The 2018 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

ENGAGE EARLY! ENGAGE OFTEN! PREPARE FOR POSTSCHOOL SUCCESS!

2018 Event Program and Session Guide
February 21-23, 2018
Houston, Texas
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CONTACT US
Conference Assistance
CONTACT: Cheryl Grenwelge,
Conference Director
EMAIL: cgrenwelge@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.

2018 CONFERENCE SCHEDULE

WEDNESDAY, FEBRUARY 21, 2018
2:00 p.m.  Registration
3:00 p.m.  Pre-conference Session I
4:15 p.m.  Pre-conference Session II
6:00 p.m.  Exhibits/Registration

THURSDAY, FEBRUARY 22, 2018
7:00 a.m.  Registration
7:00 a.m.  Vendors/Exhibits
7:30 a.m.  Breakfast
8:30 a.m.  Welcome
9:00 a.m.  Keynote
10:30 a.m. Break
10:45 a.m. Breakout Sessions I (60 minutes)
12:00 p.m. Luncheon and Keynote
1:30 p.m.  Break
1:45 p.m.  Breakout Sessions II (90 minutes)
3:15 p.m.  Break
3:30 p.m.  Breakout Sessions III (60 minutes)

FRIDAY, FEBRUARY 23, 2018
7:30 a.m.  Registration
7:30 a.m.  Breakfast
8:30 a.m.  Keynote
10:15 a.m. Break
10:30 a.m. Breakout Sessions IV (60 minutes)
11:30 a.m. Break
11:45 a.m. Breakout Session V (60 minutes)

The 2018 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.

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Photos and video may be taken of participants during professional development sessions and meetings offered by the 2018 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.
**Your 2018 Texas Transition Conference Concierge**

**Crack the Code!**

*Scan the QR code to enhance your conference experience.*

To experience TTC Concierge, you will need a Smartphone equipped with a universal QR Code Scanner application. To Download a QR Code Reader, follow these steps:

- Access the store or market for downloadable apps.
- Search the desired QR Reader* app to your Smartphone.
- 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 code and upload the desired website.
- View the site content as normal
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<td><strong>FAMILY INVOLVEMENT</strong></td>
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<td>A Special Education Success Story</td>
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<td>Parent Connections</td>
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<td>Mobilizing in the State to Advance Employment</td>
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<td>Transition: From Tots to Teens</td>
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<td>High Expectations for Transition Success: It Takes Three (Repeated)</td>
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<td>Transition and Assistive Technology Guide</td>
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<td><strong>STUDENT-FOCUSED PLANNING</strong></td>
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<td>Fix-up Strategies to Enhance Comprehension</td>
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<td>I'm Determined</td>
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<td>Supported Decision Making 101 for Students</td>
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<td>Benefits and Work Incentives Essential Supports for Employment Success</td>
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<td>Building Transition Education Pre-K-8th Grade: A Parent Perspective</td>
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<td>Assistive Technology Considerations in Transition</td>
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<td>Maximizing Your Strengths with Assistive Tech</td>
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<td>What do You do Once You've Been exposed to Self-Determination?</td>
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<td>Functional Vocational Evaluation: Help me, FVE! You're my only hope</td>
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<td>How to Address Life Skills in a 50/50 Model</td>
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<td>Texas Legislative Update: New State Transition Requirements</td>
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<td><strong>INTERAGENCY COLLABORATION</strong></td>
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<td>Pathways to Careers: the Texas Workforce Commission’s Pre-Employment Transition Services Initiative</td>
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<td>Using Community Mapping to Increase Indicator 14 Outcomes for 18-22 Services</td>
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## Program Structure

### Student Development

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<tr>
<th>Time</th>
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<tr>
<td>9:30a</td>
<td>Graduation Requirements for Students in Texas who Receive Special Education Services</td>
<td>Chevy Chase</td>
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<tr>
<td>10:45a</td>
<td>I Can See Clearly Now: SPED, Transition, and You</td>
<td>West Alabama</td>
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<tr>
<td>1:45p</td>
<td>Transition 101</td>
<td>Tanglewood</td>
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<td>3:30p</td>
<td>Managing all of the Moving Parts in 18+</td>
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<td>9:30a</td>
<td>Developing the Skills that Matter: Conflict Management and Assertiveness</td>
<td>Plaza II</td>
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<tr>
<td>10:45a</td>
<td>ME! Bell Ringer Lessons for Self-Determination in a Time Efficient Manner</td>
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<tr>
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<td>Bridging the Research to Practice Gap: Implementing Secondary Transition EBPs</td>
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<td>Essential Components of Functional Vocational Evaluation for Students with Disabilities: Employable Goals, Environmental Adjustment, Expert Interpretation</td>
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<td>Texas Guardianship Reforms: A Legal Explanation to Self-determination in the Real World</td>
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<td>3:30p</td>
<td>Supports for a Life with Self-Determination</td>
<td>Chevy Chase</td>
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<td>9:30a</td>
<td>Video Modeling - An Evidence-based Intervention that works</td>
<td>Sage</td>
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<tr>
<td>10:45a</td>
<td>WIOA Workforce Initiatives: Pre-Employment Transition Services</td>
<td>Plaza II</td>
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<td>1:45p</td>
<td>Improving Post-School Outcomes: Strengthening Self-Determination Skills by Incorporating ‘Health Care’ into Transition Planning</td>
<td>Post Oak</td>
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<td>3:30p</td>
<td>Relationships Matter</td>
<td>Bellaire</td>
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<td>9:30a</td>
<td>Addressing the Corner Stones of a Successful Transition Program by Utilizing a &quot;State of the Art&quot; Special Education Solution called Oneder!</td>
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<td>10:45a</td>
<td>Effective Strategies for Supporting Individuals with Disabilities for Obtaining Employment</td>
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<td>1:45p</td>
<td>Empowering Student Through Pro Social And Employment Skills Using Skills To Pay The Bills</td>
<td>Chevy Chase</td>
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<td>3:30p</td>
<td>How to get the Most out of Career Technical Education Classes</td>
<td>Sage</td>
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<tr>
<td>9:30a</td>
<td>How Dyslexies Will Rule the Future</td>
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I'm Determined
John McNaught, M.Ed.
3:00-4:00 p.m. Plaza

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.

