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MESSAGE FROM THE PRESIDENT

WELCOME TO THE DIVISION ON CAREER DEVELOPMENT AND TRANSITION NEWSLETTER!

DCDT News features reports from committees, ideas for getting involved, contacts, and upcoming conferences and meetings! We thank Gwen Williams for her years of service as editor of the *DCDT News*, and we welcome Stacie Dojonovic as our incoming newsletter editor. Hats off to Gwen and Stacie!

Over our 30-plus years, we have found that DCDT is only as strong as its members. We have been fortunate to keep our organization vital and growing through efficacious research and strong leadership; even more important have been the grassroots efforts. It is the dedicated educators who put creative and well-researched ideas into practice in their classrooms, in job environments and communities, and in their work with families who keep DCDTers strong and passionately committed to our work.

It is precisely this thirst for new ideas and “what works” that fuels our organization to stay at the top of the game. We are the premier organization for career development and transition, with nearly 2,000 members and a reputation for fabulous materials, workshops, and conferences. Our conferences provide an outstanding arena for our passions: sharing and laughing, telling stories of our successes, our “coulda-shoulda-oughta-beens,” and a DCDT sense of family that comes from being with like-minded professionals.

Among those on DCDT’s rosters you will find members who have spent their entire careers seeking the right for students with disabilities to have a curriculum that both challenges and includes. We still must battle for individual curricula that promote full functioning in academic environments, community, and employment—curricula that lead to graduation, post-secondary opportunities, and a rewarding life. We know from our research that the best way for our young adults to achieve this goal is to provide teachers who are trained in transition techniques and those who have access to transition specialists and vocational services. That’s why it is so important for you to help us as we encourage legislation that will not omit functional curricula for all students who need integrated programs.

During my tenure as president, I want to make certain that voices from many different affiliations are heard. To that end, we have recently added to our board a vocational representative, a young adult with disabilities, as well as filling the positions of parent and student representatives. As always, we will actively seek new authors and publications and continue legislation and research committees. Please let me know if there are ways at national that we can assist your chapter and help with ideas and activities.

Dr. Sherrilyn Fisher
DCDT President 08–09



Brewing Best Practices in Transition!



Milwaukee, Wisconsin
October 16-17, 2008

Join transition colleagues in Milwaukee for two days of learning, professional development, networking, and fun! Choose from among these exciting workshops led by transition experts from across the country:

- Writing Transition IEPs/Postsecondary Goals
- Summary of Performance
- Transition Planning for Moderate to Severe Disabilities
- Employment
 - Child Labor Laws
 - Job Carving and Developing
 - Micro Enterprises
- 21st Century Skills
- High School Redesign and Transition Planning
- Facilitating Learning Communities
- Self-Determination
- Preparing Students for Postsecondary Education
- Transition Assessment
- Indicator 13
- Accessing Adult Services

Registration Information

FEES:

Non-DCDT Members	\$190
DCDT Members	\$175
Students	\$125

On-Site Registration

Non-DCDT Members	\$240
DCDT Members	\$225
Students	\$175

Registration Includes:

Entrance to the Conference • Two Continental Breakfasts • Two Lunches and a Reception

MAKE CHECK PAYABLE TO: DCDT (DCDT FEDERAL ID # 911220306)

All P.O.s must accompany registration form



Hotel Information

HILTON MILWAUKEE CITY CENTER
500 W. WISCONSIN AVE
MILWAUKEE, WI 53203

Hotel Reservations May Be Made by Calling the Hotel
1-414-271-7250 Or 1-800-445-8667

GROUP BOOKING CODE IS: DCDT

REGISTRATION

Name _____

Email _____

Address _____

School District or Agency Phone _____

Position _____

Accommodations? _____

DCDT Member? Yes CEC Number: _____

Send completed form and check or purchase order to:

