

Presentation Descriptions

Wednesday, July 21

10-11:15 a.m.

Keynote Address: Applying an Intersectional Approach to Supporting Youth and Adults with Disabilities

Research has demonstrated persistent and significant inequities in both the delivery and outcomes of transition and vocational services between people with disabilities who also possess other marginalized identities and their disabled peers. In her keynote address, Dr. Seena M. Skelton will discuss the importance of considering intersectionality when working with youth and adults with disabilities. Her address will discuss the intersections of ableism, racism and other interlocking systems of oppression people with disabilities who embody multiple marginalized identities must navigate in work and living spaces. Dr. Skelton will also share key practices for applying an intersectional approach in service delivery to ensure equitable outcomes for all.

Seena Skelton, Great Lakes Equity Center

11:30 a.m.-12:45 p.m.

Being a Critically Conscious Practitioner: Considering Intersectional Approaches in Transition Planning, Self-Advocacy Instruction, and Service Provision

In this interactive breakout session, participants will examine what it means to be a critically conscious practitioner and the implications for providing equity-focused supports for youth and adults with multiple intersecting marginalized identities.

Seena Skelton, Great Lakes Equity Center

Strategies, Techniques & Resources for and from Blind/Low Vision Students *(Panel)*

The Bosma Center for Visionary Solutions is a leading service provider for blind and low vision individuals across Indiana. Join our Youth Services Specialist and a panel of blind/low vision students to learn helpful strategies, techniques, and resources for this population. Topics to include transition services, community groups and resources, information on effectively serving blind/low vision students with additional disabilities, and ample opportunity for questions and knowledge sharing.

Mika Baugh, Bosma Center for Visionary Solutions

Future-Focused Motivational Interviewing, Part 1: Spirit and Collaborative Core Skills

Motivational Interviewing (MI) is a strength-based conversation style that helps people resolve ambivalence and increase commitment for making a behavior change. This introductory session is designed to help you learn the spirit, foundational skills, and processes of MI that enable collaboration and relationship building. Participants will feel the “spirit” of MI through exercises that highlight personal experiences and perspectives. Participants will be able to identify the processes of MI and as well as describe ways in which MI is both future-focused and empathic. This session includes didactic presentations, case examples, and small and large group activities. Participants will leave this training with practical knowledge of the MI fundamentals and some initial skills.

Trevor J. Manthey, VR Development Group

Creating Work-Based Learning Experiences

Come share tips and tricks for how to have meaningful work-based learning experiences for students with disabilities. Participants will learn how to create work-based learning experiences that can occur within the school and out in the community. Learn how to foster collaboration between local businesses and the school community in order to create opportunities for students to learn employability skills and move into competitive integrated employment opportunities after high school.

Michelle Oja, Indiana Department of Education

Wondering What Vocational Rehabilitation and Pre-Employment Transition Services Are All About?

If you have some familiarity with these programs, but are uncertain about the process or have questions, or you've never heard of them before, then this presentation is for you! Jonathan will be presenting on the basics of VR and pre-ETS, how the two relate to one another and can assist you, your student, and other individuals with disabilities in learning about the world of work and finding and maintaining employment. If you're already familiar with these programs, then by all means, find another breakout to attend!

Jonathan Kraeszig, Indiana Vocational Rehabilitation

1:30 – 2:45 pm

Neurodiversity 101: How to Promote and Foster a Culture of Inclusivity for Neurodivergent Individuals (Panel)

A panel of self-advocates will discuss the following topics and more:

- Definitions of neurodiversity and other key terms
- Understanding neurodiverse identities and intersectionality
- Myths and facts about neurodiversity
- Etiquette—common pitfalls, appropriate terms
- How to be an advocate
- Establishing a culture that embraces neurodiversity

Brought to you by members of the Neurodiversity Coalition @ IU Bloomington. The mission of the Neurodiversity Coalition at Indiana University Bloomington is to promote and foster a culture of inclusivity for neurodivergent individuals on the university campus and within the greater community.

