



A division of the Council for Exceptional Children

# NETWORK

Division on Career Development and Transition

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DCDT WEBSITE  
[www.dcdt.org](http://www.dcdt.org)

## MESSAGE FROM THE PRESIDENT



I am humbled to serve as your 2017–18 DCDT President. As the national organization representing over 1200 transition professionals across the country we are a mighty group. In our current times

of fiscal uncertainty, political divisiveness, and educational fragmentation, it is important that we be as cohesive and united as a CEC Division as possible. As President, I look forward to working with you to ensure this happens—and I hope that the current DCDT tone of inclusiveness and approachability to DCDT leadership can continue.

I follow the path of some of the best researchers and practitioners in our industry who have also served in DCDT leadership positions. Thanks to our outgoing DCDT President, Darlene Unger, who has been my mentor and friend as I began my DCDT Leadership Journey. I am also thankful to an amazing Executive Board, including President-elect Valerie Mazzotti, Secretary Kendra Williams-Williams, Treasurer Deanne Unruh, and Executive Director, Jane Razeghi, and now Past-Past President, Jim Martin. As an Executive Board we work for you—to make decisions that represent the interests of our diverse membership. We work hard, play hard, and sometimes don't always agree, but, being on the Board is fulfilling and rewarding. You may want to consider participating on a committee to learn about DCDT and get your feet wet at the national level. I encourage all of you to consider a leadership position in DCDT!

We have board members and committee chairs who are moving to new DCDT leadership positions, or who are transitioning off of the board for now. I say now, because from personal experience, I know that DCDT is always

part of you—and it's likely, that at some time in the future, those who have left—will come back. I want to create this same sentiment across members. My hope is that members will see the value and strength in being part of this great organization, and if membership does lapse, they will come back!

I come into this position with a focus on two important topics that provide a foundation for our work as transition professionals. One is to ensure our **membership remains representative of the range of professions** that encompass our industry. We all don't work at universities or serve in research roles. We all don't work in school systems as transition practitioners. The breadth of transition professions extends from K12 schools and districts, to higher education, to the workforce, and to human services organizations and community providers. These professions and employment sectors represent the diverse range of positions that DCDT members assume. Our organization must be a welcoming place for all transition professions, regardless of job title or employment setting. We hope to do this through focused recruitment efforts, recognition programs, conference programs, and leadership opportunities for our professional colleagues who may work outside of higher education or school-based settings.

In addition to ensuring that our membership is representative of the diverse professional settings for transition professionals, a second focus will be to support DCDT activities that **facilitate connection** between our organization and those that represent other professional disciplines. For example, legislation such as the Workforce Innovation Opportunity Act (WIOA) requires improved collaboration across education and workforce development, and

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## INTRODUCING OUR DCDT BOARD

**Judy Shanley**, *DCDT President*

As President, I am so grateful for the many board members and committee chairs who have paved the way for our current work. In addition to the Executive Board that I referenced in Message from the President, I would like to introduce you to existing and new board members and say thank you to those who have left our board.

- ◆ President-Elect – Karrie Shogren, former Research Committee Chair
- ◆ Secretary – Donna Wandry
- ◆ Conference Planner – Cindi Nixon
- ◆ Web Editor – Al Davisio, former Representative Assembly
- ◆ Representative Assembly – Lynn Newman and John McNaught, former Southeast Representative
- ◆ Northeast Representative – Clare Papay
- ◆ Southeast Representative – Joy Ivester
- ◆ Northwest Representative – Dawn Rowe

- ◆ Southwest Representative – Kendra Williams-Diehm
- ◆ Marketing Chair – Stacie Dojonovic
- ◆ Research Chair – Allison Lombardi
- ◆ Policy & Advocacy Chair – Kimberly Osmani
- ◆ Human Rights & Diversity Chair – Laurie Kahn
- ◆ Parent Representative – Kara Hirato
- ◆ Knowledge and Skills Committee Chair – Maria Paiewonsky and Jane Razeghi
- ◆ Student Representative – Jennifer Bumble
- ◆ Publications Chair – Amber McConnell
- ◆ CDTEI Co-editors – David Test & Bob Algozzine
- ◆ Newsletter Editor – Thomas Simmons

Thank you to outgoing board members including Mary Morningstar, Tiana Provenmire-Kirk, Mary Pearson, Michelle Doty, Ryan Kellems, and Meg Grigal.