Jim Heiden
W167 S7752 Parkland Drive
Muskego, WI 53150

NEWS FROM PUBLICATIONS

Audrey A. Trainor, *Chair*

Many DCDT members have enjoyed the recent transition publication *Assess for Success* by Sitlington, Neubert, Begun, Lombard, and Leconte. This publication is an excellent resource for practitioners who are looking for guidance in strengthening their approach to transition assessment. The book outlines practices in transition assessment, career development, and self-determination. In addition, practical suggestions for the use of transition assessment data are included. If you have yet to see this or other related publications, go to Corwin Press (www.corwinpress.com) to see the table of contents and other publication information. We have just learned that *Transition to Postsecondary Education for Students with Disabilities*, another Corwin publication, authored by Kochar-Bryant, Bassett, and Webb, will be available for purchase around October 1st. Look for it at the Milwaukee conference or

visit corwinpress.com. Many thanks to the authors for their generous contribution of the publication proceeds to DCDT! Look for more announcements regarding forthcoming publications in our regular email blasts.

Several important changes in the area of publications have taken place in recent months. After many years of excellent service, our newsletter editor, Gwen Williams, and our webmaster, Mike Ward, have decided to resign from their positions. We thank them for the years of dedicated service and expertise they have given this organization; they will be tough acts to follow! We are pleased to announce that DCDT board member Stacie Dojonovic has agreed to accept the position of newsletter editor. Many thanks also to Kris Webb for stepping in to edit and produce this edition of the DCDT newsletter. The position of the webmaster remains open. Any interested members should send a letter of interest and a summary of related experience to Audrey Trainor.

REFRAMING THE DIVERSITY DISCUSSION: AN INVITE TO MILWAUKEE

Chauncey D. Goff, *Chair*

As chair of the DCDT Human Rights and Cultural Diversity Committee (HRCDC), I would like to cordially invite and welcome all to the HRCDC's Milwaukee presentation. While Milwaukee and DCDT brew best practices in transition, the HRCDC will conduct a presentation, beginning at 8:00 a.m. Thursday, October 16. The HRCDC will explore the meaning of diversity. The HRCDC finds this session to be significantly needed because it appears that too many struggle with understanding and addressing diversity issues, which might then contribute to poor student transition outcomes. The HRCDC will reframe the diversity discussion by doing the following:

1. examining historical and present diversity connotations,
2. looking at student outcomes,
3. discussing influences that affect student outcomes, and
4. working with participants to develop a process, including developing local and national networks, to be used to address diversity and student transition outcomes.

Now that I have cordially invited you to the HRCDC's Milwaukee presentation, I need to tell you why you should attend our session. To do so, I will need to add context. Last summer, while conducting a presentation at Walt Disney World that was designed to develop an HRCDC research agenda and action plan, a most interesting discussion transpired. The discussion centered on who and what constitutes diversity. Does sexual orientation, gender, religious affiliation, political affiliation, ethnicity, skin color, and so forth, constitute diversity? Is *diversity* to be defined by a diversity of influential life circumstances or transition out-

comes? Has *diversity* come to mean everything and nothing while at the same time everyone and no one? Is there any such thing as diversity? These burning questions enabled the HRCDC to see the need for a better understanding of the diversity concept.

The HRCDC holds the responsibility to recommend and support research, legislation, and education to the DCDT Board regarding human rights and diversity. We learned in Orlando that the HRCDC does not have a shared vision of the diversity concept, and without this vision, was ill-prepared to be a leader in the diversity discussion. To be most effective in this endeavor, the HRCDC finds it imperative to establish a working definition of what it means to be diverse in an 21st-century, ever-increasing global society.

We believe you need to attend this session to join in reframing the diversity discussion, developing a definition of *diversity*, and creating practices that address diversity issues that might affect transition outcomes.

Personally, I believe you need to attend this session because we perhaps struggle with diversity issues because we struggle with accepting diversity. While composing this invite, I submitted drafts to various individuals and was informed that it was too poetic, too negative, and not scholarly. I wrestled with these suggestions until I told myself that what I heard was my voice, a voice identified as diverse. I realized that though we talk a good game about diversity, on too many occasions we deny its existence.

