



A division of the Council for Exceptional Children

# NETWORK

Division on Career Development and Transition

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## MESSAGE FROM THE PRESIDENT



Dear Colleagues,

As we all know, "Transition Rocks," and our annual DCDT conference in November was proof of that! More than 600 transition professionals joined us in Cleveland for three days of informative and invigorating sessions, presentations, and networking. A very special thank you goes out to DCDT's very own "Conference Queen," **Cindi Nixon**, and the entire local area committee for all of their outstanding planning, preparation, and then non-stop work during the actual event. Be sure to mark your calendars now for the **2015 annual conference in Portland, Oregon (November 4–7, 2015)**. The conference committee and the local area committee are already busy planning both the content strands and some fascinating events that will give us a taste of Portland's rich culture and entertainment offerings. See page 9 of this newsletter for a call for presentation information; registration information will be sent out later this spring.

This spring we will also be seeking nominations for the position of Vice-President of DCDT. This is a four-year position that cycles into President-Elect, President, and Past President. If you are interested, or would like to nominate a colleague, please look for nomination guidelines on our website ([www.dcdt.org](http://www.dcdt.org)). In addition, several appointed positions are also available, so please feel free to reach out to any of the existing board members for more information. There are numerous ways to get involved, and the organization relies on its members to advance our mission!

In regard to involvement, if you would like to be involved in your state subdivision, or if you are in a state that does not have an active subdivision, please reach out to the appropriate regional representative (see our website for the contact information of the regional representative in your area). Several state subdivisions became active recently, and we are working with people who are forming several others to get them started.

DCDT takes pride in presenting a number of annual awards to recognize the work being done by our members at the local, state, and national levels. Many of these awards are named after pioneers and leaders in our division. Nominations will be solicited in the late spring, with the awards being presented at our conference in Portland. Please think about your colleagues who might be deserving of recognition in one the following areas: Early Career Professional (less than five years); Teacher of the Year; Employer of the Year; State/Province Leadership; Innovative Practices in Transition; and Research in Transition.

Finally, keep an eye on the new-look DCDT website for updates and other important information, including the new Council for Exceptional Children Transition Standards, DCDT Fast Facts, and updates from the Government Relations Committee. If you have any ideas or comments about DCDT that you would like to share, or if you would like to become more involved, I encourage you to contact me at my email address listed at the end of this message. Thank you for all of your work that improves transition outcomes for students!

Joe Madaus  
[joseph.madaus@uconn.edu](mailto:joseph.madaus@uconn.edu)

## INTRODUCING THE NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION (NTACT)

Many members of DCDT may be aware that in September of 2014, the Office of Special Education Programs (OSEP) competed for funding and created a new national technical assistance (TA) center to

assist State educational agencies (SEAs), local educational agencies (LEAs), State vocational rehabilitation (VR) agencies, and other VR service providers to implement evidence-based and promising practices and strategies to ensure that students with disabilities, including those with significant disabilities, graduate from high school with the knowledge, skills, and supports needed for success in postsecondary education and employment. (U.S. Department of Education, CFDA 84.326)

The new TA center began its work on January 2, 2015, as the National Technical Assistance Center on Transition (NTACT).

Familiar faces from NSTTAC, the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), and the NPSO Center make up the staff of NTACT, along with new partnerships with the Transition Coalition at the University of Kansas and TransCen, Inc. The center is directed by **David Test** (UNC Charlotte), **Loujeania Bost** (UNC Charlotte), **Paula Kohler** (Western Michigan University), and **Deanne Unruh** (University of Oregon). **Mary Morningstar** (University of Kansas) directs NTACT's on-line and hybrid professional development and **Rich Lueck-**

**ing** (TransCen, Inc.) directs the knowledge development and technical assistance provided around work-based learning experiences and partnerships between schools and vocational rehabilitation partners. **Catherine Fowler** (UNC Charlotte) is the project coordinator for NTACT. Other staff members include **Matt Klare** (UNC Charlotte); **Charlotte Alverson**, **Caroline Magee**, **Valerie Mazzotti**, and **Dawn Rowe** (University of Oregon); **June Gothberg** and **Lydia Schuck** (Western Michigan University); **Dana Lattin** (University of Kansas); and **Jacque Hyatt** and **Ruth Allison** (TransCen, Inc.).

