

**DCDT Conference 2019**  
**Monday, March 25<sup>th</sup>, 2019**

<b>11:00-1:00</b>	<b>Registration</b>		
<b>1:00-2:00</b> <b>Opening Session</b>	<b>1:00-1:15</b> <b>Location: Rotunda CD</b>	<b>1:15-2:00</b> <b>Keynote Speaker</b> Madison Essig, Student, George Mason University <i>High Expectations</i> When Madison was born 22 years ago, the medical and academic communities had low expectations for her personal and academic development and growth. However, through the high expectations set by her and her family she had defied professional expectations. The first person with Down syndrome to graduate with a standard diploma from the District of Columbia Public Schools, she is now a degree-seeking member of the George Mason University class of 2022. Madison encourages parents, administrators, educators, practitioners, and employers to have high expectations for individuals with Down syndrome. She is a strong advocate for inclusive education as necessary to preparing students for success in school and their communities. <b>Location: Rotunda CD</b>	
<b>2:00-2:15</b>	<b>Passing</b>		
<b>2:15-3:45</b> <b>Session 1</b>	Jessica Stehle, Pre-Employment Program Coordinator Virginia DARS  Nikki Mangold, Pre-Employment Transition Services Counselor Virginia DARS	Daniel Biegun, Intellectual Disabilities Specialist and Region 2, ODU TTAC & I'm Determined Coordinator  Marianne Moore, Secondary Transition and Response Driven Accountability Monitor- Region 1, Virginia Department of Education	Caren E. Phipps, Director of Services for Children and Youth. Virginia Dept. for the Blind and Vision Impaired,  “ <b>Mission Transition – Exploring Postsecondary Opportunities and Accommodations</b> ”

	<p><b>“Preparing Students for Their Futures: Pre-Employment Transition Services and Promoting Student Success”</b></p> <p>Conference attendees participating in this session will learn about pre-employment transition services (Pre-ETS), hear examples of Pre-ETS successes across the Commonwealth at the student, school and community levels and learn about creative Pre-ETS activities students are engaging in with their Department for Aging and Rehabilitative Services (DARS) counselors.</p> <p><b>Location: Rotunda C</b></p>	<p><b>"Don't You Love It When a Plan Comes Together?" Writing a Transition Focused IEP</b></p> <p>Teachers strive to help their students succeed. Students have the best chance of success when their IEPs are transition focused and infused with elements of the profile of a Virginia graduate. Participants of this session will leave knowing:</p> <ul style="list-style-type: none"> <li>• How annual goals support postsecondary plans.</li> <li>• How to include transition services and activities in the IEP.</li> <li>• How to Incorporate elements of Profile of a Virginia Graduate into an IEP.</li> <li>• What a "coordinated set" looks like</li> <li>• Where to find available activities and resources that support the planning process.</li> </ul> <p><b>Location: Rotunda D</b></p>	<p>Counselors, Teachers and others working with students will need to attain knowledge related to career paths, soft skills, accommodations, and work related skills and behaviors. They will also have to assist students develop positive coping skills and explain their disabilities and needed accommodations through self-advocacy. Opportunities for internships, job shadowing, mentorships, projects, and service learning as well as accommodations will be discussed. Staff will be more equipped to empower their students to make independent and informed decisions in order to meet their goals and become an active participant in the labor market and to support them during this process.</p> <p><b>Location: Promenade Ballroom</b></p>
<p><b>3:45-4:00</b></p>	<p><b>Passing</b></p>		
<p><b>4:00-4:40</b></p>		<p><b>4:23-4:45</b></p> <p><b>Keynote speaker</b></p> <p>Jayme Johnson, student, J.R Tucker High school &amp; Highland Springs ACE Center</p> <p><b>Jayme's Story</b></p> <p>Jayme will share a glimpse into a visually impaired student's school life and how they confront and ultimately overcome daily obstacles at school. Jayme is a student at J.R Tucker HS and Highland Springs ACE Center</p> <p><b>Location: Rotunda CD</b></p>	

