



A division of the Council for Exceptional Children

# NETWORK

Division on Career Development and Transition

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## MESSAGE FROM THE PRESIDENT



Dear Fellow DCDT Members,

I am honored and happy to serve as your DCDT President for the 2015–2016 term. No one can serve as president in an organization as complex and diverse

as DCDT without the mentoring and guidance of the past and current leadership teams. **Stacie Dojonovic**, in her role as past president, did much to prepare me to become president. As an organization we are fortunate that Stacie continues her involvement with DCDT as our Marketing Committee chair. **Joe Madaus**, former president, now assumes the role of past president. As president, and previously vice-president in charge of membership, Joe did much to stabilize DCDT's membership numbers. As president he facilitated bringing new ideas from committees into reality, modeled how to lead the organization, and resolved sticky DCDT constitutional matters. To those presidents who came before me, I pledge to keep safe the gavel Don Brolin used to bring the first DCDT business meeting to order in 1976 and continue to work toward achieving DCDT's mission.

Committees serve as the heart of DCDT and pump new ideas into the organization, which then result in new products and innovations. The Publications Committee, under the leadership of its chair, **Valerie Mazzotti**, wrote and then published a special issue of *Teaching Exceptional Children* focusing on best transition education practices. In collaboration with the editors of our journal, *Career Development and Transition for Exceptional Individuals*, the Publications Committee proposed a fourth issue of the journal, and the next CDTEI volume will become a quarterly. Within each issue will

be a new section titled "Transition in Practice," in which articles on applied practice interventions and practice issues will be published. Read the author guidelines in the next CDTEI issue to learn how to submit transition education practice papers for publication consideration. With the support and guidance of the Publications Committee, **Patricia Noonan** published a new book with CEC Publications titled *Transition Teaming: 26 Strategies for Interagency Collaboration*. A portion of the sales of this book comes back to DCDT to support our mission.

The DCDT Research Committee, under the leadership of its chair, **Karrie Shogren**, had a great turnout at its meeting during the CEC Conference in San Diego. The committee agreed to target six key areas: transition personnel preparation, transition research framework, supporting early career scholars, communications, postsecondary education, and further examination of the NLTS2 data through the on-going NLTS2 Community of Practice. Subgroups will work on these throughout the year and each will decide how best to examine the topic and disseminate results.

This year we welcome **Kim Osmani** to the DCDT Board as chair of the Government Relations Committee. Kim assumes this role previously held by **Lyman Dukes**, who kept DCDT membership abreast of current legislative issues and changes. As a former state consultant for transition education and now the transition coordinator for Oklahoma's Department of Rehabilitation Services, Kim brings a wealth of knowledge and experience to our Government Relations chair position and to the committee. Kim and her committee will be soliciting our ideas for revision of current federal transition education laws and regulations as we

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## UPDATE FROM NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION (NTACT)

During the first quarter of the school year, NTACT's website ([www.TransitionTA.org](http://www.TransitionTA.org)) will have a new look and become increasingly rich with resources and ways to interact. One resource, *A Guide to Developing Collaborative School–Community–Business Partnerships*, is already available at our current home page. Keep an eye out for new resources bridging research to practice from our Knowledge Development team. Monthly webinars on topics regarding effective preparation for careers, provision of academically rigorous preparation, drop-out prevention initiatives, and more will begin in September. NTACT has recently developed *The Risk Calculator*, an online resource that uses basic student-level data available in school buildings to estimate individual students'

risk of dropping out. We are seeking a few schools or districts to help us pilot this exciting tool. If you are interested in participating, please contact Matthew Klare via email ([mklare@uncc.edu](mailto:mklare@uncc.edu)).

