

ATTACHMENT A
Proposal Cover Sheet

The Mississippi Department of Rehabilitation Services is seeking qualifications from qualified contractors to provide Comprehensive training events for MDRS clients.

Qualifications are to be submitted as listed below, on or before 12:00 PM CST, Thursday, July 10, 2025.

PLEASE MARK YOUR ENVELOPE:

Mississippi Department of Rehabilitation Services
Attention: Lee Shirley, Director of Contracts
1281 Highway 51 North
Madison, Mississippi 39110
Request for Qualifications for Comprehensive Training Events for MDRS Clients
No. 3120003152
Opening Date: 12:00 PM CST, Thursday, July 10, 2025
SEALED PROPOSAL PACKAGE – DO NOT OPEN

Company Name: Mississippi State University, Mississippi Institute on Disabilities

Address: 301 Research Blvd

City/State/Zip: Starkville, MS 39759

Telephone: 662-325-7404

Fax Number: 662-325-3803

E-Mail Address: aor@osp.msstate.edu

Printed Name of Authorized Signer: Justin Stidham, Associate Director, OSP

Signature and Date: 
Justin Stidham (Jun 30, 2025 13:25 CDT)

ATTACHMENT B

Authorization and Acknowledgements

By signing below, the Company Representative certifies that he/she has authority to bind the company, and further acknowledges on behalf of the company:

1. That he/she has thoroughly read and understands this Request for Qualifications, RFQ 3120003152 and the attachments herein;
2. That the company meets all requirements and acknowledges all certifications contained in this Request for Qualifications, RFQ 3120003152, and the attachments herein;
3. That the company agrees to all provisions of this Request for Qualifications, RFQ 3120003152, and the attachments herein;
4. That the company can and will meet all required laws, regulations, and/or procedures related to confidentiality and represents that its workers are licensed, certified, and possess the requisite credentials to perform the transition services; and
5. That the company has, or will secure, at its own expense, applicable personnel who shall be qualified to perform the duties required to be performed under this Request for Qualifications.
6. That the company understands that should an amendment to this RFQ be issued, it will be posted on the MDRS website (www.mdrs.ms.gov) in a manner that all proposers will be able to view. Proposers shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal, by identifying the amendment number and date in the space provided for this purpose on this form. The acknowledgment must be received by MDRS by the time and at the place specified for receipt of proposal. It is the company's sole responsibility to monitor the website for amendments to the RFQ.

Company Name: Mississippi State University, Mississippi Institute on Disabilities

Justin Stidham

Justin Stidham (Jun 30, 2025 13:25 CDT)

Signature and Date: _____

Name and Title: Justin Stidham, Associate Director, Office of Sponsored Projects

ATTACHMENT C

Certifications and Assurances

I/We make the following certifications and assurances as a required element of the offer to which it is attached, of the understanding that the truthfulness of the facts affirmed here and the continued compliance with these requirements are conditions precedent to the award or continuation of the related contract(s) by circling the applicable word or words in each paragraph below:

1. Representation Regarding Contingent Fees.

Contractor represents that it [**HAS** or **HAS NOT**] retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's proposal.

2. Representation Regarding Gratuities.

The Respondent or Contractor represents that it [**HAS** or **HAS NOT**] violated, is not violating, and promises that it will not violate the prohibition against gratuities set forth in Section 6-204 (Gratuities) of the Mississippi Public Procurement Review Board Office of Personal service Contract Review Rules and Regulations.

3. Certification of Independent Price Determination.

The Respondent certifies that the prices submitted in response to the solicitation [**HAVE** or **HAVE NOT**] been arrived at independently and without, for the purpose of restricting competition, any consultation, communication, or agreement with any other respondent or competitor relating to those prices, the intention to submit a proposal, or the methods or factors used to calculate price.

4. Prospective Contractor's Representation Regarding Contingent Fees.

The Prospective Contractor represents as a part of such Contractor's proposal that such Contractor [**HAS** or **HAS NOT**] retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Company Name: Mississippi State University, Mississippi Institute on Disabilities

Justin Stidham
Signature and Date: Justin Stidham (Jun 30, 2025 13:25 CDT)

Name and Title: Justin Stidham, Associate Director, Office of Sponsored Projects

Note: Please be sure to circle the applicable word or words provided above. Failure to circle the applicable word or words and/or to sign the proposal form may result in the proposal being rejected as nonresponsive. Modifications or additions to any portion of this proposal document may be cause for rejection of the proposal.

ATTACHMENT D

Company Questionnaire

If additional space is needed, please attach supplemental pages as necessary to completely answer all questions.

1. Corporate Experience and Capacity

Provide the age of your business.

Mississippi State University was founded in 1878, with a rich history of serving the state of Mississippi. In 1996, the T.K. Martin Center for Technology and Disability (TKMC) open its doors rooted in our deep history with the Mississippi Department of Rehabilitation Services as a one of a kind assistive technology center. For over 29 years, the TKMC has served individuals with disabilities of all ages, across our great state of Mississippi, and for a wide variety of needs (educational, vocational, recreational, etc.). In 2023, the Mississippi Institute on Disabilities (MioD) was formed bringing together under one Institute, the TKMC, the Autism and Developmental Disabilities Clinic, the Career Horizons Center, and the ACCESS program at Mississippi State University—serving persons with disabilities from birth through the end of life with a wide variety of services, resources, and needs.

Describe the experience of the firm in providing the service, give number of years that the service has been delivered, and provide a statement on the extent of any corporate expansion required to handle the service.

The TKMC has a long history of providing services that are part of what is included in the Pre-Employment Transition Services (Pre-ETS), including job exploration counseling, work-based learning experiences, counseling on post-secondary education opportunities, workplace readiness training, and instruction in self-advocacy. We also have provided for over 20 years services that support employment for individuals with disabilities including assistive technology evaluations and trainings, an assistive technology lending library, seating and mobility evaluations, and adaptive driving evaluations and training.

In the past, the TKMC has held a Pre-ETS contract with MDRS for approximately 3-5 years under the current executive director. Initially, we held a contract with MDRS to provide a pilot program “Jobapalozza” that ended in June 2024 (per contract). Since that time, we have held a contract with MDRS for Job Extravaganza (JE). Our team has held (3) three Job Extravaganza events (large scale) in Starkville and Lowndes County, and one small-scale Job Extravaganza on the campus of Mississippi State University in June 2025. We have hired a Project Coordinator who specifically plans and directs each JE. She brings not only the expertise in transition age, special education, and employment outcomes, but also experience in hosting past JE events with great success.

Relatedly, the MioD has provided several large events in the community over the years including an autism conference, community training events, and assistive technology continuing education events. Further, the executive director has led many large events for MDRS in the past related to training counselors on autism spectrum disorder and has organized multiple national organization events. We have the capacity, planning power, skill, knowledge, and community relationships to support this call.

Our agency currently employs approximately 45 full time/part-time employees (not including student workers or graduate assistants). If granted the contract, MioD plans to retain our current project coordinator who has been leading our Job Extravaganza events in this capacity. The current coordinator has built strong community relationships with local businesses across multiple counties and with school districts and MDRS staff.

Company Name: Mississippi Institute on Disabilities/Mississippi State University

ATTACHMENT D
Company Questionnaire (Page 2 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

2. Service Location

- ☐ If services are to be provided at a site other than firm's principal place of business (the address given in Attachment A), please specify the place of performance.

While coordination and administrative support for all events will be led by the Mississippi Institute on Disabilities (MIOd) at Mississippi State University, the training events (JEs) themselves will take place at locations selected to best meet the logistical, instructional, and accessibility needs of participating school districts and students.

These locations may vary by county and event, but will be chosen based on factors such as geographic accessibility, transportation logistics, availability of indoor and outdoor space, and the ability to host hands-on work-based learning stations. Sites may include community venues such as recreation centers, accessible event spaces, school campuses, or other facilities equipped to host interactive Pre-ETS training. When appropriate, events may also be held at participating school district facilities to reduce transportation barriers and increase attendance. MIOd will also consider hosting select training events on the campus of Mississippi State University, when feasible, thereby expanding career exploration opportunities.

All venues will be selected with an emphasis on accessibility, safety, and alignment with the instructional goals of each Job Extravaganza. This flexibility ensures that event locations are responsive to district needs while maintaining consistency in quality and outcomes.

We have historically had success with community recreational centers, such as Skate Odyssey and Skate Zone meeting the needs and goals of our events.

3. Personnel

Attach resumes' of all those who will be involved in the delivery of service (from principals to field technicians) that include their experience in this area of service delivery as well as a list of all principals. Additionally, please provide copies of all applicable permits, professional certifications and/or licenses from the applicable certifying authority, and a list of all principals.

Kasee Stratton-Gadke, Ph.D.

Executive Director, Mississippi Institute on Disabilities. Dr. Stratton-Gadke is a licensed psychologist, licensed school psychologist, and nationally certified school psychologist. She has over 15 years of experience serving individuals with disabilities, including individuals with comorbid complex behavioral concerns that may impact daily living and employment. She has expertise in a wide variety of disabilities. As a school psychologist, she has knowledge in the transitional services needed to meet the goals and aims of persons with disabilities at this particularly important period of their lives and works alongside MDRS counselors to ensure transitional goals are met, including employment goals. Further, she has a rich connection with the communities targeted for this project that will be used to attract businesses and related companies to participate in the training event.

Stacy Jackson

Ms. Stacy Jackson serves as the Project Coordinator for the T.K. Martin Center for Technology and Disability under the Mississippi Institute on Disabilities (MIOD) at Mississippi State University. She brings a diverse background in special education, instructional design, and transition planning. A certified special education teacher with extensive experience supporting individuals with disabilities, Ms. Jackson has earned her Master of Science in Instructional Technology with a concentration in Instructional Design. She previously served as an online instructor for life skills and job readiness courses for adults with intellectual and developmental disabilities. Her strong organizational skills, history of coordinating large-scale training events, and deep understanding of disability services position her to lead the project's planning and execution successfully.

Zack Ahonle, Ph.D.

Dr. Ahonle is an assistant professor of Rehabilitation Counseling at Mississippi State University. He brings to the project a partnership with the graduate programs in rehabilitation counseling. This partnership will include providing students who will serve as training event coaches throughout the duration of each event. Each student/coach will be trained on working with persons with disabilities, the purpose and goals for the event(s) and how to lead small teams through each business experience throughout the day. Dr. Ahonle brings a strong knowledge in the Workforce Innovation and Opportunity Act (WIOA) that requires vocational rehabilitation agencies to set aside funds for pre-employment transition services. Dr. Ahonle also currently holds the Career Horizons Project grant, a nearly \$10 million grant over 5 years to support inclusive employment for persons impacted by long-COVID in Mississippi. Further, his rehabilitation counseling background, active partnerships with MDRS VR counselors and with the community will bring active participation from businesses for each event.

Company Name: Mississippi Institute on Disabilities/Mississippi State University

ATTACHMENT D
Company Questionnaire (Page 3 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

4. References

Give at least three (3) references for contracts of similar size and scope, including at least two (2) references for current contracts or those awarded during the past three (3) years. Include the name of the organization, the length of the contract, a brief summary of the work, and the name and telephone number of a responsible contact person.

Reference 1:

Name of Organization: Mississippi Department of Rehabilitation Services -Assistive Technology

Length of Contract: 10+ years

Brief Summary of Work:

Provide assistive technology evaluations, training, and equipment set-up for clients of MDRS, including augmentative and alternative communication devices, computer access, seating and mobility, and adaptive driving. Contract is billable up to \$360,000 each year and includes monthly reporting and invoicing.

Contact Information (Name/Phone): Kris Geroux 662-418-1328

Reference 2:

Name of Organization: Mississippi Department of Rehabilitation Services- Bioptic Driving

Length of Contract: estimated 10+ years

Brief Summary of Work:

Provide car/van bioptic driving evaluations and training for visually impaired clients of MDRS; provide car/van evaluations and functional van inspections; and provide the amount of driver's training required for clients to be qualified to take the Mississippi Driver's license test.

Contract is billable up to \$25,000 each year and includes monthly reporting and invoicing.

Contact Information (Name/Phone): Dorothy Young

Reference 3:

Name of Organization: Mississippi Department of Rehabilitation Services- Psychological and Behavioral Services for Autism

Length of Contract: 2022-2023

Brief Summary of Work:

Providing psychological assessments and behavioral assessment services, as well as staff training on autism spectrum disorder for referred MDRS clients in need of such services.

Contact Information (Name/Phone): Jennifer Jackson 601-502-5976

Company Name: Mississippi Institute on Disabilities/Mississippi State University

ATTACHMENT E

Required Clauses for Service Contracts Resulting from this Request for Qualifications

1. Applicable Law. The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws, provisions, and any litigation with respect thereto shall be brought in the courts of the State. Contractor shall comply with applicable federal, state, and local laws and regulations.
2. Availability of Funds. It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.
3. Compliance with Equal Opportunity in Employment Policy. Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services.
4. Compliance with Laws. Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified.
5. Contract Rights. Contract rights do not vest in any party until a contract is legally executed. The MDRS is under no obligation to award a contract following issuance of this solicitation.
6. E-Payment. Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq.
7. E-Verification. If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 71-11-3. Contractor agrees to provide a copy of each verification upon request of MDRS subject to

approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws. The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state.

8. Expenses Incurred in the Procurement Process. All parties participating in the procurement process with regard to this solicitation shall bear their own costs of participation, pursuant to Section 1.4.4 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations.
9. Minor Informalities and Irregularities. MDRS has the right to waive minor defects or variations of a qualification from the exact requirements of the specifications that do not affect the price, quality, quantity, delivery, or performance of the services being procured and if doing so does not create an unfair advantage for any offeror. If insufficient information is submitted by a offeror, for MDRS to properly evaluate the offer, MDRS has the right to require such additional information as it may deem necessary after the submission deadline, provided that the information requested does not change the price, quality, quantity, delivery, or performance time of the services being procured and such a request does not create an unfair advantage for any offeror. (Information requested may include, for example, a copy of business or professional licenses, or a work schedule.)
10. Paymode. Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency.
11. Procurement Regulations. This solicitation shall be governed by the applicable provisions of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein.
12. Property Rights. Property rights do not inure to any Offeror until such time as services have been provided under a legally executed contract. No party responding to this RFQ has a legitimate claim of entitlement to be awarded a contract or to the provision of work thereunder. MDRS is under no obligation to award a contract and may terminate a legally executed contract at any time.

13. Representation Regarding Contingent Fees. Contractor represents that it has not retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's proposal.
14. Representation Regarding Gratuities. Offeror represents that it has not, is not, and will not offer, give, or agree to give any employee or former employee of MDRS, a gratuity or offer of employment in connection with any approval, disapproval, recommendation, development, or any other action or decision related to the solicitation and resulting contract. Offeror further represents that no employee or former employee of MDRS has or is soliciting, demanding, accepting, or agreeing to accept a gratuity or offer of employment for the reasons previously stated; any such action by an employee or former employee in the future, if any, will be rejected by offeror. Offeror further represents that it is in compliance with the Mississippi Ethics in Government laws, codified at Mississippi Code Annotated §§ 25-4-101 through 25-4-121, and has not solicited any employee or former employee to act in violation of said law.
15. Required Public Records and Transparency. Upon execution of a contract, the provisions of the contract which contain the personal or professional services provided, the unit prices, the overall price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information pursuant to Mississippi Code Annotated § 25- 61-9(7). The contract shall be posted publicly on www.transparency.ms.gov and shall be available for at the Agency for examination, inspection, or reproduction by the public. The offeror acknowledges and agrees that MDRS and this contract are subject to the Mississippi Public Records Act of 1983 codified at Mississippi Code Annotated §§ 25-61-1, et seq. and its exceptions, Mississippi Code Annotated § 79-23-1, and the Mississippi Accountability and Transparency Act of 2008, codified at Mississippi Code Annotated §§ 27-104-151, et seq.
16. Stop Work Order. MDRS may, by written order to Contractor at any time, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a period of time specified by MDRS. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize any further cost to MDRS. Upon expiration of the stop work order, Contractor shall resume providing the services which were subject to the stop work order, unless MDRS has terminated that part of the agreement or terminated the agreement in its entirety. MDRS is not liable for payment for services which were not rendered due to the stop work order.
17. Termination.

Termination for Convenience. MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor

shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

Termination for Default. If MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the deficiency. If the Contractor fails to cure the deficiency, MDRS may terminate the contract for default and the Contractor will be liable for the additional cost to MDRS to procure the personal and professional services from another source. Termination under this paragraph could result in Contractor being excluded from future contract awards pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. Any termination wrongly labelled termination for default shall be deemed a termination for convenience.

18. Trade Secrets, Commercial and Financial Information. It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or reproduction.
19. Approval Clause. It is understood that if this contract requires approval by the Public Procurement Review Board ("PPRB") and/or the Department of Finance and Administration Office of Personal Service Contract Review ("OPSCR"), and this contract is not approved by PPRB and/or OPSCR, it is void and no payment shall be made hereunder
20. Acknowledgment of Amendments. Offerors shall acknowledge receipt of any amendment to the RFQ in writing. The acknowledgement shall be submitted by signing and returning the amendment with the bid, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. Each offeror shall submit a written acknowledgement of every amendment to the Agency on or before the submission deadline.
21. Certification of Independent Price Determination. By submitting a qualification, the offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without any consultation, communication, or agreement with any other offeror or competitor for the purpose of restricting competition.
22. Offeror's Representation Regarding Contingent Fees. By [responding to the solicitation, the offeror represents that it has not retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract. If the offeror cannot make such a representation, a full and complete explanation shall be submitted in writing [with the offeror's response, to the Agency prior to contract execution].

ATTACHMENT F

Areas of Coverage

List of Counties where training events can be performed:

MIoD is seeking to provide training events primarily in Oktibbeha County and its surrounding counties, including Lowndes, Clay, Choctaw, Webster, Winston, and Noxubee. Additional counties may be included as needed based on MDRS priorities and district interest. Event locations are selected based on accessibility, student needs, transportation feasibility, and suitability for hands-on work-based learning. MIoD has successfully collaborated with community partners and venues—including large-capacity recreation facilities and school campuses—to host events that provide indoor and outdoor space for interactive Pre-ETS training activities. Select training events may also be hosted on the Mississippi State University campus to support expanded job exploration opportunities.

Estimate the number of students that can be served per event:

The number of student participants per event will vary depending on venue capacity and district participation. Events are designed to be scalable and flexible, typically serving multiple small groups of 5 to 7 students rotating through hands-on activities. MIoD is prepared to deliver high-quality events for a range of group sizes while maintaining consistency in structure and impact. We have historically provided JE events from 10 to 100 participants. We are comfortable with serving up to 150 participants based on the success of our past events.

Company Name: Mississippi State University, Mississippi Institute on Disabilities

Justin Stidham

Justin Stidham (Jun 30, 2025 13:25 CDT)

Signature and Date: _____

Name and Title: Justin Stidham, Associate Director, Office of Sponsored Projects

Management Summary

July 9, 2025

To Whom It May Concern:

We are submitting this unmarked cover letter to outline the core philosophy behind our agency's approach to fulfilling the service described in this RFP for Comprehensive Training Events for MDRS Clients.

Our goal is to broaden access to meaningful job exploration experiences for clients eligible for Pre-ETS, helping students identify their interests, recognize their strengths, and clarify what they value in a future career. These training events offer participants the opportunity to explore further education or training that aligns with their goals. They also promote early skill development by immersing students in real-world simulations that reflect workplace expectations and standards. These hands-on experiences help bridge the gap between instruction and application. We also believe that these events strengthen connections among students, training professionals, and businesses that offer mentorship, insight, and exposure to a range of career paths. Through this exploration, students gain a broader understanding of the job market and their place within it, making this a crucial step in preparing for employment after high school.

Built with adaptability in mind, this model supports ongoing implementation across diverse locations and student populations. Events are paired with a structured pre- and post-curriculum that includes instructional videos, job station previews, and guided reflection which is designed to reinforce transition skills through a Universal Design for Learning (UDL) approach. To ensure seamless delivery, we provide detailed logistical planning, customized outreach tools, and real-time support for educators, volunteers, and business partners. Student participation and outcomes are documented through Pre-ETS Provision Forms, stakeholder feedback surveys, and post-event evaluations. Simulated job stations, breakout sessions aligned with Pre-ETS categories, and incentive systems create high-impact experiences that support both skill-building and career awareness. The model has already demonstrated success, including increased referrals and strong engagement from schools and business partners.

Our work is driven by a mission to support individuals with disabilities in reaching their highest potential across employment, education, and daily living. As a longstanding and trusted service provider across Mississippi, our agency has built a reputation for delivering inclusive, high-quality programming tailored to the needs of individuals with disabilities. We ensure accessibility through the use of assistive technology, adaptive equipment, and individualized support. Our prior Pre-ETS experience reflects both integrity and meaningful outcomes for participants. We bring to this project a capable team, including a dedicated project coordinator, strong administrative backing, and staff with expertise in transition services, special education, applied psychology, and community engagement. Our established relationships with school districts, special education professionals, and a vast network of community and business partners position us to implement and expand this initiative effectively.

Thank you for your time and thoughtful consideration of our proposal.

(Unmarked Document)

EXHIBIT D

Statement of Qualifications

Contractor's proposal shall be detailed within this Exhibit.

Proposal Narrative

The Mississippi Institute on Disabilities (MIoD) at Mississippi State University proposes to deliver immersive, high-impact training events for Pre-Employment Transition Services (Pre-ETS) eligible students in full alignment with the Mississippi Department of Rehabilitation Services (MDRS). These “Job Extravaganza” events are structured, hands-on opportunities that provide transition-aged students with disabilities meaningful exposure to career pathways, soft skill development, and real-world workplace experiences across all five core Pre-ETS categories outlined under the Workforce Innovation and Opportunity Act (WIOA): job exploration counseling, workplace readiness training, work-based learning experiences, postsecondary counseling, and instruction in self-advocacy.

MIoD proposes to host up to ten events annually. These training events will serve Oktibbeha County and its bordering counties—Choctaw, Webster, Clay, Lowndes, Winston, and Noxubee. This geographic area reflects regionally established partnerships, and based on current enrollment data, this model is expected to serve an estimated 1,000 special education students between the ages of 14 and 21. This is our target area, but we are open to serving further-reaching counties if that would support MDRS’s needs.

Each event will be an in-person experience, typically lasting up to five hours, with the number of student participants varying based on client interest and logistics. Students rotate through the event in small groups of five to seven, each supported by a designated staff member, teacher, or trained volunteer. A detailed event schedule will be provided in advance, and an event map will also be developed and distributed to help all attendees, including students, teachers, and support staff, easily navigate the layout, understand the rotation flow, and locate stations, restrooms, quiet rooms, and breakout session spaces.

(See Appendix A: Sample Event Schedule)

(See Appendix B: Sample Event Map)

Participants will meet MDRS’s participant qualifications. Specifically, only students for whom MIoD has received an MDRS-VR-100 Referral for Contracted Pre-ETS Services Form may participate in the event. These students will be between 14 and 21 years of age, currently enrolled in a secondary or postsecondary educational program or other recognized education program, and in need of Pre-ETS services to support their successful transition into competitive employment. They will have received special education services under IDEA or accommodations under Section 504 and have an open

Potentially Eligible (PE) or Vocational Rehabilitation (VR) case at the time of participation. Local school districts will coordinate student travel as needed.

To further support students' readiness, MIOD has developed a Career Readiness Unit designed to scaffold instruction and maximize the impact of Job Extravaganza events. This unit includes structured pre-event instructional activities, behavior modeling, and post-event reflection, all aligned with Universal Design for Learning (UDL) principles and IEP-aligned transition goals. Materials include an overview for school personnel, a "Getting Ready for JE" instructional video, job skill station previews, a professionalism mini-lesson ("Make Me Feel Important"), and guided student reflections. These resources are adaptable for diverse learning needs and help students build soft skills, reduce anxiety, and develop greater career awareness.

(See Appendix C: Career Readiness Unit Overview and Materials)

To support consistent implementation, this Job Extravaganza model is reinforced by a comprehensive communication to all stakeholders and a resource system that ensures seamless coordination from initial outreach through post-event evaluation. A detailed internal task list outlines project milestones, deliverables, and timelines, providing structure and accountability throughout the planning process. Communication with school districts, MDRS counselors, business partners, and volunteers is conducted through a series of structured emails, each tailored to the recipient group and the event stage. Microsoft Forms are used to manage participation forms for event registration, business interests, and volunteer sign-ups, while customized flyers and Save the Date materials ensure stakeholders receive timely and accessible information. On the day of the event, a full suite of printed resources—including a master event schedule, site-specific map, and stakeholder sign-in sheets—supports real-time logistics. Volunteers are trained through a brief pre-recorded video and an accompanying guide that outlines expectations and answers frequently asked questions. All materials have been strategically refined across multiple event cycles and are designed to be adaptable, replicable, and aligned with the broader goals of transition readiness for youth with disabilities.

(See Appendix D: Task Tracker)

(See Appendix E: Participation Forms)

(See Appendix F: Volunteer Training Guide and Video Script)

To support Pre-ETS documentation, MIOD will prepare a Pre-ETS Provision Form for each participant. These forms will document the specific services received and include observations of each student's level of participation, demonstrated progress or skill improvement, challenges encountered, interest in the activities and information presented, and any accommodations or specialized support required. Completed Pre-ETS Provision Forms will be submitted after the event, along with an invoice. Invoices

will follow MDRS requirements and be submitted no later than the 7th business day of the month following the event. Invoices will include all required fields, including participant ID, date of service, Pre-ETS category covered, and fee charged (following the MDRS-determined fee structure).

MIoD will recruit businesses and community organizations to lead hands-on mock workstations that reflect actual job environments and tasks across the local economy. Participating businesses are selected based on the diversity of their industries, relevance to student interests and regional workforce needs, and their willingness to provide a hands-on job skill station at the event. Sample sectors include health sciences, skilled trades, food service, transportation, education, agriculture, retail, and sanitation. Past examples have included maintenance repair stations, restaurant simulation tasks, welding and truck driving simulators, and food preparation booths. Career clusters to which each station belongs will be clearly labeled at each station, allowing students to draw connections between tasks and broader employment pathways. Our goal is to recruit enough businesses to match the number of small student groups, ensuring that all participants have consistent and meaningful exposure to different job types.

(See Appendix G: Sample Station Descriptions and Career Cluster Table Cards)

Each station is designed to simulate real work environments, giving students the opportunity to follow multi-step directions, handle job-specific tools, interpret social cues, and problem-solve in collaborative settings. To promote engagement and reinforce positive behaviors, MIoD utilizes a simple but effective incentive system called Bully Bucks. As students rotate through stations, they earn a "punch" on their Bully Buck for active participation, effort, and task completion. At the end of the event, students exchange their Bully Buck for a prize. This system not only encourages engagement but also supports financial literacy and promotes responsibility, decision-making, and follow-through skills critical to long-term employability.

(See Appendix H: Bully Bucks Sample and Station Punch Instructions)

In addition to job skill stations, each event will include breakout sessions focused on a minimum of two of the five Pre-ETS categories. These sessions are designed to be inclusive and highly interactive, utilizing discussion, role-playing, and hands-on tasks to engage diverse learners in areas such as communication, goal setting, career planning, and workplace etiquette.

(See Appendix I: Sample Breakout Session Lesson Plan)

(See Appendix J: Sample Breakout Session Student Handout)

All venues will be secured by MIOD and meet accessibility standards for mobility, sensory needs, and transportation logistics. Each site will offer sufficient space for station setup, breakout sessions, restrooms, and parking. Quiet rooms or de-escalation areas will also be identified in each venue to support students who may need a moment to regroup. A custom visual event map will be distributed in advance to support efficient navigation and reduce sensory overload, particularly for students who benefit from structured visual supports.

To meet MDRS publicity and branding requirements, all promotional materials, including flyers and social media graphics, will be co-branded with MDRS and submitted for approval to the MDRS Director of Communications and the Director of the Office of Vocational Rehabilitation prior to publication. MIOD will collaborate with MDRS to ensure that community awareness efforts are aligned and appropriate. A finalized flyer, event agenda, and Save the Date will be shared with all school personnel and MDRS counselors well in advance of each event.

(See Appendix K: Co-Branded Flyer and Save the Date Sample)

Following each training, MIOD will conduct follow-up interviews and surveys with participating businesses, school staff, and students. Feedback will be collected on successful components of the event and opportunities for improvement. The Career Readiness Unit includes a Post-Event Student Reflection and a Career Cluster Exploration Worksheet, both of which support authentic learning, reinforce connections to personal interests, and serve as documentation for Pre-ETS and IEP transition planning. These tools allow students to explore occupations using the Occupational Outlook Handbook, connect experiences to Career Clusters, and identify next steps in their own transition journeys.

(See Appendix C (Again): Career Readiness Unit Overview and Materials)

(See Appendix L: Sample Feedback Surveys)

These Job Extravaganza events are co-led by the Executive Director of the Mississippi Institute on Disabilities, Dr. Kasee Stratton-Gadke, and a full-time Project Coordinator with a background in special education, instructional design, and transition planning. Dr. Stratton-Gadke provides program vision and strategic direction while the Project Coordinator manages logistics, business recruitment, documentation, and on-site event coordination. MIOD affirms that all licensure, registration, and credentialing requirements necessary to conduct business and provide services in the state of Mississippi will be met in full compliance with MDRS guidelines, including applicable background checks, adherence to the MDRS Client Services Policy Manual, and qualifications for personnel providing Pre-ETS services. Documentation is maintained and available upon request.

This model has already demonstrated measurable success. One past event generated a 379% increase in MDRS referrals—from 18 to 91—with an additional 15 referrals from a subsequent follow-up event. To date, MIOD has worked with over 12 schools and more than 41 business partners to provide meaningful work-based learning and Pre-ETS exposure across a wide range of industries. Through deep partnerships with districts, MDRS counselors, and local employers, MIOD is well-positioned to expand this work with fidelity, consistency, and a strong student-first approach. Through this proposal, we aim to continue delivering impactful, inclusive training experiences that support students with disabilities in preparing for their future careers and independence.

Appendix A

Sample Event Schedule

Example of a standard rotation schedule used to structure event activities for small groups over a five-hour training session.

Schedule (Insert Date Here)	
8:00 am	Building Opens
8:30 am	Businesses/Community Partners Set-Up
8:45 am	Students Arrive
9:00-Noon	Job Skill Station Rotations
Noon	Lunch
12:00-12:45 pm	Breakout session 1
12:45-1:30 pm	Breakout session 2
1:30 pm- 2:00 pm	Financial Literacy: Bully Buck Rewards
2:00 pm	Closing Remarks Dismissal

Appendix B

Sample Event Map

Custom-designed, site-specific map showing layout, rotation flow, station placement, restrooms, quiet rooms, and entry/exit points.

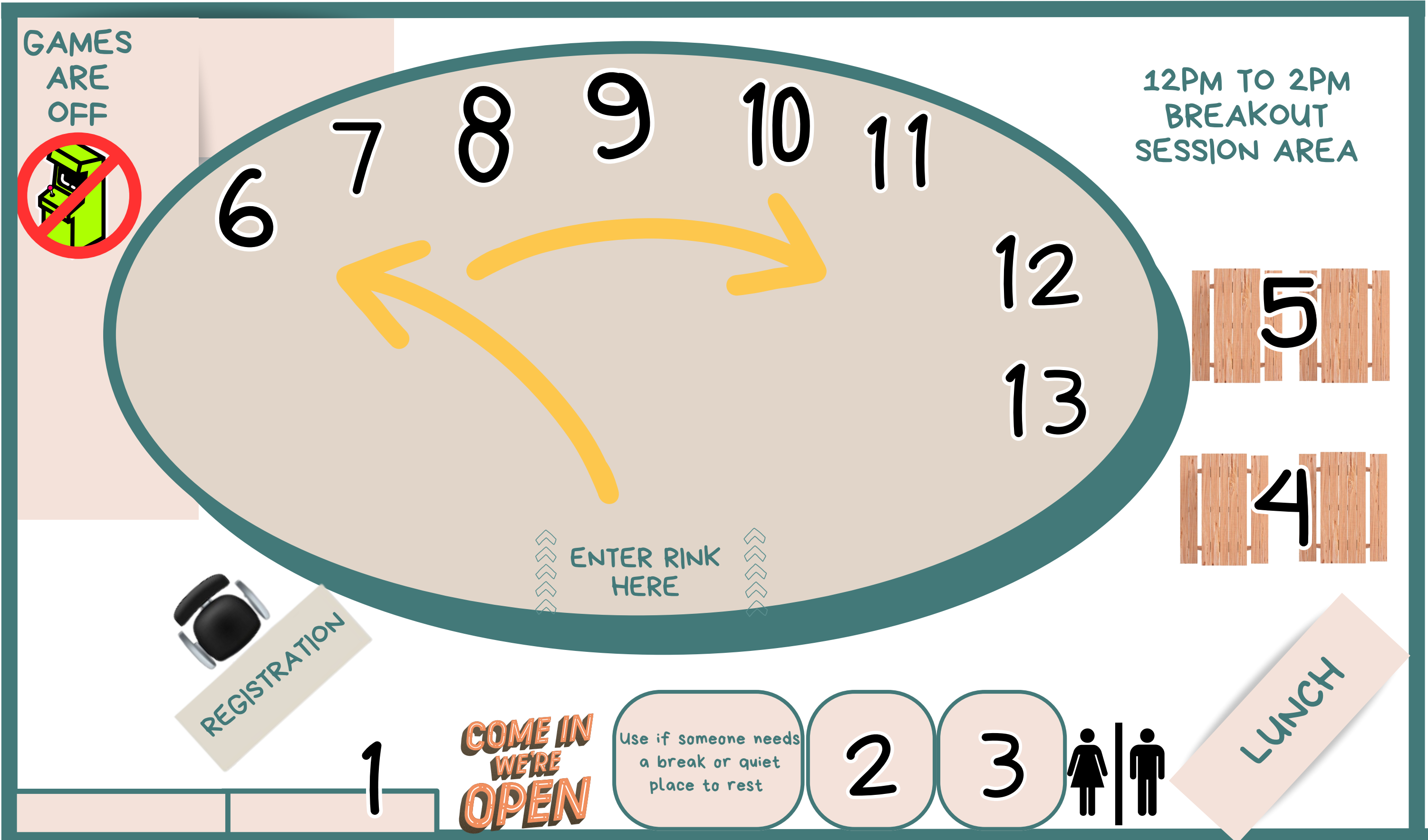
JOB SKILL STATION
SMALL GROUP
ROTATION

Students will be assigned a starting point for their small group and will go to stations in numerical order. For instance, if the group starts at #4, the next station is #5

If the group begins at #13, the next station is #1

- Job Skill Station Guide
- 1. Skate Zone
 - 2. Ability Works
 - 3. The Flower Girl
 - 4. EMCC Cosmetology
 - 5. Project Search
 - 6. Chick-fil-A
 - 7. Fire and Rescue
 - 8. FORGE
 - 9. EMCC Communiversity
 - 10. Steel Dynamics
 - 11. Career & Technical Center
 - 12. 4-H Extension Center
 - 13. Waters Trucks

Event Map



Appendix C

Career Readiness Unit

These instructional materials are used to prepare students before the event and support reflection after the event. Includes teacher's guides, training video link, PowerPoint and script, professionalism mini-lesson, behavioral modification worksheet, and reflection tools.

JOB EXTRAVAGANZA

Career Readiness Unit

Purpose and Objectives

The Career Readiness Unit is designed to prepare transition-age students with disabilities for meaningful participation in the Job Extravaganza (JE) and to extend their learning beyond the event. Structured as guided participation, this unit provides authentic opportunities for students to build soft skills, explore career interests, and practice professionalism. This unit also supports IEP transition planning by offering documentation and observations that can inform measurable postsecondary goals and align Pre-ETS services.

By the end of this unit, students will:

- Demonstrate professionalism skills such as eye contact, polite greetings, and active listening
- Reflect on activities they participated in and identify preferences and strengths
- Match job skill stations from the Job Extravaganza to relevant Career Clusters
- Use the Occupational Outlook Handbook to research a real career of interest
- Communicate one or more next steps in their personal career readiness journey

Connection to IEP Transition Planning and Progress Monitoring

Observations from the Job Extravaganza and student responses from the reflection activities can support:

- Development or refinement of IEP transition goals (such as career awareness, self-advocacy, and employability skills).
- Collection of informal progress monitoring data tied to Pre-ETS participation, soft skills development, and community engagement benchmarks.
- Individualized career exploration planning based on real-world experiences.

Educators are able to integrate into IEP team discussions as appropriate.

Staff Tips for Supporting Student Success at JE

- **Model what matters.** Greet community partners with a smile and demonstrate active listening with students. They'll take their cue from you.
- **Support student independence.** Whenever possible, let students lead the conversation and ask questions directly. Step in only when needed.
- **Be ready to adapt.** Visual prompts, sentence starters, and scribing are great ways to help students participate meaningfully at their own level.
- **Encourage effort over perfection.** Celebrate students for showing up, trying something new, and practicing professionalism—even if it's not perfect.
- **Stay flexible.** If a student feels overwhelmed, help them regroup, take a break, or rejoin a different station when ready.

Materials Included:

in this unit, students will complete a series of structured activities (before, during, and after the event) designed to build their awareness, confidence, and communication skills.

1. Instructional Video: Getting Ready for the Job Extravaganza

Students view a short instructional video highlighting expectations for the JE event, modeling examples of positive interactions, and emphasizing the importance of professionalism. The video helps demystify the event layout, introduce the professionalism expectations, and reduce student anxiety.

2. Career Exploration Worksheet

Students explore a list of potential job skill stations and identify areas of interest connected to different industries. This worksheet encourages early career awareness, supports student choice-making, and helps students prepare questions to ask employers and community partners.

3. Professionalism Activity: Make Me Feel Important

Students learn and practice key professionalism skills — including eye contact, smiling, active listening, and using polite greetings — through direct instruction, teacher modeling, and peer practice. A corresponding student self-check worksheet reinforces these behaviors through reflection and skill-building.

4. Pre-Event Check-In (Class Exit Slip)

Students complete a short pre-event check-in form, identifying stations of interest, professionalism strategies they plan to use, and a question they will ask a community partner. This reinforces readiness, encourages engagement, and helps students mentally prepare for real-world interactions.

5. Post-Event Reflection

Students reflect on their experience at the Job Extravaganza by noting which activities they enjoyed most, identifying skills they used, and considering new areas of career interest. This activity helps deepen self-awareness and supports the documentation of transition planning.

6. Career Cluster Exploration Mini-Lesson

Students connect the job skill stations they participated in to broader Career Clusters, such as Health Science, Hospitality, Business, or Manufacturing. Students then use the Occupational Outlook Handbook (OOH) to research a career of interest within a selected clusters, further developing their career exploration and digital literacy skills.

Thank you

Thank you for participating in the Job Extravaganza and for the time and care you invest in supporting your students with this Career Readiness Unit. Your efforts make a real difference. We're hopeful that this experience helps students build confidence, explore opportunities in their community, and gain a clearer understanding of their preferences and potential career paths.

If you have questions about the materials included in this unit or would like support implementing any of the activities, please don't hesitate to reach out.



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MISSISSIPPI DEPARTMENT OF
REHABILITATION SERVICES
Opportunities for Independence



MISSISSIPPI STATE UNIVERSITY™
T.K. MARTIN CENTER FOR
TECHNOLOGY AND DISABILITY

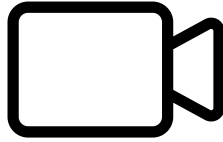
Appendix C (Continued)

Instructional Video Slides and Staff Facilitation Guide

This appendix includes selected slides (script can be accessed from top left bubble) from the instructional video Getting Ready for the Job Extravaganza. This instructional video is designed to introduce students to the event format, expectations, and professionalism skills. A corresponding staff guide is included to support classroom facilitation and reinforce soft skill instruction.

JOB EXTRAVAGANZA

Instructional Video Introduction:



Video Link: [Click here to watch](#)

Purpose

Before beginning the pre-event activities, we have provided a short instructional video for students to watch introducing the Job Extravaganza. The video is designed to help students (and staff) understand what to expect at the event, visualize different job skill stations, and see examples of professional behaviors they will practice during the day.

Instructions:

- Please play the video at the start of your career readiness activities.
- Pause as needed to discuss key points (such as professionalism or career options).
- Encourage students to watch for examples of:
 - How to greet a community partner
 - How to navigate and explore different stations confidently
 - How to demonstrate soft skills like smiling, eye contact, and asking questions

Video Highlights:

- Visual tour of the event layout and skill stations
- Examples of students greeting community partners professionally
- Tips for staying confident, respectful, and engaged during the event

Optional Discussion Questions After Viewing:

- What is one thing you are excited to try at the Job Extravaganza?
- What is one professionalism skill you noticed students using in the video?
- What questions do you still have about the event?



Career Readiness & Job Extravaganza Preparation

Get ready to explore careers, meet amazing people, and practice your skills!

We're excited you're joining us!

Where: Skate Zone of Columbus
910 Lehmberg Rd, Columbus, MS 39702

When: Tuesday, May 20, 2025

Meet Your Presenter



- Stacy Jackson
- I work at the TK Martin Center at Mississippi State University.
- Get ready, feel confident, and excited!

What is the Job Extravaganza?



- Hands-on career exploration
- Introduce to local businesses and community partners
- Try different job skill activities
- Practice professionalism and soft skills



Why Is This Important?

- Learn about different career paths
- Build your confidence
- Discover interests and strengths
- Prepare for your future!





Where Will It Happen?

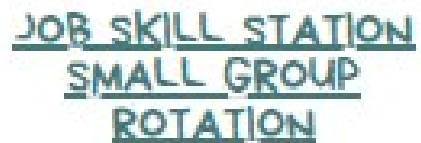
-
- Skate Zone, Columbus, MS
 - Stations set up inside the rink
 - Breakout Area available
 - Quiet Space available if you need a break
 - Lunch will be provided!



What Will the Day Look Like?



- Rotate through job skill stations
- Meet and interact with community partners
- Try activities and ask questions

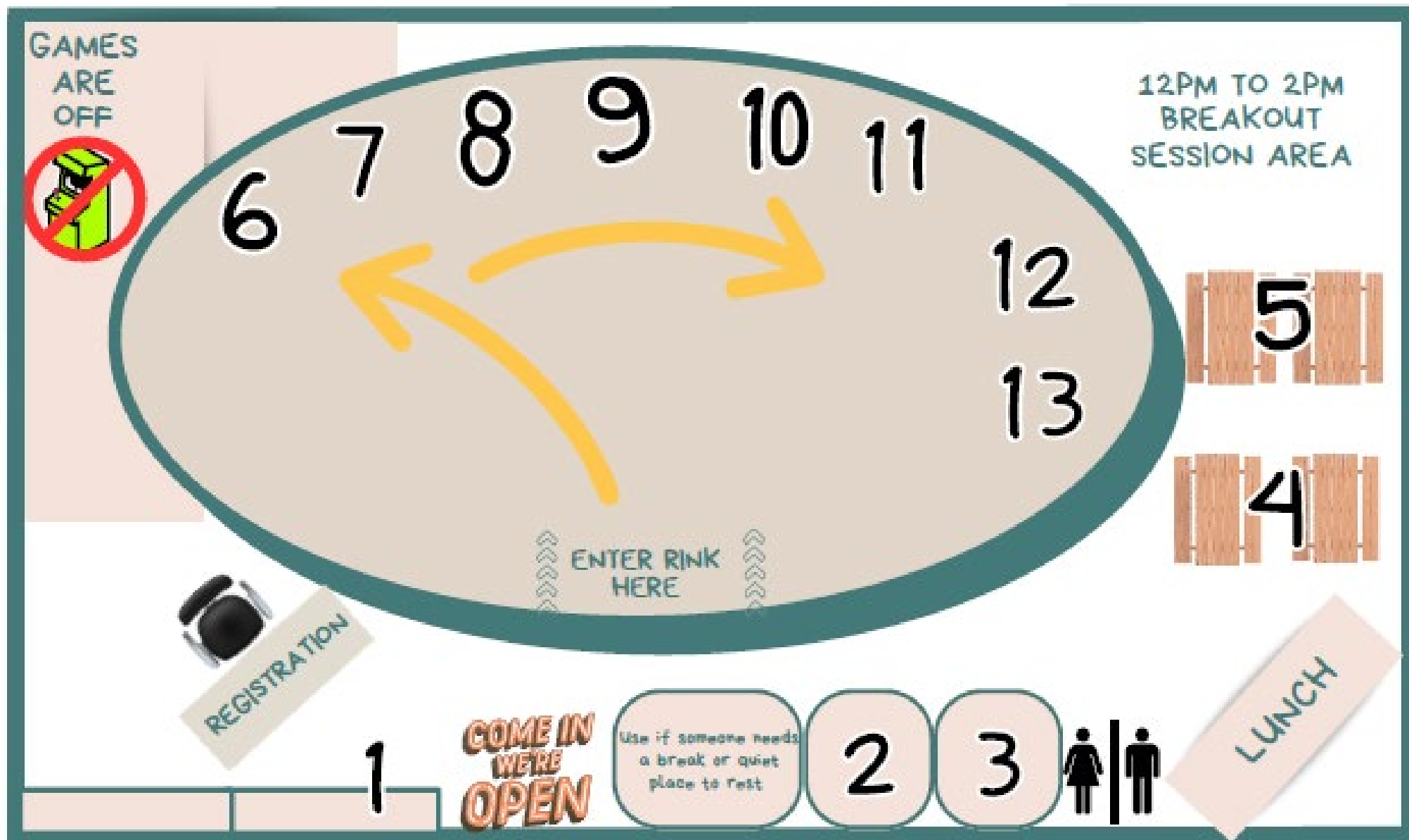


If the group begins at #13,
the next station is #1

Job Skill Station Guide

1. Skate Zone
2. Ability Works
3. The Flower Girl
4. EMCC Cosmetology
5. Project Search
6. Chick-fil-A
7. Fire and Rescue
8. FORGE
9. EMCC Communiversitry
10. Steel Dynamics
11. Career & Technical Center
12. 4-H Extension Center
13. Waters Trucks

Event Map



What Are Bully Bucks?

- Bully Bucks = your event punch card for good participation 😊
- Get a punch for participating at each station
- Turn in your completed Bully Buck at the end
- Earn a special treat!






Station # 5

Project SEARCH

Rotate through hands-on tasks like packing boxes, folding towels for hospitality, and entering data into a computer system.

Career Cluster Info:

-  – Hospitality & Tourism
-  – Business & Administration
-  – Information Technology

What to Expect at the Job Skill Stations

- Greet community partners with a smile
- Listen carefully to instructions
- Try each hands-on activity
- Thank the partner after visiting



- You've got this!
 - Be curious. Be respectful.
- Try something new.



Professionalism Skills to Practice



We'll see you on May 20
at Skate Zone!

Looking forward to
seeing you there!



