



## 15<sup>th</sup> OTI Agenda (virtual) September 28-30, 2020

<b>Monday, September 28, 2020</b>			
<b>10:00-11:15 am</b>	Introduction to ICAP and Transition Plans for Students with Disabilities	<i>Lori Chesnut, Dr. Malarie Deardorff, and Dr. Kendra Williams-Diehm</i>	This session will introduce requirements for Individual Career Academic Planning (ICAP) and Transition Planning for students with disabilities. We will show how transition plans and ICAPs correspond and complement each other. We will provide examples of the requirements and how the plans should work together to benefit students. In addition, we will show how ICAP assessments can be used as transition assessments for transition planning purposes.
<b>1:30-2:45 pm</b>	What Works: Supporting Youth with Challenging Behavior to be Successful at Work, Home, and in the Community	<i>Rene Daman</i>	Challenging behavior is often a barrier to opportunities for employment and community inclusion for youth with disabilities. Participants in this session will learn about a behavioral framework to understand the function of a challenging behavior and components for development of an effective support plan. Participants will also learn about other relevant factors to consider related to the limited opportunities youth have had over the past months to interact and engage with others in the community.
<b>7:00-8:15 pm</b>	Postsecondary Education Programs in Oklahoma	<i>Dr. Mindy Lingo, Justin Chase, Sean Risinger</i>	Oklahoma currently has three postsecondary education programs dedicated to inclusive higher education for individuals with disabilities who need more support than the traditional college experience can offer. During this session you will learn about the Neill-Wint Center for Neurodiversity at the University of Science and Arts of Oklahoma, RiverHawks Scholar Program at Northeastern Oklahoma State University, and Sooner Works at the University of Oklahoma.

## Tuesday, September 29, 2020

<b>10:00-11:15 am</b>	Transitioning from Congregate Care to a Traditional School Setting	<i>Julia Sterr</i>	This training session will provide information that will help prepare students transitioning from a congregate care setting to a traditional school setting. Information will include ensuring the IEP team is aware of the change, records needed when transitioning, and helpful information to ensure the student has a seamless transition.
<b>1:30-2:45 pm</b>	Pre-ETS for Students with Complex Needs	<i>Ann Williams</i>	Transition Services can be difficult to teach in any classroom, but can be especially challenging for our students with complex needs. During this session, you will get a quick overview of Pre-Employment Transition Services (Pre-ETS) and many ideas and resources for reaching and teaching Pre-ETS to our students with complex needs. You will leave with several resources, take-aways and lesson plans. Freebies! Yea!
<b>7:00-8:15 pm</b>	Transitioning Assistive Technology (AT) with Students and Documenting in the IEP	<i>Gretchen Cole Lade</i>	Participants will learn about creating and implementing operational procedures for transitioning assistive technology (AT) with students. AT devices in various categories (hearing, vision, computer access, learning/cognition/development, etc.) will be shared along with services that may support students who are transitioning. Best practices for documenting these details in AT transition plans and in the Individualized Education Program (IEP) will be presented. Processes and resources for transferring AT from one entity to another (school to family, school to school, school to Department of Rehabilitation Services, etc.) will be provided. Teams must ensure students have supports that will enable them to be successful in a variety of diverse environments. This session explains how an IEP Team may formulate an AT transition plan that would provide necessary supports and services for students to effectively transition from one environment to the next.

## Wednesday, September 30, 2020

<b>10:00-11:15 am</b>	Understanding Culture and Identity through an	<i>Arlowe Clementine</i>	This session will address how one's identity, including race, class, disability, gender, religion, etc., can impact transition planning. In this session, participants will understand the importance of intersectionality
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	Intersectional Framework		when working with individuals with disabilities who are planning their futures. This workshop will be based on Kimberle Crenshaw’s Theory of Intersectionality for understanding how aspects of a person’s social and political identities might combine to create unique modes of experiencing the world. Participants will engage in an activity on their personal identities and structures of power in our society. Participants will be introduced to organizations, resources, and activists that center intersectionality within disability communities. Participants will have the opportunity to work with specific examples of intentional intersectional approaches to working with individuals that hold identities such as BIPOC (Black Indigenous People of Color), LGBTQ+, and other identities within the margins of society.
<b>1:30-2:45 pm</b>	Planning and Implementation of Virtual Work-Based Learning Experiences	<i>Michael Stoehr</i>	This session will provide participants with guidance, ideas, and resources for engaging students in meaningful work-based learning experiences and employment preparation activities for the 2020-21 school year given the various instructional models being utilized including: at home learning packets, virtual learning or a face-to-face hybrid model. This webinar is designed for service providers, educators, family members, and students.
<b>7:00-8:15 pm</b>	Panel—What Works! Work Readiness and Employment Opportunities for Youth	<i>Renee Sansom, Yolanda Scott, Sarah Adkinson, Matt Barnes</i>	During this panel, we will discuss services and resources available for students and youth with disabilities and how local businesses have utilized these resources to create successful employment opportunities for youth.