We will host our mid-year cadre meeting with state teams in Portland, Oregon, on November 4, at the same location as DCDT's Conference. Please keep in touch with us by commenting on what's useful, what's not, and what's missing ([ntactmail@uncc.edu](mailto:ntactmail@uncc.edu)). Complete the evaluations for the events in which you participate. If you're not yet receiving NTACT's e-newsletter, *NTACT Notes*, directly, sign up for the listserv (<http://uncc.surveymshare.com/s/AYASDJA>).

## REGIONAL & STATE SUBDIVISION NEWS

### Northwest Region

**Dawn Rowe**

*NW Regional Representative*

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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!

**IDAHO DCDT.** Cool things are happening in Idaho! Check out this short video clip (<https://vimeo.com/125467939>), documenting the experiences of youth participating in Tools for Life, a secondary transition and technology conference held in March 2015. The video was developed by youth participating in the VOICE II transition program in Hailey, Idaho. The students at VOICE II have a goal of 1,000 views, so help them out by viewing their video. Way to go Idaho!



**KANSAS DCDT** members have also been hard at work. **Drs. Amy Gaumer Erickson** and **Pattie Noonan** have created professional development projects around the College and Career Competencies Framework in Arizona, Missouri, and Vermont. Check out the competency wheel and professional development series by clicking the following link:

<http://researchcollaboration.org/page/CCCFramework>



**OREGON DCDT** continues to gear up for the 2015 DCDT conference to be held in Portland. Members of the local planning committee, lead by **Dr. Charlotte Alverson**, are excited to be hosting this year's conference and are busy planning both educational and entertaining activities. (See later in this issue for more conference information.)

### Southeast Region

**John McNaught**

*SE Regional Representative*

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



**FLORIDA DCDT** recently held its annual VISIONS conference at the Rosen Shingle Creek, with more than 300 participants from across the state. Participants were able to tour the Project SEARCH located at the Rosen Shingle Creek Hotel and see firsthand the experiences of students in Orange County.

Individuals who took the tour visited the various areas of the hotel and were able to come away with ideas to enhance programs for students with disabilities in their own county. Fostering relationships is an essential part of building partnerships with businesses to provide students with disabilities with supports and skills to be successful contributing citizens.

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

FL-DCDT is developing ways to expand its membership and to provide educators across Florida with strategies to enhance educational opportunities for students with disabilities and their transition goals. For more information, see the website (<http://sites.google.com/site/floridadcdt1/home>).



**NORTH CAROLINA DCDT** works each and every day to positively affect individuals with disabilities. Currently, its members provide resources and professional development in the areas of career development, post-secondary education, and transition. NC-DCDT does this through its website (<http://ncdcdt.org>), email notifications, grants, awards, the annual conference, and regional and statewide meetings. This year's NC-DCDT conference was a tremendous success, and the wealth of information given to attendees was amazing! NC-DCDT is ready for another outstanding year.



**VIRGINIA DCDT** hosted a Virginia Department of Education-sponsored transition conference on June 22 and 23 of this year in Staunton. This two-day event provided ef-

fective student-focused transition planning options to more than 80 statewide service providers. Participants were invited to explore topics such as Triangulated IEP Transition Goals, Assistive Technology, Employment First, Aligning IEP with IPE–The Workforce Innovation and Opportunity Act, and Legislative Advocacy. Participants also had an opportunity to take a tour of the Wilson Workforce Rehabilitation Center (WWRC) to observe vocational training options for Virginia students with disabilities. Highlights of the conference included a panel from WWRC and a keynote presentation by **Doniella Kissinger**, the VA-DCDT student representative. This conference was a collaborative effort of VA-DCDT, the Virginia Department of Education, the WWRC, the Virginia Department for Aging and Rehabilitative Services, Virginia Evaluation and Career Assessment Professionals, and the Virginia Association for Career and Technical Education: Special Needs Division.

VA-DCDT has already begun planning for the upcoming year. The newly elected president, **Joan Lovegren-O'Brien**, has some exciting goals for continuing to support transition services in Virginia. Check out the website (<http://vadcdt.org>) for more details.

