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

## MESSAGE FROM THE PRESIDENT



It is both a pleasure and an honor to serve as your DCDT President for the 2016–2017 term. I thank every member for his or her continued support of DCDT and our mission. As a former treasurer for DCDT and chairperson of the Membership Committee, I recognize the importance of organizational programming and benefits that are responsive and relevant to the diverse interests of our members. At the national and regional levels, DCDT leaders work very hard to engage our membership in conversations about practice, research, and professional development needs. Understanding how we can more effectively deliver programming and services to attract new members, as well as retain current members from K–12 schools, institutions of higher education, and community and human service agencies, remains a top priority for the leaders of our organization.

To this end, last fall President Jim Martin facilitated a strategic planning process with the organization’s executive board and committee chairs. The resulting strategic plan outlines eight goals reflecting areas of opportunity and challenges for the organization moving forward. These goals reflect ideas and recommendations advanced by our members, including past presidents of the organization and former board members.

The ambitious strategic goals present opportunities for each of you to become more actively involved in your organization through committee service or DCDT activities. I hope you will consider serving on one of the DCDT strategic plan’s committees. Current initiatives from several of these committees also provide opportunities for members to participate in professional

development, mentorship, and advocacy at local and state levels. I strongly encourage you to take advantage of these opportunities.

Although I will only speak to a few of DCDT’s initiatives related to our strategic plan, several will also be highlighted by others in this newsletter issue. Additional information about DCDT’s strategic plan and committees can be found on the DCDT website and by contacting the chairperson for the committee of interest. However, the best way to learn about our activities and contribute to the development of new initiatives is to come to our conferences and engage with other members during various events!

Strategic Plan Goal 2, expand DCDT membership, has been the focus of my work since serving as vice-president and chair of the Membership Committee in 2014. Val Mazzotti, our current vice-president, began this role in July. Val’s extensive knowledge and research endeavors concerning evidence-based transition practices align nicely with the committee’s existing initiatives.

The Membership Committee consists of four regional representatives, our marketing chair, and the Student Membership representative. The committee has planned several activities for the fall 2016 DCDT conference in Myrtle Beach, South Carolina, including a lunch event with DCDT state chapter representatives and members interested in forming a state chapter. The committee recognizes the myriad challenges state DCDT leaders may encounter. We encourage state chapter leaders and members interested in forming a state chapter to attend the event!

Also, related to our membership goal, Dawn Rowe and Val Mazzotti will be facilitating a pre-conference session during the fall DCDT

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## UPDATE FROM NTACT

NTACT has now been at work for a year and a half! We've developed and updated several research-to-practice resources that you may want to see. They're all at our website ([www.transitionta.org](http://www.transitionta.org)).

- **Annotated Bibliographies and Quick Guides** can be downloaded here (<http://www.transitionta.org/effectivepractices>) by scrolling down past the Additional Background Resources section.
- **Practice and Predictor Descriptions** are available here ([http://www.transitionta.org/sites/default/files/EBPP\\_Matrix\\_Links\\_3.16.pdf](http://www.transitionta.org/sites/default/files/EBPP_Matrix_Links_3.16.pdf)). You may access Lesson Plan Starters through the individual Practice Descriptions or by viewing the Evidence-Based, Research-Based, and Promising Practices by clicking on the corresponding list.
- Other resources include updates to the **Predictor Implementation Self-Assessment, Taxonomy for Transition Programming 2.0, Transition Assessment Toolkit**, and a **Guide for School, Community, Business Partnerships**. This fall, NTACT will release **three new Toolkits** on School Completion, preparation for Competitive Integrated Employment, and preparation for Postsecondary Education and Training.

- NTACT also provides resources regarding data collection and use for program improvement. The **NTACT Data Tools** are available on our website here (<http://www.transitionta.org/dataanalysis>).

You can learn more about all of these resources at DCDT's conference in October!

NTACT will soon announce a new webinar and Ask the Expert event series for the coming school year. We'll also be introducing a new learning format, Evidence-Based Practice LERN (Launch, Engage, Reflect, Network), which will provide participants with a webinar type format to learn about an EBP. It will include online engagement with an instructional coach and a cohort for collaboration and resource sharing. Go to our website and sign up for NTACT's listserv to be the first to know as these new resources and events are announced! We also share news and resources through Facebook, Twitter, and Pinterest via transitionta.