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## DCDT STUDENT UPDATE



**Jennifer Bumble**

[jennifer.bumble@vanderbilt.edu](mailto:jennifer.bumble@vanderbilt.edu)

As the 2017-2018 academic year approaches, we are revving up for our 2017 DCDT international conference. We hope you can join us as members from across the globe come together in Milwaukee, Wisconsin to network, share information, and learn about ways to improve the lives of individuals with disabilities. This year, we have quite a few opportunities for students and early career professionals to get involved. Consider attending one of our DCDT committee meetings. Committee meetings are open to all DCDT members and are a great way to learn more about the organization and our efforts in policy, research, diversity, and outreach. Our Graduate Student and Early Career Committee Meeting will be Thursday afternoon so make plans to attend to learn about upcoming initiatives and opportunities as well as network in smaller, interest-based research groups. Follow-

ing the committee meeting we will gather for the Patricia L. Sitlington Emerging Researcher Reception where current and recent graduate students will share their exciting research. On Friday afternoon, don't miss our breakout sessions specifically for early career scholars about developing a research agenda, writing quality publications, and conducting research. Following these sessions, we will host our Graduate Student and Early Career Social. The social is a chance for us to break free of the conference hotel and connect in a more relaxed atmosphere. Finally, we will once again be offering our popular Students Engaging with Transition Scholars (SETS) Program this year. The program provides students attending the conference with the opportunity to receive one-on-one mentorship from leaders in the field of transition. Emails with details and registration links for these upcoming activities will be in your inboxes soon. As always, feel free to reach out if you have any questions, concerns, or ideas. I hope you all have a great start to the school year, and I'll see you in Milwaukee!



## UPDATE FROM NTACT

NTACT will be hosting its 2017 Mid-Year Cadre Meeting on October 11th, from 8:30 a.m. to 5:00 p.m. at the Hyatt Regency Milwaukee, WI. [Register here.](#)

This meeting is sponsored by NTACT. The Mid-Year Check and Connect Cadre Meeting is for interdisciplinary State teams, focused on improving outcomes for secondary youth with disabilities. The meeting is a follow-up to the Capacity Building Institute hosted in May, 2017. However, attendance at the previous institute is not a prerequisite for participation. There will be time dedicated to updating Team Planning Tools, as well as content to build state capacity to improve student outcomes. An agenda will be posted here in September. Participation in the Mid-Year Cadre meeting is free.

The Mid Year Cadre meeting occurs on the same day as pre-conference activities—and at the same location—as the Division on Career Development and Transition's Annual Conference. Registration for DCDT's conference is separate from NTACT's Cadre Meeting.

The Cadre Meeting will be held at the Hyatt Regency, Milwaukee. See details below.

Hyatt Regency Milwaukee,  
(reserve under room block for "DCDT" code)  
333 West Kilbourn Avenue  
Milwaukee, Wisconsin, 53203

Rates: \$159. To make reservations, call 1-414-276-1234, Code: DCDT OR you can click <https://milwaukee.regency.hyatt.com/en/hotel/home.html>. Book by September 26th to ensure a room at the conference rate!

Several new resources will be rolling out from the Center as we head back to school and kick-off a new year—and some will be “unveiled” at DCDT's conference. Please see the Interagency Agreement Toolkit developed with WINTAC. This toolkit was developed jointly by WINTAC and NTACT to provide guidance on the development of the formal interagency agreement between the vocational rehabilitation and education agencies as part of the implementation of the Workforce Innovation and Opportunities Act.

The School Completion and Postsecondary Education and Training Preparation Toolkits will be shared during sessions at DCDT. These are the 2nd and 3rd in a series of toolkits which began with the Competitive Integrated Employment Toolkit—released last spring (<http://transitionta.org/cietoolkit>).