NTACT will launch its website later in February and will be building it to full functionality over the next several months. While this is happening, you may continue to access the websites of [www.nsttac.org](http://www.nsttac.org), [www.ndpc-sd.org](http://www.ndpc-sd.org), [www.pso-center.org](http://www.pso-center.org), [www.transitioncoalition.org](http://www.transitioncoalition.org), and [www.transcen.org](http://www.transcen.org) for resources, but eventually you will be able access all things "NTACT" at its website ([www.transitionta.org](http://www.transitionta.org)). You may also contact the organization via email ([ntactmail@uncc.edu](mailto:ntactmail@uncc.edu)) concerning questions, comments, and suggestions.

NSTTAC, NDPC-SD, and NPSO have no-cost extension grant funds to complete activities during 2015, but NTACT will serve as your new TA center on all things transition planning and college and career-readiness for students with disabilities. The center staff are particularly excited about the explicit direction to serve vocational rehabilitation as well as education agencies. We look forward to working with you.

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## REGIONAL & STATE SUBDIVISION NEWS

### Northwest Region

**Dawn Rowe**

*NW Regional Representative*

[drowe3@uoregon.edu](mailto:drowe3@uoregon.edu)



Congratulations to the **new OREGON state subdivision**, which was established November 2014. They are looking forward to recruiting more members and expanding opportunities networking, learning, and improving transition services and supports in Oregon.

In addition, Oregon is gearing up for the 2015 DCDT conference to be held in Portland. The local planning committee, headed by **Charlotte Alverson**,

PhD, is excited to be hosting this year's conference, and committee members are busy planning both educational and entertaining activities. Join us **November 5th through the 7th, 2015**, for Blazing New Trails in Transition. Featured keynote speaker will be **John Elder Robison**, author of *Look Me in the Eye*, *Be Different*, and *Raising Cubby*. Conference location will be the Hilton Portland and Executive Tower, 921 SW 6th Ave., Portland, OR 97204; (503) 226-1611.



I would like to give a shout out to all states in the Northwest Region: If something cool is happening regarding transition in your state, let us know so we can highlight you in the newsletter!

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## Regional & State Subdivision News, continued from page 2

### Southeast Region

#### John McNaught

SE Regional Representative

[mcnaugt@jmu.edu](mailto:mcnaugt@jmu.edu)



**FLORIDA DCDT** is very busy supporting state transition initiatives—such as Project SEARCH, the Project 10: Transition Education Network Regional Institutes, and their state High School/High Tech (HSHT) programs to improve transition outcomes for Florida students with disabilities. Florida DCDT has also

collaborated with the Florida Consortium on Postsecondary Education and Intellectual Disabilities as it has developed 15 college/postsecondary programs for students with intellectual disabilities. In other news:

- In May of 2014, Florida launched its Employment First Initiative, a collaborative effort involving nine state partners to prioritize employment for individuals with disabilities.
- Recently, Florida repealed the Special Diploma, beginning with students with disabilities entering 9th grade in the 2014–2015 school year.
- Finally, the 22nd state Visions conference will be held at the Rosen Hotel and Resort at Shingle Creek, Orlando, FL 32819 on May 6–8, 2015. Attendees may register at the website. To register, go to the website (<https://sites.google.com/site/floridadcdt1>).

**NORTH CAROLINA DCDT** held its fall statewide meeting on October 10, 2015, with local school transition coordinators, teachers, universities, and adult service agencies participating.

Four regional drive-in NC-DCDT meetings are being conducted this winter to highlight innovative transition practices, promote interagency collaboration, and increase DCDT awareness and membership.

NC-DCDT is hosting its annual NC Transition Conference on April 22–24, 2015, at the Embassy Suites in Greensboro. The conference typically has 300 to 400 attendees from North Carolina and surrounding states. Persons interested in attending can obtain program agenda and registration information at NC-DCDT's website ([www.NCDCDT.org](http://www.NCDCDT.org)).

