:30 Galleria I

Considered a cornerstone of her work in the employment field, this highly acclaimed, one-of-a-kind, presentation offers a practical, innovative and proactive approach to job development. Equipping participants with the eyes and mind of the “entrepreneurial job developer”, Denise introduces six compelling questions with which to view the business world and to uncover the hidden opportunities in their local communities. Chockfull of real-life examples, this workshop serves to expand and redefine the meaning of true job development and to empower people with the tools and thinking to practice the art of job creation!

OnCourse, Plan Early. Plan Smart. A statewide initiative to advance postsecondary and career success across Texas

June Giddings, M.Ed. Strategic Partnerships and Outreach Texas OnCourse at The University of Texas at Austin
Karen Alexander, Associate Professor, Achieve Texas College and Career Initiatives at Texas Tech University
10:30 - 11:30 Galleria II

The session will introduce Texas OnCourse, an innovative professional development academy, which aims to improve advising and streamline student postsecondary and career pathways. During this session UT Austin will discuss the project plan for engaging a consortium of partners, establishing a competency based learning system, and promoting the program across Texas with strategic marketing and a microcredentialing incentive structure.

Making Employment First Count in Texas

Norine Jaloway Gill, MSSW, CESP, UNTWISE, Lead Trainer
10:30-11:30 Galleria III

Employment First is a national movement to ensure people with disabilities are given the opportunity and support to contribute in the workforce. Texas’ Employment First Task Force is a statewide team of dedicated individuals seeking to examine and amend policy and practice that impede real work opportunities. Over the past four-years, the EFTF has worked with state agencies to adopt an Employment First policy statement and identify new approaches and service delivery that results in a true employment outcome. New Federal law and rules are pushing for better results; and Texas will be on board!

PATHS PROGRAM paths.tamu.edu

PATHS stands for Postsecondary Access and Training in Human Services. PATHS prepares individuals for jobs as Direct Support Professionals or Child Care Professionals. After completing two semesters at Texas A&M University, participants earn a certificate that combines classroom instruction with practical career building experiences.

Now Taking Applications - Deadline is February 28, 2017
paths.tamu.edu/admissions
From Start to Finish: Transition Services and Strategies for Hispanic Students and Their Families
Corrina Villar Cole, Ph.D., Asst. Prof., Sam Houston State Univ.
Jaime Duran, Ph.D., Asst. Prof., Sam Houston State Univ.
Vickie Mitchell, Ed.D., Assoc. Prof., Sam Houston State Univ., Language, Literacy & Special Populations
10:30-11:30 San Felipe
This session provides educators with practical knowledge and skills to implement Transition Services with Hispanic Youth and Young Adults, as well as empowering Hispanic parents to become partners in the Transition process. Presenters will address understanding cultural diversity, communication, diversity in Transition Assessment, accessible IEP Meetings, team implementation of the IEP, student supports, and next steps for educators and districts.

The IEP Meeting is about You—You Can Participate in Your Meeting
Tom Laign, Transition Services Coordinator, SPED Department, Socorro Independent School District
10:30 - 11:30 Plaza I
Students have dreams for their future that often become the post-secondary goals included within the student’s IEP. Students will learn a simple process that they can use to provide a meaningful contribution to the development of post-secondary goals while also learning how to link agency services that are often needed to achieve the post-secondary goals.

SESSION V
Start Strong... Be the Coach that Everyone Needs
Julie Atchley, M.Ed., Director of Federal Programs & Special Services, Educational Administration, NYOS Charter School
11:45 - 12:45 Galleria II
Transition doesn’t begin at age fourteen! How many times have you wondered how to guide students and families to start building meaningful transition skills earlier? Who needs to be involved? How can you strengthen the team dynamic to inspire elementary and middle school staff and families to engage in this vital process? Discover easy and practical strategies that go beyond discussions and planning documents. Participants will learn activities that can help students develop needed foundational competencies such as self-awareness, social skills and self-determination BEFORE they enter high school.

