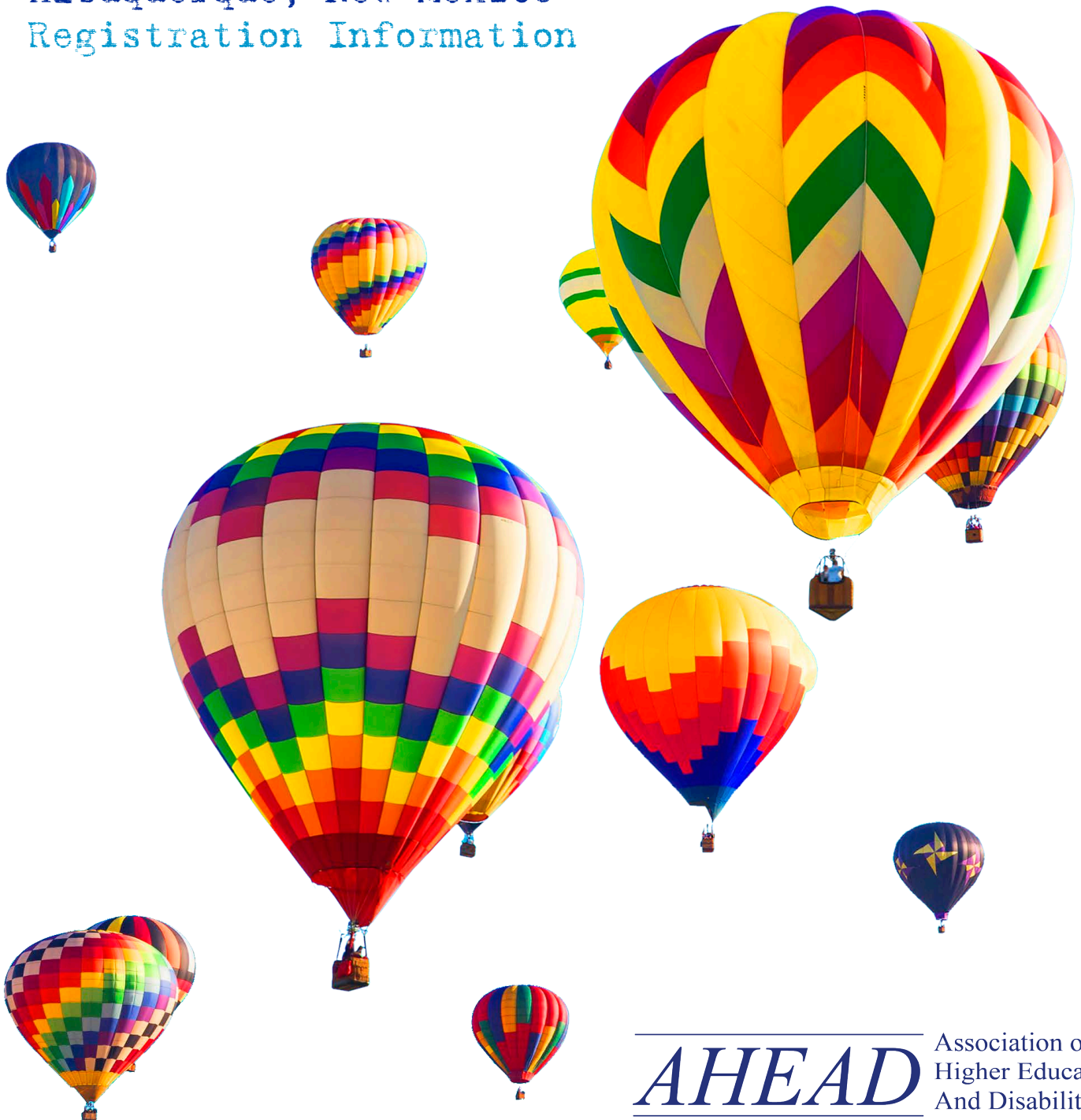




Equity & Excellence

Access in Higher Education

July 16-20, 2018
Albuquerque, New Mexico
Registration Information



AHEAD

Association on
Higher Education
And Disability®

Overall Schedule

Sunday July 15

3:30 pm – 6 pm Registration open

Monday July 16

8 am – 5:30 pm Registration Open
9 am – 5:30 pm Preconference Institutes
10:30 – 10:45 am Refreshment Break
12:30 – 2 pm Lunch on your own
3:30 – 3:45 pm Beverage Break

Tuesday July 17

8 am – 5:30 pm Registration Open
9 am – 5:30 pm Preconference Sessions
10:30 – 10:45 am Refreshment Break
12:30 – 2 pm Lunch on your own
2 – 5:30 pm Half-Day Afternoon Institutes
3:30 – 3:45 pm Beverage Break

Wednesday July 18

7:30 – 8:30 am First Time Attendee
Breakfast, Sponsored by
Sonocent (Pre-Registration
is Required)
7 am – 5:30 pm Registration Open
9 – 10:30 am Opening Plenary
10:30 – 11 am Beverage Break
11 am – 12:30 pm Block 1
12:30 – 2 pm Lunch on your own
2 – 3 pm Block 2
3 – 3:30 pm Beverage Break
3:30 – 5 pm Featured Presentations A
5 – 7:30 pm Exhibit Hall Grand Opening
& President's Reception

Thursday July 19

7:45 – 8:45 am SIG & Committee Meetings
8 am – 5:30 pm Registration Open
8 – 8:45 am AHEAD Talks
9 – 11 am Poster Session 1 in Exhibit
Hall with Continental Bkfst.
11 am – 12:30 pm Block 3
12:30 – 2 pm Lunch on your own
2 – 3 pm Block 4
3 – 4 pm Extended Refreshment
Break in Exhibit Hall
4 – 5:30 pm Block 5
5:30 – 7 pm REDD SIG Reception

Friday July 20

7:45 – 8:45 am SIG & Committee Meetings
8 – 8:45 am AHEAD Talks
8:30 am – 4:30 pm Registration Open
9 – 10 am Block 6
10 – 11:30 am Poster Session 2 in
Exhibit Hall
11:30 am – 12:30 pm Block 7
12:30 – 2 pm Lunch on your own
2 – 4 pm Featured Presentations B
4 – 4:30 pm Beverage Break
4:30 – 5:30 pm Block 8
6:30 – 9:30 pm Awards Banquet & Dance

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Welcome from the Program Chairs



Equity & Excellence Access in Higher Education

Please join us for the 41st Annual Association on Higher Education and Disabilities (AHEAD) Conference in Albuquerque, New Mexico. Consistent with AHEAD's mission, the conference will continue the theme of **Equity and Excellence: Access in Higher Education**.

We're excited to welcome **Margaret Price, Program Director of Disability Studies and Associate Professor at The Ohio State University, as our keynote speaker.** Dr. Price is the author of *Mad at School: Rhetorics of Mental Disability and Academic Life*, a member of the Society of Disability Studies, and a well-respected presenter. Her work on destigmatizing mental illness with faculty will bring insight and awareness to this important topic.

The schedule offers multiple **Preconference Institutes on Monday and Tuesday** that are designed for an in-depth examination of topics near and dear to the hearts of disability service providers. Preconference Institutes are available in two-day, single day, and half-day formats to best meet your scheduling needs. Many attendees have commented on the wealth of information and learning that they gain from the Preconference format. We hope you take the opportunity to explore these offerings.

Once again, participants interested in specific topics will be able to follow conference strands throughout the week. **Look for the highlighted program strands** with thought-provoking topics including: Focusing on Students in Health Science and Professional Schools (Medicine, Nursing, Dentistry, etc.); Autism awareness, Leadership, the ADA Coordinator role, social justice, diversity, and sessions that highlight research and data-based practices. Strands run through the eight concurrent time blocks and two poster sessions.

This year's conference includes two **Featured Presentation sessions**. Twice during the conference, we'll highlight popular topics by offering them in a time block with very few competing presentations to enhance your opportunity to attend while minimizing scheduling conflicts. Featured Presentations are scheduled for Wednesday and Friday.

By popular demand, we are again offering **"AHEAD Talks."** Inspired by TED Talks, AHEAD Talks will be scheduled on Thursday and Friday morning before concurrent sessions begin (with coffee)! Be informed and enjoy several short, dynamic Talks by several presenters each morning. AHEAD Talks will be a great way to start your day inspired and challenged by innovative ideas from colleagues.

New Mexico offers majestic vistas and rich culture. It is also known for its creativity and ingenuity. Akin to those qualities, the 41st annual AHEAD conference will offer rich intellectual content and inspire curiosity and creativity in and out of the conference with friends and colleagues from around the country. Our conference would be incomplete without the **Exhibit Hall** which will offer information on the latest technologies, services, and programs.

We look forward to sharing moments of learning, fun, and inspiration with you at our social events throughout the conference. **The President's Reception, Awards Banquet, SIG Meetings**, and others provide essential opportunities to connect with colleagues.

As professionals, "we stand on the shoulders of giants in this field," whether you are new or experienced, the 41st Annual AHEAD Access and Equity Conference has something new, invigorating, and exciting to offer you.

We look forward to joining you in Albuquerque, New Mexico!



Crystal Hill
Program Co-Chair,
University of Central Arkansas



Linda Sullivan, M.A.
Program Co-Chair,
Harvard University

Conference Registration Information

41st Annual AHEAD Conference

July 16 - 20, 2018 at The Albuquerque Convention Center

Register online at <http://www.cvent.com/d/ftqh0c>

Once you have reviewed the Conference materials, selected your Preconference and Concurrent sessions, and are ready to register, please proceed to the registration portal. If you have questions about the registration process, please contact Howard Kramer (hkramer@ahead.org).

When completing the online registration form:

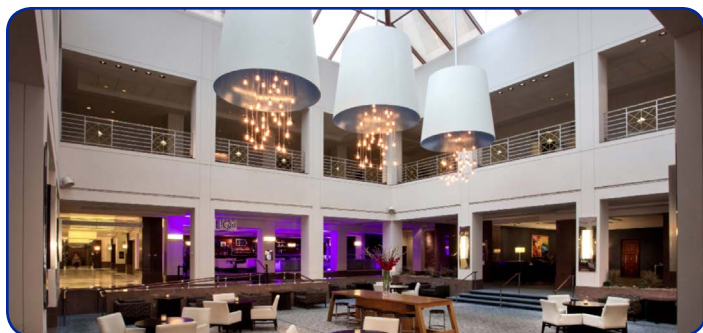
1. All of your materials, communications, and credentials will be produced from the information you provide here; corrections cannot be made onsite, so accuracy in your data-entry is essential.
2. You will be asked to select the Concurrent and Featured sessions you will attend during each time block as a part of the registration process. Changes can be made on-site, but your choice during registration will inform room selection to ensure presentations are not overcrowded
3. Once you have completed all applicable fields, please select from one of two payment options: Our secure payment processing server accepts **VISA, MasterCard, American Express, and Discover cards**.
4. **If you are paying by check or purchase order**, select the corresponding option on the payment page. After you select "finish" you will then receive an email confirmation of your registration and balance due. If you are paying with a P.O. you will automatically receive an invoice via email within one or two days. If you are paying by check or credit card and require a more formal invoice, you can request one by emailing Oanh@ahead.org. **Make checks payable to AHEAD and mail to: AHEAD Conference 2018, 8015 West Kenton Circle, Suite 230, Huntersville, NC 28078 USA**
5. For purchase orders, you can mail your P.O. to the above address, email it to Oanh@ahead.org, or upload your P.O. from the payment page (last page of conference registration).

Conference Accessibility

We are firmly committed to providing Conference experiences and environments that are equally welcoming, inviting, and user-friendly for all attendees. While many steps to ensure this are built into the program and physical design of the Conference, we also recognize that there are individuals who require specific accommodations be arranged to ensure their full and equal participation. Due to the size of this event, and the logistic requirements of arranging for appropriate human resources to be onsite working at the Conference, **requests for specific accommodations must be received through the online registration portal no later than June 16, 2018.**

Hotel Information

Conference housing will be accommodated in four conference hotels: the Hyatt Regency, the Doubletree, the Hotel Andaluz, and the Hotel Albuquerque in Old Town. The four rooming options offer AHEAD participants a wide variety of options. **Room rate for AHEAD attendees at all four hotels is \$154.00 + tax per night for single or double occupancy. Deadline for reservations is June 22, 2018.**



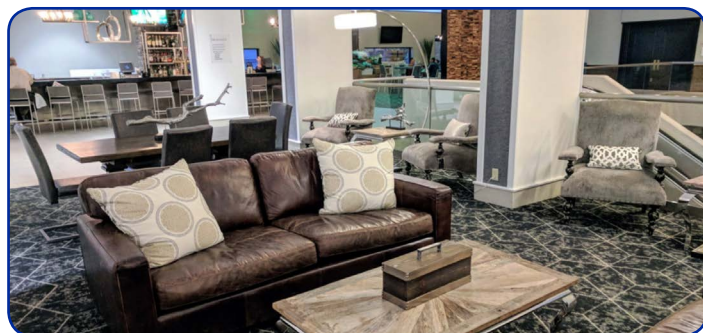
Hyatt Regency Albuquerque 330 Tijeras Ave NW

The Hyatt is the main conference hotel. Located in the heart of downtown, it is directly across the street from the Albuquerque Convention Center.

Reservations

Phone: 888-421-1442 or 402-592-6464

Online: <https://book.passkey.com/go/AHEAD2018>



DoubleTree Albuquerque 201 Marquette Avenue NW

The DoubleTree is about a block from the Albuquerque Convention Center and connected to the Convention Center by underground concourse.

Reservations

Phone: 800-584-5058

Online: doubletree.hilton.com/en/dt/groups/personalized/A/ALBSMDT-AHE-20180713/index.jhtml



Hotel Andaluz 125 2nd Street NW

The Hotel Andaluz is Albuquerque's only full-service boutique hotel located approximately two blocks from the Albuquerque Convention Center.

Reservations

Phone: 877-987-9090

Online: gc.synxis.com/rez.aspx?Hotel=55789&Chain=13589&arrive=7/15/2018&depart=7/20/2018&adult=1&child=0&group=1807ASSOCO



Hotel Albuquerque at Old Town 800 Rio Grande Blvd. NW

Hotel Albuquerque at Old Town is located in the heart of Old Town, a short drive (2 miles) from the Convention Center.

Reservations

Phone: 800-237-2133 or 505-843-6300

Online: gc.synxis.com/rez.aspx?Hotel=63151&Chain=17123&arrive=7/15/2018&depart=7/21/2018&adult=1&child=0&group=1807AHEAD

Letter from AHEAD President: Jamie Axelrod



Friends and Colleagues,

On behalf of the AHEAD Board of Directors, I would like to welcome you to Albuquerque and the 41th annual AHEAD conference, Equity and Excellence: Access in Higher Education.

We appreciate that you have chosen to join this annual gathering and to engage with us in forwarding AHEAD's goals of equity and inclusion in post-secondary education. The annual conference is an opportunity for our community to come together. It is a valuable time of learning, growth, leadership and connection. My hope is that you will use your time to educate yourself about the trends and issues related to access in higher education, listen to new and different perspectives on many topics, and of course, to catch up with old friends and build new connections.

AHEAD is continuing its work to bring you the most comprehensive and engaging professional development in our field. This year has been no different, with new opportunities and forums throughout the year. The AHEAD staff and conference committee have devoted countless hours to make this year's conference engaging and informative. A great deal of work has gone into bringing you the best sessions on the most salient topics from leading presenters. We believe it will be a great experience.

Thank you so much for all you do in the name of access.

Jamie Axelrod

Enhancing Programming and Access

Universal Access and Environmental Responsibility

AHEAD is committed to creating a conference experience that models universal access, environmental responsibility, and unparalleled professional development. We provide opportunities for professional development to those who work to assure usable, sustainable, and inclusive higher education environments for students, faculty, staff, and campus visitors with disabilities and who believe society is enriched by difference.

To enhance full access and maximize environmental responsibility, we prioritize early planning and the use of technology in the delivery of fully accessible, usable program materials. In lieu of receiving paper handouts on-site at the 2018 Conference, attendees will access all presentation handouts in advance via Internet download beginning two weeks prior to the event. This affords attendees the opportunity to access presentation materials in the format of their choice for sessions they plan to attend, as well as those they cannot fit into their schedules, prior the conference. Information on how to access presentation support materials will be emailed to registrants in early July.

While providing a universal design solution to access, this approach greatly reduces the burden on presenters and the environment created by printing handouts – many of which go unused. The conference organizers thank all presenters for their early planning!

Scent- and Smoke-Free

In an effort to provide the most comfortable experience possible, we ask that attendees refrain from the use of scented products and observe that all events are smoke-free. All indoor areas of the Conference are strictly smoke-free.

Featured Presentations and Events

First-Timers' Welcome Breakfast Sponsored by Sonocent

Wednesday, July 18, 7:30 – 8:45 am

AHEAD's leaders are excited to welcome first-time conference attendees to Annual Conference. Join us for an informal breakfast with AHEAD leaders and others new to the Conference. Come learn about AHEAD, ask questions, meet colleagues, and start developing your professional network. Attendance requires pre-registration.



