

## Monday, July 13, 2009

11:00 – 12:00 Registration and Poster Session (*Convention Center*)

12:00-12:15 Introductions

12:15-12:30 Awards

### 12:30 – 2:00

- **Missouri Connections** (*Convention Center*)  
Renee Bales, Missouri State Field Trainer

Missouri Connections ([www.missouriconnections.org](http://www.missouriconnections.org)) takes planning for the future to a higher level with interactive features, refined tools for learning, and additional links to Missouri-specific resources. Designed to guide students through the career planning process, the system opens the door for career awareness, eases students into college and career exploration, and directs preparation for transition into postsecondary education and the workforce.

2:00 – 2:15 Break

### 2:10 – 3:15

- **District Teams Action Planning** (*Convention Center*)  
Facilitated by Transition Consultants, Regional Professional Development Centers and Missouri Transition Consultants

### 3:20 – 4:30

- **Transition Assessment: Implementing a Plan** (*Convention Center*)  
*Dr. Amy Gaumer Erickson*

While we know we must assess students, it's often difficult to identify the assessment information that will help students move toward their postsecondary goals. This session will provide participants with the tools and examples needed to implement a transition assessment plan for a student. It will build on the training that took place in Jefferson City (December 2008) but it will be applicable to all transition professionals, regardless of their attendance at the prior training.

- **In Search of True Student Achievement: Pilot Grading Program** (*Sahara A & B*)  
*Aurora R-VIII HS Global Studies - KayLynn Pennell, Brad Addison, David Stephens, Brian Foster – Teachers and Dan Decker – Principal*

“Standards-based teachers distinguish clearly between teaching activities through which students learn and practice, and summative assessments in which students “perform” and show what they know, understand, and can do.”

Standard Based Grading – A means of evaluating student mastery of stated objectives drawn directly from Grade Level Expectations (CLE) published by DESE.

## Tuesday, July 14, 2009

7:00-8:00 Breakfast (*Convention Center*)

### 8:00 – 9:00: Breakout Sessions

- **VR and Transition: From Compliance to Commitment** (*Convention Center*)  
*Lydia Mitchell, Kim Gee, Chris Clause, Division of Vocational Rehabilitation*

Best case practice regarding student referrals, VR eligibility, VR participation in IEP meetings, VR roles/responsibilities, and VR services provided in partnership with local school districts will be reviewed and discussed. Tips and strategies in moving from compliance to real commitment in helping students transition from school to post-school education/training and/or employment will be shared.

- **Career Planning & Development** (*Sahara A*)  
*Darla Wilkerson, Missouri Department of Mental Health*

This session will focus on how to create a career plan that make sense for you, a way to guide your career direction and begin to develop a profile that highlights areas you excel in and can market to the business community.

- **What Parents and Youth Need to Know about Transition Assessment** (*Sahara B*)  
*Karen Allan and Ann Stackle, MPACT*

Participants will gain information about how parents should be involved in the transition assessment phase and what questions they need to ask about the assessment process and results.

- **Missouri Assistive Technology Services** (*Kalahari*)  
*David Baker, Program Coordinator, Missouri Assistive Technology*

This session will provide an overview of the programs and services offered by Missouri Assistive Technology. Included will be information on the ETC adaptive equipment loan program, assistive technology recycling programs, low-interest financial loan programs, telecommunications access programs, equipment demonstration programs, as well as other assistive technology resources. David Baker, program coordinator with Missouri Assistive Technology.

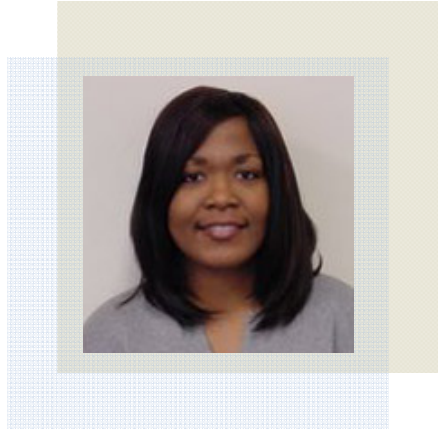
- **Let's Go to the Fair – How to Plan a Transition Fair** (*Mojave*)  
*Susan Hekmat, Southeast Regional Professional Development Center, Sandy Majchrzak, South Central Regional Professional Development Center*

Do you want to go to a Fair? Do you want to learn how to develop a “Transition Fair” for your area? Participants will learn the process step-by-step of having a regional or district Transition Fair which incorporates businesses, services, agencies and community resources into a successful Transition for students with special needs from high school to post-secondary school or training.