Cecilia Buckley & Alexis Lucas, Neurodiversity Coalition at IU Bloomington

Transition-Age Youth, Benefits, and ABLE Accounts

An important aspect of the transitional period for youth relates to Social Security disability benefits. Understanding the disability benefits programs under Social Security and how working and earnings correlate to these benefits is essential. This presentation will introduce you to benefits and the most common issues that transition-age youth and their supports face regarding benefits. We will also explore work incentives that can support youth as they transition into the workforce and asset building resources that can help youth safely save for goals while protecting their benefits. One of these resources is through an ABLE account. ABLE accounts are an important financial planning tool for individuals with disabilities. As part of this presentation we will explore ABLE account basics, including the benefits of an ABLE account, who is eligible, what the money can be used for, how to enroll and more. Whether or not you are familiar with ABLE accounts, this presentation will provide a clearer picture of how you or a loved one can use this impactful tool to achieve greater financial independence.

Brady Powers, Center on Community Living and Careers, & Amy Corbin, INvestABLE

Future-Focused Motivational Interviewing, Part 2: Building Motivation and Evoking Change

In employment and educational settings people often wrestle with serious ambivalence, such as “Will I lose my benefits?”, “Do I really want to take an entry-level industrial job?”, or “Can my body handle work again?” We also hear less serious ambivalence, such as “Will I have to cut my hair?” or “Do I really want to get up that early?” Motivational Interviewing (MI) is a strength-based conversation style that helps people resolve ambivalence and increase commitment for making a behavior change. This second session of MI is designed to help you hone your foundational skills to help people resolve their ambivalence and become more motivated. Participants will feel the “spirit” of MI through exercises that highlight personal experiences and perspectives. This session includes didactic presentation, case examples, and small and large group activities.

Trevor J. Manthey, VR Development Group

Seamless Transition: Laying the Foundation for Improved Student Employment Outcomes

Providing students with significant disabilities opportunities for meaningful work experiences and competitive employment has become a focus of interagency school teams. Two of the greatest programmatic challenges are engaging families and employers. This session will focus on three key aspects of improving employment outcomes for students with disabilities: 1) Improving the capacity of professionals to build partnerships with families, 2) Improving understanding of employer needs and how to partner with them effectively, and 3) Using proven tools and strategies to utilize family and employer engagement as a means to achieve intended school and employment program outcomes.

Sean Roy & Dale Verstegen, TransCen Inc.

The Pre-ETS Journey (Panel)

Public Consulting Group (PCG) provides Pre-Employment and Transition Services (Pre-ETS) in multiple states. We have developed several programs to ensure that high quality, integrated services are available to students with disabilities in each of the Pre-ETS components. We built our programs on our prior experience, knowledge, resources, and local district relationships to implement a comprehensive system of services, while building internal capacity within partner schools and communities to increase post-secondary education and employment opportunities for students with disabilities.

In today's session, we will provide examples of our services, our curriculum, and our student celebrations. We will describe how we accommodate, modify, and adapt our lessons to meet the needs of ALL students. We will share several success stories.

Heidi Anne Brett Baker & Amy Howie, PCG

3–4:15 p.m.

Sometimes We Are the Barriers: Approaching Transition with Equity, Diversity, and Inclusion in Mind

In this breakout session, Dr. Harris Garad will invite participants to critically reflect on their own practices, looking for ways in which we—the practitioners—can be barriers to successful transition experiences. Drawing from frameworks such as Universal Design for Learning and Culturally Sustaining Pedagogies, participants will use an equity lens to examine how deficit-oriented thinking and systemic barriers impact our thoughts and practices in the work of transition.

Brooke Harris Garad, Center on Education and Lifelong Learning

The Indiana Benefits Information Network: Educate, Inform, Empower

The Indiana Benefits Information Network (BIN) supports people with disabilities by providing work incentives counseling across the state through Vocational Rehabilitation funding. In this session, you will hear firsthand accounts of transition-aged youth who are beginning their employment journey. You will see how the Indiana Benefits Information Network provides support with Social Security benefits, Medicaid, or other government assistance along the way. Walk away empowered and informed about work incentives, ways to protect or extend eligibility for government benefits, and the resources available for future needs.