Opening Plenary

On Inclusivity and Mental Health: Reconsidering Space and Time in Higher Education

Wednesday, July 18, 9 – 10:30 am



In AHEAD's opening plenary, Margaret Price draws upon ten years of research to consider ways that mental health is included—and not included—in higher-education settings including classrooms, meeting spaces, and extracurricular activities. Price argues that “including” students (as well as employees) with mental health histories in higher education will mean more than simply offering extra supports. Instead, it will mean rethinking many of the structures and texts that we've come to rely upon in higher education, so that we are not merely including those with mental-health disabilities, but consistently expecting them. Price offers a means to this rethinking through her theories of “kairotic space” and

“crip spacetime,” and also offers practical suggestions for how to implement those theories in the everyday life of higher education teaching and administration.

Exhibit Hall Grand Opening & President's Reception

Wednesday, July 18, 5:30 – 7:30 pm

Join us for the grand opening of the Exhibit Hall! Attendees will have one-on-one access to over 60 vendors who promote equal access for students with disabilities through their products and services. AHEAD's Special Interest Group (SIG) leaders will be available to share information on SIG activities and welcome you to their meetings later in the week. Fifteen institutions will showcase their TPSID projects for students with intellectual disabilities. A live local band will provide entertainment, and plenty of hot and cold hor d'oeuvres and a cash bar will be available.

REDD SIG Reception

Thursday, July 19, 5:30 – 7:00 pm

AHEAD's Racial and Ethnic Diversity and Disability (REDD) SIG invites you to an evening of eating, socializing, and community building. All attendees interested in diversity, inclusion, and social justice are welcome to attend. This event is presented in solidarity with the LGBTQA SIG and the Standing Committee on Diversity.

Featured Presentations and Events

Awards Dinner and Closing Celebration

Friday, July 21, 6:30 – 9:00 pm

Following its successful 40th anniversary celebration, AHEAD looks forward to once again ending the Conference with a dinner and dance. A chance to be together with new and old friends, reflect on the week, enjoy traditional New Mexican food, and dance the night away! We hope you'll stay and enjoy the celebration. AHEAD members who have served the Association and impacted the profession through their innovations, service, and scholarship will be recognized with peer-nominated awards.

AHEAD Talks

Thursday, July 19, & Friday, July 20, 8 – 8:45am

Start your day with three dynamic Talks inspired by the famous TED Talks and enjoy a morning coffee or tea with colleagues. AHEAD Talks are personal story-like presentations designed to have impact the audience on a personal level, providing insights, inspiration, and an opportunity for reflection. This year's Talks include:

- Leverage Your Liability! Presented by Melanie Thornton, University of Arkansas CURRENTS
- Love to Lead. Lead with Love. Presented by Adam Meyer, University of Central Florida
- Philosophical v. Practical: How do you do business: Presented by Kristie Orr, Texas A&M
- Embracing Helicopter Parents: Assets not adversaries. Presented by Amy Osborne, Thomas More College
- The Gifts of Imperfection in Disability Services. Presented by Adam Crawford, The Ohio State University
- Sexual Assault & Disability – It's not just about Title IX

Featured Presentations A & B

Wednesday, July 18, 3:30 – 5, & Friday, July 21, 2 – 4 pm

Twice during the conference, we'll highlight popular presentations on important and emerging issues. The following sessions will be offered with minimal competition and in large venues to allow for large audiences:

- OCR Year in Review; Mary Lou Mobley, Office of Civil Rights
- Creative approaches to Disability Justice: Entry points on campus for awareness, access, and full participation; Susan Burch, Sue Kroeger, Melanie Thornton, Courtney Cioffredi, Joan Ostrove
- Legal Year in Review; Paul Grossman & Jo Anne Simon
- Being There: Attendance modifications & assignment deadlines; Jamie Axelrod
- Cross-Cultural Competence as a Tool to Support Identity Development of Students with Disabilities; Autumn Wilke, Maure Smith-Benanti
- Online & Distance Education; Kelly Hermann, University of Phoenix

Announcements

Roommate Referral

If you are looking for a roommate during the conference to reduce costs, please email the following information to Jane Johnston, Member Services Coordinator (jane@ahead.org):

Name
Institution
Gender
Planned check-in date
Planned check-out date
Telephone number
Email address

Conference organizers will collect a list of those interested and distribute it to each interested person in early June, 2018. Individuals will then be responsible for contacting each other and arranging shared housing. **The deadline to submit your information for inclusion in the roommate referral program is May 25, 2018.**

Please be aware, the information you supply will be shared with all who register for the roommate referral program. The information you provide will **NOT be kept private**, and AHEAD can make no guarantees of successful shared housing arrangements.

Volunteer and Session Moderating

Are you friendly and energetic? Willing to 'host' a concurrent session as a Moderator? Do you want to add depth and richness to your Conference experience? If so, you should become a volunteer! We are looking for volunteers to help meet and greet conference attendees, distribute conference materials, support the Silent Auction, assist with hospitality events, and assist with a variety of other activities.

If you are interested in spending a couple of hours (literally, just 2) volunteering at the conference, please indicate your interest when you register. The volunteer coordinator will contact you prior to the conference to arrange details. Thank you in advance!

Want a Lift from Time to Time?

Conference organizers have arranged to have a "fleet" of a dozen scooters available for check-out at the conference registration area from Monday morning through Friday afternoon. Scooters will be available on a first-come, first-serve basis and signed-out for up to four hours at a time at no cost to attendees.

Need some WiFi?

All hotels rooms in the AHEAD block will include high-speed internet at no charge as a part of the standard room rate. Wifi will also be available to conference attendees throughout conference venue and in meeting rooms at no charge to attendees.

Key Dates to Remember

Save Money! Register (even if you can't pay) by **June 1, 2018** to get the very lowest registration rates.

Please be sure to make your requests for reasonable accommodations by Friday, **June 15, 2018**.

Hotel discount group rates will expire on **June 22, 2018** or whenever the blocks sell out; whichever comes first. Please book your room as early as possible.

CEU Information

Certificates of Attendance are available for all conference intellectual content, Preconference Institutes, the Plenary Address, Concurrent Sessions, and Featured Presentations. AHEAD has secured CEU preapproval from CRCC for the conference. Forms and information will be shared via the conference website and onsite in Albuquerque.

Preconference (Monday, July 16)

Two-Day Preconference Sessions Monday & Tuesday, 9 am - 5:30 pm

PC#1

New to the Profession: Building a Strong Foundation

Margaret Camp, M.Ed., Clemson University

Ann Knettler-Smith, M.A., Delaware State University

Cheryl Muller, M.A., University of Arizona

Randall Ward, M.A., Purdue University

Recognizing individuals enter the field of Higher Education and Disability Services from various backgrounds, AHEAD offers this two-day pre-conference workshop to set the foundation for new disability resource professionals and offer a comprehensive overview of issues that impact our work. The disability service office serves not only as a resource for students but as a campus leader in creating inclusive and sustainable learning environments through outreach and collaboration. Disability resource professionals set the tone for how campus communities frame and respond to disability on their campuses.

Through interactive discussion and practical application, we will explore “what we think we know” about disability together. We will discuss our work in the context of access and equity and explore how to move beyond compliance toward more sustainable and equitable practices. We will talk about infusing principles of universal design into our work, shifting our focus to the inclusive design of environments and campus systems to be more equitable and require less individual modification. A best practice is to think beyond what we MUST do with respect to compliance to what we CAN do broadly and proactively to ensure a welcoming experience for all.

Areas of emphasis:

- Prevalent models that frame disability and examine how we can design practices to challenge medical or tragedy-thinking and reinforce the social model of disability in our work

- Disability services/resources work in higher education and how it differs from the K-12 system
- Responding to requests for reasonable accommodation
- Documentation of disability: when is it needed and how to use it
- Disability and civil rights history
- Legal foundations of the work: The Americans with Disabilities Act (ADA) and who is covered
- Universal design and the power of design to promote inclusion and equity
- Campus outreach strategies: how to cultivate relationships with faculty and other key allies
- Office practices that reflect social model thinking: communication, office processes and record-keeping

PC#2

Disability Law for DSS Directors, Staff, and ADA Officers: Compliance Requirements, Analytical Tools, and Solutions

Paul Grossman, J.D., Hastings College of Law

Jamie Axelrod, M.S., Northern Arizona University

Mary Lee Vance, Ph.D., Consultant

This two-day Preconference Institute will give DS and ADA professionals a comprehensive introduction to postsecondary disability law, including compliance requirements of the ADA and Section 504 of the Rehabilitation Act. begin by placing the responsibilities of a DSS officer into its civil rights context, reinforcing the importance of a career in DSS services with a review of the history of discrimination against individuals with disabilities and the emergence of the disability rights movement which culminated in the adoption of disability laws. Participants will learn what legal traditions and concepts all antidiscrimination laws share and what is unique to disability law. As the law shifts emphasis from who is “an individual with a disability” to “qualification,” how are the responsibilities of DSS impacted?

Preconference (Monday, July 16)

While highlighting long-standing and widely-accepted judicial precedents and principles, the very latest, cutting-edge decisions will be discussed. We will provide an exploration of the practical implications of the ADA's definition of disability, the implementing EEOC and recent DOJ Test Accommodation Guidance, and brand new DOJ regulations, as well as their relationship to the AHEAD Guidance on Documenting Accommodations. Once disability is established, we will consider what must be done to make programs and facilities accessible to persons with disabilities. What accommodations are, or are not, required in the college and university setting? This will include an exploration of academic adjustments and auxiliary aides, the digital world (websites, academic management tools, on-line learning and adaptive technology), service and emotional support animals, mobility devices, architectural and programmatic access, and more. Topics unique to higher education, such as admissions, discipline and conduct, self-injurious students, academic accommodations, and internships will be covered.

Included in the cost of tuition for this class are approximately 14-16 hours of instruction by nationally-recognized presenters, the contents of a Power Point presentation containing well-over 400 slides, a set of class hypothetical question exercises, and one copy of the AHEAD/Lexis-Nexis publication, Colker and Grossman, the Law of Disability Discrimination for Higher Education Professionals. This Institute will provide each attendee with a comprehensive framework for addressing legal responsibilities and answering the questions they encounter on a daily basis.

PC#3

Socially-Just Services: Unpacking How Ableism Shapes the Disability Experience and Informs Professional Practice

Amanda Kraus, University of Arizona

Many of us are drawn to disability services work because of our commitment to social justice and inclusion. However, we must enter

this work with a reflective posture and appreciate that we too can be part of the problem: inadvertently contributing to dynamics that maintain the status quo. This two-day preconference will explore disability in the larger context of social justice dynamics. Participants will reflect on their personal power and privilege and connect it to professional practice in disability services.

We will begin by exploring systemic and individual dynamics of power and privilege. By situating disability along other community and identity experiences, participants will have time and space to reflect on their personal power and privilege. We will relate to professional practice by exploring how their positions may impact building authentic relationships with disabled students and how they may represent disability to campus audiences. We will then move on to explore how these dynamics impact contemporary and professional concepts of disability. Borrowing from disability studies and disability history, we will look at how disability is currently framed in society, explore conscious and unconscious biases about disability, and consider how these ideas may shape our personal and professional ideas.

After reflecting on the impact of bias on disability services, we will focus specifically on disability-related microaggressions, an emerging area of scholarship with important implications for our work. We will review the literature and work collectively to unpack examples of microaggressions and the role we play in either perpetuating or dismantling these experiences. Finally, we will discuss our roles as allies and advocates. Ally development is a powerful, but potentially contentious, way to declare support and commit to change together: disabled and non-disabled people alike. As disability services professionals, are we de-facto disability allies? Together we will explore questions of authenticity in ally development and representation in disability services. We will end with participants developing and discussing specific action items.

Preconference (Monday, July 16)

PC#4

Diagnostic Assessments: Understanding and Operationalizing Diagnostic Assessment Outcomes

Rhonda Rapp, Ph.D., St. Mary's University

Students with learning disabilities, attention disorders, and/or psychological disorders tend to comprise the largest combined population of students with disabilities requesting and receiving accommodations on college and university campuses. To ensure access for these students, most colleges and universities require the results (documentation) of fairly recent, in-depth diagnostic assessments to best shape appropriate accommodations for the student.

However, without training in diagnostic assessment it is difficult and sometimes impossible to accurately understand what the results of the assessment truly mean, whether or not the results are important and/or significant and how to operationalize the diagnostic information. For instance, some individual test batteries yield better results than others (Wechsler, Woodcock-Johnson, Wide Range Achievement, Connors' Continuous Performance test etc.). But, in this instance, what does "better" mean?

Furthermore, 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? And what individual subtests and/or sections, if any, provide insight into what would be an appropriate 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 to help?" 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? Finally, which subtests and/or section(s) help with the "reduce course load or not" decision?

Understanding the true purpose of a "diagnostic assessment" and what the answers to the above questions mean improves the functional

limitation(s) / appropriate accommodation(s) equation. Understanding also make it possible for DS providers to understand how diagnostic assessment information and "professional judgment" become part of the total, over-arching diagnostic process.

The goal of this preconference session is to provide in-depth information about "diagnostic assessment" as it applies to students with learning disabilities, attention disorders, and psychological disorders. In addition, participants will work through "diagnostic" case studies and have a chance to investigate their own personal professional "diagnostic" judgment.

Audience: Novice to Intermediate

PC#5

Accessibility 101

Gaier Dietrich, B.A., High Tech Center Training Unit

This two-day pre-conference is designed for anyone involved with ensuring their institution's technology is accessible but feeling a bit overwhelmed by or uncertain about that responsibility. The session will cover technology-related accessibility issues in easy-to-understand ways. No question is too simple or too small! We will also bring attendees together to explore strategies and promising practices for addressing these issues campus-wide. Topics to be covered will include:

1. Applicable laws and standards: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 both prohibit discrimination against persons with disabilities. Section 508 of the Rehabilitation Act, as amended in 1998, requires that federal agencies ensure accessibility of information technology, and its standards have been adopted by some states. How do these laws apply to higher education institutions, and what are the requirements related to information technology? We will explore these questions, and learn about the standards that are often used to measure accessibility of websites and other information

Preconference (Monday, July 16)

technology, the W3C Web Content Accessibility Guidelines (WCAG) 2.0.

2. **Assistive Technology:** Many of the problems encountered by students with disabilities in higher education concern instructional materials and information technologies that are not accessible to their assistive technologies (AT). In order to understand this, it is important to have a basic knowledge of the types of AT commonly used by individuals with disabilities. This session will provide discussion, demonstration, and hands-on activities for learning more about AT.
3. **Alternate Format Conversion:** Many individuals with disabilities, including those with blindness, visual impairments, and learning disabilities such as dyslexia, are unable to read traditional print and require that it be converted into alternate formats such as Braille, HTML, Microsoft Word, tagged PDF, and ePUB3. This session will explore a variety of tools, methods, and strategies for effectively and efficiently finding or converting instructional materials into alternate formats.
4. **Web Accessibility:** WCAG 2.0 has 62 specific success criteria for measuring whether websites are accessible. This session will bring these success criteria down to earth and explore a variety of web accessibility problems and solutions in a way that is fun, interactive, and easy for non-developers to grasp.
5. **Information Technology Accessibility:** Information technology (IT) accessibility is about more than websites. Students face challenges with all sorts of IT, including digital documents, videos, classroom technologies, and software. This session will explore a variety of strategies and promising practices for addressing accessibility of IT. How can we test products and services for accessibility? How can accessibility be addressed within the procurement process?

PC#6

Increasing Access and Opportunities for Deaf Students in Higher Education

Tia Ivanko, M.S., National Deaf Center for Postsecondary Outcomes

Stephanie Cawthon, Ph.D., National Deaf Center for Postsecondary Outcomes

Lauren Kinast, M.A., National Deaf Center for Postsecondary Outcomes

Stephanie Zito, M.A., National Deaf Center for Postsecondary Outcomes

This preconference is an intensive training opportunity to increase individual and institutional capacity to support positive postsecondary outcomes for deaf individuals. Two days will be devoted to understanding root causes and key strategies for postsecondary attainment of deaf individuals; understanding a legal framework for equitable access; and engaging in discussion with colleagues. By the end of this training participants will have the means to identify and incorporate key components of equitable accommodations and access services, evaluate access requests and complex situations, and make decisions grounded in evidence-based practices.

The National Deaf Center's (NDC) mission is to improve postsecondary outcomes of deaf individuals. This work necessarily begins with defining "the what" - what are the gaps in postsecondary education attainment and employment success for deaf individuals? Analysis of recent census data shows that deaf students are graduating from high school at record levels and pursuing postsecondary opportunities at rates comparable to their hearing peers; yet, completion rates for deaf students at the bachelor level are below that of the general population. This is of significant concern because evidence suggests a direct correlation between educational attainment and employment.