9:00-9:15 Break

9:15-9:30 Awards and Recognition (*Convention Center*)

9:30-10:45      **KEYNOTE SPEAKER: Dr. Sandra Covington Smith** (*Convention Center*)



Dr. Sandra Covington Smith is the Project Coordinator of Technical Assistance and Training at the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) at Clemson University. She coordinates and provides capacity building training and technical assistance to state and local education agencies in the development of effective dropout prevention interventions and models based on assessment of recipient needs, including the causal analysis of dropout effects and selection of appropriate strategies that represent “best fit” based on state and local level data. She develops technical assistance documents used by state and local education agencies, policymakers, and parents.

Dr. Smith holds a Ph.D. in Special Education/Behavior Disorders with an emphasis in Early Childhood Education from the University of Missouri-Columbia. She is a Certified Positive Behavior Support (PBS) Trainer through the MU Center for School-wide PBS. She is the lead faculty for PBS with the Urban Special Education Leadership Collaborative. She serves on the Council for Children with Behavior Disorders (CCBD) Executive Committee as the Ethnic and Multicultural Member-At-Large and the CCBD Advocacy and Government Relations Committee (AGR).

Prior to joining NDPC-SD, Dr. Smith served as Research Assistant Professor and Adjunct Professor at the University of Florida. Dr. Smith’s research interests include dropout prevention and intervention, early intervention and prevention through system-wide positive behavior supports, specifically for student with or at risk for EBD, and targeted evidence-based interventions for students at risk. She has served students with EBD in grades kindergarten through middle school in self-contained settings. She has worked in the areas of early intervention, school-wide positive behavior supports, urban special education, vocational assessment, mental health, and dropout prevention. She has also worked as a Behavior Specialist, Job Developer, Job Placement Specialist, and Vocational Rehabilitation/Services Counselor.

10:45 -11:00      Break

**11:00 – 12:00: Breakout Sessions**

- **The COOP Program: Keeping Students Engaged** (*Convention Center*)  
Elizabeth Smith-Vocational Rehabilitation/Debbie Ebaugh-WEC, Cape Girardeau Public Schools,  
Carrie Pugh-VR/Sally Smith-WEC, North Kansas City School District, Bev Luetkemeyer-SpEd  
Compliance, DESE

Best case practice regarding how to develop and maintain a successful transition partnership between the VRC and WEC; logistics/requirements (e.g. sped vs. regular ed minutes, awarding credit/graduation requirements, providing supervision, related classroom instruction) associated with a COOP program; and the benefits for students with disabilities participating in off-campus work experience programs (e.g. decreased drop-out rates, increased work experience opportunities, successful post-school outcomes). A brief review of the 2009 revisions to the statewide COOP Agreement will also be provided.

➤ **The Role of the Counselor in the Transition Process** (*Sahara A*)

Tom Schlimpert , Supervisor, Counseling and Placement, DESE

School districts are mandated to provide transition services, including assisting students in meeting post secondary goals. This session will address the *collaborative effort* needed between the special education case manager and the professional school counselor in order to build a quality transition program and implement effective transition plans.

➤ **Transition Planning: Parents Facilitate, Youth Take Action** (*Sahara B*)

Sharon Nachbar, Karen Allan and Debby Loveall-Stewart, MPACT

Participants will gain information about the parent and student roles in IEP meetings, how youth can be actively involved in the IEP process and about skills that youth need to develop as they proceed through their years in school to be successful in their adult life. Participants will participate in activities during this session.

➤ **Developing a Toolkit for Self-Determination** (*Kalahari*)

Marilyn Smith: Effective Practice Specialist for Transition, Special School District of St. Louis County, MO

Participants will gain an understanding of Self-Determination, receive strategies, look at resources and will be able to take the content back to the classroom to begin instruction. Session content will consist of a brief overview of who, why, when, what and where to teach self-determination. Assessments for self-determination, web sites, and resources will be explored.

➤ **Summary of Performance (SOP)** (*Mohave*)

Dr. Amy Gaumer Erickson, Transition Coalition, Kansas University, Lawrence Kansas

A SOP is required for all students with IEPs who are graduating or aging out of school. In this session, participants will learn the background and requirements for developing a SOP. They will also practice developing a plan and discuss strategies for using the SOP to help students become their own advocates.