**SOUTH CAROLINA DCDT** is working in partnership with the Transition Alliance of South Carolina (TASC), the state's statewide interagency transition team, to build a system of support for local interagency teams. As part of this initiative, the 2014 Statewide Interagency Transition Conference was held in Charleston on November 17 and 18, 2014. Conference attendees were encouraged to attend as part of a local team, and participants included parents, consumers, local vocational rehabilitation counselors, teachers, school administrators, local disability service providers, and more. Local team members had the opportunity to learn how communities are operationalizing promising practices from local and national experts in the field, including **Dr. Mary Morningstar**, who was the keynote speaker for the event. In addition, the teams spent a full day developing strategic plans utilizing the PATH planning process. In all, 236 stakeholders representing 42 local interagency teams attended the hugely successful event.

This year's SC-DCDT executive board consists of the following individuals: **Joy Ivester**, President; **Lynn Helms**, President Elect; **Jennifer Quinn**, Vice President; **Laura Antinoro**, Secretary; **Cindi Nixon**, Treasurer; **Kinsey Carlson-Britting**, Communications Chair; and **Sara Park**, Membership Chair.

**VIRGINIA DCDT** is planning a summer 2015 professional development conference for school-based transition teams and division-level transition coordinators. The conference will focus on functional life skills. State and national leaders will present on topics such as community engagement, independent living, and college and career readiness. More information can be found on their website ([www.vadcdt.org](http://www.vadcdt.org)).

## PROMOTE MEMBERSHIP IN DCDT

*One of the best ways to promote membership in DCDT 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 DCDT membership information to your hand-out packets for workshops and conference presentations.
- In your presentations, add a slide promoting DCDT.
- Create DCDT stickers that include our website (<http://www.dcdt.org>).

## DCDT COMMITTEE UPDATES

### Research Committee

Karrie Shogren, *Chair*  
shogren@ku.edu



The purpose of the DCDT Research Committee is to support rigorous research in secondary education and transition that makes a real difference in the lives of young people with disabilities and their families. The Research Committee met at the 2014 DCDT Conference in Cleveland to brainstorm on activities for the coming year. Committee members decided to continue to work on, and expand, three existing initiatives that support its mission:

1. Encouraging rigorous secondary analysis of data that informs transition services and supports through the **National Longitudinal Transition Study-2 Community of Practice**;
2. Working to develop a **compelling, long-range research framework** for the Division highlighting both longstanding and emerging issues that need to be understood to produce noticeably better transition outcomes for young adults with disabilities and their families; and
3. **Supporting students and early career scholars** interested in transition through organizing mentoring activities, presentations targeted to students and early career scholars, and networking socials at the annual DCDT and CEC conferences.

Committee members also decided to begin two new initiatives:

1. Examining the current status of **personnel preparation in transition** to generate updated, compelling information for the field; and
2. Examining the need for **evidence-based standards for postsecondary education research** as well as looking at the **status of policies, practices, and programs for individuals with intellectual and developmental disabilities**, partnering with the diverse groups that are working in this area.

Subcommittees are currently organizing and holding initial meetings to move forward on these initiatives. We welcome involvement by interested DCDT members! Please get in touch with me if you are interested in becoming more involved in current or new initiatives.

### Government Relations Committee

Lymon Dukes, *Chair*  
ldukes@mail.usf.edu



The **Achieving a Better Life Experience**, or **ABLE, Act** was passed by the House and the Senate and signed by President Barack Obama in late December. This legislation paves the way for people with disabilities to open special accounts where they can save up to \$100,000 without jeopardizing eligibility for Social Security and other government benefits. These accounts are modeled after 529 college savings plans, and the interest earned on savings will be tax-free. Funds accrued in the accounts can be used to pay for education, health care, transportation, housing, and other expenses. To be eligible, individuals must have a condition that occurred before age 26, and each person may only open one ABLE account. Under current gift-tax limitations, up to \$14,000 can be deposited annually. For more information, see "10 Things to Know About the ABLE Act" (<https://www.autismspeaks.org/news/news-item/10-things-know-about-able-act>).