## DCDT STUDENT UPDATE



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

As the 2015–2016 academic year approaches, so too does the 2015 DCDT International Conference. In just a few months DCDT members from around the nation will come together in Portland, Oregon, for three days of learning and networking. If you have the ability to go, this conference is a “can’t miss”! With support from the DCDT Research Committee, the conference will feature a series of sessions, programs, and opportunities for DCDT student members. You may find the following particularly useful:

- **Preparing Future Researchers in Secondary Transition** (Friday, Nov. 6, 1:30–2:30 pm). *Presenters:* Storey, Test, Trainor, Martin, Wehmeyer, Carter, & Shogren
- **Writing and Reviewing for *Career Development and Transition for Exceptional Individuals*** (Friday, Nov. 6, 2:45–3:45 pm). *Presenters:* Mazzotti, Test, Morningstar, & Martin
- **Developing a Research Agenda: Strategies for Early Career Scholars** (Friday, Nov. 6, 4:00–

5:00 pm). *Presenters:* Kellems, Lombardi, Mazzotti, Simonsen, Pham, & Landmark

In addition to conference sessions geared to the needs of student members, the following events and programs will be held:

- **DCDT Graduate Student and Early-Career Faculty Social** (Friday, Nov. 6, 5:30 pm; The Yard House, 888 SW 5th Avenue, Portland). *RSVP:* <https://www.surveymonkey.com/r/DCDTSocial2015>
- **DCDT Students Engaging with Transition Scholars (SETS) Program.** In its second year, the SETS Program matches DCDT student members with DCDT scholars for one-on-one meetings focusing on research. Keep an eye out for emails outlining the details of this program!

Finally, I encourage everyone to attend the poster presentations for the Pat Sitlington Emerging Researcher Award on Thursday, November 5, 5:30–7:30 pm (check the program for location). Join us as DCDT graduate students and early-career scholars from around the nation present research projects on a variety of transition topics. I look forward to seeing and talking with many of you in Portland!



## DCDT COMMITTEE UPDATES

### Publications Committee

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



The DCDT Publication Committee has some noteworthy updates. First, the most exciting news is a new addition to the journal *Career Development and Transition for Exceptional Individuals* (CDTEI), which provides the latest research and position papers on the activities, programs, and issues in the field of secondary transition. CDTEI is offered as a DCDT member benefit. In spring 2016, CDTEI will begin publishing four issues per year. While each issue will continue to include four or five research publications, the journal will also start offering a new “practitioner” section, “Transition in Practice,” which will provide an opportunity for researchers to submit manuscripts that translate their secondary transition research into practice and for practitioners to publish information about secondary transition research-based strategies, programs, and assessments to inform professional practice and improve outcomes for youth with disabilities.

Beginning September 1, 2015, CDTEI will be inviting submissions for the new section through its online portal (<http://mc.manuscriptcentral.com/cdtei>). (See page 6 of this newsletter for more information.) For author guidelines, go to the submission portal and under the Resources head, click on the link “Instructions & Forms.” Address further inquiries to the Transition in Practice associate editor, Valerie L. Mazzotti.

CDTEI is also seeking reviewers for submitted practitioner manuscripts. The editors and associate editor are reaching out to the journal’s current editorial board members to determine if they would be willing to review these manuscripts in addition to the regular original research manuscripts. If you are interested in reviewing for this section, please contact me.