An important next step towards improving postsecondary outcomes for deaf individuals is collecting and analyzing evidence on "the why" - why are deaf individuals experiencing gaps in education and employment? What systemic factors contribute to these disparate out-

Preconference (Monday, July 16)

comes? Through a systemic and evidence based analysis, NDC has identified four root causes: (1) limited access to language and communication, (2) reduced social opportunities, (3) negative attitudes and biases, and (4) lack of qualified professionals. Drawing from this understanding, preconference participants will focus on “the how” - how can we work together to improve education and employment outcomes for deaf individuals? While there are no easy solutions, there are key areas that the literature reveals are effective in closing postsecondary gaps: (1) designing accessible environments, (2) promoting high expectations for success, (3) leveraging community resources, (4) collecting and using data for decision-making, and 5) developing collaborative and integrated systems.

Employing an interactive format and dialogue model, participants will have an opportunity to unpack root causes and related challenges to identify strategic ways to mitigate barriers in their context. Within this structure, participants will also discuss the legal framework of institutional responsibilities for serving deaf students. Focus will be on guidance from key resources including legal cases, rulings, Letter of Findings, and Department of Justice briefs. Participants will engage in guided discussions, obtain essential information, share strategies for implementation, and gather resources on trending topics. They will leave with information that can foster a sound framework for implementation and use of accommodations in higher education settings.

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One-Day Preconference Sessions

9 am - 5:30 pm

PC#7

Leadership Strength and Conditioning for Better Campus Results

Enjie Hall, M.R.C., The University of Toledo
Chester Goad, Ed.D., Tennessee Technological University

We can be leaders no matter what position we hold. Leadership involves impacting meaningful change through influence. The first step to leadership is determining and defining who you are as a leader. The next step is actually being that leader and effecting change.

During the morning, you will have the opportunity to learn about your strengths and talents as a leader through the Gallup Strengths Finder 2.0 assessment and other tools. Each participant will take a 360-degree evaluation of who they are as a leader. We will learn about different leadership styles and methods for incorporating your strengths and talents when interacting with the campus community.

In the afternoon, we will explore the results of the leadership inventory and introduce practical ways to raise our campus profile for effective campus collaboration. Recognizing and embracing your own leadership profile is paramount to building a reputation of effective leadership and building important partnerships on campus. We will learn to use your own leadership profile to build influence, leverage our expertise, and shift perspectives. This session will be facilitated by disability providers with extensive experience in leading campus change and collaborating with campus stakeholders. Participants will engage in assessments and discussion. There will be ample time for questions and sharing.

PC#8

Inclusive Excellence: Transforming Student Success through Strength-Based Coaching Strategies

Jodi Sleeper-Triplett, M.C.C., JST Coaching & Training
Christina Fabrey, M.Ed., Green Mountain College

The field of strength-based coaching has blossomed over the last few years as leaders in coaching identify and apply strategies from positive psychology. When working with students with disabilities in higher education, deficit-based thinking can negatively affect their success and lead them to question their ability to achieve their educational goals. Research confirms that by shifting to a strength-based approach in working with students, coaches and service providers can help to empower and equip the next generation of diverse learners toward more meaningful and productive lives. In this full day pre-conference workshop, the presenters will discuss strengths-based research and share coaching strategies to help foster student success.

The presenters will do a deep dive beyond the core of coaching skills to the theory and practice of coaching as a strength-based approach to promote equity and excellence in all students. Coaching tools such as strength spotting, values clarification, learner/judger mindset, and goal setting models will be introduced, discussed, and practiced in small groups. The presenters will include specific academic coaching skills, demonstrate best practices for incorporating these coaching skills into student interactions, and facilitate group exercises and coaching demonstrations to provide the participants with the hands-on experience of coaching and being coached.

Participants will leave this workshop with a clearer understanding of how blending coaching language and strength-based skills into daily student interactions can make a positive difference in the post-secondary experience for students with disabilities.

Preconference (Tuesday, July 17)

PC#9

Enhancing Academic Performance in Students with Mental Health Conditions

Michelle Mullen, M.S., Rutgers University

Brittany Stone, M.S., Rutgers University

Amy Banko, M.S., Rutgers University

The aim of this preconference is to help disability service providers implement support strategies that promote academic self-management skills among students with mental health conditions. The interactive session will provide background information on common mental health conditions, their variable nature, the onset of new conditions, and the unknown course of progression. Participants will workshop the functional implications of these disabilities and the common academic barriers students face. They will leave with intentional support strategies, accommodation ideas, and assistive technology solutions designed to reduce those barriers.

Students with mental health conditions are attending college in growing numbers, but many service providers are uncertain of how to best support them. Using resources developed at Rutgers under a federally-funded program and field tested, the presenters will offer strategies and resources. HYPE is a manualized intervention focused on supporting young adults with mental health conditions in postsecondary education, and FAST is a compensatory cognitive remediation manual focusing on developing executive functioning skills in the same population. The two manuals will be used to inform the session, and manual materials (e.g. lessons and worksheets) will be used. This preconference will support disability service providers in developing skills and knowledge through interactive discussion and student conceptualizations.

PC#10

Two-Year Campus Toolkit

*Jennifer Radt, M.S.W., University of Cincinnati
Clermont*

*Teressa Eastman, M.B.A., Butler Community
College*

*Michelle Mitchell, M.Ed., Lehigh Carbon
Community College*

The AHEAD Community College Special Interest Group (SIG) is pleased to offer the inaugural one-day pre-conference session specifically designed to address the unique challenges and issues found on the two-year campus. Whether you work at a traditional community college, a two-year regional or state university, or some other configuration, we invite you to join us for a day filled with practical application and collaboration. Topics addressed during the session will include:

- Developing student learning outcomes related to disability services and other assessment tools (surveys/focus groups)
- Planning and hosting a “welcome” session for students new to disability services (i.e. DS Orientation)
- Intersection of disability services with Title IX and Code of Conduct
- Collaboration with and training of faculty and staff in regard to DS issues
- Role of DS in care/case management for students with mental health issues
- Community outreach efforts (education/community based)
- On-campus partnerships with developmental education and testing center
- Challenges with Open Enrollment

The format of the session will provide opportunities for small group discussion, dedicated time for networking, and experiential activities. The session will be facilitated by the Co-Chairs of the Community College SIG.

Participants will leave with an action plan and access to resources that can be replicated and adjusted to meet the needs of their particular campus environment.

Preconference (Tuesday, July 17)

PC#11

Determining Fundamental Alteration: A Delicate Balance of Competing Equities

L. Scott Lissner, The Ohio State University

Beginning with a brief review of the three determinants of fundamental alteration (reasonableness, undue burden, and direct threat) embedded in the law, this session will build on the presenter's and participants' experience to develop a more nuanced approach to evaluating fundamental alteration across a range of contexts, including technical standards, attendance, group work, housing, and tele-study.

This scenario-driven session will allow participants to:

- Apply the principles of reasonableness that at the core of the accommodation process;
- Document and weigh course and program goals to balance the tension between access and program requirements;
- Conduct a direct threat analysis;
- Evaluate undue financial burden; and
- Operationalize undue administrative burden.

PC#12

Programs for Students with Autism: How We Got Here and Where We're Going

Jane Thierfeld Brown, College Autism Spectrum & Yale Child Study

Michelle Rigler, M.Ed., University of Tennessee at Chattanooga

The number of students with autism attending college has grown considerably and consistently, presenting higher education with challenges not previously at issue. Increasingly, colleges and universities are responding by developing support programs that specialize in serving this population of students. Indeed, in the past 10 years programs for students with autism have grown in number from two to sixty. How are these programs the same and different? How are they run? What are best practices? Is there

research-based guidance? What comprises a "good" program? Can access be achieved in the absence of a specialized program? How do we foster appreciation for neurodiversity on our campuses?

Sponsored by the AHEAD Autism Special Interest Group (SIG), this one-day preconference session will be a chance to learn, share, and discuss what's next; where do we go from here? We will discuss different models, research, the changing field of autism and college students, what has worked, and what has not worked. Legal issues will also be discussed. The session is facilitated by the SIG Co-Chairs, Jane Thierfeld Brown and Michelle Rigler. Registration is limited to 35 participants who work in autism programs at a college or university or who plan to start a program; no more than two professionals per program/institution, please.

Half-Day Sessions – Morning

9 am – 12:30 pm

PC#13

How to Talk to Faculty, Staff, and Campus Leaders about Universal Design for Learning

Kristen Behling, M.A., Tufts University

Thomas J. Tobin, Ph.D., University of Wisconsin – Madison

It often seems as though we disability service professionals are speaking a different language than our faculty, support-staff, and leadership colleagues. Do you find yourself advocating for the benefits of Universal Design for Learning (UDL) over and over? How often do you have to explain the difference between accommodation and inclusive design to faculty? When faced with other pressing commitments, does your team's support for UDL fizzle? Do your campus leaders talk about inclusivity but neglect to fund it? If the answer is "all the time," come to this interactive workshop from the authors of the book *Reach Everyone, Teach Everyone: UDL in Higher Education*.

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Based on over 30 years of research across the U.S. and Canada, we will give you evidence-based, concrete language, practices, and structures to increase adoption of and advocacy for inclusive design practices across all campus environments. We will show you how to talk with and engage faculty members and support staff colleagues and campus leaders to get results that lower barriers not only for learners with disabilities but for everyone. You will learn the core-business reasons for why adopting a UDL framework increases student persistence, retention, and satisfaction and how to sell it on campus. This preconference posits diversity in its most inclusive form: instead of relying solely on providing point-of-need accommodations to learners with disabilities—most often a last-minute, ad-hoc, reactive process—adopting UDL as part of an institution’s culture of course design, teaching practices, and student work allows all learners to benefit.

PC#14

Ethical Compliance: Taking Responsibility for Equity in Disability Services

Jewls Harris, M.A., Portland State University
Jen Dugger, M.A., Portland State University

When it comes to physical accessibility, we usually recognize the difference between what we are required to do under the law (provide “equal access”) and what we should do in order to provide a fully equitable experience for students with disabilities. For example, we know that an entrance around the back of a building is technically “compliant, but also that it limits accessibility to the overall university experience for these students. Likewise, our well-intentioned practices, policies, and procedures oftentimes fail to provide a truly inclusive experience. For instance, when students test in alternative spaces and do not have access to their professors, they are not able to ask clarifying questions like their peers. This example, among others, begs the questions: is this even equal access? Is this actually compliance? Is this ethical? The presenters argue compliance should be ethical. It should be predicated not on “equal access” but rather on equitable access.”

Ethical Compliance is the radical act of providing accommodations and support to students with disabilities by challenging traditional disability services practices and budgetary constraints. Ethical Compliance amplifies student excellence by responding to ever-changing individual needs and barriers to access and inclusion. It provides a framework for supporting students who have additional marginalized identities and/or experience complex access barrier by using an equity lens and a social justice perspective to interpret the ADA, provide access, and determine reasonable accommodations. The presenters will illustrate the Five Tenets of Ethical Compliance. Attendees will have the opportunity to work through scenarios and begin planning how they will apply the Ethical Compliance framework to their practices.

Half-Day Sessions – Afternoon

2 – 5:30 pm

PC#15

Have We Lost Our “Why?”

Lance Alexis, Ed.D., Middle Tennessee State University

Ann Knettler-Smith, M.A., Delaware State University

For many DS Professionals, the social model of disability, proactive access, and universal design are part of the everyday vernacular. But are they part of our everyday practice? The long hours, student meetings, paperwork, strained resources, and increasing responsibilities can make it easy to lose sight of core tenets of the DS field. The reason behind your work. Why we do what we do?

Disability services professionals who successfully apply a social model and the spirit of the law to their everyday practice create a clear path for access and equity. Through this interactive preconference, we will refocus on our “why” using the merits of the social justice model of disability and the spirit of the law, as well as our own inner drive. We will address common missteps in everyday practice, provide clear ex-

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amples of the social model at work, challenge participants to consider their role in the promotion of diversity and equity for all students, and engage in productive conversation about the “why” of the disability services profession. Attendees will leave refreshed and refocused on the why of disability services.

Program Notes

Highlighted Concurrent Tracks and Presentations

As you look through the wide variety of concurrent and poster presentations offered this year, you'll see distinctive icons flagging sessions that focus on highlighted conference topics. We encourage you use this information to enhance your conference experience and to focus your attendance if you are looking for a specific emphasis in your professional development.



Leadership and Influence: Increasing Effectiveness and Cultivating Change within Your Office and Beyond

The need to mobilize others in our vision of a campus that is accessible and inclusive is at the heart of the good work we do as disability resource professionals. The sessions in this strand focus on gaining key leadership skills that will increase your effectiveness in building relationships, articulating your vision, and influencing change within your office and beyond, no matter your position or place in the hierarchy.



ADA Coordinators

AHEAD's SIG for ADA Coordinators has developed a strand of sessions specifically targeted to those who carry this title and have responsibilities for campus-wide access and compliance.



Students on the Autism Spectrum

Given the increasing number of students on the spectrum entering higher education, AHEAD's Special Interest Group on Autism/Asperger's has developed a strand of sessions that focus on neurodiversity, serving students, and providing campus-resources.



National Center for College Students with Disabilities (NCCSD)

Based within AHEAD, the National Center offers resources for college and graduate students with any type of disability, chronic health condition, or mental or emotional illness, as well as for families, higher education faculty and staff, and anyone working with college students.



Focusing on Students in Health Science and Professional Schools (Medicine, Nursing, etc.)

In partnership with the Coalition for Disability Access in Health Sciences and Medical Education, AHEAD is pleased to offer a strand of conference sessions that explores the more nuances and sometimes complicated issues inherent in health science programs at both the graduate and community college levels. Both seasoned and newer professionals will benefit from this series of sessions focused on understanding clinical programs, accommodations in the clinic, recent litigation pertinent to health science, leading strategies, and promising practices.



Focusing on Students with Intellectual Disabilities in Postsecondary Education

Several conference sessions were developed in partnership with Think College National Coordinating Center and the Transition and Postsecondary Education Programs for Students with Intellectual Disabilities (TPSID). In addition to concurrent sessions, several TPSID projects will be display information on their programs during the Exhibit Hall Grand Opening and President's Reception on Wednesday. Whether your institution currently has a program for students with intellectual disabilities or you've wondered how your office and campus might address this emerging population, we hope you'll find the opportunity to engage with the presenters of these sessions.



Research and Data-Based Practices

With a focus on the importance of evidence-based practice and the value of research to our field, sessions that highlight research and data are featured in both concurrent and poster presentations. Conference sessions marked with this icon are recommended by AHEAD Information Services as having research or data-based content.

Concurrent Sessions (Wednesday, July 18)

Block 1

11 am – 12:30 pm

1.1

DS Student Paraprofessionals: Hiring, Training, and Professional Development

Rosalind Blackstar, M.A., California State University Fullerton

Darlene Serrano, B.A., California State University Fullerton

David Guzman, B.A., California State University Fullerton

Many of us in DS offices work with student employee/paraprofessional staff. As student paraprofessionals are readily accessible to hire at majority of colleges and universities, they have become an integral part of our program's functions. But, are we providing them a work experience that allows them to acquire the skills necessary to be successful in the professional workforce? This presentation will cover best practices in hiring strategies, providing interactive and enriching trainings, and developing transferable skills for student paraprofessionals that can be utilized in any future profession.

1.2

It Takes a Team: Building Capacity for Web Accessibility

Christine Scherer, M.A., Northwestern University

How can your distance learning team go from zero to hero on web accessibility? In this session, we will share story of how Northwestern University's School of Professional Studies Distance Learning department grew into a university leader in Web accessibility. The secret: full team support for accessible design. Attendees will learn about key accessibility supports to include in classes, how to train staff and faculty on web accessibility, and how to build courses that are accessible from step one.

1.3

Creating Effective Partnerships Between Health Sciences Programs and Disability Offices

Elisa Laird-Metke, J.D., Samuel Merritt University
Bree Callahan, M.A., University of Washington



Due to the collaborative nature of creating and implementing accommodations in health science programs, creating strong working relationships between the disability office and the health science programs are essential. This presentation will cover ways to build bridges that will help create and enhance positive relationships with your health science partners, including strategies to identify and develop champions within health science programs. We'll also share best practices to increase your own knowledge about the programs' sequence, expectations, and board exams that will allow you to anticipate student needs and enhance your communication with faculty and students.

1.4

Top Ten Tools for Your ASD Toolbox: The 2018 Edition

Amy Rutherford, M.Ed., University of Tennessee Chattanooga

Jamie Butler, B.A., University of Tennessee Chattanooga



The purpose of this session is to provide disability service providers with the tools they need to work effectively with people on the Autism Spectrum. Participants will learn about tools used effectively by the presenters and will be given the top ten resources for supporting this population. The audience will be given a resource list to develop their own toolkit.

Concurrent Sessions (Wednesday, July 18)

1.5

A Leader's Role in Influencing the Effectiveness of a Team

Kara James, M.S., Purdue University
Karen Pettus, Ph.D., University of South Carolina

Randall Ward, M.A., Purdue University
J. Andrew Zeisler, M.Ed., Miami University
Enjie Hall, M.R.C., University of Toledo



In this session, a panel of leaders in the disability services field who are successfully leading effective teams will share insights on their leadership approach. Whether you have a team of student workers and/or professional staff, there are influencing factors which are common to leading teams in general. Topics discussed will center around fostering trust, addressing fear of conflict, obtaining commitment, increasing accountability, and focusing on attention to results.

