

AHEAD in VA

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**Association on
Higher Education
And Disability
in Virginia**

**Spring 2019 Conference
March 14 & 15, 2019
Delta Hotels by Marriott
Richmond, Virginia**

CONFERENCE PROGRAM (At A Glance)

THURSDAY, MARCH 14

- 8:00 – 8:45 a.m. Registration & Breakfast Buffet (included with conference fee)
- 9:00 a.m. –
12:00 p.m. **KEYNOTE PRESENTATION:**
***Deciphering Diagnostic Testing Reports for Learning Disabilities
and Attention Disabilities: Finding, Excavating and Utilizing
Important Information***
- Presenter:** Rhonda H. Rapp, Ph.D.
 St. Mary's University
 San Antonio, Texas
- 12:00 – 1:00 p.m. Luncheon Buffet (included with conference fee)
- 1:00 – 4:00 p.m. **KEYNOTE PRESENTATION (continued)**
- 4:30 – 5:30 p.m. **SPECIAL EVENT:**
AHEAD in Virginia “Meet and Greet” and “Swag ‘n’ Swap”
- Evening Dinner (on your own)

FRIDAY, MARCH 15

- 7:30 – 8:15 a.m. Registration & Breakfast Buffet (included with conference fee)
- 8:30 a.m. –
11:30 p.m. **INNOVATIVE PRACTICES FROM ACROSS VIRGINIA (PEER PRESENTATIONS)**
- 11:30 – 12:30 p.m. Luncheon Buffet (included with conference fee)
AHEAD IN VIRGINIA BUSINESS MEETING
- 12:30 – 2:00 p.m. **OFFICE FOR CIVIL RIGHTS UPDATE**
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CONFERENCE PROGRAM *(Complete Details)*

THURSDAY, MARCH 14

8:00 – 8:45 a.m. Registration & Breakfast Buffet (included with conference fee)

9:00 a.m. – 12:00 p.m. **KEYNOTE PRESENTATION:**
Deciphering Diagnostic Testing Reports for Learning Disabilities and Attention Disabilities: Finding, Excavating and Utilizing Important Information

While diagnostic testing reports for learning disabilities and attention disabilities can be widely varied, they all still share basic commonalities. Understanding these commonalities, plus the true purpose of a “diagnostic assessment” and knowing the answers to the following questions supports DS providers in using diagnostic assessment information and “professional judgment” to determine appropriate accommodations.

- Which individual subtests and/or section(s) of the diagnostic testing report provide the most useful information for making decisions about course substitutions or course waivers?
- What individual subtests and/or sections, if any, provide insight into what would be an appropriate class substitution?
- Which subtests and/or section(s) are better for knowing how to answer when faculty, tutors, supplemental instructors, etc., want to know “what else can I do?”
- Which subtests and/or section(s) of the diagnostic testing report are better for giving the student information to use in selecting a viable field-of-study and/or a major/minor?
- Which subtests and/or section(s) help with the “reduce course load or not” decision

This session will provide a guided journey through a “typical” learning disability/attention disability diagnostic testing report. Information about the various components of the report and each component’s use and significance will be covered. Finally, participants will get to “peel back the layers of a diagnostic testing report” as we work through some case studies.



Presenter: Rhonda H. Rapp, Ph.D.
St. Mary’s University
San Antonio, Texas

Rhonda H. Rapp is currently the Director of a TRiO-Student Support Services program and an Adjunct Faculty member at St. Mary’s University in San Antonio, Texas. Dr. Rapp has more than 30 years of experience in the field of disability services and 40 years of experience as an educational diagnostician. Over the years, she has provided a variety of disability-related services at both the community college and the university level and at public and private institutions. She has also created and presented training focused on working with students with disabilities for faculty (kindergarten through postsecondary), support staff and for disability service providers. In addition to working full time at St. Mary’s University, she is the disability consultant for the Kamehameha School System in Hawaii and for the National Board of Chiropractic Examiners. Her professional involvement includes being a founding member and first president of AHEAD in Texas and as a Technical Advisor for the Association on Higher Education and Disability (AHEAD). She was also the 2018 recipient of the Ronald E. Blosser Award, for outstanding service to AHEAD; the AHEAD Honor for Meritorious Contribution, Excellence in Diversity & Inclusion Award.

12:00 – 1:00 p.m. Luncheon Buffet (included with conference fee)

1:00 – 4:00 p.m. **KEYNOTE PRESENTATION *(continued)***

THURSDAY, MARCH 14 (CONTINUED)

4:30 – 5:30 p.m.