<p><b>4:45-6:15</b></p>	<p><b>Learn and Laugh</b></p> <p><b>Postsecondary Education Programs</b></p> <ul style="list-style-type: none"> <li>• Longwood LIFE</li> <li>• Mason LIFE</li> <li>• VCU ACE-IT</li> </ul> <p><b>Location: Promenade Ballroom</b></p>	<p style="text-align: center;"><b>DOWNSTAIRS</b></p> <p><b>Poster Symposium</b>  Judy Averill &amp; Kelly Ligon, VCU Center on Transition Innovations  <i>Work-Based Learning Demonstration Projects</i>  Work-based learning is an effective educational strategy that can provide work experiences to increase positive school outcomes. Virginia Commonwealth University’s Center on Transition Innovations (CTI) proposes to showcase two demonstration work-based learning projects for students with disabilities in high school.</p> <p>Amanda Randall, TTAC, James Madison University  <i>The Relationship Between Social Skills and Problem Behaviors in Adolescent Males with Autism Spectrum Disorder</i>  The present study had two goals. The first was to determine if the social skills training program Super Skills was an effective program for school-based Social Skills training. The second goal was to examine whether teaching social skills to adolescent males with autism produced significant changes in problem behavior.</p> <p>Karen Feathers, Aftab Khan, &amp; Chris Jones, Department of Education &amp; Counseling, Longwood University  <i>Longwood LIFE: A Post-secondary College Experience Leading to Greater Independence in Life and Work</i>  This mixed-methods study analyzed data collected from a higher education pilot program intended to</p>	<p><b>Poster Symposium (cont.)</b></p> <p>Katie Brendli, Kelsi Wilkins, Kristin Stubbe, Jesha Jones, &amp; Lakisha Bryson, School of Education, VCU  <i>Preparing related services personnel as transition support agents for students with disabilities</i>  This poster will discuss the development of a conceptual framework and training program at Virginia Commonwealth University, established to train and prepare school counselors students as related service providers to work with students with disabilities, particularly students and families during the transition process.</p> <p>Aliza Weiss &amp; Jaclyn Camden, VCU Center on Transition Innovations  <i>VCU ACE-IT in College: A Look at the Impact</i>  VCU ACE-IT in College is a 2-year certificate program for students with intellectual/developmental disabilities (I/DD). This poster will provide a window into the program and the reciprocal impact that access to post-secondary education has had on students and the campus alike.</p> <p>Holly Whittenburg, Tonya Gokita, Gabrielle Pickover, Joshua Taylor, Allison D’Aguiar, &amp; Michelle Thompson, VCU School of Education,  <i>WIOA, Pre-ETS, and Interagency Collaboration: Findings from a Pilot Study</i>  We highlight findings from a pilot survey of transition professionals on their knowledge and implementation of Pre-ETS provisions of WIOA.</p>
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<b>4:45-5:15</b>	<b>VADCDT meeting</b>	<b>BALLROOM</b>	

## Tuesday, March 26<sup>th</sup>, 2019

<b>7:00-8:15</b>	<b>Breakfast Registration</b>		
<b>8:15-9:00</b>	<b>Location: Rotunda CD</b>	<p style="text-align: center;"><b>8:30-9:00</b> <b>Keynote</b></p> <p>Shentelle Harris, Student, Lord Fairfax Community College</p> <p><b>“The Journey of a Life Time”</b></p> <p>“The Journey of a Life Time” is based on a true story. Has anyone told you that you can’t do anything? I’ve been told that too! In this presentation you will see and hear an inspirational message of how I struggled growing up as a person with disabilities. You will see the obstacles I faced and where I am today. Lastly I will discuss my future plans.</p> <p><b>Location: Rotunda CD</b></p>	

