

2015 Secondary Transition Interagency Conference

“Launching Opportunities”



November 18-19, 2015
Ramada Hotel & Conference Center
Bismarck, ND



Kirsten Baesler, State Superintendent
ND Department of Public Instruction
600 E. Boulevard Ave, Dept. 201
Bismarck, ND 58505-0440

“Launching Opportunities”

Dear Conference Participant,

North Dakota Department of Public Instruction, the North Dakota Division of Vocational Rehabilitation, the North Dakota State Council on Developmental Disabilities and the members of the ND Secondary Transition Community of Practice would like to welcome you to this collaborative professional development conference.

The vision of the ND Community of Practice on Secondary Transition is that all youth and young adults with disabilities will successfully transition to the role of productive, participating, adult citizens.

The primary purpose of this conference is to strengthen partnerships between professionals, parents, and young adults; to expand the capacity of all stakeholders in the secondary transition process; and to promote the successful transition of young adults with disabilities to post school outcomes of:

- Employment
- Community Participation
- Healthy lifestyles
- Postsecondary Education & Training.

Learner Outcomes: The participant will:

- Identify results based instructional practices and interventions for secondary students that lead to the achievement of desired post school outcomes.
- Identify essential elements of effective transition practices, projects and activities within the following post school outcome areas:
 - Employment
 - Training
 - Education
 - Independent living
- Identify effective collaboration techniques and strategies to assist youth/young adults in a successful transition.

Credit: Registrants can register for credit prior and during the Conference using the University of Mary's new online credit registration link at:

<https://www.hobsonsradius.com/ssc/aform/Bd8k0oC80z3m0x67025r.ssc>.

To receive credit, a minimum of 15 Conference contact hours is required to earn 1 Graduate credit and 10 contact hours is required to earn 1 CEU credit.

Please join us in thanking the Conference Planning Committee Members - Lynn Dodge, Cheryl Hess, Laurie Skadsem, Judy Garber, Barb Burghart, Karen Nickel, and Jamie Hardt.

Have a great conference!

Very Truly Yours,

Gerry Teevens

Director of Special Education
Secondary Transition Coordinator

Secondary Transition Community of Practice Membership

Jeff Anderson-Community Living Services, Inc., Erik Anthony – Region IV Vocational Rehabilitation Counselor, Amy Armstrong-North Dakota Center for Persons with Disabilities, Heidi Budeau- Bismarck Public Schools, Barb Burghart- Vocational Rehabilitation Program Administrator, Lori Carbno – Developmental Disabilities Program Manager, Stacie Dailey – Division of Behavioral Health, Morgan Edmundson – Youth Correctional Center, Heather Everson – Options Independent Living Center, Steven Felchle – Lonetree Special Education Unit, Judy Garber – Licensed Social Worker, Janet Green – Minot Public Schools, Vickay Gross – Protection & Advocacy, Jamie Hardt – Independence Inc, Zanthia Hegle-Price – Region VII Vocational Rehabilitation Counselor, Tonya Hertel – Standing Rock Vocational Rehabilitation, Cheryl Hess – Executive Director State Council on Developmental Disabilities, Becky Hoff – Region VIII Vocational Rehabilitation Counselor , Debra Huber – ND Department of Career and Technical Education, Shawn Huss – Wilmac Special Education Unit, Summer Ibach – Developmental Disabilities Program Manager, Tammie Johnson – Children’s Special Health Services, Angie Jones – Region I Vocational Rehabilitation Counselor, Dan Juve – Grand Forks Special Education Unit, Joan Karpenko – Family Support Specialist, Ruth Lacher - Job Service of North Dakota, Carol Lybeck – ND School for the Deaf, Matthew McCleary - Federation of Families, Laura Mildenberger – Bismarck Public Schools, Karen Nickel – West Fargo Special Education Unit, Bette

Nelson – Lake Region Special Education Unit, Amy Osvold – Vocational Rehabilitation Specialist – Vision Services, Brian Osvold – Guardianship Services, Dawn Paulsrud – GST Special Education Unit, Dawn Pearson – Division of Children & Family Services, Kyle Peterson, Region II Vocational Rehabilitation, Mary Robinson – Dakota Center for Independent Living, NaTasha Sawicki – Program Coordinator ND State Council on Developmental Disabilities , Moe Schroeder – Family Voices of ND, Darcy Severson – Pride Inc., Brianne Skachenko – Residential & Day Services Administrator, Developmental Disabilities Division, Laurie Skadsem – Anne Carlson Center, Jennifer Sick – Life Education Teacher, Bismarck Public Schools, Nicole Strand – Souris Valley Special Services, Lisa Stymeist – Transition to Independence Program, Karla Sundhagen – Program Coordinator, Wilmac Special Services, Gerry Teevens – NDDPI Special Education Director, Mari Wanzek – Fargo Public Schools, and Chantel Zeller – Partnership/TIP Programs.



ND Department of Public Instruction
2015 Secondary Transition Interagency Conference
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Wednesday, November 18, 2015
 Ramada Hotel & Conference Center, Bismarck, ND

Agenda

7:00 - 8:00 a.m.	Registration & Continental Breakfast	
8:00 a.m.	Opening Remarks & Overview of the Conference: Gerry Teevens & the Secondary Transition Community of Practice	Heritage
8:15 a.m.	Keynote: Mallory Cyr: “From the Red Sox to the Rockies”: Personal Story and Best Practices, and Lessons Learned from a Multi-State Transition	Heritage
9:30 a.m.	Concurrent Sessions <ul style="list-style-type: none"> • Critical Issues Facing Transition Age Youth Receiving Social Security Disability Benefits • Autism and Employment – Preparing for Life after High School • The Hidden Curriculum • BEYOND Program: Creatively Teaching Transition Curriculum • Transition Assessment Matrix Walk Through 	Senate Chamber Congress Room 106 Room 114
10:30 a.m.	Break & Community Connections Exhibits	Judicial
11:00 a.m.	Keynote: Melinda Jacobs: “Transition Services and the IDEA”	Heritage
12:00	Lunch	
12:30 p.m.	Linda Olsrud: The Life Changing Value of Art for Youth in Transition	Heritage
1:15 p.m.	Concurrent Sessions <ul style="list-style-type: none"> • Transition: Student Involvement in Learning about Classes • Case Studies – Transition and the Law • Apps to Support a Successful Transition • Teen Night Out Program • Successful Transition Strategies for Students with Hearing Impairments 	Senate Chamber Congress Room 106 Room 114
2:15 p.m.	Break & Community Connections Exhibits	Judicial
2:45 p.m.	Melinda Jacobs: “Critical Issues in Transition”	Heritage
3:45 p.m.	Mark Coppin: “Assessing Abilities”	Heritage
4:30 p.m.	Wrap Up for the Day	

