

WORKSHOPS 1, 2 & 3
WEDNESDAY, AUGUST 2nd
10:30-11:30

Workshop #1

Leveraging the Power of Post-School Outcome Data: School Teams and DVR

Elaine Marcinek and Jay Shepherd

Golden Delicious, 10:30-11:30

Post-school outcome (PSO) data provide a picture of life after high school for young people with disabilities. Participants will learn about the robust PSO data available in Washington state, explore outcomes by demographic categories, and discuss ways in which these data can be utilized to support students as they transition from high school to the adult world.

Workshop #2

Leveraging Rural Strengths and Developing Community Partnerships

Drs. Josh Taylor and Holy Whittenburg

Gala 1-2, 10:30-11:30

Transition age youth in rural communities experience poorer employment outcomes and often receive less consistent transition services than their urban counterparts. However, rural communities have unique advantages to offer, and effective transition planning and practices can leverage these assets to improve outcomes. In this session, participants will learn solutions to common barriers to rural transition planning, innovative strategies for implementing work-based learning experiences, and ideas for nontraditional partnerships with rural community organizations and entities.

Workshop #3

Building Equity into Transition Practice and Service Delivery

Dr. James Sinclair

Gala 3-4, 10:30-11:30

In this workshop we will discuss different anti-oppressive frameworks that can be applied to work within the transition planning process. We will discuss a three-step process of (1) self-reflection, (2) identification, and (3) action, to support individual transformation in transition planning and service delivery. Participants are encouraged to come to this session with the intention to plan and implement future change individually or within their local system.

WORKSHOPS 4, 5 & 6
WEDNESDAY, AUGUST 2ND
12:45-1:45

Workshop #4

Promoting Partnerships Leading to Positive Postschool Outcomes

Dr. Mary Morningstar

Golden Delicious, 12:45-1:45

This workshop will share evidence-based resources and strategies to improve collaboration among transition stakeholders including, VR providers, educators, community members, families and students. Up-to-date information from the National Technical Assistance Center on Transition: The Collaborative will be shared.

Workshop #5

CTE Graduation Pathways, HSBPs, and the Foundation of Hope for "At Promise" Young Adults

Dr. Kimberly Hetrick

Gala 1-2, 12:45-1:45

The purpose of this workshop is to increase awareness and understanding of programs and strategies related to post-secondary readiness and transitioning to better support our students and families. Hope, a teachable skill set, is the foundational element for the High School and Beyond Plan (HSBP) and successful post-secondary planning and transitioning. The HSBP is one of the most valuable tools for student voice, choice, and advocacy and for informing and guiding transition planning. The CTE graduation pathway has proven to be a successful graduation choice for students who embrace alternative learning environments and hands-on, mastery-based learning. With hope-skilled students and students' HSBP-driven strategies, student engagement in post-secondary planning increases, as does students' hope for a better tomorrow.

Workshop #6

Mental Health, Disability, Supports and Transitions to Recovery

Jonathan R. Beard, LICSW

Gala 3-4, 12:45-1:45

Serious mental illness typically has its onset during late adolescence and early adulthood. Psychotic disorders, such as schizophrenia, and mood disorders, such as major depression, are the two most common types. Today, there are a variety of effective clinical treatments for these disorders. These disorders often significantly and adversely impact social, academic, and vocational role and task performance. These disabilities can be formidable and need their own services in addition to clinical treatment. With both, young people can recover and move into their own lives. This workshop will present a brief overview of these disorders and their clinical treatment, skills and supports that can restore or accommodate social, academic, and vocational role and task performance, and information on public sector mental health services, including a coordinated specialty care approach known as New Journeys.

WORKSHOPS 7, 8 & 9
WEDNESDAY, AUGUST 2nd
2:00-3:00

Workshop #7

School-Based Transition Services in Washington: Using Data from the TSAT to Understand and Address Gaps in Services

Dr. Marcus Poppen

Golden Delicious, 2:00-3:00

This interactive workshop will share the results of the most recent statewide evaluation of school-based pre-employment transition services using the Transition Self-Assessment Tool (TSAT). Findings suggest school-based transition services were accessed by fewer students 2021/2022 than in 2019/2020, and the perceived quality of these services was lower than in 2019/2020. This workshop will review the TSAT results from 2021/2022, and demonstrate through activities an action planning process that can inform coordinated services between schools and DVR.

Workshop #8

Engaging Students in Meaningful Conversations About Work: The Why and the How

Dr. Anya Sheftel

Gala 1-2, 2:00-3:00

Work helps students meet basic human needs for power and survival, social connection, and self-determination. Yet, students with disabilities continue to have poorer employment outcomes when compared to their peers without disabilities. This workshop will provide concrete strategies that VR and school staff could use to engage students in conversations about work and to increase students' motivation to engage in work experiences.

Workshop #9

Supporting Meaningful Work and Self-Determination for Students with Intellectual and Developmental Disabilities

Dr. James Sinclair

Gala 3-4, 2:00-3:00

In this workshop, participants will learn more about the Psychology of Working theory, which discusses how individuals with and without disabilities make meaning from employment. This presentation will discuss findings of a qualitative study examining self-determination of young adults with intellectual and developmental disabilities in the workplace. Participants will examine their own practices and identify how they can shift a mindset that employment is just a check-off box to employment as a critical feature for a high quality of life.