<b>9:00-9:15</b>	<b>Passing</b>		
<b>9:15-10:15</b> <b>Session 2</b>	<p>Hannah Ramsey, CRC Pre-Employment Transition Counselor, DARS  Rebecca Wood, Transition Coordinator, Henrico County Public School  Kathryn Costley, Transition Coordinator, Henrico County Public Schools  Jason Harper, President, RSVP INC</p> <p><b>“Empowering Students with Special Needs by Providing Quality Opportunities in their Community”</b></p> <p>RSVP INC, DARS, and Henrico County Public Schools Transition Services will present to you how they were able to work together to bring two new transition programs to Henrico County Public Schools in 2018/2019. We will discuss the planning process, procedure, and anticipated outcomes for Community PERT and our new Career Skills Exploration Program.</p> <p><b>Location: Rotunda C</b></p>	<p>Staci Carr, Technical Assistance Coordinator  Josh Taylor, Training and Technical Assistance Associate  VCU Autism Center for Excellence</p> <p><b>“From training to practice: Engaging adults with autism in THEIR community”</b></p> <p>Community engagement and inclusion for all with autism should be the goal of educators, practitioners, and caregivers. During this session, participants will learn:</p> <ol style="list-style-type: none"> <li>1. to identify strengths, interests, and support needs of adults with autism</li> <li>2. how to utilize a community map to target recreational, volunteer, and social opportunities for adults with autism</li> <li>3. to identify natural community supports and how to use them paired with individual supports.</li> </ol> <p><b>Location: Rotunda D</b></p>	<p>Kim Owens, Education Director  Terri Lancaster, Executive Director  Down Syndrome Association of Greater Richmond</p> <p><b>“Thinking Outside the Box! A parent organization fills the gaps in transition programs”</b></p> <p>The Down Syndrome Association of Greater Richmond launched several programs to empower parents and their students to fill the gap between school-based and community programs. The presentation will review the lessons learned from the DSAGR Summer Employment Academy with its focus on soft-skills and individual job experience for teenagers with Down syndrome. And finally Moving On, an independence program that teaches individuals with Down syndrome to be more independent members of their home through training such as kitchen safety, effective communication, finances and other training not offered in the community.</p> <p><b>Location: Promenade Ballroom</b></p>
<b>10:15-10:30</b>	<b>Passing</b>		

<p><b>10:30-11:30</b> <b>Session 3</b></p>	<p>Lisa Wimbush, Piedmont Region Director, Special Olympics Virginia</p> <p><b>“Unified Champion Schools and the Power of Inclusion”</b></p> <p>Through Unified Sports®, inclusive student clubs, school-wide engagement activities, students with disabilities become leaders in their school and gain valuable communication and social skills by interacting with general education peers. Inclusive college intramural leagues and community-based programs give youth the opportunity to continue participating as adults. Learn how Special Olympics Virginia is partnering with schools to increase opportunities for students with disabilities and promote positive school climates for all students.</p> <p><b>Location: Rotunda C</b></p>	<p>Judy Averill, Transition Training Associate Kelly Ligon, Research and Demonstration Associate VCU Center on Transition Innovations</p> <p><b>“Uncovering Pathways: A Career Planning Approach”</b></p> <p>Planning for a career and developing action steps to assist students in making informed career-based decisions are required for educational programming and essential for life ready students. This process requires an individualized approach of activities and experiences that will lead students through career awareness, exploration, preparation, and training in order to identify a good career match.</p> <p>Join us as we discuss a career planning approach for uncovering pathways that match students’ interests and abilities. We will highlight and share effective instructional and employment strategies and resources to assist with career planning practices.</p> <p><b>Location: Rotunda D</b></p>	<p>Dana Yarbrough, Director Cheryl Garrett, Family Navigator Lisa Richard, Rural Outreach Specialist, VCU Center for Family Involvement</p> <p><b>“True Stories of Transition!”</b></p> <p>Attendees in this session will experience family wisdom as they hear three stories from parents talking about their child’s transition to adulthood: what happened, what worked, and what got in the way. One story looks at the journey to self-employment, another features the journey to college, and another journey highlights rural life.</p> <p><b>Location: Promenade Ballroom</b></p>
<p><b>11:30-1:00</b> <b>Lunch</b></p>	<p><b>12:15-12:22</b> <b>Location: Rotunda CD</b></p>		
<p><b>1:00-1:15</b></p>	<p><b>Passing</b></p>		
<p><b>1:15-2:15</b> <b>Session 4</b></p>	<p>Darren W. Minarik, Associate Professor Karen Douglas, Associate Professor Liz Altieri, Professor Radford University</p>	<p>Doug Boyle, Independent Living Skills Teacher Teresa Clawson-Keeton, Career &amp; Transition Teacher Fairfax County Public Schools</p>	<p>Russell Eddins, Post Secondary Education Rehabilitation Transition (PERT) Director Roy Nelson, Pre-employment Readiness &amp; Education Program (PREP) Director Wilson Workforce &amp; Rehabilitation Center</p>