Becky Lohman & Angie Hoskins, Easterseals Crossroads

Using Videos to Support Soft Skills Acquisition for Employment

Preparing individuals with autism and intellectual disabilities for work in their communities is an accountability issue established through Indicators 13 and 14 of the state's performance Plan in the Individuals with Disabilities Education Act (2004). Unfortunately, transitioning into jobs for individuals with autism spectrum disorders (ASD) or intellectual and developmental disabilities (IDD) has not been very successful to date because of soft skill deficits that hinder their chances of obtaining and maintaining employment, despite documented benefits of work. The purpose of this presentation will be to illustrate the types of video technology (VT) researchers and practitioners have used in teaching soft skills that may enhance employment opportunities for individuals with ASD and IDD. Also, to illustrate what soft skills researchers and practitioners have targeted using the available VT interventions across settings to provide an opportunity for practitioners and educators with information that may benefit their student's chances of successful transition into employment.

Cliff Guya Oliech, Grad Student, Duquesne University

Building Successful Strategies to Transition into College

This session will provide strategies throughout the transition process, from IEPs to preparing for college, as well as compensatory skills needed to be successful during college. Many students need to understand the federal law changes, self-advocacy, and executive function strategies that will make

postsecondary education a positive and successful experience. Universal Design for Learning (UDL) will be promoted throughout this presentation to fit all students and attendees' learning styles.

Candace Joles & Cheryl Litherland, Vincennes University

The IN*SOURCE Youth Training Program

Developed as a multi-tiered program for students, ages 14-22 with special needs, IN*SOURCE's Youth Training Program offers two tracks. The Self-Advocacy for Youth track introduces students to information and skills needed for successful self-advocacy as they complete their high school education and transition to adult life. The FEAT (Family Employment Awareness Training) for Youth track has been adapted from the research-based Family Employment Awareness Training (FEAT) curriculum for delivery directly to transition-aged students with disabilities. FEAT for Youth introduces students to information about local, state, and federal resources supporting young adults with disabilities so they can work in their communities. Learn about how these FREE trainings are available across the state and receive information on how student referrals can be made.

Jessica Terry & Karen Rusk, IN*SOURCE

Thursday, July 22

10:00-11:15 am

Keynote Address: Personal and Professional Resilience

We cannot control many of the challenges we face, but can we control our reactions to these events? Research has demonstrated that resilient people are more successful, happier, and healthier. In this session, participants will examine how they respond to adversity and explore methods to improve their resilience.

Linda Hedenblad, VR Development Group

11:30 a.m.-12:45 p.m.

Ethical Decision Making

Acting ethically means so much more than not stealing the pens. We make decisions each day that reflect on our moral and ethical character. The problem is that we rarely take time to reflect on these decisions. Instead, most of us go through life acting and reacting within flexible ethical limits that are unconsciously impacted by our own self-interest. Ethical thinking needs to be cultivated. Each day we are faced with ethical decision-making, often reacting in favor of our own self-interest. In order to become more ethical, we need to look closely at our own behavior and make a conscious effort to improve.

Linda Hedenblad, VR Development Group

DSP Boost Program: Our Answer to Solving the DSP Crisis!

Stone Belt has recognized two important issues and created a solution. The Direct Support Professional (DSP) crisis is a national workforce discussion. Preparing students for the workforce is another important subject. The DSP Boost Program was created to assist in addressing both of these matters. In this session, we will share how we have created a paid 12-week integrated internship program for high school seniors. Interns are provided with our in-house training along with a “Boost” of life and employability skills to enhance their DSP qualifications. The students participate in several weeks of on the job shadowing to discover their best fit as a DSP. Upon exiting the program, the interns have an updated resume, certifications and job readiness for employment. If the intern is hired into our agency, they are then provided with long-term natural supports for success. We will discuss how this program can benefit retention and the workplace environment as a whole. The idea of creating a robust workforce program that is cost-neutral or creates income seems almost too good to be true, but it is completely do-able and rather easy! Join us to learn more!

MaryEllen Jones & Bitta DeWeese, Stone Belt Arc.

Sexual Health Education Needs and Individuals with Disabilities

The Center for Health Equity (CHE) at the Indiana Institute on Disability and Community will share what we have learned from two recent research projects regarding the necessity of sexual health education for Hoosiers with disabilities. Compared to those without disabilities, individuals with disabilities are at higher risk for unintended pregnancies, sexually transmitted infections, and sexual abuse. They do not have equitable access to sexual health education, despite research emphasizing its importance to their safety and well-being. Due to misconceptions and other barriers, they may not have the comprehensive information, skills, or support they need to develop healthy and safe relationships.