According to The ARC, in its January 12, 2015, issue of its publication *Capitol Insider*, the **Transitioning to Integrated and Meaningful Employment (TIME) Act** language has been published. CEC reports that Congressman Gregg Harper (R-MS) introduced H.R. 188, the Fair Wages for Workers with Disabilities Act of 2015, in January. The bill's text has been published as the TIME Act. It would phase out special wage certificates that allow persons with disabilities to be employed at subminimum wage. Additionally, CEC reports that an identical bill was introduced in 2013 under a different name, although it did not advance in the House of Representatives. Instead, it was referred to the House Education and Workforce Committee.

In the same issue of *Capitol Insider*, The ARC reported that Senator Lamar Alexander (R-TN), the new chair of the Health, Education, Labor, and Pensions (HELP) Committee, released a discussion draft of the reauthorization of the **Elementary and Secondary Education Act (ESEA)**, which is named the "Every Child Ready for College or Career Act of 2015." It would significantly alter federal authority over states and school districts. The ARC notes that it includes numerous provisions of importance to the disability community, including limiting the U.S. Department of Education's role in setting standards for state accountability and reporting systems. Specifically, the measure would allow states to remove an unlimited number of students with disabilities from the general

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### DCDT Committee Updates, continued from page 4

accountability system. The discussion draft is at this website (<http://www.help.senate.gov/imo/media/AEG15033.pdf>).

Of course, as bills are written lawmakers will make their particular priorities more clear. Stay tuned and be prepared to share your thoughts with your respective legislators as this discussion develops.

Also of importance to the DCDT membership, the U.S. Department of Education has proposed regulations that would significantly alter teacher preparation. You are strongly encouraged to review the proposal at the following website (<https://www.federalregister.gov/articles/2014/12/03/2014-28218/teacher-preparation-issues>).

The Government Relations Committee would also like to promote and encourage membership use of the DCDT Government Relations Twitter page at the handle: @DCDT\_Advocacy. Please feel free to both check and use the handle to address transition-relevant legislative topics.

### Publications Committee

**Valerie Mazzotti, Chair**  
[valmazzotti@gmail.com](mailto:valmazzotti@gmail.com)



The DCDT Publications Committee is working to complete revisions for the special issue on transition for *Teaching Exceptional Children*. Expected publication date for the issue is late summer 2015. Also important to note is that the final predictor "Fast Facts" will be ready and available online by February 2015. As a committee, we are working diligently to ensure we have useful and pertinent publications for researchers, practitioners, families, and youth. If there are ideas that you have for publications, please feel free to email me. We have some ideas in the works related to resources for youth with disabilities and families. We are also partnering with the DCDT Research Committee to identify pertinent publications that should be available to researchers in secondary transition.

## DCDT STUDENT UPDATE



**Adam R. Lawlor, Student Representative**  
[adam.lawlor@uconn.edu](mailto:adam.lawlor@uconn.edu)

Over the last couple of months I have thought about the DCDT 2014 Conference in Cleveland many times. From the conference sessions and keynotes to the Graduate Student Social and Students

Engaging Transition Scholars (SETS) Mentorship Program, Cleveland truly rocked!

It was only the second time for the DCDT Graduate Student Social. Approximately 25 student members and several DCDT scholars enjoyed an evening of networking and socializing at the Wonder Bar. I had such a wonderful time get-

ting to know everyone and I hope you did, too! Thank you to all attendees for making the evening a success.

This was the first time for the SETS Mentorship Program. Nine DCDT students had the opportunity to chat one-on-one with DCDT scholars about research and the profession. Feedback about the program has been positive, and there has been discussion about expanding the program in the future. Thank you to all program mentors and mentees for your participation.

As the CEC 2015 Convention approaches, plans are being made for the Graduate Student and New Professional Social. Please plan to join us for the social on Wednesday, April 8, at 7:30 p.m. Keep an eye out for emails detailing the location and how to RSVP. I am looking forward to seeing many of you at the CEC 2015 Convention in San Diego!