12:00-1:10 Lunch/Awards and Presentations (*Convention Center*)

**1:10-2:15: Breakout Sessions**

➤ **Extended Employment Sheltered Workshops and Transition** (*Convention Center*)

Fulvio Franzi – Director EESW, DESE,

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**“I Really Want a Job”** (*Convention Center*)

Chuck Blossom and Becky Greening, Boone Center Incorporated

- The presentation will outline the role that local Sheltered Workshops can play in the transition process from school to community. Four active programs will be outlined as well as a presentation of strategies that may assist the teachers maximize opportunities for community and facility based employment prior to, and after, graduation. Learn how the Sheltered Workshops can be a viable employment option to meet the needs, desires and expectations of qualified persons with disabilities ready for a satisfying daily vocation.
- The vision for BCI is “For all people to have the opportunity to achieve their potential and find purpose in meaningful employment. This can best be accomplished by expanding our historical mission beyond facility based employment and into a broader, linear, and more comprehensive range of employment choices. Learn how BCI developed and implemented a plan to achieve these objectives.

- **Assistive Technologies and Related Services for Learning Disabilities (Sahara A)**  
*David Baker, Program coordinator, Missouri Assistive Technology*

Students with learning disabilities and their parents work hard to establish the accommodations and supports necessary to ensure educational success. However, the transition to postsecondary education or employment plunges many into a period of anxiety and uncertainty. What options are there for obtaining materials in accessible formats? What types of assistive technology are available to help with the increased reading and writing levels associated with postsecondary education and employment? This session will focus on a review of assistive technologies and related services for learning disabilities.

- **Transition Services through Rehabilitation Services for the Blind (Kalahari)**  
*Mike Merrick, Missouri School for the Blind*

The programs offered by RSB include: Vocational Rehabilitation, Independent Living Rehabilitation, Older Blind Services, Prevention of Blindness, Children's Services and the Business Enterprise Program.

- **Missouri School for the Blind (Sahara B)**  
*Joy Waddell, Assistant Superintendent MSB*

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#### **Working with the Lighthouse (Sahara B)**

*John Thompson, Director, Lighthouse for the Blind, St. Louis, Missouri*

- The mission of Missouri School for the Blind (MSB) is to provide individualized instruction, resources and educational services to ensure that students with visual impairments achieve the academic, social, employment and life skills that will empower them to enjoy full and productive lives. Established in 1851, MSB is a division of the Missouri Department of Elementary and Secondary Education (DESE). The 12th school for the blind in the country, MSB was established with the idea that all children could learn if given the opportunity. For more information, please visit the school's Website: <http://www.msb.k12.mo.us/>
- Lighthouse for the Blind is a privately chartered, nonprofit corporation. It does not receive benefit from public assistance or taxes. The organization's major source of income is through the sale of products manufactured and sold to various government agencies and commercial consumers. Mary E. Ryder, a prominent St. Louisian, founded Lighthouse for the Blind Inc. (also known as LHB Industries) in 1933. Through her compassion and imagination, she identified the need for a place whereby the blind could count on developing new, productive skills while simultaneously earning a steady income.

- **Planning For Your Dependent with Special Needs: Making Their Future More Secure (Mojave)**  
*Mike Chiodini, Metropolitan Life Insurance Company, St. Louis, MO*

This workshop covers legal issues, including Wills, Trusts, Special Needs Trusts, and Guardianship. Financial issues, such as Special Needs Trust Funding, Medicaid and SSI and family issues (including letter of intent, family involvement in the process).

2:15-2:30: Break

## 2:30-3:30: Breakout Sessions

- **“Soft Skills” + “Business Partnerships” = Successful Employment Outcomes for Students with Disabilities** (*Convention Center*)  
*Barb Hoelzer, Reg. Director, VR Business Network, Barb Hirst, VR Counselor*

Review and discuss information regarding those “soft” skills that will give students a more competitive edge in obtaining and maintaining employment; interviewing tips/strategies to help create a positive impression/maximize the student’s chances of a successful interview; and some unique/creative ways to develop job opportunities for students. A brief overview of the new VR Business Network Initiative will also be provided, and this year’s “Inclusion” award winners will be highlighted. A snapshot of youth employment-related services offered through local workforce development centers, and key websites will also be provided. Participants will gain information about the important preparatory experiences and connections that students need as they make decisions about careers for postsecondary adult life.