Lydia Hamilton, Jane Harlan-Simmons & Don Dumayas, Center for Health Equity

Friday, Indicator 13th: Transition IEP Monitoring Doesn't Have to Be a Nightmare *(Panel)*

Indicator 13 monitoring can be a frightening process, yet there are many ways to accomplish this successfully. During this panel discussion, hear from a variety of districts and cooperatives about their experience with building systems for local Indicator 13 compliance monitoring. In this session, we will share resources, strategies, and suggestions for developing successful monitoring procedures in your district. Whether you're just getting started or have already crafted and implemented an Indicator 13 monitoring plan, this session has something to offer for everyone.

Lindsey Cox, Elkhart Community Schools, & Libby Zeeb, Northeast Indiana Special Education Cooperative

Transition Planning Starting in Early Grades

This presentation will focus on strategies to implement transition planning for students from a young age. The presentation will preview ways that students can be involved in their IEP goal development at an early age that leads to transition goal planning at a later stage. The presentation is aimed toward parents and teachers in order to provide an overview of strategies for collaboration from an early age to focus on transition planning as a whole and the importance of this.

Ashley Anderson, University of North Carolina at Charlotte

1:30-2:45 p.m.

Reducing the Stigma of Mental Health: The Role of "Bring Change to Mind" in Indiana

Students with and without disabilities face mental health challenges that can isolate them and make participation in the school and broader community challenging. This presentation will discuss the role of Bring Change to Mind in Indiana, including the history, process needed to become involved and the research supporting the impact on students and staff.

Cathy Pratt and Betty Lou Rowe, Indiana School Mental Health Initiative, & Teresa Grossi, Indiana Institute on Disability and Community

The Inclusive Talent Pipeline

This session will detail The Arc Southwest Indiana's award winning project "Inclusive Talent Pipeline." In early 2020 The Arc Southwest Indiana responded to a nationwide challenge from The Administration for Community Living to create a model for an Inclusive Talent Pipeline for American business. The Arc Southwest Indiana partnered with Toyota Motor Manufacturing Indiana to offer twelve week apprenticeships to individuals of differing abilities. Not only does the apprenticeship offer mentored training in automobile manufacturing, it also includes life skill training, and training in several other areas to help an individual gain independent living skills be successful in a lifelong career opportunity. The Inclusive Talent project was selected as a first round winner and is now being implemented on the Toyota Motor Manufacturing Indiana campus.

Stan Keepes & Melissa Walden, The Arc Southwest Indiana

Using Indiana Career Explorer to Develop Effective Transition Portfolios

Michelle Oja, special education specialist with the Indiana Department of Education and Pam Warner, director of Career Exploration and Advising with the Indiana Department of Workforce Development, will share how to use the new Indiana Career Explorer to develop and monitor Transition Portfolios. This new comprehensive, user centered tool allows for effective case management, student career exploration, goal setting, and parent support. Students will be able to use INCE through all stages of school, work, or training. Session participants will have the opportunity to practice developing Transition Portfolios while maximizing student supports through Indiana Career Explorer.

Pam Warner, Indiana Department of Workforce Development, & Michelle Oja, Indiana Department of Education

3-4:15 p.m.

Living a Quality Life After High School

This session will focus on the opportunities and challenges faced by those on the autism spectrum, including potential accommodations for the future. Presenters will also talk about taking care of mental health needs of individuals, the importance of building relationships and social networks, and the importance of sustaining behavior expectations.

Cathy Pratt & Betty Lou Rowe, Indiana Resource Center on Autism

IMPACT: A Post-Secondary College Program at Indiana Wesleyan University *(panel)*

Students in the IMPACT PROGRAM will reach their full potential for independence as they strive to successfully complete high school and transition into adult life.

Our philosophy is that together we can develop knowledgeable, confident, and responsible citizens who function as independently as possible in vocational, community and social areas by providing learning experiences relevant to their interests and capabilities. Learn how you can create a similar program for your students or send them directly to the IMPACT program.