## EASTER SEALS REPORT:

### Suggestions Regarding Teaching Youth About Mobility and Transportation

When mobility and transportation content are included in youth transition planning, the obstacles associated with independent travel can be ameliorated. To attain the best outcomes, students with disabilities need to learn about transportation and develop skills in mobility and travel, so integrating that information and training into transition planning is critical. A new Easter Seals report offers recom-

mendations to transition professionals and families about transportation education. To access the report, contact **Judy Shanley**, Easter Seals, Assistant Vice President, Education and Youth Transition ([jshanley@easterseals.com](mailto:jshanley@easterseals.com)) or join the free accessible transportation for students online community ([www.projectaction.org/Initiatives/YouthTransportation.aspx](http://www.projectaction.org/Initiatives/YouthTransportation.aspx)).

## DCDT 2014 AWARDS

*DCDT is proud to honor individuals who have made outstanding contributions to our field.*

The awards were presented in November 2014 at the DCDT International Conference in Cleveland, Ohio.

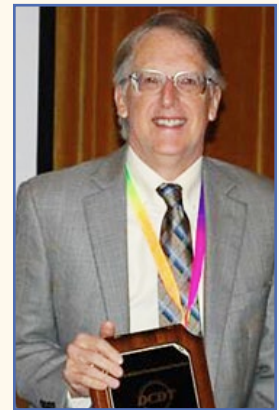
### Marc Gold Innovative Practices in Transition Award:

#### Margo Izzo

This award is presented to an individual who, or organization that, has demonstrated innovation in transition services. The award is named after Marc Gold, whose innovative "Try Another Way" approach opened the door to employment for many students with significant disabilities.



Margo Izzo



David Test

### Iva Dean Cook Teacher of the Year Award:

#### David Test

This practitioner honor is awarded to an educator who has demonstrated outstanding commitment and service to the career education and transition of students with disabilities. The award is named in recognition of Iva Dean Cook, a DCDT founding member and past president, and a pioneer in teacher preparation in transition.

### Employer of the Year Award:

#### Columbus Zoo and Aquarium

This award is presented to an employer or business that has shown remarkable commitment to promoting or providing employment opportunities for students with disabilities.



Columbus Zoo representatives with some of their charges

### Donn Brolin Award for State/Province Leadership and Services:

#### Robert W. Flexer

This honor is awarded to an individual who has provided significant leadership and service in transition to a state or province. Donn Brolin was a founding member and the first president of DCDT. As author of the Life Centered Career Education curriculum, he was influential in the career development and early transition movement.



Richard W. Flexer

### Patricia L. Sitlington Research in Transition Award:

#### Richard Leucking

This award is presented to an individual who has contributed to more positive outcomes for transition-age youth and to the field of transition through a body of research in transition. The award is named in honor of Patricia Sitlington, a DCDT past-president who contributed significantly to knowledge in the field through research.

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Richard Leucking

## DCDT 2014 AWARDS (cont.)

### Oliver P. Kolstoe Award: Jane Razeghi

This award is presented to an individual who has made a significant contribution to the field of career development and transition through means other than direct classroom instruction (which is recognized by the Iva Dean Cook Teacher of the Year Award). The award is named in recognition of Oliver P. Kolstoe, a DCDT founding member and past president whose early research and publications

significantly shaped the field of transition. Following are a few words from the nomination letter for Jane:

*Jane Razeghi has guided DCDT through a number of successes, challenges, and changes, all with a calm and reassuring demeanor. As past presidents, each of us have relied on her wisdom, her historical perspective and her vision for the future of transition services and the organization as the leader in providing guidance to the field of special education regarding best practices to support and to guide our brief time as leaders of the organization. As we shared our own stories about how she helped support us, we found that we each had great respect for her as a pioneer in our field, as a leader of the organization, and as a personal friend.*

*Jane is a woman who has guided the field through her service as Executive Director of our professional organization. Jane, the field owes you a debt of gratitude, which we hope we express adequately through this recognition of your contributions to all of us, and to the field.*

– DCDT Past Presidents



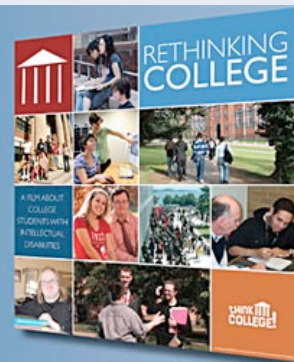
## RETHINKING COLLEGE

*Rethinking College* is a 25-minute film produced by **Think College at ICI/UMASS Boston** that explores the growing movement to include students with intellectual disabilities in higher education. Through the perspectives of parents, educators, advocates, policy leaders, and—most important—students, this film illustrates how colleges and universities can provide a setting for all students to grow, learn, and build toward better futures.

