The 2016 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
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CONTACT US

Conference Assistance
CONTACT: Cheryl Grenwelge, Conference Director
EMAIL: cngrenwelge@tamu.edu
PHONE: 979.458.1593
WEB: ttc.tamu.edu

Transition Assistance
Please contact the Secondary Transition Specialist in your region. A statewide directory can be found online at www.transitionintexas.org.

2016 CONFERENCE SCHEDULE

WEDNESDAY, FEBRUARY 17, 2016

3:30 p.m. Pre-conference set up
4:00 p.m. Pre-conference Session I
5:15 p.m. Pre-conference Session II
6:30 p.m. Pre-conference Session III

THURSDAY, FEBRUARY 18, 2016

7:30 a.m. Continental Breakfast / Registration / Exhibitors
8:30 a.m. Welcome and State of the State
9:00 a.m. General Session
10:30 a.m. Break
10:45 a.m. Breakout Session I Begins - 60 Minutes
12:00 p.m. Lunch
1:45 p.m. Breakout Session II Begins - 90 Minutes
3:15 p.m. Break
3:30 p.m. Breakout Session III Begins - 60 Minutes

FRIDAY, FEBRUARY 19, 2016

7:30 a.m. Continental Breakfast / Registration / Exhibitors
8:30 a.m. General Session
10:00 a.m. Break
10:15 a.m. Breakout Session IV Begins - 60 Minutes
11:15 a.m. Break
11:30 a.m. Breakout Session V Begins - 60 Minutes

PUBLICITY NOTICE

Photos and video may be taken of participants during professional development sessions and meetings offered by the 2016 Texas Transition Conference (TTC) for promotional use by the Texas A&M University and The Secondary Transition/Post-School Results Network. Promotional use may include, but is not limited to, the Texas Transition Website, Facebook, and Twitter accounts as well as printed materials at the TTC conference, and The Center on Disability and Development at Texas A&M University.

The 2016 Texas Transition Conference (TTC) is sponsored by The Center on Disability and Development at Texas A&M University, The Secondary Transition/Post-School Results Network, and the Texas Education Agency.
The 2016 Texas Transition Conference will take place at the Westin Dallas Park Central in Dallas, Texas.

Your 2016 Texas Transition Conference Concierge

Crack the Code!

Scan the QR code to enhance your conference experience.

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 code and upload the desired website.
- View the site content as normal.
## Breakout Session Overview

### Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00a - 10:45a</td>
<td>Partnering with Families in the Transition Process (Pre-Conference) Wednesday - 5:15pm</td>
<td>Salon A/B/C</td>
</tr>
<tr>
<td>1:45p - 3:30p</td>
<td>Benefits and Work Incentives: Essential Supports for Employment Success!</td>
<td>Salon A</td>
</tr>
<tr>
<td>3:30p - 4:30p</td>
<td>Parental Involvement in the Transition Process, From the Parent Perspective</td>
<td>Texoma</td>
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<tr>
<td>4:30p - 5:30p</td>
<td>Diversity 101: Developing Cultural Reciprocity in Transition Planning</td>
<td>Salon C</td>
</tr>
<tr>
<td>5:30p - 6:30p</td>
<td>Partnering with Families in the Transition Process</td>
<td>Salon B</td>
</tr>
<tr>
<td>6:30p - 7:30p</td>
<td>The Essential Building Blocks for a Good Life After Graduation</td>
<td>Grapevine</td>
</tr>
<tr>
<td>7:30p - 8:30p</td>
<td>Parent and Family Support of Young Adults for Success in Employment</td>
<td>Salon A</td>
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### Friday

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10:15a - 11:30a</td>
<td>I'm Determined (Pre-Conference) Wednesday - 4:00pm</td>
<td>Salon A/B/C</td>
</tr>
<tr>
<td>10:15a - 11:15a</td>
<td>Dude Where’s My IEP; Succeeding In College with a Learning Disability (Keynote)</td>
<td>Salon D/E/F</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>Texas Workforce Commission Resource Showcase &amp; Demo</td>
<td>Marsalis</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>iPad and Tablet-Based SGD Funding During Transition: Essential Strategies and Funding Options</td>
<td>Canyon</td>
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<td>10:15a - 11:15a</td>
<td>I’m Determined</td>
<td>Meredith</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>Live and Uncensored: The Legal Framework</td>
<td>Tenison</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>HB 5 Updates for Students with Disabilities</td>
<td>Texoma</td>
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<td>Texas Workforce Commission Resource Showcase and Demo</td>
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<td>Evidence Based Practices: Student-Focused Planning in the IEP</td>
<td>Salon A</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>Essential Components of a Student Transition Folder</td>
<td>Canyon</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>College: Are Students Ready?</td>
<td>Meredith</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>Health, Wellness and Education: Partnering with families to Build a Solid Foundation for Successful Transition Outcomes</td>
<td>Tenison</td>
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<tr>
<td>10:15a - 11:15a</td>
<td>Post-Secondary Education: A Pathway to Appropriate Independence™</td>
<td>Meredith</td>
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### Interagency Collaboration

- School/Vocational Rehabilitation Partnerships: Salon A
- Decision Point: Agency Collaboration from Elementary Through 18+: Marsalis
- Interagency Collaboration Made Easy: The CIRCLES Model: Salon C
- Person-Centered Planning: Salon B
## PROGRAM STRUCTURE

<table>
<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td>Millennials 2016: What to Expect from Graduates in the Workplace</td>
<td></td>
<td>Meredith</td>
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<tr>
<td>21st Century Skills to Pay the Bills</td>
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<td>Aligning Secondary Transition Requirements in the IEP - a Structured Process</td>
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<td>Canyon</td>
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<td>Evidence Based Predictors of Post School Success</td>
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## STUDENT DEVELOPMENT