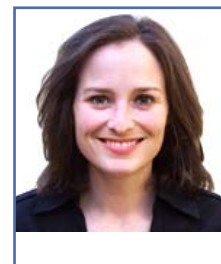
Next, a special series on transition was published in the July/August 2015 issue of *Teaching Exceptional Children*, so check it out. Finally, the Publications and Research Committees have three back-to-back sessions for early career scholars, and any other interested individuals, on Friday afternoon at the DCDT conference in Portland, Oregon:

- How to Conduct Meaningful Research and Get Published: Strategies and Tips for Beginning Researchers (Presentation 18, Friday 1:30–2:30 pm)
- Writing and Reviewing for *Career Development and Transition for Exceptional Individuals* (Presentation 42, Friday 2:45–3:35 pm)
- Developing a Research Agenda: Strategies for Early Career Scholars (Presentation 45, Friday 4:00–5:00 pm)

As a committee, the members are working diligently to ensure we have useful and pertinent publications for researchers, practitioners, families, and youth. If you have ideas for publications, please 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.

### Research Committee

**Karrie Shogren, Chair**  
[shogren@ku.edu](mailto: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 is working on several initiatives this year, and I wanted to update DCDT members on the ongoing work of the initiative related to personnel preparation in transition. Given the critical role of secondary special educators and transition specialists in supporting youth to obtain positive post-school outcomes (Tilson & Simonsen, 2013), we recognize the importance of understanding how states are certifying and preparing these professionals. A subcommittee convened to revisit the studies appearing in the 2003 special series in *Career Development for Exceptional Individuals*, which focused on personnel preparation, to determine the research questions that would advance our current knowledge in this area.

Typically, unless transition specialists are located in one of the few states that have specific standards for licensure (Kleinhammer-Tramill, Geiger, & Morningstar, 2013), any special educator holding a valid special education credential and working in a secondary school will be responsible for providing transition education and services (Morningstar & Clark, 2003). To be successful, these professionals must have knowledge of models of transition education and services, skills in using strategies for developing, organizing, and implementing transition education and services; knowledge and use of collaboration competencies; and knowledge/skills to address systemic problems in transition services delivery (Morningstar & Clark, 2003). Since the 2003 studies, the field has developed a set of standards for transition specialists (2013) and the landscape for teacher preparation has changed dramatically to include blended and online learning.

Three studies are currently underway to advance knowledge in the field and address the following questions:

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### DCDT Committee Updates, continued from page 4

1. How have federal funds been used to stimulate preparation of transition service providers?
2. To what extent do special education credential systems, as articulated in written policy, require transition-relevant structures (e.g., certification, licensure, and credential options) and transition-relevant content (standards that candidates must meet or courses requirements)?
3. How is transition-related content delivered in secondary special education teacher preparation programs?

We are thrilled to have a diverse group of professionals from all over the country working on these studies with the DCDT Research Committee and feel confident that the findings will provide a context and platform for state- and federal-level initiatives designed to build the capacity for providing high-quality transition services for youth with disabilities.

If you are interested in learning more about the ongoing studies, stop by the DCDT Poster Session and/or attend the Research Committee meeting at DCDT in Portland. For more information, contact **Monica Simonsen** ([msimonsen@ku.edu](mailto:msimonsen@ku.edu)).

### References

Kleinhammer-Tramill, P. J., Geiger, W. L., & Morningstar, M. (2003). Policy contexts for transition personnel preparation: An analysis of tran-

sition-related credentials, standards, and course requirements in state certification and licensure policies. *Career Development for Exceptional Individuals*, 26, 185–206. doi:10.1177/088572880302600206

Morningstar, M. E., & Clark, G. M. (2003). The status of personnel preparation for transition education and services: What is the critical content? How can it be offered? *Career Development for Exceptional Individuals*, 26, 227–237. doi:10.1177/088572880302600208

Tilson, G., & Simonsen, M. (2013). The personnel factor: Exploring the personal attributes of highly successful employment specialists who work with transition-age youth. *Journal of Vocational Rehabilitation*, 38(2), 125–137.

### Human Rights & Cultural Diversity Committee

**Tina Povenmire-Kirk**, Chair

[tpovenmi@uncc.edu](mailto:tpovenmi@uncc.edu)



#### DCDT's very own Human Rights and Diversity Committee wants YOU! Please

join us for our committee meeting during the conference in Portland, Oregon, and get involved in our conversations, research, and outreach. See the conference program for details.