Ready to Explore!



Link to PowerPoint Recording (with captions):
[https://msstate.instructuremedia.com/embed/
1480435e-e276-4a93-8dc2-233a7044d278](https://msstate.instructuremedia.com/embed/1480435e-e276-4a93-8dc2-233a7044d278)



Appendix C (Continued)

Career Exploration Mini-Lesson Plan and Materials

This section contains the scripted mini-lesson introducing students to Career Clusters and the Occupational Outlook Handbook (OOH). The materials include pacing suggestions, visual supports, and embedded UDL accommodations for diverse learners.

CAREER EXPLORATION MINI-LESSON:

Exploring Careers with the Occupational Outlook Handbook

Objectives

This lesson helps students connect their hands-on experiences at the Job Extravaganza to broader career fields, known as Career Clusters. We will connect students with various Career Clusters at the JE event, labeling each job skill station with the corresponding Career Cluster so that students can gain a sense of jobs that fit into each category. In this mini-lesson, we will introduce students to the Occupational Outlook Handbook (OOH) — a trusted resource for exploring real-world jobs — and support early career awareness and transition planning in a meaningful, accessible way.

By the end of this lesson, students will be able to:

- Define what a Career Cluster is and give examples
- Identify career areas they interacted with at the Job Extravaganza
- Use the Occupational Outlook Handbook to search for a career of interest
- Describe basic facts about a selected career, including required education and work environment
- Reflect on their interests and begin considering possible career pathways

Lesson Plan

1. (Pre-Event) What Are Career Clusters? (5 minutes)

"Career Clusters are groups of jobs that use similar skills. For example, in the Health Science Cluster, you find jobs like nurse, doctor, therapist, or medical assistant. Each cluster gives you lots of options!"

Give examples from the Job Extravaganza:

- Chick-fil-A station → Hospitality and Tourism Career Cluster
- FORGE → Architecture and Construction Career Cluster
- Career and Technical Center → Health Science Career Cluster

You can display a Career Clusters poster or list on the board if you want.

Lesson Plan Continued:

2. (Pre-Event) Introduce the Occupational Outlook Handbook (OOH) (5 minutes)

"The Occupational Outlook Handbook is a big website where you can learn about thousands of careers: <https://www.bls.gov/ooh/>"

Optional: Play the [YouTube Tutorial \(4 min\)](https://youtu.be/WazXrnsGbQk?si=JUQwowO3XSr8Qb9O) to show students how to use the site.
<https://youtu.be/WazXrnsGbQk?si=JUQwowO3XSr8Qb9O>

Key things to point out on OOH career pages:

- Education Needed: How much school do you need?
- Work Environment: What is the job setting like?
- Salary: How much money does this career usually make?
- Job Duties: What do you actually do each day?

Teacher Tip: Model doing a search for a job like "Chef" or "Welder" and show how to find these facts.

3. (Post-Event) Guided Student Activity (10–15 minutes)

- Pass out the Career Cluster Exploration Worksheet.
- Walk through it slowly:
 - Help students pick two Career Clusters that interest them.
 - Help them search for at least one real job using the OOH website.
 - Help them fill in simple facts about the career they chose.

Support students with sentence starters, choices, peer helpers, or read-alouds as needed.

4. (Post-Event) Wrap-Up Discussion (Optional, 5 minutes)

- "What new careers did you find?"
- "What is one skill you think you already have that could help you in your future?"

Celebrate exploration, effort, and progress!

Appendix C (Continued)

Job Skill Station Worksheet

Students use this worksheet to preview job skill stations, identify those of interest, and begin making connections to career clusters. Each station includes icons, simplified descriptions, and visual prompts to support self-reflection and goal setting.

Job Skill Station Worksheet:

Student Name: _____

Instructions:

Look at the list of Job Skill Stations you will visit at the Job Extravaganza (JE).

✓ Put a check mark next to three stations you are most interested in exploring.

○ Circle the station you are MOST excited about.

✏ Then answer the questions below!

Job Skill Stations:

- ☐ 📁 **AbilityWorks** – Practice interview questions and communication skills.
- ☐ 🔧 **FORGE** – Safely use tools like impact drivers and explore construction safety gear.
- ☐ 🌱 **4-H MSU Extension Services** – Participate in youth-focused hands-on learning activities.
- ☐ 🎮 **EMCC Communiversity** – Use VR headsets to explore career pathways and training options.
- ☐ 🌸 **The Flower Girl** – Create floral arrangements while learning about creative and compassionate careers.
- ☐ 📦 **Project SEARCH** – Try tasks like folding towels, packing, and entering data.
- ☐ 🚚 **Waters Trucks** – Check truck batteries and explore diesel industry careers.
- ☐ 🚒 **Columbus Fire & Rescue** – Meet firefighters and learn life-saving safety skills.
- ☐ 🛒 **Skate Zone Columbus** – Help with sorting, packaging, and customer service.
- ☐ 🍗 **Chick-fil-A** – Practice friendly greetings, teamwork, and order taking.
- ☐ ⚙️ **Steel Dynamics** – Explore tools and materials used in the steel industry.
- ☐ 💅 **EMCC Cosmetology** – Practice nail care, sugar scrubs, and hair braiding.
- ☐ 🆘 **Career & Technical Center** – Observe CPR and learn basic first aid concepts.

Questions:

1. Why are you most excited about the station you circled?
(Example: "I want to learn how to work at a restaurant.")

2. What skill do you hope to practice at the Job Extravaganza?
(Examples: Talking to new people, following directions, staying calm, etc.)



Appendix C (Continued)
Professionalism Activity:
Make Me Feel Important

This interactive activity helps students build soft skills in eye contact, polite greetings, and active listening. It includes a teacher guide and student self-check reflection worksheet, along with visual prompts and peer modeling instructions.

Professionalism Activity: Make Me Feel Important Teacher Guide

Objective:

Students will learn and practice basic nonverbal communication skills that show professionalism and respect toward Community Partners at the Job Extravaganza.

Materials Needed:

- None required
- (Optional: Mirror or peer feedback cards for practice)

Teaching Steps:

1. Introduction (2 minutes)

Tell students:

Today, we are going to learn how to show professionalism when we meet people at the Job Extravaganza. Professionalism means showing respect through our actions. Simple things like smiling, making eye contact, and listening carefully can make a big difference! Let's practice these skills together."

2. Explain and Model Skills (5–7 minutes)

Demonstrate each of the following skills:

- Eye Contact 👁️ — Look at the person while talking to show you care.
- Smile 😊 — Smile warmly to make others feel welcome.
- Active Listening 👂 — Nod or face the speaker to show attention.
- Polite Greeting 🗨️ — Say "Nice to meet you" or "Thank you" when greeting someone.

Demonstrate positive examples and negative examples (such as looking away, mumbling, not responding).

Ask students:

"Which made you feel more important?"

3. Student Practice (5–7 minutes)

- Pair students up or form small groups.

Professionalism Activity Teacher Guide

- Students practice greeting each other using at least two professional skills.
- After practicing, students give their partner a thumbs-up if they see appropriate professionalism.

4. Reflection (2 minutes)

Ask students:

"How did it feel when someone smiled and listened carefully to you?"

"Why are these skills important when meeting a Community Partner?"

Assessment:

- Students complete the Make Me Feel Important Student Worksheet, checking off the skills they practiced and answering two reflection questions.

Adaptations:

- Students who are nonverbal can:
 - Nod, wave, or point to visual prompts.
 - Use an AAC device or communication board with greetings.
- Teachers may model behaviors multiple times or provide additional visual supports.

Make Me Feel Important!

Student Name: _____

Instructions:

During practice with your partner or group, put a ✓ check mark next to each skill you used! Then answer the two reflection questions at the bottom.

Skills I Practiced Today That Make People Feel Valued:

☐ 👁️ **Eye Contact**

(I looked at the person while they were talking.)

☐ 😊 **Smile**

(I smiled when greeting someone.)

☐ 🧐 **Active Listening**

(I nodded or showed I was paying attention while they spoke.)

☐ 💬 **Polite Greeting or Comment**

(I said "Nice to meet you" or "Thank you.")

Reflection Questions:

1. Which skill was the easiest for you to use today?

2. Which skill would you like to practice more before the Job Extravaganza?



Appendix C (Continued)

Pre-Event Check-In Exit Slip

This one-page form helps students articulate their interests and preparedness before attending JE. Students identify stations of interest, professionalism skills they plan to use, and a question they hope to ask a community partner.

JOB EXTRAVAGANZA

✦ Pre-Event Class Exit Slip ✦

I'm ready
for JE!

Student Name: _____

Instructions:

Please answer the following questions in preparation of the JE. Teachers may assist as needed.

1. Identify two job skill stations you are most excited to visit at the Job Extravaganza (on May 20, 2025)!

(Examples: Chick-fil-A station, Virtual Reality, Flower Arranging)

2. How can you make a Community Partner feel valued?

(Check all that you will try!)

- ☐ Smile and look at them
- ☐ Shake their hand
- ☐ Listen carefully
- ☐ Say "thank you"

3. What is one question you can ask a Community Partner?

(Example: "What do you like about your job?")



🔔 Important Reminder! 🔔

Date of Event: May 20, 2025

Time: 9:00 AM – 1:30 PM

Location: Skate Zone of Columbus

Make sure you come to school on time that day!

Talk with your parents about getting ready for the big event!



MISSISSIPPI DEPARTMENT OF
REHABILITATION SERVICES
Opportunities for Independence



MISSISSIPPI STATE UNIVERSITY™
T.K. MARTIN CENTER FOR
TECHNOLOGY AND DISABILITY

Appendix C (Continued)

Post-Event Student Reflection

To be completed immediately after the JE, this worksheet helps students reflect on what they experienced, identify favorite activities, recognize challenges, and evaluate their professionalism. It supports post-event insight while the experience is still fresh.

Digital Form Link: <https://forms.office.com/r/KQnHfaYncn>



Post Event Student Feedback Form

We appreciate your participation in the Job Extravaganza! Please take a few minutes to share your thoughts and feedback about the activities you participated in. Your responses will help us improve future events

1. Full Name

2. School Name

3. How was the Job Extravaganza overall?

☐ Excellent

☐ Good

☐ Okay

☐ Not Fun

4. What was your most favorite activity?

Please describe the activity you enjoyed the most-- and WHY?

5. What was your least favorite activity?

Please describe the activity you liked the least-- and WHY?

6. Which activity was the easiest for you?

7. Which activity was the hardest for you?

8. Did you learn something new today?

☐ Yes

☐ No

☐ Maybe

9. What could be better for next time?

10. Which career areas or activities would you like to learn more about in the future?

11. Do you have a favorite story or moment from the event that you would like to share?

This could be a moment when you felt proud, learned something new, interacted well with a partner, or anything else that comes to mind.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Appendix C (Continued)

Career Cluster Exploration

Worksheet

As a post-event final instructional activity, students connect their job skill station experiences to broader Career Clusters and research one career of interest using the Occupational Outlook Handbook. Supports include sentence starters, icon prompts, and simplified directions. le the experience is still fresh.

Career Cluster Exploration

Student Name: _____

Step 1: Choose a Career Cluster

Look at the Career Clusters below.

Check ONE cluster you want to learn more about:

- ☐ 🌿 Agriculture & Natural Resources – working with animals, plants, or the environment
- ☐ 💼 Business & Administration – office work, organizing, managing people or tasks
- ☐ 📚 Education & Training – helping others learn (teacher, tutor, coach)
- ☐ 🏥 Health Science – helping people feel better (doctor, nurse, therapist)
- ☐ 🤝 Human Services – helping people with daily life (social worker, counselor)
- ☐ 🚒 Law & Public Safety – police officers, firefighters, lawyers
- ☐ 🏛️ Government & Public Administration – working for your city, state, or country
- ☐ 🔬 Scientific Research & Engineering – designing or discovering new things
- ☐ 🎨 Arts, A/V Technology & Communications – drawing, acting, filming, creating
- ☐ 🏗️ Architecture & Construction – building houses, roads, or other structures
- ☐ 💰 Finance – working with money, budgets, or banking
- ☐ 🏨 Hospitality & Tourism – working in hotels, restaurants, or travel
- ☐ 💻 Information & Technology – working with computers and software
- ☐ 🏭 Manufacturing – making products in factories or workshops
- ☐ 🛍️ Retail/Wholesale Sales & Service – working in stores or selling things
- ☐ 🚚 Transportation, Distribution & Logistics – moving people or things (drivers, pilots)

Career Cluster Exploration

Step 2: Job Skill Station Career Clusters

Think about the Job Skill Stations you explored at the Job Extravaganza.

Look at the examples below. Then check the ONE that you would like to learn more about.

- ☐ 📁 AbilityWorks – Interview practice
Career Clusters: Human Services, Education & Training
- ☐ 🔧 FORGE – Tools & safety gear
Career Clusters: Architecture & Construction, Manufacturing
- ☐ 🌿 4-H Extension – Youth activities
Career Clusters: Education & Training, Agriculture
- ☐ 🕶 EMCC VR Careers – Virtual exploration
Career Cluster: Education & Training
- ☐ 🌸 The Flower Girl – Floral design
Career Clusters: Human Services, Arts & A/V Technology
- ☐ 📦 Project SEARCH – Sorting & packing
Career Clusters: Hospitality, Business, Info Tech
- ☐ 🚚 Waters Trucks – Diesel batteries
Career Clusters: Transportation, Manufacturing
- ☐ 🚒 Columbus Fire – Safety & CPR
Career Clusters: Law & Public Safety, Health Science
- ☐ 🛒 Skate Zone – Customer service
Career Clusters: Hospitality, Retail
- ☐ 🍗 Chick-fil-A – Teamwork & order taking
Career Clusters: Hospitality, Retail
- ☐ ⚙ Steel Dynamics – Industry tools
Career Clusters: Manufacturing, Engineering, Construction
- ☐ 💇 EMCC Cosmetology – Hair & nails
Career Cluster: Human Services
- ☐ 🤝 CTE (CPR Demo) – CPR observation
Career Clusters: Health Science, Law & Public Safety

Career Cluster Exploration

Student Name: _____

Step 3: Find a Career in Your Selected Clusters

Use the Occupational Outlook Handbook (link below) to explore the clusters that you have checked in steps 1 and 2.

<https://www.bls.gov/ooh/>

Search for a career that fits your interests and transition goals.

- Career Name:
- Education You Will Need:
- Work Environment:
- One Interesting Thing About This Career:

Appendix D: Task Tracker

Internal planning tool used to organize key tasks, timelines, and roles for consistent event coordination.

Task	Description	Start Date	Due Date	Status	Notes
Pre-Event					
Determine target area	Determine geographic region and number of JEs to be offered			Not Started	
Confirm event venue	Secure venue with accessibility and parking			Not Started	
Flyer Creation: Get MDRS Approval, (If New)	Submit co-branded materials for approval before promotion			Not Started	
Send school outreach email/school visits	Initial contact and Microsoft Form link for school registration			Not Started	
VR-100 referral forms	Ensure counselors submit required student referral forms			Not Started	
Verify student eligibility	Age 14–21, IDEA/504, in school, open PE or VR case			Not Started	
Design event schedule	Create schedule and submit to MDRS			Not Started	
Recruit business/community partners	Recruit hands-on stations from diverse local industries			Not Started	
Send business/community partner sign-up form	Distribute form and expectations to business participants			Not Started	
Recruit volunteers	Outreach to MSU, The W, student orgs, community			Not Started	
Catering Options	Get pricing and plan			Not Started	
One Month Pre-Event					
Confirm catering	Confirm pricing, package, and plan			Not Started	
Prepare event forms and materials	Sign-in sheets, table cards, observation forms, Bully Bucks			Not Started	
Pre-event school training	Optional training sessions or handouts to schools			Not Started	
Prepare Provision Forms (VR-61)	Pre-fill forms for each student and counselor			Not Started	
Send reminders to schools/MDRS Counselors	Follow-up on forms, arrival time, expectations			Not Started	
Send reminders to businesses	Arrival time, supplies, expectations			Not Started	
Send reminders to volunteers	Training links, arrival details, sign-in instructions			Not Started	
Record training video	Narrate PowerPoint and upload for volunteers			Not Started	
One/Two Weeks Pre-Event					
Create event map	Layout of stations, rotation flow			Not Started	
Distribute training materials	Send written guide and FAQ to volunteers			Not Started	
Assign volunteer roles	Table and rotation coverage assignments			Not Started	
Assemble station materials	Hole punches, signs, forms for each table			Not Started	
Send reminders to schools/MDRS Counselors	Follow-up on forms, arrival time, expectations			Not Started	
Send reminders to businesses	Arrival time, supplies, expectations			Not Started	
Send reminders to volunteers	Training links, arrival details, sign-in instructions			Not Started	
Check tablecloths	Make sure they are returned and clean			Not Started	
One/Two Days Before					
Send reminders to schools/MDRS Counselors	Follow-up on forms, arrival time, expectations			Not Started	
Send reminders to businesses	Arrival time, supplies, expectations			Not Started	
Send reminders to volunteers	Training links, arrival details, sign-in instructions			Not Started	
Send reminders to catering	Check in to confirm pickup/drop off time and specifics			Not Started	
Set up venue	Registration area, stations, signage, tablecloths			Not Started	
Day of					
Capture event photos and videos	avoid student faces or other identifying information			Not Started	
Manage business/community partner check-in	help unload, check in, and set up			Not Started	
Manage check-in	Track attendance, distribute forms, get signatures			Not Started	
Facilitate rotations	Monitor flow of student groups with adults			Not Started	
Support observation process	Collect staff notes on student engagement and needs			Not Started	
Receive and set up lunch	Students will eat during first breakout session			Not Started	
Conduct Pre-ETS breakout	At least 2 categories addressed			Not Started	
Manage Bully Bucks redemption	Distribute rewards based on earned incentives			Not Started	
Post-Event					
Send thank-you emails	Schools, businesses, counselors and volunteers			Not Started	
Collect feedback surveys	Schools, businesses, counselors and students			Not Started	
Submit MDRS invoice	Due by 7th business day after event month			Not Started	
Submit completed VR-61 forms	One for each participant			Not Started	
Archive updated materials	Save updated versions for future replication			Not Started	

Appendix E:

Participation Forms

Digital Microsoft Forms and printable templates for school registration, business sign-up, and volunteer interest.

Digital Form Link: <https://forms.office.com/r/DnLGAxZ4A>


4.10.25 JE: Community Partner Participation Form


Thank You for Being a Valued Community Partner!

The Job Extravaganza is hosted by the T.K. Martin Center for Technology and Disability at Mississippi State University, in partnership with the Mississippi Department of Rehabilitation Services.

This event provides students with disabilities (ages 14-21) an opportunity to practice real-world job skills, learn about different industries, build confidence, develop professional communication, and explore potential career paths.

Event Details:

 **Location:** Skate Zone of Columbus 910 Lehmborg Rd, Columbus, MS 39702

 **Date:** Thursday, April 10, 2025

Schedule:

- 8:30 – 9:00 AM | Arrive & Set Up Job Skills Station
- 9:00 AM – 12:00 PM | Student Rotations (Small Groups Visit Each Station for ~10 Minutes)
- 12:00 PM | Job Skills Station Wrap-Up & Departure for Community Partners

Once student rotations conclude, Community Partners are welcome to pack up their station, grab a to-go lunch, and leave at their convenience. (12:00 – 2:00 PM | Students Stay for Additional Programming)

Your Role as a Community Partner:

✔ Set up a Job Skills Station featuring a hands-on activity related to your industry. ✔ Engage students in small groups (~10 min per rotation) to help them practice real-world job tasks and gain valuable workplace readiness skills. ✔ No hiring expectations—this event is strictly for career exploration and skill development. ✔ Bring any branded materials or promotional items you'd like to display.

We Will Provide:

✔ Table & Setup: We will provide one table with a black tablecloth. You are welcome to bring branded tablecloths, promotional items, or displays. If you need extra tables, electricity, or other equipment, please indicate this in the form under Question #9: Special Equipment Needed.

✔ Lunch for Community Partners: A to-go lunch will be provided for all attending members of your organization. Please let us know in the form if anyone has dietary restrictions or allergies.

✔ Much Appreciation! Your participation as a Community Partner is essential to making this event meaningful, and we are so grateful for your support!

Required

Business Information

1. Business Name *

2. Contact Person *

3. Job Title *

4. Email *

5. Phone Number *

Participation Details

6. Number of Employees Attending *

- ☐ 1
- ☐ 2
- ☐ 3+

7. Names of Employees Attending *

8. Job-Related Task(s) Demonstrated (Job Skills Station) *

What job-related tasks/activities will you have at your station to allow students to engage with your business to build a job skill or allow them to explore a career in this specific field? If you need help with brainstorming an idea, please reach out to Stacy Jackson via email at slm244@msstate.edu.

9. Special Equipment Needed (if any)

- ☐ Power outlet
- ☐ Extra chairs
- ☐ Extra Table
- ☐ Other

10. Dietary Restrictions/Allergies

11. Additional Notes/Special Requests

Digital Form Link: <https://forms.office.com/r/QRZsRWDrWt>


4.10.25 JE: Volunteer Sign-Up: TK Martin Job Extravaganza (Columbus, MS) – April 10th


 **Thank You for Being a Valued Volunteer for this event!**

This event will be held at **Skate Zone of Columbus** on **April 10th** and provides a unique opportunity for transition-aged special education students (ages 14-21) to engage in hands-on career exploration activities with local businesses. Volunteers are essential to ensuring a smooth experience for students and participating community partners.

Event Details:

 **Location:** Skate Zone of Columbus 910 Lehmberg Rd, Columbus, MS 39702

 **Date:** Thursday, April 10, 2025

 **Schedule:** 8:30 to 1:30pm (can sign up in 1 hour increments)

As a volunteer, you'll assist by:

- Encouraging students as they participate in each activity.
- Supporting business representatives in managing groups and maintaining a positive environment.
- Helping with setup and transitions between groups if needed.

Deadline to Sign Up:

Please complete this form by **March 28th**

Pre-Event Guide:

After the sign-up deadline, volunteers will receive a brief pre-event guide, including a short video overview and a few quick tips on supporting students and businesses during the event. We want to make sure you have everything you need to feel confident and ready!

Point of Contact: TK Martin Project Coordinator Stacy Jackson slm244@msstate.edu

* Required

1. Your Full Name *

2. Email Address *

3. Phone Number *

4. Time Slot Selection: Select the time(s) you are available to volunteer on Thursday, April 10th: *

☐ 8:30 am - 9:30 am

☐ 9:30 am - 10:30 am

☐ 10:30 am - 11:30 am

☐ 11:30 am - 12:30 pm

☐ 12:30 pm - 1:30 pm

5. I confirm my availability and commitment to volunteer for the selected time slots on April 10th. *

☐ Yes

☐ No

6. How did you hear about this event/volunteer opportunity? (who sent you this form?)

7. Additional Comments/Questions (Optional)

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 Microsoft Forms

Appendix F: Volunteer Training Guide and Video Script

Volunteer onboarding tools including video training, written guide, and expectations overview.



Job Extravaganza – Volunteer Training

Thank you for volunteering to make this event special for these students!

Where: Skate Zone of Columbus
910 Lehmberg Rd, Columbus, MS 39702

When: Thursday, April 10, 2025

Arrival & What to Wear

- Arrive 10 Minutes Early
- Parking:
 - Please park in the main lot- avoid the front and side entrances (these are high-traffic areas)
- What to Wear:
 - MSU or Your School/TK Martin gear if you have it
 - Or wear maroon and white
- Note: Photographers will be present!



Check-In Process

1. Stop by the Registration Table at the front entrance
2. Sign In and Get Your Nametag and Task
 - We'll assign specific tasks for your shift
 - Need a verification letter or documentation for service hours? Just email me!
3. Feel free to ask questions!
 - You can reach me before the event at slm244@msstate.edu or my cell at 601-248-0961
 - Day of: Staff will be available at registration desk to help if anything is unclear or you can reach me at my cell.

Schedule:

JE Schedule 4.10.25	
8:00am	Skate Zone of Columbus Opens
8:30am	Businesses/ Community Partners Arrive for Set-Up
9:00am	Students Arrive
9:00am-Noon	Job Skills Rotations
Noon	Community Partners grab lunch and leave/ Students grab lunch and stay
12:30-1:00pm	Breakout Session 1
1:00pm- 1:30pm	Breakout Session 2
1:30pm	Students return to school
1:30pm-2:00pm	Clean and Pack Up



What You'll Be Doing

Depending on your volunteer time slot, you may be:

- Helping with check-in
- Guiding student groups between stations
- Assisting community partners with activities
- Encouraging students to try each station
- Helping with lunch setup/cleanup
- Helping businesses pack up their materials



Supporting Students with Disabilities

-
- Encourage Engagement: Give a friendly nudge to try activities
 - Simple Instructions: Break tasks down or demonstrate as needed
 - Positive Reinforcement: Compliment students – “Great job!” or “You’re doing awesome!”

Quick Tips

- Be friendly—students may need extra encouragement!
- Keep instructions simple (or show them what to do).
- Smile—your energy sets the tone!

Remind students to get their “Bully Bucks” cards stamped.



Contact Information:

Email: slm244@msstate.edu

Phone: (601) 248-0961 (call or text)

Thank you again for making this event possible! We look forward to seeing you there 😊

[Click here](#) to watch training video

Questions?



Appendix G:

Sample Station Descriptions and Career Cluster Table Cards

Descriptions of past and sample job skill stations, including their matching career cluster icons for instructional alignment. These table cards are displayed at each corresponding station for a scaffolded approach.

Station # 2

Ability Works

Practice common interview questions while learning tips on how to communicate effectively and make a strong first impression.

Career Cluster Info:



– Human Services



– Education & Training

Station # 8

FORGE

Learn the importance of personal protective equipment (PPE) and safely operate an impact driver to screw into a piece of lumber.

Career Cluster Info:



– Architecture & Construction



– Manufacturing

Station # 12

4-H MSU Extension Services

Take part in fun, youth-focused activities and explore how 4-H programs support learning and growth in school and beyond.

Career Cluster Info:



– Education and Training



– Agricultural & Natural Resources

Station # 9

EMCC

Communiversity

Explore different career paths through virtual reality headsets and learn about training programs offered by EMCC

Career Cluster Info:



– Education & Training

Station # 3

The Flower Girl

Create your own bud vase arrangement while learning how creativity and compassion can be part of a career.

Career Cluster Info:



– Human Services



– Arts, A/V Technology & Communications

Station # 5

Project SEARCH

Rotate through hands-on tasks like packing boxes, folding towels for hospitality, and entering data into a computer system.

Career Cluster Info:



– Hospitality & Tourism



– Business & Administration



– Information Technology

Station # 13

Waters Trucks

Explore how truck batteries work and try connecting one yourself while learning about careers in the automotive and diesel industries.

Career Cluster Info:



– Transportation, Distribution & Logistics



– Manufacturing

Station # 1

Columbus Fire & Rescue

Meet real firefighters and learn essential fire and life safety skills that help protect the community.

Career Cluster Info:



– Law and Public Safety



– Health Science

Station # 1

Skate Zone

Columbus

Practice tasks like sorting, packaging, and organizing, while helping in a fun customer service setting.

Career Cluster Info:



– Hospitality & Tourism



– Retail/Wholesale Sales & Service

Station # 6

Chick-fil-A

Discover what great customer service looks like while practicing friendly greetings, order taking, and teamwork.

Career Cluster Info:



– Retail/Wholesale Sales & Service



– Hospitality & Tourism




Station # 10

Steel

Dynamics, Inc.

Check out tools, materials, and safety equipment while learning how steel is processed and used in different industries.

Career Cluster Info:

-  – Manufacturing
-  – Scientific Research/ Engineering
-  – Architecture and Construction

Station # 4

EMCC

Cosmetology

Experience hands-on beauty skills like nail care, sugar scrubs, and hair braiding with support from cosmetology students.

Career Cluster Info:



– Human Services



– Human Services

Station # 11

Career & Technical Center

Watch a live CPR demonstration
and learn the basics of
lifesaving techniques used by
healthcare and emergency
professionals.

Career Cluster Info:



– Health Science



– Law and Public Safety

Appendix H:
Bully Bucks Sample and
Station Punch Instructions

Visual example of the incentive system used for participation and behavior reinforcement, including implementation instructions.

Bully Bucks: Teacher Instructions

What are Bully Bucks?

Bully Bucks are part of our event incentive system. Students will earn a treat at the end of the event by completing stations and collecting punches on their Bully Buck.



How It Works:

1. Each teacher/group leader will receive Bully Bucks to distribute to their small group at the start of the event.
2. Each student keeps up with their own Bully Buck — either by holding it or placing it in their event bag.
3. Teachers will carry the hole punch for their group.
4. As students participate and complete each station, the teacher will punch their Bully Buck, which is the earning system for students.
5. At the end of the event, students will "cash in" their completed Bully Buck for a treat!



Appendix I:
Sample Breakout Session
Lesson Plan

Lesson plan example for a breakout session aligned with
Pre-ETS categories and soft skill development.

Breakout Session Lesson Plan

Session Title:

Skills Today, Careers Tomorrow

Event:

Job Extravaganza – Career Exploration for Students with Disabilities

Target Audience:

Approximately 75 students, ages 14–21, with diverse abilities

Session Length:

30–40 minutes

Facilitator:

Session Overview

Objective:

To help students connect soft skills, self-awareness, and financial literacy to real-world career exploration and postsecondary success.

Part 1: Welcome & Purpose (3–5 minutes)

“Choosing a career takes more than picking a job—it takes exploring who you are, what you’re good at, and how you can get there. That’s what we’re going to explore together.”

Part 2: Icebreaker – Would You Rather? Career Edition (5 minutes)

Use fun, career-themed prompts to encourage engagement and self-awareness.

Example Questions:

- Would you rather work indoors or outdoors?
- Help people or work with animals?
- Use a computer or work with your hands?
- Lead a team or follow directions?

Transition Message:

“Your answers say a lot about the kinds of jobs you might enjoy—and the soft skills that can help you succeed.”

Part 3: Exploring Career Pathways & Clusters (10 minutes)

Present the 16 Career Clusters. Emphasize real-world examples and soft skills needed in each.

Example Clusters:

- Health Science: Teamwork, patience, communication
- Information Technology: Problem-solving, time management
- Hospitality & Tourism: People skills, professionalism

Optional Grouping (for visual learners):

- Helping People (Human Services, Education, Health Science)
- Building or Fixing (Construction, Manufacturing, Agriculture)
- Tech & Numbers (IT, Finance, Engineering)
- Creative Expression (Arts, AV Tech, Communications)

Part 4: Soft Skills in Action (10 minutes)

Focus Skill: Communication & Active Listening

Discussion Prompt:

“Communication is more than talking—it’s also about how well you listen.”

Tips for Active Listening:

- Eye contact
- Nodding
- Not interrupting
- Asking questions

Engaging Demo:

Share a personal story about using a small trick—like raising your eyebrows—to show attention. Invite a student to try it.

Part 5: Professionalism & First Impressions (5 minutes)

Mini-Lesson:

“Looking ready shows you are ready.”

Wrinkle Release Demo:

Demonstrate how wrinkle-release spray and simple grooming make a big impression. Invite student participation.

Key Takeaway:

“Showing up put together sends the message: ‘You can count on me.’”

Part 6: Financial Literacy – Bully Bucks & Smart Choices (8–10 minutes)

Concept Introduction:

“You’ve earned Bully Bucks—just like we earn a paycheck. Let’s break that down.”

Key Concepts:

- Income: What you earn (through effort, soft skills)
- Expenses: What you spend (needs vs. wants)
- Savings: Planning for something special or unexpected

Examples:

- Need: Deodorant, clean clothes
- Want: Hoodie, extra snack

Mini-Game: Spend or Save?

Give scenarios and ask students to choose how they'd use their Bully Bucks.

Part 7: Wrap-Up & Reflection (2 minutes)

Challenge Question:

"What's one thing you learned about yourself, a career, or a skill today—and what's one small step you can take next?"

Closing Message:

"When you cash in your Bully Bucks today, remember: you earned those. You made choices. That's what adults do, too. Every soft skill you used today is a building block for your future paycheck—and your future success."

Appendix J:
Sample Breakout Session
Student Handout

Breakout Session Companion handout to support student participation and engagement in breakout sessions.

Career Exploration & Life Skills







You are preparing for your future! Here are some things to help you on your journey.

Career Clusters (Job Categories)

-  Agriculture & Natural Resources – working with animals, plants, or the environment
-  Business & Administration – office work, organizing, managing people or tasks
-  Education & Training – helping others learn (teacher, tutor, coach)
-  Health Science – helping people feel better (doctor, nurse, therapist)
-  Human Services – helping people with daily life (social worker, counselor)
-  Law & Public Safety – police officers, firefighters, lawyers
-  Government & Public Administration – working for your city, state, or country
-  Scientific Research & Engineering – designing or discovering new things
-  Arts, A/V Technology & Communications – drawing, acting, filming, creating
-  Architecture & Construction – building houses, roads, or other structures
-  Finance – working with money, budgets, or banking
-  Hospitality & Tourism – working in hotels, restaurants, or travel
-  Information & Technology – working with computers and software
-  Manufacturing – making products in factories or workshops
-  Retail/Wholesale Sales & Service – working in stores or selling things
-  Transportation, Distribution & Logistics – moving people or things (drivers, pilots)

What Are Soft Skills?

Soft skills help you do well at school, in jobs, and in life. Employers look for these every day!

-  Being on time
-  Listening and following directions
-  Working with others
-  Asking for help when needed
-  Staying positive and respectful
-  Being neat and ready to work

Money Skills: Income, Wants, and Needs

You earn Bully Bucks like adults earn a paycheck. When you earn money (income), you can choose to spend it or save it.

- Needs are things you must have to survive (like food or clothes).
- Wants are fun extras (like snacks or games).
- Saving helps you get something special later!

Appendix K:
Co-Branded Flyer and Save
the Date Samples

Examples of promotional materials co-branded with MDRS
for stakeholder outreach and event awareness.

JOB EXTRAVAGANZA

Save the date!

✦ **Columbus, Mississippi** ✦
April 10, 2025

A hands-on career exploration event
designed for students aged 14-21
with disabilities.

1

SKILL BUILDING

2

CAREER INSIGHT

3

COMMUNITY PARTNERSHIP



EXPERT GUIDANCE

Receive personalized
support and expertise from
Mississippi State University's
dedicated staff at the
TK Martin Center.



STRONG PARTNERSHIPS

In collaboration with
Mississippi Department of
Rehabilitation Services,
ensuring a wide network of
support and opportunities.



LOCAL BUSINESS INVOLVEMENT

We will connect students with
local enterprises
participating in the event,
fostering employment
pathways and
professional networking.



662-325-0430



www.tkmartin.msstate.edu



slm244@msstate.edu



MISSISSIPPI DEPARTMENT OF
REHABILITATION SERVICES
Opportunities for Independence



MISSISSIPPI STATE UNIVERSITY™
T.K. MARTIN CENTER FOR
TECHNOLOGY AND DISABILITY



JOB EXTRAVAGANZA

A hands-on career exploration event tailored for students aged 14-21 with disabilities. Students engage with local businesses to build job skills, explore careers, and develop professional communication in real-world settings.

WHY IT MATTERS

- **Build Confidence:** Students gain real-world experience in a supportive setting.
- **Discover Careers:** Explore potential career paths through interactive activities.
- **Develop Professional Communication:** Practice essential workplace interactions, such as interviews and customer service.
- **Promote Inclusion:** Create equal opportunities for students of all abilities to explore meaningful careers.

WIDE RANGE OF CAREER EXPLORATION EXPERIENCES

Participants engage in hands-on activities such as:

- **Technology & Trades:** Operated virtual simulators, worked with robotics and 3D printing, and used basic tools.
- **Customer Service & Food Prep:** Processed orders, wrapped sandwiches and silverware, and bussed tables.
- **Agriculture & Maintenance:** Milked a life-size cow, completed skate repairs, and detailed vehicles.
- **Financial Literacy:** Played budgeting games and managed paychecks.
- **Workplace Readiness Training:** Practiced interviews, soft skills, problem-solving, teamwork, and conflict resolution.

CALL TO ACTION

Want to bring the Job Extravaganza to your area?
Contact us to learn how to get involved:

662-325-0430

www.tkmartin.msstate.edu

slm244@msstate.edu



Appendix L:

Sample Feedback Surveys

Templates used for collecting input from students, educators, and business partners following the event.



Digital Form Link: <https://forms.office.com/r/xxvC3U4UN5>

Community Partner Feedback Survey: Job Extravaganza

Thank you for participating in the Job Extravaganza! We'd love to hear your feedback as we wrap things up from this event. It is invaluable as we work to enhance experiences like these for participants and partners alike. Your responses will help us understand what worked well and what we can improve for the future. We appreciate your input and look forward to the possibility of collaborating with you again!

1. Community Partner Name:

Please enter your business or organization name.

2. Contact Person:

Name of the person filling out this form.

3. Positive Comments:

We'd love to hear what went well! Please share any positive feedback about your experience at the event.

4. Constructive Feedback:

Do you have suggestions for improvement? Please provide any constructive feedback that could help enhance future events.

5. Interest in Future Participation:

Would your organization possibly be interested in participating in future events that the TK Martin Center hosts?

- ☐ Definitely interested
- ☐ Possibly interested
- ☐ Not interested

6. Additional Comments:

Any other comments or suggestions? Feel free to share additional thoughts or ideas here.

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 Microsoft Forms



Digital Form Link: <https://forms.office.com/r/KQnHfaYncn>

Job Extravaganza Student Feedback Form

We appreciate your participation in the Job Extravaganza! Please take a few minutes to share your thoughts and feedback about the activities you participated in. Your responses will help us improve future events and better understand what you enjoyed, what you learned, and how we can support your career exploration. Thank you for your valuable input!

1. Full Name

2. School Name

3. How was the Job Extravaganza overall?

- ☐ Excellent
- ☐ Good
- ☐ Okay
- ☐ Not Fun

4. What was your most favorite activity?

Please describe the activity you enjoyed the most-- and WHY?

5. What was your least favorite activity?

Please describe the activity you liked the least-- and WHY?

6. Which activity was the easiest for you?

7. Which activity was the hardest for you?

8. Did you learn something new today?

- ☐ Yes
- ☐ No
- ☐ Maybe

9. What could be better for next time?

10. Which career areas or activities would you like to learn more about in the future?

11. Do you have a favorite story or moment from the event that you would like to share?

This could be a moment when you felt proud, learned something new, interacted well with a partner, or anything else that comes to mind.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Digital Form Link: <https://forms.office.com/r/6gbmKBFeVc>

Volunteer Satisfaction and Feedback Survey

Thank you for volunteering at the Job Extravaganza! Each of you played a vital role in making this event meaningful and impactful for the students, and I deeply appreciate the time, care, and energy you brought to the day. Your feedback is incredibly important to us. Please take a moment to answer these quick questions.

If you should need me to verify your time spent on this day, please feel to share my email slm244@msstate.edu and I am happy to confirm your participation and support.

* This form will record your name, please fill your name.

1. How satisfied are you overall with this volunteer experience?



2. Please indicate how strongly you agree or disagree with each statement.

	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
The event ran smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event was successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I contributed to the event's success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event was well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizers made good use of volunteers' time and efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had fun volunteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to volunteer for this organization again in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt my time and efforts were appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What was the best or most meaningful part of the event for you?

4. Is there anything you think could have been done differently or improved?

5. Were the instructions and training provided helpful?

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 Microsoft Forms

Appendix M:

School District Letters of Support

This appendix includes letters of support from school district partners affirming the impact and value of the Job Extravaganza initiative. These letters highlight the collaborative planning process, real-world training opportunities, and the positive outcomes for students with disabilities that align with the goals outlined in this RFQ.



LOWNDES COUNTY
School District
CALEDONIA • NEW HOPE • WEST LOWNDES • CAREER TECH

Emily Monahan
Assistant Director of Special Services

Amanda Johnson
Administrative Assistant

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Rhonda D. Locke
Director of Special Services

June 18, 2025

To Whom It May Concern:

It is with great enthusiasm that I write in support of the Mississippi Institute on Disabilities and its continued efforts to provide immersive, career-focused training opportunities for students with disabilities through the **Job Extravaganza** initiative. Coordinated by the T.K. Martin Center, a core unit of the Institute, these events have offered invaluable experiences for our students, and the Lowndes County School District has been fortunate to participate in several over the past year.

The Job Extravaganza events feature hands-on activities, real-world job simulations, and strong partnerships with local businesses—all thoughtfully designed to address the diverse needs and abilities of participating students. Our staff has especially valued the collaborative planning process and the clear, consistent communication provided by the team at the T.K. Martin Center at every stage.

We remain fully committed to participating in future events and strongly support the Mississippi Institute on Disabilities' ongoing partnership with the Mississippi Department of Rehabilitation Services to expand these vital opportunities. These events play a critical role in equipping our students with the skills, confidence, and exposure necessary for a successful transition beyond high school.

Sincerely,

Rhonda D. Locke
Director of Special Services
Lowndes County School District

**STARKVILLE OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT
DEPARTMENT OF STUDENT SUPPORT SERVICES
48 LYNN LANE, SUITE C
STARKVILLE, MISSISSIPPI 39759**

June 20, 2025

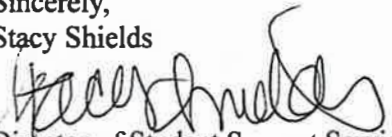
To Whom It May Concern,

We are pleased to offer this letter of support for the Mississippi Institute on Disabilities and their Job Extravaganza events, which have become a highlight of our school year for many of our students with disabilities. These events are coordinated by the T.K. Martin Center, a core unit of the Institute, provides more than just exposure. They offer meaningful, memorable experiences that help students build confidence, explore career options, and engage with community partners in ways that traditional classroom settings often cannot replicate.

Our students have benefited greatly from the hands-on stations, guided interactions, and real opportunities to practice both job-related and independent living skills. In addition, our staff has valued the collaborative planning process and the way student needs and school input are consistently welcomed and respected.

We believe in the mission of these events and the positive impact they have on students, families, and educators alike. We fully support the Mississippi Institute on Disabilities and the T.K. Martin Center's continued efforts to expand these meaningful opportunities across our region.

Sincerely,
Stacy Shields



Director of Student Support Services
Starkville Oktibbeha School District

Attachments
Resume/Vitas

CURRICULUM VITAE
Kasee Stratton-Gadke, Ph.D., LP, NCSP

Mississippi State University
Box 9727/508 Allen Hall
Mississippi State, MS 39762
Office: 662-325-5461
kstratton@colled.msstate.edu

EDUCATION

Johns Hopkins University School of Medicine/Kennedy Krieger Institute, Baltimore, Maryland
Program: Post-doctoral Fellowship in Behavioral Psychology/Behavior Analysis Focus
(August 2013)

Central Michigan University, Mt. Pleasant, Michigan
Program: School Psychology
APA Accredited; NASP Approved; Michigan State Board of Education Approved
Dissertation: The Initial Validation of a Non-Vocal, Multi-dimensional Pain Assessment
Instrument for Individuals with CHARGE Syndrome
Degree: Doctorate of Philosophy (June 2012)

Central Michigan University, Mt. Pleasant, Michigan
Program: School Psychology
Thesis: Identifying Pain in CHARGE Syndrome
Degree: Master of Arts (December 2010)

Central Michigan University, Mt. Pleasant, Michigan
Major: Graduate Prep Psychology
Minor: Youth Studies
Degree: Bachelor of Science (December 2006)

PROFESSIONAL CREDENTIALS

Licensed Psychologist, State of Mississippi	License No. 53936
Nationally Certified School Psychologist	Certification #44216
AAAA Licensed School Psychologist, State of Mississippi	License No. 258015

PROFESSIONAL POSITIONS

2023-current Executive Director, Mississippi Institute on Disability, *Mississippi State University*, Mississippi State, MS.

2019-current Director; T.K. Martin Center for Technology and Disability, *Mississippi State University*, Mississippi State, MS.