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<tbody>
<tr>
<td>21st Century Transition: Educate. Measure. Adjust. Educate (Pre-Conference) Wednesday - 6:30pm</td>
<td></td>
<td>Salon A/B/C</td>
</tr>
<tr>
<td>Paths: It's Been Five Years… (Luncheon Keynote) Thursday</td>
<td></td>
<td>Salon D/E/F</td>
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<tr>
<td>Customized Employment: What It Is, and Why We Need It! (Keynote) Friday - 8:30am</td>
<td></td>
<td>Salon D/E/F</td>
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<td>The Day I Told My Class I Had a Disability</td>
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<td>SPEAK Up! Your Voice Matters!</td>
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<tr>
<td>Apps to Promote Student Independence in Work and Community</td>
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<td>Marsalis</td>
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<td>Project SEARCH: Lessons Learned from Texas Communities</td>
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<tr>
<td>Transition Matters: Meeting the Post-Secondary Employment and Education Needs of Students with Disabilities</td>
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<td>Career Exploration and Development Strategies &amp; Resources</td>
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<td>Salon A</td>
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<td>Customized Employment and Transition</td>
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<td>Texas Guardianship Reform and Impact on Transition Planning</td>
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<td>Marsalis</td>
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<td>Autism Expressed &amp; Digitability: Teaching Digital Literacy to Increase Transition into the Workforce and Social Fabric of Society</td>
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<tr>
<td>The Role of Career and Technical Education in Promoting Successful Transition</td>
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<tr>
<td>Growing Student Independence from 3 to 22 Years Old Through the Use of Transition Assessments</td>
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<td>Salon C</td>
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<td>Advocacy: It’s All About Me</td>
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<td>Texoma</td>
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PRE-CONFERENCE SESSIONS

I’m Determined
4:00 p.m.  Salon A/B/C
John McNaught, M.Ed / Co-Director / Virginia Department of Education / I’m Determined Project
Amanda Randall, M.Ed, BCBA / Co-Director / Virginia Department of Education / I’m Determined Project
A critical marker of success in post-secondary education & beyond is the degree to which individuals with disabilities become a guiding force in their life. Virginia Department of Education’s I’m Determined Project will use video and storytelling to present student experiences with self-determination as a critical marker of success. Participants will gain access to resources and tools to increase student involvement in their educational journey. Through the use of interactive web apps, participants will gain hands on experience of the I’m Determined Tools for implementation across all settings.

Partnering with Families in the Transition Process
5:15 p.m.  Salon A/B/C
Sean Roy / Co-Director / PACER’s National Parent Center on Transition and Employment
Mary Jane Williams, Family to Family Network
Parents and caregivers are a vital, yet underutilized resource in the transition planning process. This highly interactive session will highlight the experiences of families and professionals and identify common barriers to parent involvement. The discussion will go beyond the legal requirement to address how professionals and parents can come together as partners to help improve transition planning for youth.

6:30 p.m.  Salon A/B/C
Ariel Deshe, Vice President of Business Development
Melissa Michaud, Clinical Product Director
Oneder is technology platform that empowers educators with simple and effective tools to support transitioning students. With personalized delivery methods, visual support tools, and standards alignment—including TEKS—transition coordinators can create individualized lesson plans and learning modules to facilitate independence and career readiness. Oneder’s data-tracking and automatic graphing also provides valuable insight into student progress enabling instruction to be adjusted accordingly.
Whether it’s for travel training, job coaching, or curriculum based instruction, Oneder is a valuable resource for transition coordinators to teach academic, functional academic, social and behavioral skills promoting success for all transition students.

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 the Center on Disability and Development at Texas A&M University, participants earn a certificate that combines classroom instruction with practical career building experiences.

Now Taking Applications - Deadline is February 29, 2016
paths.tamu.edu/admissions
THURSDAY, FEBRUARY 18, 2016

KEYNOTE GENERAL SESSIONS

Dude, Where is my IEP?; Succeeding in College with a Learning Disability
9:00-10:30 a.m.  Salon D, E, F  SFP
Kerry Magro M.A. / National Motivational Speaker, Best-Selling Author / KFM Making a Difference in the Community / Consultant & Autism Advocate
Has anyone ever told you that your child wasn’t ‘college material’ due to a disability? 27-year-old Kerry Magro knows that feeling oh too well. Diagnosed with autism at four, Kerry spent countless hours focusing on occupational, physical and speech therapy to get him to where he is today. Today Kerry has helped write three books, consulted on four films and has spoken at over 500 venues as a professionally certified motivational speaker. In this presentation you will receive insight on accommodations, self-advocacy tips, combating bullying, spreading awareness for disabilities at your school, and much more!
Kerry Magro was diagnosed with autism at age four. Kerry is a national speaker, best-selling author and film consultant. His first two books, Defining Autism from the Heart and Autism and Falling in Love quickly reached Amazon best-seller lists for special needs, while his third book College for Students with Disabilities: We Do Belong was released by Jessica Kingsley Publishers this summer. Kerry has a Master’s in Strategic Communication from Seton Hall University. He currently resides in New Jersey and works for Autism Speaks as their Social Media Coordinator.

Paths: It’s Been Five Years...
Luncheon Keynote  Salon D, E, F  SD
Cheryl Grenwelge, Ph.D., Meagan Sumbera, Ph.D., Christina Gushanas, M.Ed., and Mary Whirley, B.S. (PATHS staff)
Shelbi Davenport, Spencer Langseth, Matt Mireles, Darius Young (PATHS graduates),
Ruth Davenport and Shelley Young (Parents)
This session features a panel of young adults with developmental disabilities, parents, state agency personnel, and program staff. These young adults (PATHS graduates) will share their experiences with the program, subsequent employment, and/or enrollment in degreed programs. Additionally, PATHS graduates will share information reflecting on their high school transition planning. Parents and state agency personnel will also convey information from their perspective. Program staff will share graduation rates, employment statistics, and programmatic information.

FRIDAY, FEBRUARY 19, 2016

Customized Employment: What It Is, and Why We Need It!
8:30 a.m.-10:00 a.m.  Salon D, E, F  SD
Beth Keeton / Executive Director / The Center for Social Capital
Customized Employment (CE) is sweeping the nation and appearing in a wide variety of legislation and policy, from WIOA to HCBS waivers. This interactive session provides an overview of CE, including the core concepts of Discovery, blended/braided funding, and economic self-sufficiency. Learn how CE can open the door to a wider variety of employment outcomes, including business ownership, for a greater number of individuals with disabilities and how it can be particularly beneficial for transitioning students. Join us for a lively discussion while we learn from the success of individuals who have used CE as the foundation for securing employment that not only matches for their skills and interests, but also pays the bills.
Beth Keeton is the Executive Director for The Center for Social Capital and a Senior Consultant with Griffin-Hammis Associates, Inc. For the last 20 years, Beth has provided extensive training and technical assistance to individuals and agencies throughout the country on systems change, customized employment, self-employment, systematic instruction, and benefits analysis. Her work with the state Vocational Rehabilitation agencies in Florida and Texas included the development and implementation of a Self-Employment Certification curriculum for providers. She serves as a National Subject Matter Expert for the Office of Disability Employment Policy’s State Leadership Employment First Mentoring Program. Beth co-wrote Navigating Government Benefits & Employment: A Guidebook for Veterans with Disabilities, and is a co-author of the recently revised, Making Self-Employment Work for People with Disabilities. She earned her Master’s Degree from the University of Oregon in 1996 and became a Certified Benefits Planner through Cornell University in 2007.
### Millennials 2016: What to Expect from Graduates in the Workplace

10:45 a.m.  
Meredith Eric Ivan Bruntmyer, J.D. / M.B.A / Dallas Baptist University

Hundreds of thousands of Millennials are employed each year and these new hires either grow and succeed or check out physically or mentally. This presentation will provide the attendees the resources to find the right Millennial and retain them as well. This presentation will provide practical information for employers to use as they manage their workplaces and work alongside Millennials entering the workforce.