ND Department of Public Instruction
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Thursday, November 19, 2015
Ramada Hotel & Conference Center, Bismarck, ND

Agenda

7:30 a.m.	Registration & Continental Breakfast	
8:00 a.m.	Welcome: Gerry Teevens & Kevin McDonough, “Transition in North Dakota”	Heritage
8:30 a.m.	Keynote: Steve Wooderson, Council of State Administrators of Vocational “Transition and the Workforce Innovation Opportunity Act – “How did we get here and where are we going now?”	Heritage
9:30 a.m.	Break	
9:45 a.m.	Concurrent sessions <ul style="list-style-type: none"> • A Joint Venture in Providing Pre-Employment Skills Training to Students • Identifying and Implementing Educational Strategies and Interventions for High School Students with ASD • The Importance of Recreational Activities for Students in Transition • An Advocacy Prospective on Transition • Beyond One Day at a Time: Planning for a Child with Special Needs 	Senate Chamber Congress Room 106 Room 114
11:00 a.m.	Keynote: Matt Klare: “Don’t Call Them Dropouts” National Center on Technical Assistance in Transition (NCTAT) Kevin McDonough NCTAT Technical Assistance Grant	Heritage
12:15 p.m.	Lunch	
12:45 p.m.	Transition and the Workforce Innovation Opportunity Act: What Does it Mean for ND? Russ Cusack & Barb Burghart	Heritage
1:30 p.m.	Concurrent Sessions <ul style="list-style-type: none"> • Identifying and Implementing Educational Strategies and Interventions for High School Students with ASD • Transition – What ND Parents are Telling Us • Personal Decision Making – Alternatives to Guardianship • Transition to Higher Education for Students with Disabilities • West Fargo Transition Academy: A Light for Learning Transition to Adult Life 	Senate Chamber Congress Room 106 Room 114
2:45 p.m.	General Session: Stephen Hinkle, M. Ed, Disability Rights Advocate “Planning for Life after High School”	
3:45 p.m.	Closing Keynote: T. Marni Vos: “Things to Consider in the Business of Life”	
4:30 p.m.	Closing Remarks: Credit Forms and Evaluations	

Concurrent Session Schedule

Rooms	Senate	Chamber	Congress	Room 106	Room 114
Session # 1: Wednesday, November 18					
9:30 a.m.	Critical Issues Facing Transition Age Youth Receiving Social Security Disability Benefits Amy Bergan	Autism and Employment-Preparing for Life after High school Tony Thomann	The Hidden Curriculum Steven Hinkle, M.Ed.	BEYOND Program: Creatively Teaching Transition Curriculum Samantha Gores	Transition Assessment Matrix Dr. Janet Green
Session # 2: Wednesday, November 18					
1:15 p.m.	Transition: Student Involvement in Learning about Classes & Employment Cathy Haarstad	Case Studies Transition and the Law Melinda Jacobs	Apps to Support a Successful Transition Mark Coppin	Teen Night Out Program Judy Garber, Diane Auch, and Joan Karpenko	Successful Transition Strategies for students with Hearing Impairments (ED) North Dakota Pepnet 2 Team
Session # 3: Thursday, November 19					
9:45 a.m.	A Joint Venture in Providing Pre-Employment Skills Training to Students Curt Markel, Jeff Anderson, Mari Wanzek, and Jolene Schue	Identifying and Implementing Educational Strategies and Interventions for High School Students with ASD Colleen Reutebuch, Ph.D	Annie’s House Adaptive Recreation Program in Partnership with Anne Carlsen Center. Laurie Skadsem	An Advocacy Perspective on Transition Mathew McCleary, Radek Dvorak, and Vickay Gross, P&A	Beyond One Day at a Time: Planning for a Child with Special Needs Kevin Burckhard
Session # 4: Thursday, November 19					
1:30 p.m.	Identifying and Implementing Educational Strategies and Interventions for High School Students with ASD Colleen Reutebuch, Ph.D	Transition – What ND Parents are Telling Us Cathy Haarstad & Kirsten Dvorak	Personal Decision Making – Alternatives to Guardianship Pam Mack	Transition to Higher Education for Students with Disabilities Deb Glennen and Katie Richards	West Fargo Transition Academy: A Light for Learning Transition to Adult Life Karen Nickel and Jami Svor

“Launching Opportunities”

Keynote Presenters



Kirsten Baesler, State Superintendent

Welcome to this valuable Secondary Transition Conference. This meeting brings together the Department of Public Instruction, the Division of Vocational Rehabilitation, the State Council on Developmental Disabilities and the members of the North Dakota Secondary Transition Community of Practice.

This important professional development event will strengthen partnerships between professionals, parents and young adults, and promote the successful transition of young adults with disabilities from school to jobs, community involvement and post-secondary education and training.

I am grateful for all that you do.

Kirsten Baesler (pronounced KEAR'-stun BAYZ'-lur) is superintendent of the North Dakota Department of Public Instruction. She was elected superintendent in November 2012.

The department oversees the education of more than 110,000 public and private school students. It monitors K-12 programs, administers state aid to schools, and approves credentials for administrators and education specialists.

Before she became superintendent on Jan. 2, 2013, Superintendent Baesler had a 22-year career in Bismarck's public schools. She is a former Bismarck public school vice principal, library media specialist, classroom teacher and instructional assistant. She served on the Mandan school board for nine years. For seven of those years, her fellow board members elected her to serve as their president. She holds two associates' degrees from Bismarck State College, a bachelor's degree in education from Minot State University, and a master's degree in education and library information technology from Valley City State University.