Transition is Up to You
Mary Jane Williams, Executive Director, Family to Family Network
Christopher Williams, Walgreens
Rachel Williams, BFA, Game Stop Solutions
11:45 - 12:45 Plaza I
The idea of graduation and adult life can be overwhelming. How do you, as a student, make it a reality? Learn about the parts of the IEP process that you can provide input for and learn about possible adult system obstacles that you may face as you transition. Come away with a plan you can use for your next ARD meeting!

An Interagency Collaborative that Truly Serves Families in the Community: How we did it and how you can do it too
Meagan Sumbera, Ph.D., Associate Director, Center on Disability and Development, Texas A&M University
11:45 - 12:45 Chevy Chase
The Center on Disability and Development (CDD) at Texas A&M University, Down Syndrome Association of Brazos Valley (DSABV), Families of Autistic Children Engaged Together for Support (FACETS), Easter Seals, Brazos Center for Independent Living (BVCIL), College Station ISD, Bryan ISD, Texas Workforce Commission Vocational Rehabilitation Services and Blind Services (DBS) have come together to offer a free monthly workshop series for parents and family members of children with exceptionalities. The members of the collaborative meet bi-monthly to develop topics with parent input and to address the community’s need through each training workshop. Topics include: IEP Process, Bullying, Family Wellness, Moving Towards Independence, Adolescent and Puberty, Behavior Management, and Social Skills. Come learn how the collaborative began and how you can facilitate systemic change in your community through interagency collaborations.

Postsecondary Outcomes for Students with Autism: Project CASE in Action
DeAnn Lechtenberger, Ph.D., Director of Technical Assistance and Community Outreach, Burkhart Center for Autism Education and Research
Wesley H. Dotson, Ph.D., BCBA, Co-Director of the Burkhart Center for Autism Education & Research
Eriko Fudko, Ph.D., Burkhart Center for Autism Education & Research
11:45 - 12:45 Galleria III
Project CASE is unique as a fully inclusive, strength-based higher education support program for students with developmental disabilities (DD), including autism spectrum disorder (ASD).
The goal of Project CASE is to help students complete an academic degree or vocational certification in order to obtain integrated, competitive employment upon graduation. Using a modified version of the Wraparound model (Behar, 1986; VanDenBerg, Burns, & Burchard, 2008), Project CASE offers an individualized, comprehensive program with strength-based mentorship in self-advocacy and goal-setting, as well as assistance coordinating targeted supports and services both on campus and within the community. Research outcomes have focused on examining the effectiveness of the Wraparound process for young adults with DD in a college setting. Information on program components and outcomes over the five years of the grant will be shared with participants.

**Partners in Transition: Educators, Vocational Rehabilitation, and Families Working Together**

Sean Roy, Co-Director, PACER's National Parent Center on Transition and Employment, PACER

Ruth Allison, MBA, Research Associate, TransCen, Inc/NTACT

11:45 - 12:45 Sage

The Workforce Innovation and Opportunity Act (WIOA), signed into law on July 22, 2014 has increased vocational rehabilitation counselor’s ability to work with students at a younger age and prior to becoming eligible for individual services. Partnering with special education teachers will provide the most effective way to develop and deliver pre-employment transition services (PETS). This interactive session will highlight strategies for educator VR collaboration and provide ideas for engaging families as crucial partners so all can work together for youth success.

**Beyond Barriers: Uncovering Student Gifts, Values and Preferences**

Denise Bissonnette, M.Ed., Speaker, Trainer and Author

11:45 - 12:45 Galleria I

In this highly participative session, Denise will share some of her favorite tools and games from her popular curriculum, “Cultivating True Livelihood”. Included in the tools are ways to uncover the gifts and strengths of those who have never worked, ideas for identifying a person’s work preferences and key values, and a way to get around what appears as “unrealistic expectations” when it comes to setting vocational goals. The tools presented in this workshop can be used one-on-one or in group or classroom settings.

**The Need to Teach: Why We Need Systematic Instruction in the Workplace**


11:45 - 12:45 Plaza II

Supporting individuals to grow high-quality careers goes beyond securing a job and requires employment professionals to teach a variety complex skills and tasks in ways that align with both the specific business culture and the unique learning style of the new employee. Systematic Instruction (SI) provides a foundation for identifying “what” and “how” to teach as well as how to assess and refine teaching strategies in real time. Join us for a lively discussion on the role of SI & PBS in the workplace and learn how they can enhance workplace success and independence--and make you a better job coach!