NTACT appreciates partnering with DCDT and its membership to get feedback and input on the resources we provide. Thank you for helping us get a good start on our projects. We're looking forward to doing much more over the next few years. Have a great 2016–2017 school year!

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## REGIONAL & STATE SUBDIVISION NEWS

### Northeast Region



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

Greetings from your Northeast Regional representative! In this edition of the newsletter, I have updates to share from the Illinois and Massachusetts state subdivisions. If you have any updates you would like to share in future editions of the newsletter, or if you are in the Northeast and interested in finding out how to start a chapter of DCDT in your state, send me an email!

**ILLINOIS DCDT:** Last fall, a group of DCDT members got together after the 2015 national DCDT conference with a mission of restoring a state chapter for Illinois. The newly formed Illinois chapter members are working hard to promote leadership representing all of the state—north, central, and south. A temporary board has been established, and we are excited to announce that a general election of statewide

officers will be held at the upcoming 12th annual Statewide Transition Conference in Effingham on October 27–28, 2016. Illinois DCDT members can nominate a board member now using the form at this link (<http://tinyurl.com/zh67emv>). **Board nominations will remain open until September 23.** An **electronic ballot** will be made available **after September 23 and will remain open until October 27.** The election results will be shared the evening of the 27th at the Transition Conference. We hope you can join us! More info on the conference can be found at this link ([Illinois Statewide Transition Conference](#)) to find out more about the conference and register. For more information on the new Illinois DCDT chapter, please reach out via email ([ildcdt@gmail.com](mailto:ildcdt@gmail.com)).



**MASSACHUSETTS DCDT:** Staff from the University of Massachusetts–Boston Transition Leadership program are gearing up to support a fifth cohort of students who are preparing for the state's Department of Elementary and

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## Subdivision News, continued from page 2

Secondary Education Transition Specialist Endorsement. This 18-credit program culminates in a field-based practicum during which scholars complete the second half of the 150 field-based hours in schools and the community. This fall, 16 scholars in this practicum 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, and we are always looking for professionals with transition expertise who can support students for a semester. We offer a small stipend and in return we are looking for mentors who will:

- Be available by email, Skype, or phone at least 3 times over the semester to offer advice to one scholar who is completing a transition specialist practicum;
- Be available by email, Skype, or phone for one 3-way meeting between the scholar, field supervisor, and mentor to discuss the scholar's progress;
- Attend 1 to 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** ([maria.paiewonsky@umb.edu](mailto:maria.paiewonsky@umb.edu)) if you are interested in serving as a mentor.

## Southeast Region



**John McNaught**  
SE Regional Representative  
[mcnaugt@jmu.edu](mailto:mcnaugt@jmu.edu)

**MARYLAND DCDT:** The three lower counties of Maryland's Eastern Shore—Wicomico, Worcester, and Somerset—have a joint postsecondary program at Wor-Wic Community College in Salisbury. The collaborative team continues to expand the course offerings for this coming fall to include Child Care I and II, Building Maintenance, and Grounds Maintenance, making a total of 6 certification classes offered to students with intellectual disabilities through Wor-Wic's Continuing Adult Education Department! In addition to the new certification classes, the students will have the opportunity to take a 10-hour Career Safe online course to gain OSHA safety certification relevant to any entry-level job/career positions. We are sending well-qualified individuals into our local workforce! The tri-county postsecondary program will also boast its largest class this coming fall: 25+ students.