SPECIAL EVENT: AHEAD in Virginia “Meet and Greet” and “Swag ‘n’ Swap”



A great benefit of the AHEAD in Virginia conferences is the opportunity to network with your peers, meeting new faces and greeting familiar ones. Please join us for an “organized” informal social gathering that will foster YOUR support system across the Commonwealth.

PLUS, you are invited to participate in the inaugural AHEAD in Virginia “Swag ‘n’ Swap” – bring an item of swag from your institution (e.g., sweatshirt, backpack/string bag, insulated drink cup, etc. – something YOU would want to get 😊) and take home some swag from another.
(OPTIONAL – suggested value \$10-\$20)



Evening

Dinner (on your own)

FRIDAY, MARCH 15

7:30 – 8:15 a.m.

Registration & Breakfast Buffet (included with conference fee)

8:30 a.m. –
11:30 p.m.

INNOVATIVE PRACTICES FROM ACROSS VIRGINIA (PEER PRESENTATIONS)

The Good, The Bad, and The Realistic: Learning from ODR EMPOWERS (A Transition Program)

Presenter: Dana Miller Kieran, Longwood University

ODR EMPOWERS is an orientation program specifically designed to help students with disabilities transition into the post-secondary environment, increase the likelihood of them using resources, empower them to be self-advocates from the beginning of the post-secondary schooling, and foster growth in the area of resiliency. This presentation will share the findings of the Longwood program to encourage others to offer this opportunity, providing a clear picture of what has been good, bad, and realistic over the past 5 years.

TAKE AWAY: Example of a transition program that has been evolving and changing based on student needs with a realistic picture of the bumps along the road to help alleviate stress for others who may wish to try this approach.

Self-Advocacy Training Development: Helping your Students Create Their Voice

Presenter: Morgan Russell, Eastern Virginia Medical School

Students with disabilities often do not understand their disability, their rights, or how to communicate effectively. As disability service providers it is important to help students develop the ability to self-advocate, which entails knowing themselves, their rights, and how to communicate their needs effectively. Through research and practice I have developed a virtual self-advocacy training that can be applied at any institution and will address three components of self-advocacy. The purpose of this session is to share with disability services professionals the importance of self-advocacy training on campus, how lack of self-advocacy can cause future deficits for the student, and how to develop a training that fits the campus climate and addresses common scenarios pertaining to accommodations.

TAKE AWAY: Understand the importance of a self-advocacy training for students with disabilities, the building blocks for an effective self-advocacy training, and best practices for training implementation.

FRIDAY, MARCH 15 (CONTINUED)

The Accessibility Ambassador Journey: Developing a Campus-Wide Training for Accessibility and Inclusion

Presenters: Jennifer Condon, Emory & Henry College
Emory & Henry Student(s)

Throughout this academic year, Emory & Henry Office of Disability Support Services has worked with a group of students, called the Accessibility Ambassadors, to develop a campus-wide training on disability called The Accessibility Advocate Training. The training includes history, law, ableism, etiquette, and action items. It is intended to be appropriate for faculty, staff, students, and community members. The goal of the training is to help to make our campus and community a more inclusive place. This presentation will share our process, our challenges, and our successes during the development process so other institutions can use our experience to assist in creating trainings of their own.

TAKE AWAY: Tips, tools, and processes for creating a campus-wide disability training at their own institution.

Update on Virginia State Purchasing Contracts

Presenters: Christina Wulf, James Madison University
Korey Singleton, George Mason University

In the past year, GMU, JMU, and other schools have set up contracts with providers of various disability-related services, including captioning, CART, and production of alternative formats such as audio files, accessible PDFs & electronic text, large print, image description, accessible forms, audio description, as well as a variety of braille codes and tactile graphics. Having these vendors on state contract makes it much easier for other state institutions to use these vendors when needed. However, disability services providers may not know about these options or how to access the contracts. This presentation will give an update about services, vendors, state contracts, and how to use them.

TAKE AWAY: Disability service providers will be familiar with state contracts for various disability-related services and know how to access and utilize the contracts.

11:30 – 12:30 p.m. Luncheon Buffet (included with conference fee)
AHEAD IN VIRGINIA BUSINESS MEETING

12:30 – 2:00 p.m. **OFFICE FOR CIVIL RIGHTS UPDATE**

Presenter: Sebastian Amar, J.D.