Changing Perspectives & Raising Expectations: Inclusive Higher Education for Students with Intellectual Disabilities
Lauren Bethune, Ph.D.
3:00-4:00 p.m. West Alabama

There are increasing opportunities available for individuals with intellectual disabilities to access higher education that prepares them for independent living, social awareness and meaningful work. This session will address the overall landscape of inclusive higher education (IHE), tuition assistance available for students that attend these programs, and the societal impact of these programs. Participants will be equipped with resources to identify and contact different inclusive programs throughout the country. School systems are required to report on Indicator 14 which provides information on the number of students with IEP’s that attend post-secondary education or are employed. This presentation directly addresses this data.

Academic, Secondary Transition, and Vocational Rehabilitation EBPs: Findings from NTACTs Systematic Literature Review
Valerie Mazzotti, Ph.D. and Lauren Bethune, Ph.D.
4:15-5:15 p.m. Plaza

Research indicates that evidence-based practices (EBPs) are often missing from both secondary education and vocational rehabilitation (VR) services. Special education and VR professionals have identified a number of barriers to implementing EBPs, including lack of usable/accessible products, efficient and effective delivery strategies, and academic preparation (Graham et al., 2013). This presentation will (a) provide information about newly identified academic, secondary transition, and VR EBPs, and (b) discuss methods for evaluating secondary transition programs and practices. Participants will gain: (a) knowledge of new academic, secondary transition, and vocational rehabilitation EBPs; and (b) resources to evaluate school and district transition programs.

High Expectations for Transition Success: It Takes Three
Sean Roy, M.S., Mary Jane Williams, and Chris Wilson
4:15-5:15 p.m. West Alabama

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 offer a “tri-capacity approach” to delivering effective services in an environment of high expectations. Large group activity will be used to reinforce learning and help attendees generate their own strategies.

ADVERTISING SPACES ARE AVAILABLE FOR THE 2019 TEXAS TRANSITION CONFERENCE

For more information please contact Cheryl Grenwelge, Ph.D. cgrenwelge@tamu.edu
The Skills that Matter

Patricia Noonan, Ph.D. and Amy Gaumer Erickson, Ph.D.
9:30-10:30 a.m. Galeria I, II and III

We, as educators, know that students need to be prepared with the skills that matter for success in school and beyond. However, it can be a challenge to build interpersonal and intrapersonal competencies when they are often not considered to be part of our academic priorities or curriculum. The author of The Skills that Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom will provide insight from five years of collaboration with middle and high school teachers. Together, we can develop socially and emotionally engaged, career-equipped, lifelong learners.

Discovering My Life Through the Discovery Process

Kevin Fortunato, Chris Coulston, Cheryl Fortunato, and Ellen Coulston
12:30-1:30 p.m. Galleria I, II, III

This presentation chronicles the impact of educating and empowering a self-advocate to create his own pathway to the life he is entitled to have — just like you! Through the Discovery Process, creating a Positive Personal Vocational Profile and garnering the help of a self-determined self-advocate, hear the rebirth and resolve of a young student who transforms from a student being led through a transition process, to a youth leader leading his own transition. Educating family about transition and self-determination was equally important to supporting student development and success.

Expect More, Do More: We Are All Responsible

Derek Nord, Ph.D.
8:30-10:00 a.m. Galleria I, II, III

For many people with disabilities, transitioning into adulthood is fraught with barriers that can have lifelong consequences of poverty, dependence, and exclusion. No one person, family member, professional, or policy maker is responsible for making transition a reality. This responsibility rests on all of our shoulders. This presentation will challenge attendees’ values, expectations, and approaches to supporting people with disabilities in transition, including those with significant barriers. It will also highlight important ways the various stakeholders can hold each other accountable to ensure that our collective attention is focused on what really matters - a quality life.
SESSION DESCRIPIONS

SESSION I

Fix-up Strategies to Enhance Comprehension

Jessica Manning Acebo, M.Ed.
10:45-11:45 a.m. Post Oak

Are you looking for ways to help your students improve their reading comprehension? Do you feel that your students lack effective strategies to monitor and repair their comprehension when it breaks down while they are engaging with text? If you answered “yes” to these questions attend this dynamic and informative session to learn how to equip your students with the tools to make a positive change in their self-monitoring skills and improve their use of comprehension strategies while reading. This session will offer you invaluable information and strategies that will not only motivate your students, but also give them the resources to become better readers.

ME! Bell Ringer Lessons for Self-Determination in a Time Efficient Manner

Mindy Lingo, M.Ed., Malarie Deardorf, M.Ed.
10:45-11:45 a.m. Bellaire

Special educators report lack of time and access to curriculum as the reasons causing implementation of transition education in their classrooms. However, research indicates school and post-school outcomes of students with disabilities improve significantly with transition instruction, especially when students learn self-determination skills. The ME! Lessons for Self-Awareness and Self-Advocacy materials and activities were developed to teach students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills. The ME! Bell Ringers teach self-advocacy, student involvement in IEP planning and meeting, and disability awareness in weekly mini-lessons.