**FLORIDA DCDT:** Florida DCDT held their annual VISIONS conference, VISIONS XXIII: "Are You Connected?" April 27–29 in Lake Mary. This year there were 334 participants representing school districts, universities, vocational rehabilitation, and the Agency for Persons with Disabilities. Presentations covered topics such as Project SEARCH, 18 to 22 programs at universities and within individual school districts, as well as establishing school-based enterprises (three local school-based enterprises participated as vendors at the conference). Other exhibitors included non-profit organizations/agencies such as Florida CASE and the Division of Vocational Rehabilitation and for-profit businesses such as Talent Assessment and Curriculum Associates. Conference bags were designed and printed by a school-based enterprise at the Florida School for the Deaf and the Blind. Several of the presentations are available for viewing on the Florida DCDT website (<http://www.floridadcdt.org>). A pre-conference workshop for county-level interagency councils was sponsored by Project 10: Transition Education Network. One of the events at the conference was the presentation of Florida DCDT awards. This year's honorees included **Robert "Scotty" Couchot** (Debra Husted "Dreams Can Come True" Outstanding High School Student) and **Megan Feeney** (Debra Husted "Dreams Can Come True" Outstanding Educator in Transition). In addition, Making a Difference in Transition Awards were presented to **Frank Cirrincione**, Hilton Orlando/Altamonte Springs; **Helen "Renee" Cooke**, Agency for Persons with Disabilities; **Dr. Kimberli Halliday**, Flagler County Public Schools; **Jill Brookner**, Miami-Dade Public Schools; and **Mark Tracy**, Artful Gardens Autistic and Special Needs Park. The conference is a joint effort of Florida DCDT, Project 10, and the Florida Department of Education—Bureau of Exceptional Education and Student Services.

**VIRGINIA DCDT:** Five more students with intellectual disabilities recently graduated from **Virginia Commonwealth University's ACE-IT in College**, a comprehensive transition and postsecondary education program. Four of the graduates quickly found employment, bringing ACE-IT in College's overall employment rate to 88%! Five additional students have been accepted to the program and will begin their inclusive participation in VCU classes and career development starting in August. In the fall, three more students enrolled in their final semester at VCU will be participating in internships at the Federal Reserve Bank of Richmond, The Altria Theater, and Tussing Elementary School. The VCU ACE-IT in College program will hold an open house on Saturday, **October 8th**, and will be accepting applications through

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**Subdivision News**, continued from page 3

**December 1, 2016, for fall 2017.** More information can be found at our website ([www.aceitincollege.org](http://www.aceitincollege.org)).

The **RRTC Center on Transition Innovations** at VCU is utilizing online courses and webinars as professional development training tools to improve transition outcomes for students. During the past two years, almost 1,000 teachers, paraprofessionals, administrators, families, and agency professionals have participated in the center's online offerings. Participants can choose from facilitated (teacher-led) courses or monthly webinars. Currently, courses are being offered or being developed in the areas of foundations of transition, work-based learning, and the Discovery process. Response to these online offerings has been overwhelmingly positive. The Center on Transition Innovations will begin piloting their first online course for high school students this fall.

Virginia VA-DCDT is excited to announce the 2016 VA-DCDT award winners:

- **Erin Butterfield** received the Transition Practitioner of the Year Award. Erin is a teacher at Crittenden Middle School in Newport News. She has stepped up as a transition leader in her school division and continues to implement innovative learning opportunities for her students.
- **Diane Loomis** received the Leader of the Year Award. Diane is a coordinator at the George Mason University Training and Technical Assistance Center. Through her leadership and guidance to school divisions she has offered professional development and family activities to promote self-determination across her region.
- **Doniella Kissinger** received the Youth of the Year Award. Doniella continues to promote self-determination across the state for students with disabilities. She is a first-year graduate student at Longwood University and the student representative for VA-DCDT.
- **Ellanor C. Lawrence Park** (ECL) received the Employer of the Year award. ELC has been partnering with special education career and transition classes to facilitate nearly 6,800 hours of onsite learning. The staff makes a direct positive impact on many individuals and continues to promote community inclusion.

The awards were given out at the 10th annual I'm Determined Youth and Parent Summit at James Madison University.

VA-DCDT is looking forward to increasing membership this year and plans to have a state conference in the spring of 2017. Check out our website (<http://vadcdt.org>) for the latest updates on what's going on in Virginia.