1.6

Addressing ADA Grievances: Investigating the ADA Complaint

Tina Vires, M.Ed., Winthrop University
Kristin A. Malloy, M.S.W., Lone Star College



In this session, we will discuss responsibility for the initial investigation and whether it changes dependent on formality. Is the process consistent between informal and formal (written) complaints? When does an informal complaint incite an investigation, and are there opportunities for proactive engagement to minimize advanced complaints? Plan to discuss best practices for documenting decisions and when these offices should be recessed and the investigation be conducted by other entities, such as when the complaint is specifically about that office/personnel. Who handles appeals?

1.7

Access to Success: An Online Training Program to Teach Students how to Advocate for Accommodations

Jean Ann Summers, Ph.D., University of Kansas
Glen White, Ph.D., University of Kansas
Lucy Cummings, B.A., University of Kansas
Robert Lee Beach, B.A., Kansas City Kansas Community College
Holly K. Dressler, M.S.Ed., Dressler University

This panel discussion describes Access to Success, an online program to teach community college students with disabilities both knowledge and skills to enable them to negotiate with college faculty and staff for reasonable accommodations. The panel will include research team members who will demonstrate the contents of the training website, report results of impacts on students who engaged with the training, and describe barriers and facilitators for students in accessing supports. Other panel members will be Disability Support Service staff who participated in the research and who will discuss reactions of the students to the training and applications of the training for their students within the community college context.

1.8

Including Accessibility/Inclusive Design Topics in Computer Science and other IT and Design courses: A University of Washington Case Study

Sheryl Burgstahler, Ph.D., University of Washington

Learn about how accessibility topics can be integrated into your computing/IT course or how you can encourage faculty in these fields to include accessibility topics in their courses. Promising practices and resources will be shared. Efforts in these areas of application and outreach will result in a high-tech workforce that is fluent in these topics.

Concurrent Sessions (Wednesday, July 18)

1.9

Accessing College: A National Picture of Higher Education for Students With Intellectual Disability

Clare Papay, PhD., ICI, UMass Boston
Cate Weir, MEd, ICI, UMass Boston



How are students with intellectual disability accessing and participating in higher education? Findings from a recent evaluation of 25 model demonstration projects at over 40 colleges and universities are shared. A particular focus on accommodations and supports provided by Disability Supports Offices (DSO) will be provided. Presenters offer insights about effective practices and policies to support students with intellectual disability.

1.10

First HIRES: A Collaboration Between Residence Life and Disability Resources for Students

Jennifer Murchison, M.A., University of Memphis
Amanda Rodino, M.Ed., University of Memphis

In 2014, the First HIRES program was developed at the University of Memphis as a collaboration between Disability Resources for Students and Residence Life and Dining to employ students with disabilities who had never held a paying job. This presentation will discuss the partnership, implementation, assessment, and future of the program.

1.11

Everyday Ableism: Unpacking Disability Stereotypes and Microaggressions

Amanda Kraus, Ph. D., University of Arizona

When we understand disability in the context of social justice and ableism, a cultural experience influenced by dynamics of power and privilege, we can begin to unpack the many ways disabled people are targets of bias and microaggressions. This workshop will use research to identify stereotypes and microaggressions and explore how these ideas shape the disability experience and inform our personal and professional behaviors and attitudes.

1.12

It Takes a Village: Building Capacity Through the Development of Mental Health Advocates

Barbara Blacklock, M.A., University of Minnesota
Donna Johnson, M.A., University of Minnesota

Campuses are struggling to meet the broad needs of students with mental health conditions. Campus collaboration is more critical than ever. This session will provide an overview of the Mental Health Advocate Initiative, a Disability Resource Center led approach, designed to create a campus-wide network of departmental advocates available to consult with students, staff, and faculty, and direct them to the most appropriate campus resources.

1.13

The Intersection of Title IX and Disability Services

Bruce Pomeroy, M.A., University of North Carolina Greensboro
Linda Nissenbaum, M.A., Saint Louis Community College Meramec
Sam Goodin, M.S., University of Nebraska, Lincoln

This session will provide participants with a better understanding of the intersection of Title IX and Disability Service and describe how the two can work together to provide support and service. The presenters will address recent changes and directives in Title IX from the Department of Education and their impact. Presenters have varied areas of expertise and will touch on the diverse aspects of Title IX and disability.

Concurrent Sessions (Wednesday, July 18)

Block 2

2 – 3 pm

2.1

Annual Report of Findings from NDC Task Forces on Accessible Assessment and Interpreters in Postsecondary Settings

Stephanie Cawthon, Ph.D., National Deaf Center for Postsecondary Outcomes

Bobby Loeffler, M.A., National Deaf Center for Postsecondary Outcomes

The National Deaf Center on Postsecondary Outcomes (NDC) supports systems change through engagement with stakeholders at the local, state, and national levels. Our national model consists of a series of Task Forces, teams of national content experts that convene around critical issues related postsecondary success for deaf individuals. This presentation will focus on the two NDC National Task Forces: Accessible Assessment and Interpreting in Postsecondary Education.

2.2

Juggling Apples and Other Circus Tricks!

Kari Buza, M.S.V.R., Chippewa Valley Technical College

Erin Poeschel, B.A.S., Chippewa Valley Technical College

Rachel Swatloski, M.S.V.R., Chippewa Valley Technical College

Chippewa Valley Technical College is in the sixth year of its iPad Accessibility Program. Our iPads are used to support student accommodations, with additional apps that promote time management, mindfulness, study skills, and more. This session will highlight the process we used to deliver accessible textbooks to students. We will walk you through how and why we built our program, the tools we use, and the results we've seen.

2.3

Addressing Access in Health Sciences: Externships in the Community College Curriculum

Michelle Mitchell, M.Ed., Lehigh Carbon Community College



Many community colleges offer health science-related majors that include required externships. The Coalition for Disability Access in Health Sciences and Medical Education provides guidance to disability resource personnel as they navigate the complex waters of medical education for persons with disabilities, but their focus is not on the unique issues community colleges face. What steps are necessary for determining accommodations for a phlebotomist field placement, for hands-on training as an EKG technician, or for those preparing to become paramedics? Join us to discuss access in the community college health sciences curriculum and share strategies for working with academic units to identify technical standards and essential components of externships.

2.4

Meeting the Needs of Students with Intellectual Disabilities and Autism Spectrum Disorders on Community College Campuses

Michael Duggan, Ed.D., College of DuPage



Community colleges face unique and challenges given their open door admissions policies. This presentation will share how one institution outside of Chicago met these challenges through unique programming and coursework, including the development of Autismerica: a social support group for community members on the autism spectrum, and Project COACH, a non-credit program for students with intellectual disabilities. Practical strategies will be shared for creating similar programs on your campus.

Concurrent Sessions (Wednesday, July 18)

2.5

Promoting the Right to Inclusive Higher Education in the U.S. and Israel

Arlene Kanter, LL.M., Syracuse University



This presentation will discuss the right of students with disabilities to higher education under international and domestic laws, focusing on a comparative study of the U.S. and Israel, which has recently introduced a new country-wide system of centers to support students with disabilities in higher education.

2.6

An Inside Perspective on the Differences Between an ADA Coordinator and a Director of Disability Services

Gabriel Merrell, M.S., Oregon State University

Emily Lucio, M.A., Johns Hopkins University

Tina Vires, M.Ed., Winthrop University



This session involves a panel comprised of DS Directors and ADA Coordinators from three distinct types of institutions, a large, public, state university, a private college, and a community college. The panelists will share their views on their respective roles and discuss how their work differs and fits together before opening conversation with audience members.

2.7

ACCESS Academy: Boost Sessions to Support University Students

Tara Rowe, M.Ed., University of North Florida

Janice Seabrooks-Blackmore, Ph.D., University of North Florida

Kiersten Washell, B.A., University of North Florida

Monica Bolanos, M.A., University of North Florida

ACCESS Academy was developed in 2012 to support students with disabilities registered with the campus disability resource center. Targeting specific topics including self-advocacy, time management, writing, and study strategies, three-week boost sessions are used to teach strategies. Presenters will share instructional strategies used at the university level that support students with disabilities on campus.

2.8

Individual Work with Students: Findings of AHEAD's National Survey

Sally Scott, Ph.D., AHEAD



The 2017 AHEAD Biennial Survey included new questions related to Disability Resource Professionals' individual work with students. Come learn the findings of this research related to how we structure student appointments, average workloads, and perceptions of effectiveness. We will discuss the implications of these findings for your office and share strategies for using this data on your own campus.

2.9

What are Meaningful Credential for CTPs Programs? Certificates, Industry-Recognized Credentials or e-Portfolios?

Margo Izzo, Ph.D., Ohio State University

Jessie Green, M.A., Ohio State University

Diane Clouse, Ph.D., University of Cincinnati



Students with intellectual disabilities enroll in college and earn a meaningful credential, as required by HEOA of 2008. Presenters will describe how to develop credentials that have meaning to college administrators, employers, parents, and students themselves. Participants will discuss strategies to assure that all potential audiences gain a credential that has meaning and leads to increased employment outcomes.

2.10

Full-Service Disability Support: DSS as an Initiative in Equity, Diversity, and Inclusion

Jeffrey Shaumeyer, Ph.D., Gallaudet University

Patricia Tesar, Ph.D., Gallaudet University

Full-service disability support addresses the needs of students with disabilities as a minority group on campus, helping students feel welcome and bond with their institution, increasing the likelihood of successful academic outcomes. Students with disabilities frequently identify with multiple minority groups, and count our Office for Students with Disabilities among their "safe spaces." DSS offices are increasingly seen as initiatives in Equity, Diversity, and Inclusion.

Concurrent Sessions (Wednesday, July 18)

2.11

Encouraging Universal Design in the Classroom by Leveraging the Priorities of Faculty

Beth Ann Bryant-Richards, M.A., University of North Carolina Wilmington

Courtney Poland, B.S., University of North Carolina Wilmington



This session will explore the use of Universal Design for Learning (UDL) by faculty members in traditional face-to-face college classes. A review of the literature, an interview with an instructional designer, and a survey of faculty are the basis of this inquiry. The result of this research generated a short presentation aimed at faculty members with the goal of promoting their use of UDL in their classrooms.

2.12

Oohrah! Best Practices for Accommodating Veterans in Higher Education

Patty Bredehoft, M.Ed., The University of Arizona
Dan Standage, M.A., Student Veterans of America

Student veterans likely have had no experience with an IEP and don't know about disclosure or the purpose of accommodations. We will cover common barriers student veterans with disabilities face and detail effective best practices, including: trust-building between departments and students, demystifying accommodations and disability services, and reframing disability. Examples of Veterans Administration documentation will be shared, along with a discussion of the importance of flexibility in this process. Aspects of military culture will be covered and related to working solutions. A national perspective will be provided, and the AHEAD Veterans SIG will weigh-in with additional insight.

2.13

Writing for the AHEAD Journal of Postsecondary Education and Disability (JPED)

Roger Wessel, Ph.D., Ball State University

Researchers and practitioners in the disability, technological, career, and higher education fields, among others, regularly submit manuscripts to the JPED. This session is designed for those who are considering writing articles for the Journal. It will include a review of current topics, what the JPED Editorial Board looks for in successful articles, and a walk-through of the manuscript submission process.

Concurrent Sessions (Wednesday, July 18)

Featured Presentations - Block A

3:30 – 5:30 pm

A1

OCR Year in Review

*Mary Lou Mobley, J.D., Office of Civil Rights,
U.S. Department of Education*

The Office for Civil Rights ensures equal access to education and promotes educational excellence through active enforcement of federal civil rights laws. OCR assists individuals with disabilities facing discrimination and guides advocates and institutions in developing systemic solutions to civil rights problems by investigating complaints, initiating compliance reviews, and providing proactive technical assistance. This session reviews illustrative decisions over the last year, which may help you in formulating policy and practice on your own campus.

A2

Being There

*Jamie Axelrod, M.S., Northern Arizona University
Dorianne Pollack, Northern Arizona University*

When the barrier a student experiences is related to actually getting to class or completing assignments in accordance with the syllabus, what approaches are available to us? While it seems reasonable to assume that attendance is an important part of learning, important is not the same as essential. And that raises questions that need to be explored as you consider individual requests and the implementation process. We will look for guidance in OCR findings and cases that include or are analogous to the Modified Attendance accommodation processes, the importance of understanding the individual design of a course, and how those elements interact to inform the level of modification that may be appropriate. We will also explore one institution's process and the lessons learned from utilizing that process.

A3

Cross-Cultural Competence as a Tool to Support Identity Development of SWD

*Autumn Wilke, M.Ed., Grinnell College
Maure Smith-Benanti, M.S., Grinnell College*

To support students with disabilities and their complex identities, disability resource practitioners must develop cross-cultural competence, which requires understanding that the experiences of students with disabilities are not monolithic and are informed by students' other social identities and the relative salience of those identities. This session will introduce practitioners to ways to develop their own cultural competence, reduce implicit bias, and support complex and empowering disability identity development among students with disabilities. Attendees will also be introduced to the impacts of implicit bias, stereotype threat, cultural competence and the concepts of systemic oppression and double jeopardy for students with multiple targeted identities.

A4

Recipe for success: Baking Accessibility into Your Online Learning Program

*Kelly Hermann, University of Phoenix
Cyndi Rowland, Ph.D., Director WebAIM, Utah
State University*

Online learning has been growing by leaps and bounds across higher education over the past two decades. According to the 2015 Survey of Online Learning conducted by the Babson Survey Research Group, more than one in four students now takes at least one course at a distance. That means it is very likely you have been asked to accommodate a student in an online course at your campus. At the same time, the federal government has been involved in many complaints and legal cases regarding the accessibility of online courses and educational technology used on campus. This has led to multiple resolution agreements that reference guidelines and standards, procurement and evaluation policies, and many other considerations. We'll look at all these considerations (and others!) and share how they fit together to build a comprehensive accessibility strategy that is baked in and not bolted on to your online learning program.

Concurrent Sessions (Thursday, July 19)

Block 3

11 am – 12:30 pm

3.1

Providing Note-takers: Lessons Learned the Hard Way

Paul Harwell, Ph.D. student, Harvard University

“Notetaking” is one of the most common and traditional accommodations utilized in the higher education. Notetaking technology has become a hot topic in recent years, but there are still a number of students who rely on copies of notes from others. In this session, I will talk about best practices in notetaking services, strategies to identify and improve services, and lessons learned the hard way.

3.2

Puzzled or Frustrated by Accessible Procurement? How to Get Results Through Smart Policies and Savvy Partnerships with Publishers and Other Vendors

Elizabeth Delfs, J.D., Pearson, Inc.

Philip Voorhees, A.T.A.C., University of Nevada Las Vegas

As higher education moves toward implementing accessible technology policies and procedures, colleges and vendors are on a steep learning curve. While not a magic panacea, accessible procurement can yield excellent results when used effectively and forming accessible purchasing partnerships with vendors can be a powerful tool. This session will examine strategies for addressing the challenges of accessible procurement, and the strikingly evident need for college/vendor partnerships. Discover the lessons from the partnership developed between a state-wide system and Pearson Education, the largest provider of courseware and textbooks. Learn about the best practices that will build positive alliances to promote inclusive design and born accessible products that help your students succeed.

3.3

Roadmap to Determining Accommodations in Health Science Programs

Jan Serrantino, Ed.D., Meeks & Company Consulting

Linda, Nissenbaum, M.A., Saint Louis Community College Meramec



Bringing together expertise from community college and graduate level contexts, this interactive session will focus on the challenges unique to determining accommodations in health sciences programs and clinical settings. The session will consider how to plan proactively, identify collaborative partners, and establish best practices to determine accommodations. Through problem-based learning, participants will collaborate on case studies to identify clinical barriers, determine challenges to technical standards or essential functions, and identify and implement reasonable accommodations in the clinic—including disclosure to clinical faculty. Participants will gain skills to apply new techniques for clinical accommodations to their practice.

3.4

A Spectrum of Possibilities: Postsecondary Programs for Students with ASD

Margaret Camp, M.Ed., Clemson University

Jane Thierfeld Brown, Ed.D., College Autism Spectrum & Yale University



As the number of students on the autism spectrum attending college continues to increase, postsecondary campuses are rising to meet the needs of a neurodiverse population. Programs differ in size, scope, and strategies, resulting in various characteristics based on their campus culture, needs, and resources. A panel of program developers and leaders will discuss the components of their programs and the successes and challenges they have experienced, informing those who may design similar programs.