- 2019-current Associate Professor; *Mississippi State University*, Department of Counseling, Educational Psychology, & Foundations, School Psychology Graduate Program. Mississippi State, MS
- 2014-2019 Assistant Professor; *Mississippi State University*, Department of Counseling, Educational Psychology, & Foundations, School Psychology Graduate Program. Mississippi State, MS
- 2014-current Co-Director, School Psychology Services Center (MloD), *Mississippi State University*, Mississippi State, MS. Clinical Co-Director, *Autism and Developmental Disabilities Clinic*, Mississippi State, MS.
- 2013-2014 Licensed Psychologist, Research Associate III; *T.K. Martin Center for Technology and Disability*, Mississippi State University. Mississippi State, MS.
- 2013-2014 Adjunct Faculty; *Mississippi State University*, Department of Counseling & Educational Psychology's School Psychology Graduate Program. Mississippi State, MS
- 2012-2014 Instructor; *Central Michigan University* Off-Campus Programs and Online Programs. Mt. Pleasant, MI.
- 2012-2013 Post-doctoral Fellowship; *Kennedy Krieger Institute & Johns Hopkins University School of Medicine*, Pediatric Developmental Disorders Clinic. Baltimore, MD.
- 2011-2012 Clinical Psychology Intern, APA-Accredited program; *Kennedy Krieger Institute & Johns Hopkins University School of Medicine*. Baltimore, MD

PUBLICATIONS (*Italics indicates student*)

- Sorrell, J., Stratton, K.K., Bates-Brantley, K., Wildmon, M., & Borgen, J. (2025). Training Future Teachers to Conduct Trial-Based Functional Analyses Using Virtual Video Modeling and Video Feedback. Behavioral Interventions, 40(1). <https://doi.org/10.1002/bin.70000>*
- Wildmon, M., Moss, J., Williams, M., **Stratton, K.**, Sidwell, M., & Herbstrith, J. (accepted; publish 2025). Special Education and AAC Devices: Teachers' Perspectives on Training Needs and Support. *Journal of the American Academy of Special Education Professionals (JAASEP)*.
- Turner, A.J., Chander, H., Kodithuwakku, S.N.K., Griffith, A., Chen, P., Chen, C.C., Knight, A.D., Bates-Brantley, K., **Stratton-Gadke, K.**, & Smith, J.C. (2024). The Effects of an Inclusive Badminton Program on Static Postural Control for Individuals with Intellectual and Developmental Disabilities. International Journal of Environmental Research and Public Health, 21(2): 210. <https://doi.org/10.3390/ijerph21020210>*

- Shengtian, W., **Stratton, K.K.**, & Gadke, D., (2023). A Group Reading Intervention with Individualized Error Correction for Middle School Students with Disabilities. *Journal of Special Education Apprenticeship*, 12(3), 51-68. <https://doi.org/10.58729/2167-3454.1181>
- Stratton, K.K.** (2023). Value in Connecting, Discovering, and Navigating Professional Networks and Associations. *School Psychology Training and Pedagogy*, 40(1), 1-7.
- Spring, K., Chen, C.C., Powell, M.B., Smith, J.W., **Stratton, K.K.**, Wadsworth, D., & Holmes, M.E. (2022; Online First). Impact of Seated Movement Incorporation on Middle School Classroom Physical Activity Levels and Academic Engagement. *Research Quarterly for Exercise Science*. <https://doi.org/10.1080/02701367.2022.2100308>
- Smith, H., *Ripple, H.*, Kozlowski, A. M., **Stratton, K.K.**, & Girolami, P. (2022; Online First). CHARGE Syndrome and Comorbid Feeding Difficulties: A Summary of Outcomes Following Behavior Analytic Treatment. *Behavior Analysis in Practice*. <https://doi.org/10.1007/s40617-021-00674-5>
- Truong, D. M., Tanaka, M. L., Cooper, J. M., Song, S., Talapatra, D., Arora, P., Fenning, P., McKenney, E., Williams, S., **Stratton-Gadke, K.**, Jimerson, S. R., Pandes-Carter, L., Hulac, D., & García-Vázquez, E. (2021). School Psychology Unified Call for Deeper Understanding, Solidarity, and Action to Eradicate Anti-AAAPI Racism and Violence. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2021.1949932>
- Hudson, A., **Stratton K.K.**, Hatchette, J. & Blake, K. (2021). A new feeding assessment scale (FAS) for individuals with genetic conditions: A test of validity and reliability in the CHARGE Syndrome population. *Journal of Pediatrics and Child Health*, 57(8), 1234-1243. <https://doi.org/10.1111/jpc.15434>
- Cooper, J., Song, S., Fenning, P., Williams, S., Tanaka, M., Arora, P., & **Stratton, K.** (2021; online first). Addressing Anti-AAPI Racism and Xenophobia [Position Statement]. *School Psychology Training and Pedagogy*. www.tsp.wilapricot.org/statements
- Williams, S., **Stratton, K.**, Fenning, P., & Valley-Gray, S. (2020). Call for Action for Anti-Racism in School Psychology Training Programs [Position Statement]. Trainers of School Psychologists. *School Psychology Training and Pedagogy*, 37(3), vii-ix.
- McKenney, E. Cooper, J., Fenning, P., Williams, S., **Stratton, K.**, & Valley-Gray, S. (2020). Trainers of School Psychologists (TSP) Actively Opposes Administration Orders to Curtail Diversity Training and Undermine Psychological Science [Position Statement]. Trainers of School Psychologist. *School Psychology Training and Pedagogy*, 37(3),x-xiii.
- Fairchild, L.A., Powell, M. B., Gadke, D. L., Spencer, J. C., & **Stratton, K. K.** (2020). Increasing Social Engagement Among College Students with Autism using Peer Mentorship: A Pilot Study. *Advances in Autism*, 6(2), 83-93. <https://doi.org/10.1108/AIA-09-2019-0030>

- Fairchild, L., Gadke, D. L., **Stratton, K.K.**, Mathis, E., & Clarke, A. (2020). Evaluating the Influence of Intraverbal Topography in Conditional Discrimination Procedures. *Journal of Autism and Developmental Disorders*, 50(2), 665-559. <https://doi.org/10.1007/s10803-019-04275-8> [IF: 2.786]
- Wu, S., **Stratton, K.K.**, & Gadke, D.L. (2020). Maximizing Repeated Readings: The Effects of a Multicomponent Reading Fluency Intervention for Children with Reading Difficulties. *Contemporary School Psychology*, 24(2), 217-227. <https://doi.org/10.1007/s40688-019-00248-x>
- Stratton, K.**, & Gadke, D. (2019). *Starting and Managing a University-Based Clinic That Contributes to School Psychology Program Opportunities* [Technical assistance brief]. Bethesda, MD: National Association of School Psychologists.
- Stratton, K.K.** & Hartshorne, T. (2019). Identifying pain in children with CHARGE syndrome. *Scandinavian Journal of Pain*, 19(1), 157-166. DOI: 10.1515/sjpain <https://doi.org/10.1515/sjpain-2018-0080>
- Stratton, K. K.**, Gadke, D. L., & Morton, R. (2019). Comparing the effects of the good behavior game in high school special education students using student selected and teacher selected reinforcers. *Journal of Applied School Psychology* 35(2), 105-121. DOI: 10.1080/15377903.2018.1509920
- Smith, H. M., Gadke, D. L., **Stratton, K. K.**, Ripple, H. E., & Reisener, C. D., (2019). Providing noncontingent access to music in addition to escape extinction as a treatment for liquid refusal in a child with autism. *Behavior Analysis: Research and Practice* 19(1), 94-102. DOI: 10.1037/bar0000092 Advanced online publication. <http://dx.doi.org/10.1037/bar0000092>
- Stratton, K.K.** & Gadke, D.L. (2018). 2018 Trainers of School Psychologists Conference Proceedings. *Trainers Forum*, 35(1), 37-41.
- Wu, S., Gadke, D. L., & **Stratton, K. K.** (2018). Using video self-modeling as a small group reading fluency intervention for elementary school students. *Journal of Applied School Psychology*, 34(4), 1-19. <https://doi.org/10.1080/15377903.2018.1443984>
- Hartshorne, T. S., **Stratton, K. K.**, Brown, D., Madhaven-Brown, S., & Schmittl, M. (2017). Behavior in CHARGE syndrome. *American Journal of Medical Genetics Part C: Seminars in Medical Genetics*. DOI: 10.1002/ajmg.c.31588
- Ripple, H. E., Gadke, D. L., **Stratton, K. K.**, Clarke, A., White, M., & Capella, J. (2017). Providing a multi-tiered system of support to college students with ASD. *The School Psychologist*, 71(3), 27-36.
- Vert, R., Olson, T., Kim, S., **Stratton, K. K.**, Hoesch, H., & Hartshorne, T. S. (2017).

The experience of siblings of individuals with CHARGE syndrome. *Journal of Intellectual and Developmental Disability*, 42 (3), 240-248. DOI 10.3109/13668250.2016.1234594

Stratton, K.K. & Gadke, D.L. (2016). Becoming a BACB-Approved course sequence school psychology program. *Communique* 45(4), 12.

Stratton, K.K., Gadke, D.L., Hixson, M., & Noell, G. (2016). Incorporating board certified behavior analyst training into school psychology graduate training. *Communique* 45(4), 14.

Blake, K., Trider C-L., Hartshorne T.S., & **Stratton K.K.** (2016). Correspondence to Hale et al. atypical phenotypes associated with pathogenic CHD7 variants and a proposal for broadening CHARGE syndrome clinical diagnostic criteria. *Am J Med Genet Part A* 9999A:1–2

Gadke, D.L. & **Stratton, K.K.** (2016). Presenter in Focus: Managing severe behavior in the school setting. *Communique* 45(2), 30.

Belote, M., **Stratton, K.K.** Scott, E., Taylor-Snell, E., & Holt-Reuter, J. (2016). Module 21 Sexuality. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University. Available at: <https://moodle.nationaldb.org/>

Gadke, D. L., **Stratton, K.K.**, Kazmerski, J. S., & Rossen, E. (2016). Understanding the board certified behavior analyst credential. *Communique* 45(1). 1,18-19.

Hartshorne, T.S., **Stratton, K.K.**, & van Ravenswaaij-Arts, C.M.A. (2011). Prevalence of genetic testing in CHARGE syndrome. *Journal of Genetic Counseling*, 20, 49-57.

Book Chapters & Other Publications

National Association of School Psychologists. (2021). *Comprehensive and inclusive sexuality education* [Position Statement]. Writing Group: P. Fenning, A. Cannava, T. Chenneville, G. Coffee, and **K. Stratton-Gadke**.

Stratton, K.K. (2021) Stress. In T.S. Hartshorne, M.A. Hefner, & Blake, K. (Eds.), *CHARGE Syndrome, Second Edition* (pp. 449-454). Plural Publishing.

Stratton, K.K. (2021) Pain. In T.S. Hartshorne, M.A. Hefner, & Blake, K. (Eds.), *CHARGE Syndrome, Second Edition* (pp. 439-447). Plural Publishing.

- Stratton, K.K.** (2020). Pain Behavior in CHARGE. *Understanding CHARGE Syndrome Modules. CHARGE Syndrome Association of Australasia*. Retrieved from: <https://understandingchargesyndrome.org/>
- Gadke, D. L., & **Stratton, K. K.**, (2018). Working with University Giving for Funding Opportunities. *Society for the Study of School Psychology: Early Career Forum*. Retrieved from <https://ssspresearch.org/earlycareerforum/working-university-giving-funding-opportunities>
- Gadke, D. L., & **Stratton, K. K.** (2017, June). *Behavioral interventions for severe problem behavior* [Audio podcast]. Retrieved from <http://apps.nasponline.org/resources-and-publications/podcasts/podcast.aspx?id=256>.
- Hudson, A., Stratton, K.K., Hatchette, J. & Blake, K.* (2017). Development of a new feeding scale for use in CHARGE syndrome and implications for its use in autism and other genetic conditions. *Paediatrics & Child Health*, 22(1), e15-16.
<https://doi.org/10.1093/pch/pxx086.038>
- Gadke, D. & **Stratton, K.K.** (2016). Forming a healthy and productive relationship with your office of research compliance. Invited Blog Entry: *Society for the Study of School Psychology*. <http://ssspresearch.org/earlycareerforum/forming-healthy-productive-relationship-your-office-research-compliance>
- Gadke, D. & **Stratton, K.K.** (2015). Fostering research partnerships as new faculty: Making inroads with local agencies and communities. Invited Blog Entry: *Society for the Study of School Psychology*. <http://www.ssspresearch.org/earlycareerforum/fostering-research-partnerships-new-faculty-making-inroads-local-agencies-and-commu>
- Stratton, K.K.** (2015). Pain and coping: Identifying and easing pain. In D.M. Martin, N. Salem-Hartshorne, T. Hartshorne, P.C. Scacheri, & M.A. Hefner (Eds.), 12th International CHARGE Conference Proceedings Abstracts. *American Journal of Medical Genetics 9999A*: 1-14.
- Keller, D. Sully, M., & Stratton, K.K.* (2015). Family demographics and parent relationships in CHARGE Syndrome. In D.M. Martin, N. Salem-Hartshorne, T. Hartshorne, P.C. Scacheri, & M.A. Hefner (Eds.), 12th International CHARGE Conference Proceedings Abstracts. *American Journal of Medical Genetics 9999A*: 1-14.
- Ripple, H., Stratton, K.K., & Gadke, D.L.* (2015). How do we raise awareness for CHARGE? A study of Facebook and Twitter outcomes. In D.M. Martin, N. Salem-Hartshorne, T. Hartshorne, P.C. Scacheri, & M.A. Hefner (Eds.), 12th International CHARGE Conference Proceedings Abstracts. *American Journal of Medical Genetics 9999A*: 1-14.
- Smith, H., Sidwell, M., Stratton, K.K., & Gadke, D.L.* (2015). CHARGE syndrome and characteristics of autism spectrum disorder: Examining similarities and differences. In D.M. Martin, N. Salem-Hartshorne, T. Hartshorne, P.C. Scacheri, & M.A. Hefner (Eds.),

12th International CHARGE Conference Proceedings Abstracts. *American Journal of Medical Genetics 9999A*: 1-14.

Stratton, K.K., Ripple, H., Sidwell, M., Smith, H., Sully, M. & Keller, D. (2015). Bulldog CHARGE Syndrome Research Lab at Mississippi State University. In D.M. Martin, N. Salem-Hartshorne, T. Hartshorne, P.C. Scacheri, & M.A. Hefner (Eds.), 12th International CHARGE Conference Proceedings Abstracts. *American Journal of Medical Genetics 9999A*: 1-14.

Stratton, K.K. (2014). CHARGE und Sexualität. Ein Elternratgeber. In A. Wanka & C. Junghans (Eds.). *Jugendliche und erwachsene mit CHARGE-Syndrom* (pp. 131-137). Heidelberg, Germany, Median-Verlag.

Translation: **Stratton, K.K.** (2014). CHARGE and Sexuality: Assisting Parents. In A. Wanka & C. Junghans (Eds.), *Youth & Adults with CHARGE Syndrome: Children Turn into Youth, Youth Turn into Adults*. Heidelberg: Median Verlag.

Hartshorne, T. S., Schafer, A., **Stratton, K. K.**, & Nacarato, T. M. (2013). Family resilience relative to children with severe disabilities. In Becvar, D. S. (Ed.). *Handbook of Family Resilience*. Springer.

Stratton, K.K., & Hartshorne, T.S. (2010). Experiencing stress in CHARGE. In T.S. Hartshorne, M.A. Hefner, S.L.H. Davenport, & J. Thelin (Eds.), *CHARGE syndrome*. San Diego, CA: Plural Publishing.

Stratton, K.K. (2010). Changes over the life cycle in individuals with CHARGE: Young adulthood. In T.S. Hartshorne, M.A. Hefner, S.L.H. Davenport, & J. Thelin (Eds.), *CHARGE syndrome*. San Diego, CA: Plural Publishing.

Patents

U.S. Patent Application #18/902,505. Driving Simulator. Inventors: J. Adam Jones, **Kasee Stratton-Gadke**, Zacheus Ahonle, Lalitha Dabbiru, Kris Geroux, Woody Neil Watson II, Timothy George Stewart. Filed: September 27, 2024.

Test Reviews

Gadke, D. L., **Stratton, K.K.**, & Justice, C. (2017). Review of the McGhee-Mangrum Inventory of School Adjustment. In J. F. Carlson, K. F. Geisinger, & J.L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 480-484). Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.

Stratton, K.K. (2017). Review of the Substance Abuse Screener in American Sign Language. In J. F. Carlson, K. F. Geisinger, & J.L. Jonson (Eds.), *The twentieth mental*

measurements yearbook (pp. 704-708). Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.

Stratton, K.K. & Gadke, D.L. (2017). Review of the Motor-Free Visual Perception Test-Fourth Edition. In J. F. Carlson, K. F. Geisinger, & J.L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 512-516). Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.

PUBLICATIONS IN REVIEW

Blake, K. & Stratton, K. (under review). CHARGE syndrome: a review and update on diagnosis, assessment and management. *Journal of Paediatrics and Child Health*

Fairchild, L., Gadke, D., & Stratton, K. (under review). Exploring the Use of Virtual Reality to Train Pre-Service Teachers to Implement a Trial-Based Functional Analysis. *Behavior Analysis in Practice*.

Staggers, M., Ripple, H., Smith, H., Bates-Brantley, K. & **Stratton, K.K.** (under review). Evaluating the Utility of Trial-Based Functional Analyses of Inappropriate Mealtime Behavior: Comparing Identified Functions Across Functional Analysis Methods. *Behavioral Analysis in Practice*.

Wildmon, M.E., Williams, M., Moss, J., Herbstrith, J.C., Sidwell, M.D., & **Stratton, K.K.** (under review). Exploring AAC device use in special education: Insights from teachers' perspectives. *Disability and Rehabilitation: Assistive Technology*.

PUBLICATIONS IN PROCESS

Staggers, M. H., Ripple, H., Smith, H. M., **Stratton-Gadke, K.**, & Bates-Brantley, K. (In Preparation). Evaluating the utility of trial-based functional analyses of inappropriate mealtime behavior: Comparing identified functions across functional analysis methods.

Ripple, H, **Stratton, K.K.** & Gadke, D. (preparing for submission). Exploring the utility of brief functional analyses procedures for individuals with CHARGE syndrome.

Meyers, L., **Stratton, K.K.**, Gadke, D., Mazareh, L., & McCleon, T. (preparing for submission). Evaluating the Effectiveness of Behavioral Skills Training to Increase Stranger Safety Skills in Adults with Intellectual Disabilities

Powell, M., Gadke, D.L., & **Stratton, K.K.** (in prep). Using Animated Video Modeling Interventions with Individuals on the Autism Spectrum: A Systematic Review. *Journal of Applied School Psychology*.

Stratton, K.K., & Hartshorne, T.S. (in prep). Identifying pain non-vocally using a

multidimensional pain assessment for individuals with CHARGE syndrome.

Fairchild, L., Stratton, K.K. & Ripple, H. (in prep). Parental perceptions and involvement of the IEP process for students with CHARGE syndrome/Deafblind.

Fairchild, L., Quintero, L., Sorrell, J. & Stratton, K.K. (in prep.) Self-injurious behavior in CHARGE syndrome.

GRANTS

Research Grants

Mississippi Department of Rehabilitation Services, \$360,000 (2025; *awarded*). Investigator: **Stratton, K.K.** (PI). *Assistive Technology Evaluations and Training.*

Mississippi Department of Rehabilitation Services, \$25,000 (2025; *awarded*). Investigator: **Stratton, K.K.** (PI). *Biopic Driving.*

Mississippi Council on Developmental Disabilities (MSCDD) \$67,876. (2025; *not awarded*). Investigator: **Stratton, K.** (PI) & Lipscomb, Anne Hollis (Co-PI). *RISE (Respite, Inclusion, Support, and Education).*

Mississippi Council on Developmental Disabilities (MSCDD) \$73,879. (2025; *applied for*). Investigator: Wildmon, M (PI) & **Stratton, K.** (Co-PI). *Bridges to Speak: Communication Training Continuation.*

U.S. Department of Education: Rehabilitation Services Administration, \$ 9,995,345.00 (2024; *awarded*). Investigator: Ahonle, Z., Stratton, K.K., Castle, M., & Gadke, D. *The Career Horizons Project (CHP): A 21st Century Workforce Initiative for Mississippians with Disabilities Accompanied by or Resulting from Long COVID Syndrome*

Mississippi Department of Education, \$100,000 (2024; *awarded*). Investigator: **Stratton, K.K.** (PI). *Legislative Funds for Special Education School Programming- Early Intervention and Elementary.*

Mississippi State Legislative Office, \$600,000 (2024; *awarded*). Investigator: **Stratton, K.K.** (PI). *Pilot Project for the Early Intervention Program, First Steps.*

Mississippi Department of Rehabilitation Services (MDRS) \$500,000. (2024; *awarded*). Investigator: **Stratton, K.** (PI). *Job Extravaganza.*

Mississippi Department of Rehabilitation Services, \$360,000 (2024; *awarded*). Investigator: **Stratton, K.K.** (PI). *Assistive Technology Evaluations and Training.*

Mississippi Department of Rehabilitation Services, \$25,000 (2024; *awarded*). Investigator: **Stratton, K.K.** (PI). *Biopic Driving.*

Mississippi Council on Developmental Disabilities (MSCDD) \$69,938. (2024; *awarded*). Investigator: Wildmon, M (PI) & **Stratton, K.** (Co-PI). *Bridges to Speak*.

Substance Abuse and Mental Health Services Administration (SAMHSA) \$3,750,000. (2023; *awarded*). Investigator: Nadorff, M. (PI), **Stratton, K.**, (Co-PI) & Robertson, M. (Co-PI) *Healthy Transitions Mississippi*.

Mississippi Council on Developmental Disabilities \$79,028. (2023; *awarded*). Investigator: Spinks, H. & **Stratton, K.K.** (Co-PI). *LEAPS Behavior Program: Lending Expert Assistance to Partnership Schools*.

National Science Foundation, \$4,999,999. (2023; *not awarded*). Investigator: **Stratton, K.K.** (PI) Jones, A., Ahonle, Z., Dabbiru, L., & Geroux, K. *DriVR*

Mississippi Department of Education, \$75,000 (2023; *awarded*). Investigator: **Stratton, K.K.** (PI). *Legislative Funds for Special Education School Programming- Early Intervention and Elementary*.

Mississippi State Legislative Office, \$600,000 (2023; *awarded*). Investigator: **Stratton, K.K.** (PI). *Evaluation and Model for the State's Early Intervention Program*.

Mississippi Department of Rehabilitation Services, \$25,000 (2023; *awarded*). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.

Mississippi Department of Education, \$338,795 (2023; *awarded*). Investigator: **Stratton, K.K.** (PI). *University Based Teacher Units*.

Mississippi Department of Rehabilitation Services, \$360,000 (2023; *awarded*). Investigator: **Stratton, K.K.** (PI). *Assistive Technology Evaluations and Training*.

Administration on Community Living, \$500,000 (2023; *awarded*). Investigator: **Stratton, K.K.** and Gadke, D.L. (PI). *Mississippi Institute on Disabilities*.

Department of Education, \$354,000 (2022; *awarded*). Investigator: **Stratton, K.K.** (PI). *Special Education Demonstration Classrooms*.

Administration for Community Living, \$646,000; *awarded*). Investigators: Gadke, D.L. (PI) & **Stratton, K.K.** (Co-PI). *Network of Disability Services*.

Mississippi Department of Rehabilitation Services, \$360,000 (2022; *awarded*). Investigator: **Stratton, K.K.** (PI). *Assistive Technology Evaluations and Training*.

Mississippi Department of Rehabilitation Services, \$25,000 (2022; *awarded*). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.

Mississippi Department of Rehabilitation Services, \$75,000 (2022; *awarded*). Investigator: **Stratton, K.K.** (PI). *Project START, Assistive Technology Demonstration & Lending Site.*

Mississippi Department of Education, \$75,000 (2022; *awarded*). Investigator: **Stratton, K.K.** (PI). *Legislative Funds for Special Education School Programming- Early Intervention and Elementary.*

Mississippi Council on Developmental Disabilities, \$79,028 (2022, *awarded*). Spinks, H. & **Stratton, K.K.** *LEAPS Behavior Program: Lending Expert Assistance to Partnership Schools.*

National Science Foundation, \$750,000. (2022; *awarded*). **Stratton, K.K.** (PI), Jones, A., Ahonle, Z., Dabbiru, L., & Geroux, K. *Advancement of Driving Technology for Vocational Enablement.*

Mississippi Department of Education, \$248,499 (2022; *awarded*). Investigator: **Stratton, K.K.** (PI). *University Based Teacher Units.*

Mississippi Department of Education, \$26,481.06 (2022; *awarded*). Investigator: **Stratton, K.K.** (PI). *Pupil Transportation.*

Department of Labor, \$2,793.361 (2021; *applied for*). Investigator: Ma, J., Wang, H., Pervez, A., Young, C., Washburn, S., Qu, Y., Bray, M., **Stratton, K.**, & Wang, Y. *Leveraging Immersive Virtual Reality and Artificial Intelligence Technologies to Perform Nurse Training in Rural Areas.*

Mississippi Department of Health & Human Services, \$155,398 (2021; *awarded*). Investigator: **Stratton, K.** *Project IMPACT Early Intervention Assessment Team.*

Mississippi Department of Rehabilitation Services, \$75,000 (2021; *awarded*). Investigator: **Stratton, K.K.** (PI). *Project START, Assistive Technology Demonstration & Lending Site.*

National Institutes of Health, \$63,000 (2021; not awarded). Investigator: Grice, S. (PI), **Stratton, K.K.** (Co-PI). *Leveraging state longitudinal data systems to understand service delivery and outcomes for persons with autism spectrum disorders.*

Mississippi Department of Rehabilitation Services, \$360,000 (2021; *awarded*). Investigator: **Stratton, K.K.** (PI). *Assistive Technology Evaluations and Training.*

Mississippi Department of Rehabilitation Services, \$25,000 (2021; *awarded*). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving.*

Mississippi Department of Rehabilitation Services, \$150,000 (2021; *awarded*). Investigator: **Stratton, K.K.** (PI). *Pre-ETS: Pre-Employment Transitional Services.*

Mississippi Department of Employment Security. \$250,000. (2021; *awarded*). Investigator: Ma, J., Chen, C.C., Wang, J., **Stratton-Gadke, K.K.**, Pan, Z. (Co-PIs). *Using Smart Immersive Virtual Reality Technology To Train Nurses in the Senior Care Facilities*.

Mississippi Department of Education. \$186,677. (2021; *awarded*). Investigator: **Stratton, K.K.** (PI). *University-Based Teacher Units FY20*.

Mississippi Department of Employment Security, \$156,195 (2020; *awarded*). Investigator: Ma, J., Wang, H., Young, C. Qu, Y., Pervez, A., **Stratton, K.K.** (PIs). *Leveraging Immersive Virtual Reality Technology to Perform Nurse Training in the State of Mississippi*.

Governor's Emergency Educational Response-COVID Essential Emergency Educational Services, \$242,204.95 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Individualized Reading Treatment to Support Academic Success*.

Governor's Emergency Educational Response-COVID Essential Emergency Educational Services, \$316,540.72. (2020; *awarded*). Investigator: Gadke, D., **Stratton, K.K.**, & Spencer J. (PI). *Individualized mental health support through behavioral programming*.

Governor's Emergency Educational Response-COVID Essential Emergency Educational Services, \$259,625.84. (2020; *awarded*). Investigator: Spencer, B., Spencer, J., Gadke, D., **Stratton, K.K.** (PIs). *Distance Education Support for Individuals with Intellectual Disabilities*

Max and Victoria Dreyfus Foundation, \$19,706 (2020; *not awarded*) Investigator: **Stratton, K.K.** (PI). *Express Yourself! Art Ceramics Programming*.

Mississippi Department of Education, \$20,974.00 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Pupil Transportation*.

Mississippi Department of Rehabilitation Services, \$19,200 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Project START, Assistive Technology Demonstration Site*.

Mississippi Department of Rehabilitation Services, \$25,000 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.

Mississippi Department of Health & Human Services, \$142,085 (2020; *awarded*). Investigator: **Stratton, K.** *Project IMPACT Early Intervention Assessment Team*.

Mississippi Department of Rehabilitation Services, \$360,000 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Assistive Technology: MDRS Staffing*.

Mississippi Department of Rehabilitation Services, \$150,000 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Pre-ETS: Pre-Employment Transitional Services*.

Mississippi Department of Rehabilitation Services, \$150,000 (2020; *awarded*). Investigator: Baham, J., Spencer, J, **Stratton, K.K.**, Gadke, D. (Co-PIs). *Pre-ETS: Pre-Employment Transitional Services*.

Christopher Reeves Foundation, \$17,773 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Pressure Mapping for Quality of Life Improvement*.

Mississippi Department of Rehabilitation Services, \$19,200.00 (2020; *awarded*). Investigator: **Stratton, K.K.** (PI). *Project START: Assistive Rehabilitative Technology*.

Mississippi Council on Developmental Disabilities, \$231,681.00. (2020; *Not awarded*). Investigators: Gadke, D. L. (PI), **Stratton, K. K.** (Co-PI), McCleon, T. E. (Co-PI). *“It Takes a Village”: Tiered, Long-term Parent and Caregiver Training*

Mississippi Department of Human Services, \$1,136,307. (2019; *awarded*). Investigators: Capella, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). *Mississippi State University ACCESS*.

Mississippi Department of Rehabilitation Services, \$360,000 (2019; *awarded*). Investigator: **Stratton, K.K.** (PI). *Assistive Technology: MDRS Staffing*.

Mississippi Department of Rehabilitation Services, \$150,000 (2019; *awarded*). Investigator: **Stratton, K.K.** (PI). *Pre-ETS: Pre-Employment Transitional Services*.

Mississippi Council on Developmental Disabilities, \$24,994. (2019; *awarded*). Investigator: **Stratton, K.** *Expanding Educational Outcomes in the Early Years*.

Mississippi Department of Health & Human Services, \$147,159. (2019; *awarded*). Investigator: **Stratton, K.** *Project IMPACT Early Intervention Assessment Team*.

Mississippi Department of Education, \$183,590.74 (2019; *awarded*). Investigator: **Stratton, K.** *Special Education University Based Teacher Units for TK Martin Center Preschool Programming*.

Mississippi Department of Rehabilitation Services, \$19,200.00 (2019; *awarded*). Investigator: **Stratton, K.K.** (PI). *Project START: Assistive Rehabilitative Technology*.

Mississippi Department of Education, \$16,479. (2019; *awarded*). Investigator: **Stratton, K.** *IDEA Special Education Funding for TK Martin Center Preschool Programming*.

Mississippi Department of Rehabilitation Services, \$50,000 (2019; *awarded*). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.

Mississippi Department of Health & Human Services, \$149,978 (2019; *awarded*). Investigator: **Stratton, K.K.** (PI). *Serving Children with Dyslexia and Related Reading Difficulties at Mississippi State University*.

- Mississippi Council on Developmental Disabilities – New Innovative Projects Continuation, \$226,802. (2019; *awarded*). Investigators: Gadke, D. L. (PI), **Stratton, K. K.** (Co-PI), McCleon, T. E. (Co-PI). *Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.*
- Mississippi Department of Human Services, \$910,103. (2018; *awarded*). Investigators: Capella, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). *Mississippi State University ACCESS.*
- Mississippi Council on Developmental Disabilities – New Innovative Projects Continuation, \$209,367. (2018; *awarded*). Investigators: Gadke, D. L. (PI), **Stratton, K. K.** (Co-PI), McCleon, T. E. (Co-PI). *Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.*
- Mississippi Department of Human Services, \$1,000,173. (2017; *awarded*). Investigators: Cappela, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). *Mississippi State University ACCESS*
- Mississippi Department of Human Services, \$200,000. (2017; *awarded*). Investigators: Cappela, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). *Mississippi State University ACCESS*
- Mississippi Council on Developmental Disabilities – New Innovative Projects Continuation, \$209,367. (2017; *awarded*). Investigators: Gadke, D. L. (PI), **Stratton, K. K.** (Co-PI), McCleon, T. E. (Co-PI). *Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities*
- Mississippi State University College of Education Undergraduate Research Project, \$2,000.00 (2016; *awarded*). **Stratton, K.K.** (PI). *Investigating Educational Accommodations and Family Outcomes for Individuals with CHARGE Syndrome.*
- Mississippi State University College of Education Undergraduate Research Project, \$2,000.00 (2016; *awarded*). Gadke, D.L. (PI) & **Stratton, K.K.** (Co-PI). *Using Applied Behavioral Analysis to improve behavioral and academic functioning in children with autism and related disabilities.*
- Mississippi Council on Developmental Disabilities – New Innovative Projects, \$209,367. (2016; *awarded*). Gadke, D. L. (PI), **Stratton, K.K.** (Co-PI), McCleon, T. E. (Co-PI). *Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.*
- U.S. Department of Education – Student Support Services, \$246,050 yearly (2015; 5 years; \$1,230,250 total). Capella, J. (PI). Research Consultants: Gadke, D.L. & **Stratton, K.K.**
- Mississippi Council on Developmental Disabilities, \$151,343.00 (2015; *awarded*). Gadke, D. &

Stratton, K.K. *Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.*

Mississippi Council on Developmental Disabilities \$110,727.00 (2015; *not awarded*). **Stratton, K.K.**, Gadke, D. & Capella, J. *PAID: Promoting Access to Income and Dreams.*

Mississippi Council on Developmental Disabilities. \$131,188.00. (2015, *not awarded*). Gadke, D., **Stratton, K.K.** & Capella, J. *Autism Liaisons Project: Helping Emerging Adults with ASD Succeed in High Education.*

Mississippi State University, Office of Research and Economic Development. \$2,000.00. (2014; *not awarded*). Farmer, A., Blendinger, J., Derby, C., Javorsky, K., Parker, J., & **Stratton, K.K.** *Big Bird Goes Digital: Evaluation of Technological Reading Support with Early Intervention Services.*

National Institute of Justice. \$2,996,416.00 [MSU \$815,070.00]. (2014; *not awarded*). **Stratton, K.K.**, West Point School District, Gadke, D.L., McKinney, C., & Oliveros, A. *PAUSE: PBIS for Alternative-school Upstanders who are Safe and Engaged.*

Society for the Study of School Psychology. \$16,973.00. (2014; *not awarded*). Gadke, D.L., & **Stratton, K.K.** (2014). *The Impact of Animated Video Modeling for Individual and Small Group Social Skill Intervention.*

Mississippi State University, Office of Research and Economic Development Cross College. \$2,000.00. (2013; *awarded*). Cirlot-New, J., Gadke, D.L., **Stratton, K.K.** & McKinney, C. *Social Skills Acquisition for Children with Autism Spectrum Disorders Using Animated Video Modeling.*

Mississippi State University, Office of Research and Economic Development Cross College. \$2,000.00. (2013; *awarded*). Justice, C., Gadke, D.L., **Stratton, K.K.**, Cirlot-New, J., & McKinney, C. *Applied Behavioral Analysis in the Classroom Setting.*

CHARGE Syndrome Foundation. \$3,000. (2011; *awarded*). **Stratton, K.K.** *Initial Validation of Non-Vocal Multidimensional Pain Assessment Instrument for Individuals with CHARGE.*

Central Michigan University, Anne Miller Quimper Award for School Psychology. \$1,300. (2009; *awarded*). **Stratton, K.K.** *Identifying Pain in CHARGE Syndrome.*

Central Michigan University, Summer Research and Creative Endeavors Scholar. \$3,000. (2006; *awarded*). **Stratton, K.K.** *Sources of Stress in CHARGE Syndrome.*

CHARGE Syndrome Foundation. \$1,500. (2006; *awarded*). **Stratton, K.K.** *Sources of Stress in CHARGE Syndrome.*

Central Michigan University, Johanna Russ Memorial Research Grant. \$600. (2005; *awarded*). **Stratton, K.K.** *Investigation of Stress for Individuals with CHARGE Syndrome.*

Training Grants

School psychology training grant to fund school psychology graduate assistantships. Submitted to Starkville Oktibbeha Public Schools, Starkville, MS. Awarded \$140,078.00 (2024, *awarded*). Investigators: Bates-Brantley, K.(PI), Gadke, D., Sidwell, M., Ripple, H., Wildmon, M., Herbstrith, J., & **Stratton-Gadke, K.**

Starkville-Oktibbeha County School Remedial Reading Camp. Submitted to Starkville Oktibbeha School District, Starkville, MS \$9,000. (2023; *awarded*). Investigators: **Stratton K.K.**, Bates-Brantley, K., Sidwell, M., & Gadke, D.

School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$20,168.00. (2020; *awarded*). Investigators: McCleon, T.E., Gadke, D., **Stratton, K.K.**

School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$22,135. (2020; *awarded*). Investigators: McCleon, T.E., Gadke, D., **Stratton, K.K.**

School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$20,494. (2019; *awarded*). Investigators: McCleon, T.E., **Stratton, K.K.**, Gadke, D.

School psychology training grant to fund two assessment specialists positions. Submitted to Choctaw County School District, Ackerman, MS. Awarded. \$40,448 (2019; *awarded*). Investigators: McCleon, T.E., **Stratton, K.K.**, Gadke, D.

School psychology training grant to fund behavior and assessment specialists positions. Submitted to Columbus Municipal Schools, Columbus, MS. \$38,644 (2019; *awarded*). Investigators: McCleon, T.E., **Stratton, K.K.**, Gadke, D.

School psychology training grant to fund behavior specialist position. Submitted to Calhoun County School District, Pittsboro, MS. \$22,930 (2019; *awarded*). Investigators: McCleon, T.E., **Stratton, K.K.**, Gadke, D.

School psychology training grant to fund academic specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$19,871.92 (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.

School psychology training grant to fund behavior specialist position. Submitted to Community Development Institute Headstart, Winona, MS. \$25,866.97. (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.

School psychology training grant to fund two assessment and behavior specialist positions.

- Submitted to Columbus Municipal School District, Columbus, MS. \$39,039.68 (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Lowndes County School District, Columbus, MS. \$19,519.84 (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund academic specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$19,136. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund school psychology internship position. Submitted to West Point School District, West Point, MS. \$17,683. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Lowndes County School District, Columbus, MS. \$40,646. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$21,140. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$21,140. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund academic and behavior specialist position. Submitted to Webster County Public Schools, MS. \$18,538.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$18,538.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$17,820.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$17,820.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to West Point School District, West Point, MS. \$17,064.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.

School psychology training grant to fund academic specialist position. Submitted to Aberdeen School District, Aberdeen, MS. Awarded \$18,176.00 (2014; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.

School psychology training grant to fund school psychology internship. Submitted to West Point School District, West Point, MS. Awarded \$25,957.00 (2014; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.

School psychology training grant to fund assessment specialist position. Submitted to West Point School District, West Point, MS. Awarded \$16,701.00 (2014; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.

Foundation Grants & Other Monetary Awards

Chick-fil-A Foundation. \$200,018 (2024; *not awarded*). **Stratton K.K.** *True Inspiration Award Project IMPACT: Expand and Connect.*

Mississippi Council on Developmental Disabilities, \$5,000. (2024; *awarded*). **Stratton K.K.** *Preschool Readiness Camp for Children with Special Needs.*

Dollar General Literacy Foundation. \$3,000 (2024; *awarded*). **Stratton, K.K.** *Ignite Summer Reading Program.*

Pinebelt Foundation. \$50,000 (2024; *not awarded*). **Stratton, K.K.** *Assistive Technology in the Pinebelt Region.*

Feild Cooperative. \$17,500. (2023; *awarded*). **Stratton, K.K.** *Special education and behavioral supports.*

Mississippi Council on Developmental Disabilities \$5,000. (2023; *awarded*). **Stratton, K.K.** *Express Yourself Art Summer Programming.*

Feild Cooperative. \$10,000 (2022; *awarded*). **Stratton, K.K.** *Special education assistant support for supporting individualized instruction.*

CHARGE Syndrome Foundation. \$3,500 (2022; *awarded*). **Stratton, K.K.** *CHARGE Adult Networking via Tele-Meeting with Bulldog CHARGE Syndrome Research Lab.*

Mississippi Council on Developmental Disabilities, \$5,000 (2022; *awarded*). **Stratton, K.K.** *Express Yourself! Art Exhibition and Scholarships for Students with Disabilities.*

Feild Cooperative. \$10,000 (2021; *awarded*). **Stratton, K.K.** *Individualized special education instruction.*

Faith, Fight, Finish Foundation. \$40,000 (2021; *awarded*). **Stratton, K.K.** *Express Yourself! Art Coordinator Position.*

The Hearin Foundation. \$1,000,000 (2021; *awarded*). Gadke, D.L. & **Stratton, K.K.** *Applied Behavior Analysis Program Development.*

Brannan Family Gift. \$400,000 (2021; *awarded*). **Stratton, K.K.** *TK Martin Center Therapy Renovations and Services.*

CHARGE Syndrome Foundation. \$5,100 (2021; *awarded*). **Stratton, K.K.** *CHARGE Adult Networking via Tele-Meeting with Bulldog CHARGE Syndrome Research Lab.*

Faith, Fight, Finish Foundation. \$43,133 (2019, *awarded*). **Stratton, K.K.** *Express Yourself! Art Coordination and Travel Funds.*

Mississippi Council on Developmental Disabilities, \$1,500 (2018, *awarded*). **Stratton, K.K.** *Fund for Bulldog CHARGE Syndrome Research Lab*

C. J. Foundation, \$100,000 (2017; *awarded*). Gadke, D. L., **Stratton, K. K.**, & Capella, J., *C & J Fund for Autism, ADHD, and Other Disabilities.*

Gertrude Ford Foundation, \$125,000 (2017; *awarded*). Gadke, D. L., **Stratton, K. K.**, & Capella, J. J. *Autism and Developmental Disabilities Clinic Support Funds.*

INVITED PRESENTATIONS

International Conferences

Stratton, K.K. (2024, August). *Supporting Mental Health in CHARGE Syndrome.* Presentation at the CHARGE Syndrome Symposium. Sydney Children's Hospital Randwick, NSW, Australia.

Stratton, K.K. (2024, August). *Identifying Pain in CHARGE Syndrome.* Presentation at the CHARGE Syndrome Symposium. Sydney Children's Hospital Randwick, NSW, Australia.

Stratton, K.K. (2024, August). *Supporting Adolescent Mental Health.* Presentation at the Australasian CHARGE Syndrome Conference. Olympic Park, NSW, Australia.

Stratton, K.K., Moss, J., Powell, C., Parlow, M., & Gadke, D. (2024, August). *Adult CHARGE Track: Supporting mental health, online safety, vocational goals, and more!* Full Day presentation at the Australasian CHARGE Syndrome Conference. Olympic Park, NSW, Australia.

Stratton, K.K. (2022, September). *Understanding CHARGE Syndrome.* Distinguished lecture at the Scarlett's Park Conference for Deaf+. Fresno State University. Fresno, CA.

Stratton, K.K. (2018, May). *Pain and Non-vocal Pain Assessment in CHARGE*. Presentation at the Multisensory Impairment Symposium for Monash Children's Hospital-Hudson Institute of Medical Research. Melbourne, Australia.

Stratton, K.K. & Gadke, D.L. (2018, May). *Pain and Stress on Challenging Behaviors for Individuals with CHARGE Syndrome*. Platform at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.

Stratton, K. K. (2018, May). *Preparing for Puberty and Sexuality in CHARGE: Important Considerations!* Platform at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.

Stratton, K. K., & Gadke, D. L. (2018, May). *Dating, drinking, and social media: Safety for adults with CHARGE*. Workshop at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.

Stratton, K.K. (2018, May). *Sexuality and well-being for individuals with multi-sensory impairments*. Presentation at the Multisensory Impairments Seminar for Educators at the Victorian Deaf Education Institute. Melbourne, Australia.

Stratton, K.K. & Gadke, D.L. (2014, October). *Adolescent & Young Adult Workshop*. Full-day workshop at the 11th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Auckland, New Zealand.

Stratton, K.K. (2014, October). *"But it hurts and stresses me out."* Platform at the 11th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Auckland, New Zealand.

Stratton, K.K. (2012, September) *Sexuality Issues and CHARGE Syndrome*. Platform at the 10th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Sydney, Australia.

Stratton, K.K. (2012, September) *Identifying Pain for Individuals with CHARGE and Challenging Behavior*. Platform at the 10th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Sydney, Australia.

Stratton, K.K. (2012, September) *Pain identification and challenging behaviors in CHARGE Syndrome*. Platform presentation at the CHARGE Syndrome Association of Australasia Professionals Day. North Rocks, New South Wales, Australia.

Stratton, K.K. (2010, October) *Identifying Pain and Behavioral Challenges in CHARGE Syndrome*. Platform presentation at the CHARGE Syndrome Association of Australasia Conference, Perth, Australia.

Stratton, K.K. (2010, October) *Identifying Pain in CHARGE Syndrome: Implications of Pain on*

Behavior. Presentation at the CHARGE Syndrome Association of Australasia Conference for Professionals, Perth, Australia.

Stratton, K.K. (2009, October) *Identification of Pain in CHARGE Syndrome: Preliminary Results*. Platform presentation at the Nordic Symposium on Pain and CHARGE Syndrome, Middelfart, Denmark.

National Conferences

Stratton, K.K. (2020, November). *CHARGE Research: Where are we now?* Presentation for the Texas CHARGErs Organization, TX.

Stratton, K.K. (2020, September). *What do we know about CHARGE Syndrome Today?*. Keynote Address at the Northeastern CHARGE Syndrome Conference, Virtual.

Stratton, K.K. (2020, September). *Sexuality and Development in CHARGE*. Invited presentation at the Northeastern CHARGE Syndrome Conference, Virtual.

Fairchild, L., Quintero, L., & Stratton, K.K. (2020, September). *Updates on Self-Injurious Behavior in CHARGE*. Invited presentation at the Northeastern CHARGE Syndrome Conference, Virtual.

Ferrigno, M. & Stratton, K.K. (2020, September). *Investigating PTSD Symptomology in Parents of individuals with CHARGE*. Invited presentation at the Northeastern CHARGE Syndrome Conference, Virtual.

Stratton, K.K. (2018, May). *Puberty and Development in Adolescents with CHARGE Syndrome*. Presentation at the Northeastern CHARGE Syndrome Conference, Plainsboro, NJ.

Stratton, K.K. & Gadke, D.L. (2018, February). *Research Networking Session-Facilitated Discussion*. Invited presentation at the Trainers of School Psychologists Conference, Chicago, IL.

Stratton, K.K. (2017, March). *Reading Interventions for the Classroom Teacher*. Invited presentation at the LiftEd Innovation in Literacy Conference for National Board for Professional Teaching Standards, Jackson, MS.

Gadke, D.L. & **Stratton, K.K.** (2017, February). *Behavior interventions for severe behavioral problems*. Invited Mini-Skills Session at the Annual Convention for the National Association of School Psychologists, San Antonio, TX.

Stratton, K.K. (2016, November). *CHARGE Syndrome 101*. Two-Day Workshop for the Iowa Deafblind Project, Des Moines, IA.

Stratton, K.K. (2016, March). *Children with CHARGE Syndrome and Challenging Behaviors*.

Two-Day Workshop for the Iowa Deafblind Project, Des Moines, IA.

Stratton, K.K. (2014, March) *Behavior, Pain, or Both: Relationship of Pain and Challenging Behavior*. Platform presentation at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Professionals Conference, Oconomowoc, WI.

Stratton, K.K. (2014, March) “*But the Doctor Doesn’t Believe it is Pain.*” Opening Keynote at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Family Conference, Oconomowoc, WI.

Stratton, K.K. (2014, March) *Creating Your Behavioral Toolbox*. Platform presentation at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Professionals Conference, Oconomowoc, WI.

Stratton, K.K. (2014, March) *Taking Care of Self for Caregivers*. Platform presentation at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Professionals Conference, Oconomowoc, WI.

Stratton, K.K. (2013, February) *How to Identify Pain and the Relationship of Pain to Challenging Behavior for Individuals who are Deaf-Blind*. Platform Presentation at the 2013 Texas Symposium on Deafblindness, Austin, TX.

Stratton, K.K., & Hartshorne, T.S. (2007, April) *What’s there to stress about? The case of CHARGE*, Platform presentation at Upper Midwest CHARGE Syndrome Conference, Minneapolis, MN.

Webinars/Other

Stratton, K.K. (2022, March). “*Understanding Behavior as Communication in Students with Hearing and Vision Loss*” New York Deaf-Blind Collaborative. Queens, NY.

Stratton, K.K. (2021, December). *Behavioral Challenges among Deafblind Adults*. Family-to-Family Community.

Stratton, K.K. (2021, May). *Behaviors vs. tendencies in children and adolescents with CHARGE syndrome*. New York Deaf-Blind Collaborative. Queens, NY.

Stratton, K.K. (2016, November). *Preparing the work environment for success*. Webinar presented to the New York Deaf-Blind Collaborative: Transition Webinar Series, Queens, NY.

Stratton, K.K. (2016, January). *Challenging vs. Distressed Behaviors*. Webinar presented to the New York Deaf-Blind Collaborative: Interdisciplinary Transition Team Initiative (ITTI), Queens, NY.

Stratton, K.K. (2013, November) *Sexuality Topics and Intervention Strategies: Taking care of personal needs for individuals who are visually impaired*. Webinar presented by the Perkins School for the Blind, Training & Educational Resources Program, Watertown, MA.

Stratton, K.K. (2013, February) *CHARGE Syndrome 101*. Training presentation for Deaf and Hard of Hearing Neuropsychology assessment team at Kennedy Krieger Institute and Johns Hopkins University School of Medicine. Baltimore, MD.