**SOUTH CAROLINA DCDT:** South Carolina DCDT will be hosting an **evening social** on **October 19th** at the International DCDT Conference in Myrtle Beach. South Carolina plans to showcase the outstanding programs in our state that evening. Join us for an evening of fun, networking, and meeting new friends! Also, SC-DCDT is co-sponsoring **two great pre-conferences** with DCDT: "Coasting into Post-Secondary Education" with **Dr. Jennifer Wall** and **Dr. Kelly Kelley**, which will focus on developing post-secondary programs, and "Bridging the Research-to-Practice Gap: Implementing Secondary Transition EBPs" with **Dr. Valerie Mazzotti** and **Dr. Dawn Rowe**. You can register for these workshops on the DCDT Conference registration site.

## Northwest Region



**Dawn Rowe**

*NW Regional Representative*

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

**ALASKA DCDT:** Alaska hosted its annual statewide special education conference back in February. Some highlights included a keynote speech about finding inner strength and becoming self-determined by **Maricar Maquez** from the Helen Keller Center. Other interesting presentations included "Student Views of Student-Led IEPs," "Using Google Apps for Educational Tools," "Next Career Step," and "Implementing Peer Tutoring at the High School."



**IOWA DCDT:** Iowa is gearing up to host the 2018 International DCDT conference. We are looking forward to seeing all the great things happening in Iowa.



**OREGON DCDT:** Oregon DCDT members have been hard at work supporting youth in transition. The Youth Transition Program hosted its summer academy at St. Benedict's Lodge. The focus of this academy was providing pre-employment skills training to youth with disabilities. Check out the YTP information video at this website (<https://www.youtube.com/watch?v=AJgzJ60jzVE>).

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 successes or if you are interested in starting a new subdivision or reviving an existing subdivision. For any questions regarding this process, please do not hesitate to give me a call or send me an email.

## DCDT COMMITTEE UPDATES

### Policy and Advocacy Committee

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



Curious about what's happening at the federal level for students with disabilities? So are we, and that is why we took an active part in the CEC/CASE Special Education Legislative Summit in DC in July. We heard from great speakers about critical topics related to students with disabilities and took our issues to the Hill for legislative visits. Here are some of the hot topics.

- Fully funding IDEA
- Funding IDEA's preschool programs
- Policies and legislation for students with mental health needs
- Opposition to private school voucher programs
- High quality clinical experiences for teacher candidates
- Chronic shortages of special education teachers
- Increasing postsecondary opportunities for students with disabilities
- Strengthening language about students with disabilities in the Perkins Act
- Maintaining strong partnerships and alignment between IDEA, WIOA, Higher Ed Act, Perkins Act, and so forth

If you are interested in policy, advocacy, and legislation, we welcome you to join us in our efforts to help align various laws, propose draft wording for future reauthorizations, and disseminate model projects. Actions are 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 holding a meeting at the conference in Myrtle Beach. We hope you'll plan on joining us. If you are interested in serving on this committee, please email me or call me at 405-635-2768.

### Publications Committee

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



The DCDT Publications Committee has some exciting updates! As outgoing DCDT Publication Committee chair and newly elected vice president of DCDT, I would like to welcome **Dr. Amber McConnell** as the new committee chair. Congratulations, Amber, and I know you will continue our good work and move the committee forward to support the mission of DCDT.

Submissions to the **Transition in Practice** section of *Career Development and Transition for Exceptional Individuals* (CDTEI) continue to grow! This DCDT journal is a member benefit that provides the latest research and position papers on the activities, programs, and issues in the field of secondary transition. In the June 2016 issue, CDTEI included the second Transition in Practice article, "Functional Behavioral Assessments and Behavior Support Plans for Work-Based Learning," by Angus Kittelman, Katherine Wagner Bromley, and Valerie L. Mazzotti. Transition in Practice provides the opportunity for (a) authors to submit manuscripts that translate their 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. CDTEI continues to **invite submissions** for this section of the journal through its on-line portal (<http://mc.manuscriptcentral.com/cdtei>). For author guidelines, go to the submission portal. Under the Resources head, click on the link "Instructions & Forms." Address further inquiries to me ([vmazzott@uoregon.edu](mailto:vmazzott@uoregon.edu)).

The Publications Committee is also working to update all Fast Facts on the DCDT website with the most current weblinks and information. We are partnering with the National Technical Assistance Center on Transition

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### Human Rights and Cultural Diversity Committee (HRCDC) Wants You!