The film can be used in a variety of ways:

- Instruct pre-service teachers about college as an option for all students
- Educate parents about the possibilities of college
- Encourage students with disabilities to consider and plan for college
- Inform college administrators about the new movement towards more inclusive college campuses.

**Think college  
isn't an option?**  
Watch  
**RETHINKING  
COLLEGE**  
It may change your mind.



*Rethinking College* is available for free viewing at the following website:  
<http://www.thinkcollege.net/training/rethinking-college-the-film>

A downloadable viewers' guide offers suggestions for instruction and advocacy. For more information, go to the website ([www.thinkcollege.net](http://www.thinkcollege.net)) or send an email ([thinkcollege@umb.edu](mailto:thinkcollege@umb.edu)).



## PARENTS' VOICE: Preparing for College



**Michelle Doty**, *Parent Representative*  
[mddoty@lcsc.edu](mailto:mddoty@lcsc.edu)

Over the years you've watched your son or daughter grow and learn, marking each milestone, and now he or she is ready to mark one of the greatest milestones yet—college and career. Perhaps your children are currently in high school, preparing to graduate and move into adulthood. Questions arise about their future: Will they be successful in college or a career or in living on their own in the community? How do you begin to prepare for this next leg of the journey in their life? Although these are exciting times, they may also be fearful times. As parents we need to know how to prepare our children to be self-determined and independent adults so they can begin to sort out their future.

As your child enters college and possibly receives supports via adult service systems, you leave behind the mandated services found in IDEA for what may appear as a completely new world of eligibility. Obtaining knowledge and understanding of civil rights laws, college systems, and adult support services will help make your child's transition into adulthood smoother.

It is important for you to understand that college is a profound change from high school. Supports and services you and your child have become accustomed to in public schools will not be the same as in college. In college, your child will

face complicated academic and social environments without the benefit of constant reminders from you. Your young adult will now need to rely on the self-determination skills taught throughout his or her life to independently ask for support and accommodations, meet class assignment deadlines, become involved in campus social and academic life, and care for personal necessities.

As a parent, you will want to make sure you understand the rights your son or daughter has under the Americans with Disabilities Act (ADA; <http://www.ada.gov>), as well as help to ensure that they have all their current assessment information readily available so they may provide it to the college of their choice. This information is critical to students' receiving the supports and services they need to be successful. In addition, you will want to access resources that will help you plan and prepare. A great place to start is the **HEATH Resource Center at the National Youth Transitions Center** (<http://heath.gwu.edu>). Here you can find a *Parents' Guide to Transition*, which will increase your knowledge and give you the tools to prepare for the transition journey from public school to postsecondary education.

The HEATH Resource Center is a web-based clearinghouse that serves as an information exchange of educational resources, support services, and opportunities. Center staff members gather, develop, and disseminate information in the form of resource papers, fact sheets, website directories, newsletters, and resource materials.

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## TECH-NOW:

### Impact of Self-Determination & Technology Training for Students with Disabilities

**Kendra Williams-Diehm, PhD, Christina Miller, PhD, and Rick DeRennaux, MEd**

Founded in 1999, Tech-Now is a partnership between the Oklahoma-based not-for-profit company Tech-Now, Inc., and Oklahoma school districts. The curriculum infuses technology and work-readiness skills training to help prepare high school students with disabilities for post-secondary education and employment. The mission of Tech-Now is to empower students with disabilities to make positive career choices that will allow them to lead productive and prosperous lives. Tech-Now has served approximately 4,000 students with disabilities throughout Oklahoma and is supported by the Oklahoma Department of Rehabilitation Services, by the Oklahoma Department of Career and Technology Educa-

tion, and through individual program sites. The curriculum is available outside of Oklahoma for a fee.