I believe that with a better understanding of diversity, we might begin to encourage and accept it. You need to attend this session because we live in a 21st-century global society, where diversity will be the norm and not the exception.

GOVERNMENT RELATIONS COMMITTEE

Donna Martinez, Chair

NATIONAL INTERAGENCY COMMITTEE ON DISABILITY RESEARCH

The DCDT Government Relations Committee, with the support of Executive Committee members, submitted testimony to the National Interagency Committee on Disability Research (<http://www.icdr.us>). ICDR held their public stakeholders meetings (<http://www.icdr.us/stakeholders>) on August 5 and 13, 2008, to

allow individuals with disabilities and their representatives (family members, organizations, service providers, disability and rehabilitation research and policy groups, advocacy organizations with specialized disability knowledge) the opportunity to suggest specific ways to improve future disability and rehabilitation research to benefit individuals with disabilities.

ICDR also sought information from concerned individuals regarding the effectiveness of the existing federal research programs in response to the changing needs of individuals with disabilities. These comments covered a wide range of research areas, including, among others:

- Employment of people with disabilities
- Community integration and continuum of care
- Health disparities
- Access to assistive technology and universal design
- Transition of youth to employment and independent living
- Availability of accessible housing, transportation, and recreation

A panel of ICDR members read portions of our submitted testimony (<http://tinyurl.com/6lfddz>) in the first hour of the August 13th, 2008, public meeting. Ours was the last testimony read in that hour. You may also hear testimony presented the first day and subsequent hour of the second day.

The transcript from the first session is also available at the site. To hear that testimony:

- Link to the Webcast: <http://tinyurl.com/6lfddz>
- Scroll the time bar located immediately beneath the video screen to reach the timer setting of 58:00

NO CHILD LEFT BEHIND

Answering the call to comment on the U.S. Department of Education's notice for rule making for Title I of the ESEA/ No Child Left Behind Act of 2001, the Government Relations Committee members worked closely with CEC Policy Director Deb Ziegler in June. DCDT focused specifically on the issue of graduation rates. Based on DCDT's input, CEC's recommendation states:

Modify §200.19(a)(1)(i)(C)(2) to reflect that while some students may need additional time to graduate high school with a regular diploma beyond the traditional four years, this decision must be made based on individual student's need and not based on a "category" a student fits into. In addition, there should be recognition that some students complete high school with a regular diploma in less than four years.

To read CEC's full response and recommendations to the Department of Education go to: <http://tinyurl.com/5lxux6>

VISIT YOUR DCDT WEBSITE!
WWW.DCDT.ORG



The DCDT website is designed to provide specific transition-related information for practitioners, researchers, parents, and students. In addition, individuals who work in vocational and rehabilitation fields will find topics and conferences of interest to them.

MEET SOME OF THE NEW DCDT BOARD MEMBERS!

PARENT REPRESENTATIVE



My name is **Beth Swedeon**, and I am excited to serve as the new parent representative on the DCDT Board!



I am involved in statewide youth transition projects at University of Wisconsin–Madison’s Waisman Center, our state’s University Center for Excellence in Developmental Disabilities. My major interests are person-centered planning with youth, community asset-mapping, and inclusive school and community practices, particularly as they relate to transition. As part of earlier transition projects at Waisman Center, I helped develop resources, trainings, and networks of support related to transition—including development of our statewide youth leadership network—for youth, families, and providers. I have two teenage daughters, one of whom has a developmental disability. As a mom, I’ve witnessed the importance and value of effective school and community inclusive practices in shaping the

lives of children with even the most significant disabilities. I’m currently in the midst of shifting personal roles, moving from advocate to coach, as I encourage both my daughters to develop more independence and effectively advocate for themselves.