### Benefits and Work Incentives: Essential Supports for Employment Success!

10:45 a.m.  
Salon A Sara Kendall, Program Specialist / Texas Department of Assistive and Rehabilitative Services' Division for Rehabilitation Services / SSA Certified Community Partner Work Incentives Counselor; B.A.

This session will highlight the Social Security Administration incentive programs that provide “safety nets” for transition-age youth receiving Supplemental Security Income and/or Social Security Disability Insurance to earn a living wage or save for post-secondary education without losing health care and/or cash benefits. Attendees will learn facts about the most popular myths surrounding SSI/SSDI benefits as well as the difference between childhood SSI and adult SSI; 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 Day I Told My Class I Had a Disability

10:45 a.m.  
Canyon Kerry Magro M.A. / National Motivational Speaker, Best-Selling Author, Consultant & Autism Advocate

“The day I told someone I had autism was during my first presentation in college.” Kerry Magro, a speaker on the autism spectrum opened up about his diagnosis when he knew he would have to receive different accommodations. In this presentation educators will learn about the steps of disclosure, spreading disability awareness and much more!

### Guardianship, Alternatives and Special Needs Trusts through the Lens of the Self-Advocate

10:45 a.m.  
Grapevine Debbie Wilkes, M.Ed. / Educational Consultant / D.R. Wilkes Consulting

Guardianship and Special Needs Trusts are discussed at ARD meetings, but students don’t have the opportunity to learn what this means to them. This session will provide self-advocates the opportunity to learn more about Guardianship, Supported Decision Making and Special Needs Trusts. A tool to assess the needs for guardianship will be provided.

### Texas Workforce Commission Resource Showcase and Demo

10:45 a.m.  
Marsalis Lorena Knight / Education Outreach Specialist / Master’s degree in English (with an emphasis in creative writing) / Texas Workforce Commission

Let the education specialist from the Texas Workforce Commission’s Labor Market and Career Information (LMCI) department help you discover the resources available for your students or family to make an easier transition into the workforce or higher education. The (LMCI) department personnel’s experience and expertise, combined with LMCI-provided tools, can help students, job seekers, Adult Education and Literacy staff, and learners, career fair organizers, teachers and Counselors, and more. Come see what they have, what they’ve been doing, and how you can tap into this free professional service.
The TAGG: A New On-Line Transition Assessment That Produces ARD Ready Results
10:45 a.m. Salon B
James Martin Title: Zarrow Family Professor and Director / Degree: Ph.D. from the University of Illinois / Business Affiliation: University of Oklahoma, Zarrow Center
Amber McConnell / Title: Zarrow Center Research Associate / Degree: Ph.D. from the University of Oklahoma / Business Affiliation: University of Oklahoma, Zarrow Center

TAGG is a new online transition assessment with professional, student, and parent versions designed to assess non-academic skills research has associated with postsecondary education and/or employment outcomes. Users read, listen to, or watch ASL videos to follow TAGG instructions and respond to items. Computer-generated normed-referenced graphic profiles depict constructs and overall results. The profiles display greatest and relative strengths and needs, a written results summary, and annual transition goals based on identified needs. Uniquely, TAGG results may be copied and pasted directly into educational plans. Strong validity and reliability evidence support the use of TAGG results.

Parental Involvement in the Transition Process, From the Parent Perspective
10:45 a.m. Texoma
Rosemary Alexander, PhD, Transition Coordinator, Texas Parent to Parent

A panel of parents whose children have gone through transition will relate personal stories about the process, with an emphasis on the school-based strategies that worked best and the barriers they faced. School staff will gain insight into how to involve families in transition planning and decision making.

Can’t Ask, Afraid to Tell: Helping Youth Navigate Disability Disclosure Decisions
10:45 a.m. Salon C
Curtis Richards, Director, National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership

As youth transition from high school to post-secondary or work settings, they go from a world where they are entitled to the accommodations laid out in their IEP to places where they are eligible for what they actively request. Youth must know what to ask for, when to ask for it and from whom in each setting. In this interactive session, participants will learn strategies for helping youth to understand their disability better and how to talk about it, understand their rights and responsibilities, and decide whether or not to disclose their disability in various situations.

21st Century Skills to Pay the Bills
10:45 a.m. Tenison
Rhonda Basha, JD / Supervisory Policy Advisor / Youth Team / Office of Disability Employment Policy

Ever wonder how youth can gain a competitive edge? Studies show that soft skills, including enthusiasm, teamwork, and critical thinking, are essential for all youth to have to transition successfully into the world of work and other post-secondary settings. During this interactive session, participants will have an opportunity to experience activities from the U.S. Department of Labor’s Office of Disability Employment Policy’s Soft Skills curriculum and be introduced to its accompanying video series. Attendees will learn how other practitioners have used this curriculum and how they can use the curriculum and accompanying materials to maximize their potential to build these vital 21st Century skills.

