

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>

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EUGENE	<p>VR 101: From Pre-ETS to Rehabs <i>Keith Ozols</i></p> <p>This is an overview of available services and how they support transition-aged youth on their path to employment, post-secondary education and independent living. This presentation will cover the whole spectrum of VR services for students with disabilities. Learn the processes involved in employment services through a VR lens and how to navigate them more efficiently. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
HAWTHORN/ BELMONT	<p>Victory Academy's Transition Program <i>Molly Smith, Sula Willson</i></p> <p>Starting at age 13, students gain foundational employment skills through internships in the Work Experience (WE) Program at Victory Academy. Students are exposed to a variety of jobs, receive direct instruction in job-specific tasks and transferable skills, engage in comprehensive preference tracking, and are provided opportunities to increase self-determination and independence. What sets this program apart is the young age in which we begin training for employment in the community. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
MEADOW LARK/ DOUG FIR	<p>Building a Legacy: YTP and Legacy Health Forge a Partnership <i>Victoria Owens, Heather Cooper</i></p> <p>Learn about the partnership between Portland, Oregon Metro-Area YTP Sites and Legacy Health, and take home ideas about how to replicate this partnership in your community. A panel of presenters that includes HR, Transition Specialists, and young adults will share their lessons learned and vision for the future. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

EDUCATION STRAND

SALON C	<p>Regional Job Club: Year Two Growth and Lessons Learned <i>Lon Thornburg, Donna Lowry, Corey Ackerman</i></p> <p>Regional Job Club has moved into year two with exciting field trips, speakers and resource fairs. Through analyzing year one, some new ideas are being utilized. Learn about these changes and how to engage students with RJC events that pull in your local employers, support agencies and local partners. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
COLUMBIA	<p>Job Opportunities: Show Students What's Out There <i>Sarah Statham</i></p> <p>I will share the general structure of my Job Opportunities class. You will learn the basics of how to teach students about all the different types of employment opportunities that exist in their community. This will include what we focus on each week, how we research different businesses and how I contact businesses for tours. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

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PEARL	<p>LIVE Student-Led IEP Meeting <i>Liz Worthington-Special Education Transition Teacher, Thomas Alldredge-Transition tudent; April Alldredge-Transition parent</i></p> <p>How a student-led IEP meeting empowers all IEP team members including the student, family, specialists, and outside agencies. Tips, tricks, and templates to create strong student advocacy skills, celebrate student success, and get you started. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
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INDEPENDENT LIVING STRAND

SALON D	<p>Brokerage 101: Why We are the Secret to Your Success <i>Nicholas Kaasa, Alexei Martina, Mandy Jensen</i></p> <p>General understanding of what brokerage support services are and how we can work with students during the transition process. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
SALON A	<p>The SHEIDD Project: Supporting Community Inclusion Efforts with Sex Ed <i>April Kayser, Beth Appert</i></p> <p>Learn how Multnomah County Sexual Health Equity for Individuals with Intellectual/Developmental Disabilities (SHEIDD) project works collaboratively to build community capacity to provide holistic sexual health education and support to young people (age 14-21) experiencing I/DD so they can make informed decisions, stay safe, and experience healthy relationships. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
SALON B	<p>Transitioning to College: What Should a Student Know? <i>Earlee Kerekes-Mishra, Melanie Gangle, Andrew Childress</i></p> <p>This presentation will focus on each of our institutions Disability Services program and how students access the services; the differences between K-12 and college; successful strategies for students and parents that have been seen at these institutions and other areas of opportunity for collaboration between K-12, college, and VR. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
PORTLAND	<p>Engaged Parents + Shared Vision = Greater Student Outcomes <i>Roberta Dunn, FACT</i></p> <p>The formula is tried and true! This presentation will provide tips and tools on how to support meaningful participation for parents and youth on IEP, IPE, and ISP teams. Learn how increased engagement and a shared vision for the future deescalates conflict. In the ever-changing world of transition, strong partnerships with families and healthy teams are critical to successful outcomes. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
MEDFORD	<p>Using General Case Analysis to Develop Simulated Instruction for Secondary Students with Disabilities <i>Dawn A. Rowe</i></p> <p>Simulated instruction is defined as use of simulations in the classroom that approximate the natural stimulus conditions and response topographies associated with performing functional skills. This session will demonstrate how to use general case programming to develop efficient, cost-effective simulated instruction to support generalization and maintenance of a transition skills. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