Concurrent Sessions (Thursday, July 19)

3.5

Getting into the Trenches of the Social Justice Mission

Carey Busch, Ph.D., Ohio University

Adam Crawford, The Ohio State University

Amanda Kraus, Ph.D., University of Arizona

Randall Ward, M.A., Purdue University

Katy Washington, J.D., University of North Texas



This panel session is focused on how current leaders in the field are being very practical, intentional and influential in bringing a social justice mindset to the college campus. The panelists are at various stages of accomplishment in this area on their respective campuses and will speak to their journey and lessons learned to date. Presenters will offer practical feedback on how to collaborate with your campus community in a way that supports a shift, often gradual, from thinking of disability work as a compliance-based issue to one of social justice and inclusion.

3.6

Hiker's Guide to Getting Administrators, Faculty and Staff Engaged with ADA Policy, Procedures, and Practices

Anne Moll, Ed.D., Colorado Mountain College

Lisa M. Doak M.S. Ed., Colorado Mountain College



Want to engage your administration, faculty and staff in actively embracing the ADA policies and practices but feel like you are climbing a 14er and pulling them up the mountain reluctantly with you? Is it the fear of heights or law suits? Is it lack of endurance to go the distance or hold high standards? Is it the lack of vision to see how beautiful the process can be and how clear everything is once the truth is clear at the top? This interactive session will highlight the biggest barriers to engagement and demonstrate ways the ADA and disability service coordinators are getting faculty, staff, and administrators engaged in making the "climb" and becoming an educated guide in the embodiment and empowerment of following ADA standards.

3.7

Disability Support Services Untethered from Campus: Reimagining How We Attract, Accommodate and Retain Students with Disabilities in Higher Education

Elizabeth Gridley, M.A., Gateway Technical College

Donna Piccolo, M.A., Gateway Technical College

Carrie Parworth, M.A., Gateway Technical College

Daniel Peterson, M.A., Gateway Technical College

Disability Support Specialists (DSS) routinely spend time in local high schools, playing an active role in the successful transition of students with disabilities to Gateway Technical College. In conjunction with Gateway New Student Specialists, they serve as a resource by educating teachers, students, and parents on topics related to post-secondary options and accommodations. Early collaboration has proven to have a positive effect throughout a student's postsecondary transition.

3.8

Student Perspectives on Disability Services

Kimberly Elmore, M.A., NCCSD/ DREAM,

moderator



Through discussion and a brief video, panelists will share their experiences as college students with disabilities, including with using accommodations, interacting with faculty and disability resource professionals, building community, facing challenges, and creating successes. Students will discuss ways disability resource professionals can better outreach to students, enhance services, and help create a more welcoming campus for students with disabilities.

Concurrent Sessions (Thursday, July 19)

3.9

[Combined session] Tightening the Leash: Policies and Processes for Handling the Increasing Number of Service/Assistance Animals on Campus

Leslie Johnson, M.A., Michigan State University
John Pedraza, M.A., Education, Michigan State University

Michelle Shaw, M.Ed., Florida Atlantic University

One of the greatest challenges many of us are facing on our campus is how to manage the increase in service/assistance animals (ESAs) in campus housing. After a brief review of the law, we will compare how two public universities are handling the influx of animals on their campuses. This will include sharing our unique strategies, policies and processes. We will also share how we have each collaborated with campus and community partners to make informed animal decisions. This presentation will conclude with case studies and discussion of real examples of difficult animal situations we have encountered.

3.10

Using Student Learning Outcomes in Disability Services

Ann Knetler-Smith, M.A., Delaware State University

Jean Ashmore, M.S., Emerita, Rice University; Consultant

Does your administration expect you to assess student learning? While Program Outcomes and Student Learning Objectives (SLOs) are assessed differently, one cannot productively exist without the other. This session will provide the background and process used to create effective SLOs based on the Disability Resources and Services (DRS) Standards from the Council for the Advancement of Standards in Higher Education (CAS). Specific examples and take-aways will be provided on creating and assessing SLOs for the benefit of the DS office and the students it serves.

3.11

Access for All: Creating a Campus Culture of Disability Inclusion

Valerie DuBose, M.Ed., University of Alabama at Birmingham

Allison Solomon, M.S., University of Alabama at Birmingham

In the spirit of the AHEAD 2018 conference theme “Equity & Excellence” this presentation addresses how the University of Alabama at Birmingham (UAB) Disability Support Services office is creating a campus culture that embraces disability as diversity. The presentation will provide an overview of how UAB DSS is leading efforts to create a campus climate that promotes disability inclusion and universal design through various programming opportunities and development of strategic campus partnerships.

3.12

Disability Rights Moves to the State Stage

Jo Anne Simon, J.D., Member, New York State Assembly

As the new administration forges forward to meet its goal of reducing the number of federal regulation, disability rights and all of higher education faces a potentially seismic shift in the rights of students that were heretofore protected. As we know the ADA and Section 504 were not as comprehensive as many would have liked. Expected rollback of regulations and regulatory guidance are anticipated. People with disabilities must now look to the states to fill both the existing gaps in federal protections, and to codify federal protections into state laws protecting the rights of individuals with disabilities, as well as women and victims of sexual assault. This session will focus on how AHEAD members can make their voices heard at the state level and enshrine disability rights protections in their state.

Concurrent Sessions (Thursday, July 19)

3.13

Accommodating Students with Visual Impairments: Continuing the Dialogue and Sharing the Student Perspective

Joanna Boval, M.A. in Counseling, University of California San Diego

Susan Kelly, M.A., University of California San Diego

Jimmy Cong, A.A., University of California San Diego

Building on audience feedback from our presentation last year entitled, “Accommodating Students with Visual Impairments: Creating Productive Campus Partnerships to Promote Student Access,” we take the conversation to the next level. First, we will focus on the resources needed to create accessible formats for increasingly more complex mathematical and computational texts. Second, we will offer the student’s perspective on working with the disability office to create equity and access.

Block 4

2 – 3 pm

4.1

Shifting From “I Can’t” to “I Can’t Yet:” Coaching Strategies to Promote Equity and Excellence in all Students

Christina Fabrey, M.Ed., Green Mountain College

Jodi Sleeper-Triplett, B.A., JST Coaching

Is fixed mindset undermining your student’s ability to succeed? Through the educational experience, students with disabilities are provided messaging that labels their abilities and impedes their movement towards academic excellence. Current mindset research challenges these labels and shows that effort is a means to success. In this workshop, participants will learn about the research, gain coaching strategies, and will leave prepared to help students see that their skills may not YET be developed but can be with effort.

4.2

Establishing a Successful Accessible Media Program in Higher Education: An Overview of Workflows, Costs, and Next Steps at George Mason University

Courtney Ward, M.Ed., George Mason University

Korey Singleton, Ph.D., George Mason University

Six years removed from beginning our captioning pilot project, the Assistive Technology Initiative at George Mason University now has a sustainable proactive strategy for addressing accessible media for compliance and accommodation purposes. In shaping this service, we created new strategic partnerships, streamlined the request process, developed online resources for faculty/staff, addressed significant technological hurdles, and formed a staff dedicated solely to accessible media. We will highlight our accessible media successes, failures, and the future of this service. More pointedly, our presentation will focus on how we capture and track data and use that information for strategic marketing and relationship-building across campus.

4.3

The Good Doctor: Individuals with ASD and Health Science Education

Lisa Meeks, Ph.D., University of Michigan Medical School

Michelle Rigler, Ed.D., University of Tennessee Chattanooga

Jane Thierfeld Brown, Ed.D., College Autism Spectrum & Yale University



ABC’s The Good Doctor makes for great television, but does it accurately portray



the challenges inherent to health professional training for individuals on the autism spectrum? In this session, the presenters will review The Good Doctor through the lens of health science education and disability services, highlighting the top 5 challenges for this unique population of students. Using clips from the series, the presenters will identify accurate and inaccurate depictions of ASD pointing out the important differences in relation to the top five challenges while offering potential mechanisms to address barriers unique to clinical education.

Concurrent Sessions (Thursday, July 19)

4.4

College to Career on the Spectrum

Laurie Ackles, L.M.S.W., Rochester Institute of Technology



This session will cover a collaborative approach, involving disability and career services professionals, for assisting students on the autism spectrum in navigating the complexities of the job search and career preparation process. Participants will be introduced to programming and support options for helping students on the autism spectrum move toward a smoother transition to the workplace.

4.5

Resilience Isn't Just for Students! We Need It Too

Elizabeth G. Harrison, Ph.D., University of Dayton



Resilience is what helps us push through the bumps and roadblocks we encounter as we lead change on our campuses. Participants in this session will consider what resilience is, why we need it, and where it comes from. We will then explore an array of tools that can be used to help ourselves and our colleagues strengthen our resilience so we can continue our leadership work and stay healthy in the process.

4.6

Planning Accessible Events

Jim Kessler, AHEAD



Learn about what it takes to plan an accessible event or conference. From accessible emails and printed PR materials to the event space and parking to onsite communication access, events pose a number of potential barriers that careful planning can remediate. Serving as a resource to campus event planners is an important part of supporting campus-wide accessibility.

4.7

Learning Strategy Instruction in Higher Education: What Do We Know and Where Could We Go?

Adam Lalor, Ph.D., Landmark College
Allison Lombardi, Ph.D., University of Connecticut
Lyman Dukes III, Ph.D., University of South Florida St. Petersburg
Michael Faggella-Luby, Ph.D., Texas Christian University



Learning strategy instruction (LSI) has long been recommended for students with disabilities, but what do we really know about LSI in higher education? Does LSI improve outcomes for students with disabilities? In this session, we will provide a synthesis of published research articles on LSI for postsecondary students with disabilities. Implications of this research for disability services and learning professionals and opportunities for leadership on this topic will be discussed.

4.8

Get Hands-On with Information at the NCCSD Clearinghouse

Richard Allegra, M.S., National Center for College Students with Disabilities, AHEAD



The National Center for College Students at AHEAD has been busy collecting information and resources designed for students, families, college personnel and others. There's a LOT available at our Clearinghouse, as well as at the DREAM student organization site. Bring your laptops, tablets, and phones to walk-through our resources together. Time permitting, we'll take some of your technical assistance questions.

4.9

Concurrent Sessions (Thursday, July 19)

If We Can Do It, So Can You: Set-up and Procedures for the University of Arizona's Exam Administration Office

Carsen Kipley, B.S., University of Arizona
Barbara Lopez, B.S., University of Arizona

Through continuous partnerships with instructors and department administrators, the University of Arizona's Disability Resource Center ensures all student assessments are accessible. To meet this goal, the DRC Exam Administration Office successfully administers approximately 6,000 exams per semester on behalf of instructors in addition to providing resources and support for instructors who choose to create accessible exams or provide accommodations for their students themselves. This presentation reviews how the DRC runs an effective testing office with two full-time staff and 10 student employees while supporting roughly 2,500 courses per semester.

4.10

What Are We Doing Around Here Anyway? Accommodations or Access?

Adam Meyer, Ph.D., University of Central Florida

We focus so much on accommodations in our daily work, but is accommodation implementation our sole purpose? Where does access come into play? How does your identified office purpose and mission align (or not) with the messages sent to stakeholders on campus through communication and operation? This session will explore the critical differences between the concepts "access" and "accommodations" and offer food for thought to guide you in shaping your campus messages and calls to action.

4.11

The Use of UDI in Higher Education: What the Data Say

Debra Holzberg, Ph.D., UNC Greensboro
Lalenja Harrington, Ph.D., UNC Greensboro



To what extent are instructors in higher education utilizing Universal Design for Instruction (UDI) in their courses? To answer this question, we conducted a survey to evaluate instructors' knowledge of UDI and the ex-

tent to which instructors were using UDI in their courses. We wanted to determine participants' understanding of UDI and the ways in which it is implemented in their courses and learn about their preferred format for professional development in the area. Results of the survey will be discussed along with implications for practice and suggestions for future research.

4.12

Chronically Educated: Strategies, Strengths, and Accommodations Created From the Chronic Illness Experience

Gail Myers, M.S., University of Minnesota
Crookston

Chanel Myers, Ph.D., University of Minnesota
Crookston

Research about chronic illness often focuses on the negative effects that come as a result, yet there are positive outcomes that are described by those who find strengths and benefits from the chronic illness experience. One of those is the ability to be both sick and to learn, to both work on your illness and get a degree. It is important to know what strengths result from chronic illness so that those talents can be leveraged to increase success. Coping mechanisms may create the foundation for higher levels of functioning. Robotic telepresence is one of the newest ideas to accommodate these students with exciting results.

4.13

Accommodating the Unique Needs and Challenges of Graduate and Professional School Students

Joanna Boval, M.A., University of California
San Diego

Timothy Montgomery, M.A., University of California
San Francisco

Students with disabilities enrolled in graduate programs (STEM and non-STEM), professional schools (Law, MBA), and certificate programs (in-class or on-line) often face different challenges than undergraduate students. Join this conversation of higher education disability experts as we discuss these challenges and create a greater understanding of best practices.

Concurrent Sessions (Thursday, July 19)

Block 5

4 – 5:30 pm

5.1

Awesome UDL Tools You Needed Yesterday

Paul Brown, M.Ed., Texthelp

Campus-wide, universal design for learning (UDL) used to be a possibility- now it's a probability! Reading, writing, and math accessibility tools will be demonstrated. Learn about free and premium tools to make your college an accessible institution for all students.

5.2

How to Transform Your Institution: From Faculty Development to Campus-Wide Partnerships for Accessible Course Development

This combined session will provide the audience with a holistic perspective for initiating cultural change within their institutions to help faculty to develop accessible courses. The first presentation will focus on faculty development training for accessible course design and the second will highlight campus-wide collaborations to disseminate such courses and build awareness of them.

(5.2) Developing an Online Faculty Tutor for Accessible Course Development

Zerrin Ondin, PhD, AMAC Accessibility Solutions and Research Center, Georgia Tech
Carolyn Phillips, M.Ed., AMAC Accessibility Solutions and Research Center, Georgia Tech

This session will present what should be included in faculty development training for accessible course design. Presenters will use their project titled "An Online Tutor for Accessible Course Development" as an example. This is a faculty development project brought together a partnership of AMAC Accessibility Solutions and Research Center, Office of Institute Diversity, and the Center for 21st Century Universities to undertake a structured approach to assist faculty in designing and developing their courses in ways that incorporate accessibility and are inclusive of the needs of diverse learners.

(5.2) Key Collaborations: Working with Faculty for Accessible Distance and Online Education

Courtney Jarrett, Ed.D., Ball State University

Accessibility of online materials is an important piece of our work as disability services professionals. Many of us work in small offices where we simply do not have the time or expertise to work one-on-one with faculty regarding the accessibility of their courses. This presentation will discuss how partnerships with other areas on campus are key to assisting faculty in creating courses with accessible online content. Tips will be shared on best practices regarding these partnerships.

5.3

Flipped Classrooms in the Health Sciences Curriculum

Linda Sullivan, M.A., Harvard University



As pedagogical changes come to the health sciences, the accommodations necessary to ensure accessibility for students with disabilities change. Both virtually-delivered material and in-class discussions and activities must be designed with diversity and accessibility in mind.

5.4

Neurodiversity and Campus Culture

Jane Thierfeld Brown, Ed.D, College Autism Spectrum & Yale University



As the population of students who are neurodiverse increases on college campuses, many in student affairs struggle to understand and appreciate the richness and diversity students on the autism spectrum bring to our communities. While students with autism bring differences, they have many more similarities to other students. We, as Disability Services professionals, must look to educate our campuses to broaden social acceptance.

Concurrent Sessions (Thursday, July 19)

5.5

Embracing your Diversity and Identity as a Leader

Enjie Hall, M.R.C., University of Toledo



Have you felt as though you are not heard when you bring disability issues to a campus discussion? Have you sensed that people are uncomfortable with the topic of disability and would rather avoid the discussion? Are you curious about whether the identity of the person raising the issues is a factor on how the message is received? Come join a panel of your colleagues to hear different perspectives, the good and the bad, concerning their experiences as leaders impacting change. The panel is comprised of professionals in disability services who bring unique perspectives, both in terms of their diverse identities—race, gender, disability, sexual orientation—as well as their experiences with gaining influence on their respective campuses.

5.6

Establishing Accommodations in Internships, Placements & Practica: Process & Policy

L. Scott Lissner, The Ohio State University



Practica (student teaching, medical placements, clerkships, etc.) stand at the intersection of work and education. This session will focus on the infrastructure necessary to meet access obligations while providing students a foundational experience in workplace access in their chosen profession.

- How do you develop a consistent process, considering Memorandums of Understanding, handbooks, and policies?
- What responsibilities (requesting, determining reasonableness, covering costs, etc.) belong to the institution, the placement site, supervising faculty and the student?

5.7

Building Awareness of Disability and Social Justice Causes: Using Academic Coursework to Increase Inclusion and Understanding

Joanna Boval, M.A. in Counseling, UC San Diego
Beth Ann Bryant-Richards, MA, University of North Carolina Wilmington

This session will explore ways that two universities have sought to increase understanding of disability issues and promote inclusion by leveraging general education requirements. In both instances, these were the first courses in their university's offerings that treated disability as a component of diversity. The presenters will dive into course content, discuss how the course objectives were met, and give details of readings, assignments, and classroom activities. We will talk with attendees about strategies to get a similar course offered at their campuses.