Stratton, K.K., & Hartshorne, T.S. (2012, February) *Pain Issues in CHARGE*. Webinar presented by the CHARGE Syndrome Foundation, Sands Point, NY.

Local

Stratton, K.K. (2024, September). *Mississippi's Early Intervention Task Force Updates and Needs in our State*. Mississippi Speech Language Hearing Association Conference. Flowood, MS.

Stratton, K.K. (2024, June). *Assisting Persons with Disabilities to Drive*. Assistive Technology Conference presented by the Arc of Mississippi and Project START. Flowood, MS.

Stratton, K.K. (2024, June). *MloD Resources for New Principals*. EMCED Principals Bootcamp. Meridian, MS.

Stratton, K.K. (2023, February). *Serving Students with Complex Needs*. EMCED Special Education Conference. Meridian, MS.

Stratton, K.K. & Gadke., D.L. (2019, September). *Autism in the Workplace*. Rehabilitation Association of Mississippi Conference. Tupelo, MS.

Stratton, K.K. (2018, December). *Behavior Management: Autism and Early Childhood*. Training presentation for Excel by 5: Early Childhood Community- Oktibbeha County. Starkville, MS.

Stratton, K.K. (2018, November). *Understanding Autism in Early Childhood*. Training presentation for Excel by 5: Early Childhood Community- Oktibbeha County. Starkville, MS.

Stratton, K.K. (2018, August). *Demystifying Problem Behavior*. Training presentation for the Starkville-Oktibbeha Consolidated School District Sparking Excellence Summit. Starkville, MS.

Stratton, K.K. (2018, July). *Preparing your Classroom for Success*. Training presentation for the Starkville-Oktibbeha Consolidated School District New Teacher Orientation. Starkville, MS.

Stratton, K.K. (2018, July). *Autism: Separating the Facts from Fiction*. Training presentation for the Child and Family Studies Center. Mississippi State, MS.

Stratton, K.K. (2018, January). *Autism & Preparing for Adulthood*. Training presentation for the Mississippi Autism Resource Conference. Tupelo, MS.

Stratton, K.K. (2017, April). *Comps, Proposals, and Writing Dissertations-Doctoral Panel*. Facilitated panel at the 10th Annual Faculty & Student Research Forum for the College of Education. Mississippi State University. Mississippi State, MS.

Stratton, K.K. (2016, October). *Managing Classroom Behavior*. Training presentation for Teacher Intern Conference. Mississippi State University. Meridian, MS.

Stratton, K.K. & Gadke, D.L. (2016, May). *Autism Spectrum Disorder*. Training presentation for the Mississippi Excellence in Teaching Program (METP) Residential Institute. Mississippi State University. Mississippi State, MS.

Stratton, K.K. (2015, June). *Classroom Management Workshop: Building your Behavioral Toolbox*. Presenter for a half-day workshop for the East Mississippi Center for Educational Development and Mississippi State University Meridian, Meridian, MS.

Stratton, K.K. (2014, January) *Evaluating your treatment options: Avoiding the potential dangers associated with complementary and alternative treatment methods*, Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.

Stratton, K.K. (2014, January) *Use of Visuals: The Do's and Don'ts*, Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.

Stratton, K.K. (2014, January) *Preference Assessments: Determining what your child/student likes*, Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.

Stratton, K.K. (2014, January) *Sleep Hygiene: Preparing for child/student for a good night's sleep*, Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.

PROFESSIONAL PRESENTATIONS (*Students in Italics*)

International Conferences

Huff, M., Ripple, H., **Stratton, K.**, Smith, H., Bates-Brantley, K. (2024). *Evaluating Trial-Based Functional Analyses of Inappropriate Mealtime Behavior: Comparing Identified Functions Across Functional Analysis Methods*. Poster presentation at the 18th Annual ABAI Autism Conference, Las Vegas, NV.

Stratton, K.K. (2023). *Bulldog CHARGE syndrome research lab updates*. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.

Stratton, K.K., Ressler, J., & McHenry, R. (2023). *Adults in CHARGE syndrome*. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.

Stratton, K.K., Ressler, J., & Moss, J. (2023). *Picking your priorities: Walking, talking, what should you pick first?* Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.

Stratton, K.K., & Anderson, M. (2023). *IEP Pro: The ins and outs of an IEP*. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.

Stratton, K.K., Powell, C., & McHenry, R. (2023). *Behavior challenges: What is the behavior communicating and how do you respond?* Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.

Stratton, K.K. (2023). *The how and when: Telling your child they have CHARGE syndrome*. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.

Anderson, M.A., Bonner, L., & Stratton, K.K. (2023). *Transitioning out of high school: Where do we go from here?* Poster presented at the 15th International CHARGE Syndrome Conference, Orlando, FL.

Powell, C., Bonner, L., Williams, A., Ressler, J., Moss, J., McHenry, R., & Stratton, K.K. (2023). *What do we need to know? Survey outcomes for supporting adults with CHARGE*. Poster presented at the 15th International CHARGE Syndrome Conference, Orlando, FL.

Weldon, M.A., Huff, M., & Bobak, H., Stratton, K., & Bates-Brantley, K. (March, 2021). *Using the picture exchange communication system in the school setting for a child with autism spectrum disorder and deafness*. Poster presented at the Applied Behavior Analysis International Autism Conference, Virtual Format.

Givens, A., Quintero, L., Ferrigno, M., Fairchild, L., White, A., Gadke, D., & Stratton-Gadke, K. (2020, February). *A comparison of math interventions to improve math calculation skills of adolescents with Autism Spectrum Disorder*. Poster presentation accepted at the 2020 Annual Conference of the Association for Behavior Analysis International Autism, Miami, FL.

- Ripple, H. & **Stratton, K.K.** (2019, July). *Linking assessment to intervention: Functional analyses and CHARGE*. Platform presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Quintero, L., Fairchild, L. & **Stratton, K.K.** (2019, July). *ABA, Cognitive-behavior therapy, or word of mouth: What treatment is right?* Platform presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Johnson, K., Mathis, E., & **Stratton, K.K.** (2019, July). *Looking and feeling like a pro: Preparations for walking into the IEP meeting*. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- Stratton, K.K.** & Kirk, J. (2019, July). *Sex hormones, puberty, and teaching safe sexuality*. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- Stratton, K.K.** (2019, July). *CHARGE Adult Workshop*. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- Grant, H., Hurley, M.A., & **Stratton, K.K.** (2019, July). *“CHARGE syndrome is only a part of you!”: How and when to tell your child they have CHARGE syndrome*. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- Stratton, K.K.** & McKee, A. (2019, July). *“I wish they could tell me what they need:” Increasing communication through behavior*. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- Fairchild, L., Sorrell, J., & **Stratton, K.K.** (2019, July). *Are parents satisfied? The ins and outs of IEP goals*. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Mathis, E. & **Stratton, K.K.** (2019, July). *Assessing the quality of behavior services for students with CHARGE syndrome*. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Mathis, E. & **Stratton, K.K.** (2019, July). *Examining attitudes toward sexuality in CHARGE syndrome*. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Sorrell, J. & **Stratton, K.K.** (2019, July). *Physical education accommodations: Is your child receiving assistance?* Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Sorrell, J. & **Stratton, K.K.** (2019, July). *The Bulldog CHARGE Syndrome Research Lab at Mississippi State University*. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.

- White, A., Ferrigno, M., Lipscomb, A. H., **Stratton, K.K.**, Gadke, D., & (2019, January). *Targeting sight word acquisition through use of evidence-based interventions for a child with autism*. Poster presented at the 2019 annual Applied Behavioral Analysis International Autism Conference, San Francisco, CA.
- White, A., Ferrigno, M., Lipscomb, A. H., Gadke, D., & **Stratton K.K.** (2019, January). *Using number cards with manipulatives to increase quantity discrimination identification for a child with autism*. Poster presented at the 2019 annual Applied Behavioral Analysis International Autism Conference, San Francisco, CA.
- McCulla, K., Illapperuma, C., Henington, C., Gadke, D., & **Stratton, K.K.** (2019, January). *Use of different visual markers to reduce word skipping*. Poster presented at the 13th Annual Autism Conference Association for Applied Behavior Analysis International, San Francisco, CA.
- Trice, S., Ferrigno, M., Clarke, A., Creviston, J., Gadke, D., & **Stratton, K.K.** (2019, January). *Increasing communication using power cards and skillstreaming for a non-verbal adolescent with autism*. Poster presented at the 13th Annual Autism Conference Association for Applied Behavior Analysis International, San Francisco, CA.
- Ferrigno, M., Trice, S., Clarke, A., McCulla, K., Stratton-Gadke, K., & Gadke, D. (2019, January). *Using power cards and skillstreaming to increase social skills in adolescents with autism*. Poster presented at the 13th Annual Autism Conference Association for Applied Behavior Analysis International, San Francisco, CA.
- Ferrigno, M. & **Stratton, K.K.** (2018, May). *Do social behaviors matter in educational settings? The case of CHARGE syndrome*. Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- Ripple, H. & **Stratton, K.K.** (2018, May). *What makes a good goal anyway? Measurability of educational goals and parent perceptions in CHARGE syndrome*. Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- Anderson, M. & **Stratton, K.K.** (2018, May). *The family in CHARGE: What do we know?* Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- McCulla, K. & **Stratton, K.K.** (2018, May). *Bulldog CHARGE Syndrome Research Lab Updates*. Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.

- Wu, S., White, A., & **Stratton, K.K.** (2018, February). *Evaluating the effect of positive reinforcement and visual timer on increasing task compliance*. Poster presented at the 2018 annual Applied Behavioral Analysis International Autism Conference, Miami, FL.
- Ripple, H., **Stratton, K.K.**, & Gadke, D.L. (2018, February). *Stranger danger: An anti-abduction intervention for a child with autism spectrum disorder*. Poster presented at the 2018 annual Applied Behavioral Analysis International Autism Conference, Miami, FL.
- Mathis, E.S., Driskell, W., Powell, M.B., Lipscomb, A.H., Ripple, H.E., Gadke, D.L., & **Stratton, K.K.** (2018, January). *Examining the effectiveness of preschool life skills in verbal children with autism*. Poster presented at the Applied Behavior Analysis International Autism Conference, Miami, FL.
- Lipscomb, A. H., Clarke, A., Cruz-López, I., Mathis, E. S., Ripple, H. E., Gadke, D. L., & **Stratton, K. K.** (2018, Feb). *Examining the effectiveness of preschool life skills in nonverbal children with autism*. Poster presented at the Applied Behavior Analysis International Autism Conference, Miami, FL.
- Stratton, K. K.**, Ripple, H. E., Sully, M., & Anderson, M. (2017, July). *Individualized education plans and family demographics in CHARGE*. Platform presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Ripple, H. E. & **Stratton, K. K.** (2017, July). *The CHARGE IEP: What have we learned?* Platform presentation at the 13th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- Hudson, A., **Stratton, K. K.**, & Blake, K. (2017, July). *A new feeding scale for use in CHARGE syndrome*. Platform presentation at the 13th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- Stratton, K. K.** & Gadke, D. L. (2017, July). *Behavior in the school setting*. Platform presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Stratton, K. K.** & Gadke, D. L. (2017, July). *Adult workshop for individuals with CHARGE syndrome: Sexuality, decision making, and use of social media*. Workshop presented at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Ripple, H. E., Dowdy, J., Kesler, O., Johnson, K., & **Stratton, K. K.** (2017, July). *Examining the measurability and attainability of IEP goals in CHARGE syndrome*. Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Ripple, H. E., Struna, E., Ferrigno, M., Johnson, K., & **Stratton, K. K.** (2017, July). *IEP transition plans for individuals with CHARGE syndrome*. Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.

- Illapperuma, C.R., Parker, J., Eddy, M., Mathis, E.S., Blake, A.C., & Stratton, K.K.* (2017, July). *Overview of sexuality education*. Poster Presentation at the 13th International CHARGE Syndrome Conference. Orlando, FL.
- Driskell, W.D., McPhail, L., Ripple, H. R., Kilbert, T., & Stratton K.K.* (2017, July). *CHARGE Syndrome and the IEP: What do parents think?* Poster Presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Mathis, E.S., Clarke, A.B., Eddy, M., Illapperuma C.R., & Stratton, K.K.* (2017, July). *Let's talk about sex: Implications for future research in sexuality education*. Poster Presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Sully, M., Anderson, M., & Stratton K.K.* (2017, July). *What makes up a family in CHARGE: Family dynamics and demographics*. Poster Presentation at the 13th International CHARGE Syndrome Conference. Orlando, FL.
- Ferrigno, M., Ripple, H., Anderson, M., Kilbert, T., Trice, S., Grant, H., & Stratton, K.K.* (2017, July). *You Asked, We Listened: What's missing on the IEP for students with CHARGE?* Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Struna, E., Ripple, H., Cosgriff, A., Driskell, W., Trice, S., Kilbert, T., & Stratton, K.K.* (2017, July) *The CHARGE IEP: What Accommodations and Rulings are Common?* Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Anderson, M., & Stratton, K.K.* (2017, July). *The Bulldog CHARGE Syndrome Research Lab at Mississippi State University*. Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Wu, S., Ferrigno, M., & Stratton, K.K.* (2017, May). *A comprehensive reading intervention for children with disabilities*. Contributor: Lipscomb, A. H. Poster presented at the 43th Annual Association for Behavior Analysis International, Denver, CO.
- Clarke, A., Butts, M. & Stratton, K.K.* (2017, May). *Teaching quantity discrimination to a child with Autism*. Poster presented at the 43th Annual Association for Behavior Analysis International, Denver, CO.
- Ripple, H., Stratton, K.K., Gadke, D.L., & Anderson, M.* (2017, May). *The use of a brief functional analysis with an individual with deaf-blindness*. Poster presented at the 43th Annual Association for Behavior Analysis International, Denver, CO.
- Hudson, A., Stratton, K.K., Hatchette, J., & Blake, K.* (2017, May). *Development of a new feeding scale for use in CHARGE syndrome and implications for its use in autism and other genetic conditions*. Poster presented at the Canadian Paediatric Society 94th Annual Conference, Vancouver, British Columbia.

- Morton, R.C., & Stratton, K.K. (2016, May). Implementation of Interdependent Group Contingency in Secondary Education Resource Classroom. Poster presented at the annual Applied Behavioral Analysis International, Chicago, IL.*
- Butts, M. M., Smith, H. M., Sidwell, M. D., Gadke, D. L., & Stratton, K. K. (2016, January). Implementation of the STAR curriculum with children with Autism in a clinical setting. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.*
- Butts, M. M., Gadke, D. L., & Stratton, K. K. (2016, January). Analyzing the difference of interventions on prompted and unprompted requests with a child with Autism. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.*
- Butts, M. M., Gadke, D. L., & Stratton, K. K. (2016, January). The prevalence of applied behavior analysis in the world of twitter. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.*
- Ripple, H. E., Sully, M., Cosgriff, A., Wu, S., Tritley, J., Sidwell, M. D., Gadke, D. L., & Stratton, K. K. (2016, January). Using a Prompting Hierarchy as a Social Skills Intervention for Children with Autism. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.*
- Smith H. M., Sidwell, M.D., Butts, M.M., McGrew, S., Reid, D., Morton, R., Gadke, D. L., & Stratton, K.K. (2016, January). Alternating Topographies of Instruction and Implications for Acquiring Social Skills in Children with Autism Spectrum Disorder. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.*
- Sully, M., Smith, H. M., Gadke, D. L., & Stratton, K. K. (2016, January). The Acquisition of Quantity Discrimination Skills in two Elementary Students with Disabilities. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.*
- Stratton, K.K.** (2015, August). *Pain and coping: Identifying and easing pain.* Platform presentation accepted at the International CHARGE Syndrome Professionals Day Conference, Schaumburg, IL.
- Stratton, K.K.** & Kirk, J. (2015, August). *Sex hormones and teaching safe sexuality in CHARGE.* Platform presentation accepted at the International CHARGE Syndrome Professionals Day Conference, Schaumburg, IL.
- Stratton, K.K.** (2015, August). *How to talk to your child about having CHARGE.* Platform presentation accepted at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.

- Stratton, K.K.** & Gadke, D.L. (2015, August). *Young adult share*. Platform presentation accepted at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Stratton, K.K.** & Gadke, D.L. (2015, August). *Keeping it Simple: Strategies for Managing Behavior*. Platform presentation accepted at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Stratton, K.K.,** Ripple, H., Sidwell, M., Smith, H., Sully, M., & Keller, D. (2015, August). *The Bulldog CHARGE Syndrome Research Lab at Mississippi State University*. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Ripple, H., **Stratton, K.K** & Gadke, D.L. (2015, August). *How do we raise awareness for CHARGE? A study of Facebook and Twitter outcomes*. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Sidwell, M., Smith, H., **Stratton, K.K** & Gadke, D.L. (2015, August). *CHARGE syndrome and characteristics of autism spectrum disorder: Examining similarities and differences*. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Keller, D., Sully, M., & **Stratton, K.K** (2015, August). *CHARGE syndrome and parental relationships*. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Smith H. M., Sidwell, M.D., Butts, M.M., Lancaster, A.M., Mullins, S., Gadke, D. L., & **Stratton, K.K** & Henington, C. (2015, January). *Analysis of instructional activities on the acquisition of social skills for children with ASD*. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.
- Sidwell, M. D., Butts, M., Mullins, S., Gadke, D. L., & **Stratton, K.K** (2015, January). *A preliminary investigation of the autism social skills profile in a field based setting*. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.
- Morton, R., Gadke, D., Henington, C., & **Stratton, K.K** (2015, January). *An analysis of time delay procedures using the acquisition of sight word fluency*. Poster presented at the ninth annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.
- Morton, R., Gadke, D., Henington, C., & **Stratton, K.K** (2015, January). *A preliminary investigation of effective reading interventions for a child with autism spectrum disorder*. Poster presented at the ninth annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.

- Stratton, K.K.** (2013, July) *Sexuality issues for children and adolescents with CHARGE*. Platform presentation at 11th International CHARGE Syndrome Conference, Costa Mesa, Arizona.
- Stratton, K.K.** (2013, July) *For Professionals: How to identify pain and the relationship of pain to challenging behaviors*. Platform presentation at 11th International CHARGE Syndrome Conference, Costa Mesa, Arizona.
- Stratton, K.K.** (2013, July) *For Families: How to identify pain and the relationship of pain to challenging behaviors*. Platform presentation at 11th International CHARGE Syndrome Conference, Costa Mesa, Arizona.
- Stratton, K.K.** (2011, July) *For Professionals: Identifying the “P” in CHARGE, The relationship of pain and challenging behavior*. Platform presentation at the 10th International CHARGE Syndrome Conference, Orlando, Florida.
- Stratton, K.K.** (2011, July) *Identifying the “P” in CHARGE, The relationship of pain and challenging behavior*. Platform presentation at the 10th International CHARGE Syndrome Conference, Orlando, Florida.
- Nacarato, T., Hartshorne, T.S. & **Stratton, K.K.** (2011, July). *Adolescent development in CHARGE syndrome: Six cases*. Poster presentation at the 10th International CHARGE Syndrome Conference, Orlando, Florida.
- Hartshorne, T.S., Brown, D.M., & **Stratton, K.K.** (2010, October) *For Educators: Strategies for supporting the development of children with disabilities and unique behaviors*. Training presentation at the Royal Institute for Deaf and Blind Children, Sydney, Australia.
- Hartshorne, T.S., Brown, D.M., & **Stratton, K.K.** (2010, October) *For Therapists: Strategies for supporting the development of children with disabilities and unique behaviors*. Training presentation at the Royal Institute for Deaf and Blind Children, Sydney, Australia.
- Hartshorne, T.S., Brown, D.M., & **Stratton, K.K.** (2010, October) *For Parents: Strategies for supporting the development of children with disabilities and unique behaviors*. Training presentation at the Royal Institute for Deaf and Blind Children, Sydney, Australia.
- Stratton, K.K.**, & Hartshorne, T.S. (2009, July) *Investigation of Pain and Stress: The Case of CHARGE Syndrome*. Platform presentation at the 9th International CHARGE Syndrome Conference, Bloomingdale, IL.
- Stratton, K.K.** (2009, July). *Identification of pain in CHARGE Syndrome*. Poster session at the 1st International CHARGE Syndrome Conference for Professionals, Bloomingdale, IL.

Hartshorne, T.S., & **Stratton, K.K.** (2009, July). *Prevalence of genetic testing in CHARGE Syndrome*. Poster session at the 1st International CHARGE Syndrome Conference for Professionals, Bloomington, IL.

Stratton, K.K. (2008, October). *Stress and Pain in CHARGE Syndrome*. Platform presentation at the CHARGE Syndrome Association of Australasia, Christchurch, New Zealand.

Stratton, K.K., & Hartshorne, T.S. (2007, July). *What's there to stress about? The case of CHARGE*. Presentation at 8th International CHARGE Syndrome Conference, Costa Mesa, CA.

Stratton, K.K., & Hartshorne, T.S. (2006, May). *Sources of Stress in CHARGE Syndrome: Preliminary Results*. Poster session presented at annual meeting of the North American Society of Adlerian Psychology, Chicago, IL.

National Conferences

Stratton, K., Ferrigno, M., & Jones, P. (2024, February). *Pediatric Medical Trauma Stress and Schools: Supporting Families in Crisis*. Paper sessions accepted at the National Association of School Psychologists Convention, New Orleans, LA.

Beamon, O., Donald, M., Sorrell, J., & **Stratton, K.** (2022, February). *Driving with ASD: Using Stimulus Fading to Teach Driving Facts*. Poster session presented at National Association of School Psychologists Convention, Boston, MA.

Savoy, S., Fairchild, L., Guo, J. and **Stratton, K.K.** (2021, February). *Increasing labeling for students with autism: Stimulus set size matters*. Poster accepted at the National Association for School Psychologists Conference.

Quintero, L.M., Anderson, M., and **Stratton-Gadke, K.** (2020, August) *Using behavior analysis to promote adulting in a post-secondary setting*. Poster presented at the Women in Behavior Analysis Conference, Virtual.

Sorrell, J. R., Fairchild, L., **Stratton, K. K.** (2020, February). *Views of parents with medically complex students: IEP satisfaction*. Poster presentation at the National Association for School Psychologists Conference, Baltimore, MD.

Dowdy, J., Ferrigno, M., **Stratton, K. K.**, & Utley, A. (2020, February). *Using modified power cards to increase joining in*. Poster presentation at the National Association for School Psychologists Conference, Baltimore, MD.

Givens, A., **Stratton, K. K.**, & Trice, S. (2020, February). *Repeated reading treatment package: Improving secondary students' reading fluency*. Poster presentation at the National Association for School Psychologists Conference, Baltimore, MD.

- Farmer, R. L., Gadke, D. L., & **Stratton, K. K.** (2019, February). *Strategies for functional analysis and function-based interventions*. Mini-skills presentation for the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Clarke, A. B., Fairchild, L. A., **Stratton, K. K.** (2019, February). *The effects of video self-modeling on childhood compliance*. Poster presented at the annual Convention for the National Association of School Psychologists, Atlanta, GA.
- Mathis, E.S., & **Stratton, K.K.** (2019, February). *Assessing the quality of behavior services for medically complex students*. Poster presented at the National Association of School Psychologist 2019 Annual Convention, Atlanta, GA
- Fairchild, L., Spencer, J., & **Stratton, K.** (2019, February). *Pica, Poison, and Assessment: School Psychologists Versus Caregivers as Assessors*. Poster presented at the Annual Convention for the National Association of School Psychologists, Atlanta, GA.
- Gadke, D.L., Pendergast, L., Sullivan, A. & Saeki, E. (2018, August). *Acquiring Foundation and Non-traditional Grant Funding*. In **K.K. Stratton** (Chair), Symposium conducted at the meeting of the American Psychological Association, San Francisco, CA.
- Wu, S., Ferrigno, M., & **Stratton, K.K.** (2018, February). *Effect of A Multicomponent Group Reading Fluency Intervention*. Paper presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Gadke, D. L. & **Stratton, K. K.** (2018, February). *Why so severe: Using Functional Analysis to Develop Behavior Interventions*. Mini skills presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Wu, S., Ferrigno, M., Lipscomb, A. H., & **Stratton, K.K.** (2018, February). *A Responsive and Comprehensive Reading Intervention for Children with ADHD*. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Ripple, H., Anderson, M., & **Stratton, K. K.** (2018, February). *Building IEPs for Students with Combined Vision and Hearing Loss*. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Ripple, H., Anderson, M., & **Stratton, K. K.** (2018, February). *Stranger Danger: An Anti-Abduction Intervention for a Child with ASD*. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Ferrigno, M., Anderson, M., & **Stratton, K. K.** (2018, February). *IEP Satisfaction Among Parents With Medically Complex Children*. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.

Lipscomb, A. H., Sully, M., **Stratton, K. K.**, Cosgriff, A., Kilbert, T. (2018, February). *Autism: Increasing Compliance in Two or Three Steps*. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.

Mathis, E., & **Stratton, K. K.** (2018, February). *Reducing Unique Inappropriate Social Behaviors Through a Self-Monitoring Intervention*. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.

Kilbert, T., Struna, E., & **Stratton, K. K.** (2018, February). *More Than a Stethoscope: IEPs and the Roles of Nurses*. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.

Bernheim, M., Smith, H., **Stratton, K** & Gadke, D. (2017, February). *Stop the interruptions! An intervention to decrease interrupting behaviors*. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.

Clarke, A., Butts, M., **Stratton, K.**, Gadke, D. (2017, February). *Teaching quantity discrimination to a child with autism*. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.

Mathis, E., Smith, H. & **Stratton, K.** & Gadke, D. (2017, February). *Time's Up! An intervention to decrease problem behaviors during transitions*. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.

Smith, H., **Stratton K.**, & Gadke, D. (2017, February). *Increasing positive sportsmanship behavior in an elementary student with ADHD*. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.

Butts, M.M., Gadke, D.L., & **Stratton, K.K** (2016, February). *The Prevalence of Autism in the World of Twitter*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

Ripple, H. & **Stratton, K.K** (2016, February). *Evaluating the content of IEPs for Students who are DeafBlind*. Poster presented at the Annual Convention for the National Association of School Psychologist, New Orleans, LA.

Morton, R.C., & **Stratton, K.K.** (2016, February). *Game on: Group Contingency Improves Behavior in H.S. Classroom*. Poster presented at the Annual Convention for the National Association of School Psychologist, New Orleans, LA.

Sully, M., Smith, H. M., Gadke, D. L., & **Stratton, K.K** (2016, February). *The Acquisition of Quantity Discrimination Skills in two Elementary Students with Disabilities*. Poster presented at the Annual Convention for the National Association of School Psychologist, New Orleans, LA.

Sidwell, M.D., Butts, M.M., Ripple, H.E., Gadke, D.L. & Stratton, K.K (2016, February). *Investigating the autism and social skills profile in a field-based setting*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Gadke, D. L., Kazmerski, J. S., & **Stratton, K.K** (2015, February). *School psychologists in a behavioral world: Considering your BCBA*. Paper presented at the annual National Association of School Psychologists Convention, Orlando, FL.

Sidwell, M.D., Butts, M., & Stratton, K.K (2015, February). Stop the Expulsions: Implementation of PBIS in an Alternative School. Poster presented at the annual National Association of School Psychologists Convention, Orlando, FL.

Sidwell, M.D., Smith, H.M., & Stratton, K.K (2015, February). School-Based Behavioral Consultation: Contingency Contract for Adolescents with ADHD. Poster presented at the annual National Association of School Psychologists Convention, Orlando, FL.

Smith H. M., Sidwell, M.D., Butts, M.M., Lancaster, A.M., Mullins, S., Gadke, D. L., Stratton, K.K & Henington, C. (2015, January). *Analysis of Instructional Activities on the Acquisition of Social Skills for Children with ASD*. Poster presented at the annual Mississippi Association for Autism in the Schools, Jackson, MS.

Hartshorne, T.S., Wachtel, L., & **Stratton, K.K.** (2006, February) *CHARGE Syndrome: An overview including behavioral and educational challenges*. Presentation at the Kentucky Deaf-Blind Project, Lexington, KY.

Hefner, M., Hartshorne, T.S., & **Stratton, K.K.** (2006, December) *CHARGE Syndrome: An overview including behavioral and educational challenges*. Presentation at Indiana Deaf-Blind Project, Indianapolis, IN.

Local Conferences

Wildmon, M. E., Ashurst, A., McAllister, I., & Stratton, K. K. (2025, November). *Bridges to Speak: Empowering non-speaking students through AAC in the classroom*. Paper presented at the 37th Annual MH/IDD Joint Conference, Biloxi, MS.

Moss, J., Williams, M., Wildmon, M.E., Sidwell, M.D., Herbstrith, J.C., & Stratton, K.K. (2024). *Special education and AAC devices: Teachers' perspectives on training needs and support*. Midsouth Educational Research Association Conference (MSERA), Chattanooga, TN.

Williams, M., Moss, J., Wildmon, M.E., Herbstrith, J.C., Sidwell, M.D., & Stratton, K.K. (2024). *Exploring AAC device use in special education: Insights from teachers' perspectives*. Midsouth Educational Research Association Conference (MSERA), Chattanooga, TN.

- Moss, J., Williams, M., Wildmon, M., Sidwell, M., Herbstrith, J., & **Stratton, K.** (2024, March 21-22). *Special Education and AAC Devices: Teachers' Perspectives on Training Needs and Support* [Poster Presentation]. Mississippi Association of Psychology in the Schools (MAPS) Conference, Meridian, MS.
- Williams, M., Moss, J., Wildmon, M., Herbstrith, J., Sidwell, M., & **Stratton, K.** (2024, March 21-22). *AAC Device Use in Special Education: Insights From Teachers' Perspectives* [Poster Presentation]. Mississippi Association of Psychology in the Schools (MAPS) Conference, Meridian, MS.
- Sorrell, J., Beamon, O., Donald, M. & **Stratton, K.** (2021, October). *Driving with ASD: Using stimulus fading to teach driving facts*. Poster session presented at the Graduate Student Research Symposium, Starkville, MS.
- Sorrell, J., Beamon, O., & **Stratton, K.** (2021, February). *Using Virtual Discrete Trial Training to Teach Emergency Contact Information*. Poster session presented at the Graduate Student Research Symposium, Starkville, MS.
- Sorrell, J., Fairchild, L., Quintero, L., **Stratton, K.** (2020, November). *Self-injury in individuals with CHARGE syndrome*. Poster session presented at the Behavior Analysts Association of Mississippi Conference, Virtual.
- Anderson, M., Meyers, L. & **Stratton, K.K.** (2020, March). *Increasing Stranger Safety Skills in Transition Age Students with Intellectual Disabilities*. Presentation presented at Mississippi Association of Psychology in Schools. Starkville, MS
- Stratton, K.K.**, Moore, J.E., Thomas-Johnson, E., Williamson, S., & Thurman, K. (2019, March). *Ethical violations: How to avoid them!* Presentation at the Behavior Analysis Association of Mississippi Conference, Flowood, MS.
- Ferrigno, M. & **Stratton, K.K.** (2019, March). *Using power cards and sills streaming to increase social skills in adolescents with autism*. Poster presented at the Behavior Analysis Association of Mississippi Conference, Flowood, MS.
- Barry, N. Kilbert, T., Anderson, M., **Stratton, K.K.**, & Gadke, D. L. (2019, March). *Increasing social skills in pre-schoolers using PLS*. Presentation at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.
- Stratton, K.K.**, Moore, J.E., Thomas-Johnson, E., Williamson, S., & Boyd, N. (2018, March). *Licensure updates and areas of responsibilities for behavior analysts: Mississippi Autism Board*. Panel presented at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.
- Lipscomb, A.H. & **Stratton, K.K.** (2018, March). *Autism: Increasing Compliance in Two or Three Steps?* Poster presented at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.

- Powell, M. B., Clarke, A. B., Hurley, M. A. **Stratton, K. K.**, & Gadke, D. L. (2018, March). *Functional Communication Training to Decrease Self-Injurious Behaviors*. Poster presented at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.
- Kilbert, T., Struna, E., & **Stratton, K. K.** (2018, Feb). *More Than a Stethoscope: IEPs and the Roles of Nurses*. Poster presentation at the Mississippi Association for Psychologists in the Schools 2018 Annual Convention, Starkville, MS.
- Johnson, K., Grant, H., Kesler, O., McPhail, L., Ripple, H., & **Stratton, K.K.** (2017, April). *Who Comprises The IEP Team in CHARGE Syndrome?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Struna, E., Anderson, M., Ripple, H., & **Stratton, K.K.** (2017, April). *CHARGE Syndrome IEP and Special Education Accommodations*. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Grant, H., Johnson, K., Kesler, O., McPhail, L., Ripple, H., & **Stratton, K.K.** (2017, April). *Provision of appropriate Special Education Services in CHARGE: Does eligibility category make a difference?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- McPhail, L., Grant, H., Johnson, K., Kesler, O., & **Stratton, K.K.** (2017, April). *Do children with CHARGE Syndrome have a Behavioral Intervention Plan?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Kilbert, T., Trice, S., Ripple, H., & **Stratton, K.K.** (2017, April). *More Than Just a Stethoscope: The Roles of Nurses for Students with CHARGE*. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Dowdy, J., Kilbert, T. Ripple, H., & **Stratton, K.K.** (2017, April). *IEP Goals and CHARGE Syndrome: Are they measurable?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Ferrigno, M., Struna, E., Ripple, H., & **Stratton, K.K.** (2017, April). *The Importance of Social Skills and Peer Relationships for Students with CHARGE Syndrome*. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Anderson M., Ferrigno M., Ripple H., & **Stratton K.K.** (2017, April). *Are Advocates needed for IEPs in CHARGE Syndrome?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Trice, S., Struna, E., Ripple, H., & **Stratton, K.K.** (2017, April). *Parental Satisfaction with IEPs in CHARGE*. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.

- Kesler, O., Anderson, M., Ripple, H. & **Stratton, K.K.** (2017, April). *Is Genetic Testing Growing in CHARGE Syndrome?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Mathis, E.S., Tackitt, K., & **Stratton, K. K.** (2017, March). *Implementing a self-monitoring intervention to decrease immature speech.* Poster presented at the Behavior Analysis Association of Mississippi Convention, Hattiesburg, MS.
- Ripple, H. E., **Stratton, K.K.**, & Gadke, D.L. (2017, March). *The use of a brief functional analysis with an individual with deaf-blindness.* Presentation at the Behavior Analysis Association of Mississippi conference, Hattiesburg, MS.
- Lipscomb, A.H. & **Stratton, K.K.** (2017, March). *Increasing On-Task Behavior in a Student with Attention Deficit Hyperactivity Disorder Using a Self-Monitoring Checklist.* Poster presented at the Behavioral Analysis Association of Mississippi Conference, Hattiesburg, MS.
- Ripple, H.E., **Stratton, K.K.**, & Gadke, D.L. (2017, March). *The use of a brief functional analysis with an individual with deaf-blindness.* Oral Presentation at the Graduate Student Research Symposium, Mississippi State, MS.
- Lipscomb, A.H. & **Stratton, K.K.** (2017, March). *Increasing On-Task Behavior in a Student with Attention Deficit Hyperactivity Disorder Using a Self-Monitoring Checklist.* Poster presented at the annual Graduate Student Research Symposium, Starkville, MS.
- Mathis, E.S., Gadke, D.L., & **Stratton K.K.** (2017, March). *Changing typography to improve reading fluency in individuals who engage in vocal stereotypy.* Oral presentation accepted at the Graduate School Association Symposium, Starkville, MS
- Smith, H., Lipscomb, A.H., **Stratton, K.K.** & Gadke, D.L. (2016, April). *Increasing Positive Sportsmanship Behavior in an Elementary Student with ADHD.* Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.
- Bernheim, M. Smith, H., **Stratton, K.K.**, & Gadke, D.L. (2016, April) *Stop the Interruptions!: An intervention to decrease interrupting behaviors of a child with Jacobsen syndrome.* Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.
- McCulla, K., Smith, H., **Stratton, K.K.** & Gadke, D.L. (2016, April). *Increasing Prerequisite Skills for Toilet Training in Children with Autism Spectrum Disorder.* Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

Ripple, H. & **Stratton, K.K.** (2016, April). *Evaluating the content of IEPs for Students who are DeafBlind*. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

Butts, M., Gadke, D.L., & **Stratton, K.K.** (2016, April). *The Prevalence of Autism in the World of Twitter*. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

Morton, R.C., & **Stratton, K.K.** (2016, April). *Implementation of Interdependent Group Contingency in Secondary Education Resource Classroom*. Poster presented at the 14th annual Graduate Student Research Symposium, Mississippi State, MS.

Ripple, H. & **Stratton, K.K.** (2016, April). *Evaluating the content of IEPs for Students who are DeafBlind*. Poster presented at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.

Butts, M.M., Gadke, D.L., & **Stratton, K.K.** (2016, April). *The Prevalence of Autism in the World of Twitter*. Oral presentation at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.

Smith, H.M., Sidwell, M.D., Butts, M.M., Lancaster, A.L., Mullins, S., Gadke, D.L., **Stratton, K.K.**, & Henington, C. (2015, March). *Analysis of Instructional Activities on the Acquisition of Social Skills for Children with ASD*. Poster presented at the Graduate Student Research Symposium, Mississippi State, MS.

Sidwell, M.D., Butts, M.M., Mullins, S., Gadke, D.L., & **Stratton, K. K.** (2015, March). *A preliminary investigation of the autism social skills profile in a field based setting*. Poster presented at the Graduate Research Symposium, Mississippi State, MS.

Morton, R., Gadke, D., Henington, C., & **Stratton, K.K.** (2015, March). *An Analysis of Time Delay Procedures Using the Acquisition of Sight Word Fluency*. Poster presented at the thirteenth annual Graduate Research Symposium, Starkville, MS.

Morton, R., Gadke, D., Henington, C., & **Stratton, K.K.** (2015, March). *A Preliminary Investigation of Effective Reading Interventions for a Child With Autism Spectrum Disorder*. Poster presented at the thirteenth annual Graduate Research Symposium, Starkville, MS.

Sidwell, M.D., Smith, H.M., & **Stratton, K.K.** (2015, February). *School-Based Behavioral Consultation: Contingency Contract for Adolescents with ADHD*. Poster presented at the annual Mississippi Association of School Psychologists Conference, Jackson, MS.

Stratton, K.K. (2014, July). *Managing Behavior for Preschool Children With and Without Disabilities*. Presentation at the Early Childhood Education Conference, Natachez, MS.

Stratton, K.K. (2014, June). *Parent Share: Changes over the lifespan and what to know next*.

Presentation at the T.K. Martin Center for Technology and Disability Camp Jabber Jaw, Mississippi State, MS.

Stratton, K.K. (2014, June). *Sexuality and the non-vocal child*. Presentation at the T.K. Martin Center for Technology and Disability Camp Jabber Jaw, Mississippi State, MS

Stratton, K.K. & Hartshorne, T.S. (2011, April). *Initial Validation of a Non-vocal Multidimensional Pain Assessment Instrument for Individuals with CHARGE Syndrome: Preliminary Results*. Poster presented at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.

Nacarato, T., Hartshorne, T.S., & **Stratton, K.K.** (2011, April). *Adolescent Development in CHARGE Syndrome*. Poster session at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.

Stratton, K.K., & Hartshorne, T.S. (2010, April). *Identifying Pain in CHARGE Syndrome*. Poster session at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.

Stratton, K.K., & Hartshorne, T.S. (2009, April) *Prevalence of Genetic Testing in CHARGE Syndrome*. Poster session at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.

Stratton, K.K., & Hartshorne, T.S. (2007, April). *What's there to stress about? The case of CHARGE Syndrome*. Poster session presented at the Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.

Stratton, K.K., & Hartshorne, T.S. (2006, October). *Sources of Stress in CHARGE Syndrome*. Poster session presented at Undergraduate Research & Creative Endeavors Symposium, Mount Pleasant, MI.

Stratton, K.K., & Hartshorne, T.S. (2006, April). *Sources of Stress in CHARGE Syndrome*. Poster session at Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.

Stratton, K.K., Brown, S., Uyttendaele, C., Gerwig, J., & Kinney, D. (2006, April). *Mount Pleasant Young Teens Network: Moving the Teen Center Closer to Reality*. Poster session at Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.

Leshk, A., Hartshorne, T.S., Morgan, S., & **Stratton, K.K.** (2006, April). *Intervention for Challenging Behavior in CHARGE Syndrome: A Case Study*. Poster session at Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.

INVITED LECTURES

- Stratton, K.K.**, (2020, October). *Severe Disabilities: What you should consider*. Guest lecture for Individual Differences in Educational Psychology. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2020, May). *CHARGE Syndrome & Low Incidence Disabilities*. Guest lecture for Child Psychopathology and Low Incidence Disabilities. Temple University, Philadelphia, PA.
- Stratton, K.K.** (2019, November). *Pain Identification and Coping for Children*. Guest lecture for Advanced Behavior Interventions. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2019, November). *The Many Complexities of CHARGE Syndrome*. Guest presenter for the Department of Kinesiology Research Symposium. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2019, February). *Preparing for Graduate School, Personal Statements and more!* Guest lecture for undergraduate educational psychology special topics course. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2018, March). *Autism and Other Disabilities in the Clinical Setting*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2018, March). *Careers in Applied Behavior Analysis*. Guest lecture for undergraduate behavior modification course (PSY 3363). Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2017, November). *Autism and Developmental Disabilities: Implications for your future profession*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2017, November). *Serving Individuals with Severe Disabilities: CHARGE Syndrome Case Example*. Guest lecture for undergraduate educational psychology of individual differences course. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2017, April). *ASD & Other Disabilities: Preparing Future Clinicians*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2016, October). *Autism Spectrum Disorder: Preparing for Clinical Work*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- Stratton, K.K.** (2016, April). *Students with Autism and Global Behavior Concerns*

Guest lecture for pre-service field-placed teachers Classroom Management Seminar, Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2016, April). *Autism and Treatment Strategies for Pre-Professionals*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2016, February). *Effective Communication: Understanding Perspectives 101*. Montgomery Leadership Program. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2015, November). *Pediatric Pain: Assessment and Intervention*. Guest lecture for Advanced Behavior and Cognitive Interventions. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2015, November). *Maintaining Appropriate Sleep Hygiene*. Guest lecture for ACCESS Program. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2015, November). *Autism, Fitness, & Treatment Approaches*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2015, November) *Understanding Students with Autism and Behavior Concerns*. Guest lecture for pre-service field-placed teachers Classroom Management Seminar, Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2015, April). *Autism Spectrum Disorder and Other Disabilities: What Nurses Need to Know*. Guest lecture for the Student Nurses' Association at Mississippi University for Women, Columbus, MS.

Stratton, K.K. (2015, April). *Autism Awareness Month: What do I need to know about ASD?* Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2014, November). *Assessing and Treating Recurrent Pain in Children*. Guest lecture for Advanced Behavior and Cognitive Interventions. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2014, November). *Genetics and Low-Incidence Disabilities: What you need to know*. Guest lecture for Psychology of Individual Differences and Exceptional Abilities. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2014, October). *Autism & Treatment*. Guest lecture for undergraduate senior Professional Seminar in Exercise Science. Mississippi State University, Mississippi State, MS.

Stratton, K.K. & Sidwell, M. (2014, September) *Autism and Classroom Behavior*. Guest

lecture for pre-service field-placed teachers Classroom Management Seminar, Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2014, April). *Understanding Autism and Classroom Management*. Guest lecture for pre-service field-placed teach Classroom Management Seminar. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2014, March). *Treating a Child with Autism Spectrum Disorder*. Guest lecture for undergraduate Professional Seminar in Exercise Science. Mississippi State University, Mississippi State, MS.

Stratton, K.K. (2013, November). *Treating a Child with Autism Spectrum Disorder*. Guest lecture for undergraduate Professional Seminar in Exercise Science. Mississippi State University, Mississippi State, MS.

COMMITTEE MEMBERSHIPS

- Trainers of School Psychologists, Executive Board Member
 - Trainers of School Psychologists, Advisory Board (2022-2025)
 - Trainers of School Psychologists, Past-President (2021-2022)
 - Trainers of School Psychologists, President (2020-2021)
 - Accomplishments: COVID-19 resource sharing webpage for graduate educators; hosted first ever virtual conference with highest attendance on record; developed and maintain race and diversity resources specific to graduate educators and the field of school psychology; held first virtual CE mini-conference in the fall of 2021; advanced financial stability of the organization through advancements in formalizing a fiscal plan; wrote numerous call to action and statements on behalf of TSP; co-wrote call to action on anti-racism and completed all 1-year action items; supported renewed journal with new co-editors of SPTP
 - Trainers of School Psychologists, President-Elect (2019-2020)
 - Trainers of School Psychologists, Secretary (2017-2019)
 - Trainers of School Psychologists, Co-Webmaster (2017-2023)
 - Trainers of School Psychologists, Conference Planning Committee (2017-present)
 - Trainers of School Psychologists, Early & Mid-Career Faculty Support Network Ad-hoc Committee (2017-2019)
- Mississippi State University
 - Disability Resource Center Faculty Advisory Committee (2023-present)
 - Office of Research and Economic Development
 - Health Research Taskforce (2023-present)
 - College of Education
 - Diversity Committee (2022-present)
 - Box Council (2018-2019)
 - Partnership School Steering Committee (2019-2020)
 - Research Committee (2013-2014 & 2015-2020; 2024)
 - Scholarship Committee (2015-2019)
 - Department of Counseling, Educational Psychology, & Foundations

- Department Curriculum Chair (2018-2019)
- Behavior Analysis Association of Mississippi (BAAMS)
 - Executive Council, ABAI (Applied Behavior Analysis International) Representative/Program Coordinator (2015)
 - Chair of the Communication/Information Committee (2015)
- CHARGE Syndrome Foundation (2018-present)
 - International Conference Program Review Committee (2018- present)

LEADERSHIP APPOINTMENTS/POSITIONS

- Third Re-Appointment by Governor Reeves of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: Four-Year Term (2024-2028)
- Second Re-Appointment by Governor Reeves of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: Four-Year Term (2020-2024)
- Re-Appointment by Governor Bryant of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: Four-Year Term (2016-2020)
 - 2015-2019 Secretary
 - 2019 Chair
- Appointment by Governor Bryant of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: One Year Term (2015-2016), Secretary
- National Association of School Psychology (NASP) Graduate Education Committee (GEC)
 - Chair, Graduate Education Committee (July 2022-2025)
 - Leader, Syllabus Sharing Program (2015-2017)
 - Co-Leader, Program Resource Sharing (2017-2022)
- CHARGE Syndrome Foundation: Clinical Advisory Board (2016-Present)
- Mississippi Vision Hearing Project (Deaf-Blind Project) Advisory Board (2019-present)
- Mississippi Autism Advisory Committee (2021-2025)
- Mississippi State Legislature: Early Intervention Task Force (2024-present)
- New York Deaf Blind Collaborative Expert Advisory Council (2023-present)

RESEARCH SERVICE

Editorial Review Board

School Psychology Training and Pedagogy (formerly Trainers Forum) (October 2014-present)

Journal Reviews

Clinical Genetics (Fall 2016)

School Psychology Training and Pedagogy/Trainers Forum (Fall 2014, Fall 2016, Fall 2017, Fall 2018, 2022-2024)

School Psychology Review (Fall 2014)

Journal of Psychoeducational Assessment (Fall 2014, 2016)

Research in Developmental Disabilities (Spring 2019)

Journal of Applied School Psychology (Summer 2020; Fall 2020; Fall 2021; Spring 2022)

Frontiers in Psychology (Summer 2020)

COURSES TAUGHT

Mississippi State University, Starkville, MS

2014-2022 Assistant/Associate Professor, Counseling & Educational Psychology (School Psychology)

Graduate Courses:

Introduction to School Psychology (EPY 8703)

Advanced Child and Adolescent Development and Psychopathology (EPY 8253)

Supervised Experiences in School Psychology I (EPY 8690)

Supervised Experiences in School Psychology II (EPY 8790)

Seminar in Contemporary School Psychology (Psychopathology; EPY 9723)

Infant and Toddler Assessment (EPY 8123)

Social-Emotional and Behavioral Assessment (EPY 8493)

Advanced Applied Behavior Analysis (EPY 8763)

Psychology of Intellectual Disabilities (EPY 4053)

Personality Adjustment in Educational and Related Settings (EPY 4073)

Psychological Testing in Educationally Related Settings (EPY 8263)

Research/Dissertation (EPY 9000)

Central Michigan University, Mt. Pleasant, MI

2012-2014 Instructor, Off-Campus and Online Programs

Developmental Psychology (PSY 220)

Child & Adolescent Development (PSY 324)

2010-2011 Instructor, Psychology Department, Supervisor: R. VanHorn, Ph.D.