**Tiana Povenmire-Kirk**, *Co-Chair*  
[doctcpk@gmail.com](mailto:doctcpk@gmail.com)

**Laurie Gutman Kahn**, *Co-Chair*  
[lkahn@uoregon.edu](mailto:lkahn@uoregon.edu)

Here are three ways to get involved:

**1. Attend a meeting at the DCDT conference in Myrtle Beach!** Check the DCDT meetings schedule at the confer-

ence for the Human Rights and Cultural Diversity Committee (HRCDC) meetings. We can't wait to see you there.

**2. Attend Diversity sessions!** Look for sessions at the conference that indicate diversity as a focus. We have Diversity 101 for individuals who are not sure where to start and Diversity 202 for people who want to continue their journey, in addition to a slew of great sessions focusing on research and practice with specific groups.

**3. Join us!** It's easy, it's fun, and it's transformative! If you are interested in joining or getting more information about the DCDT HRCDC, email either one of us.

## DCDT STUDENT UPDATE



**Adam R. Lawlor,**  
*Outgoing Student Representative*

[adam.lawlor@uconn.edu](mailto:adam.lawlor@uconn.edu)

As the 2016–2017 academic year approaches, so too does the 2017 DCDT international conference. In just over a month, DCDT members from around the nation will come together in Myrtle Beach, South Carolina, for several days of learning and networking. If you have the ability, I highly encourage you to attend. The conference will once again feature a series of sessions, programs, and opportunities for DCDT student members. Please keep an eye out for more information about conference sessions geared toward graduate students and emails with details about the DCDT Graduate Student and Early-Career Faculty Social and the DCDT Students Engaging with Transition Scholars (SETS) Program.

I would like to note that in July my term as the DCDT graduate student representative came to an end. I would like to thank the DCDT Board and the DCDT graduate student membership for three wonderful years. My experience serving in this position has allowed me to connect with some of the most hardworking, selfless, and caring students and professionals I have ever met. I have learned much serving as your representative, and I truly appreciate all of the opportunities and support that DCDT has provided me. Looking to the future, I am excited to share that Jennifer Bumble of Vanderbilt University has assumed the position of DCDT student representative. Jenn will undoubtedly be a wonderful graduate student representative, and she brings much to the position. Below you will find a short note from Jenn introducing herself. Again, thank you for the last three years, and thank you for all that you do to support the transition of students with disabilities!

### A Note from the New DCDT Graduate Student Representative



**Jennifer Bumble,** *Incoming Student Representative*

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

Hi, DCDT Graduate Student Members!

My name is Jenn Bumble, and I'm a second-year doctoral student in special education at Vanderbilt University. My research interests focus on incorporating service learning into middle and high school transition programming and improving transition outcomes through community engagement. I'm so honored to serve as the student representative for DCDT, and look forward to meeting everyone at our upcoming conference in Myrtle Beach! Please feel free to reach out to me with any questions, concerns, and ideas.

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### Publications Committee, *continued from page 5*

(NTACT) to develop “how to” modules and resources focused on implementation of specific secondary transition predictors. The intent will be to provide practitioners and transition personnel with “how to” information related to implementation of the predictors as a means to improve and strengthen secondary transition programs and practices.

As a committee, we members are working diligently to ensure we have useful and pertinent publications for researchers, practitioners, families, and youth. If you have ideas for publications, please feel free to email Amber McConnell, incoming Publications Committee chair ([ambermcc@ou.edu](mailto:ambermcc@ou.edu)).

## PROMOTE MEMBERSHIP IN DCDT

*One of the best ways to promote membership in DCDT is to encourage a friend or colleague to join.*

*Try these strategies to build our membership:*

- Share an issue of the journal and newsletter with a friend (enclose membership information from our website).
- Add DCDT membership information to your hand-out packets for workshops and conference presentations.
- In your presentations, add a slide promoting DCDT.
- Create DCDT stickers that include our website (<http://www.dcdt.org>).

## TRANSPORTATION EDUCATION, TRAVEL TRAINING, & MOBILITY

### How Will You Address Work-Based Learning Model Demonstration Requirements Related to Transportation Education, Travel Training, & Mobility?