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.
Diversity 101: Developing Cultural Reciprocity in Transition Planning
1:45 p.m.  
Dr. Tiana Povenmire-Kirk / Project Coordinator, CIRCLES Grant, Department of Special Education and Child Development / University of North Carolina, Charlotte

Through a combination of lecture, activities, and discussion, participants will be able to identify the key components of their own value systems and how these values impact their interactions, assumptions, and strategies in transition planning. Participants will explore ways that their values can come into conflict with the value systems of the students and families with whom they work, and develop strategies for ameliorating such conflicts. Finally, participants will learn about the many activities in which we ask students to engage as part of transition that can be impacted by culture and how to work with strengths, rather than focus on weaknesses.

iPad and Tablet-Based SGD Funding During Transition: Essential Strategies and Funding Options
1:45 p.m.  
Chris Gibbons, PhD, CCC/SLP / Director of SGD Services / AbleNet, Inc

Funding a Speech Generating Device (SGD) as a strategic component of transition planning can be one of the most important team actions. The student’s SGD reflects current communication and operational competence and the level of external support necessary for success in school. It must also carry that student forward into a world with far fewer supports while enabling social, emotional, and personal growth in ways that are difficult to predict. iPad and tablet-based SGDs have enormous potential, yet the likelihood of getting them funded before, during, or after transition varies. SGD funding options, strategies, and team roles will be discussed.

Hands-on Comprehension Strategies for Students with Low Incidence Disabilities
1:45 p.m.  
Caroll Brant, MS SPED / Education Consultant Low Incidence Disabilities, STAAR A and STAAR Alternate 2 / Education Service Center Region 11

In this highly engaging, interactive session, participants will explore and discuss comprehension strategies for students that are non-readers and emergent readers. Implications and ideas for use of alternate forms of communication for non-verbal students will also be explored. Participants will leave the session with ideas and examples of comprehension activities that can be used in their classrooms.

DECISION POINT: Agency Collaboration from Elementary through 18+
1:45 p.m.  
Vickie J Mitchell, Ed.D / Mitchell-Panter Consulting, LLC

Transition Services means a coordinated set of activities...designed within a result-oriented process...including, but not limited to...adult services.” The 2015 Every Student Succeeds Act emphasizes the Universal Design for Learning (UDL). This is the window of opportunity for Transition staff to ensure district practices are aligned with the Universal Design for Transition (UDT), which is based on UDL. Participants will learn how to ensure Transition planning and services reflect a range of supports, along with planning tools. A process to break down barriers, where stakeholders work together will be shared, along with strategies and tools to ensure appropriate, student-centered agency collaboration.
I'm Determined
1:45 p.m.  
Meredith
John McNaught, M.Ed / Co-Director / Virginia Department of Education / I'm Determined Project
Amanda Randall, M.Ed, BCBA / Co-Director / Virginia Department of Education / I'm Determined Project
A critical marker of success in post-secondary education & beyond is the degree to which individuals with disabilities become a guiding force in their life. Virginia Department of Education's I'm Determined Project will use video and storytelling to present student experiences with self-determination as a critical marker of success. Participants will gain access to resources and tools to increase student involvement in their educational journey. Through the use of interactive web apps participants will gain hands on experience of I'm Determined Tools for implementation across all settings.

School/Vocational Rehabilitation Partnerships
1:45 p.m.  
Erin Wilder, M.Ed., C.R.C. / Statewide Transition Specialist, DARS
Jennifer Kaut, M.Ed., B.C.B.A. Major Presenter / Statewide Autism/Developmental Disorders Specialist, DARS
Kevin Markel, M.S., C.R.C. Participant / Transition Specialist, DARS- Division for Blind Services
Steven Aleman, J.D. Participant / Policy Analyst, Disability Rights Texas
Denise Geiger, M.Ed. Major Presenter / Transition Coordinator, Leander ISD
When the Workforce Innovation and Opportunity Act (WIOA) was passed in July 2014, significant changes went into effect for Vocational Rehabilitation (VR) programs. Participants will get an overview of these changes and gain a basic understanding of the intent of WIOA from Erin Wilder, DARS Statewide Transition Specialist and Steven Aleman, Policy Specialist for Disability Rights Texas. As one example of how schools and VR can partner for the success of students, Jennifer Kaut, DARS Autism/Developmental Disorders Specialist and Denise Geiger, Leander ISD Transition Coordinator, will talk about a partnership they are currently piloting, including benefits to all parties- especially the students, the inspiration for the partnership, structure of the pilot, and lessons learned so far.

Collaborative Practices in the Transition Years: Starting Work and Careers as Teens and Young Adults
1:45 p.m.  
Marsha Threlkeld / Principal Officer, PIVOTAL Consulting and Training / Subject Matter Expert to the US Department of Labor, Office of Disability Employment Policy
Will community based work experiences based on individualized post school career goals better prepare a student for the world of work? Yes! Can educators work with businesses and adult employment services to develop these sites? Yes! Can the experiences gained assist the student to connect with adult services and get a job when exiting school? Yes! Come and learn how districts elsewhere have done so. Learn how educators can develop business sites, support students in community based learning opportunities, and connect with adult employment services.

Live and Uncensored: The Legal Framework
1:45 p.m.  
Lee Lenz-Edwards B.B.A., M.Ed, M.B.A / Coordinator Special Populations / Region 18 Education Service Center
Feeling comfortable with special education legal requirements? Not sure when and how to begin the transition process for special education students? Do not know how to find your Transition Employment Services Designee? Join your colleagues for a dive into the Legal Framework, your one-stop shop for special education state and federal requirements, organized by topic in a user-friendly format. Participants are encouraged to navigate with us using their smart devices as we explore the special educator’s favorite tool.

Advertising spaces are available for the 2017 Texas Transition Conference
For more information please contact
Cheryl Grenwelge, Ph.D., Center on Disability and Development at Texas A&M University
cgrenwelge@tamu.edu
**HB 5 Updates for Students with Disabilities**  
1:45 p.m. Texoma  
Barbara Gonzales, M.Ed. / Education Specialist / Region One ESC  
This session will address the May 22, 2015 HB5 Updates for Students with Disabilities. The session will support and enhance district and campus practices/procedures that will explore graduation opportunities for student with disabilities through the Foundation High School Program with Endorsement options.

**SESSION III**

**Texas Workforce Commission Resource Showcase and Demo**  
3:30 p.m. Meredith  
Lorena Knight / Education Outreach Specialist / Master's degree in English (with an emphasis in creative writing) / Texas Workforce Commission  
Let the education specialist from the Texas Workforce Commission’s Labor Market and Career Information (LMCI) department help you discover the resources available for your students or family to make an easier transition into the workforce or higher education. LMCI department personnel’s experience and expertise, combined with LMCI-provided tools, can help students, job seekers, Adult Education and Literacy staff and learners, career fair organizers, teachers and counselors, and more. Come see what they have, what they’ve been doing, and how you can tap into this free resource.