- **Missouri Options Program** (*Sahara A*)  
*Shawn Brice, DESE – Division of Career Education*

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### **High Schools That Work Initiative, Including Technology Centers That Work and Making Middle Grades Work** (*Sahara A*)

*Marsha Ruetters, DESE – Division of Career Education*

- The Missouri Option Program is designed to target students who have the capability to complete the state’s high school graduation requirements but (for a variety of reasons) lack the credits needed to graduate with their class and are at risk of leaving school without a diploma. School districts approved by DESE to participate in the program can continue to receive average daily attendance funds for participating students. Additionally, students remain in school and are not counted as dropouts when it is time to take the GED test. Once the district issues a diploma, participants are then counted as high school graduates.
- This presentation will give a brief overview of the initiatives, their differences, and how schools implementing them have improved their scores. What to expect when you become a HSTW site!

- **Connecting Activities for Youth in Career Development** (*Sahara B*)  
*Karen Allan, MPACT STELLAR Project Coordinator and Darla Wilkerson, Department of Mental Health, Director of Employment and Training and MPACT Transition Mentor*

In this session information will be provided about the important preparatory experiences and connections that students need as they make decisions about careers for postsecondary adult life.

- **MOLEAD -Youth LEAD Update: Results and Lessons Learned** (*Kalahari*)  
*Alexis Petri, University of Missouri , Kansas City, Missouri; Zach McCall, Facilitator, Urban Leadership Academy, Kansas City Area*

Youth LEAD: Leadership and Empowerment to Achieve Dreams Youth LEAD provides teens and young adults with developmental disabilities with resources and support to set and meet personal goals. Through the Urban Leadership Academy, Youth LEAD empowers young people to meet their goals for education, employment and inclusive recreation. This program for 13 teens and 12 young adult mentors with developmental disabilities completed its first year with both successes and lessons learned. The project director and facilitator will discuss information from their approach to curriculum to preliminary results from the program evaluation.

➤ **How to Partner with Businesses** (*Mojave*)

*Darin Stageberg, Transition Coordinator, Cape Public Schools*

This presentation provides tips and recommendations to special education teachers and transition coordinators on how to effectively collaborate and establish successful partnerships with businesses and organizations in the community. The development of partnerships opens meaningful work-based learning experiences for at-risk students, which they gain transferable work skills and relevant work experiences.

3:30-3:45: Break

**3:45-4:45**

➤ **Cape Girardeau Public Schools - Transition Services** (*Convention Center*)

*Cape Girardeau Public Schools - Transition Services By Debbie Ebaugh, Transition Coordinator; Dari Stageberg, Transition Coordinator; and Deena Ring, Director of Special Services of Cape Public Schools*

This presentation is designed to focus on the development and implementation of Cape Girardeau Public School's transition program grades 3-12. This session will provide an overview of one school's desire to meet the needs of transitioning students into post secondary life. Through this program at the public school, local businesses, community members, Southeast Missouri Hospital and Southeast Missouri State University were able to establish a partnership which has allowed students to successfully transition from high school to post secondary life. The development of School Based Enterprises and work experience programs both on and off campus will be discussed. Our unique program features a practical approach for students with current IEP's as well as those who are socially and academically challenged. This curriculum allows participating students to become prepared for the world of work, additional vocational training or advanced education.

**5:00-9:30 p.m. Evening Under the Star (Sponsored by MO DCDT) Oowda Winery**

Join the Missouri Division on Career Development and Transition (DCDT) for wine tasting and hors d'oeuvres at Oowda Winery, 5448 N. Berry Road (less than five miles from the Oasis Hotel). For more information and registration, please visit the DCDT booth.

## Wednesday, July 15, 2009

7:30 – 8:15 Breakfast (*Convention Center*)

8:15 – 9:15 **District Teams – Action Planning** (*Convention Center*)

8:15 – 9:15 **Formal and Informal Transition Assessments** (*Convention Center*)  
*Diana Humphreys, Heart of Missouri RPDC*

Published transition assessments will be set up around the Convention Center for you to review. These assessments will continue to be displayed during the break and the first breakout sessions.

9:15 – 9:30 Break

### 9:30 – 10:30: Breakout Sessions

➤ **PROJECT ABLE** (*Convention Center*)

**Transition from High School to Postsecondary Education: Success 101**

*Sally Morgan Smith PhD, Transition Coordinator, North Kansas City School District, Kansas City, MO*

Transition from high school to postsecondary education is often an overwhelming task for students served in special education. In order to make this transition go more smoothly, the North Kansas City School District in partnership with the Penn Valley Community College offers second semester seniors served in special education the opportunity to participate in the Penn Valley ABLE Program which is designed to provide extensive support to college students with neurological disabilities. The ABLE Program helps facilitate the successful transition of students into the regular college curriculum by providing a structured curriculum of guidance courses and counseling support. Further, students who participate in this dual enrollment program have opportunities to be involved in campus activities at Penn Valley during this semester to enhance their college experience.