Developed with input from business, educational experts, and state agency professionals, the Tech-Now curriculum targets specific skills that assist students in pursuing additional education and gainful employment. Originally aligned to the Oklahoma Priority Academic Student Skills Curriculum for Instructional Technology, it is offered for class credit towards graduation. The curriculum also aligns to the International Society for Technology in Education Student Standards (ITSE). Although typically offered as a technology applications class for graduation credit, due to funding restrictions the curriculum is limited to students with an IEP. The focus

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### Tech-Now, continued from page 8

of a class is not on learning specific computer applications but rather learning how to use computers, related technologies, and computer applications to develop, produce, and in some cases even market products to peers, teachers, and community members. All projects are focused on a transition outcome, such as researching a particular profession. In essence, students are learning transition with the appeal of technology. As with almost every skill, practice does not make perfect, but it does make better. Tech-Now students are allowed to practice skills that are critical to securing and retaining employment while in a supportive, safe environment.

In 2011, the University of Oklahoma partnered with Tech-Now to determine the impact the curriculum had on technology growth, self-determination, and transition knowledge. Self-determination has been identified as a key indicator for student post-school success. This three-year study was funded by the University of Oklahoma Research Council's Faculty Challenge Grant Program and involved a broad range of urban, suburban, and rural schools across Oklahoma. Years 1 and 2 had an identical study design with student and teacher surveys in the fall and spring semesters. The intervention group consisted of students enrolled in a Tech-Now class; the control group was identified by the Tech-Now teacher as having "comparable" students with an IEP. In Year 3 we reduced the sample size to two districts (six high schools) and also employed focus groups in the spring semester. This resulted in an overall sample of 253 (131 in the intervention group, 122 in the control group).

Data collection included use of the AIR Self-Determination Scale, the Transition Assessment and Goal Generator (TAGG), and the Technology Assessment Scale (TAS). The students completed paper-and-pencil instruments; the teachers completed on-line surveys. The teachers provided information on student disability category, class schedule, discipline referrals, and completed teacher versions of the AIR and TAGG.



Overall, more positive outcomes were observed in students enrolled in the Tech-Now class. One strong affirmative was that students were gaining valuable computer skills, justifying the academic credit earned for computer applications. This trend was seen in all 3 years of the study. Self-determination growth was more difficult to quantify due to varying results between the years. However, it is clear that students participating in the Tech-Now class are provided with more strategic opportunities to practice and acquire self-determined behavior. Both the TAGG and AIR showed minimal improvement between the control and intervention groups when considering growth over the 3-year study. One explanation for the minimal growth is that as students spend more time learning about the careers they hope to pursue and the steps involved in achieving their goals, they may develop a more accurate view of themselves and their abilities. Another, more salient, factor is the differentiation in disability category and intensity represented in both the control and intervention groups. Seventeen percent of the Tech-Now study participants had disabilities characterized as severe/profound, while only 2.0% of the control group participants were labeled as severe/profound.

For additional information about Tech-Now and how you can gain access to the curriculum, please contact either Dr. Kendra Williams-Diehm ([klwd@ou.edu](mailto:klwd@ou.edu)) or Mr. Rick DeRennaux ([derennaux@gmail.com](mailto:derennaux@gmail.com)).



**BLAZING NEW TRAILS  
IN TRANSITION**  
DCDT NOVEMBER 2015  
PORTLAND, OREGON

## DCDT 2015 International Conference CALL FOR PRESENTATIONS

Hilton Portland & Executive Tower  
Portland, Oregon  
November 5-7, 2015

**DEADLINE FOR SUBMISSION: April 30, 2015**

Submission Format and Guidelines can be found on the DCDT website ([www.dcdt.org](http://www.dcdt.org)) under the Conference Tab

For questions about proposal submissions and other conference information, please contact: **Dr. Cindi Nixon**  
[cnixon@fmarion.edu](mailto:cnixon@fmarion.edu)