REPRESENTATIVE ASSEMBLY

Ronald Tamura has been appointed to serve as one of two members for the CEC Representative Assembly. He is currently an assistant professor at Southern Connecticut State University, in the Department of Special Education and Reading, and teaches both graduate and undergraduate courses in the areas of developmental disabilities, collaboration, behavior management, and transition. He is a former high school special education teacher in both public and private school settings. Ron also has worked for the Connecticut State Department of Education in the Bureau of Special Education as an education consultant. His research interests include personnel preparation, self-determination, transition, and positive behavior supports.



NEWS FROM NSTTAC!

NSTTAC, the National Dropout Center for Students with Disabilities, the National Post-School Outcomes Center, and the IDEA Partnership at NASDSE co-hosted 350 participants representing 46 state teams at the Secondary Transition State Planning Institute: Building for the Future on May 7th through the 9th, 2008, in Charlotte, North Carolina. NSTTAC is preparing for its Mid-Year Secondary Transition State Planning “Check & Connect” Meeting for state teams on October 15, 2008, in conjunction with DCDT’s meeting in Milwaukee on October 16th and 17th, 2008.

Registration is at: http://www.rrfcnetwork.org/component/option,com_symfony_conf_reg/symfony_conf_reg/conf_reg.php/registration/createlconference_id,122

This mid-year meeting will provide state teams with resources for evaluating the impact of their capacity-building efforts in secondary transition, as well as time to revisit plans.

NSTTAC staff will also present during the DCDT *Brewing Best Practices in Transition Meeting* on the evidence base concerning “predictors” of positive post-school outcomes.

The conversion of NSTTAC’s Indicator 13 training materials to a web-based product is now complete. The web-based materials are available on NSTTAC’s website (http://www.nsttac.org/indicator13/examples_i13_checklist.aspx). The materials allow users to view the Indicator 13 Checklist (Form B) and link to definitions, examples, and non-examples for the Indicator.

NSTTAC continues to post secondary-transition evidence-based practice resources on its website (http://www.nsttac.org/ebp/evidence_based_practices.aspx). These currently include descriptions of 29 practices supported by moderate or strong levels of evidence and related lesson plan starters for each of the practices.



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101 TIPS REQUEST BRINGS IN HUGE RESPONSE!

Thanks to all of those practitioners from across the country who have submitted tips regarding their best efforts in transition. We've had an overwhelming response of more than 240 submissions. From this large list of many interesting and creative practices, we are categorizing tips by transition domain area and determining if similar ideas can be combined into one description. We may contact you if you submitted a tip to ensure we have enough information about your practice. We will be developing a short list of all of the

best tips very soon and will have that available at the end of September.

Look for a detailed description of the *101 Tips*, with names of contributors and details about how the practice could be implemented, at the DCDT Milwaukee Workshop in October 2008. We will also be developing a searchable database of the tips that will be available online. If you have any questions about this effort, feel free to contact Mary Morningstar (mmorningstar@ku.edu) or Ryan Kellems (rkellems@ku.edu).

HISTORY OF DCDT

The Division on Career Development and Transition (DCDT) was organized in 1976 as the 12th division of the Council for Exceptional Children. DCDT focuses on the career development of children, youth, and adults of all exceptionalities and recognizes transition from school to adult life as a major component of that process that focuses on the life roles of individuals as students, workers, consumers, family members, and citizens. DCDT has evolved into a powerful force in the youth development field through its high-quality publications, its active participation in policy development

and implementation, its provision of effective national and regional conferences, and its interdisciplinary approach to issues affecting children, youth, and adults of all exceptionalities.

MISSION STATEMENT

The mission of DCDT is to promote national and international efforts to improve the quality of and access to career/vocational and transition services, increase the participation of education in career development and transition goals, and to influence policies affecting career development and transition services for persons with disabilities.

INVITE COLLEAGUES TO DCDT!

As you chat with your colleagues at lunch or other times, take time to tell them about the many benefits of DCDT! The DCDT journal, *Career Development for Exceptional Individuals*, offers the latest research and evidence-based practices related to transition.

DCDT conferences are attended by hundreds of educators, agency personnel, counselors, administrators, parents, and college personnel. As a DCDT member, you will be the first to hear about these exciting events through the newsletter, e-mail blasts, and personal contacts!