EMPLOYMENT STRAND

SALON D	<p>Coaching and Supports for Work Experience and Employment Success <i>Jodi Johnson, Jacque Gerdes</i> Presentation for educators supporting students in work experience opportunities. Participants will be provided resources and tools to increase knowledge using task analysis to fade for independence for student success and the importance of "knowing your student." Videos and activities help to engage the audience and promote outside of the box thinking for working with students with significant and multiple disabilities. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
SALON A	<p>VR Ethical Considerations When Working with Transition-Aged Youth <i>Heather Lindsey, Tessa Siebert</i> This session will provide attendees information to VR counselors and other adult agency staff who are working with transition aged youth on their caseload. Topics such as guardianship, release of information, and ethical considerations in an age of social media will be discussed with the CRC code of Ethics addressing potential concerns. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
HAWTHORN/ BELMONT	<p>Discovering the Future: Transitioning to Careers with Customized Employment <i>Janet Steveley, Nancy Boutot, Beth Keeton, Cindy Cameron</i> This session will provide an overview of Customized Employment and various ways to go about the initial step: "Discovery". Various formats for Discovery will be covered, including: Facilitated (1:1) Discovery; Guided Self-Discovery; and Guided Group Discovery. The session will conclude with information on the Oregon Guided Group Discovery Initiative being piloted in six sites in Oregon with youth in transition as part of Pre-Employment Training Services. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>

EDUCATION STRAND

SALON B	<p>College for All: Building Inclusive Academics at Portland State University <i>Megan McFarland, Sue Bert</i> Who should go to college? Anyone who wants to! What about students with intellectual disabilities? In this presentation, attendees will learn how Think College Inclusion Oregon at Portland State University has built capacity within existing academic supports to create sustainable, rigorous, and authentically inclusive learning environments for students with ID. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
EUGENE	<p>Getting Students Out of the Classroom: Taking Steps Towards Community Partnerships <i>Nicole Perdue, Margie Blackmore, teacher panel</i> To support and inspire transition programs statewide in developing community connections for students. This panel will be comprised of outstanding transition programs from a variety of areas spanning the entire state. The session will include short presentations from each team as well as a question and answer portion with audience participation. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

PORTLAND	<p>How Do I Know How to Make a Decision? <i>Laura McCoid</i> This session is designed to help your students and clients answer this question. From choosing a hobby to choosing a career, a key outcome from a good career development program is teaching people how to make decisions. This session will showcase tools and curriculum activities in Oregon CIS that you can use to teach students and adults different decision-making strategies. The new Oregon Certificate Sort, scheduled for release in Spring 2018, will be demonstrated. Certificate Sort allows Oregonians to sort through thousands of short-term training opportunities to find programs that meet their education preferences. Time permitting, the session will also demonstrate the new Workplace Employability Skills self-assessment. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
MEDFORD	<p>Your FBA is a Fantasy <i>Doris Bowman, Rick Bowman</i> Traditional approaches to making behavioral change through the use of FBA's and BSP's have long fallen short, and continue to fail those individuals who need them most. Come learn how the evidence-based and innovative Collaborative Problem Solving Model (Think: Kids, MGH, Harvard), and the neuroscience research of Dr. Bruce Perry of the Child Trauma Academy, can inform the creation and use of FBA's, BSP's and overall behavioral approaches that are brain-based and skill-focused. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
COLUMBIA	<p>High Quality IEPs <i>Sally Simich, Nicole Garcia</i> This presentation will touch all areas of the IEP, but will have extra focus and attention on the pieces that directly relate to writing a high quality transition IEP. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
PEARL	<p>Successful Behavioral Support for Transition Aged Youth <i>Lisa Bateman, Elliot Field</i> This session explores how behavioral supports can be effectively implemented via the eight essential transition standards. The presentation tracks implementation of best practices using a student case study to illustrate the challenges and successes associated with social and emotional self-regulation with transition aged youth. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
MEADOW LARK/ DOUG FIR	<p>Pre-ETS Training: Student-Run Business Developed for High School Credit <i>Patti Downing, Mary Flamer, Grant High students</i> Four Grant High School students will help facilitate this presentation on how they started a student run business and got high school credit in the process. They will explain all of the various Pre-ETS skills they learned in this classroom by learning how to manufacture t-shirts, hats, mugs, tote bags, etc. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