**Age Appropriate Environments for 18+ Services**

Pam Humphrey, Transition Consultant, Education Service Center, Region 11

11:45 - 12:45 West Alabama

One of the most frequently asked questions is, “What are the guidelines for 18+ programs serving students with a disability?” Each district may determine the program design based on the needs of the students and available community resources. There are some basic guidelines for funding. This session will discuss options for establishing campus and community based 18+ programs.
### VENDORS / EXHIBITOR LISTING

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<th>Name</th>
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<td>29 Acres</td>
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<td><a href="mailto:debra@29acres.org">debra@29acres.org</a></td>
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<td>Housing for adults with autism</td>
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<td>Adaptive Driving Access</td>
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<td><a href="http://www.adaptive">www.adaptive</a> Driving.com</td>
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<td>Wheelchair Accessible Vehicles &amp; Equipment</td>
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<td>Attainment Company</td>
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<td><a href="http://www.attainment">www.attainment</a> company.com</td>
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<td>Special Education Curriculum and resources</td>
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<td>Burkhart Center for Autism Education and Research At Texas Tech University</td>
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<td><a href="mailto:deann.lichtenberger@ttu.edu">deann.lichtenberger@ttu.edu</a></td>
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<td>Project CASE: College Program for Students with Autism</td>
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<td>Center on Disability and Development</td>
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<td>cdd.tamu.edu</td>
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<td>Promoting inclusive schools and communities, improving education and quality of life outcomes, and creating better lives for people with disabilities and their families through education, research, and service.</td>
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<td>College Internship Program</td>
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<td><a href="http://cipworldwide.org">http://cipworldwide.org</a></td>
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<td>The College Internship Program is a comprehensive transition program for young adults on the Autism Spectrum and with Learning Differences.</td>
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<td>College Living Experience</td>
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<td><a href="http://experiencecle.com">http://experiencecle.com</a></td>
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<td>College Living Experience (CLE) provides individualized services to young adults with learning differences and varying disabilities in the areas of academics, independent living, social skills and career development.</td>
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<td>Curriculum Transition Consultants</td>
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<td><a href="http://www.ctconline.net">www.ctconline.net</a></td>
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<td>Research based transition curriculum for very low and moderately affected Special ed students.</td>
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<td>Education Associates</td>
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<td>educationassociates.com</td>
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<td>50+ hands-on career education courses with integrated academics and assessments offered. 18 hands-on job skills courses to train students for 100+ careers offered. 60+ life skills curriculum courses for job readiness and for successful independent living offered.</td>
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<td>ESC Region 10: Sped Tex</td>
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<td>SpedTex.org</td>
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<td>The Special Education Information Center provides timely and accurate answers about special education to Stakeholders across our state.</td>
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<td>Family to Family Network</td>
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<td><a href="http://www.texasprojectfirst.org">www.texasprojectfirst.org</a></td>
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<td>Texas Project FIRST bilingual website providing accurate and consistent info on the special education process.</td>
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<td>The Horizons School</td>
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<td><a href="http://www.horizons">www.horizons</a> school.org</td>
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<td>The Horizons School, a post-secondary school serving young adults ages 18 to 26, provides a community-based educational program promoting successful transition to independent living for young adults with learning disabilities, autism spectrum and developmental disorders.</td>
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<td>Independent Living Experience</td>
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<td><a href="http://independentlivingexperience.com">http://independentlivingexperience.com</a></td>
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<td>Independent Living Experience (ILE) is a customized support service for adults with disabilities desiring a life of independence in their living, working, and social environments.</td>
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<td>The Lifelong Learning Center</td>
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<td>A dayhabilitation learning center specifically designed for those persons with intellectual and developmental disabilities.</td>