Join TODAY!
www.dcdt.org

WISDOM FROM COLLEGE STUDENTS WITH DISABILITIES

DORIA

“OK, let’s see. I was the kind of student in high school who was involved in everything and I did OK with grades, too. Now, in college, I still want to be involved in everything, but I have found that I need to spend much more time in studying for my classes. In high school, I did learn some strategies for learning, but honestly, I didn’t need to use them that much to get good grades. In college, I have actually had to go back to some of the study and notes strategies I learned in high school. I use SQ3R in classes that require tons of reading, and the professor lectures from those readings. I would recommend that kids in high school learn study strategies, practice them with material that is like what you have in college, and then actually do reading! Also in college I had to learn that just because a professor is nice and laid back doesn’t mean that he is going to give you a break. That was a huge shock to me in college! It’s not like in high school, where some teachers let you get by with doing less than everybody else. You have to do the very same work as the other students in class and compete against them. Also, in high school, your teachers would help talk to your other teachers about your learning disability and how you maybe couldn’t do what the other kids could in class. That just doesn’t happen in college. Yeah, the Disability Resource Center helps you get your accommodations and everything, and they help you with study ideas and strategies, and they will even help arrange meetings with you and your professors, but you still have to do what the professors expect you to do in the class, just like the other students have to do.”

NICOLETTE

“So what’s it like to have ADD and be in college? Whew! Sometimes it’s like watching a bunch of horses running as fast as they can in different directions, and you’re trying to jump on one of these horses and make it do what you need to do. When I was in high school, I had lots of trouble with procrastinating and getting things done for my classes—and the bad thing was that I got away with it a lot of the time. I wish I could have had some help to get myself organized, learn to pace myself, and really just how to get things done and do them well. I’m pretty smart and I get along with people, but I did that so they wouldn’t think I was lazy. Sometimes I think that hurts me more than helps me. I also wish I would have learned some ideas about how to sit and concentrate through long classes that don’t interest me much. It’s hard for me to focus on one thing for a long time unless I’m really into it. I have worked to try to train myself not to interrupt people when they are

talking and to think before I just blurt something out. Now, in college, I have a lot of trouble planning how much time it will take to get a big assignment done. I’m usually off by a mile and pay for it big time! What makes it worse is that I’m embarrassed to tell anyone, and that really makes it bad.”

MILES

“My biggest struggle is finding time for everything with all my treatments. If you have an early class, you have to get up even earlier to get in all your treatments. I have to keep everything organized because it’s difficult to do homework and treatments at the same time. Remember, your grades are your responsibility. You’re going to mess up, but stick with it and it will all come together. Figuring out how to live on my own has been challenging. It’s really difficult for people who don’t realize how much of a part of your life your illness is and how much of a nuisance it is. It gets in the way! Families tend to be closer because they have had to live with the condition, too. My mom has gotten a lot better. She knows that I know the stakes are high and I have to take care of myself. Make friends with your professors and disability office first. This adds civility and understanding to your situation. I work hard. I’m trying. If I miss something, it’s not because I’m lazy or didn’t want to come to class. Anybody with a disability who is in college—that says something about their drive and ambition. They could be pulling a government check. My illness is not convenient, and it’s a challenge physically, emotionally, and academically.”

CHARLES

“The most challenging thing about college for me? To finish all of my work on time. College work is almost triple the work from high school. Almost triple, yes! For me, writing is the hardest part. Most professors are native English writers and readers and don’t understand very clearly what I am trying to say or write. I would advise high school students to improve their English writing skills before coming to college. Socially—well, in high school, before college, I was not informed. College made me feel more mature and more focused on what to do. Certainly my family was happy and knew that I would do a good job in college. As a deaf individual going to a hearing college, you have to be at the same level as hearing students, and you’re dealing with a hearing professor. I would advise them to focus on what they would enjoy in life and what they would like to do after college. Be sure they pick something they enjoy so life will be richer and better.”

(names and identifying information have been changed)