I’m Determined (Repeated)

John McNaught, M.Ed.
10:45-11:45 a.m. Tanglewood

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.

Not a Parent Conference, But a Transition Conference

Christopher Morris, M.Ed.
10:45-11:45 a.m. Sage

Parent conferences often times focus on academics or behavior. Wouldn’t it be great to ONLY discuss transition planning with students and their families? The Peoria Unified School District’s Adult Transition Center (ATC) in Peoria, Arizona asked that question and came up with a plan. Transition conferences bring students, families, teachers, special service providers, and post high school adult agencies together for meaningful conversations about transition planning. The presenter will discuss why have a transition conference, who is invited, what is discussed, what post high school will look like, and the challenges the ATC faced through the process.

Supported Decision Making 101 for Students

Debbie Wilkes, M.Ed.
10:45-11:45 a.m. San Felipe

The ARD committee is required to address supported decision making when addressing alternatives to guardianship. Students, as self-advocates, should have a clear understanding of these life long decisions and they should be made WITH the student and not for the student. This training is created for students and for the teacher to use when returning to their district.
Parent Connections
Sean Roy, M.S., Mary Jane Williams
10:45-11:45 a.m. Plaza I
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.

Developing the Skills that Matter: Conflict Management and Assertiveness
Patricia Noonan, Ph.D.
10:45-11:45 a.m. Plaza II
We all know that interpersonal skills are important for success in-school and postschool, but do you know the research-based strategies for developing student abilities to manage conflict and be assertive, even when it’s difficult? In this session, we will describe how teachers have impacted students’ success by incorporating conflict management and assertiveness instruction within middle and high school science, math, language arts, and social studies courses. The presenters share examples of instructional activities that teach the competencies within content-area instruction and systematic competency development school-wide: from the classroom to the football field and everywhere in between. We will also share numerous FREE competency-specific resources, as well as give away a few free books!

A Special Education Success Story
Jennifer Fitzhugh, M.Ed.
10:45-11:45 a.m. West Alabama
Seth’s Story is a book that I published in 2013 which tells the story of my son Seth who was born with a rare genetic syndrome. Seth’s Story shares the trials and tribulations and joys that come with raising a child with special needs into a successful adult. A second edition is expected out late 2017 to culminate his success as an adult living in a group home, working the same job for three years, and attending a day program and making friends all while accessing public transportation.

Graduation Requirements for Students in Texas who Receive Special Education Services
Sam Gonzalez, BA, MA
10:45-11:45 a.m. Chevy Chase
A resource created by Sam Gonzalez from ESC-20 will be shared, that helps educators and families navigate the Graduation process for students who receive special education services.

Systematic Instruction: Critical to Success in the Workplace
Norine Jaloway-Gill, MSSW
1:45-3:15 p.m. Post Oak
Supported employment uses a “place and train” model which incorporates systematic instruction at the workplace to ensure employee success. All too often, student job placement seems more like “place and pray” - meaning instruction, use of compensatory strategies and accommodations are overlooked or not even considered as the emphasis for negotiating jobs for other students takes priority. This workshop examines a variety of methods to incorporate systematic instruction into the workplace learning and performance to improve success for the student and the employer.

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.
camplife.tamu.edu
Benefits and Work Incentives Essential Supports for Employment Success

Sara Kendall, SSA, Nehtra Davis, Chimere Clemons
1:45-3:15 p.m. Bellaire

This session provides an overview of the myths surrounding the Supplemental Security Income (SSI) and Title II disability benefit programs (Childhood Disability Beneficiary also known as Disabled Adult Child (CDB/DAC), Social Security Disability Insurance (SSDI)) and work; how employment income impacts SSI and Medicaid and Title II and Medicare; and who and what you need to know to address benefits issues in the employment process.

Texas Guardianship Reforms: A Legal Explanation to Self-Determination in the Real World

Jeffrey Miller, JD
1:45-3:15 p.m. Tanglewood

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 obtaining a guardianship for persons with disabilities and its ability to enhance the self-determination and independence of persons with disabilities; 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.

Partnership and Collaboration: It’s What It’s All About

Cheryl Grenwelge, Ph.D.
1:45-3:15 p.m. Sage

Through collaborative efforts, the Center on Disability and Development at Texas A&M has been able to establish many service delivery programs that support the transition of youth with disabilities to postsecondary education and employment. This presentation will provide participants information on programs available and the structure of the collaborative efforts that have assisted in the establishment and sustainment of these programs. Additionally, new initiatives on postsecondary options for individuals with IDD will be shared.

Essential Components of Functional Vocational Evaluation for Students with Disabilities: Employable Goals, Environmental Adjustment, Expert Interpretation

James Williams, Ph.D.
1:45-3:15 p.m. San Felipe

This timely and transparent session will focus on the research-based tools and methodology needed to ensure an accurate and appropriate functional vocational evaluation. Using high-quality psychometric, environmental, and employment instruments, a vocational expert can empower families, schools, and students with the information they need to make an informed choice regarding their future post-secondary employment, education, and independent living goals.

ADVERTISING SPACES ARE AVAILABLE FOR THE 2018 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
Bridging the Research to Practice Gap: Implementing Secondary Transition EBPs

Valerie Mazzotti, Ph.D.
1:45-3:15 p.m. Plaza I

This presentation will demonstrate how to implement two secondary transition EBPs to support the transition-related skills for youth with disabilities. One EBP (i.e., Self-Determined Learning Model of Instruction) for youth with high incidence disabilities and one EBP (e.g., response prompting) for students with low incidence disabilities will be overviewed and modeled. Participants will (a) gain knowledge of how to implement two secondary transition EBPs to support skill development for youth with disabilities, (b) be provided opportunities to practice implementing each EBP discussed, and (c) leave with resources to support implementation of each EBP in the classroom and/or community settings.