Lisa Graham, Grant County Special Education Cooperative, & Jamie Westgate, Indiana Wesleyan University

The Americans with Disabilities Act: 31 Years of Disability Rights in Employment and Community Life

The Center for Health Equity (CHE) at the Indiana Institute on Disability and Community will provide attendees with an overview of research activities conducted in 2020, during the 30th Anniversary Year of the Americans with Disabilities Act (ADA). The purpose of these activities was to gather insights and reflections about the implementation of the ADA in Indiana over 30 years, from various stakeholders including people with disabilities and disability-related organizations. CHE will present the main findings from interviews with leaders of disability advocacy organizations, regional town hall meetings, and an online survey. While many participants noted increased opportunities under the federal civil rights law, they also identified challenges and barriers that remain in employment and other aspects of community life for Hoosiers with disabilities. It is critical to possess a good knowledge of the ADA to ensure that every individual with a disability has the same rights and equal opportunities as everyone else in all facets of public life. To this end, the presenter will give a brief overview of the ADA. They will also provide information on the free technical assistance, resources, and training available through ADA-Indiana, Great Lakes ADA Center, and the ADA National Network.

Matt Norris & Lydia Hamilton, Center for Health Equity

Evidence-Based Strategies to Support People as They Transition to Adulthood

Strategies that provide structure and predictability can help people with disabilities better understand a given situation, which leads to greater success and independence. This session will explain three structured strategies that can be used throughout a person's day: structured language supports, visual schedules, and work systems. The purpose of these strategies, along with how to create them and many examples of when to implement them, will be shared. The discussion will include how these strategies can be used in the classroom, home, and vocational settings. Many times the person learns to use these strategies in school, but when they exit school as young adults, they no longer have these structured strategies to assist them. This session will show easy, user-friendly ways to create these evidence-based strategies, to support people as they transition out of school and into their adult lives. Participants will be encouraged to think about students, clients, or loved ones during the session and create an action plan of strategies to try and times to implement those strategies.

Amy Gaffney, Indiana Resource Center for Autism

Friday, July 23

10-11:15 a.m.

Keynote Address: College and Career Readiness Requires Collaboration!

Preparing youth with disabilities to meet their ultimate goal—college and career readiness—requires all transition stakeholders to support students with a broad array of skills and experiences. College and career readiness must go beyond core academics and should include a wide range of experiences to support student motivation and engagement in academics, career development, and community inclusion. Especially for youth who experience disability, the complexities of support require increased collaboration among students, educators, rehabilitation counselors, families, and the wider community. This keynote will share a multi-dimensional model of college and career readiness and offer strategies for enhancing collaboration among essential stakeholders.

Mary Morningstar, Portland State University

11:30 a.m.-12:45 p.m.

Help! I'm a Transition Educator! Now What Do I Do?

This breakout will share information about the critical roles and competencies required of secondary educators, administrators, and others supporting youth with disability during transition. Understanding the critical roles among the wide range of educators (general, special, counselors, administrators) is essential to ensuring effective transition services are in place. This session will address how secondary educators develop ongoing competencies associated with transition and how educational and community systems and services can be utilized by educators to support students.

Mary Morningstar, Portland State University

Postsecondary Vocational Training at the Erskine Green Training Institute

Erskine Green Training Institute (EGTI) is a postsecondary program offering vocational training for a variety of jobs in the hotel, food service, and healthcare environments. EGTI is housed within the Courtyard Muncie where students reside for the duration of their 10- or 13-week training program. The residential component of EGTI's programming provides an immersive learning environment that allows for not only a focus on vocational skills, but a variety of adaptive skills that impact overall independence such as time management, planning of leisure activities, meal card management, use of public transportation, and more.

Megan Stevenson & Student, Erskine Green Training Institute

What You Can Do Now to Prepare for Life Beyond K-12

Where do you see your child 10 years from now? Working, volunteering, sitting on the couch, living in an apartment, or still living with you? Whatever the goal is for your child with a disability, there must be a plan. If you wait and assume your child is going to be prepared for participation in a job or community setting, you could find yourself frustrated and disappointed. Niki Ford and Kellie Freeman will present information around what skills should be focused on for success in the adult world. This includes having

high expectations, working on soft skills and developing executive functioning skills across ALL settings. However, doing all of this takes the right MINDSET!!