Developmental Psychology (PSY 220)

Graduate School Planning Seminar (HON 102S)

2006 Teaching Assistant, Psychology Department, Supervisor: S. Wagner, Ph.D.

Introduction to Psychology (PSY 100)

MENTORING OF GRADUATE STUDENTS

Chaired/Co-Chaired Dissertations

2016 - 2019 Dissertation co-chair for Amanda Cosgriff (Ph.D. **completed** August 2019)

2016 - 2019 Dissertation co-chair for Hailey Ripple (Ph.D. **completed** August 2019)
 2018 - 2020 Dissertation co-chair for Nashedra Barry (Ph.D. **completed** December 2020)
 2018 - 2020 Dissertation co-chair for Chathuri Illapperuma (Ph.D. **completed** June 2020)
 2018 - 2020 Dissertation co-chair for Alexander Clarke (Ph.D. **completed** June 2020)
 2018 - 2020 Dissertation co-chair for Emily Seals-Mathis (Ph.D. **completed** 2020)
 2018- 2020 Dissertation co-chair for Margaret Powell (Ph.D. **completed** 2020)
 2019-2021 Dissertation chair for Matthew Ferrigno (Ph.D. **completed** 2021)
 2019-2022 Dissertation chair for Megan Anderson (Ph.D. **completed** 2022)
 2019-2021 Dissertation chair for Johnna Dowdy (Ph.D. **completed** 2021)
 2020-2022 Dissertation chair for Lauren Meyers (Ph.D. **completed**, 2022)
 2021-2023 Dissertation chair for Jasmine Sorrell (Ph.D.; **completed**, 2023)
 2021-2023 Dissertation chair for Meredith Huff (Ph.D.; **completed** 2023)

Dissertation Committee Member

2021-2022 Dissertation committee member for Jordan Spencer (Ph.D., **completed** 2022)
 2021-2022 Dissertation committee member for Alana Turner (Ph.D., **completed** 2022)
 2020-2022 Dissertation committee member for Gianna Gambera (Ph.D., **completed** 2022)
 2019-2021 Dissertation committee member for Aaron White (Ph.D. **completed** 2021)
 2019-2021 Dissertation committee member for Lyndsay Fairchild (Ph.D. **completed** 2021)
 2019-2019 Dissertation committee member for Shengtian Wu (Ph.D. **completed** Aug. 2019)
 2018-2020 Dissertation committee member for Anne Lipscomb (Ph.D. **completed** 2020)
 2018-present Dissertation committee member for Adam Weseloh (Ph.D. **completed** 2023)
 2016-2019 Minor professor for Hope Gilbert (Ph.D. **completed** 2019)
 2015-2017 Dissertation committee member for MacKenzie Sidwell (Ph.D. **completed** 2017)
 2015-2017 Dissertation committee member for Hallie Smith (Ph.D. **completed** 2017)
 2015-2017 Dissertation committee member for Molly Butts (Ph.D. **completed** 2017)

SUPERVISED CLINICAL EXPERIENCES

Kennedy Krieger Institute & Johns Hopkins University School of Medicine
 Pediatric Developmental Disorders Clinic, Baltimore, MD (July 2012 – August 2013)
Post-doctoral Fellowship

Individual Supervisors: Nancy Grace, Ph.D., Licensed Psychologist, Clinic Director and Cathleen Small, Ph.D., BCBA-D Licensed Psychologist, Steven Lindauer, Ph.D., Licensed Psychologist, Clinic Co-director, and Kristen Kalymon, Ph.D., BCBA-D, Licensed Psychologist.

- Provide direct consultation and intervention services using strategies rooted in Applied Behavioral Analysis to children and adolescents diagnosed with a variety of pediatric developmental disorders with presenting co-morbid unspecified disturbances of conduct.
- Complete initial evaluations determining treatment need and direction.
- Develop and sustain multiple lines of on-going research in the clinical settings.
- Participate in marketing and training practices related to clinic expansion.
- Provide community and cross-disciplinary education on the principles of Applied Behavioral Analysis and clinic specific service activities.

- Receive two hours of weekly individual supervision.
- Receive two hours of weekly group supervision.

Kennedy Krieger Institute & Johns Hopkins University School of Medicine
 Pediatric Developmental Disorders Clinic, Baltimore, MD (July 2011-June 2012)
Pre-doctoral Internship

Individual Supervisors: Nancy Grace, Ph.D., Licensed Psychologist, Clinic Director, Steven Lindauer, Ph.D., Licensed Psychologist, Clinic Co-director, and Cathleen Small, Ph.D., BCBA-D, Licensed Psychologist

Additional Supervisor: Kristen Kalymon, Ph.D., BCBA-D, Licensed Psychologist.

- Provided direct consultation and intervention services using strategies rooted in Applied Behavioral Analysis to children and adolescents diagnosed with a variety of pediatric developmental disorders with presenting co-morbid unspecified disturbances of conduct.
- Participated in the University Center for Excellence in Developmental Disabilities Education, Research, and Service and the Maternal and Child Health Bureau Leadership Education in Neurodevelopmental and Related Disabilities (MCHB LEND) training programs.
- Didactics focused on genetic and neurodevelopmental compromises.
- Completed initial evaluations determining treatment need and direction.
- Received two hours of weekly individual supervision.
- Received two hours of weekly group supervision.

RESEARCH INTERESTS

- Applied Behavior Analysis
- Genetic conditions and behavioral challenges related to phenotype, particularly CHARGE Syndrome
- Impacts of challenging behavior in educational and medical settings
- Low-incidence disabilities and Autism Spectrum Disorder—intervention and assessment for challenging behaviors
- Consultation for parents and academic teams of children who experience severe medical conditions, pain, terminal illness, and challenging behaviors
- Identification and understanding of the role of pain and medical complications for individuals who are non-vocal

CERTIFICATION

Nonviolent Crisis Intervention Training

Expired 10/17/2015

PROFESSIONAL AFFILIATIONS

Founding Member: Behavior Analyst Association Of

2015-Present

Mississippi (BAAMS)	
Mississippi Association for Psychology in the Schools (MAPS)	2015-Present
Trainers of School Psychologists (TSP)	2017-Present
Association for Behavior Analysis International (ABAI)	2011-Present
American Psychological Association (APA)	2007-Present
National Association of School Psychologists (NASP)	2007-Present
Michigan Association of School Psychologists (MASP)	2007-2011
Student Affiliates of School Psychology	2006-2012
President	2009-2010
CHARGE Syndrome Foundation	2005-Present

AWARDS AND HONORS

Trainers of School Psychologists: Presidential Award	2025
Donnie Prisock Diversity Award, College of Education Mississippi State University	2023
Scarlett's Park Conference Distinguished Lecturer Award Fresno State University	2022
Trainers of School Psychologists Presidential Award	2022
Star in CHARGE Award Highest honor bestowed from the CHARGE Syndrome Foundation for Lifetime Contributions to CHARGE	2021
Presidential Declaration for Service to the TSP 2020 Conference	2020
Presidential Award for Trainers of School Psychologists Exceptional contributions and service to TSP and School Psychology	2019
Herb Handley Research Award, College of Education Mississippi State University	2018
Trainers of School Psychologists & Pearson Clinical Assessment 2018 Junior Faculty Professional Development Scholarship	2018
10 Under 10: Central Michigan University Top 10 Graduates in 10 years for Career & Service	2015

CHARGE Syndrome Foundation

2015

Special Recognition Award in recognition of service to
CHARGE syndrome and the Foundation

Central Michigan University

Graduate Assistantship	2008-2011
Graduate Fellowship	2007-2008
Department of Psychology—Outstanding Graduate	2006
Volunteers are Central Award	2006
Leadership Advancement Scholar	2003-2006

FACULTY SUPERVISED/STUDENT AWARDS**2021 Graduate Student Research Symposium Mentored Research Project Awardees**

2nd Place Poster: Jasmine Sorrell, Orlandria Beamon, Mallie Donald.

Sorrell, J., Beamon, O., Donald, M. & Stratton, K. (2021, October). Driving with ASD: Using stimulus fading to teach driving facts. Poster presented at the Graduate Student Research Symposium, Starkville, MS.

2021 Graduate School Research Symposium Mentored Research Project Awardees

3rd Place Poster: Jasmine Sorrell and Orlandria Beamon

Sorrell, J., Beamon, O., & Stratton, K.K. (2021, February). "Using Virtual Discrete Trial Training to Teach Emergency Contact Information." Poster presented at the annual Graduate School Research Symposium, Starkville, MS.

2018 American Academy of School Psychology (AASP)

Memorial Fellows Scholarship (Thomas Oakland Memorial)- Chathuri Illapperuma

CHARGE Syndrome Foundation- Sandra Davenport Fellowships

Jamie Moss- 2023
Cecelia Powell- 2023
Megan Anderson- 2019
Chathuri Illapperuma- 2017
Hailey Ripple- 2015

2017 College of Education Research Forum Mentored Research Project Awardees

Undergraduate 2nd Place Poster: Grant et al.

Grant, H., Johnson, K., Kessler, O., McPhail, L., Ripple, H. & Stratton, K.K. "Provision of special education services in CHARGE: Does eligibility category make a difference?" Poster presented at the 10th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

2017 Graduate School Research Symposium Mentored Research Projects Awardees

2nd Place Poster: Madison Sully & Kasee Stratton

Sully, M., & Stratton, K.K. (2017, April). Implementation of Road to the Code phonological awareness program with on 1st grade student. Poster presented at the fifteenth annual Graduate Student Research Symposium, Starkville, MS.

2016 Graduate School Research Symposium Mentored Research Projects Awardees

2nd Place Poster: Reeve Morton & Kasee Stratton

Morton, R.C., & Stratton, K.K. (2016, April). Implementation of Interdependent Group Contingency in Secondary Education Resource Classroom. Poster presented at the fourteenth annual Graduate Student Research Symposium, Starkville, MS.

3rd Place Poster: Hailey Ripple & Kasee Stratton

Ripple, H. & Stratton, K.K. (2016, February). Evaluating the content of IEPs for Students who are DeafBlind. Poster presented at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.

2nd Place Talk: Molly Butts, Dan Gadke, & Kasee Stratton

Butts, M.M., Gadke, D.L., & Stratton, K.K. (2016, February). The Prevalence of Autism in the World of Twitter. Research Talk presented at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.

2016 College of Education Research Forum Mentored Research Projects Awardees

2nd place Graduate Poster Presentation Award

Bernheim, M. Smith, H., Stratton, K.K., & Gadke, D.L. (2016) Stop the Interruptions!: An intervention to decrease interrupting behaviors of a child with Jacobsen syndrome. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

1st place Graduate Poster Presentation Award

Smith, H., Lipscomb, A.H., Stratton, K.K. & Gadke, D.L. (2016). Increasing Positive Sportsmanship Behavior in an Elementary Student with ADHD. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

3rd place Undergraduate Poster Presentation Award

McCulla, K., Smith, H., Stratton, K.K. (2016). Increasing Prerequisite Skills for Toilet Training in Children with Autism Spectrum Disorder. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

2015 Graduate School Research Symposium Mentored Research Projects Awardee

1st Place in Psychology & Behavioral Sciences Presentations: Hallie Smith

Smith, H.M., Sidwell, M.D., Butts, M.M., Lancaster, A.L., Mullins, S., Gadke, D.L., Stratton, K.K., & Henington, C. (2015, March). Analysis of Instructional Activities on the Acquisition of Social Skills for Children with ASD. Poster presented at the Graduate Student Research Symposium, Mississippi State, MS

2nd Place in Psychology & Behavioral Sciences Presentations: MacKenzie Sidwell

Sidwell, M.D., Butts, M.M., Mullins, S., Gadke, D.L., & Stratton, K. K. (2015, March). A preliminary investigation of the autism social skills profile in a field based setting. Poster presented at the Graduate Research Symposium, Mississippi State, MS

2015 College of Education Research Forum Mentored Research Projects Awardees

1st Place: Reeve Morton

Morton, R., Gadke, D., Henington, C., & Stratton, K. (2015, January). A Preliminary Investigation of Effective Reading Interventions for a Child With Autism Spectrum Disorder. Poster presented at the college of Education Research Symposium, Mississippi State, MS.

2nd Place: MacKenzie Sidwell

Sidwell, M.D., Butts, M.M., Mullins, S., Gadke, D.L., & Stratton, K. K. (2015, March). A preliminary investigation of the autism social skills profile in a field based setting. Poster presented at the College of Education Research Symposium, Mississippi State, MS

3rd Place: Hallie Smith

Smith, H.M., Sidwell, M.D., Butts, M.M., Lancaster, A.L., Mullins, S., Gadke, D.L., Stratton, K.K., & Henington, C. (2015, March). Analysis of Instructional Activities on the Acquisition of Social Skills for Children with ASD. Poster presented at the College of Education Research Symposium, Mississippi State, MS

MISSISSIPPI BOARD OF PSYCHOLOGY

This certifies that

Kasee Kathleen Stratton, Ph.D.

Whose credentials have been approved by the Mississippi Board of Psychology

Licensed Number: 53 936**Originally Issued: 2/7/2014**

**Has registered with the Mississippi Board of Psychology as required by
Title 73, Chapter 31, Sections 1-29, of the Mississippi code 1972
and is licensed to practice as a PSYCHOLOGIST in the State of Mississippi.**

Current license valid through June 30, 2026**Executive Secretary****Mississippi Board of Psychology**

This certifies that

Kasee Kathleen Stratton, Ph.D.

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License Number: 53 936 Originally Issued: 2/7/2014

**Has registered with Mississippi Board of Psychology as required by
Title 73, Chapter 31, Sections 1-29, of the Mississippi Code 1972,
and is licensed to practice as a PSYCHOLOGIST in the State of Mississippi.**

Current license valid through June 30, 2026



Educator Information

Name: Kasee Stratton

License Number: 258015

Highest Degree Level: AAAA

Effective Date: 05/01/2012

Active Licenses

Description	Endorsement	District / Institution	Original Effective Date	Issued / Renewed On	Effective Date	Expiration Date
* SSL: School Services License	451 - SCHOOL PSYCHOLOGIST (K-12)	N/A	06/18/2019	06/16/2023	07/01/2023	06/30/2028

* Renewal Cycle: 07/01/2023 - 06/30/2028. Begin earning renewal credits on 07/01/2023.

License History

Description	Endorsement (Effective Date)	District / Institution	Status
SSL: School Services License	451 - SCHOOL PSYCHOLOGIST (K-12) (08/06/2018)	N/A	Expired
SSL: School Services License	451 - SCHOOL PSYCHOLOGIST (K-12) (11/13/2013)	N/A	Expired

Stacy Mabry Jackson

656 Country Club Road Starkville, MS 39759

Phone: 601-248-0961 • E-Mail: sjack424@gmail.com

Objective Statement

Seeking to apply a broad range of skills and experience in disability services to contribute effectively to diverse projects and initiatives. Committed to delivering high-quality work and collaborating productively with various teams. Looking forward to opportunities that leverage my expertise to support the objectives and mission of the center.

Experience

TK Martin Center Project Coordinator: Mississippi State University

2022-Current

- Lead coordinator for the Job Extravaganza initiative, a statewide series of immersive, hands-on career readiness events for transition-aged students with disabilities. Responsibilities include planning logistics, recruiting business and community partners, managing volunteer engagement, and overseeing event delivery aligned with MDRS Pre-ETS goals.
- Serve as the primary liaison with the Mississippi Department of Rehabilitation Services (MDRS), facilitating referral-based student services, ensuring compliance with Pre-ETS guidelines, and collaborating with counselors to maximize student impact.
- Manage client onboarding and service coordination for the center's psychological and ABA programs, including intake prioritization, schedule optimization, and communication with families.
- Oversee data collection, documentation, and reporting for multiple state-funded grants, supporting outcome measurement and program evaluation.
- Coordinate student worker teams for front desk operations, including hiring, training, and creating a digital scheduling system that streamlines communication and enhances coverage efficiency.
- Design and facilitate tours and outreach presentations for a wide range of stakeholders—including educators, legislators, and university partners—to promote the center's mission and services.
- Represent the T.K. Martin Center at conferences, resource fairs, and university-wide engagement opportunities, broadening the center's reach and visibility.

ACCESS Academic Coordinator: Mississippi State University

2018-2022

- Provides instruction and transition services to students with intellectual and/or developmental disabilities
- Develop curriculum using Universal Design for Learning (UDL) best practices to create a learning environment beneficial for all students, leading to academic growth and independence
- Establishment and implementation of a distance education program that is the first of its kind for students with intellectual and developmental disabilities, including overall program design, course offerings, curriculum development, and instruction, while also leading recruitment and marketing efforts for the program and coordinating registration and enrollment processes for students
- Tracking of GEER grant goals, measurements, and reporting of progress quarterly for ACCESS Online grant reports
- Collaboration with state agencies and campus departments, such as the Mississippi Department of Rehabilitation Services (MDRS), Mississippi Department of Education, MSU Center for Distance Education, MSU Research and Curriculum Unit, MSU Office of Admissions, and MSU Office of Public Affairs
- Creation of a formalized memorandum of understanding and business practices with MDRS for the use of Pre-Employment Transition Services (PRE-ETS) and general case funds for ACCESS Online services while also leading training and regular correspondence with counselors and case managers to provide financial sponsorship efficiently

and effectively to Mississippi residents who qualify

- Supervision of the university audit process for ACCESS students as they audited Mississippi State University courses that aligned with their area of focus (major) and guided university faculty and staff on best practices for instruction using a UDL approach while delivering technical assistance and collaborative efforts throughout the semester ensuring students are well supported by all staff and faculty
- Coordination of Learning Agreement meetings and creation of accompanying documents that outline expectations and modifications for each course, establishing clear semester standards for faculty, staff, and students
- Monthly review and progress monitoring to provide constructive feedback on academic performance during the on-campus Individualized Plan of Support person-centered planning process to assist students in developing academic, social, independent living, and career development goals each semester
- Maintains regular communication and supervision to undergraduate College Coaches and School Psychology Ph.D. Graduate Assistants and often assisting with dissertation and intervention implementation process

Certified Special Education Teacher: Rankin County School District (RCSD)

2017-2018

- Licensed under the State Board of Education of Mississippi with certifications in Special Education Mild/Mod Disabilities, Social Studies, General Sciences, Physical Education, and Health Education
- Awarded Rankin County School District Teacher of the Month in November 2017
- Honored with a "Teacher Spotlight" recognition article in the RCSD Newsletter, *Secondary Connection*
- Served on the Rankin County School District/University of Mississippi Medical Center Steering Committee and aided in the development of an action plan and implementation of Project SEARCH Program
- Performed differentiated classroom activities for students with intellectual and developmental disabilities to meet their individual needs, abilities, and potential
- Initiated dialogue for communication with parents, administrators, fellow teachers, and service providers to ensure student success inside and outside the classroom
- Developed the first special education garden at Pisgah High School to integrate a hands-on multidisciplinary course of study
- Maintained an effective and well-organized classroom while helping students focus on classroom success and achieving individualized learning goals
- Developed Individualized Education Programs for student support as they reach for goals and access the general education curriculum
- Timely and efficient completion of paperwork for district and school deadlines

Registered CT Technologist-Clinical Instructor: University of Mississippi Medical Center

2010-2017

- Board certified in Radiologic Technology, Computed Tomography, and Basic Life Support for Healthcare Providers
- Honored during the nationally recognized Schwartz Rounds with an award for displaying exceptional patient care, compassion, and empathy. Upon receiving this award, I also fielded questions at the assembly on my willingness to go beyond daily job requirements with a presentation on compassion in action in healthcare today
- Displayed professional demeanor and provided clear instruction to a diverse patient population, including patients with disabilities, at the only Children's Hospital in the state of Mississippi and Level One Trauma Center
- Delivered clinical instruction to post-secondary students during their bi-weekly radiology rotations while explaining in detail the procedures and protocols, along with instruction on proper patient care, anatomy and physiology, medical terminology, pathology, and professional conduct
- Performed quality assessment activities while maintaining rapport with ordering providers, radiologists, staff, and co-workers while earning the distinction of a departmental EPIC super-user for our hospital electronic record system
- Protocolled all outpatient procedures for the department, which included exercising professional judgment and clear

communication with ordering providers and relaying information to appropriate staff while also coordinating the transport and imaging process for inpatients

- Verified preparations were made for all inpatient and outpatient procedures before appointment dates, such as appropriate location, insurance approval, procedure protocol, and premedication

Registered Radiologic Technologist-Clinical Instructor: University of Mississippi Medical Center 2009-2010

- Displayed the work ethic and initiative that led to securing the only full-time position at UMMC post-graduation with the responsibility for all routine, mobile, fluoroscopy, emergency, and c-arm procedures
- Provided supervision and clinical instruction to post-secondary radiology students while solely orchestrating the development of a new student orientation to assist incoming students as they transition from the academic setting to clinical settings
- Conducted monthly student evaluations that summarized student clinical performance, identified strengths and any areas for improvement or feedback

Education

- **Master of Science in Instructional Technology:** Mississippi State University (2025)
- **Certified Teaching License:** University of Mississippi Teach Mississippi Institute (TMI 1-2016/TMI 2-2018)
- **Bachelor of Science in Health Sciences:** University of Mississippi Medical Center (2015)
- **Radiologic Technology Program JRCERT accredited:** University of Mississippi Medical Center (2007-2009)
- **Associate of Arts:** East Mississippi Community College (2007)
- **NCAA Division I Student-Athlete:** Mississippi State University (2005-2006)

Other Professional Growth Opportunities

- Strategies for Supporting Employees with Disabilities Workshop
- Students in Distress Training
- Mental Health First Aid Certification
- CPR/First Aid Certification
- CDE Canvas Information Portal Online Training
- CTL 101: Best Practices in Online Instruction Certification
- PRO Chat Participation: *Crafting Your Story/Branding Yourself, Fostering Innovation in the Workplace, and Leadership Lessons On-campus Training*
- Presenter for ACCESS at various outreach events: Tips for Transition Conference, Audit Course Professor Training, Preview Day, Parent Information Sessions, and Transition Fairs
- Presenter at the Mississippi Department of Education Special Education Director's Conference, where all the state's directors attended (200+)
- Conference session presenter at Mississippi Department of Education's Mississippi Transition Pre-Conference (300+)

Volunteer Services

- 2007-2009: UMMC Class Treasurer and Associated Student Body Representative
- 2016-2018: Youth Counselor and Children's Mission Ministry Teacher
- 2019: MSU Freshman Success Strategies Instructor for the Center of Student Success
- 2019-2020: MSU Maroon Lead Innovation Team Member
- 2022: The Harbor Special Needs Ministry Volunteer



Educator Information

Name: Stacy Jackson

License Number: 296439

Highest Degree Level: A

Effective Date: 01/23/2017

Active Licenses

Description	Endorsement	District / Institution	Original Effective Date	Issued / Renewed On	Effective Date	Expiration Date
* ALT5: Alternate Teacher License	143 - HEALTH EDUCATION (K-12) 221 - MILD/MOD DISABILITIES (K-12) 144 - PHYSICAL EDUCATION (K-12) 188 - GENERAL SCIENCES (7-12) 192 - SOCIAL STUDIES (7-12)	N/A	08/15/2018	02/27/2023	07/01/2023	06/30/2028

* Renewal Cycle: 07/01/2023 - 06/30/2028. Begin earning renewal credits on 07/01/2023.

License History

Description	Endorsement (Effective Date)	District / Institution	Status
ALT3: Alternate License (3 Years)	221 - MILD/MOD DISABILITIES (K-12) (06/12/2017)	N/A	Expired
ALT3: Alternate License (3 Years)	144 - PHYSICAL EDUCATION (K-12) (03/19/2017)	N/A	Expired
ALT3: Alternate License (3 Years)	188 - GENERAL SCIENCES (7-12) (03/19/2017) 192 - SOCIAL STUDIES (7-12) (03/19/2017)	N/A	Expired
ALT3: Alternate License (3 Years)	143 - HEALTH EDUCATION (K-12) (01/23/2017)	N/A	Expired

Zaccheus J. Ahonle, Ph.D., CRC

Dept. of Counseling, Higher Education Leadership,
Educational Psychology, & Foundations
508 Allen Hall; Box 9727
Mississippi State University
Mississippi State, MS 39762
Office: 662.325.3426
zja34@msstate.edu

PROFESSIONAL SUMMARY/OBJECTIVES

As an Assistant Professor and Coordinator of the Graduate Program in Rehabilitation Counseling at Mississippi State University, I bring extensive leadership and community service experience, complementing my research and teaching endeavors. My role in serving as Secretary of the American Congress of Rehabilitation Medicine (ACRM) Behavioral Health Executive Committee, and a Board Member for both the Association of Rehabilitation Research, Policy, and Education (ARRPE) and the Rehabilitation Association of Mississippi (RAM) underscores my commitment to advancing rehabilitation practices and policies. Additionally, My previous role on the Commission on Rehabilitation Counselor Certification (CRCC) Item Writing Sub-Committee and my participation in the 2017 CRCC Code Revision Task Force, which led to the development of the 2023 Code of Professional Ethics, demonstrate my commitment to advancing ethical standards and professional certification within the field. Additionally, my ongoing involvement in the ACRM Career Development Networking Group Task Force reflects my dedication to supporting emerging professionals.

Since August 2020, I have served as PI or Co-PI on over \$16.5 million in grant applications, securing \$10,827,845 in awarded funding, including \$10,074,345 as PI and \$753,500 as Co-PI. My scholarly contributions, including over 28 peer-reviewed publications and 30 presentations, focuses on enhancing employment and community integration for individuals with disabilities, improving vocational rehabilitation and health services for rural populations, and addressing disparities in rehabilitation outcomes. In the classroom, I am driven by a teaching philosophy that emphasizes creating an inclusive, engaging, and supportive learning environment. I strive to foster a classroom where diversity is celebrated, equity is upheld, and every student feels valued. My goal is to not only impart knowledge but also to inspire critical thinking, empathy, and a passion for lifelong learning among my students. These activities show my proactive engagement in shaping academic discourse and a pattern of cohesive and consistent research leading to practical solutions and recognition in rehabilitation counseling discipline.

EDUCATION

Department of Occupational Therapy, College of Public Health and Health Professions,
University of Florida, Gainesville, FL.

Program: **Post-doctoral Fellowship** in in Advanced Rehabilitation Research &
Training (June 2018 – June 2020)

The University of Texas at Austin, Austin, TX

Program: Rehabilitation Counseling

Department: Special Education

Degree: **Doctor of Philosophy** (December 2015)

The University of Texas at Austin, TX

Program: Rehabilitation Counseling

Degree: **Master of Education** (December 2011)

The University of Ibadan, Oyo State, Nigeria

Program: Information Science

Degree: **Master of Information Science** (1999)

University of Agriculture, Abeokuta, Ogun State, Nigeria

Major: Mathematical Sciences

Minor: Computer Science

Degree: **Bachelor of Science** (May 1994)

PROFESSIONAL CREDENTIALS

2012-Current Certified Rehabilitation Counselor (CRC). Certification # 00119525; 09/30/2029.

PROFESSIONAL HISTORY

2025-Current **Doctoral Coordinator, Counselor Education and Supervision, Counseling Program, Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations' Rehabilitation Counseling Graduate Program. Mississippi State MS.** Provide administrative coordination for the doctoral program in Counselor Education and Supervision. Currently responsible for managing the application review process and preparing interview procedures for prospective students for the Fall 2025 cohort. Collaborate with faculty and program coordinators to ensure a structured and efficient admissions process. Assist in program planning and development to support the ongoing success of the doctoral program.

2021-Current **Program and Graduate Coordinator; Rehabilitation Counseling Program, Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations' Rehabilitation Counseling Graduate Program. Mississippi State, MS.** Coordinate and write the CACREP accreditation self-study report for this program. Work on curricular changes and institute new academic standards for the program area as dictated by CACREP accreditation board, CRCC, assessment results, and program evaluation outcomes. Oversee both the in-person and distance education graduate programs. Provide guidance to students regarding academic policies and procedures and instructional and curricular issues. Produce accreditation and other reports as needed. Communicate student admission recommendations to the department head. Review and evaluate program admission criteria and selection process for prospective students. Resolve matters such as student program status, grade appeals, and retention and dismissal policies and procedures. Provide information on prospective student inquiries about the program. Promote the program to prospective students. Serve on relevant graduate education committees. Review and update program materials included in handbooks, the university bulletin, program brochures, web pages, administrative forms, and any other media.

2020-Current **Assistant Professor; Mississippi State University, Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations' Rehabilitation Counseling Graduate Program. Mississippi State MS.** Advise and mentor master's students. Teach graduate courses in rehabilitation counseling. Participate in the graduate admission and selection process. Serve on graduate degree committees and direct dissertation research. Supervise practicum and

internship students. Engage in committee service and research activities. Publish in professional journals, provide service to professional organizations, and deliver conference presentations. Seek external funding to support research activities. Engage in ongoing self-development activities.

- 2021-2024 **Research Health Scientist, Veterans Rural Health Resource Center- GNV (VRHRC-GNV), North Florida/South Georgia Veterans Health System (NF/SG VHS), Malcom Randall VA Medical Center, Gainesville, FL(through Intergovernmental Personnel Act (IPA) Agreement between VRHRC- GNV and MSU.**
Conduct research on rural veteran health outcomes, focusing on evaluating and improving healthcare services. Perform data analysis, prepare reports, and contribute to academic publications on veteran healthcare. Collaborate with interdisciplinary teams and foster partnerships between Mississippi State University and VRHRC-GNV. Disseminate research findings through conferences, seminars, and peer-reviewed publications.
- 2018-2020 **Research Assistant (WOC) with Dr. Sergio Romero, Director, Veterans Rural Health Resource Center- GNV (VRHRC-GNV) – formerly (Center of Innovation on Disability and Rehabilitation Research), North Florida/South Georgia Veterans Health System (NF/SG VHS), Malcom Randall VA Medical Center, Gainesville, FL.**
Collaborated with VA health services researchers on various grant-funded projects focused on enhancing the independence and quality of life for rural veterans. Contributed to designing research protocols, data collection, and analysis. Played a significant role in the dissemination of findings through publications and conference presentations. Gained valuable insights into rural health issues and well-being of veterans.
- 2016-2018 **Lecturer, Steve Hicks School of Social Work, The University of Texas at Austin, TX.**
Taught undergraduate and graduate portfolio courses in Disability Studies. Developed course syllabus. Tested students. Assigned grades. Provided curricular advisement when necessary.
- 2016-2018 **Project Manager/Disability Studies Graduate Portfolio Coordinator, Texas Center for Disability Studies (TCDS), Steve Hicks School of Social Work. The University of Texas at Austin, TX.**
Initiated and led efforts to establish a Disability Studies minor program at the University of Texas at Austin. Recognizing the regional need and potential impact, I convened a diverse workgroup of faculty members across disciplines to advocate for the program's creation. Through collaborative efforts and securing buy-in from key stakeholders including faculty, the Associate Dean, and Dean of the Steve Hicks School of Social Work, we successfully launched the program, addressing a critical gap in disability education in the Southwest region. Oversaw projects related to disability studies. Coordinated graduate portfolio activities. Collaborated with stakeholders to enhance disability awareness and advocacy. Facilitated interdisciplinary research initiatives. Supported the professional development of graduate students in disability studies.

CLINICAL EXPERIENCESs

2013-2016 **Vocational Rehabilitation Counseling Consultant, Capital City Rehabilitation Group DBA, CJ Turner Inc., Austin, TX.**
Provided individual counseling to veterans. Assessed and evaluated veterans' career goals. Provided comprehensive career and vocational assessments, independent living assessments in Texas, job site assessments, and vocational counseling services. Assisted active-duty service members and veterans navigating the medical board process and transitioning to civilian life. Prepared detailed reports for VA Vocational Rehabilitation (VR) specialists outlining recommendations for assistive technology devices necessary in the home environment and suitable college training or career paths for veterans. These reports were crucial in guiding VR specialists to deliver personalized support and services, thereby facilitating successful transitions to civilian life and achieving vocational and independent living goals for the veterans assessed. Operated primarily at major military installations such as Fort Hood in Killeen, Texas, and Fort Bliss in El Paso, Administered, scored and interpreted various assessment instruments including but not limited to the *Wechsler Intelligence Scales, MMPI, Beck Depression Inventory, WRAT-IV, etc.*

CURRENT RESPONSIBILITIES

Teaching/Advising

COE 8373
COE 8383
COE 6373
COE 8053
COE 8730

Courses Taught

Medical Aspects of Disability.
Job Placement in Rehabilitation.
Vocational Assessment.
Rehabilitation Counseling Practicum.
Rehabilitation Counseling Internship.

Graduate Advisee Load

Master's - Rehabilitation Counseling: 2024-2025-**10**; 2023-2024-**18**; 2022-2023-**10**;
2021-2022-**6**; 2020-2021-**7**.

Current Doctoral Students' Dissertation Committee Member

2024 - Present – Chiquita Holmes.

Recruitment and Admissions

- Managing the recruitment season for Fall 2025 admissions, including: Conducting interviews with prospective students.
- Reviewing applications and recommending candidates for admission

TEACHING ACTIVITIES - COURSES TAUGHT

Dates	Name of Course, School, University * SW360 = undergraduate classes; 387R = graduate classes	Role in Course
Fall 2022, 2021, 2020	<i>In- Person – Starkville Campus</i> COE 8373: Medical Aspects of Disability Mississippi State University, Starkville, MS	Instructor
Fall 2022, 2021	COE 8353: Vocational Rehabilitation Counseling Mississippi State University, Starkville, MS	Instructor
Spring 2023, 2022, 2021	COE 8383: Job Placement in Rehabilitation Mississippi State University	Instructor
Spring 2024, 2023,2022,2021	COE-8730: Internship in Rehabilitation Mississippi State University, Starkville, MS	Instructor
2023, 2022, 2021, 2020	COE 8053-02: Practicum in Rehabilitation Mississippi State University, Starkville, MS	Instructor
<i>Distance Education - A/synchronous Online</i>		
Spring 2025,2024	COE 8730-501: Internship in Rehabilitation Mississippi State University, Starkville, MS	Instructor
Fall 2023,2022,2023,'24	COE 8373-501: Medical Aspects of Disability Mississippi State University, Starkville, MS	Instructor
Fall 2022 & 2023	COE 8353:501: Vocational Rehabilitation Counseling Mississippi State University, Starkville, MS	Instructor
Fall 2023, 2024, & 2025	COE 8053-501: Practicum in Rehabilitation Mississippi State University, Starkville, MS	Instructor
Spring 2016, 2017, & 2018	SW360K/387R18: Social Context of Disability: SHSSW, University of Texas at Austin	Instructor
Fall 2017	SW 360K/SW 387R: Aging & Disability – Fall 2017: SHSSW, University of Texas at Austin	Instructor
Summer 2017	SW 360KN/387R16: Developmental Disabilities & Self Advocacy: SHSSW, University of Texas at Austin	Instructor
Fall 2016, 2017	SW360K/387R17: Making Systems Work for People with Disabilities: SHSSW, University of Texas at Austin	Instructor

RESEARCH INTERESTS - Themes and Population

Themes:

1. Employment and Community Integration for Individuals with Disabilities.
2. Improving Vocational Rehabilitation and Health Services for Rural Populations.
3. Addressing Disparities in Rehabilitation Outcomes for People with Disabilities.

Population:

1. Individuals with acquire neurological and cognitive conditions such as Traumatic Brain Injuries, Cognitive Impairments, and Long-COVID.
2. Rural Veterans and individuals with disabilities.

SCHOLARSHIP PUBLICATIONS (Total N=28)

Peer Reviewed Article Publications - (n = 20 peer reviewed articles published)

Ahonle, Z.J., Wei, T.E., Rumrill, P., & Dillahun-Aspillaga, C. (2025) Competitive integrated employment in the State- Federal Vocational Rehabilitation program among individuals with cognitive, physical, and sensory functional impairments. *Journal of Vocational Rehabilitation*, 62(2), 168-177. <https://doi.org/10.1177/10522263241310068>

Kersey, J., Garcia, P., Evans, E., **Ahonle, Z. J.**, Jethani, P., Arango-Lasprilla, J. C., ... & Parrott, D. (2025). Underrepresentation of participants from marginalized racial and ethnic groups: a secondary analysis of the cognitive rehabilitation literature. *Archives of Rehabilitation Research and Clinical Translation*, 7(2): 100431. <https://doi.org/10.1016/j.arrct.2025.100431>

Kersey, J., Le, C., Evans, E., **Ahonle, Z. J.**, Garcia, P., Lequerica, A. H., ... & Parrott, D. (2025). Inclusion of racially and ethnically diverse samples in cognitive rehabilitation research: An ethnographic study of recruitment and retention practices. *Archives of Physical Medicine and Rehabilitation*. <https://doi.org/10.1016/j.apmr.2025.03.043>

Oyesanya, T.O., Faieta, J., Silveira, S.L., Cogan, A.M., Pappadis, M.R., **Ahonle, Z.J.**, Backus, D., Kolakowsky-Hayner, S., Roberts, P. (In Press, June 2025) Development and satisfaction of a mentoring-match algorithm: the ACRM CDNG leadership mentoring program *Mentoring and Tutoring Partnership in Learning*.

Lebeau, K, **Ahonle, Z.J.**, Mburu, S. N., Romero, S., & Myers, K (2025). Utilization and cost of Veterans Health Administration referrals to community care-based physical therapy *Federal Practitioner*, 42(2), 1-15. <https://doi.org/10.12788/fp.0556>

Chiu, C., Rumrill, S., **Ahonle, Z. J.**, Wertheimer, J., Henderson, K., & Dillahun-Aspillaga, C. (2024). The unique function and value of a certified rehabilitation counselor for people with disabilities and chronic illnesses. *Archives of Physical Medicine and Rehabilitation*, 105(9), 1813-1816. <https://doi.org/10.1016/j.apmr.2024.01.017>

Semeah, L. M., Orozco, T., Wang, X., **Ahonle, Z J.**, Cowper Ripley, D. C., Ganesh, S. P., Wilson, L. K., Litt, E. R., Ahern, J. K. Santos Roman, L. M., Varma, D. S., Lee, M. J., Novak, J. R., & Jia, H., (2023). Rural and urban home modification program users: A comparative study. *Health Environments Research & Design Journal*, 16(2), 223-235. <https://doi.org/10.1177/19375867221142627>

Ahonle, Z.J., Hill, J. C., Rumrill, P., Degeneffe C. E., & Dillahun-Aspillaga, C. (2023). The 2023 revision to the CRCC Code of ethics: Implications for defining and protecting the counselor-client relationship. *Rehabilitation Counseling Bulletin*, 66(4), 257-264. <https://doi.org/10.1177/00343552221147220>.

- Ahonle, Z. J.**, Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2022): Return to school outcomes among adults with TBI one year after rehabilitation Discharge: A TBIMS Study, *Brain Injury*, 36(8), 1000-1009. <https://doi.org/10.1080/02699052.2022.2105952>
- Degeneffe C. E., Tucker, M., & **Ahonle, Z.J.** (2022). Brief Report: Participation among transition-aged youth with traumatic brain injury in the state/federal vocational rehabilitation system. *Rehabilitation Counseling Bulletin*, 65(2), 161–165. <https://doi.org/10.1177/0034355220967109>
- Semeah, L. M., Orozco, T., Wang, X., Jia, H., Lee, M. J., Wilson, L. K., Ganesh, S. P., **Ahonle, Z J.**, Varma, D. S., Litt, E. R., Ahern, J. K. Santos Roman, L. M., Cowper Ripley, D. C. (2022). Predictors of County-Level Home Modification Use Across the US. *Federal Practitioner*. 39(6), 274-280. <https://doi.org/10.12788/fp.0279>
- Ahonle, Z. J.**, Kreider, C. M., Hale-Gallardo, J. L., Castaneda, G., Findley, K., Ottomanelli, L., & Romero, S. (2021). Implementation and use of video tele-technologies in delivery of individualized community-based vocational rehabilitation services to rural veterans. *Journal of Vocational Rehabilitation*, 55(2),227-233 <https://doi.org/10.3233/JVR-211159>
- Semeah, L. M., Orozco, T., Wang, X., Lee, M. J., **Ahonle, Z. J.**, et. al. (2021). Home modifications for rural veterans with disabilities. *Federal Practitioner*, 38(7), 300-310. <https://doi.org/10.12788/fp.0153>
- Semeah, L.M., Ganesh, S. P., Wang, X., Cowper-Ripley, D. C, **Ahonle Z. J.**, Lee, M. J., Hale-Gallardo, J., Jia, H. (2021). Home modification and health services utilization in rural and urban veterans with disabilities. *Housing Policy Debate*, 31(6), 862-874. <https://doi.org/10.1080/10511482.2020.1858923>
- Degeneffe C. E., Tucker, M., & **Ahonle, Z.J.** (2020). State-level differences in public vocational rehabilitation closures among transition-aged youth with traumatic brain injury. *The Australian Journal of Rehabilitation Counselling*, 26(2), 136-142. <https://doi.org/10.1017/jrc.2020.18>
- Ahonle, Z. J.**, Jia, H, Mudra, S. A., Romero, S., Castaneda, G., Levy, C. (2020). Overdose, and suicide among VHA veteran enrollees: A Comparison between local, regional, and national level data. *Federal Practitioner*. 37(9), 420-425.<https://doi.org/10.12788/fp.0025>
- Hale-Gallardo, J. L., Kreider, C. M., Jia, H., Castaneda, G., Freytes, I. M., Cowper Ripley, D. C., **Ahonle, Z. J.**, Findley, K. & Romero, S. (2020). Telerehabilitation for rural veterans: A qualitative assessment of barriers and facilitators to implementation. *Journal of Multidisciplinary Healthcare*, 13, 559-570. <https://doi.org/10.2147/JMDH.S247267>
- Hale-Gallardo, J. L., Kreider, C., Ni, Y., Semeah, L. M., **Ahonle, Z. J.**, Cowper Ripley, D. C., Mburu, S., Delisle, A.T., Jia, H. (2020). Serving rural veterans with disabilities: A national survey of centers for independent living. *Journal of Community Health*, 46, 740-751. <https://doi.org/10.1007/s10900-020-00941-6>
- Ahonle, Z. J.**, Barnes, M., Romero, S., Sorrells, A. & Brooks, G. I. (2020). State-federal vocational rehabilitation in traumatic brain injury: What predictors are associated with successful employment outcomes? *Rehabilitation Counseling Bulletin*, 63(3), 143- 155.First published online (2019) <https://doi.org/10.1177/0034355219864684>

Peer-Reviewed IEEE Conference Proceedings

Jones, J. A, Watson, W.W., Stewart, T., Brewington, J., Chrismond, C., Dabbiru, L., **Ahonle, Z.J.**, ... & Stratton-Gadke, K. (2024). DriVR: extending driver training for persons with disabilities. In *2024 IEEE Conference on Virtual Reality and 3D User Interfaces Abstracts and Workshops (VRW)* (pp. 1218-1219). IEEE. doi: 10.1109/VRW62533.2024.00403.

<https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=10536410>

Peer-Reviewed Abstract Publications (n = 6 Published Abstracts)

Ahonle, Z. J., Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2021).

Return to school among individuals with traumatic brain injury: Prevalence and factors associated with outcomes one-year post-injury: A TBIMS Study, *Archives of Physical Medicine & Rehabilitation*, 102(4), e15. <https://doi.org/10.1016/j.apmr.2021.01.047>

Ahonle, Z. J., Kreider, C. M., Hale-Gallardo, J. L., Ottomanelli, L., Castaneda, G., Findley, K., & Romero, S (2021). Implementation and use of remote technologies in delivery of individualized community-based vocational rehabilitation services to rural veterans, *Archives of Physical Medicine & Rehabilitation*, 102(4), e18. <https://doi.org/10.1016/j.apmr.2021.01.057>.

Kreider, C. M., **Ahonle, Z. J.**, Hale-Gallardo, J. L., Castaneda, G., Findley, K., & Romero, S. (2021). A Role for OT collaboration with vocational rehabilitation specialists providing individualized community-based services to younger rural veterans? *American Journal of Occupational Therapy*, 75(7512510252). <https://doi.org/10.5014/ajot.2021.75S2-RP252>

Semeah, L. M., Wilson, L. K., Ahern, J. K., Litt, E.K., Santos, L.M., & **Ahonle, Z.J.** (2021).