Guardianship: Is it necessary for everyone with an Intellectual Disability?

Debbie Wilkes, M.Ed.
1:45-3:15 p.m. Plaza II

The issue of guardianship is now required to address Supported Decision Making during the ARD meeting when discussing the Transfer of Rights. Many educators don’t understand the ramifications of guardianship and/or alternatives when parents pose the question, is it really necessary? The response is usually based on opinion and not assessment. Goals are often included in the IEP to teach the student to learn to advocate and become self-determined, yet this can be in direct conflict to the student loosing their rights through guardianship. This presentation will address the actual need for guardianship based on assessments and alternatives.

I Can See Clearly Now: SPED, Transition, and You

Lee Lentz, B.A., M.Ed., M.B.A,
Donna Heiser, B.S, M.S., Becky Bilyeu, M.Ed.
1:45-3:15 p.m. West Alabama

Addressing the complexities of the special education process can be overwhelming. The Legal Framework is here to be your personal assistant in following state and federal laws for transition, locating your Transition Employment Services Designee, complying with required timelines, as well as defining special education acronyms and terms. Join us as we explore the Legal Framework and leave confident that you can navigate the process with clarity.

The School and Home Connection: Working Together to Create Better Opportunities for Students

Gayle Fisher, M.Ed.
1:45-3:15 p.m. Chevy Chase

Pro-Active Interventions for Learning Differences/Positive Behavior/Mental Health Awareness using Social Emotional Learning (SEL), Self-Directed Learning (SDL) and Intrinsic Motivation. We will explore best practices tools, your vital curiosity to learn, and how parental boundaries are vital for the child’s development of meta-cognition and self-control, given the challenges of neuro-diversity, mental health burdens and behavioral re-directs, as it all directly affects home and school relationships.
SESSION III

Fix-up Strategies to Enhance Comprehension (Repeated)
Jessica Manning Acebo, M.Ed.
3:30-4:30 p.m. Post Oak
Are you looking for ways to help your students improve their reading comprehension? Do you feel that your students lack effective strategies to monitor and repair their comprehension when it breaks down while they are engaging with text? If you answered “yes” to these questions attend this dynamic and informative session to learn how to equip your students with the tools to make a positive change in their self-monitoring skills and improve their use of comprehension strategies while reading. This session will offer you invaluable information and strategies that will not only motivate your students, but also give them the resources to become better readers.

ME! Bell Ringer Lessons for Self-Determination in a Time Efficient Manner (Repeated)
Mindy Lingo, M.Ed.
3:30-4:30 p.m. Bellaire
Special educators report lack of time and access to curriculum as the reasons causing implementation of transition education in their classrooms. However, research indicates school and post-school outcomes of students with disabilities improve significantly with transition instruction, especially when students learn self-determination skills. The ME! Lessons for Self-Awareness and Self-Advocacy materials and activities were developed to teach students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills. The ME! Bell Ringers teach self-advocacy, student involvement in IEP planning and meeting, and disability awareness in weekly mini-lessons.

Transition 101
Elizabeth Danner, M.Ed.
3:30-4:30 p.m. Tanglewood
Changes to legal requirements for transition planning in Texas have many educators wondering: What must ARD committees consider and address? How should school teams address transition outside of the ARD? Where can we go for more information?
This session will review key elements of transition planning and corresponding accountability systems.

Video Modeling - An evidence-based intervention that works
Vicki Mitchell, Ed.D., Leena Landmark, Ph.D.
3:30-4:30 p.m. Sage
This presentation will explain how video modeling can be used to teach transition skills in the classroom and in the community. Lessons learned from districts, as they started using Video Modeling, will be discussed, along with information on how to introduce the use of Video Modeling to students as instructional tools, prompts, and progress monitoring tools. Participants will leave understanding the Video Modeling strategy and how to implement it with their students.

Building Transition Education Pre-K-8th Grade: A Parent Perspective
Kevin Fortunato, Cris Coulston, Cheryl Fortunato and Ellen Coulston
3:30-4:30 p.m. San Felipe
Witnessing the firsthand impact of educating students and families about self-determination, this presentation will share family perspectives and resources on how to achieve a Pre-K - 8th grade transition continuum. Through a shared vision, student and family engagement can be a reality! Debunking the myth that transition is an “extra” thing. This workshop will show how transition is a impetus for driving the education for ALL our students from day one! Transition is not a special education initiative, but a mindset that every student needs, so they can fulfill their career dreams!
Changing Perspectives & Raising Expectations: Inclusive Higher Education for Students with Intellectual Disabilities

Lauren Bethune, Ph.D.
3:30-4:30 p.m. Plaza I

Upon completion of the presentation, audience members will leave equipped with (a) knowledge about IHE programs available for individuals with disabilities and how to locate these programs, (b) become aware of the different types of programs available, (c) the application process, and (d) the financial assistance available for students who attend these programs. Finally, audience members will begin to understand the positive impacts that these programs yield and be able to talk more specifically about higher education for individuals with disabilities.

WIOA Workforce Initiatives: Pre-Employment Transition Services

Janet Estervig, BS, MS, RN
3:30-4:30 p.m. Plaza II

This session will provide key components of Workforce Innovation and Opportunity Act (WIOA) with the five required activities under the Pre-Employment Transition Services for students with disabilities. WIOA legislation strengthens requirements for school transition services and stresses competitive, integrated employment as the outcome for all students with disabilities. This workshop will share relevant information that supports increased collaboration among schools, vocational rehabilitation and the business community which leads to successful integrated employment for students and adults with disabilities. Highly valued strategies and materials used for Pre-Employment skills, Community Based Rehabilitation and Supported Employment will be shared.