NTACT has completed another year of reviewing the literature and new practice descriptions and lesson plans will be added to the collection on our website, as well. Continue to check us out at [www.transitionta.org](http://www.transitionta.org). We're reorganizing, based on your feedback—and continue to welcome the ideas from our DCDT partners about how we can improve.

## REGIONAL & STATE SUBDIVISION NEWS

### Northeast Region



**Clare Papay**  
*NE Regional Representative*  
[Clare.Papay@umb.edu](mailto:Clare.Papay@umb.edu)

Greetings from the Northeast!

DCDT's Northeast region includes the states of: Connecticut, Illinois, Indiana, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin. We currently have approved chapters in Connecticut, Illinois, Michigan, and New York. If you are interested in starting a chapter in your state, get in touch and I will explain the benefits and process. I would love to highlight the great work that is happening in transition in the Northeast, so send me an email ([clare.papay@umb.edu](mailto:clare.papay@umb.edu)) if you have something to share in future DCDT newsletters! I'm looking forward to connecting with many of you at the DCDT conference this October in Milwaukee.



**MASSACHUSETTS DCDT:** Staff from the University of Massachusetts Boston Transition Leadership program are gearing up to support a 6th cohort of students who are preparing for the MA Department of Elementary and Secondary Education Transition Specialist Endorsement. This 18-credit program culminates in a field-based practicum where scholars complete the second half of the 150 field-based hours in school and the community. This fall, 23 scholars will complete their practicum, where they will be required to establish an interagency team, set goals with the team to enhance transition services in their schools or region, and provide a related professional development opportunity to a key stakeholder group. The scholars are supported by field supervision as well as mentoring from a state or national professional with transition experience. This mentor support has been particularly helpful for the scholars who benefit from national perspectives about this work. We are always looking for pro-

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### Subdivision News, *continued from page 3*

professionals with transition expertise who can support—really advise—students for a semester. We offer a small stipend and in return we are looking for mentors who will:

- Being available by email, Skype or phone at least 3 times over the fall semester to offer advice to one scholar who is completing a transition specialist practicum;
- Being available by email, Skype or phone for one 3-way meeting (45 min–1 hr) between the scholar, field supervisor and mentor to discuss and mentor to discuss the scholar's progress;
- Attending optional 1–2 webinars with the other mentors and staff to discuss the assignments/ongoing challenges and possible solutions to offer scholars; and
- Complete an end-of-semester evaluation survey about the scholar's work.

Please contact Maria Paiewonsky at [maria.paiewonsky@umb.edu](mailto:maria.paiewonsky@umb.edu) if you are interested in serving as a mentor.

### Southeast Region



**Joy Ivester**

*Southeast Regional Representative*

[Joy.Ivester@uscmed.sc.edu](mailto:Joy.Ivester@uscmed.sc.edu)

**FLORIDA DCDT:** The Florida Division on Career Development and Transition (FDCDT) hosted the 24th Annual VISIONS Conference and Transition Planning Institute in May 2017 on St. Pete Beach, Florida. This year, the theme was “Survivor: VISIONS XXIV Edition—College, Career and Community” which not only complemented the tropical conference venue, it also highlights the need for transition professionals to ensure students graduate prepared to “survive” and excel in college, career, and their community. The preparation that students with disabilities receive during their school career is essential to ensure a positive life after graduation. The VISIONS Conference featured over 35 presentations drawing over 270 attendees from across the state! In addition to topical presentations and poster sessions, district team created visual displays that represented how they support youth with disabilities graduate and thrive in the “College, Career, and Community.” This is a new format of district sharing and report out to facilitate discussions across districts and the visual representations that will be featured during the awards luncheon and via a gallery walk as a culminating activity of the conference. Presentation topics highlighted the conference theme regarding the importance of secondary transition planning and postsecondary educational opportunities for students with disabilities are abundant in the state due to a

number of initiatives, as described below. Florida DCDT's board members are from a range of transition-related arenas, including district-level transition administrators, transition teachers, job coaches and employment specialists, agency personnel, discretionary projects, employers and institutions of higher education.