National mapping: Home modification services. Proceedings of the 2021 annual conference of the Housing Education and Research Association. HERA 2021 Refereed Abstracts, p.40 – 42. <https://housingeducators.org/wp-content/uploads/2021/10/2021-hera-proceedings-2.pdf>

Castaneda, G., Olney, A., Kaufman, M., Lee, M. J., Kreider, C. M., Hale-Gallardo, J., Findley, K., **Ahonle, Z.**, & Romero, R. (2020). Examining patient and caregiver telehealth satisfaction in the Veterans health administration, *Telemedicine and e-Health*, 26(4). <http://doi.org/10.1089/tmj.2020.29036.abstracts>

Ahonle, Z. J., Romero, S., Barnes, M., & Sorrells, A. M. (2019). Vocational rehabilitation as a public health intervention for individuals with traumatic brain injury. *Archives of Physical Medicine and Rehabilitation*, 100(12), e211. DOI: <https://doi.org/10.1016/j.apmr.2019.10.155>

Manuscript Under Review

Nadorff, .D. K., Anreddy, S., Sergi, K., **Ahonle, Z. J.**, Stouffer, C., Hemphill, T & Buys, D. R. (Under Review, May 2025). Down the digital delta: Applying the theories of digital divide and planned behavior to rural health information inequities. *Healthcare*

Media Publication - Feature Article

Semeah, L. M., Ganesh, S. P., Wang, X., Cowper-Ripley, D.C., **Ahonle, Z. J.**, Lee, M.J., Orozco, T., Hale- Gallardo, J., & Jia H. (June 02, 2021). Home modifications can improve health outcomes for urban and rural veterans (June 02, 2021). <https://housingmatters.urban.org/research-summary/home-modifications-can-improve-health-outcomes-urban-and-rural-veterans>

Peer Reviewed Published Book Chapters (n = 2 Book Chapters)

Looby, E. J., Ahonle, Z. J., Li, T., Donald, L., Gray, K. T., Carter, S., & Almutairi, A. (2023). Underserved Disability Populations in Rural Communities: Cultural Competence and

Social Justice Imperatives. *In Facilitating Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies* (pp. 24-56). IGI Global.

DOI: <https://doi.org/10.4018/978-1-6684-6155-6.ch002>

Semeah, L. M., Wang, X., Cowper-Ripley, D., Lee, M. J., Ahonle, Z., Ganesh, S. P., Hale- Gallardo, J. L., Levy, C. E., Jia, H. (2020). Improving Health through a Home Modification Service for Veterans. In: Fiedler BA, editor. *Three Facets of Public Health and Paths to Improvements: Behavior, Culture, and Environment*. Elsevier Inc. City: Academic Press; 2020. p. 381-416. ISBN:9780128190081. <https://doi.org/10.1016/B978-0-12-819008-1.00014-6>

Invited Book Chapter Under Review

Ahonle, Z. J., Johnson, J., Dillahunt-Aspillaga, C., Wertheimer, J., Romero, S., & Gadke, D. L. (2025). Community Integration and Employment for Persons with Acquired Brain Injuries. *In Cognitive Disabilities and the Practice of Rehabilitation Counseling*, edited by Charles (Chuck) Edmund Degeneffe. Springer Publishing Company (SPC)

Reports and Other Professional Materials

Stubbs-Richardson, M., Etheredge, L. E., Hemphill, T., & **Ahonle, Z. J.** (2025). *State of the States: Blueprints for Building Age-Friendly Futures* (Policy Report). AFFIRM powered by Mississippi State University.

Ahonle, Z. J. (2025, May). Addendum Report in Response to CACREP Initial Review (12/2024) of *The Self-Study Report (SSR) and Application Reaffirmation of Accreditation of the Rehabilitation Counseling Program Under the 2016 Standards*. Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations, Mississippi State University.

Ahonle, Z. J. (2024, June). *The Self-Study Report (SSR) and Application Reaffirmation of Accreditation of the Rehabilitation Counseling Program, CACREP*. Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations, Mississippi State University.

Evaluation Report - Published online

Ahonle, Z. J., Amy, S., Seay, P. (2016). Money Follows the Person Demonstration Employment Project: An evaluation of systems changes efforts toward competitive integrated employment for individuals with intellectual and developmental disabilities in Texas. Austin, TX: The University of Texas at Austin.

SELECTED RESERCH AND SERVICE AWARDS AND RECOGNITIONS

2025	MSU College of Education's Herb Handley Research Award
2024	Service Commendation Certificate Award from American Congress of Rehabilitation Medicine (ACRM) as 2024 Behavioral Health Networking Group Secretary
2023	Service Commendation Certificate Award from American Congress of Rehabilitation Medicine (ACRM) as ACRM Mentoring Program 2023 Faculty.
2022	Service Commendation Certificate Award from American Congress of Rehabilitation Medicine (ACRM) as ACRM Mentoring Program 2022 Faculty.
2022	2022-2023 MSU Community Engagement Learning (CEL) Fellow Certificate Award.
2018	Faculty Recognition Award, Division of Diversity and Community Engagement, The University of Texas at Austin, TX - for positively contributing to the academic endeavors of students with disabilities and for creating an inclusive environment for

all students at the University of Texas at Austin, TX.

- 2015 Connor R&P Endowed Scholarship Award, the University of Texas at Austin, TX
- 2015 Graduate School Summer Fellowship Award, the University of Texas at Austin, TX.
- 2014 M. B. Moran Endowed Presidential Scholarship in Education Award, the University of Texas at Austin.
- 2010-2014 RSA Scholar, United States Department of Education Rehabilitation Services Administration (RSA) Scholarship Award Recipient.

SCHOLARSHIP: PRESENTATIONS (TOTAL N = 31)

Invited Presentations (n = 8)

- Rumrill, P., & Rumrill, S., & **Ahonle, Z. J.** (September 2024). Issues and ethics in helping workers with visual impairments and blindness identify, request, and implement on-the-job accommodations. A presentation at 2024 Mississippi AER Conference, Ocean Springs, MS.
- Rumrill, S., Rumrill, P., & **Ahonle, Z. J.** (2024, May). New direction in vocational rehabilitation services for consumers with traumatic brain injury. An oral presentation at Spring 2024 ARRPE Research Symposium. Audience: Rehabilitation Counseling Scholars, Educators, and Professionals.
- Ahonle, Z. J.**, Rumrill, P., & Rumrill, S. (2024, May). Differential vocational rehabilitation outcomes for consumers with functional disabilities: A Cross-sectional comparative study. An oral presentation at Spring 2024 ARRPE Research Symposium. Audience: Rehabilitation Counseling Scholars, Educators, and Professionals.
- Ahonle, Z.J.**, Dillahunt-Aspillaga, C., Rumrill, P., & Bower, W. (2023). Differential vocational rehabilitation outcomes for Mississippi residents with cognitive, physical, and sensory impairments [Webinar]. *University of Kentucky Human Development Institute: Quality Employment Virtual Continuing Education Series*. Lexington, KY. November 30, 2023.
- Rumrill, S., **Ahonle, Z.**, & Rumrill, P. (2023). *Ethical issues and decision-making strategies in blindness vocational rehabilitation* [Webinar]. *University of Kentucky Human Development Institute: Quality Employment Virtual Continuing Education Series*. Lexington, KY. November 10, 2023.
- Ahonle, Z. J.**, Rumrill, S., & Rumrill, P. (2023, October). Ethical considerations in empowering individuals with visual impairments: Understanding the 2023 code of ethics for certified rehabilitation counselors. An oral presentation at the Mississippi AER 2023 Conference Audience: Professionals, Individuals and Veterans with visual loss, and family members.
- Ahonle, Z. J.**, Kreider, C. M., Ottomanelli, L., Kostas, S. P., & Romero, S. (October 27, 2021). Telerehabilitation services to rural veterans. Research to practice [Webinar]. *Association of People Supporting Employment First (APSE), Journal of Vocational Rehabilitation Series*. <https://apse.site-ym.com/store/ListProducts.aspx?catid=672196>.
- Ahonle, Z.J.** (2017). Aging, & intellectual and developmental disabilities. Paper Presented at the Annual Intermediate Care Facilities for individuals with intellectual disabilities provider and surveyor conference hosted by the *Department of Aging and Disability Services (Now HHSC)*, Austin, TX. Audience: Professionals & Public.

International/ National Presentations (n = 15)

Kersey, J., Evans, E. A., **Ahonle, Z. J.**, Morel, G. M., Garcia, P., Neumann, D. M., Gross, M. M., Parrott, D. R. & Broomfield, R. R (November 2024). Advancing equity in TBI rehabilitation research: A call to action (November 2024). A presentation at ACRM 101st Annual Fall Conference, Dallas, Texas.

Chung-Yi, C., **Ahonle, Z. J.**, Henderson, K., Dillahun-Aspillaga, C., Wertheimer, J. C., & Rumrill, S. (November 2024). The unique function and value of a certified rehabilitation counselor for people with disabilities and chronic illnesses. A presentation at ACRM 101st Annual Fall Conference, Dallas, Texas.

Ahonle, Z. J., Kreider, C. M., & Romero, S. (November 2024). Using Telehealth Modalities to Enhance Vocational Rehabilitation for Rural Veterans. A poster presentation at ACRM 101st Annual Fall Conference, Dallas, Texas.

Ahonle, Z. J., & Mazahreh, L. (November 2024). Barriers and Supports in Delivering Rehabilitation Services to Rural Populations with Disabilities. An express presentation at Southern Association for Counselor Education and Supervision 2024 Conference, Dallas, Texas.[Presenter: Laith Mazahreh]

Hemphill, T.V., **Ahonle, Z.**, Anreddy, S., Stubbs-Richardson, M., & Pennington, E. (2024, October). Amplifying and empowering the voices of older adults and caregivers through focus groups. [Poster Presentation]. American Evaluation Association, Portland, OR.[Presenter: Tockie Hemphill].

Jones, J. A, Watson, W.W., Stewart, T., Brewington, J., Chrismond, C., Dabbiru, L., **Ahonle, Z.J.**, ... & Stratton-Gadke, K. (2024). "DriVR: Extending Driver Training for Persons with Disabilities," *2024 IEEE Conference on Virtual Reality and 3D User Interfaces Abstracts and Workshops (VRW)*, Orlando, FL, USA, 2024, pp. 1218-1219, doi: 10.1109/VRW62533.2024.00403.keywords: {Training; Human computer interaction; Three-dimensional displays; Conferences; Prototypes; Virtual reality; Assistive technologies;[Social and Professional Topics]: Professional Topics—Computing Profession - Assistive Technologies;[Human-Centered Computing]: Human-Computer Interaction (HCI)—Interaction Paradigms - Virtual Reality}

Ahonle, Z. J., Wei, T.E., Rumrill, P., Dillahun-Aspillaga, C. (2023, November). Competitive integrated employment outcomes among individuals with cognitive disabilities: implications for Practice A Symposium presented at 2023 American Congress of Rehabilitation Medicine, 100th Annual Conference & Expo, Atlanta, Georgia. Audience: Professional.

Ahonle, Z. J., Sanchez, J., Ching, D., Jorgensen Smith, T., & Dillahun-Aspillaga, C. (2022, November). Multicultural & Ethical Considerations of Behavioral Health. A symposium presented at 2022 American Congress of Rehabilitation Medicine, 99th Annual Conference & Expo, Chicago, Illinois. Audience: Professional.

Rumrill, P., **Ahonle, Z. J.**, Degeneffe, C. E., & Dillahun-Aspillaga, C. (2022, March). Strategies for Working with Individuals with TBI Across Phases of the VR Process. Professional Poster Accepted for presentation at 2022 National Council on Rehabilitation Education (NCRE) Spring 2022 Conference, California: Professional.

Semeah, L. M., Wilson, L. K., Litt, E. R., Ahern, J. K., **Ahonle, Z. J.**, Santos-Roman, L. M., Novak, J. N., Wang, X. (2021, October). National Mapping: Home Modification Services. Professional Poster Accepted for presentation at 2021 Annual Conference Proceedings. Housing Education and Research Association, Minneapolis, MN. Audience: Professional.

(Presenter: Semeah, LM).

Ahonle, Z. J., Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2021, June). Predictors of Return to School for Individuals with TBI at Year 2 Post-Injury. Professional Poster Accepted for presentation at 2021 National Council on Rehabilitation Education (NCRE) Summer Conference: Professional.

Ahonle, Z. J., Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2020, October). Return to school among individuals with traumatic brain injury: Prevalence and factors associated with outcomes one-year post-injury: A TBIMS Study. Poster presented at 2020 American Congress of Rehabilitation Medicine, 97th Annual Conference & Expo, Virtual. Audience: Professional.

Ahonle, Z. J., Kreider, C. M., Hale-Gallardo, J. L., Castaneda, G., Findley, K., Ottomanelli, L., & Romero, S. (2020, October). Using remote technology to enhance face-to-face community-based vocational rehabilitation services to rural veterans with disabilities. Poster presented at 2020 American Congress of Rehabilitation Medicine, 97th Annual Conference & Expo, Virtual. Audience: Professional.

Ahonle, Z. J., Jia, H, Mudra, S. A., Romero, S., Castaneda, G., & Levy, C. (2020, March). Drug overdose and suicide among veteran enrollees in the veterans affairs health care system: A comparison between facility, regional, and national level data. Poster presented at International Society of Physical and Rehabilitation Medicine Conference, Orlando, Fl.

Ahonle, Z. J., Romero, S., Barnes, M., & Sorrells, A. M. (2019, November). State-Federal vocational rehabilitation as a public health intervention for patients with traumatic brain injury. Poster presented at American Congress of Rehabilitation Medicine, 96th Annual Conference & Expo, Chicago, IL. Audience: Professional.

Local, State, and Regional Presentations (n = 8)

Ahonle, Z.J. (October 3, 2024). Navigating multicultural ethical dilemmas in rehabilitation counseling: Focus on Sections A and B of the 2023 CRCC code of ethics. A presentation a 2024. Southeast Region National Rehabilitation Association Conference/RAM, Biloxi, MS.

Ahonle, Z.J. (October 3, 2024). Factors associated with competitive integrated employment outcomes in the state-federal VR program: Profiles of Mississippi residents with cognitive impairment. A presentation a 2024. Southeast Region National Rehabilitation Association Conference/RAM, Biloxi, MS.

Ahonle, Z. J. (2022, October). Section A of the proposed new CRCC Code of Ethics – What blindness and low-vision rehabilitation professionals need to know. An oral presentation at the 2022 Mississippi AER 2022 Virtual Conference Audience: Professional, Individuals and Veterans with visual loss, and family members.

Ahonle, Z. J., Rumrill, P. & Rumrill, S. (2022, September). The new CRCC Code of Ethics: What rehabilitation counselors need to know. An oral presentation at the 2022 Rehabilitation Association of Mississippi (RAM) Conference, Oxford, MS. Audience: Professional.

Rumrill, S., Rumrill, P. & **Ahonle, Z. J.** (2022, September). A cognitive support technology and customized vocational case management intervention for college students with TBI. An oral presentation at the 2022 Rehabilitation Association of Mississippi (RAM)

Hale-Gallardo, J., Jia, H., Levy, C.E., Delisle, A.T., Freytes, M., Semeah, L.M., **Ahonle, Z.J.**, Dirk, L., Ni Yuxin, Ly Linal & Cowper-Ripley D.C. (2018, October). Health and independent living (HAIL) for Veterans with disabilities. A poster presented at Department of Veterans Affairs (VA) Research Day within the Malcom Randall VA Medical Center, Gainesville, FL. Audience: Professional & Public.

Ahonle, Z. J. (2014). Reviewed predictors of successful employment for clients with traumatic brain injury. An oral paper presented at Texas Rehabilitation Association Summer Conference, Galveston, TX. Audience: Professional.

Ahonle, Z. J. (2013). *Empirically based transition practices/predictors for positive post-school outcomes for youths with disabilities: A poster presented at Texas Rehabilitation Association Conference, Corpus Christi, TX. Audience: Professional.*

Student Led Presentation (n=3)

Karel, P., Castle, M., & **Ahonle, Z.J.** (April 15, 2025). Correlating Tik Tok alcohol content exposure with drinking behavior in MSU undergraduates A presentation at 2025 MSU College of Education Spring Research Week, Starkville, MS.

Guilbeau, V. , LeBlanc, L., & **Ahonle, Z.J.** (October 3, 2024). Generation Z and Vocational rehabilitation service needs: What vocational rehabilitation counselors (VRCs) need to know. A presentation at 2024 Southeast Region National Rehabilitation Association Conference/RAM, Biloxi, MS.

Almutairi, A., **Ahonle, Z. J.**, & Wei, T.E. (2022, September). Vocational rehabilitation services and employment outcomes among individuals with cognitive impairment: Does racial disparity exist? Poster presented the National Association of State Head Injury Administrators (NASHIA)'s 33rd Annual State of the States in Head Injury Conference, (Remote). Audience: Professional.

Other publications/communication (e.g., mass media, digital media, social media, and other electronic media formats)

Media Engagements Radio

Interview

Mississippians Living with Long COVID and Employment Support

Interviewed on **Mississippi Public Broadcasting (MPB) Radio's "Mississippi Edition"**

Aired on September 24, 2024

Discussed the impact of Long COVID on employment and the support available through the CHP grant.

[Listen here](#)

Online News Feature

Mississippi State Granted \$9.99 Million to Improve Employment Opportunities for Individuals with Disabilities

Featured in **SuperTalk Mississippi**

Published on September 10, 2024

Highlighted the \$9.99 million Disability Innovation Fund (DIF) grant awarded to Mississippi State University (MSU) to enhance employment opportunities for individuals with disabilities.

[Read more](#)

GRANTS AND FUNDING

Total amount of grant funding applied for from Fall 2020 – Summer 2025 is: **\$16,664,903.24**

FUNDED EXTERNAL AND INSTITUTIONAL AWARDS (Total = \$10,827,845.00):

American Congress of Rehabilitation Medicine, \$3,500.00. (2025; awarded).

Investigators: Kersey, J. (PI), **Ahonle, Z. J. (Co-PI)**, Evans, E. (Co-PI), Garcia, P (Co-PI), Salinas, P (Co-PI)).

Project Title: *Values and Priorities of Research Participants with Brain Injury*

United State Department of Education, \$9,995,345.00. (2024, awarded).

Investigators: **Ahonle, Z. J. (PI)**, Stratton, K.K. (Co-PI), Castle, M. (Co-PI), and Gadke, D. L. (Co-PI).

Project Title: *The Career Horizons Project (CHP): A 21st Century Workforce Initiative for Mississippians with Disabilities Accompanied by or Resulting from Long COVID Syndrome.*

National Science Foundation, \$750,000. (2022; awarded).

Investigators: Stratton, K.K. (PI), Jones, A., **Ahonle, Z. J. (Co-PI)**., Dabbiru, L (Co-PI). & Geroux, K (Co-PI).

Project Title: *Advancement of Driving Technology for Vocational Enablement.*

United States Department of Veterans Affairs, Veteran Rural Health Resource Center, Gainesville (VRHRC-GNV) IPA Agreement Research Award on VA Telerehabilitation Enterprise-Wide (TREWI) Initiative Project, \$64,336.24 (2021, 2022, 2023; *awarded*).

Investigators: **Ahonle, Z. J. (PI)**.

Project Title: *Trends in Physical Therapy Referrals to the Community in the Veterans Health Administration System. (Completed)*

Mississippi State University, Starkville, MS., ORED/ADI Research Grant, , \$14,664 (2021; *awarded*)

Investigators: **Ahonle, Z. J. (PI)**, Wei, E. (Co-PI), Dillahunt-Aspillaga, C (Co-PI), & Rumrill, P (Co-PI)).

Project Title: *Employment Outcomes of Individuals with Cognitive Disabilities (Completed).*

PROPOSALS NOT AWARDED

Funding Source: **National Science Foundation (NSF)**

Project Title: NSF Convergence Accelerator Phase 2: DriVR

Role: **Co-Principal Investigator**

Project Dates: 12/15/22 - 11/30/24

Amount: \$4,999,999.00

Funding Source: **United States Department of Veterans Affairs (VA)**

Project Title: MSU Extension Equine-Assisted Support Program for Veterans

Role: **Co-Principal Investigator**

Project Dates: 09/30/22 – 09/30/23

Amount: \$434,295.00

Funding Source: **United States Department of Veterans Affairs (VA)** Project
Title: The Stars and Stripes Horsemanship Challenge
Role: **Co-Principal Investigator**
Project Dates: 10/01/21 - 09/30/22
Amount: \$402,764.00

EXPIRED AWARDS (Funded and Completed)

Funding Source: **Office of Rural Health, US Department of Veterans Affairs**
Project Title: Home Modifications for Rural Veterans with Disabilities (ORH 15521)
Role: **Co-Investigator**
Project Dates: 10/2019 – 09/2021

Funding Source: Office of Rural Health, US Department of Veterans Affairs
Project Title: Health and Independent Living (HAIL) for Rural Veterans with Disabilities (ORH 7383)
Role: **Co-Investigator**
Project Dates: 10/2016 – 09/2020

Funding Source: North Florida/South Georgia Veterans Health System
Project Title: Analyzing the Home improvements and Structural Alterations (HISA) Benefits Program: A Retrospective Study
Role: **Co-Investigator**
Project Dates: 8/2018 – 02/2020

EDITORIAL AND REVIEWER POSITIONS

2/2025 **Reviewer** (Invited). Rehabilitation Research, Policy, and Education
2024 – 3/25 **Editorial Board Member** (Invited), *Teaching and Supervision in Counseling (TSC)*, Southern Association for Counselor Education. **Reviewer** (Invited),
2022 - 2023 *International Journal of Environmental Research and Public Health*.
2023 **Book Reviewer** (Invited), Cognella Publishing.
2017 - 2018 **Ad-Hoc Reviewer**, *National Clearinghouse of Rehabilitation Training Materials*.
2017 **Ad-Hoc Reviewer**, *Australian Journal of Rehabilitation Counseling*
2016 – 2017 **Ad-Hoc Reviewer**, *Campbell Collaboration*.

BOARD, COMMITTEE, & LEADERSHIP POSITIONS**National Positions**

2025- current	Board Member , Rehabilitation Association of Mississippi Secretary ,
2024 – current	American Congress of Rehabilitation Medicine (ACRM) Behavioral Health Executive Committee.
2023 - current	Board of Director Member , Association of Rehabilitation Research, Policy, and Education (ARRPE)
2023- current	Elected Committee Member , Commission on Rehabilitation Counselor Certification (CRCC) Item Writing Sub-Committee.
2022 - current	Mentoring Program Faculty , ACRM Career Development Networking Chair, Section A Workgroup , Commission on Rehabilitation Counselor Certification (CRCC) 2017 Code Revision Task Force.
2021-2022	

UNIVERSITY, COLLEGE, AND DEPARTMENTAL SERVICES AND ACTIVITIES

SP2025 – current	Doctoral Coordinator, Counselor Education & Supervision
Sum 2024- current	Faculty mentor for new Asst. Prof in the Rehab Counseling Program
Fall 2023 – current	Member , College of Education (COE) Assessment Committee, MSU, Starkville, MS.
Fall 2022 –SP. 2025	Elected Member , University Library Committee, MSU, Starkville, MS
SP 2025 – Sum.2025	Member , Faculty Search Committee - Assistant Professor Rehabilitation Counseling (Tenure-Track), Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations (CHEF), MSU, Starkville, MS.
Fall 2022- 2024	Member , COE Diversity Committee, MSU, Starkville, MS
Fall 2023 – Sp.2024	Member , Faculty Search Committee - Assistant/Associate Teaching Professor in Counseling (Non- Tenure Track) – Division of Education, MSU, Meridian, MS.
Fall 2023	Chair , Faculty Search Committee –Assistant Professor, Rehabilitation Counseling (Tenure-Track), Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations (CHEF), MSU, Starkville, MS.
Spring 2023	Chair , Faculty Search Committee – Assistant Teaching Professor, Clinical Mental Health Counseling (Non-Tenure Track), CHEF Department MSU, Starkville, MS.
Spring 2022	Member , Faculty Search Committee –Assistant Professor, School Psychology (Tenure-Track), CHEF Department MSU, Starkville, MS.
Sp. 2017 – 2018	Member , Bachelor of Science Curriculum Committee, Steve Hicks School of Social Work, the University of Texas at Austin, TX.

DOCTORAL DISSERTATION / EDS COMPS COMMITTEE MEMBER

2024- current	Member , Dissertation Committee for Chiquita Holmes, PhD Candidate, Counseling Program, CHEF. Dissertation Tentative Title: The role of mental health counseling in reducing pregnancy related deaths.
2022 – 2024	Member , Dissertation Committee for Jamison Breana, PhD Candidate, Teacher Education and Leadership. Dissertation Title: Evidence-Based Practices: The Special Educator's Experience
Spring 2024	Member , Education Specialists COMPS Committee for Hannah Flynt, Eds Candidate
Spring 2024	Member , Doctoral COMPS Committee for Chiquita Holmes
2017 – 2018	Member , Dissertation committee for Lisa Lynn Sigafoos, Ph.D. Candidate, Special Education, The University of Texas at Austin, TX (Ph.D. completed 2018)

MENTORING OF GRADUATE STUDENTS

Mentoring/Advising of Graduate Students

Fall 202- Current	Advising and mentoring of majority of graduate students (Total =51) in the rehabilitation counseling program.
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PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

Spring 2025	ARRPE Conference , Savannah, Georgia (Feb. 24 – 25, 2025)
Fall 2024	ACRM 101th Annual Conference, Dallas, Texas (Oct. 29 – Nov. 3, 2024)
Fall 2024	2024 Southeast Region National Rehabilitation Association Conference, Biloxi, MS (Oct. 2 – 4, 2024)
Fall 2024	2024 Southeast Region National Rehabilitation Association Conference, Biloxi, MS (Oct. 2 – 4, 2024)
Fall 2024	2024 Mississippi Association for Education & Rehabilitation of the Blind & Visually Impaired Ocean Spring, MS (Sept. 19 – 21, 2024)
Spring 2024	ARRPE Research Symposium (May 21, 2024)
Spring 2024	National Symposium on Quality Employment (May 22- May 23, 2024)
Fall 2023	ACRM 100th Annual Conference at Atlanta, Georgia (Oct. 31 – Nov. 3, 2023)
Fall 2023	Mississippi AERS Virtual Conference (October 2023)
Fall 2023	Mississippi Counseling Association, Biloxi, MS (November 8 – 10, 2023)

Fall 2022	ACRM 99th Annual Conference at Chicago, IL (November 6-11, 2022)
Fall 2022	National Rehabilitation Counseling Association (NRCA) Virtual Conference (September 19 – 21, 2022)
Fall 2022	Mississippi AERS Virtual Conference (October 27, 2022)
Fall 2022	Rehabilitation Association of Mississippi (RAM), Oxford, MS (September 15, 2022)
Spring 2021	Attended National Council on Rehabilitation Education (NCRE) -Virtual
Spring 2020	National Institute of Health (NIH) Virtual Seminar on Program Funding and Grants Administration Attendance
Fall 2020	American Congress of Rehabilitation Medicine, 97th Annual Conference & Expo at Chicago, IL.

OTHER PROFESSIONAL DEVELOPMENTS ATTENDED (e.g. Trainings, Workshops, etc.)

2025

- ARRPE Conference - various professional development topics (02/2025)
- Integrating Artificial Intelligence to Enhance Rehabilitation Counseling Education by Presented by Dr. Yolanda Edwards, Winston Salem State University (02/2025)
- Preventing a Cheating Culture: Why Students Really Cheat & How to Address It (4/2025)
- An Introduction to Mixed Methods Research by APA Science - virtual via Zoom (4/2025)

2024

- Exploring Generative AI in Higher Education Virtual Conference organized by Cengage (02/2024) Financial Conflict of Interest (09/2024)
- FCOI Disclosure Form (09/2024)
- ORED Symposium on Disabilities (04/2024)
- Improving Opportunities & Quality of Life for People with Disabilities Through Collaboration, Research & Outreach 04/2024)
- ViRec Database and Methods: Assessing Race and Ethnicities (04/2024)
- AI Ethics, Governance, Policies, and Practice in Higher Education (04/2024) An Introduction to Data Extraction with Covidence (04/2024)
- Using CITAVI for Literature Review (03/2024)
- Ethical Responsibilities of a Military to the Social Determinants of Health of its Service Members (03/2024)
- What is Rural? – Cyberseminar organized by VA Health Systems Research (03/2024)
- Data Spelunking: Strategies for Exploring VA Data (03/2024)

2023

- Interactive Learning Tools
- Effective Lecturing in Your Online Course
(08/24/23) Informal Canvas Course Review
(11/06/23)
- How to Write Discussable Discussion
Questions Introduction to Video Editing
- Teaching Portfolio Workshop| Maymester Online offered by MSU Center for Teaching and Learning (CTL) (06/19/23)
- 2023-2024 Annual Information Security Training for Faculty and Staff
- Spring 2023 Online Course and Tools Showcase (03/29/23)

2022

- Reflective Teaching Community of Practice through
CTL Inclusive Teaching Community of Practice
through CTL
- Selected and Participated in the Spring 2022 Community Engagement Learning (CEL)
Fellows Program
- Webinar: Adobe Creative Digital Literacy through ITS
- Designing Effective Low Stakes Writing Assignments in ‘Your’ Class Luncheon and
Roundtable through CTL
- Webinar – Using Ouriginal – an Academic Integrity tool
- Best Practices for Presenting Live through MSU Office of Research and Economic
Development (ORED)
- Responsible Conduct of Research via CITI through Office of Research Compliance and Security
Responsible Conduct of Research via Canvas through Office of Research Compliance and Security
Using the Outlining Method to Create a Quality Grant Proposal through ORED
- Proposal Budgets: Practical tools for building your budget and justification through
ORED FCOI Disclosure Form through Office of Research Compliance and Security
- The First Timer’s Guide to Submitting a Grant Proposal at
MSU NEA and NEH: How to Secure Funding through ORED
Emerging Trends in Proposal Requirements through ORED
- Human Subjects Research through Office of Research Compliance and
Security Partnerships and Funded Projects: A panel discussion through
ORED

- Research Development and Research Administration: Different sides of the same coin through ORED
- Publish and Flourish: Grant and Journal Writing with Dr. Tara Gray – organized by M - ORED (2/15/2022)

2021

- Attended colloquium on suicide assessment and treatment Attended colloquium on disability bias
- Attended the Webinar by Works Clearinghouse (WWC) on systematic literature searches
- Research development and research administration: Different sides of the same coin (08/26/21)
- Getting the most out of Scopus (08/30/21)
Types of Funding Seminar (08/31/21)
- Types of Funding: An overview of standard project types (08/31/21)
Introduction to Pivot Seminar (09/09/21)
- Building a Logic Model for Your Proposal (09/14/21) Getting the Most Out of ICPSR (09/15/21)
- WWC systematic literature searches (09/29/21)
- MS Center for Clinical and Translational Research: Research Resources and Funding Opportunities (10/04/21)
- Partnerships and funded projects-A panel discussion (10/19/21)
- Broader Impacts Part 1: Advancing research impact in society (11/03/21)
General Data Sources: Where to find them (11/18/21)

2020

- Getting Your Research Started (8/14/20)
Getting Started with Canvas (8/13/20)
- Getting Started with WebEx - New Faculty (8/13/20) Canvas Assessments - New Faculty (8/13/20) Canvas Gradebook - New Faculty (8/13/20)
- Using Canvas Studio (ARC) Effectively in Canvas (8/10/20)
New Faculty Teaching Academy (8/3 – 12/20)
- Non-Traditional Classroom Electronic Equipment Training (8/7/20)
Using External tools in Canvas (8/7/20)
- Using Rubrics in Canvas (8/6/20)
Supported Lectern Training (8/6/20) Peer Review in Canvas (8/6/20)

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

2023 – current	Association for Counselor Education & Supervision (ACES)
2023 – current	Southern Association for Counselor Education and Supervision (SACES)
2023 – current	American Psychological Association (APA)
2023 – current	Association of Rehabilitation Research, Policy, and Education
2023 – current	Mississippi Counseling Association (MCA)
2021 – current	American Counseling Association (ACA)
2021 – current	American Rehabilitation Counseling Association (NRCA)
2020 – current	Rehabilitation Association of Mississippi (RAM)
2019 – current	American Congress of Rehabilitation Medicine (ACRM)
2016 – current	The National Rehabilitation Association (NRA)
2016 – 2022	The National Council on Rehabilitation Education (NCRE)

Commission on Rehabilitation Counselor Certification

To all persons be it known that

Zaccheus J. Ahonle

*having completed the prescribed studies
and having satisfied the requirements for designation as a*

Certified Rehabilitation Counselor

*has accordingly been admitted to that designation with all the rights, privileges,
and immunities thereunto appertaining.*

*In witness whereof, the officers of CRCC
have caused this certificate to be signed for practice
in the field of rehabilitation counseling as such upon bestowment.*



COMMISSION ON REHABILITATION
COUNSELOR CERTIFICATION

President

Allison Flanagan, CRC

Treasurer/Secretary

Nicholas C. Derzys Jr., Ph.D., CRC

Accredited by the National Commission for Certifying Agencies

Certification No.

119525

Valid through

September 30, 2024

EXHIBIT A

GENERAL TERMS AND CONDITIONS

1. Anti-assignment/subcontracting. Contractor acknowledges that it was selected by the State to perform the services required hereunder based, in part, upon Contractor's special skills and expertise. Contractor shall not assign, subcontract, or otherwise transfer this agreement, in whole or in part, without the prior written consent of the State, which the State may, in its sole discretion, approve or deny without reason. Any attempted assignment or transfer of its obligations without such consent shall be null and void. No such approval by the State of any subcontract shall be deemed in any way to provide for the incurrence of any obligation of the State in addition to the total fixed price agreed upon in this agreement. Subcontracts shall be subject to the terms and conditions of this agreement and to any conditions of approval that the State may deem necessary. Subject to the foregoing, this agreement shall be binding upon the respective successors and assigns of the parties.
2. Applicable Law. The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws provisions, and any litigation with respect thereto shall be brought in the courts of the State. Contractor shall comply with applicable federal, state, and local laws and regulations.
3. Attorneys' Fees and Expenses. Subject to other terms and conditions of this agreement, in the event Contractor defaults in any obligations under this agreement, Contractor shall pay to the State all costs and expenses (including, without limitation, investigative fees, court costs, and attorney's fees) incurred by the State in enforcing this agreement or otherwise reasonably related thereto. Contractor agrees that under no circumstances shall the customer be obligated to pay any attorney's fees or costs of legal action to Contractor.

MSU is also a state agency and is prohibited by law from agreeing to pay attorney's fees.

4. Availability of Funds. It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDRS, MDRS shall have the right upon ten (10) working days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expenses to MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.
5. Compliance with Laws. Contractor understands that the Mississippi Department of Rehabilitation Services is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services. Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, State of Mississippi, and local laws and regulations, as now existing and as may be amended or modified.
6. Conflict of Interest. Contractor represents, to the best of his or her knowledge and belief, that this contract does not present the Contractor with a conflict of interest with respect to any past, current, or potential contract or employment such that the Contractor would be unable to perform impartially and without bias. Contractor must

also refrain from using confidential or protected personally identifiable information for any other purpose other than to perform the duties required by this contract.

7. Disputes. Any dispute concerning a question of fact arising under this Contract shall be disposed of by good faith negotiation between duly authorized representative of MDRS and the Contractor. Disputes that cannot be resolved in this manner shall be determined by a court of competent jurisdiction in Hinds County, Mississippi. Pending final decision of a dispute, the Contractor shall proceed diligently with the performance of its obligation in this agreement.
8. E-Payment. Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The agency agrees to make payment in accordance with Mississippi law on "Timely Payments for Purchases by Public Bodies," which generally provides for payment of undisputed amounts by the agency within forty-five (45) days of receipt of invoice. Mississippi Code Annotated § 31-7-301 et seq.
9. E-Verification. If applicable, Contractor represents and warrants "certifies" that it will ensure its compliance with the Mississippi Employment Protection Act of 2008, and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 *et seq.* The term "employee" as used herein means any person that is hired to perform work within the State of Mississippi. As used herein, "status verification system" means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. Contractor agrees to maintain records of such compliance. Upon request of the State and after approval of the Social Security Administration or Department of Homeland Security when required, Contractor agrees to provide a copy of each such verification. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws. The breach of this agreement may subject Contractor to the following:
 - a. termination of this contract for services and ineligibility for any state or public contract in Mississippi for up to three (3) years with notice of such cancellation/termination being made public;
 - b. the loss of any license, permit, certification or other document granted to Contractor by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year; or,
 - c. both.

In the event of such cancellation/termination, Contractor would "may" also be liable for any additional costs incurred by the State due to Contract cancellation or loss of license or permit to do business in the State.

10. Entire Agreement. This Contract, RFQ 3150003186, and the Contractor's submitted Statement of Qualifications constitute the entire agreement of the parties with respect to the subject matter contained herein and supersedes and replaces any and all prior negotiations, understandings and agreements, written or oral, between the parties relating thereto.
11. Failure to Deliver. In the event of failure of Contractor to deliver services in accordance with the contract terms and conditions, MDRS, after due oral or written notice, may procure the services from other sources and hold Contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies that MDRS may have.

MSU is also a state agency is prohibited from agreeing to nay remedies before a conflict actually occurs.

12. Failure to Enforce. Failure by MDRS at any time to enforce the provisions of the contract shall not be construed as a waiver of any such provisions. Such failure to enforce shall not affect the validity of the contract or any part thereof or the right of MDRS to enforce any provision at any time in accordance with its terms.
13. Force Majeure. Each party shall be excused from performance for any period and to the extent that it is prevented from performing any obligation or service, in whole or in part, as a result of causes beyond the reasonable control and without the fault or negligence of such party and/or its subcontractors. Such acts shall include without limitation acts of God, strikes, lockouts, riots, acts of war, epidemics, governmental regulations superimposed after the fact, fire, earthquakes, floods, or other natural disasters ("force majeure events"). When such a cause arises, Contractor shall notify the State immediately in writing of the cause of its inability to perform, how it affects its performance, and the anticipated duration of the inability to perform. Delays in delivery or in meeting completion dates due to force majeure events shall automatically extend such dates for a period equal to the duration of the delay caused by such events, unless the State determines it to be in its best interest to terminate the agreement.
14. HIPAA Compliance. Contractor agrees to comply with the "Administrative Simplification" provisions of the Health Insurance Portability and Accountability Act of 1996, including electronic data interchange, code sets, identifiers, security, and privacy provisions, as may be applicable to the services under this contract.
- ~~15. Indemnification. To the fullest extent allowed by law, Contractor shall indemnify, defend, save and hold harmless, protect, and exonerate the agency, its commissioners, board members, officers, employees, agents, and representatives, and the State of Mississippi from and against all claims, demands, liabilities, suits, actions, damages, losses, and costs of every kind and nature whatsoever including, without limitation, court costs, investigative fees and expenses, and attorney's fees, arising out of or caused by Contractor and/or its partners, principals, agents, employees and/or subcontractors in the performance of or failure to perform this agreement. In the State's sole discretion upon approval of the Office of the Mississippi Attorney General, Contractor may be allowed to control the defense of any such claim, suit, etc. In the event Contractor defends said claim, suit, etc., Contractor shall use legal counsel acceptable to the Office of the Mississippi Attorney General. Contractor shall be solely responsible for all costs and/or expenses associated with such defense, and the State shall be entitled to participate in said defense. Contractor shall not settle any claim, suit, etc. without the concurrence of the Office of the Mississippi Attorney General, which shall not be unreasonably withheld.~~

MSU is also a state agency and is prohibited by law from indemnifying any party. The following is an acceptable alternative.

"Contractor shall be responsible for liability resulting from the actions/inactions of its officers, agents, and employees acting within the course and scope of their official duties with Mississippi State University to the degree and within the parameters required under Miss. Code Ann. Sec. 11-46-1 et seq. (1972)"

16. Independent Contractor Status. Contractor shall, at all times, be regarded as and shall be legally considered an independent contractor and shall at no time act as an agent for the State. Nothing contained herein shall be deemed or construed by the State, Contractor, or any third party as creating the relationship of principal and

agent, master and servant, partners, joint ventures, employer and employee, or any similar such relationship between the State and Contractor. Neither the method of computation of fees or other charges, nor any other provision contained herein, nor any acts of the State or Contractor hereunder creates, or shall be deemed to create a relationship other than the independent relationship of the State and Contractor. Contractor's personnel shall not be deemed in any way, directly or indirectly, expressly or by implication, to be employees of the State. Neither Contractor nor its employees shall, under any circumstances, be considered servants, agents, or employees of MDRS, and MDRS shall be at no time legally responsible for any negligence or other wrongdoing by Contractor, its servants, agents, or employees. MDRS shall not withhold from the contract payments to Contractor any federal or state unemployment taxes, federal or state income taxes, Social Security tax, or any other amounts for benefits to Contractor. Further, MDRS shall not provide to Contractor any insurance coverage or other benefits, including Worker's Compensation, normally provided by the State for its employees.

17. Insurance. The Contractor represents that it will maintain workers' compensation insurance as required by the State of Mississippi which shall inure to the benefit of all the Contractor's personnel provided hereunder. The Mississippi Department of Rehabilitation Services reserves the right to request from carriers, certificates of insurance regarding the required coverage. Insurance carriers must be licensed or hold a Certificate of Authority from the Mississippi Department of Insurance.
18. Modification or Renegotiation. This agreement may be modified only by written agreement signed by the parties hereto. The parties agree to renegotiate the agreement if federal and/or state revisions of any applicable laws or regulations make changes in this agreement necessary.
19. Non-solicitation of Employees. Each party to this agreement agrees not to employ or to solicit for employment, directly or indirectly, any persons in the full-time or part-time employment of the other party until at least six (6) months after this agreement terminates unless mutually agreed to in writing by the State and Contractor.
20. Ownership of Documents and Work Papers. ~~MDRS shall own all documents, files, reports, work papers and working documentation, electronic or otherwise, created in connection with the project which is the subject of this agreement, except for Contractor's internal administrative and quality assurance files and internal project correspondence. Contractor shall deliver such documents and work papers to MDRS upon termination or completion of the agreement. The foregoing notwithstanding, Contractor shall be entitled to retain a set of such work papers for its files. Contractor shall be entitled to use such work papers only after receiving written permission from MDRS and subject to any copyright protections.~~ Notwithstanding anything to the contrary, the above information and/or materials do not include any Contractor Pre-existing Material, including but not limited to material that was developed prior to the Effective Date that is used, without modification, in the performance of the Agreement. "Contractor Pre-existing Material" means curriculum (including but not limited to the Next Up curriculum, its videos, and lesson plans), materials, code, methodology, concepts, process, systems, technique, trade or service marks, copyrights, or other intellectual property right developed, licensed or otherwise acquired by Contractor, independent of the services to be rendered under this agreement. To the extent the above described information and/or materials contain Contractor Pre-existing Material, Contractor hereby grants to MDRS an irrevocable, perpetual, nonexclusive, royalty-free, world-wide license to use, execute, reproduce, display, perform, and distribute copies of Contractor Pre-existing Material, but only as they are incorporated into and form a part of the works developed for MDRS pursuant to this agreement.

MSU is a public university entity of the state of Mississippi. As such, we operate as a non-profit. Because of this, there are certain actions that the IRS sees as for-profit ventures that we must avoid. Among those things is granting ownership of any university created IP. Giving away ownership of IP that we have rights in creates unrelated business income – which would in turn create a number of tax

and bond issues for the university. Instead, we can offer a license to any university owned IP with an option for an exclusive license. Below is some standard language that we use in our agreements. It will give you the ability to use any deliverables for any purpose, but we will retain ownership.

"All right, title and interest in any intellectual property conceived solely by agents or affiliates of University shall be owned by University. All right, title and interest in any intellectual property conceived jointly by at least one agent or affiliate of University and at least one employee of Sponsor shall be jointly owned by University and Sponsor. All right, title and interest in any intellectual property conceived solely by employees of Sponsor shall be owned by Sponsor. University shall grant Sponsor a royalty-free, nonexclusive, worldwide irrevocable license in any University wholly owned intellectual property, including the right to grant sublicenses.

In recognition for their support of this project, Sponsor is hereby granted the first right to negotiate for an exclusive license, including the right to grant sublicenses, in the intellectual property owned or co owned by University. This license shall be consistent with other terms and conditions as may be reasonable under the circumstances, and as agreed upon through good faith negotiations between Contractor and Sponsor. The first right to negotiate shall terminate whenever Sponsor fails to (1) Submit a complete application for an exclusive license within ninety (90) days of being notified by University of invention's availability for licensing, or; (2) Submit a good faith written response to a written proposal of licensing terms within ninety (90) days of such proposal."

Additionally, Contractor assures that any and all information regarding clients of MDRS will be kept strictly confidential pursuant to 34 CFR 361.38 and will become the property of MDRS. Contractor assures that MDRS shall have full access to all information collected. The Contractor is prohibited from use of the above described information and/or materials without the express written approval of MDRS.

Paper documents containing Personally Identifiable Information must be destroyed by burning, pulping, shredding, macerating, or other similar means that ensures the information cannot be recovered. If there are electronic devices and media (for example, computers, disk drives, CD's, Jump/Flash drives, magnetic tape, etc.) that need to be disposed of, please contact MDRS for further guidance on approved methods on destroying electronic devices and related media.

21. Paymode. Payments by state agencies using the State's accounting system shall be made and remittance information provided electronically as directed by the State. These payments shall be deposited into the bank account of Contractor's choice. The State may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the State is exempt from the payment of taxes. All payments shall be in United States currency.
22. Personally Identifiable Information. Contractor will not disclose or release any Personally Identifiable

Information (PII) to which the Contractor has access except as required to do so to authorized employees and officials within the scope of the Contractor's duties under this contract. Furthermore, Contractor acknowledges that any unauthorized disclosure of the information provided under this contract may violate the terms of Section 1106 of the Social Security Act and the Privacy Act, 5 U.S.C. 552a and subject the Contractor to penalties.

23. Procurement Regulations. The contract shall be governed by the applicable provisions of the Mississippi Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available at 501 North West Street, Suite 701E, Jackson, Mississippi 39201 for inspection, or downloadable at <http://www.DFA.ms.gov>.
24. Record Retention and Access to Records. Provided Contractor is given reasonable advance written notice and such inspection is made during normal business hours of Contractor, the State or any duly authorized representatives shall have unimpeded, prompt access to any of Contractor's books, documents, papers, and/or records which are maintained or produced as a result of the project for the purpose of making audits, examinations, excerpts, and transcriptions. All records related to this agreement shall be retained by Contractor for three (3) years after final payment is made under this agreement and all pending matters are closed; however, if any audit, litigation or other action arising out of or related in any way to this project is commenced before the end of the three (3) year period, the records shall be retained for one (1) year after all issues arising out of the action are finally resolved or until the end of the three (3) year period, whichever is later.
25. Recovery of Money. Whenever, under the contract, any sum of money shall be recoverable from or payable by Contractor to MDRS, the same amount may be deducted from any sum due to Contractor under the contract or under any other contract between Contractor and MDRS. The rights of MDRS are in addition and without prejudice to any other right MDRS may have to claim the amount of any loss or damage suffered by MDRS on account of the acts or omissions of Contractor.
26. Representation Regarding Contingent Fees. Contractor represents that it has not retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's bid or proposal.
27. Representation Regarding Gratuities. The bidder, offeror, or Contractor represents that it has not violated, is not violating, and promises that it will not violate the prohibition against gratuities set forth in Section 6-204 (Gratuities) of the Mississippi Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations.
28. Requirements Contract. During the period of the contract, Contractor shall provide all the service described in the contract. Contractor understands and agrees that this is a requirements contract and that the Mississippi Department of Rehabilitation Services shall have no obligation to Contractor if no services are required. Any quantities that are included in the scope of work reflect the current expectations of the Mississippi Department of Rehabilitation Services for the period of the contract. The amount is only an estimate and Contractor understands and agrees that MDRS is under no obligation to Contractor to buy any amount of the services as a result of having provided this estimate or of having any typical or measurable requirement in the past. Contractor further understands and agrees that MDRS may require services in an amount less than or in excess of the estimated annual contract amount and that the quantity actually used, whether in excess of the estimate or less than the estimate, shall not give rise to any claim for compensation other than the total of the unit prices in the contract for the quantity actually used.
29. Right to Audit. Contractor shall maintain such financial records and other records as may be prescribed by

MDRS or by applicable federal and state laws, rules, and regulations. Contractor shall retain these records for a period of three years after final payment, or until they are audited by MDRS, whichever event occurs first. These records shall be made available during the term of the contract and the subsequent three-year period for examination, transcription, and audit by the Mississippi State Auditor's Office, its designees, or other authorized bodies.