Pathways to Careers: the Texas Workforce Commission’s Pre-Employment Transition Services Initiative

Erin Wilder, M.Ed., C.R.C.
3:30-4:30 p.m. West Alabama

In the summer of 2017, the Texas Workforce Commission launched the first of many Pre-Employment Transition Services (Pre-ETS) activities that are part of the Pathways to Careers Initiative (PCI). This presentation will share the objectives of the upcoming activities, as well as ways our community partners, especially schools, can participate and support these activities.

Supports for a Life with Self-Determination

Ricky Broussard
3:30-4:30 p.m. Chevy Chase

Mr. Broussard delivers a powerful message with effective strategies. He is a statewide advocate and speaker in the area of self-advocacy and self-determination. His story has motivated audiences for years. This year, Mr. Broussard goes deeper in to his story and to identify and discuss supports he has to have in place to have control over where he lives, works and plays! After living in various institutional settings for 29 years, Mr. Broussard works full-time, lives in his own apartment, and owns his own van. During this session, Mr. Broussard will share his “road to freedom” using his circle of support, self-advocacy, and the principles of self-determination.

PATHS PROGRAM
TECHSA A&M UNIVERSITY

PATHS prepares individuals for jobs as Direct Support Professionals, Para-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, 2018
paths.tamu.edu/admissions
SESSION IV

Improving Post-School Outcomes: Strengthening Self-Determination Skills by Incorporating ‘Health Care’ into Transition Planning

Rosemary Alexander, Ph.D., Ivy Goldstein, BSBA, Vickie Mitchell, Ph.D.
10:30-11:30 a.m. Post Oak

Evidence indicates that students with strong self-determination skills have better post-school outcomes. Health is the foundation upon which all other areas of transition (higher education, employment, social/rec and independent living) are built. This interactive session will include both parent and professional perspectives on why a focus on health care belongs in transition planning and helps promote self-determination. Join us and walk away with tools in hand to empower students to build self-determination skills and lead better, healthier lives in adulthood.

Relationships Matter

James Williams, Ph.D.
10:30-11:30 a.m. Bellaire

Using real life examples, this presentation teaches relationship basics and social skills to help students with disabilities understand and participate meaningfully in positive friendships and intimate relationships. Practical examples, ideas, and strategies will be shared to help give tools they can use today.

Assistive Technology Considerations in Transition

Angela Standridge, M.A., CCC-SLP, ATP
10:30-11:30 a.m. Tanglewood

Students who require assistive technology to access the curriculum may encounter challenges as they transition out of K-12 and into post-secondary and vocational settings. Transition and Assistive Technology personnel need to have systems and procedures in place to support students in identifying and articulating their assistive technology needs to institutions and potential employers. This session will explore the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) resources created by the University of Washington to provide these supports.

Managing all of the Moving Parts in 18+

Debbie Gauna, M.Ed., Denise Geiger, M.Ed.
10:30-11:30 a.m. Sage

Participants will be provided many ideas and strategies in which to more effectively provide 18+ services when the numbers of students entering the services are growing in an exponential way. Leander ISD has seen tremendous growth within the 18+ continuum. With this growth came the opportunity to look critically at the services being provided in LISD. The presenters will highlight the following areas: collaboration with transportation, collaboration with the HS staff, transition assessments, staffing and data collection. While the primary goal of 18+ services is to provide environments which will allow students to lead meaningful and sustainable lives, this team recognizes that the challenges are vast.
What do You do Once You’ve Been exposed to Self-Determination?

Kevin Fortunato, Cris Coulston, Cheryl Fortunato and Ellen Coulston
10:30-11:30 a.m. San Felipe
You'll value seeing the dynamic life cycle of self-determination being passed down from self-advocated to self-advocate with support of adult allies. This workshop shows why it is crucial to help students develop their voice, teach them skills they will use the rest of their life and our responsibility to create bias free zones that put them in the driver's seat with support. See how positively contagious self-determination can grow once a student understands what it is, how their mindset about their future changes and how they use it to design a life they want to live!

Transition: From Tots to Teens

Sam Gonzalez, MA
10:30-11:30 a.m. Plaza II
This session is presented by ESC-20 PPCD coordinator and transition specialist to discuss the importance of teaching self determination and starting the transition process early for a child who has a disability.

Mobilizing in the State to Advance Employment

Derek Nord, Ph.D.
10:30-11:30 a.m. Plaza I
Employment remains out of reach for too many youth and young adults. High expectations, quality education and support services, informed employers, and effective policies are all important ingredients to make employment a reality. Often times improving these factors requires a planned and coordinated advocacy and civil rights effort. This interactive session will provide attendees with information and specific strategies to develop and advance an employment movement in their communities and state. The session will provide real life examples and resources from around the country. It will also provide attendees the chance to share and discuss the opportunities and linkages in Texas that can act as a catalyst for a more robust, state-wide, employment movement.

Using Community Mapping to Increase Indicator 14 Outcomes for 18-22 Services

Townsley Raposa, M.Ed.
10:30-11:30 a.m. West Alabama
Interagency collaboration is one of the biggest challenges in increasing Indicator 14 results and making sure that students have meaningful transition plans that support a successful transition to adult life. Community mapping can be an effective strategy for analyzing the gap between school and post school transition and developing a district-specific guide to enhance interagency collaboration. In this session, participants will review the transition assessment process for developing comprehensive transition plans for students in 18-22 services and learn about simple tools and a collaborative method for developing a user-friendly interagency collaboration framework that is district-specific.