**News:** Committee co-chairs and colleagues have published an article in the recent edition of *Teaching Exceptional Children*. Check out "A Journey, Not a Destination: Developing Cultural Competence in Secondary Transition" in volume 47.

Don't miss our **Diversity 101 session** at DCDT Portland at 8:00 am on Friday. We promise it will wake you up!

### Message from the President, continued from page 1

slowly move closer to reauthorization. She will also keep us informed of the many new and exciting changes to the laws and regulations governing state departments of rehabilitation.

Any DCDT member may participate in our committees by contacting one of the chairs. The names and email addresses of committee chairs and other board members can be found at our DCDT website (<http://community.cec.sped.org/dcdt/about/board-of-directors>).

As an organization, we need to make effective transition education practices a common practice rather than the exception. Welcome to another school year during which our organization will strive to make this happen.

**Jim Martin**

[jemartin@ou.edu](mailto:jemartin@ou.edu)

## 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>).

## CALL FOR 2015 DCDT AWARDS NOMINATIONS:

*Would you like to honor an outstanding contributor to our field?*

DCDT is accepting nominations for awards given to people who have made outstanding contributions in the field of secondary education and transition for students with disabilities. Each candidate must be a member in good standing of DCDT at the time of nomination, with the exception of nominees for the Employer of the Year. **Deadline for nominations is October 1, 2015.** The awards will be given out at the 2015 DCDT International Conference in Portland, Oregon. Below is a list of the awards and a short description of each. For more details, including criteria and submission links, please visit the DCDT website ([www.dcdt.org](http://www.dcdt.org))

**Donn Brolin Award for State/Province Leadership and Services** – 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 and as author of the Life Centered Career Education curriculum was influential in the career development and early transition movement.

**Iva Dean Cook Teacher of the Year Award** – This practitioner honor is awarded to an educator, including a higher education professional, 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, past president, and pioneer in teacher preparation in transition.

**Employer of the Year Award** – Presented to an employer or business that has shown remarkable commitment to promoting or providing employment opportunities for students with disabilities.

**Marc Gold Innovative Practices in Transition Award** – 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.

**Andrew Halpern Early Career Practitioner Award** – Honors a secondary teacher who is in his or her first 5 years of teaching. It will be awarded to an educator who has demonstrated outstanding, innovative, and committed services to the career education and transition of secondary students with disabilities. The award is named in recognition of Andrew Halpern, a DCDT past president whose research and publications significantly shaped the field of transition.

**Oliver P. Kolstoe Award** – Given 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.

**Patricia L. Sitlington Research in Transition Award** – 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. (*Note: this award is different from the Patricia L. Sitlington Emerging Researcher Award, which is given to a graduate student researcher.*)

## CALL for Practitioner-Focused PAPERS Career Development and Transition *for* Exceptional Individuals

*Career Development and Transition for Exceptional Individuals* (CDTEI) will begin publishing four issues per year in 2016. Concurrent with this change, CDTEI has developed a new section, “Transition in Practice,” and is seeking practitioner-focused contributions via its submission portal (<https://mc.manuscriptcentral.com/cdtei>). The official journal of DCDT, CDTEI focuses on the fields of secondary education, transition, and career development of persons with documented disabilities and/or special needs. Suggested topics for the new section include, but are not limited to:

- ↗ Strategies for implementing secondary transition evidence-based practices with youth with disabilities
- ↗ Application of instructional technology to support the transition of youth with disabilities
- ↗ Conducting transition assessment
- ↗ Transition program evaluations
- ↗ Strategies for increasing family involvement
- ↗ Strategies for increasing culturally responsive transition planning
- ↗ Strategies for increasing collaboration with community agencies and businesses

**Author Guidelines:** Go to the submission portal (see above). Under the Resources head, click on the link “Instructions & Forms.” A pop-up window will appear; click on the Author Guidelines link to download them. Address further inquiries to: **Transition in Practice Associate Editor Valerie L. Mazzotti** ([vmazzott@uoregon.edu](mailto:vmazzott@uoregon.edu)).