5.8

Working to Change the Campus Climate: Research and Recommendations from the NCCSD

Sally Scott, Ph.D., NCCSD, AHEAD
Wendy Harbour, Ph.D., NCCSD, AHEAD



What do we know about campus climate and why is this important for students with disabilities? In this session we will present an overview of current research on the topic and discuss the findings of two recent studies conducted by the National Center for College Students with Disabilities (NCCSD). Come talk about the implications for your campus and learn about innovative practices for promoting change.



Concurrent Sessions (Thursday, July 19)

5.9

Career Focused Agenda: Partnership for Success

Bea Awoniyi, Ph.D., Santa Fe College/Johnson Scholarship Foundation

Elizabeth Delfs, J.D., Pearson Corporate Disability Mentorship Program

Lady Hereford, Johnson Scholarship Foundation

Malcolm Macleod, J.D., Johnson Scholarship Foundation

Sharon Wood, Johnson Scholarship Foundation

Despite years of work and advocacy on growing postsecondary access, persistence and graduation rates for students with disabilities, the under/unemployment rate of graduates with disabilities remains stubbornly high and resistant. This session will explore programs, resources and collaborations for replicable, career focused preparation for students with disabilities. This interactive session will discuss the efforts of one foundation and the work of a corporate partnership and will seek to understand how their work and interests can be better utilized by DSS professionals. The session format is interactive and will include small group discussions.

5.10

So Close and Yet So Far 2.0: Best Practices in Providing DSS Services on Multiple and Satellite Campuses

Adam Kasarda, M.S., Alliant International University

Katherine McDonald, M.S., Salisbury University

Increasingly, disability service providers work with students, faculty, and staff located on multiple and satellite campuses, sometimes at great distances from the provider's physical location. Presenters will share experiences, strategies, procedures, and scenarios to assist disability service providers to foster and maintain effective relationships with satellite/multiple campuses to ensure accessible educational experiences, even at a distance. Opportunities discussion of best practices will be provided.

5.11

Multiple Means of Inclusion: Creating a Campus Culture of Access and Universal Design

Antonia Levy, M.A., CUNY Scholl of Professional Studies

Christopher Leydon, Ph.D., CUNY School of Professional Studies

The aim of this highly interactive presentation is to empower participants to kickstart campus-wide UDL initiatives at their schools. We will report on the ongoing initiatives at CUNY School of Professional Studies, which involve collaborative efforts among faculty, students, and staff. Best practices gleaned from research and experiences in implementation will be shared. Participants will be invited to strategize how to launch similar initiatives at their own institutions by forming partnerships with stakeholders, identifying and overcoming obstacles, and fostering alliances.

5.12

Post-Concussion Symptoms: Enhancing Support for Students and Faculty

Chris Dallager, M.S.Ed., Carleton College

Maddie Talamantes, B.A. in progress, Carleton College



Concussions experienced by athletes and non-athletes at colleges and universities create a wide range of symptoms that vary greatly in duration and intensity. This presentation provides a review of campus research on the need to support students with post-concussion symptoms, reviews an interview protocol to assess student need, and offers a range of supports from apps to academic accommodations to student support groups.

Concurrent Sessions (Thursday, July 19)

5.13

Audio Description: Collaboration, Implementation, and Evaluation

*Elizabeth (Liz) Anh Thomson, Ph.D. candidate,
University of Illinois Chicago*

This session will provide an overview of audio description, share a student end user's experiences, offer a case example of collaboration with audio description, and discuss the challenges and benefits of implementing audio services. If time allows, participants will practice writing descriptive text, which is one of the early stages in the audio description process.

Concurrent Sessions (Friday, July 20)

Block 6

9 am – 10 am

6.1

The Real Reasons Why Students with Mental Health Conditions May Struggle Academically

Michelle Mullen, M.S., Rutgers University

Brittany Stone, M.S., Rutgers University

Amy Banko, M.S., Rutgers University

Students with mental health conditions are at greater risk of attrition than any other disability group. Many believe that the symptoms of the condition are the reasons why these students struggle. However, recent research from Rutgers University suggests that while symptoms play a role, the greater issue associated with academic performance & follow-through are deficits in executive functioning (EF). This session will review a new research-based, manualized cognitive remediation intervention (FAST) for targeting EF skills, the corresponding academic implications to under-developed skills, and strategies to develop EF skills among college students with mental health conditions.

6.2

WCAG: Perceivable, Understandable, Operable, Robust

Cyndi Rowland, Ph.D., Director WebAIM,

Utah State University

We often hear and recommend the WCAG standard to our institutions, but do we know enough about it to be helpful beyond the original recommendation? Join the Director of WebAIM for a walk-through of the concepts, the levels, the success criteria and hear how you can achieve the standard as well as where things can go awry.

6.3

Psychological Disabilities in Health Science Education and the role of Disability Service Providers

Dani Takai-Castioni, B.S., University of New Mexico School of Medicine

Lisa Meeks, Ph.D., University of Michigan Medical School



Health science students with disabilities face extraordinary obstacles including overt and covert messages that they “do not belong.” This negative narrative can create or exacerbate generalized anxiety, depression, and other mental health concerns. In this talk, we examine this issue from an “in the trenches” perspective. The presenters, a medical student and a DS provider, will review the experiences of students with psychological disabilities and the barriers they face in health science programs. They will also explore opportunities for DS providers to work more closely with institutional supports to ensure meaningful access.

6.4

THRIVE: Supporting students with ASD on Campus

Tara Rowe, M.Ed., University of North Florida



The number of degree-seeking students with autism spectrum disorders (ASD) is increasing faster than ever before. The University of North Florida has developed a sustainable peer-mentoring transition program to support students with ASD to succeed both in the classroom and on campus. Focusing on social, independent, and career skills, THRIVE began in 2012 with 6 students and has grown to over 145 students - all without charging students a fee to participate.

6.5

Balancing Your Budget Priorities

Donna Johnson, M.A., University of Minnesota

Sue Kroeger, Ed.D., University of Arizona



For disability service providers focused on meaningful access and inclusion, it can be difficult to balance spending on inclusive design relative to staffing, curriculum, technology, facilities, programming, etc. Supervisors may not appreciate or understand this emphasis and may ask “Must we do that?” This session will explore ways of rethinking how budget resources are allocated and ways to effectively balance ‘what we must do’ and ‘what we can do.’

Concurrent Sessions (Friday, July 20)

6.6

Establishing an Inclusive Direction for Campus Physical Environment Accessibility

Gabriel Merrell, M.S., Oregon State University
Peter Ploegman, M.A., National Louis University



Think much about physical environment accessibility? Whether yes or no, you may be surprised to learn of the many issues often missed without direct focus from advocates. Topics for discussion include how to be proactive in conversations around facilities, transportation, rented properties, parking, and environmental sensitivity. In striving for inclusion, these topics often require campuses to push beyond foundational understandings of the ADA towards deeper conversations about access.

6.7

Managing Transitions: Disability as a Component of the First-Year Experience

Shailen Singh, Ph.D., Texas A&M-Central Texas

The challenges associated with a traditional-aged college student transitioning to a University setting are well-defined. First year students with disabilities are not only navigating challenges associated with their transition but also conceptualizing their individualized identity (away from parents or guardians) as a disabled person on campus. This presentation will seek to provide insight into how First Year Experience Practitioners can refine their practices to ensure productive transitions for students with disabilities.

6.8

Closing the Circle: Using Assessment to Identify And Address Issues Associated with Note Taking Services

Earlee Kerekes-Mishra, M.A./, Oregon State University
Tracy Bentley-Townlin, Ph.D., Oregon State University



This presentation will showcase how assessment and student feedback propelled Disability Access Services (DAS) to re-envision note taking accommodations at Oregon State University. Data from the DAS 2016 Stu-

dent Satisfaction Survey and the DAS 2017 Faculty Satisfaction Survey identified the need to formulate an action plan to move forward. Assessment data from these surveys, along with an implementation plan and research information, will be shared with attendees.

6.9

Achieving Career Success through Effective Disclosure

Renee Haack, M.A., Ball State University

When to disclose is the number one question on the minds of many people with disabilities. Disclosing your disability early and in the right way is a very personal decision that can minimize risks associated with opportunities. As employers are striving for a more diverse workforce, disclosing promotes advocacy and independence for achieving the long-term success that will break down barriers and boost self-confidence. In this session, we will discuss practical steps how and when to disclose.

6.10

Closer Collaborations: A College Model

Cheryl Muller, M.Ed., University of Arizona
Barb Borich, M.A., University of Arizona

Achieving sustainable, systemic change, necessitates building meaningful relationships with academic colleges. Our daily work focuses on removing barriers to access and ensuring students have an experience similar to their peers. By connecting with faculty and advisors, we learn about the unique culture of each academic department, keep abreast of trends, and understand the essential components of degree programs that impact the curriculum and the student experience. The College Model is consistent with our beliefs and in-line with the social model as we have opportunity to broaden our work beyond individual disability-related accommodations and shift our focus, attention, and intervention to the environment.

Concurrent Sessions (Friday, July 20)

6.11

Who is on the Team? One Community College's Game Plan Towards an Accessible Campus

Emily Hinton, M.S.W, Waubensee Community College

Kelli Sinclair, M.S.Ed, Waubensee Community College

Accessibility impacts every area of an institution. In an effort to expand the responsibility of accessibility beyond disability service offices, it is imperative to include players from a cross-section of the campus in strategic accessibility planning. The presenters will share their vision, research, and experiences in developing and leading a cross-functional team at a community college.

6.12

Closing the G.A.P.: Greek Accessibility Pathway

Emily Quinn, M.Ed., University of Tennessee Chattanooga

Michelle Rigler, Ed.D., University of Tennessee Chattanooga

Aubrey Duman, M.Ed., University of Tennessee Chattanooga

As a part of our campus cultures, fraternity and sorority life should be open and accessible to all students regardless of disability. Greek organizations are marketed as open to everyone, but anecdotal reports suggest otherwise. The Greek Accessibility Pathway (G.A.P.) is an innovative program focused on creating a culture of access for students with visible and invisible disabilities within the fraternity and sorority community at the University of Tennessee at Chattanooga.

6.13

Taking a Fresh Look at Document Accessibility: An Exploratory Study Examining How Students With Visual Impairments Interact With Accessible Documents

Korey Singleton, Ph.D., George Mason University
Kristine Neuber, Ph.D., George Mason University



While several studies have explored frustrations and challenges associated with blind users accessing Web content, few have focused on document accessibility. This exploratory study examines how students with visual impairments interact with accessible documents (e.g., Word, PDF). Using a combination of video observation, surveys, and semi-structured interviews, students were presented with both an accessible Word document and an accessible PDF document. They were then provided a series of tasks to complete, navigating each document's content. In this session, we will discuss the study, results, and potential implications for designing accessible documents for users with visual impairments.

Block 7

11:30 am – 12:30 pm

7.1

Pinpointing the Pain Points of Case Review

Valerie Hamilton, M.Ed., University of Washington
Joe Andenmatten, M.A., University of Colorado

Making difficult decisions about accommodation requests can be challenging at best and litigious at worst. When reviewing documentation and student reports, we can simplify our approach to practical problem solving by examining our own thought processes and answering questions of "why?" Although having our professional opinions scrutinized is difficult, it often leads to a deeper insight into the decisions we make in our offices as we work towards consistency of practice and building team cohesion. In this interactive session, we will consider why case analysis with team members is important, examine different approaches to discussing cases, and have participants conduct a mini case review session.

Concurrent Sessions (Friday, July 20)

7.2

Wayfinding in a Digital World: Providing Accessible Campus Maps

Lauren Copeland-Glenn, B.A., Northern Arizona University
Jim Kessler, AHEAD

Access to campus (orientation) information, which is readily available in electronic and print throughout the campus, is not available to blind/visually impaired students, who, after basic O&M training have no resources for independent wayfinding. Integrating GIS “mapping” and “word maps” is a feasible solution.

7.3

Access in Health Sciences: Intermediaries in the Clinical Setting

Barbara Blacklock, M.A., University of Minnesota



More talented students with disabilities are being admitted to health science programs, leading to exploration of more creative and complex accommodations to ensure access in clinical settings. This session will focus on using the interactive process, guided by the program’s technical standards, to determine when it is reasonable to use an intermediary in a clinical setting. An intermediary is often a pre-professional student, who is hired to provide access to information a health science student with a disability needs to use when making a full clinical assessment. Based on the experience of the University of Minnesota, leading strategies for hiring, implementing, and onboarding an intermediary, as a reasonable accommodation will be shared.

7.4

Becoming Autism Confident Through Peer Mentoring and Leadership

Martin Davis, B.S., University of Tennessee Chattanooga
Amy Rutherford, M.Ed., University of Tennessee Chattanooga



For students with Autism, integration into the full college experience can be challenging. Through a credited class, mentors become Autism Confident advocates and un-

derstand the impact on our college campus. Through this work, they are able to support college student with ASD as they develop a better understanding of the full college experience, while also navigating the social skills needed to be successful. This presentation provides a framework for creating a comprehensive peer mentoring program.

7.5

Owning Up: Improving Results by Creating a Culture of Accountability

Melanie Thornton, M.A., University of Arkansas CURRENTS



The term accountability often has negative associations such as confronting employees for not meeting expectations or providing numbers in quarterly reports. But accountability in leadership is much broader and holding ourselves and others accountable doesn’t have to be a punitive experience. In fact, when accountability is approached in a proactive way and leaders learn to supply others with accountability, it can transform an organization. We’ll explore the core competencies of accountable leadership and consider how these core skills can move us forward in achieving the results that are most important to us.

7.6

Dispute Resolution – A Response to “No!”
L. Scott Lissner, The Ohio State University



A student requests an accommodation for a test in two days that you don’t believe is appropriate, you say, “no,” and the student appeals. An instructor says, “no, that is not reasonable in my course” to an accommodation request you believe is supported. This session will use brief case studies to explore formal and informal tools for dispute resolution. Defining roles and responsibilities, balancing advocacy and compliance, and identifying decision-makers of “first” and “last” resort will define the boundary between the interactive process and complaints. We will identify best practice models and resources for framing the interactive process, considering “effective” and “essential,” and developing policy and process for appeals.

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7.7

Barriers for Students with Invisible Disabilities: The Impact on Self-Advocacy and Accessing Accommodations

Debra Holzberg, Ph.D., University of North Carolina Greensboro

Latacha Hamilton, Ph.D., St Jude Children's Research Hospital



Students with invisible disabilities who transition to postsecondary educational settings have the option of disclosing their disability identity to support services; however, often there are barriers which hinder students' disclosure. This combined session will describe a qualitative study using semi-structured interviews to question students utilizing disability support services at one 4-year, public institution regarding their perceptions of self-identifying as having a disability to obtain accommodations. The second study evaluated the effects of Self-Advocacy and Conflict Resolution (SACR) instruction on the ability of four college students with hidden disabilities to request and negotiate academic accommodations in role-play and in-situ settings. Results of both studies will be presented along with a role-play demonstration. Additionally, implications for practice will be discussed. The session will conclude with time for questions and answers.

7.8

Captioned Media, Is It Our Responsibility?

Stephanie Zito, M.A., National Deaf Center

Lauren Kinast, M.A., National Deaf Center

Captions provide essential access for over 30 million Americans with hearing loss. Aside from deaf students, captions benefit English language learners, students with other disabilities, and emerging readers. For postsecondary institutions, captioned media has become a topic of focus due to increased technology demands, including archived lecture videos, pre-recorded lectures for online courses, and online media content. Recent litigation has emphasized institutions' responsibility for access of their online presence. This presentation will focus on various models of campus captioning policies and strategies to streamline the process.

7.9

Creating and Implementing a Pan-University Accessibility Reporting System

Barbara Zunder, M.A., University of Virginia

Deborah Berkeley, M.A., University of Virginia

The University of Virginia will demonstrate an online reporting mechanism to address and remediate accessibility issues in the academic, digital, and built environments. Created in-house, "Report A Barrier" is software designed to allow anyone to report a barrier to access. We will discuss the major functional areas across the University that were essential to successfully deploying this tool, the mechanics of how the software works, the communication flow, and how barriers are remediated.

7.10

Different Approaches to Disability Services

Kelly Loftis-Dormer, M.A., Wayne State University

Leslie Johnson, M.B.A., Michigan State University

There is more than one way to successfully run a disability office. Michigan State University and Wayne State University are both large public universities in Michigan and will share the different perspectives and strategies they utilize for managing large caseloads, determining and providing accommodations, using data and trends, and developing campus partners and liaisons. This presentation will have you thinking about "out of the box" approaches to maximize resources for your office.

7.11

Internationalizing the Curriculum: Is Everyone On-Board?