INDEPENDENT LIVING STRAND

SALON C	<p>Let's Put This Puzzle Called Life Together <i>Sue Hayes</i> The TBI Toolkit of guided conversations that support transition will be shared. Come learn and practice some powerful conversations that lead to meaningful life, work and school plans. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
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EMPLOYMENT STRAND

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

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

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>

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SALON C	<p>Utilizing Resources in Assistive Technology for Youth in the Workplace, and Teaching Students How to Advocate for Themselves in the Workplace <i>Ramona McCallister, Patty Bates</i> As a job developer for your program, you have found a great match for your client, but there is just one catch; the work environment has a barrier that your student really struggles with. So what now? Our Youth Transition Program, in conjunction with Vocational Rehabilitation and DD/Services, goes to work to help the student and employer find solutions to address a barrier often in the form of assistive technology. If the job is a good match it is worth finding a solution to help this youth be successful on the job. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
EUGENE	<p>Video Résumés: What are They and When to Use Them? <i>Emily Harris</i> This session will talk about the power of video storytelling to stand out in a competitive job market. With quality cameras at our fingertips, we now have tools to be novice videographers! Let's put our camera phones to good use to highlight portraits of competence. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
PORTLAND	<p>Pre-Employment Transition Services (Pre-ETS): Supportive Services for Students and Educators Provided by Vocational Rehabilitation <i>Nicole Perdue, Toni Depeel</i> This presentation will focus on the Pre-ETS statewide delivery methods and request services. There will be a brief history on the process as well as clear defined examples of how students, teacher, families, and support staff, can access and utilize these services, through Vocational Rehabilitation. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
MEDFORD	<p>Reasonable Accommodations Process and the Americans with Disability Act (ADA) <i>Carla Waring</i> Successful and gainful employment goes a long way in increasing long-term economic stability, community inclusion and confidence for young adults with disabilities. Many transition age youth, teachers, advocates and families are unaware of employment rights under the Americans with Disabilities Act. This presentation will review the Americans with Disabilities Act (ADA), reasonable accommodation interactive process and provide examples of workplace accommodations including service animals as an employment accommodation. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
COLUMBIA	<p>Creating Paid Student Employment at PSU with Interorganizational Collaboration <i>Nick Bender, Mark Foster, Julia Ansberry, Victor Cummings, Stewart Risinger, Nathan Deeks, Elizabeth Juaniza</i> Students in Portland State University's Think College program inclusively take college courses and work part time for typical wages. Learn about Think College's approach to student-centered interorganizational employment partnerships from a panel of project partners, including Portland State University, Portland Public Schools, Oregon Vocational Rehabilitation, Oregon ODDS/ Employment First, Trellis, and YTP. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>