- **Project SEARCH:** Florida is experiencing a tremendous growth in the number of sites thanks to the efforts and dedication to positive outcomes for students with disabilities through the collaborative work of the Florida Developmental Disabilities Council (FDDC), Vocational Rehabilitation (VR), Florida Department of Education-Bureau of Exceptional Education and Student Services (FDOE/BEES), Project 10: Transition Education Network, the Agency for Persons with Disabilities (APD) and of course Project SEARCH-Cincinnati Children's Hospital Medical Center. Our expansion efforts are focusing on small and rural areas of the state where resources and opportunities for postsecondary training are limited. Florida currently has 25 existing sites and another 15 are set to open between the August 2017 and the August 2018 school years. There is no doubt that Project SEARCH is and will continue to positively impact and change the trajectory of the lives of our students, families, and businesses.
- **Inclusive Postsecondary Education:** The FCIHE and FCSUA work collaboratively to provide a variety of postsecondary opportunities for students with intellectual disabilities.
- **The Florida Consortium on Inclusive Higher Education (FCIHE)** is charged with increasing access to and engagement in college coursework and college life culminating in a chosen career path and competitive employment for individuals with an intellectual disability. The FCIHE provides technical assistance and mini-grant funding for program start-up or enhancement. For more information, please visit [www.FCIHE.com](http://www.FCIHE.com).
- **The Florida Center for Students with Unique Abilities (FCSUA)** located at the University of Central Florida, was created by the Florida Legislature in 2016. The purpose of the center is to increase independent living, inclusive and experiential postsecondary education and employment opportunities for students with intellectual disabilities. Funding is available to help colleges set up new programs and also for student scholarships to attend these programs. For more information, please visit [www.FCSUA.org](http://www.FCSUA.org).



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## Subdivision News, continued from page 4

**SOUTH CAROLINA DCDT:** South Carolina's Division on Career Development and Transition (SCDCDT) partners with the Transition Alliance of South Carolina to host one annual statewide transition conference and multiple statewide transition trainings each year. This year's Interagency Transition Conference will be held in Columbia, SC on September 28 and 29th. The conference features facilitated strategic planning time for interagency teams, as well as content and breakout sessions focusing on research based practices in transition. Go to the TASC website for more information ([www.transitionalliancesc.org](http://www.transitionalliancesc.org)).

**Here is more information on events and happenings around the state of South Carolina. . . .**

**Project SEARCH:** SC has been expanding the number of Project SEARCH programs through grant efforts from the South Carolina Developmental Disabilities Council. The ARC of Midlands was awarded a grant to work with interested school districts to implement the Project SEARCH model. Currently there are 4 programs in the state and 3 more programs will begin this next school year. These programs have had a very successful placement rate and have generated a great deal of interest among area school districts.

**LIFE Programs in SC:** Currently South Carolina has five comprehensive transition programs located at USC, Clemson, Coastal Carolina, College of Charleston, and Winthrop University. As the school year begins, the LIFE programs are hosting Open House or campus tours. Learn more by going to the individual program pages or emailing the contacts below:

- **CarolinaLIFE**, University of South Carolina – Stephanie Edwards: [livesays@email.sc.edu](mailto:livesays@email.sc.edu)
- **ClemsonLIFE**, Clemson University – Erica Walters: [escheff@clemson.edu](mailto:escheff@clemson.edu)
- **REACH Program**, College of Charleston – Edie Cusack: [cusackel@cofc.edu](mailto:cusackel@cofc.edu)
- **LIFE Program**, Coastal Carolina University – Zan Wiggins: [zwiggins@coastal.edu](mailto:zwiggins@coastal.edu)
- **Winthrop Think College**, Winthrop University – Jennifer Wall: [ceasecookj@winthrop.edu](mailto:ceasecookj@winthrop.edu)

**South Carolina's Centers for Independent Living** are an integral part of transition programming and student and staff development across the State of South Carolina. CILS regularly collaborate with SC DCDT and the Transition Alliance of SC to support initiatives, host trainings and collaborate for capacity building at the state and local levels. Samples initiatives are as follows:

- AccessAbility ([www.abilitysc.org](http://www.abilitysc.org)) of Charleston is implementing a pilot in one school district to provide leadership training with a newly formed student advisory council. AccessAbility is a SC Center for Inde-

pendent Living and works regularly with other state agencies to promote improved student outcomes through interagency planning and programming. To learn more about this work or the organization, visit: <http://www.abilitysc.org/>.

