

**EMPLOYMENT STRAND**

EUGENE	<p><b>Education and Transition Services for Incarcerated Youth</b>  <i>Michael Conn, Sharon Pascoe</i>                      Overview of how education and transition services are provided to youth who attend Lord High School located at McLaren Youth Correctional Facility. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
PEARL	<p><b>Beyond School-Based Businesses, Internships and Interviews</b>  <i>Jesse Berkey-University of Oregon YTP Program, Joshua Gramley</i>                      Engagement of community partners in the school based business and creating employment opportunities for trained workers. The next steps after working in a school cafe and how 4J has created a model to enhance the community. Employers hire directly from the SBB employee pool. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>

**EDUCATION STRAND**

SALON C	<p><b>Person Centered and Pre-ETS</b>  <i>CJ Webb</i>                      When thinking about the required activities for pre-employment transition services (Pre-ETS), each student will have a different plan. The approach taken to meet each student's needs is "easiest" through a person-centered lens. First, we will discuss person-centeredness to assure we are on the same page. We will discuss how a student can make informed choices about the activities they want to pursue while staying within your capacity to provide these activities. We will go through each required area of Pre-ETS, discussing options for moving forward and walk away with practical tools. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
SALON D	<p><b>School-Based Experiences of Female Adolescents on the Autism Spectrum</b>  <i>Marisa Kofke</i>                      This panel presentation with 2-4 female adolescents with autism covers topics related to their school experiences including their thoughts on learning social skills, academics, transition, and friendships. Implications for school-based practitioners will be discussed. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
SALON A	<p><b>Transition Page IEP Jeopardy!</b>  <i>Josh Barbour, Margie Blackmore, Elizabeth Juaniza</i>                      When Josh Barbour was in high school, his teachers wrote him the following Post-Secondary Goal: "26 years after graduating from high school, Josh will work as a host of a jeopardy game show at a transition conference." Josh is inviting contestants to test their knowledge on transition assessments, post-secondary goals, course of study, transition services, agency participation, and annual goals. Contestants will also be encouraged to ask any question to seek clarification and guidance regarding the transition page of the IEP. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>

SALON B	<p><b>Exploring the Statewide Availability of Pre-Employment Transition Services in Oregon</b>  <i>Marcus Poppen</i>                      This session summarizes the results of a federally funded project for building and testing the Transition Services Self-Assessment Tool (TSAT), which is a statewide, school-level, web-based self-assessment designed to document the availability and coordination of Pre-Employment Transition Services. The TSAT was completed by 205 secondary schools in Oregon in 2016/2017. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
PORTLAND	<p><b>Three Rivers School District and Trauma Informed Care</b>  <i>Jessica Durrant</i>                      A working understanding of Trauma Informed Care, ACES factors and ways to provide professional development district wide. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

**INDEPENDENT LIVING STRAND**

MEDFORD	<p><b>Understanding the Oregon ABLE Savings Plan</b>  <i>Alisha Langford</i>                      The Oregon ABLE Savings Plan will provide tax-advantaged savings accounts for individuals and their families to save for qualified disability expenses without losing their federal and state benefits. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
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