## PARENTS' VOICE: The Moving on Binder



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

Transition from high school to college can be difficult for a person with a disability. Will your son or daughter need accommodations in a postsecondary institution?

Can he or she tell other people about the disability? Here is some information to help your child prepare for college.

### Self-Advocacy

- Your student will need to be able to explain his or her disability and how it affects his or her life.
- Your student will need to be able to request reasonable accommodations.

### Documentation You May Need

- To request accommodations at a postsecondary institution, you need to provide information (known as documentation) that identifies the disability and how it affects your student's life.
- Each institution has the right to determine its own documentation requirements and to make recommendations for reasonable accommodations.
- Required documentation may vary by disability and by postsecondary institution but may include documents such as your student's high school Eligibility Report, IEP or 504 Plan, Summary of Performance, medical or mental health professional reports, and a psycho-educational evaluation.

### Process to Request Accommodations

- Idaho has developed the Moving On binder to help students make the transition from high school to

adult life. This binder can assist your student in organizing his or her documentation for college.

- To identify the type of documentation the student will need, contact the Disability Services office on the college campus he or she wants to attend.
- Student should register for classes and then meet again with the Disability Services office to discuss specific needs. Be sure to take your Moving On binder to the meeting.
- Remember that accommodations sometimes take several weeks to prepare and typically are not retro-active. Plan ahead!

The Moving On binder is a tool to help with the transition process. This binder is available electronically and can be used in any state. I shared the binder during a session at the last DCDT conference and it received a lot of positive comments; therefore, I wanted to share it with all of you. To access the Idaho Moving On binder, go to this webpage: <http://idahotc.com/secondary-transition/Documents.aspx#2155193-moving-on-binder>

### Additional Resources

- For parents and youth: *Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*. This booklet, published by the U.S. Department of Education Office for Civil Rights, is available online (<http://edpubs.gov>) or by calling 1-877-433-7827.
- For educators: *Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators* (also available from <http://edpubs.gov>).

**VISIT YOUR DCDT WEBSITE!**  
**[HTTP://COMMUNITY.CEC.SPED.ORG/DCDT/HOME](http://community.cec.sped.org/dcdt/home)**





## DCDT 2015 International Conference

**November 5–7, 2015**

**Hilton Portland & Executive Tower, Portland, Oregon**

Join your transition colleagues in Portland, Oregon, at the 2015 annual Division on Career Development and Transition International Conference. As always, this conference provides opportunities to share research and field-based expertise in transition assessment, family partnership, postsecondary education, employment, self-determination, and much more!

### Conference Registration Information

Available at: <http://www.cvent.com/d/3rq07r>

### Location/Hotel Reservation Information

Conference will be held at the **Hilton Portland and Executive Tower** in downtown Portland. To book a room at the conference hotel:

- via website: <https://aws.passkey.com/event/12576929/owner/4173/home>
- by phone: 1-800-774-1500; Code: CDT



**Book early (before 10/5/15) to ensure a room at the conference rate of \$155/night.**



## DCDT PRE-CONFERENCE SESSIONS

In addition to the fantastic DCDT conference breakout sessions, this year's conference offers 4 amazing Pre-Conference Sessions on Wednesday (11/4/15). For full descriptions go to: <http://community.cec.sped.org/dcdt/dcdt-conferences>

- **Oregon's Youth Transition Program**
- **Making a Difference for Young Adults with Mental Health Conditions**
- **Interagency Collaboration in an Imperfect World: The CIRCLES Model Description**
- **Engaging Families as Partners to Achieve High Expectations**

### Oregon's Youth Transition Program: 25 Years of Positive Outcomes for Youth Through Collaboration Between VR and Local Schools

*9:00 am–3:30 pm*

In this full-day session the YTP Management Team will provide an overview of program operations, share resources and lessons learned from 25 years of services, and describe how YTP is helping to fulfill the requirements of W.I.O.A. 2014.