The Department of Public Instruction has 99 employees and a two-year budget of \$2.35 billion, most of which is distributed as state aid to local school districts. The department also oversees the State Library, in Bismarck; the state School for the Blind/North Dakota Vision Services, in Grand Forks; and the state School for the Deaf, in Devils Lake.

Superintendent Baesler serves on 15 state boards and is chairwoman of two of them. She is a member of the Board of University and School Lands, which manages state land holdings and oversees a \$3 billion trust fund that benefits North Dakota's public schools.

She is a native of Flasher, a rural community in southwestern North Dakota. Superintendent Baesler makes her home in Mandan.



Barbara Burghart became the ND Division of Vocational Rehabilitation (DVR) Transition Program Administrator in February 2013. Prior to becoming DVR's Transition Program Administrator, she spent 9 years as the lead transition VR counselor serving the Bismarck-Mandan area. She also spent many years as a Program Director with Dacotah Foundation, serving individuals with serious mental illness.



Mark Coppin is the Director of Assistive Technology at the Anne Carlsen Center in Jamestown, ND where he coordinates the provision of assistive technology services for the Center. He also provides technology evaluations and consultation services throughout North Dakota. Mark has presented at state, regional, national, and international conferences on such topics as technology and teaching, special education, assistive technology, mobile devices in education, and autism. He has presented twice at the United Nations on the importance of accessibility. Mark holds a bachelor's degree in speech

communications and special education and a master's degree in educational media design and technology. In 2009, Mark was named an Apple Distinguished Educator, and served on their advisory board from 2009-2012. His leadership was instrumental in the Anne Carlsen Center's selection as an Apple Distinguished School for 2012-2015. In 2013, Coppin was one of 10 educators recognized as a Champion of Change by the White House. Coppin also serves on the SXSWEDEU (South By SouthWest Education) advisory board.



Russ Cusack Russ Cusack became Director of the ND Division of Vocational Rehabilitation (DVR) in May 2010. Prior to joining DVR, he spent 28 years working for the Alaska Division of Vocational Rehabilitation as a rehabilitation counselor and later in administrative positions. He served as the chief of field services for the Alaska agency leading the State VR Transition efforts.



Mallory Cyr graduated college in 2007, with a bachelor's degree in Creative Writing, Mallory worked for six years on the National Center for Health Care Transition, funded by the Maternal Child Health Bureau. In this capacity, she has provided technical assistance to states that were hoping to create successful youth advisory councils, and supported primary care practices to improve their transition protocol for young adults with complex health needs. In addition to her work with the National Center, Mallory has provided additional consulting, and presented workshops and keynote speeches at transition conferences all over the country.

Mallory is currently living in Boston with her boyfriend and is pursuing her Master's Degree at Boston University School of Public Health with a concentration in Maternal Child Health. She is excited and honoured to be a part of Youth Move National, as her goal is to bridge the systematic gap between physical and mental health and see that all young people are supported to manage their own health and have fulfilling futures



Cheryl Hess Anderson, Executive Director for the North Dakota State Council on Developmental Disabilities, has 15 years of experience working in the disability field. Cheryl has worked as the Council's Executive Director for three years. Prior to her current position she worked for the Division of Vocational Rehabilitation (VR) for 11 years, first as a counselor, and then as a program administrator. While working in VR oversaw the transition program, Supported Employment, Assistive Technology and was the Community Provider Liaison. Cheryl is a certified Rehabilitation Counselor and holds a Master's Degree in Human Relations from the University of Oklahoma.



Stephen Hinkle, M.ED. is a disability rights advocate and a national speaker. As a person with autism who has worked in computers in the past, and now working as a speaker, learn from a firsthand perspective on planning for a transition. Stephen has spoken in 23 states across the USA and is currently working on a book about autism and social skills. Stephen is thoroughly versed in the Individual Education Plan process as he has engaged in the process since an early age. Stephen appreciates the value of an Individual Transition Plan (ITP). Additionally Stephen is very familiar with the supportive adaptations and services offered by school districts and special education departments that can be utilized to achieve the goals laid out in an IEP/ITP. Stephen understands the challenges parents face when it comes to getting a quality education for their child with a disability, and how difficult it can be to navigate the system. As a person who has watched his parents contend with these same challenges, he knows the importance of

effectively implementing support services in order to give their child a successful education experience, both academically and socially. Stephen has given presentations all over the country on a variety of topics to audiences such as: Educators, parent Groups, College Classes, Disability Organizations, Community Recreations Organizations and more.



Melinda Jacobs is an attorney in private practice who has worked in the field of special education law since 1985. Since 1996, she has exclusively represented school systems in special education matters pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and related laws. Ms. Jacobs formerly served as an attorney in the Office of Special Education Programs for the Tennessee Department of Education and as Associate Publisher for Education and Disability Publications for LRP Publications. In addition to her frequent national, state, and local presentations, Melinda has authored several publications and articles on special education law, and has written and produced a series of audiotapes and videotapes on the implementation of the laws governing the provision of special

education and related services. Ms. Jacobs is a member of the Special Education School Attorneys Advisory Council, and serves as Chairperson of the LRP National Institute on Legal Issues of Educating Students with Disabilities. Her “down to earth” and practical presentation style, combining humor and song, makes legal information accessible and understandable for educators, parents, and other professionals in the field.

Matthew Klare, Ph.D. is a Project Coordinator with the National Technical Assistance Center on Transition (NTACT), based at the University of North Carolina Charlotte. His expertise lies in educational assessment, data analysis and reporting, as well as the development and delivery of technical assistance to support school completion at state and local levels. For the ten years before NTACT was funded, Klare was with the National Dropout Prevention Center for Students with Disabilities at Clemson, where he was Project Coordinator and a Research Associate.

He has also worked with the American Institutes for Research in Washington, DC in the area of test development and operations. Prior to that, he was with ACT in Iowa City, IA, where he was instrumental in the development of the Explore Program, the Work Keys assessments, and ACT’s computerized testing system.

