



A division of the Council for Exceptional Children

NETWORK

Division on Career Development and Transition

Volume 37, Issue 1

Spring 2014

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MESSAGE FROM THE PRESIDENT



I'm so glad you are a DCDT member! It was great to meet many of you at the 2013 International DCDT Conference in Williamsburg, Virginia. I hope you left as revitalized and passionate about your everyday work in the field of transition as I did. We had our highest attendance rate in a decade! Our stellar conference inspired, informed, and also helped raise critical revenue to maintain the fiscal health of our organization. Your involvement and ongoing commitment to DCDT is vital to us. The importance of DCDT to our membership is reflected by our stability; while we aren't the largest CEC division, we are one of the most stable, with few members leaving the organization.

I'd like to think that DCDT is only as strong as the national board, and I hope you'd agree that our committees have done outstanding work across several areas. We are pleased to offer Fast Facts and position papers on topics affecting transition and transition practices. We always want to hear from our members. Become involved with one or more of our many DCDT committees: Contact the chair and attend those committee meetings at the annual CEC Convention in Philadelphia, which will be held Thursday, April 10th, throughout the day. All committee meetings are listed in the CEC program as well as online (www.cec.sped.org/convention).

Also at the convention, we hope you will attend the Town Hall, "**Transition Assessment: Best Practices and Emerging Issues**," led by DCDT Past-President **Dale Matusevich**, with presenters **Debra A. Neubert**, University of Maryland, College Park; **James Martin** (DCDT Vice-President), Zarrow Center for Learning Enrichment, University of Oklahoma, Norman; and **Colleen A. Thoma** (DCDT Past-President), Virginia Commonwealth University, Richmond. We encourage all members to at-

tend the DCDT General Business Meeting on April 10th from 5:30 to 6:30 p.m. Afterwards I look forward to talking with you at the DCDT President's Welcome Reception from 7:00 to 9:30 p.m.

Our membership committee has been working hard and would love to offer support to anyone interested in starting a DCDT state subdivision. If you are currently leading a state subdivision or are interested in starting up (or revitalizing an existing) subdivision, be sure to get in touch with your regional representative or the board liaison to the membership committee, **Joseph Madeus** (joseph.madaus@uconn.edu).

As an organization we are connected to many leaders. We have partnered with the **IDEA Partnership's Community of Practice on Transition**, **Easter Seals**, and the **National Secondary Transition Technical Assistance Center** to strengthen our voices in keeping transition at the forefront of educational agendas. We look forward to continuing our work with these partners for many years to improve P-16 transition outcomes for all youth!

Check out the DCDT website (www.dcdt.org), as we've recently posted information about the **2014 International DCDT Conference, "Transition Rocks,"** in **Cleveland, Ohio, November 6-8**. I would like to thank everyone who responded to our call for proposals. We had an overwhelming response, and we have a wonderful conference program set. Without our dedicated members and others interested in the transition process for students with disabilities, our organization and conference would not be possible.

I want to thank you for allowing me to serve as DCDT president. I look forward to continue working with you to enhance transition services for all individuals with disabilities. Please let me know if you have any great new ideas for DCDT!

Stacie Dojonovic
stacie_dojonovic@fcsd.edu

NEWS FROM **nsttac**

New Resources from NSTTAC:

NSTTAC has partnered with DCDT's Publications Committee to update and develop *Fast Facts*, brief descriptions of each of the identified evidence-based predictors of post-school success. They include applications for families, administrators, and teachers, as well as additional resources on each topic. *Fast Facts* are available on the following DCDT webpage (<http://www.dcdt.org/publications>).

NSTTAC has also recently developed a resource that connects the predictors, evidence-based practices, and additional quality resources from the field. It is available at NSTTAC's homepage (www.nsttac.org) under "What's New." Please take a look at the *Aligning Predictors and Practices* (for which the intent is to facilitate action from use of the *Predictor Implementation Self-Assessment*) and give us your feedback. Both of these resources were developed in partnership with the National Post-School Outcomes Center.