30. Severability. If any part of this agreement is declared to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the agreement that can be given effect without the invalid or unenforceable provision, and to this end the provisions hereof are severable. In such event, the parties shall amend the agreement as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provisions in compliance with applicable law.

31. Stop Work Order.

- 1) Order to Stop Work: The Chief Procurement Officer, may, by written order to Contractor at any time, and without notice to any surety, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a specified period not exceeding 90 days after the order is delivered to Contractor, unless the parties agree to any further period. Any such order shall be identified specifically as a stop work order issued pursuant to this clause. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize the occurrence of costs allocable to the work covered by the order during the period of work stoppage. Before the stop work order expires, or within any further period to which the parties shall have agreed, the Chief Procurement Officer shall either:
 - a) cancel the stop work order; or,
 - b) terminate the work covered by such order as provided in the Termination for Default clause or the Termination for Convenience clause of this contract.
- 2) Cancellation or Expiration of the Order: If a stop work order issued under this clause is canceled at any time during the period specified in the order, or if the period of the order or any extension thereof expires, Contractor shall have the right to resume work. An appropriate adjustment shall be made in the delivery schedule or Contractor price, or both, and the contract shall be modified in writing accordingly, if:
 - a) the stop work order results in an increase in the time required for, or in Contractor's cost properly allocable to, the performance of any part of this contract; and,
 - b) Contractor asserts a claim for such an adjustment within 30 days after the end of the period of work stoppage; provided that, if the Chief Procurement Officer decides that the facts justify such action, any such claim asserted may be received and acted upon at any time prior to final payment under this contract.
- 3) Termination of Stopped Work: If a stop work order is not canceled and the work covered by such order is terminated for default or convenience, the reasonable costs resulting from the stop work order shall be allowed by adjustment or otherwise.
- 4) Adjustments of Price: Any adjustment in contract price made pursuant to this clause shall be determined in accordance with the Price Adjustment clause of this contract.

32. Termination for Convenience.

- a. *Termination.* MDRS may, when the interests of the State so require, terminate this contract in whole or in part, for the convenience of the State. MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective.
- b. *Contractor's Obligations.* Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. Contractor shall settle the liabilities and claims arising out of the termination of subcontracts and orders connected with the terminated work. MDRS may direct Contractor to assign Contractor's right, title, and interest under terminated orders or subcontracts to the State. Contractor must still complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

33. Termination for Default.

- a. *Default.* If Contractor refuses or fails to perform any of the provisions of this contract with such diligence as will ensure its completion within the time specified in this contract or any extension thereof, or otherwise fails to timely satisfy the contract provisions, or commits any other substantial breach of this contract, the Agency Head or designee may notify Contractor in writing of the delay or nonperformance and if not cured in ten (10) days or any longer time specified in writing by the Agency Head or designee, such officer may terminate Contractor's right to proceed with the contract or such part of the contract as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part, the Agency Head or designee may procure similar supplies or services in a manner and upon terms deemed appropriate by the Agency Head or designee. Contractor shall continue performance of the contract to the extent it is not terminated ~~and shall be liable for excess costs incurred in procuring similar goods or services.~~

See above re: remedies.

- b. *Contractor's Duties.* Notwithstanding termination of the contract and subject to any directions from the procurement officer, Contractor shall take timely, reasonable, and necessary action to protect and preserve property in the possession of Contractor in which the State has an interest.
- c. *Compensation.* Payment for completed services delivered and accepted by the State shall be at the contract price. ~~The State may withhold from amounts due Contractor such sums as the Agency Head or designee deems to be necessary to protect the State against loss because of outstanding liens or claims of former lien holders and to reimburse the State for the excess costs incurred in procuring similar goods and services.~~

See above re: remedies.

- d. *Excuse for Nonperformance or Delayed Performance.* Except with respect to defaults of subcontractors, Contractor shall not be in default by reason of any failure in performance of this contract in accordance with its terms (including any failure by Contractor to make progress in the prosecution of the work hereunder which endangers such performance) if Contractor has notified the Agency Head or designee within 15 days after the cause of the delay and the failure arises out of causes such as: acts of God; acts of the public enemy; acts of the State and any other governmental entity in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; or unusually severe

weather. If the failure to perform is caused by the failure of a subcontractor to perform or to make progress, and if such failure arises out of causes similar to those set forth above, Contractor shall not be deemed to be in default, unless the services to be furnished by the subcontractor were reasonably obtainable from other sources in sufficient time to permit Contractor to meet the contract requirements. Upon request of Contractor, the Agency Head or designee shall ascertain the facts and extent of such failure, and, if such officer determines that any failure to perform was occasioned by any one or more of the excusable causes, and that, but for the excusable cause, Contractor's progress and performance would have met the terms of the contract, the delivery schedule shall be revised accordingly, subject to the rights of the State under the clause entitled (in fixed-price contracts, "Termination for Convenience," in cost-reimbursement contracts, "Termination"). (As used in this Paragraph of this clause, the term "subcontractor" means subcontractor at any tier).

- e. *Erroneous Termination for Default.* If, after notice of termination of Contractor's right to proceed under the provisions of this clause, it is determined for any reason that the contract was not in default under the provisions of this clause, or that the delay was excusable under the provisions of Paragraph (4) (Excuse for Nonperformance or Delayed Performance) of this clause, the rights and obligations of the parties shall, if the contract contains a clause providing for termination for convenience of the State, be the same as if the notice of termination had been issued pursuant to such clause.
 - f. *Additional Rights and Remedies.* The rights and remedies provided in this clause are in addition to any other rights and remedies provided by law or under this contract.
34. Termination upon Bankruptcy. This contract may be terminated in whole or in part by the Mississippi Department of Rehabilitation Services upon written notice to Contractor, if Contractor should become the subject of bankruptcy or receivership proceedings, whether voluntary or involuntary, or upon the execution by Contractor of an assignment for the benefit of its creditors. In the event of such termination, Contractor shall be entitled to recover just and equitable compensation for satisfactory work performed under this contract, ~~but in no case shall said compensation exceed the total contract price.~~

MSU is also a state agency and is prohibited from accepting terms that limit the other party's liability to a set amount, including the contract price.

35. Trade Secrets, Commercial and Financial Information. It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or reproduction.
36. Transparency. This contract, including any accompanying exhibits, attachments, and appendices, is subject to the "Mississippi Public Records Act of 1983," and its exceptions. See Mississippi Code Annotated §§ 25-61-1 et seq. and Mississippi Code Annotated § 79-23-1. In addition, this contract is subject to the provisions of the Mississippi Accountability and Transparency Act of 2008. Mississippi Code Annotated §§ 27-104-151 et seq. Unless exempted from disclosure due to a court-issued protective order, a copy of this executed contract is required to be posted to the Department of Finance and Administration's independent agency contract website for public access at <http://www.transparency.mississippi.gov>. Information identified by Contractor as trade secrets, or other proprietary information, including confidential vendor information or any other information which is required confidential by state or federal law or outside the applicable freedom of information statutes, will be redacted.

37. Waiver. No delay or omission by either party to this agreement in exercising any right, power, or remedy hereunder or otherwise afforded by contract, at law, or in equity shall constitute an acquiescence therein, impair any other right, power or remedy hereunder or otherwise afforded by any means, or operate as a waiver of such right, power, or remedy. No waiver by either party to this agreement shall be valid unless set forth in writing by the party making said waiver. No waiver of or modification to any term or condition of this agreement will void, waive, or change any other term or condition. No waiver by one party to this agreement of a default by the other party will imply, be construed as or require waiver of future or other defaults.

38. Approval Clause. It is understood that if this contract requires approval by the Public Procurement Review Board and/or the Mississippi Department of Finance and Administration Office of Personal Service Contract Review and this contract is not approved by the PPRB and/or OPSCR, it is void and no payment shall be made hereunder.

ATTACHMENT G

Additional Data

Please see the attached documents for additional information to assist in evaluating our proposal.

We do not have any funding to disclose from any Federal, State, and/or local governments entity, any public or private foundations, or other organizations to provide these services (Job Extravaganza). No funding to disclose under Workforce Innovations and Opportunities Act (WIOA).

Company Name: Mississippi State University, Mississippi Institute on Disabilities

Signature and Date: 
Kacey Strickland (Jul 8, 2025 09:07 CDT)

Name and Title: Kacey Strickland, Assistant VP & Executive Director

ATTACHMENT H

Redaction Notice

Offerors shall acknowledge which of the following statements is applicable regarding release of its qualification as a public record. An offeror may be deemed non-responsive if the offeror does not acknowledge either statement, acknowledges both statements, or fails to comply with the requirements of the statement acknowledged. Choose one:

_____ Along with a complete copy of its qualification, offeror has submitted a second copy of the qualification in which all information offeror deems to be confidential commercial and financial information and/or trade secrets is redacted in black. Offeror acknowledges that it may be subject to exclusion pursuant to Chapter 15 of the PPRB OPSCR Rules and Regulations if the MDRS or the Public Procurement Review Board determine redactions were made in bad faith in order to prohibit public access to portions of the qualification which are not subject to Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Offeror acknowledges and agrees that MDRS may release the redacted copy of the qualification at any time as a public record without further notice to offeror. An offeror who selects this option but fails to submit a redacted copy of its qualification may be deemed non-responsive.

 X Offeror hereby certifies that the complete unredacted copy of its qualification may be released as a public record by MDRS at any time without notice to offeror. The qualification contains no information offeror deems to be confidential commercial and financial information and/or trade secrets in accordance with Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Bidder explicitly waives any right to receive notice of a request to inspect, examine, copy, or reproduce its bid as provided in Mississippi Code Annotated § 25-61-9(1)(a). An offeror who selects this option but submits a redacted copy of its qualification may be deemed non-responsive.

Company Name: Mississippi State University, Mississippi Institute on Disabilities

Justin Stidham
Justin Stidham (Jun 30, 2025 13:25 CDT)

Signature and Date: _____

Name and Title: Justin Stidham, Associate Director, Office of Sponsored Projects

CERTIFICATE OF COVERAGE

Issued to:

Mississippi State University

The State Institutions of Higher Learning, as a participant of the Mississippi Tort Claims Fund as set forth in Chapter 46, Title 11, Mississippi Code 1972, as amended, certifies coverage of the above-named institution under its self-insured IHL Tort Claims Plan. The IHL Tort Claims Plan provides protection for tort claims against the named institution as well as its employees subject to terms and limitations established by law. This Certificate shall continue in full force and effect until such time as it may be canceled or rescinded.

Issued this the 21st day of July, 2016.

State Institutions of Higher Learning
IHL Tort Claims Plan

A handwritten signature in blue ink, appearing to read 'D. Buford', is written over a horizontal line.

David S. Buford, Administrator

**STATE OF MISSISSIPPI
DEPARTMENT OF REHABILITATION SERVICES
CONTRACT FOR PROFESSIONAL SERVICES**

1. Parties. The parties to this contract are the Mississippi Department of Rehabilitation Services (hereinafter “MDRS”) and [Contractor Name] (hereinafter “Contractor”).
2. Purpose. The purpose of this contract is for MDRS to engage Contractor to provide certain professional services as set forth in RFQ 3120003152, issued by MDRS and incorporated herein by reference. Contractor is one of the vendors selected through the above referenced RFQ.
3. General Terms and Conditions. This contract is hereby made subject to the terms and conditions included in Exhibit “A”, attached hereto and incorporated herein, captioned “General Terms and Conditions.”
4. Scope of Services. Contractor will perform and complete in a timely and satisfactory manner the services described in Exhibit “B”, attached hereto and incorporated herein, captioned “Scope of Services.”
5. Consideration. As consideration for the performance of the services referenced in Exhibit “B”, MDRS agrees to compensate Contractor as provided in Exhibit “B”, attached hereto and incorporated herein, captioned “Compensation.”
6. Period of Performance. This contract will become effective for the period beginning February 12, 2024 and ending on February 11, 2025, upon the approval and signature of the parties hereto. MDRS has the option to renew the contract for four (4) successive one-year period(s).
7. Notices. All **notices required or** permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth Exhibit “C”, attached hereto and incorporated herein, captioned “Notifications.”

In witness whereof, the parties hereto have affixed, on duplicate originals, their signatures on the date indicated below, after first being authorized so to do.

DATE

By: _____
Samandra Murphy, Chief of Staff
Mississippi Department of Rehabilitation Services

DATE

By: _____

EXHIBIT “B”

SERVICES AND COMPENSATION

SCOPE OF SERVICES

In fulfillment of the purposes of this Agreement, the Contractor shall provide MDRS with the professional services needed to create and host comprehensive training events for MDRS clients. Services shall be provided in accordance with the terms set forth in the Request for Qualifications RFQ 3120003152 issued by MDRS, and are further described in Exhibit “D”, captioned “Statement of Qualifications”, attached hereto and made a part hereof by reference.

COMPENSATION

In furtherance of the performance of the services referenced above, MDRS agrees to compensate the Contractor at the rate of Ninety Dollars (\$90.00) per hour per student. Purchases under this Agreement shall be subject to any limitations contained in Exhibit D. Contractor agrees to ensure the funds subject to this Agreement are used in accordance with conditions, requirements and restrictions of federal, state and local laws, as well as any terms and conditions set forth in the Request for Qualifications.

The Contractor shall invoice MDRS monthly as needed. The final invoice to MDRS shall be sent within thirty (30) days after the Agreement ending date. The invoice should have appropriate documentation substantiating actual expenses.

It is expressly understood and agreed that in no event will the total compensation to be paid hereunder exceed the specified amount of XXXXXXXX Dollars (\$XX,XXX.XX).

EXHIBIT “C”

NOTIFICATIONS

Notices. All notices required or permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth below. Notice shall be deemed given when actually received or when refused. The parties agree to promptly notify each other in writing of any change of address.

For MDRS: Billy Taylor, Executive Director
Mississippi Department of Rehabilitation Services
Post Office Box 1698
Jackson, Mississippi 39215-1698

[with Copy to Contract Coordinator]

For the Contractor: Kacey Strickland, Executive Director
Sponsored Programs Administration
Mississippi State University
Post Office Box 6156
Mississippi State, Mississippi 39762

**AMENDMENT #1
TO THE REQUEST FOR QUALIFICATIONS
FOR COMPREHENSIVE TRAINING EVENTS FOR MDRS CLIENTS
RFQ #3120003152**

Q1: Will Entrepreneurship classes be considered a Pre Employment Transition Service?

A1: Self-employment/entrepreneurship would fall under Job Exploration Counseling.

Q2: Is this RFQ for "Job Extravaganza" type events only or does it include other Pre ETS activities?

A2: This RFQ is limited to the provision of Pre-Employment Transition Services (Pre-ETS) activities conducted specifically at Job Extravaganza events. While the activities completed at these events are considered Pre-ETS, this RFQ does not include or authorize the provision of other Pre-ETS activities outside the scope of the Job Extravaganza events as outlined in the RFQ.

Q3: Will there be a separate RFP or RFQ for Pre ETS?

A3: Yes

Q4: How long should the "breakout sessions" be?

A4: The "breakout sessions" should be no shorter than 30 minutes each. Services provided during these sessions are billed in units, where one unit equals one hour and a half unit equals 30 minutes. All Pre-ETS activities conducted during these breakout sessions must be clearly documented using the Pre-ETS Provision Form MDRS-VR-61.

Q5: Is Military an option to highlight for counseling on Post Secondary Education and Training Opportunities?

A5: No, the military is not an option to highlight during counseling on Post-Secondary Education and Training Opportunities; however, this type of counseling falls under the Pre-ETS category of Job Exploration Counseling. Discussing military careers helps students understand the diverse roles and opportunities available within the military.

Q6: Are contractors required to pay travel expenses for businesses participating in a Job Extravaganza?

A6: Per Section 2.5 of the RFQ, "The contractor shall be responsible for covering all travel-related expenses (e.g., lodging, mileage) incurred by businesses or speakers participating in the event.

Q7: Is a bachelor's degree required for a designated individual (peer mentor, staff member, teacher, or volunteer) who is assigned to each student group during an event? If yes, please clarify why.

A7: No, a bachelor's degree is not required for a designated individual (peer mentor, staff member, teacher, or volunteer) assigned to each student group during an event. However, to ensure the safety and well-being of students with disabilities and to align with Mississippi Department of Education standards, all such individuals must meet the minimum qualifications for assistant teachers.

Acceptable qualifications include:

- An Associate's degree or higher; or
- At least two years or 48 college credit hours (with transcript verification); or
- A high school diploma or GED along with verified WorkKeys® scores meeting state proficiency levels (typically a Silver Level certification or equivalent scores in Reading, Applied Mathematics, and Writing).

All qualifications must be submitted to the agency for review and approval prior to the event. This requirement ensures individuals assigned to work with students are appropriately vetted and qualified, consistent with state educational standards and the agency's commitment to student safety.

Q8: Is this a RFQ or is it an RFP? Language on pages reference a proposal.

A8: This is a Request for Qualifications (RFQ) in which MDRS sets the price for the services provided. Per section 5.1, you will still submit a proposal for how the services are going to be provided.

Q9: Section 5 indicates proposal requirements. Can you clarify why the "Management Summary" and "Proposal" is to be "unmarked?"

A9: These sections are required to be "unmarked" so that the evaluation committee does not know whose submission they are scoring. This helps to ensure fairness in the evaluation process.

Q10: If a student has a referral for Pre-ETS, will they need a second referral to attend a JE?
"Services provided without a completed Referral for Contracted Pre-ETS Services Form (MDRS-VR-100) will not be paid by MDRS-OVR/OVRB."

A10: No, but the referral must include all Pre-ETS activities that will be provided at the Job Extravaganza event and the chosen provider must be on the referral. If not, the referral would need to be amended prior to the student attending the event.

Q11: Are fingerprints required for a designated individual (peer mentor, staff member, teacher, or volunteer) who is assigned to each student group during an event? If yes, please clarify why.

A11: Since these individuals—whether peer mentors, staff, teachers, or volunteers—will be providing services to students with disabilities, Mississippi law requires that all school staff undergo fingerprinting. Accordingly, we will adhere to this standard to ensure student safety and comply with state regulations:

1. Fingerprint Requirement Under Mississippi Law

- Per **Miss. Code Ann. § 37-9-17**, school districts must require criminal background checks and fingerprinting for any individual—licensed or nonlicensed—who works in a school setting.
- Charter schools and any contracted education service providers are similarly covered under **Miss. Code Ann. § 37-28-49**

2. Volunteers and Staff Working with Students

- **24 Miss. Code R. § 1-9.1.3** mandates fingerprinting for all employees and volunteers working with children, disqualifying individuals with criminal histories that raise safety concerns.

We will require fingerprinting for every designated individual assigned to student groups during these events. This aligns with Mississippi's statutory and regulatory requirements and demonstrates our commitment to prioritizing the safety and well-being of students with disabilities.

Q12: For the individuals providing services to the students (not the contractor) does each person have to have a Bachelor's degree to work with the kids.

A12: No, individuals providing services to students at these events are not required to have a Bachelor's degree. However, to ensure consistency with state standards and maintain the quality and safety of services delivered to students with disabilities, all individuals providing such services must meet the minimum qualifications for assistant teachers as outlined by the Mississippi Department of Education.

Acceptable qualifications for assistant teachers working with students include:

- An Associate's degree or higher; or

- At least two years or 48 college credit hours (verified by transcript); or
- A high school diploma or GED, *plus* verification of WorkKeys® scores demonstrating proficiency (typically a Silver Level certification or equivalent scores in Reading, Applied Math, and Writing).

All qualifications for staff who will be working with students must be submitted to the agency for review and approval prior to participation in any student-focused event. This requirement is in place to ensure compliance with state guidelines and to protect the well-being of students with disabilities being served.

Q13: Does the contractor have the authority to conduct events in the school gym with permission from the principal - Im asking because the schools I will be servicing will be far from each other, and from what it is written in the contract, it will be hard to get 5 hours for an event if you add travel to and from and for the students to get back to the school to go home.

A13: The Provider is responsible for securing the location which could be at a school gym if approved by the school.

Q14: Also is this RFQ the same as the Job Extravaganza RFQ.?

A14: This RFQ is only for the Job Extravaganza events.

Q15: Also when submitting numbers for possible kids serviced, this is with all the schools?

A15: Yes

Q16: If approved. The contract is renewed for only 4 years, and if after that, I will have to reapply if I want to continue to do this RFQ.

A16: Yes, all applicants would have to reapply after that point.


Q17: In Exhibit B (page 39), under the Compensation section, it states: "MDRS agrees to compensate the Contractor at the rate of Ninety Dollars (\$90.00) per hour per student." However, on page 4, Section 2.1, the Compensation for Services table lists different rates based on the Pre-ETS category and whether services are provided individually or in a group—none of which are \$90.

Could you clarify which structure is correct, or if the Exhibit B language is outdated?

A17: The chart on page 4, Section 2.1 is the correct rate. The Exhibit B language is outdated.

Respondents shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the response. The acknowledgment must be received by MDRS by the submission deadline.

Company Name: Mississippi State University

Signature and Date:  Kacey Strickland (Jul 8, 2025 09:07 CDT)

Name and Title: Kacey Strickland, Assistant VP & Executive Director







MDRS RFQ Job Extravaganza 2025_Word Doc (2)

Final Audit Report

2025-06-30

Created:	2025-06-30
By:	Jennifer Hemphill (jjh14@msstate.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAzzIEz4ebrVyCODqGiA3hbkwITfQfRFQi

"MDRS RFQ Job Extravaganza 2025_Word Doc (2)" History

-  Document created by Jennifer Hemphill (jjh14@msstate.edu)
2025-06-30 - 5:09:08 PM GMT
-  Document emailed to jstidham@osp.msstate.edu for signature
2025-06-30 - 5:12:39 PM GMT
-  Email viewed by jstidham@osp.msstate.edu
2025-06-30 - 6:24:20 PM GMT
-  Signer jstidham@osp.msstate.edu entered name at signing as Justin Stidham
2025-06-30 - 6:25:38 PM GMT
-  Document e-signed by Justin Stidham (jstidham@osp.msstate.edu)
Signature Date: 2025-06-30 - 6:25:40 PM GMT - Time Source: server
-  Agreement completed.
2025-06-30 - 6:25:40 PM GMT

Management Summary

July 9, 2025

To Whom It May Concern:

We are submitting this unmarked cover letter to outline the core philosophy behind our agency's approach to fulfilling the service described in this RFP for Comprehensive Training Events for MDRS Clients.

Our goal is to broaden access to meaningful job exploration experiences for clients eligible for Pre-ETS, helping students identify their interests, recognize their strengths, and clarify what they value in a future career. These training events offer participants the opportunity to explore further education or training that aligns with their goals. They also promote early skill development by immersing students in real-world simulations that reflect workplace expectations and standards. These hands-on experiences help bridge the gap between instruction and application. We also believe that these events strengthen connections among students, training professionals, and businesses that offer mentorship, insight, and exposure to a range of career paths. Through this exploration, students gain a broader understanding of the job market and their place within it, making this a crucial step in preparing for employment after high school.

Built with adaptability in mind, this model supports ongoing implementation across diverse locations and student populations. Events are paired with a structured pre- and post-curriculum that includes instructional videos, job station previews, and guided reflection which is designed to reinforce transition skills through a Universal Design for Learning (UDL) approach. To ensure seamless delivery, we provide detailed logistical planning, customized outreach tools, and real-time support for educators, volunteers, and business partners. Student participation and outcomes are documented through Pre-ETS Provision Forms, stakeholder feedback surveys, and post-event evaluations. Simulated job stations, breakout sessions aligned with Pre-ETS categories, and incentive systems create high-impact experiences that support both skill-building and career awareness. The model has already demonstrated success, including increased referrals and strong engagement from schools and business partners.

Our work is driven by a mission to support individuals with disabilities in reaching their highest potential across employment, education, and daily living. As a longstanding and trusted service provider across Mississippi, our agency has built a reputation for delivering inclusive, high-quality programming tailored to the needs of individuals with disabilities. We ensure accessibility through the use of assistive technology, adaptive equipment, and individualized support. Our prior Pre-ETS experience reflects both integrity and meaningful outcomes for participants. We bring to this project a capable team, including a dedicated project coordinator, strong administrative backing, and staff with expertise in transition services, special education, applied psychology, and community engagement. Our established relationships with school districts, special education professionals, and a vast network of community and business partners position us to implement and expand this initiative effectively.

Thank you for your time and thoughtful consideration of our proposal.

(Unmarked Document)

EXHIBIT D

Statement of Qualifications

Contractor's proposal shall be detailed within this Exhibit.

Proposal Narrative

The **Redacted** proposes to deliver immersive, high-impact training events for Pre-Employment Transition Services (Pre-ETS) eligible students in full alignment with the Mississippi Department of Rehabilitation Services (MDRS). These “Job Extravaganza” events are structured, hands-on opportunities that provide transition-aged students with disabilities meaningful exposure to career pathways, soft skill development, and real-world workplace experiences across all five core Pre-ETS categories outlined under the Workforce Innovation and Opportunity Act (WIOA): job exploration counseling, workplace readiness training, work-based learning experiences, postsecondary counseling, and instruction in self-advocacy.

Redacted proposes to host up to ten events annually. These training events will serve Oktibbeha County and its bordering counties—Choctaw, Webster, Clay, Lowndes, Winston, and Noxubee. This geographic area reflects regionally established partnerships, and based on current enrollment data, this model is expected to serve an estimated 1,000 special education students between the ages of 14 and 21. This is our target area, but we are open to serving further-reaching counties if that would support MDRS’s needs.

Each event will be an in-person experience, typically lasting up to five hours, with the number of student participants varying based on client interest and logistics. Students rotate through the event in small groups of five to seven, each supported by a designated staff member, teacher, or trained volunteer. A detailed event schedule will be provided in advance, and an event map will also be developed and distributed to help all attendees, including students, teachers, and support staff, easily navigate the layout, understand the rotation flow, and locate stations, restrooms, quiet rooms, and breakout session spaces.

(See Appendix A: Sample Event Schedule)

(See Appendix B: Sample Event Map)

Participants will meet MDRS’s participant qualifications. Specifically, only students for whom MIOD has received an MDRS-VR-100 Referral for Contracted Pre-ETS Services Form may participate in the event. These students will be between 14 and 21 years of age, currently enrolled in a secondary or postsecondary educational program or other recognized education program, and in need of Pre-ETS services to support their successful transition into competitive employment. They will have received special education services under IDEA or accommodations under Section 504 and have an open

Potentially Eligible (PE) or Vocational Rehabilitation (VR) case at the time of participation. Local school districts will coordinate student travel as needed.

To further support students' readiness, [Redacted] has developed a Career Readiness Unit designed to scaffold instruction and maximize the impact of Job Extravaganza events. This unit includes structured pre-event instructional activities, behavior modeling, and post-event reflection, all aligned with Universal Design for Learning (UDL) principles and IEP-aligned transition goals. Materials include an overview for school personnel, a "Getting Ready for JE" instructional video, job skill station previews, a professionalism mini-lesson ("Make Me Feel Important"), and guided student reflections. These resources are adaptable for diverse learning needs and help students build soft skills, reduce anxiety, and develop greater career awareness.

(See Appendix C: Career Readiness Unit Overview and Materials)

To support consistent implementation, this Job Extravaganza model is reinforced by a comprehensive communication to all stakeholders and a resource system that ensures seamless coordination from initial outreach through post-event evaluation. A detailed internal task list outlines project milestones, deliverables, and timelines, providing structure and accountability throughout the planning process. Communication with school districts, MDRS counselors, business partners, and volunteers is conducted through a series of structured emails, each tailored to the recipient group and the event stage. Microsoft Forms are used to manage participation forms for event registration, business interests, and volunteer sign-ups, while customized flyers and Save the Date materials ensure stakeholders receive timely and accessible information. On the day of the event, a full suite of printed resources—including a master event schedule, site-specific map, and stakeholder sign-in sheets—supports real-time logistics. Volunteers are trained through a brief pre-recorded video and an accompanying guide that outlines expectations and answers frequently asked questions. All materials have been strategically refined across multiple event cycles and are designed to be adaptable, replicable, and aligned with the broader goals of transition readiness for youth with disabilities.

(See Appendix D: Task Tracker)

(See Appendix E: Participation Forms)

(See Appendix F: Volunteer Training Guide and Video Script)

To support Pre-ETS documentation, [Redacted] will prepare a Pre-ETS Provision Form for each participant. These forms will document the specific services received and include observations of each student's level of participation, demonstrated progress or skill improvement, challenges encountered, interest in the activities and information presented, and any accommodations or specialized support required. Completed Pre-ETS Provision Forms will be submitted after the event, along with an invoice. Invoices

will follow MDRS requirements and be submitted no later than the 7th business day of the month following the event. Invoices will include all required fields, including participant ID, date of service, Pre-ETS category covered, and fee charged (following the MDRS-determined fee structure).

Redacted will recruit businesses and community organizations to lead hands-on mock workstations that reflect actual job environments and tasks across the local economy. Participating businesses are selected based on the diversity of their industries, relevance to student interests and regional workforce needs, and their willingness to provide a hands-on job skill station at the event. Sample sectors include health sciences, skilled trades, food service, transportation, education, agriculture, retail, and sanitation. Past examples have included maintenance repair stations, restaurant simulation tasks, welding and truck driving simulators, and food preparation booths. Career clusters to which each station belongs will be clearly labeled at each station, allowing students to draw connections between tasks and broader employment pathways. Our goal is to recruit enough businesses to match the number of small student groups, ensuring that all participants have consistent and meaningful exposure to different job types.

(See Appendix G: Sample Station Descriptions and Career Cluster Table Cards)

Each station is designed to simulate real work environments, giving students the opportunity to follow multi-step directions, handle job-specific tools, interpret social cues, and problem-solve in collaborative settings. To promote engagement and reinforce positive behaviors, Redacted utilizes a simple but effective incentive system called Redacted Bucks. As students rotate through stations, they earn a "punch" on their Redacted Buck for active participation, effort, and task completion. At the end of the event, students exchange their Redacted Buck for a prize. This system not only encourages engagement but also supports financial literacy and promotes responsibility, decision-making, and follow-through skills critical to long-term employability.

(See Appendix H: Redacted Bucks Sample and Station Punch Instructions)

In addition to job skill stations, each event will include breakout sessions focused on a minimum of two of the five Pre-ETS categories. These sessions are designed to be inclusive and highly interactive, utilizing discussion, role-playing, and hands-on tasks to engage diverse learners in areas such as communication, goal setting, career planning, and workplace etiquette.

(See Appendix I: Sample Breakout Session Lesson Plan)

(See Appendix J: Sample Breakout Session Student Handout)

All venues will be secured by [Redacted] and meet accessibility standards for mobility, sensory needs, and transportation logistics. Each site will offer sufficient space for station setup, breakout sessions, restrooms, and parking. Quiet rooms or de-escalation areas will also be identified in each venue to support students who may need a moment to regroup. A custom visual event map will be distributed in advance to support efficient navigation and reduce sensory overload, particularly for students who benefit from structured visual supports.

To meet MDRS publicity and branding requirements, all promotional materials, including flyers and social media graphics, will be co-branded with MDRS and submitted for approval to the MDRS Director of Communications and the Director of the Office of Vocational Rehabilitation prior to publication. MioD will collaborate with MDRS to ensure that community awareness efforts are aligned and appropriate. A finalized flyer, event agenda, and Save the Date will be shared with all school personnel and MDRS counselors well in advance of each event.

(See Appendix K: Co-Branded Flyer and Save the Date Sample)

Following each training, [Redacted] will conduct follow-up interviews and surveys with participating businesses, school staff, and students. Feedback will be collected on successful components of the event and opportunities for improvement. The Career Readiness Unit includes a Post-Event Student Reflection and a Career Cluster Exploration Worksheet, both of which support authentic learning, reinforce connections to personal interests, and serve as documentation for Pre-ETS and IEP transition planning. These tools allow students to explore occupations using the Occupational Outlook Handbook, connect experiences to Career Clusters, and identify next steps in their own transition journeys.

(See Appendix C (Again): Career Readiness Unit Overview and Materials)

(See Appendix L: Sample Feedback Surveys)

These Job Extravaganza events are co-led by the Executive Director of [Redacted], and a full-time Project Coordinator with a background in special education, instructional design, and transition planning. [Redacted] provides program vision and strategic direction while the Project Coordinator manages logistics, business recruitment, documentation, and on-site event coordination. [Redacted] affirms that all licensure, registration, and credentialing requirements necessary to conduct business and provide services in the state of Mississippi will be met in full compliance with MDRS guidelines, including applicable background checks, adherence to the MDRS Client Services Policy Manual, and qualifications for personnel providing Pre-ETS services. Documentation is maintained and available upon request.

This model has already demonstrated measurable success. One past event generated a 379% increase in MDRS referrals—from 18 to 91—with an additional 15 referrals from a subsequent follow-up event. To date, MIOD has worked with over 12 schools and more than 41 business partners to provide meaningful work-based learning and Pre-ETS exposure across a wide range of industries. Through deep partnerships with districts, MDRS counselors, and local employers, [Redacted] is well-positioned to expand this work with fidelity, consistency, and a strong student-first approach. Through this proposal, we aim to continue delivering impactful, inclusive training experiences that support students with disabilities in preparing for their future careers and independence.

Appendix A

Sample Event Schedule

Example of a standard rotation schedule used to structure event activities for small groups over a five-hour training session.

Schedule (Insert Date Here)	
8:00 am	Building Opens
8:30 am	Businesses/Community Partners Set-Up
8:45 am	Students Arrive
9:00-Noon	Job Skill Station Rotations
Noon	Lunch
12:00-12:45 pm	Breakout session 1
12:45-1:30 pm	Breakout session 2
1:30 pm- 2:00 pm	Financial Literacy: Deidentified Rewards
2:00 pm	Closing Remarks Dismissal

Appendix B

Sample Event Map

Custom-designed, site-specific map showing layout, rotation flow, station placement, restrooms, quiet rooms, and entry/exit points.

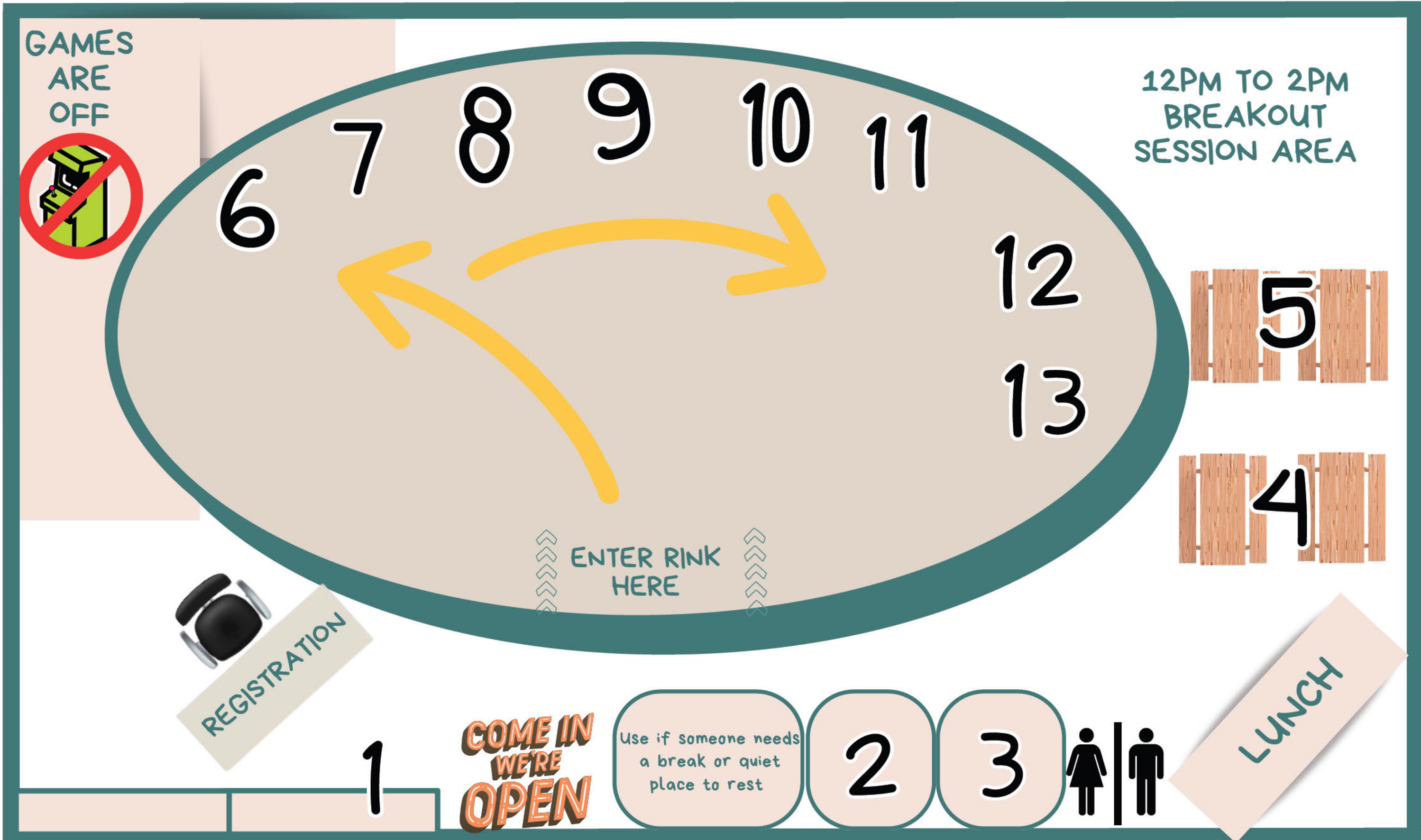
JOB SKILL STATION
SMALL GROUP
ROTATION

Students will be assigned a starting point for their small group and will go to stations in numerical order. For instance, if the group starts at #4, the next station is #5

If the group begins at #13, the next station is #1

- Job Skill Station Guide
- 1. Skate Zone
 - 2. Ability Works
 - 3. The Flower Girl
 - 4. EMCC Cosmetology
 - 5. Project Search
 - 6. Chick-fil-A
 - 7. Fire and Rescue
 - 8. FORGE
 - 9. EMCC Communiversity
 - 10. Steel Dynamics
 - 11. Career & Technical Center
 - 12. 4-H Extension Center
 - 13. Waters Trucks

Event Map



Appendix C

Career Readiness Unit

These instructional materials are used to prepare students before the event and support reflection after the event. Includes teacher's guides, training video link, PowerPoint and script, professionalism mini-lesson, behavioral modification worksheet, and reflection tools.

JOB EXTRAVAGANZA

Career Readiness Unit

Purpose and Objectives

The Career Readiness Unit is designed to prepare transition-age students with disabilities for meaningful participation in the Job Extravaganza (JE) and to extend their learning beyond the event. Structured as guided participation, this unit provides authentic opportunities for students to build soft skills, explore career interests, and practice professionalism. This unit also supports IEP transition planning by offering documentation and observations that can inform measurable postsecondary goals and align Pre-ETS services.

By the end of this unit, students will:

- Demonstrate professionalism skills such as eye contact, polite greetings, and active listening
- Reflect on activities they participated in and identify preferences and strengths
- Match job skill stations from the Job Extravaganza to relevant Career Clusters
- Use the Occupational Outlook Handbook to research a real career of interest
- Communicate one or more next steps in their personal career readiness journey

Connection to IEP Transition Planning and Progress Monitoring

Observations from the Job Extravaganza and student responses from the reflection activities can support:

- Development or refinement of IEP transition goals (such as career awareness, self-advocacy, and employability skills).
- Collection of informal progress monitoring data tied to Pre-ETS participation, soft skills development, and community engagement benchmarks.
- Individualized career exploration planning based on real-world experiences.

Educators are able to integrate into IEP team discussions as appropriate.

Staff Tips for Supporting Student Success at JE

- **Model what matters.** Greet community partners with a smile and demonstrate active listening with students. They'll take their cue from you.
- **Support student independence.** Whenever possible, let students lead the conversation and ask questions directly. Step in only when needed.
- **Be ready to adapt.** Visual prompts, sentence starters, and scribing are great ways to help students participate meaningfully at their own level.
- **Encourage effort over perfection.** Celebrate students for showing up, trying something new, and practicing professionalism—even if it's not perfect.
- **Stay flexible.** If a student feels overwhelmed, help them regroup, take a break, or rejoin a different station when ready.

Materials Included:

in this unit, students will complete a series of structured activities (before, during, and after the event) designed to build their awareness, confidence, and communication skills.

1. Instructional Video: Getting Ready for the Job Extravaganza

Students view a short instructional video highlighting expectations for the JE event, modeling examples of positive interactions, and emphasizing the importance of professionalism. The video helps demystify the event layout, introduce the professionalism expectations, and reduce student anxiety.

2. Career Exploration Worksheet

Students explore a list of potential job skill stations and identify areas of interest connected to different industries. This worksheet encourages early career awareness, supports student choice-making, and helps students prepare questions to ask employers and community partners.

3. Professionalism Activity: Make Me Feel Important

Students learn and practice key professionalism skills — including eye contact, smiling, active listening, and using polite greetings — through direct instruction, teacher modeling, and peer practice. A corresponding student self-check worksheet reinforces these behaviors through reflection and skill-building.

4. Pre-Event Check-In (Class Exit Slip)

Students complete a short pre-event check-in form, identifying stations of interest, professionalism strategies they plan to use, and a question they will ask a community partner. This reinforces readiness, encourages engagement, and helps students mentally prepare for real-world interactions.

5. Post-Event Reflection

Students reflect on their experience at the Job Extravaganza by noting which activities they enjoyed most, identifying skills they used, and considering new areas of career interest. This activity helps deepen self-awareness and supports the documentation of transition planning.

6. Career Cluster Exploration Mini-Lesson

Students connect the job skill stations they participated in to broader Career Clusters, such as Health Science, Hospitality, Business, or Manufacturing. Students then use the Occupational Outlook Handbook (OOH) to research a career of interest within a selected clusters, further developing their career exploration and digital literacy skills.

Thank you

Thank you for participating in the Job Extravaganza and for the time and care you invest in supporting your students with this Career Readiness Unit. Your efforts make a real difference. We're hopeful that this experience helps students build confidence, explore opportunities in their community, and gain a clearer understanding of their preferences and potential career paths.

If you have questions about the materials included in this unit or would like support implementing any of the activities, please don't hesitate to reach out.



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MISSISSIPPI DEPARTMENT OF
REHABILITATION SERVICES
Opportunities for Independence

Deidentified

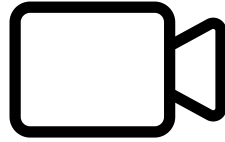
Appendix C (Continued)

Instructional Video Slides and Staff Facilitation Guide

This appendix includes selected slides (script can be accessed from top left bubble) from the instructional video Getting Ready for the Job Extravaganza. This instructional video is designed to introduce students to the event format, expectations, and professionalism skills. A corresponding staff guide is included to support classroom facilitation and reinforce soft skill instruction.

JOB EXTRAVAGANZA

Instructional Video Introduction:



Video Link: [Click here to watch](#)

Purpose

Before beginning the pre-event activities, we have provided a short instructional video for students to watch introducing the Job Extravaganza. The video is designed to help students (and staff) understand what to expect at the event, visualize different job skill stations, and see examples of professional behaviors they will practice during the day.

Instructions:

- Please play the video at the start of your career readiness activities.
- Pause as needed to discuss key points (such as professionalism or career options).
- Encourage students to watch for examples of:
 - How to greet a community partner
 - How to navigate and explore different stations confidently
 - How to demonstrate soft skills like smiling, eye contact, and asking questions

Video Highlights:

- Visual tour of the event layout and skill stations
- Examples of students greeting community partners professionally
- Tips for staying confident, respectful, and engaged during the event

Optional Discussion Questions After Viewing:

- What is one thing you are excited to try at the Job Extravaganza?
- What is one professionalism skill you noticed students using in the video?
- What questions do you still have about the event?



Career Readiness & Job Extravaganza Preparation

Get ready to explore careers, meet
amazing people, and practice your skills!

We're excited you're joining us!

Where: Deidentified
Deidentified

When: Tuesday, May 20, 2025

Meet Your Presenter

Deidentified

- Deidentified
- I work at the Deidentified at Deidentified.
- Get ready, feel confident, and excited!

What is the Job Extravaganza?



- Hands-on career exploration
- Introduce to local businesses and community partners
- Try different job skill activities
- Practice professionalism and soft skills

Why Is This Important?

- Learn about different career paths
- Build your confidence
- Discover interests and strengths
- Prepare for your future!





Where Will It Happen?

-
- **Deidentified**
 - Stations set up inside the rink
 - Breakout Area available
 - Quiet Space available if you need a break
 - Lunch will be provided!



What Will the Day Look Like?