Klare’s current focus is on knowledge and tool development to support the use of dropout and graduation data to identify technical-assistance needs and on developing and delivering technical assistance to build State and local capacity to support school completion and successful transition to post-school education and/or employment. He has developed various data analysis tools, including an early warning intervention system (The Risk Calculator) to help schools identify at-risk students and place them in the appropriate tiered interventions.



Kevin McDonough is a Special Education Regional Coordinator for NDDPI and presently is the project lead for the State Systemic Improvement Plan (SSIP). This statewide planning process targets the implementation of evidence based and promising practices that will improve instructional and support services for students with behavioral, social/emotional, social communication and/or mental health needs. He is originally from Eastern Montana and obtained his bachelor's degree in special education from Montana State University- Billings, and his master's degree in special education from Boise State University, Boise, Idaho. He has had a career in special education that spans 39 years, with work in three states- Montana, Idaho and now North Dakota.



Linda Olsrud is the founder of VSA North Dakota, and has been its only Executive Director. In 2009, she realized that a smaller, local, but successful, arts program for children with disabilities that she managed was something that could expand not only within the Bismarck/Mandan area but also to other areas of the state.

VSA North Dakota, along with 35 other states and numerous foreign countries, is fully affiliated with the John F. Kennedy Center for the Performing Arts in Washington, D.C. As part of the VSA network, we have the ability to have peer to peer conversations and resource sharing about best practices in the work we do.

VSA North Dakota recently entered into a contractual partnership with the Anne Carlsen Center, which is enabling even more people with disabilities to receive quality arts education and experiences.

Ms. Olsrud majored in English while in college, and for 15 years had her own Photographic Art business. However, her recent work history and passion has been in the non-profit world, centered on children, education, the arts, people with disabilities or who are at risk and those who may be underserved because of socio-economic conditions.



Gerry Teevens is the Director of Special Education for the North Dakota Department of Public Instruction. She has worked for the Department for the past eleven years. Along with the many duties of the State Director, Gerry also continues to serve as the Secondary Transition Coordinator for the state. Gerry has a Masters of Education in the field of Special Education and a Bachelor's Degree in Elementary and Special Education. Gerry has had extensive classroom experience with students with Intellectual Disabilities, Emotional Disturbance, and Specific Learning Disabilities. She has also worked as a Transition Coordinator/Special Education Classroom teacher at the high school level. She has taught in Migrant

Education Programs at the high school and elementary level, and has also taught Kindergarten. Gerry is originally from the Northeastern part of the state of North Dakota where she and her husband Mike were Co-Bowling Proprietors for almost 30 years.



T. Marni Vos is a motivational speaker who entertains with her keynotes while she motivates and inspires her audience to be top performers at work and as individuals. T. Marni Vos leaves her audience not only with an additional communication tool, but laughing, free of stress, and ready for change. T. Marni Vos became one of only seven women in 20 years to be a finalist in the prestigious San Francisco international Stand Up Comedy Competition, where 400 comics competed each year. She has performed on Life Time's Girls Night Out" and opened for Jay Leno at the Comedy and Magic Club in Hermosa Beach.

A former high school instructor in a stressful environment, T. Marni Vos used humor and creativity to inspire and motivate students to go beyond their potential. Through laughter and communication she continues to educate people in all walks of life to meet their challenges with a light heart and the echo of laughter. T. Marni Vos can complete an entire S.A.T in 17 minutes.



Steve Wooderson was selected as the CEO of CSAVR on November 1, 2010. Prior to joining CSAVR, Steve was the administrator of Iowa Vocational Rehabilitation Services. He oversaw the state VR and independent living programs, as well as the disability determination services bureau.

His experience in VR spans over 35 years of service in the vocational rehabilitation program. Steve started as a VR counselor in south central Missouri in January of 1981 and he enjoyed a 20 year career with the Missouri VR agency. In March of 2000, Steve moved to Iowa to become the rehabilitation services chief, and then was appointed agency administrator in December of 2002. He has served at all professional levels in the public vocational rehabilitation program; which gives him a unique perspective of the local, state and national implications of VR service delivery. During Steve's tenure in Iowa, he also was adjunct faculty in the Drake University rehabilitation counseling program.

Since his tenure with CSAVR, he has also led the way to an international partnership with allied vocational rehabilitation service providers in Western Europe and been a featured trainer and speaker with the European Platform for Rehabilitation headquartered in Brussels, Belgium. Steve also has represented CSAVR and the US public VR program by presenting and meeting with members of the Vietnamese Ministry of Labor, social services providers and higher education officials in Hanoi, Vietnam.

He is a certified Dale Carnegie trainer and a retired Army Reserves Lieutenant Colonel.



“Launching Opportunities”

Concurrent Session Descriptions

Wednesday, November 18, 2015 – 9:30 a.m.

Critical Issues Facing Transition Age Youth Receiving Social Security Disability Benefits by Amy Bergan

There are numerous Social Security issues that are unique to transition age youth. The focus will be on these issues and identifying strategies for success. A brief overview of the Supplemental Security Income (SSI) program and the work incentives designed specifically for transition age students will also be explained.

Autism and Employment – Preparing for Life after High School by Tony Thomann

In this presentation, a brief description of Specialisterne Midwest will be given, followed by information regarding common questions and observations (and the answers that are given) that are received from parents and teachers regarding post-secondary options for individuals with ASD.

The presentation will then focus on what qualities Specialisterne is seeing in adults with ASD and how those are being integrated in to the workplace.

The information will be given from the perspective of marketing the strengths of individuals with ASD in the labor market. However, this could be applicable to many transitioning students with ability but lack of direction or concerned teachers and parents.

The Hidden Curriculum by Steven Hinkle

Stephen presents strategies and supports for including people with special needs in the social realm of school. Learn about common interventions, supports, and teaching ideas for helping students who struggle socially. He covers elementary school through college, including after school, school spirit, lunchtime fun, assemblies, large group settings, along with common recreational and leisure activities plus communication, manners, etiquette, friendship, and more.