The National Post-School Outcomes Center, the National Dropout Prevention Center for Students with Disabilities, IDEA Partnership's Community of Practice on Transition, and NSTTAC will host the **8th Annual Capacity Building Institute** for interdisciplinary state teams, focused on improving outcomes for students with disabilities, in May. The Institute will be held at the Hilton Charlotte University Place (Charlotte, North Carolina) from Tuesday, May 13th, 5 p.m. to Friday, May 16th, noon. **Attendees should register as participants on their state's planning team.** Contact information for state team leaders is available from **Catherine Fowler** (chfowler@uncc.edu). Registration and an agenda are available at the NSTTAC home page.

If you are interested in these and other resource updates from NSTTAC (and don't receive weekly e-blasts or monthly newsletters), send an e-mail to nsttacmail@uncc.edu to sign up for the listserv.



UPDATED DCDT TRANSITION SPECIALIST STANDARDS

Jane Razeghi, *DCDT Executive Director*
Mary Morningstar, *DCDT Past President*

Robert Morgan, *DCDT Validation Team*
Kendra Williams-Diehm, *DCDT Secretary*

It's been more than a decade since DCDT/CEC's transition standards were first developed, and over this time the "transition field" has grown and evolved. The [now out-dated] Knowledge and Skills statements for the Transition Specialist Advanced Preparation Standards appeared in *What Every Special Educator Must Know: Ethics, Standards, and Guidelines* (2009), also known as the "**Red Book**" (see Note), published by the Council for Exceptional Children (CEC). According to CEC staff, this book is due to be updated and made available in 2014, and it will contain the new transition specialist (TS) standards. In this article, we summarize how the new standards were developed and will serve as a guide for future updates.

Updating any set of CEC standards is an involved process requiring the inclusion of the latest research and best practices. The *CEC Validation Manual* (2007) provides detailed guidelines for all CEC divisions on updating the standards. Specifically, it requires that a CEC division establish a "validation team" to facilitate the process. Thus, in November 2012 a DCDT Validation Team consisting of the authors of this article—and led by Dr. Jane Razeghi—was convened with the purpose of updating the existing TS standards. The

other three authors had already conducted transition-related competency surveys of their own to identify the most essential competencies from a set of about 200.

The DCDT Validation Team followed the process as outlined step-by-step in the *CEC Validation Manual*. The latest research, as well as the survey results from the studies conducted by Morningstar, Morgan, and Williams-Diehm, were used in developing the new TS standards. The steps included analyzing and categorizing the 200 individual competencies, collapsing and condensing them into 57 draft standards, and then aligning them with the formatting of the new CEC standards. The proposed standards were then reviewed by the CEC Knowledge and Skills (K&S) Subcommittee, which consists of a representative from each CEC division and meets regularly throughout the year to develop/update all CEC standards. Once this "draft" TS specialty set was approved by the K&S Subcommittee, it was then sent out to **all members** of DCDT, as well as to the three associations that agreed to serve as DCDT's external reviewers in this process: 250 selected members each from the Council

(Continued on next page)

Updated Standards, continued from page 2

for Administrators of Special Education (CASE), the National Secondary Transition Technical Assistance Center (NSTTAC), and the IDEA Partnerships. This process served as the preliminary validation of the specialty set. The results were analyzed, revisions made, and the final draft—along with the accompanying research base for each of the new standard's statements—were approved by CEC Professional Standards and Practices Committee in September 2013. The TS standards were then submitted to and approved by the CEC Board of Directors in October 2013.

These new DCDT/CEC TS standards can serve as the foundation for special education teacher preparation pro-

grams and be used in developing accreditation guidelines for college and university special education programs nationwide. In addition, they can be the basis for a variety of transition-job related descriptions, as well as guidelines for many of the transition services provided by secondary special educators. The new standards reflect the needs of the field in serving students with disabilities as they prepare for living and working independently in the community. Readers can find the new TS standards at DCDT's website (www.dcdt.org).