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<td>Marbridge</td>
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<td>marbridge.org</td>
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<td>A vibrant community alternative to group homes for mentally challenged adults. Training program for mentally challenged adults builds life skills, job skills</td>
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<td>The Monarch School and Institute</td>
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<td>monachelschool.org</td>
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<td>Dedicated to providing an innovative, therapeutic education for individuals with neurological differences—so that they can face their obstacles armed with success strategies.</td>
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<td>MOSAIC - Humble ISD</td>
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<td><a href="http://www.designsbymosaic.com">www.designsbymosaic.com</a></td>
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<td>Products will be sold that are made by our students in the transition program.</td>
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<td>nonPareil Institute</td>
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<td><a href="http://www.npil.org">www.npil.org</a></td>
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<td>We provide technical training to adults on the autism spectrum.</td>
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<td>ONEder</td>
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<td><a href="http://www.oneder.com">www.oneder.com</a></td>
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<td>Special Education Technology/Software</td>
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<td>Providence Place</td>
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<td><a href="http://www.provplace.org">www.provplace.org</a></td>
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<td>Residential transition program in San Antonio serving all of Texas. DARS/TWC funded.</td>
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<td>Secondary Transition/ Post-School Results Network</td>
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<td><a href="http://www.transitionin">www.transitionin</a> Texas.org</td>
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<td>The focus of the network is to promote communication and collaboration between stakeholders and a comprehensive, coordinated, transition service delivery system in Texas that leads to attainment of identified post-school goals for every student.</td>
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<td>Shepherds College</td>
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<td><a href="http://www.shepherdscollege.edu">www.shepherdscollege.edu</a></td>
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<tr>
<td>College designed for students with intellectual disabilities.</td>
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<td>The Summerhouse</td>
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<td><a href="http://www.summerhousehouston.org">www.summerhousehouston.org</a></td>
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<td>The Summerhouse fills gaps for young adults with disabilities by offering quality programming and support as they transition to adult life.</td>
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<td>Talking Book Program</td>
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<td><a href="mailto:jowusu@tst.texas.gov">jowusu@tst.texas.gov</a></td>
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<td>Texas Talking Books.org</td>
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<td>The Talking Book Program is a free library service for those of all ages who are unable to read standard print material due to a visual, physical or reading disability either temporary or a lifelong need.</td>
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<td>Texas Department of State Health Services</td>
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<td><a href="http://dshs.texas.gov/cshcn">http://dshs.texas.gov/cshcn</a></td>
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<td>The Children with Special Health Care Needs (C SHCN) Services Program helps children with special health-care needs and people of any age with cystic fibrosis.</td>
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<td>Touch Base: Center for the Deafblind</td>
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<td><a href="http://www.touchbasecenter.org">www.touchbasecenter.org</a></td>
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<td>Day hab and resources for individuals with deafblindness and those who support them.</td>
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<tr>
<td>Transition Curriculum LLC</td>
<td>7</td>
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<tr>
<td><a href="http://transitioncurriculum.com">http://transitioncurriculum.com</a></td>
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<tr>
<td>Transition Curriculum LLC presents NextUp, an innovative and interactive transition curriculum.</td>
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<tr>
<td>US Bureau of Labor Statistics</td>
<td>16</td>
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<tr>
<td><a href="http://www.bls.gov">www.bls.gov</a></td>
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<tr>
<td>Occupational Requirements, Wage and Employment information</td>
<td></td>
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<tr>
<td>Virtual Job Coach</td>
<td>22</td>
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<tr>
<td><a href="http://www.virtualjobcoach.org">www.virtualjobcoach.org</a></td>
<td></td>
</tr>
<tr>
<td>The Virtual Job Coach is a research-based, research-validated online employment instructional tool for adults and young adults with developmental disabilities.</td>
<td></td>
</tr>
</tbody>
</table>
This is to certify that ______________________ has attended each checked session.

Relevant CPE credit hours are connected to each session.