- Rotate through job skill stations
- Meet and interact with community partners
- Try activities and ask questions

JOB SKILL STATION SMALL GROUP ROTATION

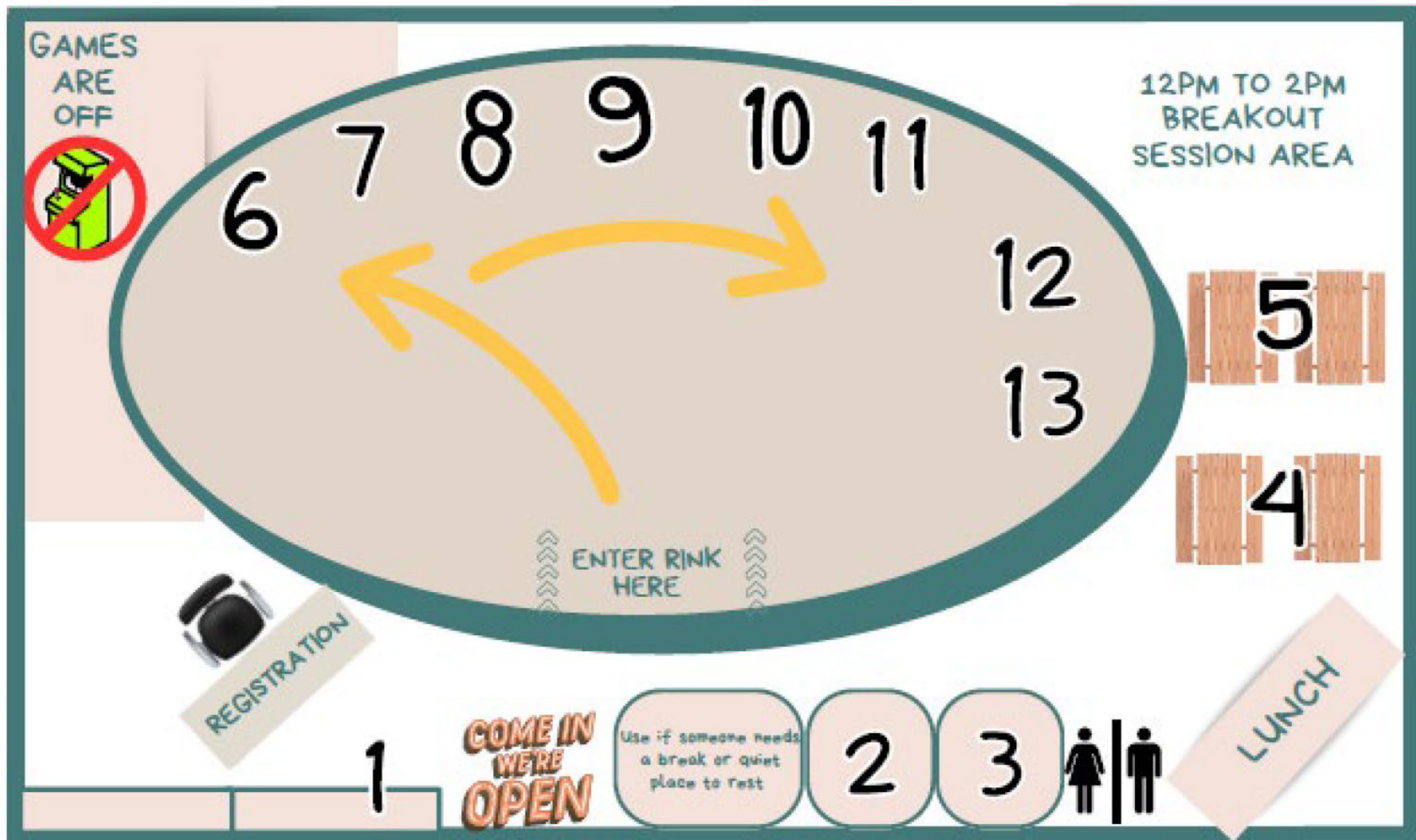
Students will be assigned a starting point for their small group and will go to stations in numerical order. For instance, if the group starts at #4, the next station is #5

If the group begins at #13, the next station is #1

Job Skill Station Guide

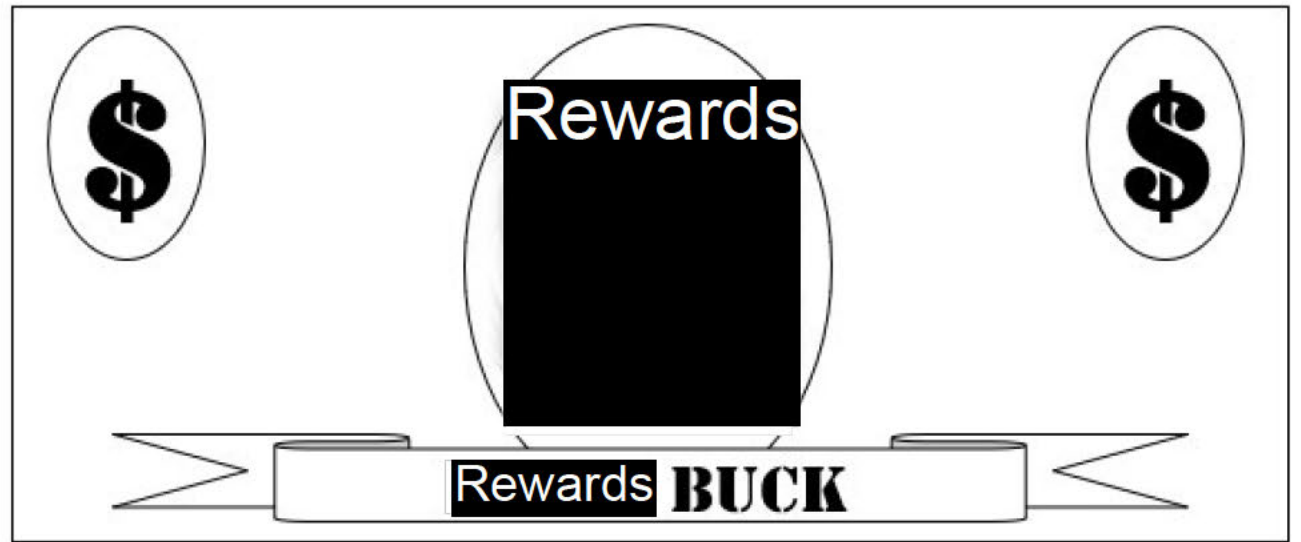
1. Skate Zone
2. Ability Works
3. The Flower Girl
4. EMCC Cosmetology
5. Project Search
6. Chick-fil-A
7. Fire and Rescue
8. FORGE
9. EMCC Communiversity
10. Steel Dynamics
11. Career & Technical Center
12. 4-H Extension Center
13. Waters Trucks

Event Map



What Are Rewards Bucks?

- Rewards Bucks = your event punch card for good participation 😊
- Get a punch for participating at each station
- Turn in your completed Rewards Buck at the end
- Earn a special treat!



Station # 5

Project SEARCH

Rotate through hands-on tasks like packing boxes, folding towels for hospitality, and entering data into a computer system.

Career Cluster Info:

-  – Hospitality & Tourism
-  – Business & Administration
-  – Information Technology

What to Expect at the Job Skill Stations

- Greet community partners with a smile
- Listen carefully to instructions
- Try each hands-on activity
- Thank the partner after visiting



- You've got this!
 - Be curious. Be respectful.
- Try something new.



Professionalism Skills to Practice

We'll see you on May 20
at **Deidentified!**

Looking forward to
seeing you there!



Ready to Explore!



Link to PowerPoint Recording (with captions):
Deidentified



Appendix C (Continued)

Career Exploration Mini-Lesson Plan and Materials

This section contains the scripted mini-lesson introducing students to Career Clusters and the Occupational Outlook Handbook (OOH). The materials include pacing suggestions, visual supports, and embedded UDL accommodations for diverse learners.

CAREER EXPLORATION MINI-LESSON:

Exploring Careers with the Occupational Outlook Handbook

Objectives

This lesson helps students connect their hands-on experiences at the Job Extravaganza to broader career fields, known as Career Clusters. We will connect students with various Career Clusters at the JE event, labeling each job skill station with the corresponding Career Cluster so that students can gain a sense of jobs that fit into each category. In this mini-lesson, we will introduce students to the Occupational Outlook Handbook (OOH) — a trusted resource for exploring real-world jobs — and support early career awareness and transition planning in a meaningful, accessible way.

By the end of this lesson, students will be able to:

- Define what a Career Cluster is and give examples
- Identify career areas they interacted with at the Job Extravaganza
- Use the Occupational Outlook Handbook to search for a career of interest
- Describe basic facts about a selected career, including required education and work environment
- Reflect on their interests and begin considering possible career pathways

Lesson Plan

1. (Pre-Event) What Are Career Clusters? (5 minutes)

"Career Clusters are groups of jobs that use similar skills. For example, in the Health Science Cluster, you find jobs like nurse, doctor, therapist, or medical assistant. Each cluster gives you lots of options!"

Give examples from the Job Extravaganza:

- Chick-fil-A station → Hospitality and Tourism Career Cluster
- FORGE → Architecture and Construction Career Cluster
- Career and Technical Center → Health Science Career Cluster

You can display a Career Clusters poster or list on the board if you want.

Lesson Plan Continued:

2. (Pre-Event) Introduce the Occupational Outlook Handbook (OOH) (5 minutes)

"The Occupational Outlook Handbook is a big website where you can learn about thousands of careers: <https://www.bls.gov/ooh/>"

Optional: Play the [YouTube Tutorial \(4 min\)](https://youtu.be/WazXrnsGbQk?si=JUQwowO3XSr8Qb9O) to show students how to use the site.
<https://youtu.be/WazXrnsGbQk?si=JUQwowO3XSr8Qb9O>

Key things to point out on OOH career pages:

- Education Needed: How much school do you need?
- Work Environment: What is the job setting like?
- Salary: How much money does this career usually make?
- Job Duties: What do you actually do each day?

Teacher Tip: Model doing a search for a job like "Chef" or "Welder" and show how to find these facts.

3. (Post-Event) Guided Student Activity (10–15 minutes)

- Pass out the Career Cluster Exploration Worksheet.
- Walk through it slowly:
 - Help students pick two Career Clusters that interest them.
 - Help them search for at least one real job using the OOH website.
 - Help them fill in simple facts about the career they chose.

Support students with sentence starters, choices, peer helpers, or read-alouds as needed.

4. (Post-Event) Wrap-Up Discussion (Optional, 5 minutes)

- "What new careers did you find?"
- "What is one skill you think you already have that could help you in your future?"

Celebrate exploration, effort, and progress!

Appendix C (Continued)

Job Skill Station Worksheet

Students use this worksheet to preview job skill stations, identify those of interest, and begin making connections to career clusters. Each station includes icons, simplified descriptions, and visual prompts to support self-reflection and goal setting.

Job Skill Station Worksheet:

Student Name: _____

Instructions:

Look at the list of Job Skill Stations you will visit at the Job Extravaganza (JE).

Put a check mark next to three stations you are most interested in exploring.

Circle the station you are MOST excited about.

Then answer the questions below!

Job Skill Stations:

- ☐ **AbilityWorks** – Practice interview questions and communication skills.
- ☐ **FORGE** – Safely use tools like impact drivers and explore construction safety gear.
- ☐ **4-H MSU Extension Services** – Participate in youth-focused hands-on learning activities.
- ☐ **EMCC Communiversity** – Use VR headsets to explore career pathways and training options.
- ☐ **The Flower Girl** – Create floral arrangements while learning about creative and compassionate careers.
- ☐ **Project SEARCH** – Try tasks like folding towels, packing, and entering data.
- ☐ **Waters Trucks** – Check truck batteries and explore diesel industry careers.
- ☐ **Deidentified Fire & Rescue** – Meet firefighters and learn life-saving safety skills.
- ☐ **Skate Zone Deidentified** – Help with sorting, packaging, and customer service.
- ☐ **Chick-fil-A** – Practice friendly greetings, teamwork, and order taking.
- ☐ **Steel Dynamics** – Explore tools and materials used in the steel industry.
- ☐ **EMCC Cosmetology** – Practice nail care, sugar scrubs, and hair braiding.
- ☐ **Career & Technical Center** – Observe CPR and learn basic first aid concepts.

Questions:

1. Why are you most excited about the station you circled?
(Example: "I want to learn how to work at a restaurant.")

2. What skill do you hope to practice at the Job Extravaganza?
(Examples: Talking to new people, following directions, staying calm, etc.)



Appendix C (Continued)
Professionalism Activity:
Make Me Feel Important

This interactive activity helps students build soft skills in eye contact, polite greetings, and active listening. It includes a teacher guide and student self-check reflection worksheet, along with visual prompts and peer modeling instructions.

Professionalism Activity: Make Me Feel Important Teacher Guide

Objective:

Students will learn and practice basic nonverbal communication skills that show professionalism and respect toward Community Partners at the Job Extravaganza.

Materials Needed:

- None required
- (Optional: Mirror or peer feedback cards for practice)

Teaching Steps:

1. Introduction (2 minutes)

Tell students:

Today, we are going to learn how to show professionalism when we meet people at the Job Extravaganza. Professionalism means showing respect through our actions. Simple things like smiling, making eye contact, and listening carefully can make a big difference! Let's practice these skills together."

2. Explain and Model Skills (5–7 minutes)

Demonstrate each of the following skills:

- Eye Contact 👁️ — Look at the person while talking to show you care.
- Smile 😊 — Smile warmly to make others feel welcome.
- Active Listening 👂 — Nod or face the speaker to show attention.
- Polite Greeting 🗣️ — Say "Nice to meet you" or "Thank you" when greeting someone.

Demonstrate positive examples and negative examples (such as looking away, mumbling, not responding).

Ask students:

"Which made you feel more important?"

3. Student Practice (5–7 minutes)

- Pair students up or form small groups.

Professionalism Activity Teacher Guide

- Students practice greeting each other using at least two professional skills.
- After practicing, students give their partner a thumbs-up if they see appropriate professionalism.

4. Reflection (2 minutes)

Ask students:

"How did it feel when someone smiled and listened carefully to you?"

"Why are these skills important when meeting a Community Partner?"

Assessment:

- Students complete the Make Me Feel Important Student Worksheet, checking off the skills they practiced and answering two reflection questions.

Adaptations:

- Students who are nonverbal can:
 - Nod, wave, or point to visual prompts.
 - Use an AAC device or communication board with greetings.
- Teachers may model behaviors multiple times or provide additional visual supports.

Make Me Feel Important!

Student Name: _____

Instructions:

During practice with your partner or group, put a check mark next to each skill you used! Then answer the two reflection questions at the bottom.

Skills I Practiced Today That Make People Feel Valued:

☐ **Eye Contact**

(I looked at the person while they were talking.)

☐ **Smile**

(I smiled when greeting someone.)

☐ **Active Listening**

(I nodded or showed I was paying attention while they spoke.)

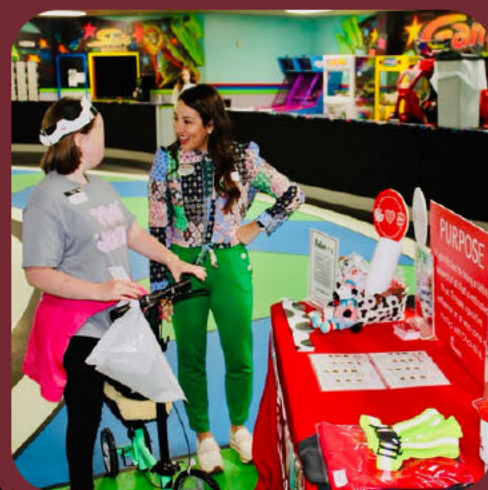
☐ **Polite Greeting or Comment**

(I said "Nice to meet you" or "Thank you.")

Reflection Questions:

1. Which skill was the easiest for you to use today?

2. Which skill would you like to practice more before the Job Extravaganza?



Appendix C (Continued)

Pre-Event Check-In Exit Slip

This one-page form helps students articulate their interests and preparedness before attending JE. Students identify stations of interest, professionalism skills they plan to use, and a question they hope to ask a community partner.

JOB EXTRAVAGANZA

✦ Pre-Event Class Exit Slip ✦

I'm ready
for JE!

Student Name: _____

Instructions:

Please answer the following questions in preparation of the JE. Teachers may assist as needed.

1. Identify two job skill stations you are most excited to visit at the Job Extravaganza (on May 20, 2025)!

(Examples: Chick-fil-A station, Virtual Reality, Flower Arranging)

2. How can you make a Community Partner feel valued?

(Check all that you will try!)

- ☐ Smile and look at them
- ☐ Shake their hand
- ☐ Listen carefully
- ☐ Say "thank you"

3. What is one question you can ask a Community Partner?

(Example: "What do you like about your job?")



Important Reminder!

Date of Event: May 20, 2025

Time: 9:00 AM – 1:30 PM

Location: **Deidentified**

Make sure you come to school on time that day!

Talk with your parents about getting ready for the big event!

Appendix C (Continued)

Post-Event Student Reflection

To be completed immediately after the JE, this worksheet helps students reflect on what they experienced, identify favorite activities, recognize challenges, and evaluate their professionalism. It supports post-event insight while the experience is still fresh.

Digital Form Link: <https://forms.office.com/r/KQnHfaYncn>

Deidentified

Post Event Student Feedback Form

We appreciate your participation in the Job Extravaganza! Please take a few minutes to share your thoughts and feedback about the activities you participated in. Your responses will help us improve future events

1. Full Name

2. School Name

3. How was the Job Extravaganza overall?

☐ Excellent

☐ Good

☐ Okay

☐ Not Fun

4. What was your most favorite activity?

Please describe the activity you enjoyed the most-- and WHY?

5. What was your least favorite activity?

Please describe the activity you liked the least-- and WHY?

6. Which activity was the easiest for you?

7. Which activity was the hardest for you?

8. Did you learn something new today?

☐ Yes

☐ No

☐ Maybe

9. What could be better for next time?

10. Which career areas or activities would you like to learn more about in the future?

11. Do you have a favorite story or moment from the event that you would like to share?

This could be a moment when you felt proud, learned something new, interacted well with a partner, or anything else that comes to mind.

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Appendix C (Continued)

Career Cluster Exploration

Worksheet

As a post-event final instructional activity, students connect their job skill station experiences to broader Career Clusters and research one career of interest using the Occupational Outlook Handbook. Supports include sentence starters, icon prompts, and simplified directions. le the experience is still fresh.

Career Cluster Exploration

Student Name: _____

Step 1: Choose a Career Cluster

Look at the Career Clusters below.

Check ONE cluster you want to learn more about:

- ☐ Agriculture & Natural Resources – working with animals, plants, or the environment
- ☐ Business & Administration – office work, organizing, managing people or tasks
- ☐ Education & Training – helping others learn (teacher, tutor, coach)
- ☐ Health Science – helping people feel better (doctor, nurse, therapist)
- ☐ Human Services – helping people with daily life (social worker, counselor)
- ☐ Law & Public Safety – police officers, firefighters, lawyers
- ☐ Government & Public Administration – working for your city, state, or country
- ☐ Scientific Research & Engineering – designing or discovering new things
- ☐ Arts, A/V Technology & Communications – drawing, acting, filming, creating
- ☐ Architecture & Construction – building houses, roads, or other structures
- ☐ Finance – working with money, budgets, or banking
- ☐ Hospitality & Tourism – working in hotels, restaurants, or travel
- ☐ Information & Technology – working with computers and software
- ☐ Manufacturing – making products in factories or workshops
- ☐ Retail/Wholesale Sales & Service – working in stores or selling things
- ☐ Transportation, Distribution & Logistics – moving people or things (drivers, pilots)

Career Cluster Exploration

Step 2: Job Skill Station Career Clusters

Think about the Job Skill Stations you explored at the Job Extravaganza.

Look at the examples below. Then check the ONE that you would like to learn more about.

- ☐ AbilityWorks – Interview practice
Career Clusters: Human Services, Education & Training
- ☐ FORGE – Tools & safety gear
Career Clusters: Architecture & Construction, Manufacturing
- ☐ 4-H Extension – Youth activities
Career Clusters: Education & Training, Agriculture
- ☐ EMCC VR Careers – Virtual exploration
Career Cluster: Education & Training
- ☐ The Flower Girl – Floral design
Career Clusters: Human Services, Arts & A/V Technology
- ☐ Project SEARCH – Sorting & packing
Career Clusters: Hospitality, Business, Info Tech
- ☐ Waters Trucks – Diesel batteries
Career Clusters: Transportation, Manufacturing
- ☐ **Deidentified** Fire – Safety & CPR
Career Clusters: Law & Public Safety, Health Science
- ☐ Skate Zone – Customer service
Career Clusters: Hospitality, Retail
- ☐ Chick-fil-A – Teamwork & order taking
Career Clusters: Hospitality, Retail
- ☐ Steel Dynamics – Industry tools
Career Clusters: Manufacturing, Engineering, Construction
- ☐ EMCC Cosmetology – Hair & nails
Career Cluster: Human Services
- ☐ CTE (CPR Demo) – CPR observation
Career Clusters: Health Science, Law & Public Safety

Career Cluster Exploration

Student Name: _____

Step 3: Find a Career in Your Selected Clusters

Use the Occupational Outlook Handbook (link below) to explore the clusters that you have checked in steps 1 and 2.

<https://www.bls.gov/ooh/>

Search for a career that fits your interests and transition goals.

- Career Name:
- Education You Will Need:
- Work Environment:
- One Interesting Thing About This Career:

Appendix D: Task Tracker

Internal planning tool used to organize key tasks, timelines, and roles for consistent event coordination.

Task	Description	Start Date	Due Date	Status	Notes
Pre-Event					
Determine target area	Determine geographic region and number of JEs to be offered			Not Started	
Confirm event venue	Secure venue with accessibility and parking			Not Started	
Flyer Creation: Get MDRS Approval, (If New)	Submit co-branded materials for approval before promotion			Not Started	
Send school outreach email/school visits	Initial contact and Microsoft Form link for school registration			Not Started	
VR-100 referral forms	Ensure counselors submit required student referral forms			Not Started	
Verify student eligibility	Age 14–21, IDEA/504, in school, open PE or VR case			Not Started	
Design event schedule	Create schedule and submit to MDRS			Not Started	
Recruit business/community partners	Recruit hands-on stations from diverse local industries			Not Started	
Send business/community partner sign-up form	Distribute form and expectations to business participants			Not Started	
Recruit volunteers	Outreach to █████, █████, █████ orgs, community			Not Started	
Catering Options	Get pricing and plan			Not Started	
One Month Pre-Event					
Confirm catering	Confirm pricing, package, and plan			Not Started	
Prepare event forms and materials	Sign-in sheets, table cards, observation forms, █████ Bucks			Not Started	
Pre-event school training	Optional training sessions or handouts to schools			Not Started	
Prepare Provision Forms (VR-61)	Pre-fill forms for each student and counselor			Not Started	
Send reminders to schools/MDRS Counselors	Follow-up on forms, arrival time, expectations			Not Started	
Send reminders to businesses	Arrival time, supplies, expectations			Not Started	
Send reminders to volunteers	Training links, arrival details, sign-in instructions			Not Started	
Record training video	Narrate PowerPoint and upload for volunteers			Not Started	
One/Two Weeks Pre-Event					
Create event map	Layout of stations, rotation flow			Not Started	
Distribute training materials	Send written guide and FAQ to volunteers			Not Started	
Assign volunteer roles	Table and rotation coverage assignments			Not Started	
Assemble station materials	Hole punches, signs, forms for each table			Not Started	
Send reminders to schools/MDRS Counselors	Follow-up on forms, arrival time, expectations			Not Started	
Send reminders to businesses	Arrival time, supplies, expectations			Not Started	
Send reminders to volunteers	Training links, arrival details, sign-in instructions			Not Started	
Check tablecloths	Make sure they are returned and clean			Not Started	
One/Two Days Before					
Send reminders to schools/MDRS Counselors	Follow-up on forms, arrival time, expectations			Not Started	
Send reminders to businesses	Arrival time, supplies, expectations			Not Started	
Send reminders to volunteers	Training links, arrival details, sign-in instructions			Not Started	
Send reminders to catering	Check in to confirm pickup/drop off time and specifics			Not Started	
Set up venue	Registration area, stations, signage, tablecloths			Not Started	
Day of					
Capture event photos and videos	avoid student faces or other identifying information			Not Started	
Manage business/community partner check-in	help unload, check in, and set up			Not Started	
Manage check-in	Track attendance, distribute forms, get signatures			Not Started	
Facilitate rotations	Monitor flow of student groups with adults			Not Started	
Support observation process	Collect staff notes on student engagement and needs			Not Started	
Receive and set up lunch	Students will eat during first breakout session			Not Started	
Conduct Pre-ETS breakout	At least 2 categories addressed			Not Started	
Manage █████ Bucks redemption	Distribute rewards based on earned incentives			Not Started	
Post-Event					
Send thank-you emails	Schools, businesses, counselors and volunteers			Not Started	
Collect feedback surveys	Schools, businesses, counselors and students			Not Started	
Submit MDRS invoice	Due by 7th business day after event month			Not Started	
Submit completed VR-61 forms	One for each participant			Not Started	
Archive updated materials	Save updated versions for future replication			Not Started	

Appendix E: Participation Forms

Digital Microsoft Forms and printable templates for school registration, business sign-up, and volunteer interest.

Digital Form Link: <https://forms.office.com/r/DnLGArXz4A>

4.10.25 JE: Community Partner Participation Form

Thank You for Being a Valued Community Partner!

The Job Extravaganza is hosted by the [REDACTED] Deidentified, in partnership with the Mississippi Department of Rehabilitation Services.

This event provides students with disabilities (ages 14-21) an opportunity to practice real-world job skills, learn about different industries, build confidence, develop professional communication, and explore potential career paths.

Event Details:

Location: [REDACTED] Deidentified

Date: Thursday, April 10, 2025

Schedule:

- 8:30 – 9:00 AM | Arrive & Set Up Job Skills Station
- 9:00 AM – 12:00 PM | Student Rotations (Small Groups Visit Each Station for ~10 Minutes)
- 12:00 PM | Job Skills Station Wrap-Up & Departure for Community Partners

Once student rotations conclude, Community Partners are welcome to pack up their station, grab a to-go lunch, and leave at their convenience. (12:00 – 2:00 PM | Students Stay for Additional Programming)

Your Role as a Community Partner:

Set up a Job Skills Station featuring a hands-on activity related to your industry. Engage students in small groups (~10 min per rotation) to help them practice real-world job tasks and gain valuable workplace readiness skills. No hiring expectations—this event is strictly for career exploration and skill development. Bring any branded materials or promotional items you'd like to display.

We Will Provide:

Table & Setup: We will provide one table with a black tablecloth. You are welcome to bring branded tablecloths, promotional items, or displays. If you need extra tables, electricity, or other equipment, please indicate this in the form under Question #9: Special Equipment Needed.

Lunch for Community Partners: A to-go lunch will be provided for all attending members of your organization. Please let us know in the form if anyone has dietary restrictions or allergies.

Much Appreciation! Your participation as a Community Partner is essential to making this event meaningful, and we are so grateful for your support!

required

Business Information

1. Business Name *

2. Contact Person *

3. Job Title *

4. Email *

5. Phone Number *

Participation Details

6. Number of Employees Attending *

- ☐ 1
- ☐ 2
- ☐ 3+

7. Names of Employees Attending *

8. Job-Related Task(s) Demonstrated (Job Skills Station) *

What job-related tasks/activities will you have at your station to allow students to engage with your business to build a job skill or allow them to explore a career in this specific field? If you need help with brainstorming an idea, please reach out to **Deidentified** via email at **Deidentified**.

9. Special Equipment Needed (if any)

- ☐ Power outlet
- ☐ Extra chairs
- ☐ Extra Table
- ☐ Other

10. Dietary Restrictions/Allergies

11. Additional Notes/Special Requests

Digital Form Link: <https://forms.office.com/r/QRZsRWDrWt>

4.10.25 JE: Volunteer Sign-Up: Deidentified Job Extravaganza (Deidentified, MS) – April 10th

Thank You for Being a Valued Volunteer for this event!

This event will be held at **Deidentified** on **April 10th** and provides a unique opportunity for transition-aged special education students (ages 14-21) to engage in hands-on career exploration activities with local businesses. Volunteers are essential to ensuring a smooth experience for students and participating community partners.

Event Details:

Location: **Deidentified**

Date: Thursday, April 10, 2025

Schedule: 8:30 to 1:30pm (can sign up in 1 hour increments)

As a volunteer, you'll assist by:

- Encouraging students as they participate in each activity.
- Supporting business representatives in managing groups and maintaining a positive environment.
- Helping with setup and transitions between groups if needed.

Deadline to Sign Up:

Please complete this form by **March 28th**

Pre-Event Guide:

After the sign-up deadline, volunteers will receive a brief pre-event guide, including a short video overview and a few quick tips on supporting students and businesses during the event. We want to make sure you have everything you need to feel confident and ready!

Point of Contact: **Deidentified** Project Coordinator **Deidentified** **Deidentified**

* Required

1. Your Full Name *

2. Email Address *

3. Phone Number *

4. Time Slot Selection: Select the time(s) you are available to volunteer on Thursday, April 10th: *

☐ 8:30 am - 9:30 am

☐ 9:30 am - 10:30 am

☐ 10:30 am - 11:30 am

☐ 11:30 am - 12:30 pm

☐ 12:30 pm - 1:30 pm

5. I confirm my availability and commitment to volunteer for the selected time slots on April 10th. *

☐ Yes

☐ No

6. How did you hear about this event/volunteer opportunity? (who sent you this form?)

7. Additional Comments/Questions (Optional)

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

Appendix F: Volunteer Training Guide and Video Script

Volunteer onboarding tools including video training, written guide, and expectations overview.



Job Extravaganza – Volunteer Training

Thank you for volunteering to make this event special for these students!

Where: Deidentified

When: Thursday, April 10, 2025

Arrival & What to Wear

- Arrive 10 Minutes Early
- Parking:
 - Please park in the main lot- avoid the front and side entrances (these are high-traffic areas)
- What to Wear:
 - [REDACTED] Deidentified [REDACTED] gear if you have it
 - Or wear [REDACTED] Deidentified [REDACTED]
- Note: Photographers will be present!



Check-In Process

1. Stop by the Registration Table at the front entrance
2. Sign In and Get Your Nametag and Task
 - We'll assign specific tasks for your shift
 - Need a verification letter or documentation for service hours? Just email me!
3. Feel free to ask questions!
 - You _____ e before the event at **Deidentified** or my cell at **Deidentified**
 - Day of: Staff will be available at registration desk to help if anything is unclear or you can reach me at my cell.

Schedule:

JE Schedule 4.10.25	
8:00am	Deidentified
8:30am	Businesses/ Community Partners Arrive for Set-Up
9:00am	Students Arrive
9:00am-Noon	Job Skills Rotations
Noon	Community Partners grab lunch and leave/ Students grab lunch and stay
12:30-1:00pm	Breakout Session 1
1:00pm- 1:30pm	Breakout Session 2
1:30pm	Students return to school
1:30pm-2:00pm	Clean and Pack Up



What You'll Be Doing

Depending on your volunteer time slot, you may be:

- Helping with check-in
- Guiding student groups between stations
- Assisting community partners with activities
- Encouraging students to try each station
- Helping with lunch setup/cleanup
- Helping businesses pack up their materials



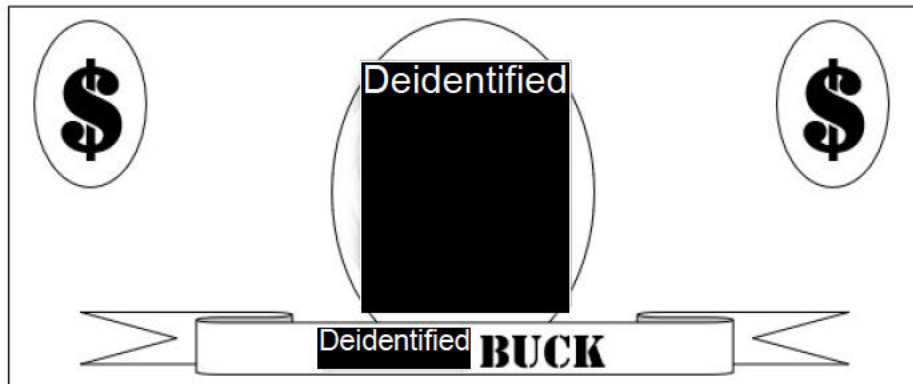
Supporting Students with Disabilities

-
- Encourage Engagement: Give a friendly nudge to try activities
 - Simple Instructions: Break tasks down or demonstrate as needed
 - Positive Reinforcement: Compliment students – “Great job!” or “You’re doing awesome!”

Quick Tips

- Be friendly—students may need extra encouragement!
- Keep instructions simple (or show them what to do).
- Smile—your energy sets the tone!

Remind students to get their “**Deidentified** Bucks” cards stamped.



Contact Information:

Email: Deidentified

Phone: Deidentified (call or text)

Thank you again for making this event possible! We look forward to seeing you there 😊

[*Click here](#) to watch training video*

Questions?



Appendix G:

Sample Station Descriptions and Career Cluster Table Cards

Descriptions of past and sample job skill stations, including their matching career cluster icons for instructional alignment. These table cards are displayed at each corresponding station for a scaffolded approach.

Station # 2

Ability Works

Practice common interview questions while learning tips on how to communicate effectively and make a strong first impression.

Career Cluster Info:

- Human Services
- Education & Training

Station # 8

FORGE

Learn the importance of personal protective equipment (PPE) and safely operate an impact driver to screw into a piece of lumber.

Career Cluster Info:

- Architecture & Construction
- Manufacturing

Station # 12

4-H MSU Extension Services

Take part in fun, youth-focused activities and explore how 4-H programs support learning and growth in school and beyond.

Career Cluster Info:

- Education and Training
- Agricultural & Natural Resources

Station # 9

EMCC

Communiversity

Explore different career paths through virtual reality headsets and learn about training programs offered by EMCC

Career Cluster Info:

– Education & Training

Station # 3

The Flower Girl

Create your own bud vase arrangement while learning how creativity and compassion can be part of a career.

Career Cluster Info:

- Human Services
- Arts, A/V Technology & Communications

Station # 5

Project SEARCH

Rotate through hands-on tasks like packing boxes, folding towels for hospitality, and entering data into a computer system.

Career Cluster Info:

- Hospitality & Tourism
- Business & Administration
- Information Technology

Station # 13

Waters Trucks

Explore how truck batteries work and try connecting one yourself while learning about careers in the automotive and diesel industries.

Career Cluster Info:

- Transportation, Distribution & Logistics
- Manufacturing

Station # 1

Deidentified Fire & Rescue

Meet real firefighters and learn essential fire and life safety skills that help protect the community.

Career Cluster Info:

- Law and Public Safety
- Health Science

Station # 1

Skate Zone

Deidentified

Practice tasks like sorting, packaging, and organizing, while helping in a fun customer service setting.

Career Cluster Info:

- Hospitality & Tourism
- Retail/Wholesale Sales & Service

Station # 6

Chick-fil-A

Discover what great customer service looks like while practicing friendly greetings, order taking, and teamwork.

Career Cluster Info:

- Retail/Wholesale Sales & Service
- Hospitality & Tourism

Station # 10

Steel

Dynamics, Inc.

Check out tools, materials, and safety equipment while learning how steel is processed and used in different industries.

Career Cluster Info:

- Manufacturing
- Scientific Research/ Engineering
- Architecture and Construction

Station # 4

EMCC

Cosmetology

Experience hands-on beauty skills like nail care, sugar scrubs, and hair braiding with support from cosmetology students.

Career Cluster Info:

- Human Services
- Human Services

Station # 11

Career & Technical Center

Watch a live CPR demonstration
and learn the basics of
lifesaving techniques used by
healthcare and emergency
professionals.

Career Cluster Info:

- Health Science
- Law and Public Safety

Appendix H: Bully Bucks Sample and Station Punch Instructions

Visual example of the incentive system used for participation and behavior reinforcement, including implementation instructions.

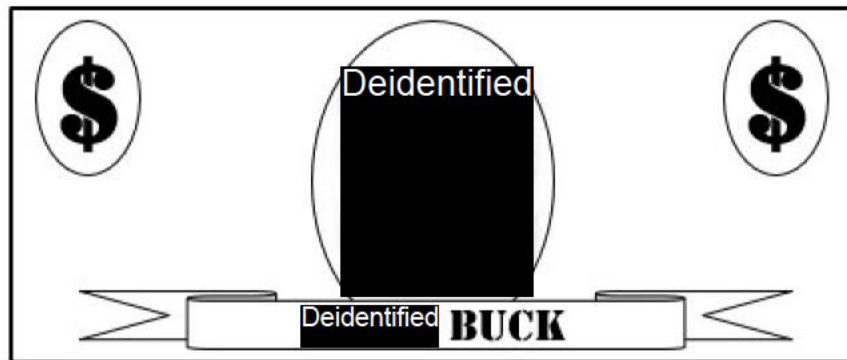
Bucks: Teacher Instructions

What are Bucks?

Bucks are part of our event incentive system. Students will earn a treat at the end of the event by completing stations and collecting punches on their Buck.

How It Works:

1. Each teacher/group leader will receive Bucks to distribute to their small group at the start of the event.
2. Each student keeps up with their own Buck — either by holding it or placing it in their event bag.
3. Teachers will carry the hole punch for their group.
4. As students participate and complete each station, the teacher will punch their Buck, which is the earning system for students.
5. At the end of the event, students will "cash in" their completed Buck for a treat!



Appendix I:
Sample Breakout Session
Lesson Plan

Lesson plan example for a breakout session aligned with
Pre-ETS categories and soft skill development.

Breakout Session Lesson Plan

Session Title:

Skills Today, Careers Tomorrow

Event:

Job Extravaganza – Career Exploration for Students with Disabilities

Target Audience:

Approximately 75 students, ages 14–21, with diverse abilities

Session Length:

30–40 minutes

Facilitator:

Session Overview

Objective:

To help students connect soft skills, self-awareness, and financial literacy to real-world career exploration and postsecondary success.

Part 1: Welcome & Purpose (3–5 minutes)

“Choosing a career takes more than picking a job—it takes exploring who you are, what you’re good at, and how you can get there. That’s what we’re going to explore together.”

Part 2: Icebreaker – Would You Rather? Career Edition (5 minutes)

Use fun, career-themed prompts to encourage engagement and self-awareness.

Example Questions:

- Would you rather work indoors or outdoors?
- Help people or work with animals?
- Use a computer or work with your hands?
- Lead a team or follow directions?

Transition Message:

“Your answers say a lot about the kinds of jobs you might enjoy—and the soft skills that can help you succeed.”

Part 3: Exploring Career Pathways & Clusters (10 minutes)

Present the 16 Career Clusters. Emphasize real-world examples and soft skills needed in each.

Example Clusters:

- Health Science: Teamwork, patience, communication
- Information Technology: Problem-solving, time management
- Hospitality & Tourism: People skills, professionalism

Optional Grouping (for visual learners):

- Helping People (Human Services, Education, Health Science)
- Building or Fixing (Construction, Manufacturing, Agriculture)
- Tech & Numbers (IT, Finance, Engineering)
- Creative Expression (Arts, AV Tech, Communications)

Part 4: Soft Skills in Action (10 minutes)

Focus Skill: Communication & Active Listening

Discussion Prompt:

“Communication is more than talking—it’s also about how well you listen.”

Tips for Active Listening:

- Eye contact
- Nodding
- Not interrupting
- Asking questions

Engaging Demo:

Share a personal story about using a small trick—like raising your eyebrows—to show attention. Invite a student to try it.

Part 5: Professionalism & First Impressions (5 minutes)

Mini-Lesson:

“Looking ready shows you are ready.”

Wrinkle Release Demo:


Demonstrate how wrinkle-release spray and simple grooming make a big impression. Invite student participation.

Key Takeaway:

“Showing up put together sends the message: ‘You can count on me.’”

Part 6: Financial Literacy – Bucks & Smart Choices (8–10 minutes)

Concept Introduction:

“You’ve earned  Bucks—just like we earn a paycheck. Let’s break that down.”

Key Concepts:

- Income: What you earn (through effort, soft skills)
- Expenses: What you spend (needs vs. wants)
- Savings: Planning for something special or unexpected

Examples:

- Need: Deodorant, clean clothes
- Want: Hoodie, extra snack

Mini-Game: Spend or Save?

Give scenarios and ask students to choose how they'd use their Deidentified Bucks.

Part 7: Wrap-Up & Reflection (2 minutes)

Challenge Question:

"What's one thing you learned about yourself, a career, or a skill today—and what's one small step you can take next?"

Closing Message:

"When you cash in your Deidentified Bucks today, remember: you earned those. You made choices. That's what adults do, too. Every soft skill you used today is a building block for your future paycheck—and your future success."

Appendix J:
Sample Breakout Session
Student Handout

Breakout Session Companion handout to support student participation and engagement in breakout sessions.

Career Exploration & Life Skills







You are preparing for your future! Here are some things to help you on your journey.

Career Clusters (Job Categories)


-  Agriculture & Natural Resources – working with animals, plants, or the environment
-  Business & Administration – office work, organizing, managing people or tasks
-  Education & Training – helping others learn (teacher, tutor, coach)
-  Health Science – helping people feel better (doctor, nurse, therapist)
-  Human Services – helping people with daily life (social worker, counselor)
-  Law & Public Safety – police officers, firefighters, lawyers
-  Government & Public Administration – working for your city, state, or country
-  Scientific Research & Engineering – designing or discovering new things
-  Arts, A/V Technology & Communications – drawing, acting, filming, creating
-  Architecture & Construction – building houses, roads, or other structures
-  Finance – working with money, budgets, or banking
-  Hospitality & Tourism – working in hotels, restaurants, or travel
-  Information & Technology – working with computers and software
-  Manufacturing – making products in factories or workshops
-  Retail/Wholesale Sales & Service – working in stores or selling things
-  Transportation, Distribution & Logistics – moving people or things (drivers, pilots)

What Are Soft Skills?

Soft skills help you do well at school, in jobs, and in life. Employers look for these every day!

-  Being on time
-  Listening and following directions
-  Working with others
-  Asking for help when needed
-  Staying positive and respectful
-  Being neat and ready to work

Money Skills: Income, Wants, and Needs

You earn  Bucks like adults earn a paycheck. When you earn money (income), you can choose to spend it or save it.

- Needs are things you must have to survive (like food or clothes).
- Wants are fun extras (like snacks or games).
- Saving helps you get something special later!

Appendix K: Co-Branded Flyer and Save the Date Samples

Examples of promotional materials co-branded with MDRS for stakeholder outreach and event awareness.

JOB EXTRAVAGANZA

Save the date!

Deidentified, Mississippi

April 10, 2025

A hands-on career exploration event designed for students aged 14-21 with disabilities.

1

SKILL BUILDING

2

CAREER INSIGHT

3

COMMUNITY PARTNERSHIP



EXPERT GUIDANCE

Receive personalized support and expertise from Deidentified dedicated staff at the Deidentified.



STRONG PARTNERSHIPS

In collaboration with Mississippi Department of Rehabilitation Services, ensuring a wide network of support and opportunities.



LOCAL BUSINESS INVOLVEMENT

We will connect students with local enterprises participating in the event, fostering employment pathways and professional networking.



Deidentified



Deidentified



Deidentified



MISSISSIPPI DEPARTMENT OF
REHABILITATION SERVICES
Opportunities for Independence

Deidentified



JOB EXTRAVAGANZA

A hands-on career exploration event tailored for students aged 14-21 with disabilities. Students engage with local businesses to build job skills, explore careers, and develop professional communication in real-world settings.

WHY IT MATTERS

- **Build Confidence:** Students gain real-world experience in a supportive setting.
- **Discover Careers:** Explore potential career paths through interactive activities.
- **Develop Professional Communication:** Practice essential workplace interactions, such as interviews and customer service.
- **Promote Inclusion:** Create equal opportunities for students of all abilities to explore meaningful careers.

WIDE RANGE OF CAREER EXPLORATION EXPERIENCES

Participants engage in hands-on activities such as:

- **Technology & Trades:** Operated virtual simulators, worked with robotics and 3D printing, and used basic tools.
- **Customer Service & Food Prep:** Processed orders, wrapped sandwiches and silverware, and bussed tables.
- **Agriculture & Maintenance:** Milked a life-size cow, completed skate repairs, and detailed vehicles.
- **Financial Literacy:** Played budgeting games and managed paychecks.
- **Workplace Readiness Training:** Practiced interviews, soft skills, problem-solving, teamwork, and conflict resolution.

CALL TO ACTION

Want to bring the Job Extravaganza to your area?
Contact us to learn how to get involved:



Deidentified



Deidentified



Deidentified



MISSISSIPPI DEPARTMENT OF
REHABILITATION SERVICES
Opportunities for Independence

Deidentified



Appendix L:

Sample Feedback Surveys

Templates used for collecting input from students, educators, and business partners following the event.

Deidentified

Digital Form Link: <https://forms.office.com/r/xxvC3U4UN5>

Community Partner Feedback Survey: Job Extravaganza

Thank you for participating in the Job Extravaganza! We'd love to hear your feedback as we wrap things up from this event. It is invaluable as we work to enhance experiences like these for participants and partners alike. Your responses will help us understand what worked well and what we can improve for the future. We appreciate your input and look forward to the possibility of collaborating with you again!

1. Community Partner Name:

Please enter your business or organization name.

2. Contact Person:

Name of the person filling out this form.

3. Positive Comments:

We'd love to hear what went well! Please share any positive feedback about your experience at the event.

4. Constructive Feedback:

Do you have suggestions for improvement? Please provide any constructive feedback that could help enhance future events.

5. Interest in Future Participation:

Would your organization possibly be interested in participating in future events that the Deidentified hosts?

- ☐ Definitely interested
- ☐ Possibly interested
- ☐ Not interested

6. Additional Comments:

Any other comments or suggestions? Feel free to share additional thoughts or ideas here.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

Deidentified

Digital Form Link: <https://forms.office.com/r/KQnHfaYncn>

Job Extravaganza Student Feedback Form

We appreciate your participation in the Job Extravaganza! Please take a few minutes to share your thoughts and feedback about the activities you participated in. Your responses will help us improve future events and better understand what you enjoyed, what you learned, and how we can support your career exploration. Thank you for your valuable input!

1. Full Name

2. School Name

3. How was the Job Extravaganza overall?

- ☐ Excellent
- ☐ Good
- ☐ Okay
- ☐ Not Fun

4. What was your most favorite activity?

Please describe the activity you enjoyed the most-- and WHY?

5. What was your least favorite activity?

Please describe the activity you liked the least-- and WHY?

6. Which activity was the easiest for you?

7. Which activity was the hardest for you?

8. Did you learn something new today?

- ☐ Yes
- ☐ No
- ☐ Maybe

9. What could be better for next time?

10. Which career areas or activities would you like to learn more about in the future?

11. Do you have a favorite story or moment from the event that you would like to share?

This could be a moment when you felt proud, learned something new, interacted well with a partner, or anything else that comes to mind.

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Digital Form Link: <https://forms.office.com/r/6gbmKBFeVc>

Volunteer Satisfaction and Feedback Survey

Thank you for volunteering at the Job Extravaganza! Each of you played a vital role in making this event meaningful and impactful for the students, and I deeply appreciate the time, care, and energy you brought to the day. Your feedback is incredibly important to us. Please take a moment to answer these quick questions.

If you should need me to verify your time spent on this day, please feel to share my email **Deidentified** and I am happy to confirm your participation and support.

* This form will record your name, please fill your name.

1. How satisfied are you overall with this volunteer experience?



2. Please indicate how strongly you agree or disagree with each statement.

	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
The event ran smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event was successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I contributed to the event's success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event was well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizers made good use of volunteers' time and efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had fun volunteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to volunteer for this organization again in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt my time and efforts were appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What was the best or most meaningful part of the event for you?

4. Is there anything you think could have been done differently or improved?

5. Were the instructions and training provided helpful?

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