Note. The “Red Book” publication is available free at CEC's website (www.cec.sped.org) under the heading “Standards.” As of February 2014 the new official TS standards had yet to be posted on the CEC website. Only the outdated ones were available there.

OU TRANSITION SCHOLARS USING NEW DCDT STANDARDS TO MEASURE STUDENT PROGRESS

Jim Martin and Kendra Williams-Diehm, *University of Oklahoma*

The University of Oklahoma has received a five-year personnel preparation grant from the U.S. Department of Education, Office of Special Education, Transition Education. This grant will be used to prepare master's degree-level transition education specialists. Each year eight students will be selected to enter the two-year program. The grant provides sufficient funding for students' tuition, fees, book costs, and other expenses related to obtaining their degree. Two cohorts of students have started the program, with the first group scheduled to finish in summer 2014. Applications for the third cohort are due March 15, and students will begin classes at the start of the 2014 fall semester.

We are using the new DCDT Transition Standards to measure progress of transition scholars and as a program evaluation tool. Shortly after the new standards were released, we created a Qualtrics self-evaluation tool to provide data to be used in two ways: First, as a means for students to see progress made in mastering the DCDT standards while pointing out areas of needed growth, and second, to provide program faculty with means to identify programmatic weak areas via students' self-evaluation results. These weak areas can then be addressed in subsequent class revisions. The program evaluation thus provides a way to ensure that content and experiences meet the standards' requirements.

We first used the self-evaluation survey during the fall 2013 semester. The graphed data produced by the Qualtrics program clearly illustrated areas of student need, which also represented weak program areas. Graphs, such as the example in Figure 1, indicated that many students were not comfortable with assessing their progress in work-based experiences. To ensure that students learn this skill, we decided that students who score a 2 or 3 will make this a part of their final transition practicum experience.

At the first Transition Practicum Seminar meeting this semester (spring 2014), students received individual packets with their self-evaluation results. The overall graphic results were shown and discussed as a group. Students then created an individualized plan of study to be completed during their practicum experiences to increase transition competency areas scored as 1, 2, or 3.

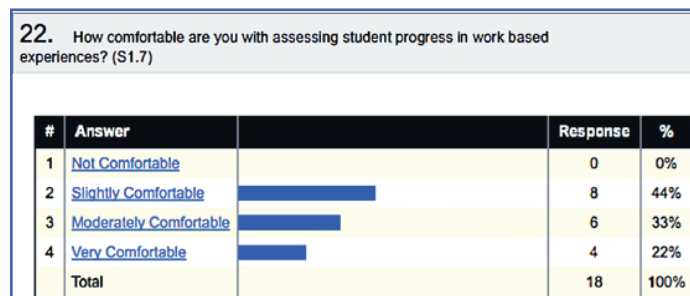


Figure 1

New York State DCD Present:

The 4th Statewide Institute on Preparing Students and Systems for Multiple Pathways to Graduation



March 26, 27, and 28, 2014

Starts at 5 p.m. March 26 through March 28

Gideon Putnam Hotel 24, Gideon Putnam Road, Saratoga Springs, NY 12866

NYS's vision for career and college readiness * Employers' perspective on what schools should be doing now * Islands of excellence in NY * Policy implications for school programming

Institute Overview

Day 1	March 26th
4:00 p.m.	Registration
5:00–5:45	Joanne LaCrosse, NYSED <i>New York State's Career Development and Occupational Studies Commencement Credential: Certificate of Readiness for Entry-level Employment</i>
5:45–6:30	World Cafe —Round table discussion
6:30	Meet & Greet with Refreshments
Day 2	March 27th
7:30–8:30 a.m.	Breakfast
8:30–11:00	Keynote Speaker: Brian Pete Co-author of <i>How to Teach Thinking Skills Within the Common Core</i> , 11 other books, and several educational videos <i>Teaching Thinking Skills Within the Common Core</i>
11:15–12:30	Breakout sessions
12:30–1:30	Lunch and Awards Presentation
1:30–2:45	Breakout Sessions
3:00–4:15	Breakout Sessions
Day 3	March 28th
7:45–8:45 a.m.	Breakfast
8:45–10:00	Breakout Sessions
10:15–12:15	End Note Jim DeLorenzo, NYSED, Kevin Smith, ACCES-VR <i>Discussion and Q & A on the state of transition in New York State</i>