Cheryl H. Grenwelge, Ph.D.
Cheryl Grenwelge, Ph.D., Center on Disability and Development at Texas A&M University

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**Pre-Conference (1 Hour CPE)**
- Expanding School and Business Partnerships to Promote Pre-Employment Transition Services & Paid Work Experiences

**Pre-Conference (1 Hour CPE)**
- Strategies for Interagency Collaboration

**Pre-Conference (1 Hour CPE)**
- Partners in Education: Educators, Vocational Rehabilitation, and Families working together

**Pre-Conference (1 Hour CPE)**
- Improving Post-school Outcomes: Where Are We Going and How Do We Get There?

**Keynote (1 Hour CPE)**
- Toward a Future of Flourishing: Promoting Rigor, Relevance, and Relationships for Youth with Disabilities

**Keynote (1 Hour CPE)**
- Thursday Luncheon and Keynote with Anthony Lanni

**Keynote (1 Hour CPE)**
- Beyond Barriers to Passion and Possibility

**Breakout Session I (1 Hour CPE)**
- Communication Impediment with a Peace Officer - How Texas is leading the country in recognizing, protecting and educating on drivers with Autism and other related communication disorders.
- Love is Universal: Tips and Resources for Teaching Relationships and Social Skills to Individuals with Autism Spectrum Disorders
- Making Employment First Count in Texas Vocational Rehabilitation (VR) Transition Service & The Workforce Innovation and Opportunity Act
- Teaching Real World Competencies: Instructional Resources that Improve Learning
- Strategies and Resources for Extending Research to Practice
- “Wait…I’m going to be a grown-up!” Skills I need to know in order to grow up to be a successful adult.
- Changing the Conversation: Pursuing New Pathways and Partners to Improve Transition Outcomes
- The Functional Vocational Evaluation: Keeping it Appropriate, Legal, and Useful

**Breakout Session II (1.5 Hours CPE)**
- Impact of Guardianship Reforms on Transition Planning
- Developing partnerships to deliver work-based learning experiences and workplace readiness training to prepare students for the world of work
- A Call to Build a Transition Center
- Helping or Hovering? Does Distance Make a Difference When Launching Independence?
- Systemic Change and Leadership: Texas Literacy Initiative Tools and Resources
- Benefits and Work Incentives Supports and Services: Essential Supports for Employment Success
- The Need to Teach: Why We Need Systematic Instruction in the Workplace
- OnCourse, Plan Early. Plan Smart. A statewide initiative to advance postsecondary and career success across Texas.
- Connecting the Person Centered Transition Assessment to the IEP

**Breakout Session III (1 Hour CPE)**
- What’s Health Got to Do with It? Ensuring a strong foundation to support positive transition outcomes
- Parent Connections
- The Legal Framework: Telling it like it is Cultural and Linguistic Diversity: Strategies for Supporting Youth and their Families
- Imagine Enterprises Project SPEAK (Sharing Personal Experience and Knowledge)
- Career & Technical Education 101
- WIOA Section 511 of the Rehabilitation Act: Impact on Employment Outcomes
- Student Empowerment through Transition
- English 4
- Cultivating the Spirit to Work: Assisting Students through Change and Transition

**Breakout Session IV (1 Hour CPE)**
- Getting Graduation: Using the Commissioner’s Rule to Help ARD Committees Understand the Options
- Partnering with Families: Promoting High Expectations
- Sharpening Your Soft Skills for Employment
- Finding a College in the ‘Goldilocks Zone’
- Beyond Traditional Job Development: The Art of Creating Opportunity
- OnCourse, Plan Early. Plan Smart. A statewide initiative to advance postsecondary and career success across Texas.
- The IEP Meeting is about You—You Can Participate in Your Meeting

**Breakout Session V (1 Hour CPE)**
- Start Strong...Be the Coach that Everyone Needs
- Transition is Up to You
- An Interagency Collaborative that Truly Serves Families in the Community: How we did it and how you can do it too
- Postsecondary Outcomes for Students with Autism: Project CASE in Action
- Partners in Transition: Educators, Vocational Rehabilitation, and Families Working Together
- Transition in Texas 101
- Beyond Barriers: Uncovering Student Gifts, Values, And Preferences
- The Need to Teach: Why We Need Systematic Instruction in the Workplace
- Age Appropriate Environments for 18+ Services
1. What is your role in working with transition-aged youth?

☐ Transition and Employment Designee
☐ Agency

☐ Independent School District
☐ Advocate

☐ Parent/Family
☐ Higher Education

☐ Consultant

2. I am attending the conference to obtain more information on the following areas of transition. (Please rank each area of transition in the order of importance to you).