**Evidence Based Practices: Student-Focused Planning in the IEP**  
3:30 p.m. Salon A  
Sharon Rutherford / Independent Educational Consultant / SAR Consulting  
Beginning not later than age 14 for students receiving special education services, the Individualized Education Program (IEP) includes new areas for consideration and decision-making related to transition planning. Participants will learn about the relationship between the required components of an IEP and the requirements for integrating transition planning into the student’s overall educational program. The presentation will identify strategies for including the student in the development of the IEP to ensure student-focused IEP decision-making designed to prepare the student to achieve post-secondary goals.

**Partnering with Families in the Transition Process**  
3:30 p.m. Salon B  
Sean Roy / Co-Director / PACER’s National Parent Center on Transition and Employment  
Mary Jane Williams, Family to Family Network  
Employment is a crucial aspect of a youth’s journey towards adulthood. Families who make career development a high priority will help ensure their son or daughter is adequately prepared to pursue his or her postsecondary and employment goal immediately after high school graduation and continuing throughout adulthood. This interactive presentation highlights concerns commonly expressed by family members to discuss considerations or solutions to engage the family in the career development process.

respecting time and resource constraints on all stakeholders, and developing transition plans based on individual strengths, needs, and interests that truly provide wrap around services. Participants will learn about CIRCLES and plan next steps toward implementing CIRCLES in their home districts.
SPEAK Up! Your Voice Matters!
3:30 p.m.   Texoma
Ricky Broussard, Peer Mentor for Project SPEAK / Imagine Enterprises
Jeanna TenBrink, Administrative Assistant for Project SPEAK / Imagine Enterprises

In this interactive session participants will learn about the Project SPEAK training program, which is training for individuals with intellectual and developmental disabilities who want to become public speakers on topics that matter to people with disabilities. This training has proven to be a stepping-stone on the journey towards self-advocacy. Hear personal stories on how Project SPEAK has helped two students develop confidence by using their own voice and making their own choices in their lives. During this session participants will be able to take part in fun public speaking activities and games!

21st Century Skills to Pay the Bills
3:30 p.m.   Grapevine
Rhonda Basha, JD / Supervisory Policy Advisor / Youth Team / Office of Disability Employment Policy

Ever wonder how youth can gain a competitive edge? Studies show that soft skills, including enthusiasm, teamwork, and critical thinking, are essential for all youth to transition successfully into the world of work and other post-secondary settings. During this interactive session, participants will have an opportunity to experience activities from the U.S. Department of Labor’s Office of Disability Employment Policy’s Soft Skills curriculum, and be introduced to its accompanying video series. Attendees will learn how other practitioners have used this curriculum and how they can use the curriculum and accompanying materials to maximize their potential to build these vital 21st Century skills.

Apps to Promote Student Independence in Work and Community
3:30 p.m.   Marsalis
Marsha Threlkeld / Principal Officer, PIVOTAL Consulting and Training / Subject Matter Expert to the US Department of Labor, Office of Disability Employment Policy

iPads and Apps are effectively supporting students to learn about work and community, prepare Career and Self Determination portfolios, navigate interviews, learn tasks and schedules, communicate with others, ask for help remotely, and stay centered and relaxed while at work. Learn about new apps and how the built in accessibility features, and standard practices are being used by students in community based learning and preparing for independence and adult outcomes.

Project SEARCH: Lessons Learned from Texas Communities
3:30 p.m.   Tenison
DeAnn Lechtenberger, Ph.D. / Director of Technical Assistance and Community Outreach / Burkhart Center for Autism Education and Research / Texas Tech University
Linda Emery (major presenter) / Program Specialist / Cincinnati Children’s Hospital Medical Center I Disability Services

This will be a panel presentation with local Texas community leaders who have successfully implemented a Project SEARCH program. Project SEARCH at Texas Wesleyan University: Sheri Edwards, Bobby Benefield, Christine Schleuter, Dianne Hawkins, Doy Walker, Suzanne Norwood. Project SEARCH at SanMar Distribution Center: Daniel Bazavilvazo, Brysen Minter, Ashton Bankston, Amber Dollar, Loretto Patterson, Laura Holmes, Sparkel Griffin

Essential Components of a Student Transition Folder
3:30 p.m.   Canyon
Diane S. Roberson M.Ed. / Education Specialist / Region 6 Education Service Center
Karen Pepkin, M.Ed., Education Specialist, Region 4 ESC

Are you drowning in transition paperwork? Come and learn what others are including in their transition folders and learn what they are doing to keep order with their transition paperwork. You will receive tools and resources to help with maintaining records and ensuring that you have what is needed and required for quality transition planning.

National Dropout Prevention Center for Students with Disabilities

FOCUSED ON OUTCOMES
CENTERED ON ANSWERS
ESTABLISHED ON STRATEGIC ALLIANCES
www.ndpc-sd.org

SFP=Student-Focused Planning | FI=Family Involvement | PS=Program Structure
IC=Interagency Collaboration | SD=Student Development
College: Are Students Ready?
10:15 a.m. Meredith
Crystal George, MS, CRC / Program Manager / Masters of Rehabilitation Counseling / University of North Texas-UNTWISE

Students transitioning from high school to college are often uncertain of what the future holds and the direction they wish to travel. Research has shown low expectations for students with disabilities leads to poor college preparation (Garrison-Wade & Lehman, 2014) and impacts student’s decisions to attend college. In this interactive session, the need for college readiness and expectations from students, parents and educators will be discussed. Additionally, the importance of students’ choice of courses will be discussed. Valuable resources to promote the successful transition of youth with disabilities will be presented, including local college and university programs.

The Essential Building Blocks for a Good Life After Graduation
10:15 a.m. Grapevine
Elizabeth Danner / Transition Specialist / ESC Region 13
Rosemary Alexander, PhD, Transition Coordinator, Texas Parent to Parent

Ideally after graduation, adults with disabilities will have needed funding and services, learning and work opportunities, a positive place to live and a caring group of friends and supporters. How can school staff and families work during the school years to create this life after secondary school ends? How can IEPs and school services support the hopes and dreams of students and families for the future? This talk will provide a brief overview of funding and services for people over age 18, including eligibility and availability, ideas to enable students to have positive work, living opportunities, and social opportunities, and ways to translate brainstorming ideas and dreams for the future into IEP goals.