Register at:

<http://surveymonkey.com/s/NYSDCDT2014>

More information on NY DCDT webpage:

<http://nydcdt.org/>

Confirmed Speakers

Catherine Fowler, PhD – Project Coordinator for the [National Secondary Transition Technical Assistance Center \(NSTTAC\)](#)

Judith L. Shanley, PhD – Director of Student Engagement & Mobility Management for the Easter Seals Transportation Group and is also Co-Director of the new [National Center for Mobility Management \(NCMM\)](#)

Vicki L. Gray – NYS Department of Labor. Directs the [Career Development and Youth Initiatives Office](#), providing leadership and support for the creation of comprehensive and customized workforce services that help youth build life/work skills.

Amy Dwyer – Project Coordinator, the Post-Secondary Education Research Center

V. Scott Solberg, PhD – [Associate Dean of Research at Boston University](#)

Curtis Richards – [National Collaborative on Workforce & Disability for Youth](#)



Conference Strands

Schooling

Schooling is the process of imparting knowledge and skills to individuals through curriculum and instruction, experiential learning, and work-based learning.

Career Preparatory

Career preparatory experiences are designed to help young people prepare for success in postsecondary education, a career, and/or independent living.

Youth Development

Youth development is a process that prepares a young person to meet the challenges of adolescence and adulthood and to achieve his or her full potential.

Family Involvement

Family involvement is defined as family participation in promoting the social, emotional, physical, academic, and occupational growth of youth.

Connecting Activities

Connecting activities refers to a flexible set of services; accommodations and supports that help youth gain access to and achieve success within chosen post-school options

REGIONAL & STATE SUBDIVISION NEWS

Southwest Region



Lori Y. Peterson
SW Regional Representative
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Southwest Subdivisions Actively Participate in State Conferences

The **Colorado DCDT** subdivision recently played an active role in supporting the **2014 Colorado Courage to Risk Conference** through volunteer efforts, hosting a booth, participating on the conference planning board, and presenting in a transition strand. The work contributed to the conference allows the Colorado Subdivision to earn funds to support their transition efforts across the state.

The **Texas DCDT** plans to have a strong presence at the **2014 Texas Transition Conference** (<http://ttc.tamu.edu>), where they will host their general membership meeting to address state legislative issues related to transition. They will also have a vendor's table, and DCDT officers will present on topics such as assessment, employment, and accountability in the area of transition. At the conference one of the DCDT officers is hosting a session with a Texas Education Agency representative to get input from educators throughout the state regarding transitional programming and policy barriers so that a report can be provided to the state agency.

Southwest Subdivisions Form/Revitalize

Professionals in **Utah** are seeking individuals interested in starting a subdivision. If you would like to be a part of this opportunity, please contact **Bob Morgan** (bob.morgan@usu.edu). The **Arizona** and **New Mexico DCDT** subdivisions are working to revitalize the once-active group. Individuals interested in either of these opportunities should contact me (lori.peterson@unco.edu).

Northeast Region



Stelios Gragoudas
NE Regional Representative
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Hello from the Northeast region. A lot of exciting things concerning DCDT are going on! First, **New York DCDT** is planning the **Fourth Statewide Institute on Preparing Students and Systems for Multiple Pathways to Graduation**. It is happening March 26–28 at the Gideon Putnam Hotel in Saratoga Springs. Featured strands include schooling, career preparation, youth development, and family involvement. For more information, please visit the website (www.nydcdt.org) and see the flyer on p. 4 of this newsletter. In other news, **MASSDCDT** is going strong and continuing

to meet. If you are interested in coming to a meeting, please contact me (stelios.gragoudas@umb.edu).