______ Family Involvement
______ Student Development

______ Interagency Collaboration
______ Student Focused Planning

______ Program Structure

3. Please rate the educational content of the 2017 Texas Transition Conference.

☐ Highly Satisfied
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Highly Dissatisfied

Additional Comments

4. Please rate your satisfaction with the 2017 Keynote Speakers.

☐ Highly Satisfied
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Highly Dissatisfied

Additional Comments

5. Please check transition-related topics you are interested in for free extended learning webinar opportunities.

☐ Systematic instruction in the workplace
☐ Guardianship reforms

☐ Expanding school and interagency collaborations
☐ Evidence-based practices and predictors in transition

☐ College and career readiness
☐ Literacy for college and career readiness

6. Please check times you would be available for transition-related webinar opportunities:

☐ 9:00 - 10:00 a.m.
☐ 10:00 - 11:00 a.m.
☐ 12:00 - 1:00 p.m.

☐ 1:00-2:00 p.m.
☐ 2:00-3:00 p.m.
STATE PERFORMANCE PLAN INDICATOR 14
One year after students leave high school, a state-contracted company will be contacting Texas students to ask about post-school goals. Make sure the school has the most current phone number, mailing address, and e-mail address for graduating students!

NTACT’s purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

www.transitionta.org
Welcome to Transition in Texas!

Texas Secondary Transition/Post-School Results Network
A Leadership Function of the Texas Education Agency

The Transition in Texas website is a project of the Texas Secondary Transition/Post-School Results Network in collaboration with the Texas Education Agency. The network is comprised of representatives from each of the 20 Education Service Centers in Texas.

Education Service Center Region 11 provides statewide leadership for the Texas Secondary Transition/Post-School Results Network. The focus of the network is to promote communication and collaboration between stakeholders and a comprehensive, coordinated, transition service delivery system in Texas that leads to attainment of identified post-school goals for every student.

The purpose of this website is to provide viewers with knowledge of the secondary transition process to facilitate student progress toward attainment of their postsecondary goals. On this site you will find resources for students, parents, educators and agency resources.

www.transitionintexas.org

The Legal Framework is a statewide leadership project partnering the Texas Education Agency and Region 18 Education Service Center. The project which includes contacts from each educational service center is a compilation of state and federal requirements for special education organized by topic in a user-friendly format.
The Center on Disability and Development at Texas A&M University supports people with disabilities and their families. We serve as a resource to the community in the areas of education, research, and service as relates to the needs of people with disabilities.

Camp LIFE
Camp LIFE creates an inclusive, barrier-free setting in which children with disabilities (ages 5-21) and their siblings (ages 5-12) can participate in the activities of their choice. This weekend camp is held twice each year at Camp for All, centrally located in Texas.

Camp LIFE

camplife.tamu.edu

The W.A.C.O. project at TAMU is a 5-week program held in June/July for students who are blind or have low vision. Participants receive development and instruction in Professionalism, Self-determination and Teamwork. Learn about college opportunities and work in the community 16-20 hours a week.

First Thursday of every month from 6:00-7:30 p.m.
Central Baptist Church, Fellowship Room -
1991 FM 158 Rd. College Station, TX 77845
March 2 - "Surviving Puberty- This Time As a Parent" - Adolescence and Puberty
April 6 - "Behavior- What Are You Trying to Tell Me?" - Behavior Management
May 4 - "Teaching Social Skills- Because No One Lives in Isolation" - Social Skills

Free Workshop Series for Parents, Family Members and Children with Exceptionalities

cdd.tamu.edu/waco-project

Directory of Community Resources in Texas
A site affiliated with the Center on Disability and Development

Search Resources
Find disability resources and community services throughout Texas! Customize your search by zip code, county, region, keyword, or category.

Add Resources
You can contribute resources that aren't currently listed in the Directory! Simply create a free account. If you're already registered, log in now and make your updates.

disabilityresources.tamu.edu
Texas Transition Conference

Save the Date
February 21-23, 2018

ttc.tamu.edu