

EMPLOYMENT STRAND

SALON C	<p>Connecting to or Staying Connected: How to Ensure I/DD Services are in Place <i>Erica Drake, Nathan Deeks</i> One important aspect of transitioning into adulthood for a student can be to stay connected to or get connected to their local Intellectual and Developmental Disability Services (I/DD) office. If eligible for services, students can access many supports, including supported employment. The first in a series of employment services presentations including ODDS Services 101, and VR/DD Collaboration 102 and ODDS Employment Services - Q&A 103. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
SALON A	<p>Developing Youth Work Experiences: A Simple Approach <i>Nicolas Von Pless, Baylee LaVoie</i> It is incredibly valuable for students to gain hands on work experience before leaving the high school or transition program. However, it can seem daunting to locate and develop these partnerships with businesses. How do you generate leads and get your foot in the door? Let explore some tools together. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
COLUMBIA	<p>RFA-4448 Summer Youth Experience Opportunity <i>Brenda Pearson, Acacia McGuire Anderson, Heather Lindsey, Keith Ozols</i> Representatives from the Oregon Department of Education and the Department of Human Services offices of Vocational Rehabilitation, Developmental Disabilities, and Contracts & Procurement will be present to answer questions on the Request For Applicants (RFA) 4448 focused on summer work experiences for students with disabilities. They will be able to clarify key elements, including: Desired Outcomes for Students, Desired Outcomes for the Community, Scope of Work, and the applying agency criteria for this potential contracting opportunity. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>

EDUCATION STRAND

SALON D	<p>Essential Feature 3.2.6.1 Engagement with Non-Disabled Peers <i>Josh Nordell, Dan Saraceno, Michael Johnson</i> This session will provide valuable information on an effective integration model that brings general education and special education together in the school and community. "Unified mainstreaming" would be one way to describe what the Sisters SD is demonstrating by bringing general education students into special education activities. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
MEDFORD	<p>Working with Youth with Hearing Loss in Transition <i>Kathryn Eckert-Mason, Eleni Boston and others</i> This presentation will focus on the unique needs and accommodations for youth with hearing loss as they navigate through the transition process. Collaborative efforts are most successful when partners have a basic understanding of the needs of deaf and hard of hearing students. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

PEARL	<p>Transition Assessments <i>Melissa Glover, Calley Owings</i> This session will provide an overview of transition assessments in the high school and community transition program setting, including definitions, types of assessments, documentation of assessments and results within the IEP, and resources for schools in assessing transition strengths and needs. Session will include hands on practice with a variety of assessments, as well as opportunities to practice development of PINS and Postsecondary Goals resulting from assessment findings. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
HAWTHORN/BELMONT	<p>Building Connections One Meal at a Time <i>Wendy Beall, Lauri Powers</i> Participants will learn how the transformative work of Scott Bellini and Al Condeluci helped to inspire and found a number of social lunch clubs in Central Oregon. Powered by peer mentors, the clubs foster a sense of belonging while giving students an opportunity to practice their social communication skills. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
MEADOW LARK/DOUG FIR	<p>Employment 101 <i>Xochil Springer, Ursula Morton</i> Employment Specialist? Job Coach? Job Developer? Discovery? Who does what and what exactly does this all mean? Please join UCP Employment Solutions to learn about supported employment, who provides what service and the process for finding, keeping and supporting a proud employee. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

INDEPENDENT LIVING STRAND

SALON B	<p>Engaging Students in Conversations About Disability, Work & Success <i>Heather Lynch</i> MEGI is a Motivational Interviewing based group intervention for 14-21-year-old youth with disabilities focused on career exploration and development. Learn the "MEGI story", how it relates to increasing self-advocacy in students, meeting WIOA pre-ETS goals and developing a VR employment plan using an EBP. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
EUGENE	<p>Intersections of Disability and Race: Students of Color with Autism <i>Marisa Kofke</i> This presentation will provide an overview of the current research on students of color with autism. Prevalence rates of autism for various racial groups in the U.S. will be reviewed. The underrepresentation of students of color with autism will be discussed within a historical and sociocultural context. Learn about the role of culture in the development of diagnostic tools and interventions for students with autism, as well as the underrepresentation of autism across racial/ethnic categories.</p>
PORTLAND	<p>Transition Improvement Program Grants (TIP) <i>Kriss Rita</i> Hear from this year's grant recipient about how they are using their TIP grants! Learn about the changes and newest TIP grant guidelines and how to apply for the 2018-2019 TIP Grant. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

KNOWLEDGE LEVEL KEY
 BEGINNER: BASIC KNOWLEDGE/EXPERIENCE
 INTERMEDIATE: ASSUMES KNOWLEDGE/EXPERIENCE