Bea Awoniyi, Ph.D., Santa Fe College

Claudia Connelly, M.S., Santa Fe College

Jasmine Gibbs, J.D., Santa Fe College

Vilma Fuentes, Ph.D., Santa Fe College

The panel will describe how one college has shown its commitment to both international education and inclusive education. We will discuss what college faculty and administrators have done to make study abroad programs more accessible, teach students about the challenges of achieving inclusive education

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worldwide, ensure online courses are inclusive, and train higher education administrators from other parts of the world on how to serve students with disabilities. Presenters will emphasize how different parts of a college or university must work together to achieve all of these goals.

7.12

Bridging the Crossroads: The Intersection of Trans* and Autism Identities

Tay McEdwards, M.S.Ed., Oregon State University
Teryn J. Robinson, M.A., Lake Forest College
Cynthia Konrad, M.A., Oregon State University

Are there more trans* people on the autism spectrum than in the general population? After reviewing the research on this co-occurrence, we will review best practices for serving both identity groups through universal design and social justice. We will discuss collaborations between disability services offices and LGBTQA student services to create change to support students with these intersecting identities. We will engage participants in opportunities to brainstorm methods for increasing student success and students' sense of belonging.

7.13

Documentation Review at a High-Stakes Testing Agency: How ETS Makes Accommodations Decisions

Morgan Blisard, M.S.Ed., Educational Testing Services

Have you ever wondered how a high-stakes testing agency reviews disability documentation? The documentation review process at ETS is a highly individualized process that requires consideration of the testtaker's functional limitations, the current legal landscape, test construct, score validity, and fairness to all testtakers. A representative from ETS will help you understand the review process and discuss why ETS decisions may or may not differ from yours. Several examples of disability documentation will be reviewed and audience members will be encouraged to join the discussion.

Featured Presentations - Block B

2 – 4 pm

B1

Legal Year in Review

Paul Grossman, J.D., Hastings College of Law
Jo Anne Simon, J.D., New York State Assembly

AHEAD's legal experts focus on ten legal developments in post-secondary disability law in the past year – ones that every disability services professional should be aware of to fulfill their professional responsibilities. 30-minutes of Q&A.

B2

Creative Approaches to Disability Justice: Entry Points on Campus for Awareness, Access, and Full Participation

Susan Burch, Ph.D., Middlebury College
Courtney Cioffredi, M.A., Middlebury College
Joan Ostrove, Ph.D., Macalester College
Sue Kroeger, Ed.D., University of Arizona
Melanie Thornton, M.A., University of Arkansas
CURRENTS

How do we grow access and full participation in higher education? Spotlighting various roles within schools, we'll explore barriers and opportunities for disability justice work at elite residential liberal arts colleges and large state universities. Several questions frame this session: Access to what? Participation for whom? What assumptions undergird these goals, and how might we expand the the boundaries of our imagination and work in these areas? In reflecting on these questions, presenters will draw on specific examples from our work, noting the practical strategies embodied in the examples. In this way, we invite continued critical reflection on fundamental aspects of disability justice work within higher education, as well as some identifiable "take-away" ideas that others can try on their campuses.

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Block 8

4:30 – 5:30 pm

8.1

Evening the Score: The Value of Departmental Collaboration When It Comes to Working With Student-Athletes


Michelle Shaw, M.Ed., Florida Atlantic University
Jacqueline Perez, Florida Atlantic University

We know that students with disabilities face tremendous challenge when transitioning to post-secondary education. Student athletes with disabilities face additional time constraints along with their academic demands. Many student athletes are not diagnosed with a learning disability until they get to the college level which creates new challenges as they come to understand that they have a disability.

8.2

Quality Indicators for Assistive Technology in Postsecondary Education (QIAT-PS)


Janet Peters, M.Ed., Great Lakes ADA Center/ University of Illinois Chicago
Robert Gould, Phd, Great Lakes ADA Center/ University of Illinois Chicago

 Quality Indicators for Assistive Technology (AT) in Post-Secondary education (QIAT-PS) aims to improve service delivery and use of AT. One of the tools of the QIAT-PS project is the Student Self-Evaluation Matrix, which allows students to rate themselves on their AT skills and assists them in enhancing self-awareness. In this session, we will discuss the foundations of the QIAT-PS project, the research behind the Student Self-Evaluation Matrix, and the website.

8.3

Maintaining Professional Communication and Avoiding Microaggressions


Christine Low, M.S.W., Icahn School of Medicine
Alison May, Ph.D., Northwestern University

 This session will explore professional communication from multiple perspectives. Students come to their medical programs with differing levels of practice and comfort with approaching instructors about accommodations. Faculty (and students) may not be aware of the policies and procedures for requesting accommodation and may inadvertently create uncomfortable and/or legally concerning situations. Moreover, the content of these communications can be problematic in that microaggressions emerge and create a hostile environment. This session is for individuals who are interested in learning more about professional communication around disability in medical programs. The presenters will utilize case examples to highlight key concepts.

8.4

Unplugged in the 505


Karla Paul, Ph.D. student, University of New Mexico

 We usually hear from professionals working with students on the spectrum when we really need to hear from the students themselves. A panel of students with autism from the University of New Mexico will educate us with their experiences on campus. Come to this session with questions and be prepared to have your mind expanded by different ways of thinking.

8.5

The Path to Access: How to take the Lead and Get Others to Follow

Kristie Orr, Ph.D., Texas A&M University
Katy Washington, J.D., University of North Texas


 Disability Service providers often find themselves as the disability police and provider of access for all individuals on their campus. But being a leader does not mean doing it all! The presenters will describe ways that they have created opportunities (or paths)

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to engage other campus entities in access issues as well as solutions. By developing these alliances and partnerships, we can become champions of the cause by reminding all that access benefits everyone.

8.6

Ensuring Systemic Approaches to Non-Academic Accommodations in Higher Education

 *Gabriel Merrell, M.S., Oregon State University*

How do you handle non-academic accommodations? Some institutions funnel all requests through the DS office; others utilize an ADA Coordinator, HR, or another non-DS staff to respond to these accommodation requests. Since one size never fits all, it is important to analyze how non-academic accommodations are handled. We'll focus on public events, community member accommodations, employment accommodations, and student employment accommodations. Thoughtful planning will minimize surprises and allow you to efficiently and effectively respond and advocate for good processes. Come discuss how to be proactive and how to ensure that your institution is handling all accommodation requests in a systemic way.

8.7

Doing More with Less: Incorporating Students into DRC Operations

Beth Roland, University of Florida

A key challenge faced by Disability Resource Centers (DRCs) is that insufficient staff is available to tackle all desired goals and objectives. To surmount this challenge, we recruited and trained three graduate students from distinct programs as interns in our office. These interns have achieved numerous goals, including providing support to students, developing new presentation materials for faculty, developing outreach tools such as podcasts, developing workshops for students, and providing disability management counseling. We will describe how we implemented this approach and provide advice for how implement a similar program on your campus.

8.8

Teaching Accessibility and Inclusive Design in Higher Education Curriculum: Benefits, Approaches and Resources

Howard Kramer, M.A., University of Colorado Boulder & AHEAD

In 2015, tech firms such as Yahoo, Facebook, Dropbox, and LinkedIn announced that they would develop standard language to inform applicants that knowledge of accessibility is a "preferred" job qualification. Through this and other significant shifts, we have seen increasing interest in accessibility by diverse employers. However, preparing students with these new job skills lags behind. Tech companies report that only about 7% of new hires have knowledge of accessibility strategies and standards. Come to this session to learn how and why accessibility and inclusive design topics should be covered in engineering, technology, media, computer science, design, and other college courses. Specific curriculum approaches and resources will be discussed.

8.9

Animals on Campus -- Beyond (WAY Beyond) the Basics: What the Attorneys Can't/Won't Tell You!

Jane Jarrow, Ph.D., Disability Access Info Support

This presentation will address the realities of animals on campus, from requests for multiple animals, to weird species, to bogus documentation, to bogus answers to "the two questions." This is for people who know the rules, but are having a hard time figuring out how to apply them.

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8.10

Building Equity and Excellence in Disability Services: How to Encourage and Increase Ethnically Diverse Participation in Higher Education Services

Karen Andrews, M.Ed., University of Alaska Anchorage

Jane Castillo, M.A., University of California Santa Barbara

Doris Pierce, University of Central Arkansas

This presentation will explore the historical perspective of the provision of disability services to diverse, racial, and ethnic groups. It will examine the origins of bias and abuse that served to engender a disproportionate mistrust of the education system from K-12 through higher education in communities of color. Recommendations for increasing participation in college and university accommodations and services by historically underrepresented minorities will be proposed.

8.11

VCU LEAP: A College Prep and Health Sciences Pipeline Initiative

Lisa Webb, Ed.D., Virginia Commonwealth University

This session will introduce the VCU LEAP program as a model for college preparation and health sciences career exploration for students who are blind or vision-impaired. Essential components of the program will be reviewed, as well as the use of assistive technology to expand access to STEM-H curriculum.

8.12

Helping Your Students Improve Math Success: Learning Strategies, Apps, Mindset, Workshops, Accommodation, Jumping Prerequisites, and Substitutions

Paul Nolting, Ph.D., Hillsborough Community College

Amiee Stubs, Ed.S., St. Petersburg College

Math is still the number one course in which students have difficulty, so DS providers need to understand how math courses affect stu-

dents. Participants will learn math study skills, test anxiety reduction, affects of processing deficits, classroom accommodations, testing accommodations, bypassing prerequisites, and substitution strategies. Participants will also learn how to conduct student workshops, strategies to help students with intellectual challenges, and how to develop individual math success plans.

8.13

The Accessibility Scavenger Hunt: Empowering Students to Advocate for Campus Change

Chris Lanterman, Ed.D., Northern Arizona University

Lauren Copeland-Glenn, B.A., Northern Arizona University

Physical accessibility on college campuses is a perennial and challenging issue. Some colleges and universities have made efforts to address these challenges through a variety of advocacy initiatives. Some efforts to address accessibility have focused on awareness efforts such as disability simulations. This session focuses on an innovative approach used that avoids the simulation methodology in favor of a facilitated exploration of design features that enable or constrain equitable access and participation for individuals with disabilities.

AHEAD Talks

Thursday, July 19

8 – 8:45 am

Leverage Your Liability!

*Melanie Thornton, M.A., University of Arkansas
CURRENTS*

Many of us have been taught to hide our weaknesses. We are encouraged to explain things in a way that makes us look good, even when things go wrong. We often lose sleep over the possibility that we will fail. Even with evidence that counters this thinking, the idea that it is not okay to make or admit mistakes persists in most organizations. In this talk, we'll look at wisdom that counters these ideas and consider how to leverage what we sometimes consider liabilities and put them to work for us.

Love to Lead. Lead with love

Adam Meyer, PhD, University of Central Florida

Love is a word that we use often in our culture to express a great like toward something, whether it be a person, a favorite food, a favorite TV show, or a hobby, to name just a few examples. Love is rarely connected with the idea of leadership. However, it is impossible to lead effectively without love, regardless of title. This talk will explore what it means to lead with love.

Philosophical versus Practical: How Do You Do Business?

Kristie Orr, PhD, Texas A&M University

Most disability service providers agree with the concepts of the social model of disability and try to incorporate them into their daily work, however, in reality there is a practical side to the work that we do. This presentation will explore the philosophical work that we do versus the practical work that we do and the struggle that sometimes results in trying to satisfy both.

Friday, July 20

8 – 8:45 am

Embracing Helicopter Parents; Assets Not Adversaries

Amy Osborne, M.S., Thomas More College

While the concept of helicopter parents is not new, the definition is quite different for those students with and without a disability. Parents of students with disabilities have been their student's strongest advocate for their entire academic careers. Thus, as the student enters postsecondary education, parents too face a dramatic change. How can we use the parent's expertise while supporting student growth and self-sufficiency? How do we scaffold students they embark on the next phase of their educational journeys?

The Gifts of Imperfection in Disability Services

Adam Crawford, M.S., The Ohio State University

Many disability services professionals feel the weight of "being perfect" in their lives. We are expected to juggle increasing workloads with stagnated resources, all the while not showing any signs of burnout and never making mistakes. And if you do make a mistake, prepare for an OCR investigation. Talk about pressure! It's in this context that perfectionism, and all its ills, can manifest. Using Dr. Brene Brown's best-selling book *The Gifts of Imperfection* as a foundation, this speaker will share his personal journey from struggling perfectionist to aspiring "good-enoughist." Attendees will learn about Brene's Ten Guideposts for Wholehearted Living and how to apply these guideposts to their own work.

Sexual Violence and Rape -- It's Not Just About Title IX

Paul Grossman, J.D., Hastings School of Law

There is clear evidence of a relationship between surviving sexual assault and the onset or exacerbation of disabilities like PTSD, insomnia, and anxiety disorder. This evidence compels us to recognize the responsibility of colleges and universities to include disabled student service

AHEAD Talks & Poster Sessions

personnel as part of the institutional response to survivors of rape and other forms of sexual violence. Moreover, there are important legal and strategic advantages to addressing the needs of individuals who have experienced sexual assault as “individuals with disabilities” with accommodation rights under Section 504 and the ADA rather than solely as “accusers” under Title IX. Join Paul in a “call to action” for a greater level of collaboration between campus Title IX and DSS offices in addressing the immediate and long-term needs of students who have experienced sexual violence.

Thursday Posters

Exhibit Hall, 9 – 11 am

(Poster Sessions do not require pre-registration)

Beyond Equity and Access: Fostering an Inclusive Campus Climate For Postsecondary Students With Autism Who Are Non-Speaking

Talar Touloumdjian, M.S., California State University Channel Islands

Valeri Cirino-Paez, M.S., California State University Channel Islands

Given the increasing enrollment of postsecondary students with autism across the U.S., many campuses have developed specialized ASD programs. However, are campuses across the nation prepared for students with ASD who are non-speaking? This poster presentation will provide an overview of how CSU Channel Islands is fostering an inclusive campus climate for a successful student with ASD who is non-speaking. The presenters will share their challenges/successes, and offer ways to foster an inclusive campus climate.

Create Accessible Computing Labs: An Accessibility Checklist

Lyla Crawford, M.S., DO-IT, University of Washington

The University of Virginia will demonstrate an online reporting mechanism to address and remediate accessibility issues in the academic, digital, and built environments. Created in-

house, “Report A Barrier” is software designed to allow anyone to report a barrier to access. We will discuss the major functional areas across the University that were essential to successfully deploying this tool, the mechanics of how the software works, the communication flow, and how barriers are remediated.

Creating A Future: Understanding the Needs of Students Living With Autism Spectrum Disorders in Higher Education

Sarah F. Parsons

This poster shares research that explored why students living with autism (ASD) graduate from four-year colleges and universities at a significantly lower rate than their peers not living with ASD. A review of the data, the characteristics of students living with ASD, and the inherent difficulties of unsympathetic higher education environments lay the groundwork for understanding the research interviews. The project resulted in the ASD College Screening Tool.

Mental Health Awareness Video Competition (MHAVC): 2017 SUNY Program Award Winner

Susan Mann Dolce, Ph.D., University at Buffalo

The Mental Health Awareness Video Competition (MHAVC) is a collaborative program between the University at Buffalo Counseling Center and Accessibility Resources. Stigma and lack of information often contribute to negative attitudes towards individuals with mental health conditions. Negative attitudes may affect student engagement on campus and may discourage students from seeking appropriate support. Learn about the program and watch the winning videos!

The Influence of a University Peer-Mentoring Program on Student Disability Identity Development

Vanessa S. Cohen, Ed.D., Montgomery County Community College

A study was conducted to examine the impacts of a peer-mentoring program designed for registered students with disabilities, with specific attention on the disability identity develop-

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ment of students. The presentation will include findings from this mixed-methodological study, in which semi-structured individual interviews and survey based research methods were administered at a large, public, 4-year institution in the Northeast.

The Inaugural Development of National Guidelines for Disability Services in Singapore Universities and Institutes of Higher Education

Jack Yong Ho, M.A., Singapore Management University

Nix Sang, Postgraduate Diploma, Singapore Management University

Eugene Ng, M.Ed., Singapore Management University

In Singapore, standards and guidelines do not exist for disability services at universities and institutes of higher education. A consistent and principled approach to disability services would go a long way in ensuring fairness for students with disabilities. In 2016, the Singapore Management University received a grant from a government agency to pioneer the development of the first set of national guidelines for disability services in Singapore universities and institutes of higher education. This poster introduces the processes involved in the development of these national guidelines and invites participants to offer feedback and suggestions to further improve on the project.

Lose the Paper, Gain Accessibility: How to Effectively Transition to a Paperless Office

Ashley Ciccolini Erickson, M.Ed., Florida Atlantic University

Courtney McGonagle, M.Ed., Florida Atlantic University

Most disability offices utilize paper forms in multiple aspects of their process, including initial applications, documentation, accommodation requests, accommodation letters, testing forms, and notes. Potential issues with paper use include inaccessibility to students, inconvenience to professors, lack of office space, and negative effects on the environment. The presenters will discuss what a paperless office

looks like and the benefits it provides to students, faculty, and staff.

Campus Collaborations, Strategies, and Our Journey to Closed Captioning

Stuart Buckley, B.A., Florida Atlantic University
Mike Robichaux, B.A., Docsoft Inc.