Kellie Freeman & Niki Ford, Carmel Clay Schools

Options to Support Self-Determination and Decision-Making in Adulthood

Self-determination is about having control over your life. Many adults with disabilities aren't able to exercise self-determination to the greatest extent possible due to stereotypes and lack of support leading to an over-reliance on guardianship. This class will talk about options to support self-determination and decision-making in adulthood. Practical examples and actionable items will be provided.

Melissa L Keyes, Indiana Disability Rights

Assistive Technology for Transition: Show and Tell

As students prepare to leave high school and transition into adult life, it is essential for students and families to consider their assistive technology needs. In this session, we will provide participants with steps and a timeline for considering these needs to ensure their transition into college or the workforce is a smooth one. We will also present a virtual assistive technology show and tell on various apps and tools for everyday living and learning.

Brian Norton, Easterseals Crossroads

1:30 – 2:45 p.m.

Adapting and Creating Transition Assessments for All Students

Wondering how to adapt transition assessments for individual students? This session is for you. In this session, you will learn how to adapt transition assessments using interactive technology and make them accessible. Ways to incorporate transition assessments into the transition portfolio will also be discussed. Join us to actively participate in creating and adapting transition assessments for all students.

Amanda Crecelius, PATINS, & Mike Nevins, Center on Community Living and Careers

Attending College: Perspectives of Families and Young Adults with Intellectual and Developmental Disabilities

This presentation will provide an opportunity to hear directly from young adults and their family members sharing their experiences participating in an inclusive postsecondary education program (IPSE) at the University of Missouri–St. Louis. UMSL Succeed launched in 2013 and has graduated 64 students with intellectual and developmental disabilities. This session will describe programmatic features that support student growth in four pillars: Live, Learn, Work, and Play. During the session, we will share key supports that we implement to assist students and their families in transitioning to inclusive college life.

April Regester, University of Missouri-St. Louis

Brain Injury Overview: Strategies, Accommodations, and Interventions for Education, Employment, and Community Integration

Brain injury is a lifelong chronic condition that is frequently unrecognized. Every 9 seconds, someone in the United States sustains a brain injury. More than 3.5 million children and adults are known to sustain

an Acquired Brain Injury (ABI) each year, but the full incidence is unknown. Hence, brain injury is often referred to as the “silent epidemic.” The epidemiology of brain injury and common issues that happen after brain injury including cognitive, physical and emotional/behavioral effects will be discussed. We will also focus on strategies, accommodations and interventions specific to the most common challenges individuals with brain injury face. While ABI is a chronic, lifelong condition, new interventions exist today that show promise in managing it. Participants will learn about appropriate access to medical care and medical professionals as well as rehabilitation services and professionals that can minimize and treat complications and optimize function in these individuals. We will explore strategies for supporting individuals with ABI including services, supports and resources for assisting them to return to school, work and reintegrate back into their community.

Wendy Waldman, Jean Capler & Penny Torma, Rehabilitation Hospital of Indiana

Demystifying (at Least a Little) the Benefits Application Maze

Young adults and their families who are preparing to transition to the world of adult services and supports are often surprised to find that they must reapply for services they may have been receiving when they were in school. They’re even more surprised—and frequently overwhelmed—when they discover how complicated it can be to apply for Social Security, Medicaid, and the Medicaid waiver. During this presentation, we’ll shed light on the application and eligibility processes at the federal and state levels and will provide a few resources to help families and young adults figure out their next steps.

Anne Higley, Center on Community Living and Careers

The INDATA Project Core Services *(Short Talk)*

As a leading provider of programs for people with disabilities in our community, Easterseals Crossroads has been providing services for over 80 years. Realizing the tremendous need for people with disabilities to achieve and maintain their greatest levels of independence, we incorporated assistive technology in our employment training programs in 1979. We later opened our Assistive Technology Center at Easterseals Crossroads in 1990 to provide technology solutions for all program areas.

In 2007, Easterseals Crossroads partnered with the State of Indiana Division of Disability and Rehabilitative Services to establish the Indiana Assistive Technology Act (INDATA) Project. The INDATA Project is one of 56 similar, federally-funded projects designed to increase access and awareness of assistive technology. This short talk presentation will be about the INDATA Project core services, which include: information and referral, funding assistance, public awareness and education, device demonstration, device loan, reutilized computers and equipment reutilization.