- AbleSC ([www.able-sc.org](http://www.able-sc.org)) serves students in transition in schools by working with youth and professionals towards improving post-school outcomes. Involvement can range from a single visit, to a class for skill building in an area like self-advocacy, to broader initiatives such as helping groups of students meet larger goals.
- Walton Options ([www.waltonoptions.org](http://www.waltonoptions.org)) is one of three SC CILS offering the **Oh YEA!** (Occupational Horizons for Youth Empowering Activities) program for transition-aged youth between the ages of 13 and 21 (up to 22nd birthday), regardless of disability type. In conjunction with South Carolina Commission for the Blind, **Oh YEA!** provides students with classes in the areas of self-advocacy, work readiness, anti-bullying, hard skills, and postsecondary education exploration.



**VIRGINIA DCDT:** On June 8th and 9th The Virginia Division of Career Development and Transition held a two-day Transition event in Charlottesville Virginia. We had approximately 100 participants from across the state who were able to attend. This event offered participants the space and opportunity to network with various organizations, departments and experts in the field of transition. Dr. Joan Kester provided a half-day workshop entitled Engagement and Collaboration: Connecting Research and Practice and also provided a lunch keynote on trends in transition. Other topics discussed included: transition assessment, career development strategies, engaging African American males with disabilities, work based learning experiences, CTE credentials, discovery at the middle school, PBIS and transition, waiver redesign, WIOA, and a closing youth keynote.

## Northwest Region



**Dawn A. Rowe**  
NW Regional Representative  
[drowe3@uoregon.edu](mailto:drowe3@uoregon.edu)

Members of MN DCDT are gearing up for the Check & Connect biennial conference focused on **Student Engagement**.

They are bringing together leading experts and practitioners from around the country and overseas to address the topic of student engagement among at-risk youth. This two-day event

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**Subdivision News**, continued from page 5

will consist of both keynotes and concurrent presentations addressing tools and strategies, site-level leadership, scaling-up and sustaining practices, and relevant research. Link to conference page: <http://www.checkandconnect.umn.edu/conf/default.html>

OR DCDT members continue to shine with the Youth Transition Program (YTP) and other efforts to improve employment outcomes of youth with disabilities. West Linn-Wilsonville's YTP program made the headlines. Check it out: <http://pamplinmedia.com/wlt/109-education/358179-237837-youth-transition-program-emphasizes-hands-on-training>. As well as, Molalla High School: <http://www.pamplinmediagroup.com/mop/157-news/317211-196552-molalla-ytp-giving-kids-skills-they-need>

The Northwest region consists of Alaska, Idaho, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, Oregon, South Dakota, Washington and Wyoming.

I know there are awesome things happening in your states. Please reach out if you would like to share success or if you are interested in starting a new subdivision or revitalizing an existing subdivision. If states have any questions regarding this process, please do not hesitate to give me a call or send me an email.

**Southwest Region****Kendra Williams-Diehm***Southwest Regional Representative*[klwd@ou.edu](mailto:klwd@ou.edu)

Hello from the great Southwest Region!

DCDT's Southwest region includes: California, Nevada, Utah, Arizona, Colorado, New Mexico, Oklahoma, Texas, Arkansas, and Louisiana, and Hawaii. This SW Region also covers Guam and Mexico. However, DCDT only has active subdivisions in Colorado, Oklahoma, and Texas. Arizona has submitted paperwork and we are excited to see that state join as an active subdivision.

Thank you to the membership of DCDT for electing me to serve you as the Southwest Regional Representative for the next three years; I am excited. I have been member of DCDT for almost twenty years and have served on the DCDT board for the past eight years as secretary. I am currently an associate professor in special education at the University of Oklahoma. I am looking forward to serving DCDT in a different capacity and meeting new people across the various states in the SW.