The long-awaited final guidance from the U.S. Department of Education, “**Final Priorities, Requirements, and Definition for the Transition Work-Based Learning Model Demonstrations**” was announced in the *Federal Register*. The Dept. of Education more clearly requires that transportation education/travel training be a part of each funded demonstration project.

Over the years, DCDDT has worked closely with organizations such as **Easter Seals** (<http://www.nadtc.org/resources-publications/transportation-education-curriculum>) and the **National Center for Mobility Management** (<http://nationalcenterformobilitymanagement.org>) to develop tools and materials to support the ability of educators, vocational rehabilitation professionals, families, and students

to include a focus on transportation education, mobility management, and travel instruction in transition planning. Learn about these resources via the links above. For more information and technical assistance, contact Judy Shanley ([jshanley@easterseals.com](mailto:jshanley@easterseals.com)).

### Good to Know!

To ensure anyone can travel where they want, when they want, Easter Seals Project Action Consulting is proud to offer a **new travel training certification** designed for professionals who support people with disabilities, older adults, and other travelers in understanding how to best use public transportation independently. To learn more, visit the website (<http://www.projectaction.com>).



## PARENTS' VOICE:

### Assistive Technology for Transitioning Youth: Parents Need to Be in the Know



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

As transitioning youth begin to prepare to move on from high school, they **must** be equipped with all the tools they will need to be successful in a postsecondary setting or employment. Assistive technology (AT) may be one of those significant tools. IDEA 2004 requires that every child must be “considered” for assistive technology. As members of the IEP team, parents have the right to request an AT assessment for their student to determine if there is a device or service needed to increase his or her independence. An *AT device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child or young adult with a disability. The following are three success stories for transitioning youth that highlight the use of AT.

### Story 1

A transitioning high school student with cerebral palsy was having difficulty typing on the standard keyboard. He received a school-based AT assessment through the Idaho As-

sistive Technology Project ([www.idahoat.org](http://www.idahoat.org)) at no charge to the district. After trying out various tools he decided the best fit for him was to use the standard mouse to access the built-in Windows On-Screen Keyboard (OSK). The OSK can be used instead of a physical keyboard to move around a computer's screen or enter text. You don't need a touchscreen to use the OSK. It displays a visual keyboard with all the standard keys, so you can use your mouse or another pointing device to select keys, or use a physical single key or group of keys to cycle through the keys on the screen. This young man uses the word-prediction built into the on-screen keyboard for additional typing support because it cuts down on the amount of keystrokes (clicks) needed to form a word. For those times when he still uses the standard keyboard, he finds it useful to enable the Windows Filter Keys setting so that he does not get unwanted repeated keystrokes. (<https://support.microsoft.com/en-us/help/10762/windows-use-on-screen-keyboard>)

### Story 2

A transitioning high school student with a print disability was having a hard time with some of her reading materials. The parents of this young adult requested a school-based AT as-

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## 2016 DCDT International Conference



Join us in Myrtle Beach, South Carolina,  
for the  
**2016 DCDT International Conference**

Riding the Tide of Transition!

**October 18-23**



**Conference Registration:** <http://www.cvent.com/d/qfqvdw>

**Hotel Reservations:** <http://tinyurl.com/DCDTHotelSC> 



**For More Information:** go to [www.dcdt.org](http://www.dcdt.org) and click on **conferences**

**Questions:** Contact Cindi Nixon ([cnixon@fmarion.edu](mailto:cnixon@fmarion.edu)) 

### Keynote Speakers

#### Thursday Opening Keynote – Michael Bortolotto “Looking Inside the Positive Rebel”

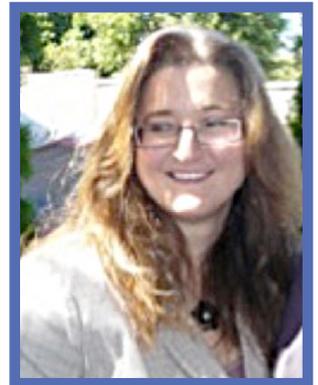


For the past 22 years, people of all ages have been inspired, motivated, educated, and entertained by the “CAN DO” attitude of Michael Bortolotto! By using real-life experiences and examples, he encourages and persuades his audience to rethink what they may believe is impossible to realizing anything is possible by being determined, persistent, and focused on the end result. Michael was raised to be a no-holds-barred man of action. This energy has given Michael the resolve to face and overcome all of the many physical, emotional, and social obstacles he has encountered throughout his life. He draws on his own self-beliefs, relentless desire, and raw courage to not only overcome these challenges but turn them into opportunities!