Nikol Prieto, Easterseals Crossroads

SOAR with Social & Emotional Learning *(Short Talk)*

Social-Emotional Learning (SEL) is beginning to shape the future of education for students. Researchers have found links between SEL practices and establishing and maintaining positive relationships. Today, we will explore practices and sample lessons to be taught and reinforced in the classroom in order for students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others. Core concepts explored in SEL work include: Self-awareness, Self-management, Responsible Decision-making, Social Awareness, and Relationship Skills. Resources will be provided at the end of the presentation for you to use directly with students TOMORROW!

Allison Craney, Eastwood Middle School, Washington Township

Case Management and Understanding the Medicaid Waiver *(Short Talk)*

Inspire Case Management is one of nine companies providing case management services to individuals receiving a Medicaid Waiver through the Division of Disabilities and Rehabilitative Services in the State of Indiana. Inspire Case Management was born out of a desire to provide high quality support to self-advocates and caregivers navigating the waiver process. Case Management is a service designed to support individuals, their families, and support teams in understanding what services are available, how to access them, and ensure services are being provided appropriately. Case managers are advocates providing a variety of waiver and non-waiver resources. Medicaid waivers are available to individuals with a qualifying disability. These waivers provide annual funding which can be used to support individuals through a variety of home and community-based services as well as therapeutic services such as music, recreational, behavioral, a vocational supports. Waivers can be obtained at a young age and can provide support to individuals through their lifetime. Presenters will share how waivers can be used to support individuals through the different life stages, navigating the LifeCourse Framework person-centered planning process, and what case management can do for you.

Allie Cunningham, Inspire Case Management

3–4:15 p.m.

OMG I Have Epilepsy. What Do I Need to Consider About My Postsecondary Education Opportunities?

Information will be provided about moving forward with post-secondary education options for students with epilepsy. Content will focus on what needs to be considered before an educational option is selected and after a student is enrolled in a post-secondary educational setting.

Steve Hutton, Epilepsy Alliance Ohio

What Is Career Tech Education and How Can It Benefit Me?

This session will provide educators, parents, and students information about Career and Technical Education and the role it may play in a student's career pathway from middle school (career exploration) through postsecondary (career training). This session will highlight what CTE has to offer and dispel myths around participation to help attendees be better equipped to advocate for the needs of their students. Topics will include meeting Indiana's Graduation Pathway requirements, career planning, and work-based learning.

Enjema Beckley & Anthony Harl, Indiana Office of Career & Technical Education

Alone Together

Adria Nassim is a young adult with multiple disabilities including cerebral palsy, a severe learning disability, and an autism spectrum disorder. In this presentation she discusses how she and her parents worked together to help her become independent with the help of community supports, how she found meaningful social relationships beyond high school, gained and kept two part-time positions she loves, and how and why the best partnerships in life are not always human.

Adria Nassim, Center on Community Living and Careers

Using Self-Advocacy Through Pre-Employment Transition Services to Build Tomorrow's Leaders *(Panel)*

Getting information about transition to families and students has historically been a challenge for schools and service providers. Why not give students the knowledge and empower them to share the information? Peer to peer learning models have proven effective because learners share similar experiences, which carries significant benefits. Through Pre-Employment Transition Services (Pre-ETS), Stone Belt Arc has developed a Student's Self-Advocacy group to do just that. This grassroots self-advocacy group was created to empower transition aged students to spread the word about transition services. In this session, Student Self-Advocates and organizers will share tactics, means, and challenges that have been encountered. By teaching these skills now, we are building future Self-Advocates for our communities. This session would benefit teachers, students, mentors, Pre-ETS Service providers and anyone interested in transition or self-advocacy.

MaryEllen Jones, Stone Belt Arc, and Youth Self-Advocates

Building an Inclusive Athletic Program One District at a Time: Champions Together

Champions Together is a collaborative partnership between the Indiana High School Athletic Association and Special Olympics Indiana that promotes servant leadership among student athletes while changing their lives as well as the lives of those with intellectual disabilities. Special Olympics International is supporting Champions Together as a model program to activate schools through "Project Unify," which also has the endorsement of the National Federation of High Schools.

Lisa Graham, Grant County Special Education Cooperative

[See the Facing the Future Together webpages](#) for more information and to register for the conference.