Transition Matters: Meeting the Post-Secondary Employment and Education Needs of Students with Disabilities
10:15 a.m. Texoma
James Williams / National Director of Independent Living Experience / Bachelor’s of Special Education-Certified Special Education Teacher, Master’s of Rehabilitation Counseling-Certified Rehabilitation Counselor

This new presentation will discuss the post-secondary employment and education needs of students with disabilities through the unique perspective of an Educational Leader and Certified Rehabilitation Counselor diagnosed with Asperger’s Syndrome. The presenter will discuss his life experiences and the impact they have had on his decision to become an educational leader and transition professional. He will also discuss a variety of strategies and resources that administrators, counselors, and educators can use to prepare individuals with disabilities for the challenges of post-secondary education, employment, and independent living. The participants will also be provided with information about various post-secondary employment and educational programs within the state of Texas.

Health, Wellness and Education: Partnering With Families to Build a Solid Foundation for Successful Transition Outcomes
10:15 a.m. Tenison
Kelsey Anderson, MPH / Program Specialist / CSHCN Services Program, Texas Department of State Health Services
Ivy Goldstein / Presentation Role: Major Presenter / Program Specialist / CSHCN Services Program, Texas Department of State Health Services

Good health is an essential component for successfully transitioning to adulthood, although it is often not a focus of transition planning at school. The presenters will share best-practice tools and ideas for empowering youth by developing skills and incorporating health care transition goals into IEPs. The presentation will identify how public health and parent perspectives on health care transition overlap. Discussion will explore opportunities for teachers and families to impact student health literacy and improve health care transition outcomes.
FRIDAY, FEBRUARY 19, 2016

Aligning Secondary Transition Requirements in the IEP - a Structured Process
10:15 a.m. Canyon
Pamela Humphrey / Transition Consultant / ESC Region 11

Transition planning is described as creating a map to assist students in reaching their desired post-secondary goals. The transition requirements which have to be addressed in the IEP are transition assessment results, annual goals, measurable post-secondary goals, services, and coordinated sets of activities. This session will demonstrate how to align and integrate the requirements in the IEP to ensure the students have a well-defined transition plan. The educational experience should be designed to prepare students for adult life.

Career Exploration and Development Strategies & Resources
10:15 a.m. Salon A
Curtis Richards, Director, National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership

During the transition years, all youth need opportunities to identify their interests and values, explore career and postsecondary options, set goals and make decisions about their future, and develop skills for planning and managing their own career development. This session takes participants from research to practice by sharing innovative strategies and practices from real programs for engaging youth in career development. This session will cover successful practices culled from NCWD/Youth’s Innovative Strategies database, research-based guides, and technical assistance work nationwide. Participants will also get a chance to share their own strategies and success stories and gather others’ expertise during facilitated discussion.

Customized Employment and Transition
10:15 a.m. Salon B
Beth Keeton / Executive Director / The Center for Social Capital

This session builds upon the concepts discussed during the Customized Employment keynote session and explores the role of the schools in using CE to achieve a successful transition to employment for a greater number of students with disabilities. Join us for a more in-depth discussion on opportunities and strategies to support transitioning to higher-paying, sustainable employment for all.

Evidence Based Predictors of Post School Success
10:15 a.m. Salon C
Debra G. Holzberg M.S.Ed., Doctoral Student Special Education UNC Charlotte, NSTTAC
Misty Terrell M.Ed., Doctoral Student Special Education UNC Charlotte, NSTTAC / University of North Carolina at Charlotte

A research study was conducted by staff at the National Post-School Outcomes Center (NPSO Center) and The National Secondary Transition Technical Assistance Center (NSTTAC), using a Delphi procedure to reach consensus on the operational definitions and essential characteristics of the 17 predictors of post-school success. The results of the study will be presented through a new tool - The Predictor Implementation Self-Assessment - developed as a result. This session will describe and provide a tool through which a state/district can engage in this process. This presentation will provide participants with evidence-based strategies that could potentially positively influence post-school outcomes for students with disabilities.

Texas Guardianship Reform and Impact on Transition Planning
10:15 a.m. Marsalis
Richard LaVallo; Legal Director; MSW, JD; Disability Rights Texas

Students with disabilities approaching adulthood need planning and preparation that maximize their ability to make their own life choices and decisions. This session reviews what students, parents, and ARD committee participants need to know about new changes in Texas law on guardianships and alternatives such as supported decision-making agreements, educational powers of attorney, and supports and services as an alternative to guardianship. The implications of guardianship reform for transition planning and the transfer of parental rights will be discussed.
Session V

Autism Expressed & Digitability: Teaching Digital Literacy to Increase Transition into the Workforce and Social Fabric of Society

11:30 a.m. Grapevine
Michele McKeone, M. Ed. Founder of Autism Expressed & Digitability, Philadelphia

Digital Skills are increasingly imperative to independence, as well as provide a multitude of job prospects for students. Michele McKeone, M.Ed demonstrates technology best practices for supporting students with learning disabilities throughout their transition programming. She identifies the methods used in her own high school autistic support classroom and the translation of those methods to her interactive, award-winning curriculum and learning platform, Autism Expressed. Michele also highlights the discrete design of teaching safety and online behavior. Participants receive free materials and learn to extend lesson materials to behaviors or tasks taught in the home, school or therapeutic environment.

Parent and Family Support of Young Adults for Success in Employment

11:30 a.m. Salon A
Sean Roy, MA, is Sean Roy, Co-Director of PACER’s National Parent Center on Transition and Employment
Norine Jaloway Gill, MS, CESP / UNTWISE

Employment is a crucial aspect of a youth’s journey towards adulthood. Families who make career development a high priority will help ensure their son or daughter is adequately prepared to pursue his or her postsecondary and employment goal immediately after high school graduation and continuing throughout adulthood. This interactive presentation highlights concerns commonly expressed by family members to discuss considerations or solutions to engage the family in the career development process.

Post-Secondary Education: A Pathway to Appropriate Independence (tm)

11:30 a.m. Meredith
Brian Canright / Lead Recruiter/Transition Coordinator / Bachelor of Science / Shepherds College

The pursuit of independence is an important factor that motivates many individuals with intellectual/developmental disabilities. A significant level of personal growth and independence can be attained through participation in a well-suited post-secondary educational program. In this presentation, various post-secondary options will be discussed and evaluated for their overall value in helping people with ID/DD traverse the pathway towards appropriate independence.