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## DCDT COMMITTEE UPDATES

**Research Committee****Allison Lombardi, Chair**[allison.lombardi@uconn.edu](mailto:allison.lombardi@uconn.edu)

I am excited to take on the role of Research Committee Chair, which was effective July 1, 2017. First, I'd like to express my sincere gratitude to the preceding chair, Karrie Shogren. I was fortunate enough to work closely with and learn from Karrie because I have been serving as the chair of the one of the subcommittees on supporting early career scholars and graduate students.

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. If you are not already involved in the Research Committee, now is a great time to join us. The Research Committee has a number of active subcommittees that are engaged in multiple initiatives, which are: (a) increase linkages and infuse transition education practices into other systems (i.e., general education, mental health, vocational rehabilitation, etc.) and (b) data-based decision

making and fidelity processes to improve transition practices and outcomes, (c) secondary analysis of NLTS2 and other databases, (d) personnel preparation in transition, (e) post-secondary education, (f) supporting early career scholars and graduate students, (g) supporting research to practice, and (h) disseminating research. To those of you that have already volunteered—THANK YOU—for those of you that are interested in getting involved, feel free to email me at [allison.lombardi@uconn.edu](mailto:allison.lombardi@uconn.edu) and/or attend our DCDT Research Committee Meeting at the DCDT Convention in Milwaukee.

This past spring, we held the first DCDT Graduate Research Scholarships competition. DCDT and the DCDT Board recognizes the importance of supporting the next generation of leaders in the transition field, and allocated funding to support an annual competition for graduate student research (i.e., thesis, pre-dissertation, dissertation) projects in the area of transition. We were very impressed with the number and quality of applications. Thank you to all of the applicants! The winners are listed below with their respective

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## DCDT Committee Updates, continued from page 6

institutions and study titles. These students will present their findings in Milwaukee. Also, we will share more information on how to apply for the 2018 competition later this fall.

### **L. Danielle Roberts-Dahm, University of South Florida**

Title: *Inclusive Higher Education and Employment: An Analysis of Program Components*

### **Kelly Clark, UNC Charlotte**

Title: *UPGRADE Your Job Performance Grant*

### **Leslie Bross, University of Kansas**

Title: *Evidence-Based Practices for Young Adults with Autism in Employment Settings*

### **Misty Terrell, UNC Charlotte**

Title: *Effects of Using Behavior Chain Interruption Strategy on Increased Social Interactions of Young Adults with Intellectual Disabilities and Autism*

### **Heyjung Kim, University of Wisconsin – Madison**

Title: *Intersectionality in the Transition to Postsecondary Education among Korean-American Students with Autism*

## Policy and Advocacy Committee

*Things, they are a movin', and times, they are a changin'. Between healthcare reform, regulatory revisions, immigration, and education, I don't know how any of us are keeping our heads on straight.*



**Kimberly Osmani, Chair**  
[kosmani@okdrs.gov](mailto:kosmani@okdrs.gov)

The Individuals with Disabilities Education Act (IDEA) was amended to bring language up-to-date with current terminology regarding individuals with intellectual disabilities.

A new IDEA website has also been released (<https://sites.ed.gov/idea/>). Word on the street is OSEP will be focusing on significant disproportionality in monitoring visits/TA as this was a major topic at the recent OSEP Project Directors' Conference in DC.

The DCDT Policy and Advocacy Committee worked with our Representative Assembly partners to respond to CEC recommendations for revisions to IDEA in regards to transition. We are thankful they reached out to our Division for input on the area in which we are experts—transition. If you would like a copy of the committee's submission to CEC, please email [kosmani@okdrs.gov](mailto:kosmani@okdrs.gov). Our committee will

continue to work with the DCDT board on developing recommendations on behalf of DCDT. If you are interested in joining this work group, please email [kosmani@okdrs.gov](mailto:kosmani@okdrs.gov).