HAWTHORN/ BELMONT	<p>YTP and VR: Working as a Team <i>Mary Jo Erickson, Lisa Catherwood</i> Learn why communication between the Transition Specialist and Vocational Rehabilitation Counselor is so vital. We will talk about the requirements each has for documentation of students and why working as a team is so important. We will also discuss who is a good YTP/VR client and how the transition specialist make that decision with their VRC. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
MEADOW LARK/DOUG FIR	<p>Are Your "P"s (and "Q"s) Aligned? <i>Peter Fitzgerald</i> There are many "individualized" plans that young adults with disabilities encounter as they navigate transition; IEP, ISP, IPE, PCP, CDP and the list goes on. This session will focus on practical strategies for aligning individualized plans so skills can be addressed to maximize positive outcomes planned for by adult service delivery systems. Identify services that might be provided that would result in a skill being learned, and other collaborative approaches to aligning your "P"s and Q"s. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>

EDUCATION STRAND

SALON A	<p>Facilitating Transition to Employment for Youth in Secondary Education <i>Eivind-Erik Sorensen</i> The session is intended to provided participants with information regarding successful practices related to the "seamless" transition of secondary age youth and young adults into employment (prior to school exit). Predictor variables most closely identified with post-school success for students as well as evidence-based practices will be shared. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
SALON B	<p>The Super-Powers of Self-Advocacy Training for Transition Age Students <i>Heidi Dirkse-Graw, Eric Stone, Steve Baer</i> Hear from instructors of two pilot programs demonstrating the effectiveness of a new and specialized curriculum entitled, Without Limits. Learn how to move beyond the basics and assimilate self-advocacy learning into the everyday experience of transition age students and youth as they become empowered to take charge of their futures. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
PEARL	<p>Transition Assessment: Find Their PINS <i>Margie Blackmore, Kriss Rita</i> Start with the student at the center and have the opportunity to explore a continuum of transition assessments. This is a hands on session, please bring your laptop or iPad® and come ready to roll your sleeves up and dive in. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

INDEPENDENT LIVING STRAND

SALON D	<p>How to Get Into College and Survive with Dyslexia <i>Carrie Thomas Beck, Betsy Ramsey</i> Part A: Students with dyslexia can be very successful in college when provided with the necessary supports. In this session, participants will learn about supports available to assist with the college application process and college survival. They will hear from a college student with dyslexia who is successfully navigating the system. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
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EMPLOYMENT STRAND	
SALON C	<p>ODDS Employment Services: Q&A <i>Acacia McGuire Anderson, Employment Team</i> This session is designed to be a "level 3" or advanced conversation around ODDS employment services. Topics will include Discovery, upcoming changes, and will be open to any questions the field may have. The intent is for this to be time that questions about employment services can be answered, and there can be open conversation regarding current employment services. This is intended to be the 3rd in a series of employment services presentations including ODDS Services 101, and VR/DD Collaboration 102. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
SALON B	<p>You Are Not Alone <i>Clackamas Consortium Team</i> Gain insight on how to work in collaboration with Vocational Rehabilitation, Transition Specialists, and Community Agencies. A panel will share tips on working with your community as a team to gain success and support. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
PEARL	<p>Flail Safe: DIY Transition Tips for the Army of One <i>Jen Munson, Anna Rogers</i> I. The Relevance of the Transition Movement to your Agency A. Making a case to your manager about why time and resources must be invested in Transition ASAP II. What to expect when you're expecting...resistance from Management III. Strategies to Temper the Flail A. Building your own vital Transition Network B. Networking Roundtable Activity III. Action Steps <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
MEADOW LARK/ DOUG FIR	<p>W.A.G.E.S.: How to Put Them in Your Pocket <i>Ken Woody, Josh Barbour-TNF, Mike Johnson-University of Oregon, Michael Laharty</i> W.A.G.E.S. (Working at Gaining Employment Skills) is an intensive and easy to use evidenced based curriculum designed to teach students social and executive functioning skills to acquire and keep a job. The W.A.G.E.S. features 33 lessons that are built on the precepts of locus of control, self-advocacy, teamwork, communication, and problem solving. This session will feature an overview of the W.A.G.E.S. curriculum and a discussion on how it has been implemented in school districts and Camp Lead. The presenters will give an overview of several lessons and speak about how staff can implement technology to enhance the lessons and how the learned skills can be generalized to the work setting. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
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SALON A	<p>Oregon Seamless Transition Program Invitational: A Model for Collaborative Communication <i>Nicole Perdue, Kriss Rita, Heather Lindsey</i> An introduction to the Oregon Seamless model, what it is, how it works, how to get a team together, when the next boot camp is. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