BEYOND Program: Creatively Teaching Transition Curriculum by Samantha Gores

Attendees will be introduced to Independence, Inc.'s youth transition program, BE-YOND (Building and Encouraging Youth Opportunities in North Dakota). Taught in high schools in northwestern North Dakota, the program enhances the transition services received by students ages 14-22. BEYOND's character-based approach follows the Independent Living Model to provide student-centered education de-signed to help students in the transition from the secondary school environment to independence in the world of work, post-secondary education, and adulthood. BE-YOND lessons encompass self-awareness, self-advocacy, and independent living skills. These lessons, which feature active youth engagement, art, visual media, and technology, are molded to meet the unique needs of students.

Transition Assessment Matrix by Dr. Janet Green

The Transition Assessment Matrix was developed by the North Dakota Community of Practice on Secondary Transition to serve as a resource tool for professionals administering Transition assessments to students receiving special education services on a Transition IEP plan. Janet will do a walk-thru of the web-based tool.

Wednesday, November 18, 2015 – 1:15 p.m.

Transition: Student Involvement in Learning about Classes & Employment by Cathy Haarstad

Data from the most recent DD Council Grant on involving self-advocates in transition planning will be shared along with an opportunity to view new tools designed to help students participate more actively in selecting classes and working with community partners to create customized employment experiences.

Case Studies Transition and the Law by Melinda Jacobs

The best way to understand how courts look at transition services is to see what they have said and done in real cases. In this one-hour session, Attorney Jacobs explores the most significant legal decisions affecting the development and implementation of transition services plans and programming for students with disabilities. Participants will gain an understanding of the critical legal issues, how courts have viewed the responsibilities of local education agencies and the expectations of parents and students with disabilities.

Apps to Support a Successful Transition by Mark Coppin

As our students get older and start to transition out of K-12 and into the real world, their needs change. All students will need supports to make them more independent and successful in their post high school years. Mobile devices can play a significant role in helping the older students meet their personal, educational and vocational goals. This hands-on session will show how mobile devices such as the iPad and iPhone can support their independence in the community. We will discuss apps, device customization and ways these devices can help meet individual needs and promote independence for adolescents and young adults.

Teen Night Out Program by Judy Garber, Diane Auch, and Joan Karpenko

The Teens Night Out program began in 2003. It was designed to provide social opportunities for individuals with disabilities. The program is targeted for adolescence and young adults. The program works closely with the parents to provide support and information regarding services that would benefit their children. Our goal is for all children to have a safe place to develop healthy relationships, which will build self-esteem and increase overall success.

Successful Transition Strategies for Students with Hearing Impairments (ED) by North Dakota Pepnet 2 Team: Pam smith, Tom Schiwal, Kirsten Vetter, Bambi Lambert, and Renae Bitner

The Pepnet Team will provide a panel presentation focusing on discussion of: Classroom strategies and assessments; Resources for classroom teachers and service providers; Options for effective communication; Pepnet Resources; Local, state, and national resources; and State and national Trends.

Thursday, November 19 - 9:45 a.m.

A Joint Venture in Providing Pre-Employment Skills Training to Students by Curt Markel, Jeff Anderson, Mari Wanzek, and Jolene Schue

With the implementation of the Workforce Innovation and Opportunity Act (WIOA), the ND Division of Vocational Rehabilitation Services agreed to partner with Fargo Public Schools and private providers in assisting secondary transition students. Students were provided assistance in meeting transition goals, obtaining vocational skills, and supporting the generalization of transition skills. This presentation highlights the success of this pilot programming in the Fargo Community.

Identifying and Implementing Educational Strategies and Interventions for High School Students with ASD by Colleen Reutebuch

Much work has been done to identify evidence-based practices for children and youth with ASD, but most of the research has occurred at the preschool and elementary school age level. To address the need for effective educational and intervention programs at the high school level for students with ASD, investigators with the Center on Secondary Education for Students with ASD (CSESA) have designed four educational and intervention approaches that focus on commonly identified learning needs. The areas are independence, social competence, literacy and academics, and transition and families. Drawing from efficacious intervention approaches originally designed for students with other disabilities, CSESA investigators have adapted procedures and strategies for use with students with ASD. This session will describe procedural details for the academic and behavioral interventions, provide examples, and briefly report on student outcomes. The focus will be primarily on implementation of the intervention strategies for individual students in high school settings.

Annie's House Adaptive Recreation Program in Partnership with Anne Carlsen Center by Laurie Skadsem

Annie's House is nestled in the scenic Turtle Mountains at Bottineau Winter Park. It is a year round adaptive recreation program, managed by Anne Carlsen Center. The program offers an array of life-changing opportunities for individual and veterans with disabilities such as skiing, tubing, hiking, fishing, archery, snowshoeing, bird watching, etc.

The lodge and program is named after Ann Nicole Nelson, who died at age 30 in the terrorist attack of September 11, 2001. Ann was a bond broker for Cantor Fitzgerald, and was working on the 104th floor of the World Trade Center when the towers collapsed. When Ann's computer was returned her parents made a precious discovery. A "Bucket List" – all the goals Ann wanted to accomplish and experience in her lifetime was on this list. The list inspired the ambitious project of Annie's House which was a collaborative effort by New York Says Thank You Foundation, Bottineau Winter Park, and friends and family from across the country. Participants will hear the story of Ann and the Adaptive Recreational Program that developed because of her list.

An Advocacy Perspective on Transition by Vickay Gross, P&A, and Self Advocates: Mathew McCleary, David Booth and Radek Dvorak

What should transition look like? Vickay Gross will open the session with examples of issues transition age students and their parents encounter when planning for life after graduation. She will share advocacy strategies to help students, parents and family members to participate and lead the transition planning process.

Matt McCleary Radek Dvorak will talk about their experiences with the transition process. Matt graduated over 10 years ago and Radek is currently in school. These young men, through their personal stories, will show the evolution of the transition process for students with disabilities. They will share the good, the bad and the ugly in their transition experiences. Radek, who is currently involved in preparing for transition out of school, will talk about how he leads his own IEP development including transition planning.

