

EMPLOYMENT STRAND

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| SALON C | <p>Collaboration Between Agencies to Create Successful Outcomes <i>Theresa Knowles, Brad Collins, Melanie Hartwig</i> This session will identify a person's employment team members and their roles, support plans for Education, Vocational Rehabilitation, and Developmental Disabilities and how these plans can inform each other. We will also discuss service time lines and points of collaboration between agencies for adults and students, define Discovery and discuss if and when it can be authorized for students. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |
| SALON D | <p>Partnerships: Building a Richer Transition to Employment <i>Kimberly Larsen, Ali Brown</i> We will look at the importance of developing partnerships with schools as well as employers to replicate a program that will enhance the employment and learning opportunities for students. In addition, we will look at trainings that can build these relationships and educate those involved for longevity and fidelity. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |
| SALON B | <p>Summer Transition Employment Program: A Pre-ETS Factory <i>Lisa Catherwood, Toni DePeel</i> Students dive into learning all five Pre-ETS at this summer work internship for transition. Past youth panel will share their experiences and take aways from this exciting program where they learned employment related skills and independent living. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |
| COLUMBIA | <p>Camp LEAD as a Pre-ETS option <i>Michael Johnson, Yancy Wilkenfeldt-Transition Specialist, and students</i> This presentation will provide the audience with an overview of the 2017 version of Camp LEAD by introducing a panel of students and transition specialists who will describe the impact of camp on delivering Pre-ETS. The plan for Camp LEAD 2018 will be presented as well. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p> |
| HAWTHORN/ BELMONT | <p>Tools for Success <i>Elisha Kirsch, Wendy Laney</i> Transition planning and the use of assistive technology (AT) play an important role in helping individuals with disabilities achieve success in adult life. Whether the student is transitioning to a trade school, college, or the workforce - this presentation will explore some of the latest, most popular assistive technologies. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p> |

EDUCATION STRAND

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| SALON A | <p>Listening to Former Students and Families: An Analysis of Comments from One State's Post-School Outcomes Survey <i>Charlotte Alverson, Sally Simich</i> Yearly, as part of the post-school outcomes, former students are asked, "If you could tell your school one thing, what would you tell them?" Local data are returned to districts for use as appropriate. This session will report on the collective analysis of comments made by former students and their designees. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |
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| PORTLAND | <p>Enter the Transition Continuum <i>Kriss Rita, Michael Salitore, Denise Wright</i> This session will dive deep into a process for Transition Action Planning for school districts. We will take you from assessment to implementation for a continuum of transition programming including professional development, PATH planning, and site visits to utilize for improving your school's transition service model. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p> |
| PEARL | <p>Getting Transition Students Involved in Their IEP <i>Deven Kautza</i> Presenting creative ideas, lessons, and resources for providing students with opportunities to take ownership over their education and their participation in the planning and facilitation of their IEP meetings. Expected Outcomes: I would like to share with other educators about how to use transition assessments, personal profiles and other presentation formats to have students present and be involved in their IEPs. I would also like to provide other educators with resources to help aid in supporting their own students to be contributors in their IEPs. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |
| MEADOW LARK/ DOUG FIR | <p>Leveraging Self-Management Technology to Enhance Student-Directed Transitioning <i>Toby Rickard, Josh Barbour, Tom Keating, Anders Peterson</i> Having students take the lead on facilitating their own IEPs and transition planning is an evidence-based practice and has been shown to increase student participation and improve self-determination when planning for future employment and independent living goals. Self-management technologies can bridge the gap for students moving from student-centered to person-centered activities focused on employment and post-secondary goal development. This session will demonstrate to ongoing collaboration between Eugene 4J Connections program and Cognitopia software, to develop technologies that can enhance student-directed transitioning. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |

INDEPENDENT LIVING STRAND

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| EUGENE | <p>Team Approach to Pre-ETS and YTP <i>Josie Shindler, Mariah Vierck, Barb Neils</i> The YTP team at Bandon High School works together to deliver Pre-ETS instruction to all students with disabilities using a functional academic curriculum and individualized advising. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |
| MEDFORD | <p>The Americans with Disabilities Act: Applications to Higher Education and Employment <i>Michael Richardson</i> Youth with disabilities need to be strong self-advocates when it comes to transitioning to higher education and employment. Upon leaving the K-12 system, they should be aware of their rights under the ADA and other federal laws and their responsibilities in seeking and requesting reasonable accommodations in education/training and employment. <i>KNOWLEDGE LEVEL: BEGINNER</i></p> |

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