Maximizing Your Strengths with Assistive Tech

Tiffany Sunday, B.S.
10:30-11:30 a.m. Chevy Chase
Tiffany Sunday has traveled the transition road from school to employment. She is dyslexic and will share her knowledge, college and career development strategies and the latest employment research. Her presentation is divided into three sections. First, a summary of how advanced technology launched the neurodiversity movement. Next, the career section focuses on two areas: transitional strategies from high school to college, and employment. Followed by advice on how to design a career that focuses on the student’s strengths. The presentation concludes with steps for building a powerful assistive tech toolkit that students can use throughout school and future employment.

ADVERTISING SPACES ARE AVAILABLE FOR THE 2019 TEXAS TRANSITION CONFERENCE

For more information please contact Cheryl Grenwelge, Ph.D.
cgrenwelge@tamu.edu

FRIDAY, FEBRUARY 23, 2018
Addressing the Corner Stones of a Successful Transition Program by Utilizing a “State of the Art” Special Education Solution called Oneder!

Linda Hawkins, Sandy Frankum
11:45 a.m.-12:45 p.m. Post Oak

Presented by a current Transition Teacher from Corpus Christi, Sandy Frankum and a former principal and special education advocate, Linda Hawkins. These presenters will share in an engaging session about how the key factors in a successful Transition Program can be facilitated easily by utilizing a state of the art software called Oneder. A review of the corner stones a successful Transition program must have will take place. These pieces are: Collaboration, Integration, Data Driven Decision Making, Reporting and Compliance, Security, Personalized Instructional Systems with Differentiated Lesson, Academic and Functional Skills Curriculum and Assistive Technology. Teachers will learn how manageable these tasks can be when implementing the proper support program.

Effective Strategies for Supporting Individuals with Disabilities for Obtaining Employment

Debbie Gauna, M.Ed., Carol Roberts-Hassen, OTR/L
11:45 a.m.-12:45 p.m. Bellaire

The presenters will highlight proven and effective strategies for individuals with disabilities to obtain paid employment at a 90% employment rate in 18+ Transition Services. Strategies involve finding student interest areas; environmental analysis; community job development; resume building; application completion; interview preparation; communication with employer and parents; new job communication summary; job coach support ideas; task analysis ideas and employer evaluation ideas. Through this teacher’s system, students are able to obtain the best job fit for the student’s strengths, preferences, interests and needs for easy transition from school to family support after exiting services.

Functional Vocational Evaluation: Help me, FVE! You’re my only hope

Vicki Mitchell, Ed.D., Townsley Raposa, M.Ed.
11:45 a.m.-12:45 p.m. Tanglewood

The presentation will address the national guidance from the VECAP Paper, which consists of national consensus building between education, postsecondary education, and the VR field on the required components of an appropriate Functional Vocational Evaluation (FVE). 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.

How to get the Most out of Career Technical Education Classes

Brynn Biggs, M.Ed.
11:45 a.m.-12:45 p.m. Sage

This presentation will focus on Career and Technical Education and explain how it is an underutilized resource in the world of transition planning. During this presentation, educators will be given a variety of tools that can be customized to track data for students of all abilities in CTE courses. Attendees will also learn how to build effective relationships with CTE teachers and how to collaborate to ensure a meaningful classroom experience for all students. Finally, attendees will learn how to use the data collecting techniques to create individualized and TEA compliant transition plans.
High Expectations for Transition Success: It Takes Three (Repeated)
Sean Roy, M.Ed., Mary Jane Williams, and Chris Wilson
11:45 a.m.-12:45 p.m. Plaza I
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 offer a “tri-capacity approach” to delivering effective services in an environment of high expectations. Large group activity will be used to reinforce learning and help attendees generate their own strategies.

How to Address Life Skills in a 50/50 Model
Mandy Jenkins, Lauren Cervantes, Michael Pogue
11:45 a.m.-12:45 p.m. San Felipe
This activity based presentation will demonstrate how teachers of students of all disabilities can evaluate for PLAAFP and plan for an IEP that equalizes functional skills with academic skills.

Transition and Assistive Technology Guide
Ana Canevaro, Ph.D.
11:45 a.m.-12:45 p.m. Plaza II
The purpose of this presentation is to help families prepare during the transition process. The focus of the guide is on the role of assistive technology (AT) during these times. The guide addresses how to consider your child’s evolving AT needs, how to identify and address the AT issues that will arise as your child makes a transition, and how to develop and implement an AT transition plan.

Texas Legislative Update: New State Transition Requirements
Steve Aleman, J.D.
11:45 a.m.-12:45 p.m. West Alabama
This presentation provides information on bills passed by the 85th Texas Legislature in 2017 concerning state transition planning requirements as well as the transfer of special education rights to adult students with disabilities. This presentation also covers the relevant topic of state law developments in guardianship reform and the creation of the Texas Supported Decision-Making Act.

Empowering Students Through Pro Social And Employment Skills Using Skills To Pay The Bills
Leah Wood, B.S., M.A., Mary Carrillo, BS
11:45 a.m.-12:45 p.m. Chevy Chase
Struggling with work and social skills related issues? This presentation will focus on taking students through Skills To Pay The Bills in order to foster independence and success at work and in life. By learning more about the six areas of focus within this program, the students will understand how communication, enthusiasm & attitude, teamwork, networking, problem solving & critical thinking, and professionalism can make them more successful in any area of their lives.