The Role of Career and Technical Education in Promoting Successful Transition

11:30 a.m. Canyon
Lakshmi Mahadevan, PhD / Assistant Professor / Extension Specialist / Career Technical Special Populations Training & Resource Education Center / Texas A&M Agrilife Extension Service
Rick L. Peterson, PhD / Associate Professor/Extension Specialist / Texas A&M Agrilife Extension Service

Career and technical education (CTE) courses prepare students for high demand, high wage and high skills careers. By their very nature CTE can empower students with disabilities to set measurable goals and provide activities that allow them to successfully transition towards college or other post-secondary settings. In addition, in their classes CTE teachers allow students to experience real-world success by allowing students to apply what they have learned through a hands-on approach. In this session, participants will thus receive an overview of CTE, tools for effectively partnering with CTE in IEP meetings and empowering transition through access to CTE.

Improving Postsecondary Outcomes for All Students with Disabilities

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
Evidence Based Predictors of Post School Success  
11:30 a.m.  Marsalis  
Debra G. Holzberg M.S.Ed., Doctoral Student Special Education UNC Charlotte, NSTTAC  
Misty Terrell M.Ed., Doctoral Student Special Education UNC Charlotte, NSTTAC / University of North Carolina at Charlotte  

A research study was conducted by staff at the National Post-School Outcomes Center (NPSO Center) and The National Secondary Transition Technical Assistance Center (NSTTAC), using a Delphi procedure to reach consensus on the operational definitions and essential characteristics of the 17 predictors of post-school success. The results of the study will be presented through a new tool - The Predictor Implementation Self-Assessment - developed as a result. This session will describe and provide a tool through which a state/district can engage in this process. This presentation will provide participants with evidence-based strategies that could potentially positively influence post-school outcomes for students with disabilities.

Advocacy: It’s All About Me  
11:30 a.m.  Texoma  
Carol Huntley, M.Ed., Transiton Specialist, Round Rock ISD  
Are you a self-advocate? Do you want to know how to increase your self-advocacy skills? This session will give attendees hands-on practice with strategies on how to become a self-advocate. Participants will learn how to assess their own skills, talents, interests and challenges to know themselves better. Only by knowing yourself can you then know what you need to be successful in the community and to achieve your goals. But once that you know what you need, how do you make your needs known? Come and get “interactive” and be your own best advocate!!

iPad and Tablet-Based SGD Funding During Transition: Essential Strategies and Funding Options  
11:30 a.m.  Tenison  
Chris Gibbons, PhD, CCC/SLP / Director of SGD Services / AbleNet, Inc  
Funding a Speech Generating Device (SGD) as a strategic component of transition planning can be one of the most important team actions. The student’s SGD reflects current communication and operational competence and the level of external support necessary for success in school. It must also carry that student forward into a world with far fewer supports while enabling social, emotional, and personal growth in ways that are difficult to predict. iPad and tablet-based SGDs have enormous potential, yet the likelihood of getting them funded before, during, or after transition varies. SGD funding options, strategies, and team roles will be discussed.
Burkart Center for Autism Education and Research  
www.depts.ttu.edu/burkhartcenter/  
Our mission is to increase the quality of life for individuals with autism and their families by providing services, preparing educators, and conducting research. We plan to highlight two of our Postsecondary Educational Programs: 1) Project CASE: Connections for Academic Success & Employment and 2) The Burkhart Transition Academy.

Center On Disability and Development  
cdd.tamu.edu  
The work of the Center on Disability and Development at Texas A&M University is focused on 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.

College Living Experience  
www.experiencecle.com  
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.

Curriculum Transition Consultants  
tctonline.net  
Provider of hands on and computer based secondary transition curriculum that is research based, First Step and Paes.

Daymark Living  
www.daymarkliving.com  
A Neighborhood where adults with special needs can live, learn and thrive.

Disabilities Resources Inc.  
dribilene.org  
Information and referral resources.

Epilepsy Foundation Texas  
www.eftx.org  
The Epilepsy Foundation Texas-Houston/Dallas-Fort Worth/West Texas provides a number of programs and services, including the following: Public and Professional Education & Awareness Programs, Camp and Recreation Programs for people with epilepsy and their families, including Camp Spike ‘n’ Wave®, Kamp Kaleidoscope®, Camp Neuron and Adult & Family Retreats Specialized Medical Care throughout the state Education & Consultation Services.

ESC Region 10: Sped Tex  
SpedTex.org  
The Special Education Information Center provides timely and accurate answers about special education to Stakeholders across our state.

Family To Family Network  
www.texasprojectfirst.org  
Texas Project FIRST: Families, Information, Resources, Support & Training. A web site created by parents, for parents.

Independent Living Experience  
www.independentlivingexperience.com  
Independent Living Experience (ILE) is a customized support service provider for adults with disabilities desiring a life of independence in their working, living and social environments.

Institute for Educational Leadership  
www.ncwd-youth.info  
The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) assists state and local workforce development systems to better serve all youth, including youth with disabilities. NCWD/Youth offers technical assistance services to state and local workforce investment boards, youth councils and other workforce development system youth programs.

Light and Salt Association  
www.light-salt.org  
Non-profit organization having special needs caring center.

Marbridge Foundation  
www.marbridge.org  
Residential community that offers transitional and lifetime care teaching adults with a wide range or cognitive abilities, independent living skills, job skills and life skills.

MOSAIC  
www.designsbymosaic.com  
Products will be sold that are made by our students in the transition program.

Onder  
www.specialneedsware.com  
As SpecialNeedsWare continues to research, develop, innovate, and push the boundaries of what technology can do for the special needs community by addressing their unique abilities and struggles on the individual as well as the community wide level.

PATHS Program  
paths.tamu.edu  
The PATHS Program is a two semester certificate program offered at the Center on Disability and Development at Texas A&M University that will prepare graduates to be Direct Support Professionals or Child Care Professionals.

Providence Place  
www.provplace.org  
Residential transition program for young adults with disabilities teaching work and independent living skills.

Secondary Transition/Post-School Results  
www.transitioninTexas.org  
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.

Sheperds College  
www.sheperdscollege.edu  
Sheperds College is the country’s leading three-year post-secondary educational program for students with intellectual disabilities.

Special Olympics Texas  
www.sotx.org  
Year-round sports training and competition and health and inclusion programs for people of all ages with intellectual and developmental disabilities.

Texas DCDT  
www.texasdcdt.org  
The mission of Texas DCDT is to promote Texas efforts to improve the quality of access to, career/vocational and transition services, increase the participation of education in career development and transition goals and to improve services delivery for career development and transition services for persons with disabilities.