#### Friday Luncheon

#### Keynote – Mrs. Dorothy Bortolotto “A Matter of Timing”

Michael married his beautiful partner, Dorothy, and adopted Dorothy’s wonderful daughter Natasha. On May 12, 2009, their family grew when Dorothy gave birth to their son Quinn. Although Quinn is only 7 years old, along with Dorothy and Natasha, they have challenged Michael to push beyond many different challenges. Learn about the support and love that makes this family strong despite obstacles that may get in the way!



#### Saturday Closing Keynote – David Egan “Riding the Wave to Success”

David Egan has always dreamed big. When he was eight, starting out as a Special Olympics swimmer, he dreamed of winning his



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## 2016 DCDT International Conference

ances. As he grew, he looked to bigger goals—having a job and finding ways to change attitudes toward people with intellectual disabilities. David has been living his dream and inspiring others to live theirs. David is a J.P. Kennedy Jr. Public Policy Fellow. He just completed his one-year fellowship working first with the Ways and Means Committee on Capitol Hill and then with the National Down Syndrome Society from February 2015 to February 2016. In addition to working for Booz Allen Hamilton, David is an eager advocate for people with disabilities, and he has been active on several boards over the years, including the Down Syndrome Association of Northern Virginia (DSANV) and the ARC of Northern Virginia. He also is a Special Olympics Shriver International Global Messenger. Learn more about David at his website (<http://www.davideganadvocacy.com>) and watch The Advocate (“A Moment of Hope”) at this site (<http://moments.org/watch/david-egan>).

### Preconference Workshops

**“Coasting into Post-Secondary Education: North and South Carolina Programs for Students with Intellectual Disabilities”**  
**Dr. Jennifer Wall and Dr. Kelly Kelley**  
 \$110.00 (lunch included)

**Western Carolina University’s University Participant (UP) Program** started as a pilot program in 2007 and has served as a model demonstration site for North Carolina since 2010. UP provides an inclusive two-year on-campus living and learning experience for college-age persons with intellectual disabilities. The goal of the program is to facilitate UP students’ transition from secondary school to adult life with education, employment, and independent living. Winthrop University started as a dual enrollment program and progressed into a full academic program in 2014. **Winthrop University’s Think College Program** offers postsecondary education opportunities for students with intellectual disabilities. The program staff create customized schedules

for each student using a person-centered planning approach. The schedules include traditional courses, internships, and specialty courses to support student development of specific skill sets. The focus of the Think College Program is to build and strengthen skills in the areas of employment, self-determination, health and nutrition, social networking, and independent living.

**“Bridging the Research-to-Practice Gap: Implementing Secondary Transition EBPs”**  
**Dr. Valerie Mazzotti and Dr. Dawn Rowe**  
 \$110 (lunch included)

In an attempt to bridge the research-to-practice gap, lawmakers have emphasized the use of research-based practices through legislative initiatives, such as the Every Student Succeeds Act (2015) and the Individuals with Disabilities Education Improvement Act (2004). Although researchers in special education are conducting research on how to effectively support teachers in adopting and sustaining the use of evidence-based practices (EBPs), teachers continue to report a lack of training on how to implement secondary transition EBPs (Mazzotti & Plotner, 2016). There thus remains a distinct need to provide training for secondary teachers on what works for youth with disabilities. This presentation will demonstrate how to implement five secondary transition EBPs to support a variety of transition-related skills for youth with disabilities. Three EBPs (e.g., Self-Determined Learning Model of Instruction, POW-TREE) for youth with high-incidence disabilities and two EBPs (response prompting, constant time-delay) for students with low-incidence disabilities will be overviewed and modeled. Participants will (a) gain knowledge of how to implement five secondary transition EBPs to support skill development for youth with disabilities, (b) be provided opportunities to practice implementing each EBP discussed, and (c) leave with resources to support implementation of each EBP in the classroom and/or community settings.