### Making a Difference for Young Adults with Mental Health Conditions

*9:00 am–3:30 pm*

**Presenters: Linea and Cinda Johnson**

This pre-conference session provides resources, strategies, and personal experiences in understanding the challenges and providing support to young people with mental illnesses. Linea Johnson and Cinda Johnson will offer resources, strategies, and suggestions for educators, providers, and other professionals from both personal and professional perspectives.

### Interagency Collaboration in an Imperfect World: The CIRCLES Model Description

*8:30 am–12:00 pm*

**Presenter: Tiana Povenmire-Kirk**

**Do you:**

- Want to involve more providers in transition planning but just don't have the time?
- Need to find more resources in your community?

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(Conference continued from page 8)

- Want to develop culturally appropriate transition plans but aren't sure where to start?

If you answered “yes” to any of these questions, attend this preconference workshop on CIRCLES, a new model of service delivery that makes everyone's work more efficient and effective while making time and space for key providers to come to the table and develop transition goals and activities.

*Questions?* Contact CIRCLES directly: Dr. Tiana Povenmire-Kirk ([tpovenmi@uncc.edu](mailto:tpovenmi@uncc.edu))

## Engaging Families as Partners to Achieve High Expectations

1:00 pm–4:00 pm

**Presenter: Dr. Amy Pleet-Odle**

This half-day interactive session will provide participants with new perspectives and tools to evaluate their own family engagement practices during the transition process and strategically plan how to expand their practices. Presenter will share personal experiences as dual stakeholders (family and professional) and new resources to support partnership for achieving higher expectations for transitioning youth with disabilities.



## DCDT CONFERENCE KEYNOTE SPEAKERS

### Friday Keynote Address: John Elder Robison

On Thursday, John Elder Robison will offer the keynote address “LOOK ME IN THE EYE.” Robison, an autistic adult who teaches neurodiversity and works to shape autism research and treatment policy, is an active participant in the ongoing discussion of ethical and legal issues relating to autism therapy, services, and intervention. He is particularly interested in improving quality of life for people living with autism. Robison's books, *Look Me in the Eye*, *Be Different*, and *Raising Cubby*, are the most widely read accounts of life with Asperger's in the world. His books have been translated into more than 15 languages and are sold in 60+ countries. His newest book, *Switched On*, will be published in fall 2015. Robison has also authored or contributed to more than 100 autism-related articles in the popular and professional press. He lives in western Massachusetts with his wife, Maripat Robison, their college-age children, and their esteemed pets.



personal journey from initial symptoms and diagnosis to her fight for recovery. Her story is a testament to the importance of advocacy, self-determination, and ultimately, empowerment as essential ingredients for stability. Professionals play a critical role in developing and supporting these skills. Johnson will share ideas and resources from her own story that validate, strengthen, and inspire the work that professionals do every day. For more information regarding our speaker:

Website: <http://www.lineacinda.com>

Facebook: <https://www.facebook.com/#!/lineacinda?fref=photo>

Twitter: [https://twitter.com/linea\\_cinda](https://twitter.com/linea_cinda)

### Saturday Keynote Address: Jonathan Chase

In the Saturday keynote address, “BREAKING OUT OF THE BUBBLE,” Jonathan Chase will share his perspective on independence and transition goals. Chase will discuss expectations, labels, maximum independence, getting out of the comfort zone, and the importance of experience in failure. He will also provide music for the Thursday reception.



### Luncheon Keynote Address: Linea Johnson

On Friday, Linea Johnson gives the Luncheon Keynote, “PERFECT CHAOS: A JOURNEY TO RECOVERY.” Johnson shares her