EUGENE	<p>Modeled Strategies for Incorporating Pre-ETS into Instruction <i>Liza Knowles and team</i> Assisting transitional youth to develop skills to succeed beyond high school is not new. What is new is the need to develop a well-coordinated system of Pre-Employment Transition Services (Pre-ETS) delivery and documentation. We will look briefly at the research on predictors for successful transition. We will focus on the 5 Pre-Employment Transition Services and learn from a model site to understand how they have developed an organized system for Pre-ETS delivery by incorporating Pre-ETS' into high school instruction. <i>KNOWLEDGE LEVEL: INTERMEDIATE; BEGINNER</i></p>
HAWTHORN/ BELMONT	<p>Organized Binder: Develop the Skills Students Need to Achieve <i>Mitch Weathers</i> Designed with Transition and Workability programs, Organized Binder: Transition gives students exposure to non-cognitive skills and executive function such as goal setting, time management, organization, study habits, metacognition, and more. Additionally, the system allows programs to chart time spent of specific activities aligned to targets as evidence for compliance. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

INDEPENDENT LIVING STRAND

SALON D	<p>How to Get Into College and Survive with Dyslexia <i>Carrie Thomas Beck, Betsy Ramsey</i> Part B: Students with dyslexia can be very successful in college when provided with the necessary supports. In this session, participants will learn about supports available to assist with the college application process and college survival. They will hear from a college student with dyslexia who is successfully navigating the system. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
PORTLAND	<p>Your Choice, Your Voice: Empowering Transition Students to Vote <i>Esther Harlow</i> Young adults can now register to vote at age 16 in Oregon. Voting supports better health, social connections, empowerment, and personal agency. Voters with disabilities also have new technology accommodations available. Learn how schools and IL programs can support registration and voting as an important aspect of independent living. <i>KNOWLEDGE LEVEL: BEGINNER TO INTERMEDIATE</i></p>
MEDFORD	<p>Rentwell <i>Caitlyn Kennedy, Eric McGarity</i> Rent Well, a program of Transition Projects, is a 15-hour tenant education course that teaches students their rights as a tenant and navigating the world of affordable housing. Upon graduating, graduates are able to access a \$2,000 insurance in the event of an eviction or damages past deposit. Expected outcomes: Knowledge of how to navigate affordable housing, especially for youth audiences. <i>KNOWLEDGE LEVEL: INTERMEDIATE</i></p>
COLUMBIA	<p>So You Want to Move Out? Coordinate an Independent Living Fair <i>Donna Lowry, Corey Ackerman, Lon Thornburg</i> Union County Regional Job Club coordinated an independent living fair; the event team will share with you their resources and ideas on guest speakers, topics and how to host one in your area. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>

KNOWLEDGE LEVEL KEY

BEGINNER: BASIC KNOWLEDGE/EXPERIENCE

INTERMEDIATE: ASSUMES KNOWLEDGE/EXPERIENCE

EMPLOYMENT STRAND

EUGENE	<p>Education and Transition Services for Incarcerated Youth <i>Michael Conn, Sharon Pascoe</i> Overview of how education and transition services are provided to youth who attend Lord High School located at MaClaren Youth Correctional Facility. <i>KNOWLEDGE LEVEL: BEGINNER</i></p>
PEARL	<p>Beyond School-Based Businesses, Internships and Interviews <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>Person Centered and Pre-ETS <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>School-Based Experiences of Female Adolescents on the Autism Spectrum <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>Transition Page IEP Jeopardy! <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>Exploring the Statewide Availability of Pre-Employment Transition Services in Oregon <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>Three Rivers School District and Trauma Informed Care <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>Understanding the Oregon ABLE Savings Plan <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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