- To access legislation, regulations, and guidance regarding Vocational Rehabilitation, visit the Rehabilitation Services Administration web page at <https://rsa.ed.gov/policy.cfm>.
- There are actions taken daily, and if you'd like to track what comes out of the HELP Committee in DC, you can visit this link. <https://www.govtrack.us/congress/committees/SSHR>

The DCDT Policy and Advocacy Committee will be disseminating a survey to gather your input on concerns regarding IDEA and transition, so keep a look out. Also, we will be holding a committee meeting at the DCDT Conference in Milwaukee and welcome you to join us. If you are interested in serving on this committee, please email Kimberly Osmani, Chair, at [kosmani@okdrs.gov](mailto:kosmani@okdrs.gov) or call at 405-635-2768.

## Publications Committee

### **Amber McConnell, Chair** [ambermcc@ou.edu](mailto:ambermcc@ou.edu)



The Publications Committee would like to welcome Al Daviso as our new Web Editor and Tom Simmons as the new Newsletter Editor.

Would you like resources and guidance to improve transition practices in as little as one school year? NTACT and DCDT have teamed up to provide 3 new resources called "Just in Times." There is a "Just in Times" for (1) State Agencies and Administrators, (2) Special Education Teachers, and (3) Transition Specialists. Go to the DCDT Website and click the "Publications" tab to access the materials.

Check out the new Transition in Practice Article featured in the August 2017 CDTEI! "An Intervention to Promote Positive Teacher-Student Relationships and Self-Determination Among Adolescents with Emotional Disturbance," by John Lind, Marcus Poppen, and Christopher Murray.

Transition in Practice provides opportunities for (a) authors to submit manuscripts that translate secondary transition research into practice and (b) practitioners to publish information about secondary transition research-based strategies, programs, and assessments to inform professional practice and improve outcomes for youth with disabilities. As the official journal of the Division on Career Development and Transition, CDTEI is a member benefit that provides the latest research and position papers on the activities, programs, and issues in the field of secondary transition.

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## 2017 DCDT Conference "Revving Up for Transition" October 12–14, 2017

*Join us in Milwaukee Wisconsin for the  
2017 DCDT International Conference!*

This four-day conference provides a host of information and networking opportunities for those interested in improving lives of individuals with disabilities. The missions 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 influence policies affecting career development and transition for persons with disabilities.

Check out session descriptions, agenda, and tour information at:

<http://community.cec.sped.org/dcdt/dcdt-conferences/dcdt-2017>

Conference registration is available at <http://www.cvent.com/d/0vqnr/4W>

Hotel reservation can be made at Hotel – Milwaukee Hyatt Regency Hotel –  
Milwaukee Hyatt, 333 West Kilbourn Avenue, Milwaukee, Wisconsin 53203

Reservation Hotline: 1(888) 421-1442 (Conference Code: DCDT)

For more information go to [www.dcdt.org](http://www.dcdt.org) and click on conferences.

Questions: Dr. Cindi Nixon, [cnixon@fmarion.edu](mailto:cnixon@fmarion.edu)

### Keynote Speakers

#### **Thursday Opening Keynote – Brad Cohen**

*If you've ever wondered what impact you as an educator have on the students you teach, Brad Cohen, a teacher with Tourette Syndrome, will help you to the Front of the Class. You will hear how this "First Class Teacher of the Year" award winner came from the depths of abuse and how he was determined to rise above it all to become an inspiration to others. Brad's book,*



*Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had, focuses on having a positive attitude and how all it takes is for ONE person to believe in a child in order for them to be successful. His story shows that just because a person has a disability, they can still follow their dreams.*

#### **Friday Luncheon Keynote – Tim Clue**

*Tim Clue is reinventing conferences one funny experience at a time. Hailing from a small town outside Chicago (and now making his home in*





## 2017 DCDT Conference, continued

*the Windy City with his wife and daughter), Tim has brought to bear all his experiences from his years as an award-winning educator, his training at Second City and decades in stand-up comedy, and has synthesized his calling as a Humorous Motivational Speaker and Corporate Entertainer. After a decade as an award-winning professor of communications and speech, Tim took his then-budding comedy writing skills to the clubs, working with many well-known comics—such as Jerry Seinfeld, Steven Wright and Larry Miller, to namedrop just a few—and you may have caught some of Tim’s humor on YouTube or XM/Sirius Satellite Radio. As a playwright and director, Clue’s latest stage comedy “Leaving Iowa” was nominated Best New Play in the Country and is performed in theaters across U.S. and Canada.*