➤ **Oakville High School Tiers of Intervention** (*Sahara A*)

*Bill Scheffler-Principal; Amy Learn-Drama Teacher; Ronda Brown-Math Teacher; Cindy Jenkins-Science Teacher; Christy Mathews-English Teacher*

During the 2005-2006 school year, the Oakville HS faculty voted to become a PLC school. We have just completed our third year in the program, and the second year of our tiered ANP's (Academic Networking Period) integration. OHS is on an A-B block schedule and one of those periods is ANP. For those students having academic difficulty the staff has designed a system of interventions to assist them in being successful. Four teachers and the principal will describe the program, highlight its successes and challenges, and tell you what it took to get it started.

➤ **Panel Presentation - Parents Building Linkages by Networking and Mapping their Community** (*Sahara B*)

*Janis Traughber, Georgia Mueller, Debby Loveall-Stewart, Pam Schneeflock, MPACT*

Participants will gain information about how parents become aware of the resources in their communities and make connections to learn about services.

- **Missouri Youth Leadership Forum (Kalahari)**  
*Linda Baker, Governor's Council on Disabilities*

The Missouri Youth Leadership Forum (MYLF) is a unique leadership-training program for high school sophomores, juniors and seniors with disabilities. Youth delegates are selected from their local communities to cultivate leadership, citizenship and social skills.

- **Missouri Career Center Services (Mojave)**  
*Gilbert Hake Deputy Program Administrator MO Division of Workforce Development*

This workshop will provide information about available workforce services.

10:30-10:45 Break

### **10:45-11:45: Breakout Sessions**

- **Disability Disclosure in the Workplace or Academic Setting (Convention Center)**  
*Presenters: Dorothy Parks, Assistant Director, VR , Karen Allan, Coordinator, Steller Grant, MPACT, Tausha Taylor, VR Counselor*

Review and discuss information from "411 on Disability Disclosure", and briefs from the U.S. Department of Labor-Office of Disability Employment Policy, regarding the why, when, what and how of youth disclosure both in the workplace and in an academic setting after HS. Information will also be shared regarding the importance of disability awareness/self-advocacy, and informed decision-making regarding the choice to disclose or not to disclose. Services offered through local Centers for Independent Living (CIL), and key websites will also be provided.

- **End of Course Exams (Sahara A)**  
*Michael Muenks, Curriculum and Assessment, DESE*

This session will cover basic information regarding end-of-course exams including resources connected to the assessments. A question-and-answer period is also planned for this session.

- **Community Transition Teams (CTT) – Regional Team Presentations (Sahara B)**  
Laura Brown – Delta R-V; Laura Olmstead – Troy R-III; Tricia Miller – Center 58; Lori Brownell-Wagner – Hannibal 60; Kathi Mills – Midway R-1

This presentation outlines the process of creating A Community Transition Team and told through members of some of the initial Missouri teams. Each RPDC region of the state has a group of members from the local community or defined region who work together to identify available resources for the provision of post-secondary transition services in their area and upload this information to an interactive website. This team receives training from DESE and the KU Transition Coalition. They utilize the Quality Indicators Needs Assessment to identify needs within the community, complete action planning formats and data collection across a two year time period to identify changes and improvement in services. This process began in January 2008.

- **The Way It Works: Transition Outcomes Project: Nevada Transition Team** (*Kalahari*)
  - Heartland R-V School District:** *Barbara Gordon-Special Services Director; Angie Selsor-Process Coordinator; Michelle Gast-Assistant Principal ; Anne Baze-Teacher; Rodney Blakeman-Teacher; Bonnie Franklin-Teacher*
  - Nevada High School Special Education Teachers:** *Pam Earnest; Mary Culbertson; Natalie Johnson; Kim Bessey, and Cassie Irwin;*
  - Improvement Consultants:** *Mary Gage and Regina Higgins*

Members of the Nevada Transition Team will talk about how they made the Transition Outcomes Project an overwhelming success. The team will share positive results, challenges, logistics, communication strategies, and ideas on leadership and team commitment.

- **The Who, What, When and Where of Self-Determination** (*Mojave*)  
*Deb Drury, Northeast Regional Professional Development*

In this session, participants will discuss some of the basics of self-determination including skills needed for self-determination and examples of steps that can be used to achieve those skills.

**11:45-11:50: Transition to Convention Center**

11:50 – 12:10 Awards (*Convention Center*)

12:10-12:15 – Final Remarks (*Convention Center*)