	<p><b>“The 3Cs Approach to Supporting Inclusive Schools”</b></p> <p>There is ample evidence that students with disabilities who experience more inclusive school environments have better postsecondary employment outcomes. This session shares a comprehensive approach to sustaining successful school inclusion through the 3Cs approach: Collaboration, Culture shift, and Coaching. Participants will learn strategies to support school inclusion that can be shared with stakeholders interested in increasing inclusive opportunities for students and improving employment opportunities in postsecondary life.</p> <p><b>Location: Rotunda C</b></p>	<p><b>“Preparing Students for Independent Living Through the Secondary Transition to Employment Program”</b></p> <p>For many students with disabilities, instruction focused on work-based learning increases their readiness for life after graduation. The goal of the Secondary Transition to Employment (STEP) is to expand opportunities for students ages 18-22 whose postsecondary goal is employment. This model is a collaborative effort among Fairfax County Public Schools staff, students, their families, and adult services. This model allows for a class based at Chantilly High School with job shuttles leaving daily to go to job sites. Students receive community-based instruction and career training in a business environment for 4-5 hours per day.</p> <p><b>Location: Rotunda D</b></p>	<p><b>“PERT and PREP: Joint pathways for youth with disabilities toward improved employment outcome”</b></p> <p>PERT and PREP are both programs at Wilson Workforce and Rehabilitation Center. Students are provided comprehensive vocational evaluation and independent living experiences in a residential setting or in their community. Students identify careers of interest and talents related to work. After their PERT experience often the next step is the PREP program. This program strengthens the essential work behaviors necessary for job retention. Students who experience these programs even in a limited manner have significantly better vocational outcomes, as compared to, students that seek transition services on their own or at the end of their high school careers.</p> <p><b>Location: Promenade Ballroom</b></p>
<b>2:15-2:30</b>	<b>Passing</b>		
<b>2:30-3:30 Session 5</b>	<p>Bridget Parker, Transition Specialist - Exceptional Education Teacher, Goochland County Public Schools</p> <p><b>“Standout Among the Other Applicants: Resumes and interview skills that get the job”</b></p> <p>It is often said, "Make sure you have a good resume and it is important to make a good first impression." Good advice, yes, but it is more important to teach students HOW to write a good resume and WHAT to do and say to make a good first</p>	<p>Buddy Blatz, Certified Work Incentives Consultant The Choice Group</p> <p><b>“SSDI/SSI and Earned Income”</b></p> <p>Participants in this session will gain a better understanding of how earned income can affect SSDI and SSI beneficiaries, with helpful work incentives, and protection of most health insurance (Medicare/Medicaid).</p> <p><b>Location: Rotunda D</b></p>	<b>NONE</b>

	<p>impression. Come to this breakout session to gain insight into this process and see the results of the VADCDT mini-grant partnership between Goochland High School and the Goochland Chamber of Commerce. Related resources will be available to participants.</p> <p><b>Location: Rotunda C</b></p>		