### Preconference Workshops

**9:00 am to 3:00 pm.**

**Both are \$110.00 with breakfast and lunch included.**

**Preconference Information #1 – Creating Positive Futures: Authentic Strategies to Promote Student Engagement in Career Exploration and Postsecondary Goal Setting.** This workshop will provide strategies and evidence on how to empower students through engagement in career exploration, assessment and goal setting. Evidence of how such approaches may influence students’ future expectations and self-determination will be discussed. Attendees will participate in demonstration and instruction on how to use relevant strategies, materials and technology/websites as part of the process. Approaches for infusing this Backward plan-

ning process into both transition goal-setting and student’s engagement in the transition IEP will be addressed. This workshop will provide descriptions of the strategies used in the intervention as well as evidence demonstrating the effectiveness of the strategies will be presented. Methods for engaging and students in the transition assessment and planning process will be discussed. Implementation of career exploration and other career development activities and strategies as part of the overall intervention in the transition planning process will be described. Specifically, we will show a) the selection and use of transition assessment and career exploration tools and websites for use with students with disabilities and b) methods that promote involvement of students and increase their self-awareness/knowledge as part of the exploration and goal setting process. Evidence on the effectiveness of these strategies, student engagement in the process of self-awareness/knowledge, career exploration and goal-setting, and impact on student career expectations will be discussed. Speaker: Sarah Johnston-Rodriguez Co-Presenters: Sharon Slover (Mesa AZ Public Schools) and Angela Henbest (Hononegah High School, Rockton, IL)

**Pre-conference #2 – Expanding Employment Opportunities for Youth.** This presentation will focus on activities related to job exploration, work based learning, and work place learning. Specifically, participants will learn strategies to: discover student’s passions and talents, set goals for employment preparation, work with business and develop employer relationships, and to provide systematic instruction. Speakers: Laura Owens, Dale Verstegen, Amanda Kohnke, Dwight Johnson, and Kathy Tuttle

**DCDT Committee Updates**, *continued from page 7*

CDTEI is **INVITING SUBMISSIONS** for the Transition in Practice section through the online portal (<http://mc.manuscriptcentral.com/cdtei>). Author guidelines can be obtained at the log-in page of this site under the Resources head; click on the link "Instructions & Forms." Further inquiries may be sent to Val Mazzotti, Transition in Practice associate editor, via email ([vmazzott@uoregon.edu](mailto:vmazzott@uoregon.edu)).

The publications committee has several exciting projects in the works including an administrator handbook on secondary transition. If you are interested in becoming involved in the publications committee please email Amber McConnell ([ambermcc@ou.edu](mailto:ambermcc@ou.edu)), publications chair.

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

**Subdivision News**, *continued from page 6*

I would love to share the exciting things your state and subdivision is doing surrounding transition education. Please send me an email. Through this newsletter, we can advertise upcoming events within our region.

**Oklahoma Transition Institute**—October 3–5, 2017,  
Norman, OK

**Texas Transition Conference**—February 21–23, 2018,  
Houston, TX

**Arkansas Transition Summit**—November 5–6, 2018,  
Rogers, AR

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

transportation legislation (FAST Act) necessitates coordination across education, workforce, and transit. Let's figure out ways to connect, coordinate, and collaborate with the organizations that represent the interests of members with whom we may not automatically think of as part of education sectors.

DCDT benefits from the many talents and perspectives of a robust board. We hope you will consider becoming active on a DCDT committee and welcome the opportunity to meet you at our **Fall conference in Milwaukee**. We have a content-rich program planned including nationally recognized keynoters, over 250 presentations, interactive pre-conference workshops, and of course, well known DCDT award programs and receptions. Join us to engage in learning and laughter and please reach out to your peers who may represent diverse professional disciplines or non-traditional transition-related organizations. All of us on the Board feel fortunate to represent you and the interests of transition professionals everywhere. Thank you for your membership and commitment to furthering outcomes for youth with disabilities.

Judy L. Shanley  
[judyLshanley@gmail.com](mailto:judyLshanley@gmail.com)

## 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>).