Southeast Region



Catherine Fowler
SE Regional Representative
chfowler@uncc.edu

Both **Florida** and **North Carolina DCDT** subdivisions are gearing up for spring conferences. **Florida's Visions Conference, Coming of Age . . . the Next Transition**, has been scheduled for April 29 to May 2 at the Bonaventure Resort and Spa in Weston, Florida. It is being sponsored by the Florida Division on Career Development and Transition (FDCDT). Check the website (www.project10.info) for updates. **North Carolina's Spring Conference** will be held April 9–11 at the Embassy Suites in Greensboro. Check out their website (www.ncdcdt.org) for more information.

Maryland's subdivision will celebrate its one-year anniversary as an active state subdivision. Congratulations go to that group's hard work and passion for transition. To connect with MD DCDT, email **Cherise Hunter** (hunter.cherise@gmail.com).

Mississippi DCDT members are working to establish an active subdivision. They hosted a preconference on evidence-based practices in transition at their state's CEC Conference in Biloxi in February to encourage DCDT membership growth and develop interest in a subdivision. **Georgia, South Carolina, and Virginia** also continue to be hard at work communicating with their members, sharing resources online, and providing professional development opportunities.

Northwest Region



Dawn Rowe
NW Regional Representative
drowe3@uoregon.edu

DCDT members in **Oregon** continue to do great things with youth with disabilities across the state as highlighted through the **Youth Transition Program's Outstanding YTP stories** (<http://www.ytporegon.org/content/outstanding-ytp-student-stories>). The site includes excellent examples of evidence-based predictors (e.g., interagency collaboration, paid work experience) in practice and the impact on student outcomes.

The **University of Oregon** is happy to announce its student CEC Chapter renewal! The university group has been in planning mode for the past year, with 10 doctoral stu-

(continued on page 6)

Subdivision News, *continued from page 5*

dents from the College of Education, including students (and DCDT members) from Secondary Special Education and Transition. This fall the group will begin a drive to increase its membership among the College of Education master's degree and undergraduate students. The chapter members are excited to start giving back to their community. If you

are interested in getting involved or in contact, please visit their website (<http://www.ytporegon.org>) or Facebook page (<https://www.facebook.com/pages/University-of-Oregon-CEC/342812659161396>).

A "shout-out" to all states in the Northwest Region: If something cool is happening concerning transition in your state, let us know so we can highlight you in the newsletter!

DCDT PUBLICATIONS COMMITTEE: Where Are We Now? Where Do We Go From Here?

Valerie L. Mazzotti, *Chair*
vmazzott@uoregon.edu

The purpose of the DCDT Publications Committee is to support the publication of a division journal at least three times, produce and disseminate a division newsletter and email blast, and maintain the division's website. Additionally, the committee is charged with developing and disseminating pamphlets, brochures, monographs, or other materials. In November of 2013, the Committee disseminated a survey to DCDT members to identify member perceptions related to DCDT resources. The purpose of the survey was to (a) identify the usefulness, quality, and relevance of DCDT resources, (b) determine what our fellow DCDT members value related to resources, and (c) identify what resources are needed or are missing. Results of the survey indicated the majority of respondents believed that DCDT publications were **at or**

above quality and felt DCDT publications were somewhat useful or very useful. However, common themes related to why publications were not read included the following: did not know about them, did not have time to go to website and access them, and could not find on the DCDT website. The Committee organized the open-ended survey questions related to suggestions for new resources around six themes: practitioner, researcher, teacher preparation personnel, family/community, field at large, and CEC/DCDT editorial board. Suggested resources from survey respondents for the Publications Committee included items listed in the figure with this article.