FOR ADVERTISING SPACES please contact Cheryl Grenwelge, Ph.D. cgrenwelge@tamu.edu

The W.A.C.O. project at TAMU is a 5-week program held from June 24, 2018 through July 20, 2018 for students who are blind or have low vision. Participants receive instruction in professionalism, self-determination, teamwork, and learn about college opportunities.

http://cdd.tamu.edu/waco-project
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<thead>
<tr>
<th>Booth #</th>
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<tr>
<td>6</td>
<td>29 Acres</td>
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<td>Future supported housing community for adults with autism and other neuro-diverse abilities. 29 Acres 2 yr. residential transition academy</td>
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<td>Attainment Company, Inc.</td>
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<td>Resources and curriculum</td>
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<td>Bloom Consulting</td>
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<td>We are the premier vocational rehabilitation service and evaluation company based in Austin, TX. Our services include vocational evaluation, job placement, supported employment, and consultation.</td>
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<td>Camp DRIVE</td>
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<td>Camp DRIVE is a camp for adults with intellectual and developmental disabilities.</td>
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<td>CapTel Outreach</td>
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<td>14</td>
<td>The Center on Disability and Development at Texas A&amp;M University</td>
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<td>The Center on Disability and Development at Texas A&amp;M University (CDD) supports the self-determination, community integration, and quality of life of people with disabilities and their families. The work of the Center on Disability and Development at Texas A&amp;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.</td>
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<td>8</td>
<td>College Living Experience</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>CTC, Curriculum Transition Consultants, specializes in Secondary Transition Curriculum. We will be exhibiting First Step for special students who are lower functioning students. Teaching uses guided instruction and hands on assistance, assessing interest and functional capabilities for these generalizable vocational skills and lifskills to meet Indicator 13. Other curriculums will also be offered in booth. Come visit us and register for booth drawing.</td>
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<td>Education Associates</td>
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<td>Hands-on career education for all students with special needs!</td>
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<td>14</td>
<td>ESC Region 11</td>
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<td>Transitional services for the state</td>
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<td>Family to Family Network/ Texas Project FIRST</td>
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<td>Providing families with accurate and consistent information on the special education process</td>
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<td>5</td>
<td>The HUB Houston</td>
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<td>The HUB Houston is a relationship-centered educational program serving teenagers and young adults with neurological differences. We bring belonging to life in a community where members are Heard, Understood and Believed in. Our mentors believe belonging to a community is at the heart of learning.</td>
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<td>Imagine Enterprises</td>
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<td>Imagine Enterprises believe all people with disabilities can work, achieve self-determination, and obtain control over their resources with Social Security benefits planning, financial management services and employment consultation.</td>
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<td>Including Kids</td>
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<td></td>
<td>Including Kids, INC. provides evidence-based behavior analytic interventions for persons with autism and related disabilities to maximize individual potential and to facilitate their meaningful inclusion in the community.</td>
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<td>Independent Living Experience</td>
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<td>Independent Living Experience (ILE) is a customized support service for adults with disabilities. ILE offers comprehensive services including independent living and social supports, as well as the supports needed to transition into the workforce.</td>
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<td>The Lifelong Learning Center</td>
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<td>A day habilitation activity center specifically designed for those persons with intellectual and developmental disabilities.</td>
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<td>Marbridge Foundation</td>
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<td>Marbridge is a non-profit residential community that offers transitional and lifetime care to adults with a wide range of cognitive abilities and provides them opportunities to learn, experience a whole new life. We offer over 150 class room opportunities and 12 special Olympics to our residents. We are teaching job skills, independent living skill and social skills.</td>
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<td>22</td>
<td>The Monarch School and Institute</td>
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<td>The Transition and Employability Services Programs serve young adult learners (ages 18 and older) in their development within the Four Core Goals® including Self-Awareness/Self-Regulation, Relationship Development, Executive Functioning and Academic/Professional Competence. Transition Services provides social, academic, therapeutic, employability and residential opportunities for Monarch graduates and other young adults in the community. Participation in Transition Services provides adults with a plan, opportunity for practice, and a place to grow as our adult learners become contributing citizens. All components of our program contribute to growth leading towards greater independence.</td>
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<td>nonPareil Institute</td>
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<td>nonPareil Institute (nP) provides technical training to post-high school adults (“crew members”) with autism. nP is located in Plano and Houston.</td>
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<td>27</td>
<td>ONEder</td>
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<td>ONEder empowers educators with the tools they need to create personalized lessons to support individuals with disabilities, and provides real-time data for tracking student progress.</td>
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<td>16</td>
<td>Progress in the General Curriculum Statewide Network</td>
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<td>The PGC Network works in collaboration with the Texas Education Agency (TEA) to determine, establish, and maintain a Texas PGC Initiative as applicable to grades kindergarten through twelve. The PGC Network provides professional development and technical assistance to school districts, schools, and charter schools focused on all students with disabilities being involved in and showing progress in the general curriculum through curricular and instructional adaptations in the least restrictive environment.</td>
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<td>Providence Place</td>
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<td>Apartment living program supporting young disabled adults to live in the community and work or go to school. Students live in apartments of their choice and we provide case management and support 1-2 times per week. Young adult must be 18+ and must be able to take care of all their own needs for apartment living. This is a 2-4 year program that is privately funded by the student/family.</td>
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<td>Rock Candy Jewelry&lt;br&gt;www.lovemyrock.com</td>
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<td>The Summerhouse&lt;br&gt;www.summerhousehouston.org</td>
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<td>Talking Book Program&lt;br&gt;www.tsl.texas.gov/tbp/gstarted.html</td>
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<td>Texas Department of State Health Services&lt;br&gt;www.dshs.texas.gov</td>
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<td>Texas Parent to Parent&lt;br&gt;www.txp2p.org</td>
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<td>UNTWISE&lt;br&gt;www.wise.unt.edu</td>
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**Secondary Transition Post-School Results Network.**

The focus of the statewide network function is to promote communication and collaboration among stakeholders and a comprehensive, coordinated, transition service delivery system in Texas that leads to attainment of identified post-school goals for every student. 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.