**Parents' Voice**, *continued from page 7*

assessment. She began using the C-Reader Pen, which allowed her to scan in complex math and science terms out of her textbooks and have them read aloud. The C-Pen Reader pen scanner was developed for anyone learning English and is a lifesaver for people who have reading difficulties. The Reader is a portable, pocket-sized device that reads text out loud with a human-like digital voice. The device is fairly easy to use and discreet, so it can be incorporated easily into a classroom environment. (<http://www.readerpen.com>)

**Story 3**

Another young man in transition with genetic deletion of chromosome 9, epilepsy, and cortical visual impairment was provided two “jellybean” switches mounted to either side of his wheelchair. This young man moves his head left or right to access a switch, which in turn activates a selection on his **augmentative and alternative communication device**

(AAC). Although he is still learning to use the system, to date it has given him access to communicate basic choices and engage in communication, which was extremely difficult before the implementation of this switch-controlled AAC.

Assistive technology should be considered (and discussed) during the assessment process and IEP development, and it should be reviewed annually. Transition plans for students who use AT should address the ways AT devices and services are transferred from one setting to another. The IEP team members and receiving agencies/teams must work together to ensure continuity of AT during transition. If you believe your son or daughter needs an AT device or service, put the wheels in motion at your next IEP team meeting. Every state has an Assistive Technology Project to provide technical assistance to public schools, and most school districts now employ an assistive technology practitioner (ATP) trained in both the assessment and acquisition processes. (<http://www.ataporg.org>)

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

conference that aims to help bridge the research-to-practice gap in transition. During their session, they will demonstrate five secondary transition evidence-based practices to support a variety of transition-related skills for youth with disabilities and provide opportunities for participants to practice and implement the strategies.

DCDT leaders work hard to maintain relevancy in our members' lives through various research (Goal 4) and personnel preparation activities (Goal 8). Karrie Shogren and Research Committee members continue their work on four research studies that explore the current status of personnel preparation in secondary transition. Allison Lombardi and Adam Lalor are working to implement the Students Engaging Transition Scholars (SETS) Mentorship Program. This program allows DCDT doctoral students to meet with DCDT researchers for one-on-one conversations about research, the field of transition, and other topics of interest. Adam has also coordinated the DCDT Graduate Student and Early-Career Faculty Social for the past three years during our DCDT conference. These events have been very well received by our members, so plan to participate in both activities during our 2016 conference!

These DCDT initiatives would not be possible without strong leadership provided by the committee chairs. I want to thank all committee chairs for their efforts in engaging our membership in the development and implementation of these initiatives. The continuity in leadership across several of our committees, and engagement of new committee mem-

bers to fill vacated roles, has sustained many of these valuable activities for our members.

Moving forward, I would like to welcome several newly appointed members to the DCDT Board: **Amber McConnell**, **Lynn Newman**, and **Jennifer Bumble**. Amber will join us as chair of the Publications Committee, replacing Val Mazzotti. Lynn will join us as one of two DCDT Representative Assembly members to CEC, replacing Ron Tamura, who has served two full terms. Jennifer will serve as our Student Membership representative and replaces Adam Lalor, who has also served two full terms. We are thrilled to have three new board members, and we are grateful for the work that Val, Ron, and Adam have tirelessly done on behalf of our organization and members. I would like to thank our immediate past president, **Dr. Jim Martin**, and our executive director, **Dr. Jane Razeghi**, for their guidance and support during my transition to the DCDT presidency.

We are looking forward to the upcoming **2016 International Conference: Riding the Tide of Transition** in **Myrtle Beach, South Carolina**, from October 18th through the 23rd. Cindi Nixon, our dedicated conference planner, has again developed a rich and full schedule of events—and hopefully some beach time! Registration and hotel information are available on the DCDT website; please be sure to register early. I hope to see you in Myrtle Beach!

Best,

**Darlene Unger**

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