Beyond One Day at a Time: Planning for a Child with Special Needs by Kevin Burckhard

Financial and estate planning is essential for every family. Planning for families with special needs differs from other types of planning: there is much more that needs to be done to ensure a person with special needs will have a comfortable and fulfilling life, while remaining eligible for government programs and benefits.

Thursday, November 19, 2015 – 1:30 p.m.

Identifying and Implementing Educational Strategies and Interventions for High School Students with ASD by Colleen Reutebuch

Much work has been done to identify evidence-based practices for children and youth with ASD, but most of the research has occurred at the preschool and elementary school age level. To address the need for effective educational and intervention programs at the high school level for students with ASD, investigators with the Center on Secondary Education for Students with ASD (CSESA) have designed four educational and intervention approaches that focus on commonly identified learning needs. The areas are independence, social competence, literacy and academics, and transition and families. Drawing from efficacious intervention approaches originally designed for students with other disabilities, CSESA investigators have adapted procedures and strategies for use with students with ASD. This session will describe procedural details for the academic and behavioral interventions, provide examples, and briefly report on student outcomes. The focus will be primarily on implementation of the intervention strategies for individual students in high school settings.

Transition – What ND Parents are Telling Us by Cathy Haarstad and Kirsten Dvorak

A parent panel of families of transition aged student will describe what is helpful, what is challenging and why they are celebrating as they work with educators to plan for their child's transition. This session will provide valuable feedback on parent perspective to help educators grow in their awareness of how transition planning impacts families. Pathfinder will also provide numerous resources that teachers can share with families and students.

Personal Decision Making – Alternatives to Guardianship by Pam Mack

When teenagers are approaching the age of legal adulthood, as adults, we find ourselves asking whether we have done enough to prepare our children and the students we work with to make decisions for themselves. At times, a student's disability, or their circumstances affect their ability to do so. This workshop is designed to help students, parents, advocates, school staff and others in the disability field understand the array of options that are available with personal decision making.

Transition to Higher Education for Students with Disabilities by Deb Glennen and Katie Richards

North Dakota has 11 colleges and universities in the North Dakota University System, 5 tribal colleges and 2 private colleges, all representing options for students to achieve higher education.

The North Dakota Disability Services Council has representatives from each institution and collaborates with the coordinator of the Transition Office in the Dept. of Public Instruction, who serves as co-chair of the group.

Appropriate and successful transition from secondary high school to higher education requires knowledge of different laws and expectations. It is also important to have information of the culture, curriculum and degrees each institution offers to find the most appropriate match with potential success for the student with a disability.

We will discuss the common expectations for higher education and how they differ from the secondary environment, and the culture and curriculum at the different institutions.

West Fargo Transition Academy: A Light for Learning Transition to Adult Life by Karen Nickel and Jami Svor

This presentations will provide participants with an overview of the West Fargo Transition Academy, a program that serves 18- 21 year olds, that strives to empower individuals to recognize their value and potential while instilling the desire to be life-long contributing members of their communities. This program assists youth in acquiring the skills and resources necessary to become productive and independent citizens. This is accomplished in partnership with the students, families, and community resources. This presentation will provide an overview of the following:

- Lights for Learning and Transition Academy Store are student run businesses that sell candles and food items to the community. This promotes student work skills, ability to handle money and social interactions. The profits from these businesses are used for student activities.
- Inclusive environments- WFTA is located separate from the high schools and strives to integrate students in the community.
- Partnering with worksites.
- Interagency Collaboration.

Video interview with students.



“Launching Opportunities”

Concurrent Session Speakers' Biosketches

Jeff Anderson - has been with Community Living Services (CLS) for the past 21 years. He is the Director of Vocational Services with CLS. He obtained his Master of Science Degree in Education from MSUM with a Special Education Credential. He has a passion for working with transition age students and maximizing the potential for competitive employment for the individuals he serves.

Diane Auch, RN, BSN - earned her Bachelor of Science Degree from Minot State University in 1978. Diana has worked in the field of developmental disabilities for 30 years. She worked 5 years at Kalix (1985-1990) and 25 years as a special education nurse for Souris Valley Special Services (1991-present).

Amy Bergan joined RSI in August of 2013 as a Benefits Planner, a grant funded position from the Social Security Administration. Amy is a certified Community Work Incentive Coordinator and member of the National Association of Benefits and Work Incentives Specialists (NABWIS). Prior to joining RSI, Amy worked as a Counselor in a residential facility for twelve years, working specifically with youth that had sexual behavior issues. She also worked with individuals with developmental disabilities for seven years in a residential setting. Amy is a Minot native who attended both Minot State University and North Dakota State University.

Rena Bitner has worked in the Communications Department of the North Dakota School for the Deaf for more than 21 years. Rena has a B.S.Ed. in Educational Interpreting from Idaho State University. She is a nationally certified interpreter and is the President of the ND Chapter of the Registry of Interpreters of the Deaf (RID), and is a member of the ND Association of the Deaf (NDAD). Rena has more than 25 years of experience interpreting in a variety of settings, including educational, medical and legal, the experience of which she brings to the ND Pepnet Team. Rena currently interprets full time in the Bismarck region, and also works in Adult Outreach as time permits.

Kevin Burckhard – Kevin and his wife Paula both grew up in Minot, ND and have been married for over 28 years. The birth of the couple's third child in 2000 brought an unexpected range of emotions and experiences, as Grace was born with Down's syndrome. But as her name indicates, Kevin and Paul both came to realize that Grace was a “blessing given, undeserved”. As Grace grew, and her parents realized what a blessing she was to both themselves and those around her, Kevin and Paula felt called to help other children with Down's syndrome. They have since adopted Bella (age 10) from Ukraine, Nole' (age 8) from Serbia and Simas (age 5) from Lithuania; all born with Down's syndrome.

Kevin has worked as a Financial Representative with Northwestern Mutual for over 30 years. Kevin is well-aware of the unique challenges that face families with special needs and is trained to help those families be financially prepared for the future.