Navigate Life Texas
Resources for kids with disabilities and special needs
Texas families and parents can find the resources and services they need to support children with disabilities or health-care needs under their care.

Texas Project First is a project of the Texas Education Agency committed to providing accurate and consistent information to parents and families of students with disabilities.

ONEder empowers educators with the tools they need to create personalized lessons to support individuals with disabilities.

Contact us: lhawkins@ONEd.com
Booth 27
www.ONEd.com
Pre-Conference (1 Hour CPE)
- I’m Determined

Pre-Conference (1 Hour CPE)
- Changing Perspectives & Raising Expectations: Inclusive Higher Education for Students with Intellectual Disabilities

Pre-Conference (1 Hour CPE)
- Academic, Secondary Transition, and Vocational Rehabilitation EBPs: Findings from NTACTs Systematic Literature Review

Pre-Conference (1 Hour CPE)
- High Expectations for Transition Success: It Takes Three

Keynote (1 Hour CPE)
- The Skills that Matter

Keynote (1 Hour CPE)
- Discovering My Life Through the Discovery Process

Keynote (1 Hour CPE)
- Expect More, Do More: We Are All Responsible

Breakout Session I (1 Hour CPE)
- Fix-up Strategies to Enhance Comprehension
- ME! Bell Ringer Lessons for Self-Determination in a Time Efficient Manner (Repeated)
- I’m Determined
- “Not a Parent Conference, But a Transition Conference”
- Supported Decision Making 101 for Students
- Title Pending
- Developing the Skills that Matter
- A Special Education Success Story
- Interactive Graduation Resource

Breakout Session II (1.5 Hours CPE)
- Systematic Instruction: Critical to Success in the Workplace
- Benefits and Work Incentives Essential Supports for Employment Success

Breakout Session III (1 Hour CPE)
- ME! Bell Ringer Lessons for Self-Determination in a Time Efficient Manner (Repeated)
- Transition 101
- Video Modeling - An evidence-based intervention that works
- Building Transition Education Pre-K-- 8th Grade: A Parent Perspective
- Changing Perspectives & Raising Expectations: Inclusive Higher Education for Students with Intellectual Disabilities
- WIOA Workforce Initiatives: Pre-Employment Transition Services
- Pathways to Careers: the Texas Workforce Commission’s Pre-Employment Transition Services Initiative
- Supports for a Life with Self-Determination

Breakout Session IV (1 Hour CPE)
- Improving Post-School Outcomes: Strengthening Self-Determination Skills by Incorporating ‘Health Care’ into Transition Planning
- Relationships Matter
- Assistive Technology Considerations in Transition
- Managing all of the Moving Parts in 18+
- What do You do Once You’ve Been exposed to Self-Determination?
- Transition: From Tots to Teens
- Mobilizing in the State to Advance Employment
- Using Community Mapping to Increase Indicator 14 Outcomes for 18-22 Services
- Fix-up Strategies to Enhance Comprehension (Repeated)

Breakout Session V (1 Hour CPE)
- Addressing the Corner Stones of a Successful Transition Program by Utilizing a “State of the Art” Special Education Solution called Oneder!
- Effective Strategies for Supporting Individuals with Disabilities for Obtaining Employment
- Functional Vocational Evaluation: Help me, FVE! You’re my only hope
- How to get the Most out of Career Technical Education Classes
- Title Pending-Carla
- How to Address Life Skills in a 50/50 Model
- Transition and Assistive Technology Guide
- Texas Legislative Update: New State Transition Requirements
- Empowering Student Through Pro Social And Employment Skills Using Skills To Pay The Bills
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2018 CONFERENCE EVALUATION

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. 1-5. 1 being most important and 5 being least important).

_____ Family Involvement _____ Student Development
_____ Interagency Collaboration _____ Student Focused Planning
_____ Program Structure

3. Please rate the educational content of the 2018 Texas Transition Conference.

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

Additional Comments


4. Please rate your satisfaction with the 2018 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
☐ Literacy skill for students with Intellectual disabilities ☐ Transition education and services from birth to adult for individuals with disabilities
☐ 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.
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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!

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
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.

The Transition in Texas website is a continual work in progress. We hope you will bookmark this site and check back regularly for updates and additions.

www.transitionintexas.org
The Center on Disability and Development at Texas A&M University supports people with disabilities and their families. Our services and programs include:

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

- 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 1, 2018
  - Phones and computers…how safe are your children?

- April 5, 2018
  - "No means No"- teaching your child to accept your "no"

- May 3, 2018
  - We’re all in this family--Supporting siblings

**Camp LIFE**

camplife.tamu.edu

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

**REDDy DIRECTORY**
disabilityresources.tamu.edu

REsources for Disasters and Disability Directory for Individuals with Disabilities and their Families Experiencing the Effects of Hurricane Harvey

A dynamic online disaster resource directory that addresses the resource and support needs of individuals with disabilities affected by Hurricane Harvey. The REDDy Directory is supported by the Center on Disability and Development at Texas A&M University and the Texas Center for Disability Studies at the University of Texas.

The REDDy Directory connects case workers, individuals, and families with disability-related resources, organizations, and supplies; as well as 2-1-1 resources, and general disaster recovery information.
SAVE THE DATE!

2019 Texas Transition Conference

February 20-22, 2019
Windham San Antonio Riverwalk

ttc.tamu.edu