Texas Parent to Parent  
www.txp2p.org  
Pathways to Adulthood transition program-Parent support and resource sharing.

The Horizons School  
www.horizonsschool.org  
The Horizons School is a non-degree, post-secondary school that focuses on the personal needs and career goals of young adults, ages 18-26, with specific learning disabilities or other handicapping conditions. The Horizons program focuses on independent living, social and vocation skills needed for adult independence.

Transition Curriculum, Inc.  
Preparing students for employment success through innovative and interactive curriculum.

TX APSE  
apse.org/chapter/texas  
APSE supports Employment First to facilitate the full inclusion of people with disabilities in the workplace and community.

Wylie ISD/ Achieve Academy  
Handmade Creations by Students: Greeting cards, magnets, notepads, gift tags
Texas Board of Education Certification Verification Form

Provider ID# 500346

TEXAS TRANSITION CONFERENCE - FEBRUARY 18-19, 2016

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

This is to certify that ____________________________ has attended each checked session.

Relevant CPE credit hours are connected to each session.

Cheryl H. Grenwelge, Ph.D.

Digitally signed by Cheryl H. Grenwelge, Ph.D.
DN: cn=Cheryl H. Grenwelge, Ph.D., ou=Texas A&M University, ou=Cheryl H. Grenwelge, Ph.D., c=US
Date: 2016.02.19 13:42:10-06'00'

Pre-Conference (1 Hour CPE)
__ I'm Determined

Pre-Conference (1 Hour CPE)
__ Partnering with Families in the Transition Process

Pre-Conference (1 Hour CPE)

Keynote (1 Hour CPE)
__ Dude Where's My IEP; Succeeding In College with a Learning Disability - Keynote

Keynote (1 Hour CPE)
__ Paths: It's Been Five Years... - Keynote

Keynote (1 Hour CPE)
__ Customized Employment: What It Is, and Why We Need It! - Keynote

Breakout Session I (1 Hour CPE)
__ Millennials 2016: What to Expect from Graduates in the Workplace
__ Benefits and Work Incentives: Essential Supports for Employment Success!
__ The Day I Told My Class I Had a Disability
__ Guardianship, Alternatives and Special Needs Trusts through the Lens of the Self-Advocate
__ Texas Workforce Commission Resource Showcase and Demo
__ The TAGG: A New On-Line Transition Assessment That Produces ARD Ready Results
__ Parental involvement in the transition process, from the parent perspective
__ Can't Ask, Afraid to Tell: Helping Youth Navigate Disability Disclosure Decisions
__ 21st Century Skills to Pay the Bills

Breakout Session II (1.5 Hours CPE)
__ Diversity 101: Developing Cultural Reciprocity in Transition Planning
__ iPad and tablet-based SGD Funding During Transition: Essential Strategies and Funding Options
__ Hands-on Comprehension Strategies for Students with Low Incidence Disabilities
__ DECISION POINT: Agency Collaboration from Elementary through 18+
__ I'm Determined
__ School/Vocational Rehabilitation Partnerships
__ Collaborative Practices in the Transition Years: Starting Work and Careers as Teens and Young Adult
__ Live and Uncensored: The Legal Framework
__ HB 5 Updates for Students with Disabilities

Breakout Session III (1 Hour CPE)
__ Texas Workforce Commission Resource Showcase and Demo
__ Interagency Collaboration Made Easy: The CIRCLES Model
__ Evidence Based Practices: Student-Focused Planning in the IEP
__ Partnering with Families in the Transition Process
__ SPEAK Up! Your Voice Matters!
__ 21st Century Skills to Pay the Bills
__ Apps to Promote Student Independence in Work and Community
__ Project SEARCH: Lessons Learned from Texas Communities
__ Essential Components of a Student Transition Folder

Breakout Session IV (1 Hour CPE)
__ College: Are Students Ready?
__ The Essential Building Blocks for a Good Life After Graduation
__ Transition Matters: Meeting the Post-Secondary Employment and Education Needs of Students with Disabilities
__ Health, Wellness and Education: Partnering With Families to Build a Solid Foundation for Successful Transition Outcomes
__ Aligning Secondary Transition Requirements in the IEP - a Structured Process
__ Career Exploration and Development Strategies & Resources
__ Customized Employment and Transition
__ Evidence Based Predictors of Post School Success
__ Texas Guardianship Reform and Impact on Transition Planning

Breakout Session V (1 Hour CPE)
__ Autism Expressed & Digitability: Teaching Digital Literacy to Increase Transition into the Workforce and Social Fabric of Society
__ Parent and Family Support of Young Adults for Success in Employment
__ Post-secondary Education: A Pathway to Appropriate Independence (tm)
__ The role of Career and Technical Education in Promoting Successful Transition
__ Evidence Based Predictors of Post School Success
__ Person-Centered Planning
__ Growing Student Independence from 3 to 22 years old through the Use of Transition Assessments
__ Advocacy: It's All About Me
__ iPad and tablet-based SGD Funding During Transition: Essential Strategies and Funding Options
1. What is your role in working with transition-aged youth?

- Transition and Employment Designee
- Independent School District
- Parent/Family
- Higher Education
- Agency
- Advocate
- 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. The pre-conference is an added value.

- Yes
- No

4. Preferred pre-conference times are:

- 1:00-5:00 p.m.
- 2:00-6:00 p.m.
- 3:00-7:00 p.m.

5. Please rate the educational content of the 2016 Texas Transition Conference.

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied

6. Please rate your satisfaction with the 2016 Keynote Speakers.

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied

7. Please list transition-related topics you are interested in hearing about in 2017. *(Please feel free to list up to 3.)*

1. 
2. 
3. 

8. In your opinion, what steps or actions can be taken to improve the Texas Transition Conference? *(Please feel free to list up to 3.)*

1. 
2. 
3.
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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!
Want to know more about secondary transition in Texas?

We can help.

Find resources for students, parents, educators, and agencies on the secondary transition process.

transitionintexas.org

The Center on Disability and Development at Texas A&M University (CDD) 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.

CDD.TAMU.EDU
Journey towards Independence

1. Create customized lessons and personalized supports for students in their work environment.


3. Automatically track data and see student progress towards IEP goals and TEKS Standards.

www.oneder.com
SAVE THE DATE

2017 Texas Transition Conference
February 22-24, 2017
(Pre-Conference February 22)

At the Westin Galleria in Houston, Texas!

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.

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