Mark Coppin has 25 years of experience working in various capacities at Anne Carlsen Center, Jamestown, N.D. He began as a special education instructor in 1987, and served as director of summer programming and interim director of educational services. He was a classroom teacher until 1992 when he became Director of Assistive Technology and Director of IT. As Director of Assistive Technology, he coordinated the provision of assistive technology services for the Center. He provides assistive technology evaluations and consultation services throughout North Dakota. Mark has presented Keynotes at state, regional, national and international conferences on such topics as technology and teaching, special education, video production, assistive technology, iPad and iPod touch, and autism.

Mark holds two bachelor's degrees from Moorhead (MN) State University in speech communications and in special education and has a Masters in Educational Media Design and Technology. Mark is also a certified ATP (Assistive Technology Practitioner) through RESNA.

In 2009, Mark was chosen as an Apple Distinguished educator. He served on the advisory board for the Apple Distinguished Educator program from 2009-2012. Mark was also instrumental in the Anne Carlsen Center being selected as an Apple Distinguished School for 2012-2013. Mark was nominated for the 1988 North Dakota ARC Teacher of the Year and the 1992 National Association of Private Schools for Exceptional Children Teacher of the Year.

Kirsten Dvorak is Pathfinder Services of ND Outreach Coordinator. Kirsten is a North Dakota native who was born in Bismarck and graduated from High School in Fargo. She went on to graduate from the University of Phoenix with a Human Services Management Degree and an Associate's Degree in Health Administration. Kirsten has been married for 19 years and has one son. Their family was a military family for 12 years; living in Texas, Germany, and Oklahoma. They moved back home to North Dakota Four ago. Their son, Radek will be 16 in November and is on the Autism Spectrum and is becoming a Self-Advocate. They also have two furry children: a dog and a cat. In her free time, she enjoys sewing, photography, and cooking.

Judy Garber LSW- earned her Bachelor of Social Work Degree from University of North Dakota in 1982. Judy has worked in the field of developmental disabilities for 33 years. She is currently employed by Peace Garden, Northern Plains and Souris Valley Special Ed Units.

Deb Glennen - is the Director of Disability Services for Students at the University of North Dakota. She holds a Masters of Education and certification as a Post-Secondary Developmental Education Specialist. She has 8 years experience teaching regular and special education in the secondary system and 25 years administration and student services experience in higher education.

Samantha Gores - has been born and raised in Minot, North Dakota. She has received her Bachelor of Arts from Minot State University in Psychology and English in 2011 and 2014, respectively. Currently, she is studying for her Master of Science in Mental Health Counseling from Capella University. Samantha has worked with youth in educational and home settings before becoming employed as the Youth Transition Specialist at Independence, Inc. in October 2014.

Dr. Janet Green is a native of North Dakota. She has experience teaching special education in public and private schools across North Central North Dakota. Dr. Green has worked with the ND Community of Practice on Transition, NSTTAC, and IDEA Partnership to improve transition of youth with disabilities into adult social roles. Currently, she teaches transition age students in Minot Public Schools.

Vickay Gross has provided services to people with disabilities for 34 of which 27 have been with the Protection and Advocacy Project (P&A). The first seven years Vickay worked in in the area of vocational training and employment services. After moving to P&A, Vickay provided advisory support to individuals with disabilities in North Dakota to form local self-advocacy groups and a statewide network. Currently Vickay is an advocate for the Protection and Advocacy for Beneficiaries of Social Security Program (PABSS) and the Client Assistance Program (CAP). Both of these programs assist people with disabilities to overcome barriers to employment.

Cathy Haarstad is the Executive Director for Pathfinder Services of ND. She works with numerous families statewide whose children are transitioning to Life After High School. Cathy has a master's degree in special education and is the parent of a 25 year old daughter with developmental disabilities. Cathy previously taught students with special needs, worked as a behavior intervention specialist and provides information and training to parents statewide. Cathy directs ND's federally funded parent training and information center.

Steven Hinkle, M.Ed. is a disability rights advocate and a national speaker. As a person with autism who has worked in computers in the past, and now working as a speaker, learn from a firsthand perspective on planning for a transition. Stephen has spoken in 23 states across the USA and is currently working on a book about autism and social skills.

Melinda Jacobs is an attorney in private practice who has worked in the field of special education law since 1985. Since 1996, she has exclusively represented school systems in special education matters pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and related laws. Ms. Jacobs formerly served as an attorney in the Office of Special Education Programs for the Tennessee Department of Education and as Associate Publisher for Education and Disability Publications for LRP Publications. In addition to her frequent national, state, and local presentations, Melinda has authored several publications and articles on special education law, and has written and produced a series of audiotapes and videotapes on the implementation of the laws governing the provision of special education and related services. Ms. Jacobs is a member of the Special Education School Attorneys Advisory Council, and serves as Chairperson of the LRP National Institute on Legal Issues of Educating Students with Disabilities. Her “down to earth” and practical presentation style, combining humor and song, makes legal information accessible and understandable for educators, parents, and other professionals in the field.

Bambi Lambert has been a teacher of students who are deaf and hard of hearing for Fargo Public Schools for the past 12 years. In addition to holding a Master’s degree in Deaf Education, Bambi is also a nationally certified interpreter. She has experience in new teacher and interpreter training/mentorship, educational interpreting, and working at an independent living center. She has been an active participant on the North Dakota PEPNET team since 2013.

Pamela Mack is the Director of Advocacy Services with the ND Protection & Advocacy Project. The Protection and Advocacy Project is a statewide agency with the federally mandated purpose of protecting and advocating for the rights of people with disabilities in North Dakota. The Project provides a continuum of services to persons with disabilities, including information/referral, advocacy assistance, advocacy representation, and legal representation. Staff also provides technical assistance, training, and engages in public awareness and systemic activities. Prior to serving in this capacity she was a Disability Advocate with this state agency. Pam graduated from the University of Mary in Bismarck, ND with a degree in Social Work. Pam’s prior work experiences include being a Program Director and Program Coordinator for a Developmental Disabilities Service provider in the Bismarck/Mandan communities. Along with this, Pam has worked as a Licensed Social Worker in hospital and nursing home settings. Pam lives in Mandan, North Dakota with her husband and three children.