The Committee is working to address the issues related to dissemination of and access to DCDT published resources. Further, we are working to address the need for more practitioner-friendly resources. Readers should consider the following questions and are encouraged to provide feedback

to the DCDT Publications Committee if there are additional suggestions for new and/or updated resources or suggestions to facilitate better dissemination of our publications:

- What types of publications would be most useful to you?
- How are you using Position Papers? What's most useful about them?
- How can we best disseminate our products?
- What products would be most useful to practitioners? to Researchers?

Please let the DCDT Publications Committee know if you have any additional feedback; you can contact me via email.

Practitioner	<ul style="list-style-type: none"> "Best practice" materials to support transition planning with Common Core curriculum Critical reviews of instructional materials
Researcher	<ul style="list-style-type: none"> How to get published in CDTEI What Works Clearinghouse for DCDT
Teacher Preparation Personnel	<ul style="list-style-type: none"> Information on pre-service education for transition professionals Practical supports for Common Core standards, transition, and implementation of evidence-based practices
Family/Community	<ul style="list-style-type: none"> Briefs and materials that can be quickly shared with families and professionals Information related to raising expectations for youth with disabilities
Field at Large	<ul style="list-style-type: none"> Updated policy statements and position papers Better advertising of resources that are available
CEC/DCDT Editorial Board	<ul style="list-style-type: none"> Easier access to articles on-line: mobile technology Articles written in layman's terms

PARENTS' VOICE: Postsecondary Transition Programs



Michelle Doty, *Parent Representative*
mddoty@lsc.edu

The concept of postsecondary transition programs grew out of the recognition that students with disabilities who are still receiving public school education but whose peers have graduated to other settings might need specialized programs. Postsecondary transition programs, also known as 18–21 programs, provide a range of services for students so they can be active in their communities, participate in local postsecondary institutional activities (including college coursework), and develop functional life and vocational skills. Think of it as the next step in the rite of passage for U.S. youth. Families may not always be aware of this option for their adult child in transition or may not feel the program is a good fit for him or her. Programs such as the one on the **Lewis-Clark State College** campus in Lewiston, Idaho, are popping up across the nation, and families should be aware of these foundational bridges between high school and adult living.

Lewis-Clark State College is home to the **SPARC (Students and Professionals Accessing Resources in the Community) Program**. This postsecondary transition program, in its third official year, is a collaborative effort between the college and the local school district. Students participating in SPARC attend classes every morning on campus and are involved in a work experience in the afternoon. Transition and community needs for each student are noted on his or her Individualized Education Program (IEP). Students and parents/guardians are encouraged to be active participants in all aspects of the program.



Lewis-Clark has been very supportive in offering space. Students are given the opportunity to take college courses for a reduced fee or audit. A memorandum of agreement between the college and the school district outlines the courses and specific responsibilities of both parties for successfully carrying out SPARC. Lewis-Clark students in the college's Division of Education, who are preparing to become teachers, are mentors, completing practicum hours within the program and acting as same-age supportive peers. Students with disabilities interested in going on to postsecondary education may be able to gain the skills and strength they need to be successful in college through their participation in the program, interacting with and learning from the college mentors. College life offers opportunities for social engagement, curriculum experience, and work experience in an environment that is a natural next step.

The "cornerstone" of SPARC is the LCSC Warrior activity card, which gives the participant the same perks and privileges as a college student. With this card, SPARC participants gain admission to campus athletic and social events; the college gym, tennis courts, and library; and other student campus activities. This promotes a sense of belonging in SPARC students and supports their transition from high school.

SPARC is still fairly new, so longitudinal data are not yet available. Currently enrolled students are taking courses every semester, however, and program staff are hopeful that some or all will move into a postsecondary program or gainful employment in the community. As these programs increase in number throughout the country, the number of students reaping their rewards will also increase, thus bridging the gap between high school and postsecondary settings. For more information about such programs within your state, contact your state Education Department or visit Think College (www.thinkcollege.net) and click "Find a College" or "What's Happening in Your State."

Note: If you are attending the CEC conference this April in Philadelphia, please come to the **Family Involvement meeting** on **Thursday, April 10, at 1:30 p.m.** I would love to hear how I might assist you with supports and resources for your young adult's transition journey. You can share what is happening in your state as well. I can also be contacted via email.



PAT SITLINGTON EMERGING RESEARCHER AWARDS ANNOUNCED



Eric Carter, *Vanderbilt University*

erik.carter@vanderbilt.edu

On behalf of the Research Committee

One avenue through which DCDDT is continuously striving to change the post-school landscape for young people with disabilities and their families is by promoting high-quality research to ensure that the very best of what we know works penetrates the practices of our schools and communities. Indeed, the charge of our **Research Committee** is to spur and support research characterized by its rigor, relevance, and reach.

This is why it is so critical to encourage and recognize the work of emerging scholars in our field. The next generation of researchers will play a key role in helping equip our field with the strategies, evidence, and vision we need to help young people with disabilities live a good life in their communities. **Pat Sitlington** embodied this commitment to equipping the next generation of scholars. As a professor at the University of Northern Iowa conducting compelling work in the areas of career development and transition assessment, she invested fully in her students, this organization, and our field. She understood that the best work was yet to come and that we needed to invest heavily in training and mentoring new scholars. Thus, in her honor, DCDDT now recognizes the important work of graduate students through the **Pat Sitlington Emerging Researcher Award**.

At the DCDDT Conference in Williamsburg, 13 early career scholars shared their graduate research during an evening poster session. The winner of the Pat Sitlington Emerging Researcher Award was **Yen Pham**, then a doctoral student at the University of Oregon. She now serves as an assistant professor of educational specialties at the University of New

Mexico. Her poster was titled “Relationship Between Social Capital and School-Related Outcomes for Transition-Aged Youth.” Yen plans on continuing to examine the risk and protective factors of students affected by disabilities and poverty, focusing in particular on understanding the processes associated with positive adjustment and school-related outcomes for these students.

Our first runner-up was **Laurie Gutmann Kahn**, a doctoral student at the University of Oregon. Her poster was titled “A Qualitative Analysis of the Experiences, Identity, and Beliefs About the Future for LGBTQI Adults with Disabilities.” After graduation, Laurie hopes to continue working with pre-service special education teachers and to conduct research on the ways in which culture and disability intersect and affect the experiences of youth with disabilities as they transition from school to independent living.

Our second runner-up was **Carol Sparber**, a doctoral student at Kent State University, whose poster was “Meta-Analysis of Video Modeling Interventions That Teach Employment-Related Skills to Individuals with Autism.” Carol plans to continue researching, evaluating, and promoting evidence-based instructional strategies for teachers and practitioners. She also hopes to work in a university setting, preparing future teachers to utilize effective evidence-based teaching strategies that will promote and improve the outcomes for adolescents with autism as they transition from school to adult life.

We were struck by the breadth of important questions these scholars were striving to answer and by the diversity of methodological approaches employed to tackle those questions. All of the emerging scholars who participated in this competition left us encouraged about the future of our field. For those of you who are graduate students, please consider submitting a proposal for next year’s competition.

PROMOTE MEMBERSHIP IN DCDDT

One of the best ways to promote membership in DCDDT is to encourage a friend or colleague to join. Try these strategies to build our membership:

- Share an issue of the journal and newsletter with a friend (enclose membership information from our website).
- Add DCDDT membership information to your hand-out packets for workshops and conference presentations.
- In your presentations, add a slide promoting DCDDT.
- Create DCDDT stickers that include our website (<http://www.dcdt.org>).

“TRANSITION ROCKS”

**Division on Career Development and Transition
International Conference**

RENAISSANCE CLEVELAND

**24 Public Square
Cleveland, OH**

**SAVE THE DATE
NOVEMBER 6-8, 2014**

Submit Proposals Now

<http://tinyurl.com/dcdtcleveland>