Curt Markel - has been with Vocational Rehabilitation for 25 years, working as a Counselor for 17 years and now the Program Administrator of Region V. He has a Master’s degree in Rehabilitation Counseling and is a Certified Rehabilitation Counselor.

Mathew McCleary is a former special education student from Bismarck. As an undergraduate at UND, Matthew majored in History and minored in Special Education and Political Science, with a focus on American intellectual history. Matthew also earned his secondary education teaching license and student taught at Mandan High School. Currently a graduate student of American History at the University of North Dakota, his thesis, *‘The Last Major Front’: Special Education Transition and North Dakota*, will cover the historical development of transition policy in the United States and North Dakota. Matthew is also a Youth Coordinator for the ND Federation of Families and the founder of Youth M.O.V.E. BeyoND.

Karen Nickel is currently the Assistant Director of Special Education for the West Fargo School District. She has 27 years of teaching experience ranging from elementary to high school to staff development. Karen has a Master of Science Degree in Specific Learning Disabilities and has North Dakota credentials in Special Education Director and Elementary Principal. Karen is the administrator for the West Fargo Early Childhood Special Education and the West Fargo Transition Academy, The WFTA serves students ages 18 – 21 years of age who are eligible for special education beyond high school. This program is aligned with the district goal for **‘All students will demonstrate life and career skills’**. In 2014, Karen was recognized as the *Outstanding Indirect Support Provider of the Year by the ND Association for Career and Technical Special Needs Educators*. She is a member the Council of Administrators of Special Education, Council of Exceptional Children, North Dakota Council of Educational Leaders and Pi Lambda Theta an international honor society and professional association in education.

Colleen Reutebuch, Ph.D., is Director of the Reading Institute in the Meadows Center for Preventing Educational Risk at The University of Texas at Austin. She is an external evaluator for the National Center for Systemic Improvement, NCSI and manages several large-scale research projects (i.e., *Center for Secondary Education for Students with Autism Spectrum Disorder*, CSESA and the *Scale-up Evaluation for First Grade English Learners*) funded by the Institute for Education Sciences, U.S. Department of Education.

Reutebuch is experienced in managing research projects and grants related to state- and federally funded professional development and technical assistance in early and secondary reading. She has served as an assistant professor of special education at Texas Tech University and as a lecturer in reading and special education. Before moving into higher education, Reutebuch taught in both general and special education settings.

Currently, Reutebuch's work focuses on improving academics through interventions and professional development aimed at English learners and adolescents on the autism spectrum. Her research interests include academic and reading interventions, reading difficulties and disabilities, and effective instructional practices to support all learners.

Katie Richards - is the Director of Student Success and Disability Support Services at Mayville State University. She holds a Masters of Special Education. She has 11 years experience teaching special education in the secondary system and 2 years experience in higher education.

Tom Schiwal is the Regional Administrator for the ND Division of Vocational Rehabilitation in Bismarck ND. Tom has a Master's degree in Rehabilitation Counseling and holds a Certified Rehabilitation Counselor's certification. Tom has a wealth of experience and insight into working with clients who are Deaf and Hard of Hearing, which lends itself perfectly to his role on the ND Pepnet Team. In his spare time he raises chickens.

Jolene Schue - has been with Fargo Public Schools since 2002, working as a high school special education teacher for 11 years and now is in her 3rd year in her current position as an Area Service Coordinator. She obtained her Master of Education Degree from UND in 2003 with a Special Education Strategist Credential.

Laurie Skadsem is a Life by Design Community Coordinator, employed at Anne Carlsen Center, Jamestown ND since 1982. She is married, has one daughter and one "near-perfect" grandson! She is certified in Occupational Therapy. In 1988, she developed and implemented the Community Integration and Vocational Development Program at Anne Carlsen Center. Laurie also developed and implemented Grass Roots Assessment Services project.

Laurie has additional Occupational Therapy (OT) experience as a staff therapist in general medicine/surgery, geriatrics, and psychiatric. She instructed freshmen OT courses at North Dakota State College of Science, Wahpeton, ND. Her honors include: North Dakota APSE Outstanding Professional Achievement Award (2006), Jamestown winner of Health Care Professional of the Year (1998 & 1999), Jamestown Sertoma Club winner of Service to Mankind Award (1997-98), Jamestown ARC Community Involvement Award (1996), Nominated for Mt. Plains Exceptional Program of the Year Award (1995).

Pam Smith has worked in the field of Deaf Education for more than 20 years. Following ten years as a high school classroom teacher, Pam is currently the Coordinator of Adult Outreach Services for the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing. She holds Master's Degrees in Educational Administration and Gerontology. She so enjoys her work on the ND Pepnet Team. Her spare time is devoted to her two adorable grandchildren, Cooper and Mila.

Jami Svor is a teacher leader for the West Fargo Transition Academy. Jami has a Master of Science in Special Education with a Bachelor of Science in Elementary Education along with Special Education credentials in LD, ED and ID. Jami is a member of the West Fargo Career and Technical Resource Educators Advisory Committee.

Tony Thomann is the first Executive Director for Specialisterne Midwest, and the first American to work for Specialisterne. His focus for the last decade has been on helping people access the labor market, and on changing perspectives in the labor market on varied labor pools. He has extensive experience in the non-profit sector working with government and educational leaders on workforce development issues.

With two children on the autism spectrum, his focus is now on changing the world of work by preparing for the large group of individuals with ASD who are matriculating through the education system.

Kristen Vetter has been an Adult Outreach specialist for the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing since 2012. She has 15 years of experience working with individuals of all ages and disabilities. Kristen has a B.S.Ed. in Psychology/Pre Med from UND, and has completed American Sign Language Interpreter Preparation program and Deaf Studies programs from Phoenix College/Lake Region State College. Kristen and her husband own Point Paradise Stables in East Grand Forks, MN.

Mari Wanzek - received her Masters of Social Work and worked in the child welfare field for 1991-2002, went back to school to teach in special education, a licensed teacher have worked in alternative settings for the past 10 years. Currently, in the position of Special Education Case manager at WWHS and Work Experience Educator.



Thank you for coming!