Florida Atlantic University recently embarked on a journey to use a closed captioning appliance as a way to provide our own closed captioning on campus. This was a strategy to keep costs low, utilize student workers and volunteers and get faculty engaged in the process of providing accessibility for their media content. We report on strategies and successes of this initiative along with the workflow and a demonstration of the captioning process through Docsoft.

Remote Communication Access Services: A Decision-Making Model for Effective Implementation and Use

Tia Ivanko, M.S., National Deaf Center for Postsecondary Outcomes

Deaf student enrollment in colleges across the country are on the rise, and securing access services can be difficult for institutions. Remote communication access services are viable options for institutions, but they may not be an effective solution. This session will provide professionals with tools to assess their institutional capacity and implement effective remote services.

UDL and Student Engagement in Higher Education: A Pilot Project

Anna Barrafato, M.A., Concordia University
Gordon Dionne, M.A., Concordia University
Miranda D'Amico, Ph.D., Concordia University
Mireille Paquet, Ph.D., Concordia University



Faculty and administrators in higher education have long been concerned with student engagement on college campuses and how it pertains to interest, motivation, and student success. Universal Design for Learning (UDL) holds the potential to address some of these pressing issues. Findings of a 2-year pilot

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project measuring student engagement in intervention (UDL) versus comparison groups will be presented. Faculty perception and attitude toward re-designing their courses will be considered. Implications for faculty buy-in will be discussed.

The Relationship Between Support Needs, Grades, and Needs for Consultation of Students with ASD and/or ADHD in Japanese University

Ginga Sasaki, Ph.D., University of Tsukuba, Japan

Tomone Takahashi, Ph.D., Shinshu University, Japan

Kazunori Takeda, Ph.D., University of Tsukuba, Japan



In order to better understand the support needs of students with ASD/ADHD, the relationship between need for support, grades, and need for consultation from student support staffs were examined. 1,158 Japanese college students participated in the study. Support needs related with distractibility and difficulty in planning increased as academic demand related with research activities increased in the junior and senior years. This change is also related with the needs for consultation.

Building a Digital Braille Music Repository: A Call for Collaboration

David Perrotta, Library of Congress

Juliette Appold, Library of Congress

The Library of Congress' National Library Service for the Blind & Physically Handicapped is developing a Digital Braille Music Repository for the mutual benefit of institutions that provide on-request Braille transcription of sheet music. Participating institutions can contribute to and obtain materials from the Repository, eliminating duplication of effort and enabling faster turnaround for end users. Representatives from LOC will outline their ideas for the initial phase of the project and seek input.

Disability Culture Panel, K-12 and Higher Education

Sean Kugler, M.Ed., Northern Arizona University
Matthew Wangeman, M.A., Northern Arizona University

Dorianne Pollack, M.Ed., M.A., Northern Arizona University

Chris Lanterman, Ed.D., Northern Arizona University

Chelsey Tarazi, B.S., Tarazi

The presenters, specialists, faculty, and students, will be available for a discussion of multiple topics within disability and culture. Topics include "inspiration porn;" other vs. us; the meaning of Disability Culture; how history has shaped our culture for good or bad; and 21st Century technology (is it accessible?)

Attitudinal Outcomes of College Students Toward Inclusion of Students with Disabilities

Turki Alqarni, Ph.D. Candidate, Saint Louis University

The purpose of this study was to explore students' attitudes toward inclusion and social justice for people with disabilities in the university. A total of 166 college students completed an online questionnaire with 39 items. Overall, statistically significant results showed a negative correlation between knowledge and thoughts about disability: the less knowledge about disability, the more negative the students' thoughts about disability.

Enhancing Accessibility in the Classroom Through Dynamic Faculty Learning Communities: The Faculty Perspective

Carol Marchetti, Ph.D., Rochester Institute of Technology

W. Scot Atkins, Ed.D., Rochester Institute of Technology

Sara Schley, Ed.D., Rochester Institute of Technology

An NSF-funded initiative aimed at enhancing access, engagement, and academic success of Deaf and Hard of Hearing (DHH) students in STEM-based courses at Rochester Institute of Technology. The project goal is to improve

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resources for faculty teaching DHH students in mainstreamed settings through an Accessibility Toolkit (ATK) and a learning community in which faculty are encouraged to experiment and innovate new ways to provide a more accessible and inclusive environment for DHH students. Faculty work with assigned DHH student-mentors to enrich their learning about how to best provide access to DHH students. This poster outlines the process of faculty learning community implementation and the impact on faculty engaged in those communities.

Awareness and Use of People First Language: A Focus on Undergraduate and Graduate College Students

Holly Hoffman, Ph.D., Central Michigan University

Marie Hengesbach, B.S., Central Michigan University

Shana Trotter, B.S., Central Michigan University

Supportive environments, inclusive to all populations, is of utmost importance. A survey of college students assessed the perceptions and awareness level of person first-language. Nearly 600 students with a wide variety of majors ranked their awareness of the field of special education as minimal (45%); familiarity with people-first language very familiar (43%); value on the use of people-first language as extremely valuable (40%). Details impacting the use of people-first language are highlighted.

Engineering Social Success: How to Collaboratively and Universally Support Students with Social Barriers at the Postsecondary Level

Patty Eaton, Ed.S, Rose-Hulman

The Engineering Social Success series was designed to assist post-secondary students in overcoming barriers in a variety of social settings: classroom, small group, casual, professional, business, and interview settings. The initiative is a collaboration with the Student Counseling Center and Career Services department.

Faculty Attitudes toward Students' Disabilities and Faculty Readiness to Accommodate Students with Learning Disabilities in Postsecondary Education

Ameen Alhaznawi, M.A., University of Jeddah & Concordia University Chicago

This research identifies faculty attitudes and perceived knowledge of accommodations for students with learning disabilities in postsecondary education. The goal is to understand factors that positively or negatively formulate the faculty members' attitude towards disabled students. With enhanced understanding, educators and policymakers can formulate effective policies to promote positive attitudes, address possible obstacles, and help students accomplish their academic goals. The research results will clarify the possible moderating impact of gender, staff ranks, staff status, and years of experience and explain how these factors may affect attitudes, and perceptions of faculty towards students with learning disabilities.

Four Educators Walk Into a Bar: Universal Design, Leadership, and Organizational Change

Kathy Hoppe, D.Min., Central New Mexico Community College

Four educators walk into a bar: a faculty member, a faculty trainer, a disability specialist, and an administrator. All four share their experience with the implementation of universal design at a large, urban southwestern community college. This study uses autoethnographic methodology coupled with faculty and staff surveys, to analyze institutional culture change towards universal design. Institutional change theory and best practices in universal design frame this study.

Poster Sessions

Friday Posters

Exhibit Hall, 10 – 11:30 am

(Poster Sessions do not require pre-registration)

Student Perceptions of Trauma Informed Care in Higher Education: Summary of Findings and Recommendations for Improved Practices

*Ashley Ellison, A.A., Eastern Washington University
Susan Ruby, Ph.D., Eastern Washington University*



Research regarding Adverse Childhood Experiences (ACES) indicates a need for trauma informed instructional practices in classrooms (SAMHSA, 2012). While promising practices are emerging through research in the K-12 public school system, limited research exists regarding trauma informed practices in higher education settings. This presentation summarizes promising practices from the literature and findings from two studies. The first study used a survey to investigate levels of student reported ACEs in higher education and awareness, use, and satisfaction with services aimed to support students who have experienced trauma. The second study investigates student perceptions of trauma-informed care in the classroom through focus groups.

Identifying Interventions That Work: A Longitudinal Transition Study

Lyla Crawford, M.S., DO-IT, University of Washington



This poster session will share the results of a longitudinal transition study currently being conducted by the DO-IT program. Analysis of data collected from 472 students with disabilities indicates which activities they consider most beneficial and which are most important for achieving positive postsecondary outcomes.

Show me the money! Everything you Need to Know about Scholarships

Ashley Ciccolini Erickson, M.Ed., Florida Atlantic University

Scholarships are an advantageous way for students to receive financial aid and limit their debt after graduation. They can be especially beneficial for students with disabilities be-

cause they allow them to focus on school without having the added stress of paying for their education. What scholarships are available specifically to students with disabilities? This poster will provide a step-by-step guide on how to facilitate the scholarship process in an Accessibility Office.

Forming Effective Collaborations to Implement Creative Solutions for Accommodating Music Students with Visual Impairments

Stuart Buckley, B.A., Florida Atlantic University

Accommodating students with visual impairments who are studying in Music programs can be a daunting process for a Disability Service Provider. We break down the components of developing effective collaborations with Music faculty to provide accessible instructional materials and assistive technologies to ensure success for students in this area of study. Case studies are highlighted to illustrate lessons learned and discoveries that led to effective student learning.

Deaf Students Abroad: A Proactive and Collaborative Approach

Stephanie Zito, M.A., National Deaf Center for Postsecondary Outcomes

Lauren Kinast, M.A., National Deaf Center for Postsecondary Outcomes

An increasing number of deaf students are participating in study abroad experiences leaving colleges with questions on how to arrange effective accommodations. Many factors influence study abroad accommodations, and there isn't a uniform set of guidelines for coordinating services for deaf students participating in study abroad experiences. The goal of this session will be to present participants with a checklist tool to guide the planning process including locating and contracting service providers, arranging travel logistics, arranging funding, etc. Participants will have an opportunity to engage in discussions on common practices and strategies used by various institutions.

Poster Sessions

Key Aspects of Transition Planning for Students with Disabilities

Irina Tzoneva, Ph.D., Douglas College

This poster will provide a critical review of the key aspects of the transition process for students with disabilities. It will examine the research literature and will explore the successful pathways from high school to college. The poster outlines recommendations to support effective transition in the areas of planning in high school, post-secondary programming and support, and policy development. The model of service delivery currently being implemented through a partnership between a community college and a school district in British Columbia, Canada will be described.

Addressing Test Anxiety with Therapy Dogs: Research Findings, Innovative Interventions, and Implications

Abigail Littlefield, M.S., M.A.T., Landmark College
Manju Banerjee, Ph.D., Landmark College

This study looks at the impact of therapy dogs on test anxiety among college students with ADHD. A quasi-experimental mixed methods design was used to investigate effect of therapy dog intervention on bio-markers of anxiety. Results indicate statistically significant self-report reduction in anxiety after 20 minutes with a therapy dog before a class test; specific bio-markers were inconsistent. Implications for non-conventional accommodations and interventions for students with ADHD are discussed.

Implementing Sustainable Change: How Humber College Deconstructed the Approach to Providing Note-Taking Supports as an Academic Accommodation

Nora Simpson, J.D., Humber College

Providing peer note taking is an increasingly challenging undertaking. At Humber College we deconstructed our approach in order to respond to increasing demand. Learn how we moved from over 100 peer note takers to a model that relies on digital recorders and software and returns autonomy and control to the student accessing the accommodation. Participants

will be invited to consider their own note taking services and explore the challenges involved in implementing a new service delivery model.

Equitable Opportunity: The Impact of Disability Management Curriculum On Independent Living Status and Self-Sufficiency

Eric Peebles, Ph.D., Auburn University

This poster shares the results of a descriptive research study and informs and challenges participants to probe further into the how disability curriculum contributes to the economic self-sufficiency of graduates with significant disabilities. It includes a review of related research and literature, which serve as a theoretical framework for supporting and encouraging self-determination and self-management skills. Self-sufficiency is addressed from an economic and personal perspective.

Exploring the Transformative Potential of the Social Model of Disability

Jaski Kohli, Ed.D., California State University, East Bay



This poster presents the findings of a qualitative study that examined the lived experiences of college students with disabilities. By conducting a workshop framed by the transformative learning theory, as well as, pre- and post-interviews, the study analyzed students' perspectives on disability and their identities.

An Intermediate View of Assessing and Supporting Students with Dyslexia in Higher Education

Gregory Richardson, Ph.D., Azusa Pacific University

Record numbers of students with dyslexia are enrolling in higher education. However, many never complete their academic program, and known barriers are both personal and systematic. Working with students, a researcher collects personal experiences to validate perceived dyslexia and ascertains successful academic strategies in the process. Come and discuss how to identify and assist these students,

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diagnosed or not, in achieving their post-secondary academic goals.

Challenges, Needs, Perspectives, and Future for Higher Education for Students with Autism in Saudi Arabia

Hamaed, Almutairi, Qassim University, Saudi Arabia

Contemporary education systems around the world are making steps towards inclusion of learners with disabilities. In many developed and developing countries, progress has been happening for decades. However, systems of education can be resistant to change. The process of studying and attending school can be complicated for students with autism due to a variety of factors, including the lack of readiness of educational facilities to incorporate disabled learners. This proposal focuses on educational equity for students with autism in Saudi Arabia, where there are currently no programs for students with disabilities to access the higher education.

In the Mean Time (pun intended): Math/STEM Accessibility Through Accessibility Tutors, Campus Collaboration and Assistive Technology

*Aura Hirschman, M.S. Rehabilitation Counseling, University of Wisconsin-Milwaukee
Jeb Willenbring, Ph.D., University of Wisconsin Milwaukee*

Shannon Aylesworth, University of Wisconsin Milwaukee

While STEM accessibility is improving, it is still a challenge for college students, disability service professionals, and professors, for both required coursework and students majoring in STEM occupations. What do we do in the “mean time” while we are waiting for better solutions? This poster offers ideas on campus and community collaborations to make STEM courses more accessible for all students, using accessibility tutoring, promoting accessible course materials, and using assistive technology.

Conducting a Program Review of the Disability Office

*Ann Knettler-Smith, M.A., Delaware State University
Jean Ashmore, M.S., Emerita, Rice University; Consultant*

AHEAD’s representatives to the Council for the Advancement of Standards (CAS) outline steps to follow in completing a comprehensive program review of a disability resources and services office. CAS Standards and program review tools will be highlighted. Jean and Ann will be available to answer questions about applying CAS standards, assembling a review committee, developing program and learning outcomes, and more.

Early Arrival Program for Students With ASD—Collaborating to Form Partnerships on Campus for Students’ Success

*Michelle Hayes, B.S., University of West Florida
Sylvia Patterson, University of West Florida*

The two-day Early Arrival Program for students with Autism Spectrum Disorder (ASD) offered the opportunity for incoming freshmen and transfer students to acclimate to the campus prior to the first day of Fall classes. The program consisted of demonstrations, workshops and strategic campus orientations presented by campus partners from Housing, Wellness, Student Involvement, Title IX and others. Valuable information and resources were also provided to enhance their transition to university life and ability to connect with other people with similar diagnoses.

The Stories Behind Universal Design, Accessibility, and Diversity: A Video Curriculum for Faculty

*Marla Christine Roll, Colorado State University
Anna Walker, Colorado State University
Shannon Lavey, Colorado State University*

Colorado State University’s Assistive Technology Resource Center will showcase a new video series that employs first-person storytelling to personalize the concepts of disability and diversity, accessibility, and inclusion to help educators understand the benefits of univer-

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sally designed learning materials. Faculty who watch these videos will, we believe, feel motivated to learn how to meet the needs of all types of learners in their classrooms, leading to increased participation in UD trainings.

Structure and Strategies: Supporting Individuals with High Functioning Autism Spectrum Disorder

Robyn Otty, OTD, OTR/L, BCPR, Touro University Nevada

Young people with Autism Spectrum Disorder (ASD) often exhibit executive functioning (EF) difficulties that largely inhibit their ability to successfully manage college life. In addition to EF limitations, these individuals often possess reduced “soft skills” necessary to mitigate implicit social expectations that can further impair their interactions with faculty and peers.

Juggling the College Experience and Multiple Sclerosis: A Focus on Student Experiences

Holly Hoffman, Ph.D., Central Michigan University

Cheryl Geisthardt, Ph.D., Central Michigan University



The purpose of our research is to identify aspects of college life that pose challenges, as well as to provide new opportunities for students diagnosed with multiple sclerosis (MS). Two different studies, one examining college student experiences and the other focusing on parents raising children with MS are highlighted in this presentation. Information presented during this session includes a summary of effective coping mechanisms, resources, and implications in support of college students with MS.

Analyzing Academic Equity Gaps Among Undergraduate Students with Disabilities

Bryan Dallas, Ph.D., Northern Illinois University
Debra Miller, M.A., Northern Illinois University

An academic equity group at a midwestern university found that undergraduate students with disabilities were not performing as well academically as students without disabilities

in common undergraduate courses. Students with disabilities were also not returning to school at a higher rate, compared to peers without disabilities. Possible factors influencing academic equity gaps among college students with disabilities could include: 1) impairment itself; 2) instructor supports; 3) academic accommodations; 4) institutional supports; 5) physical, technological, or attitudinal barriers. The researchers surveyed students with disabilities enrolled in these courses to learn about factors that influence their academic success. Electronic surveys were followed by focus groups.

Silent Auction Information

Each year AHEAD awards scholarships to undergraduate and graduate students with disabilities nominated by AHEAD members, and to AHEAD members to advance their own academic study. These \$1000 scholarships are funded annually through fundraising activities, the most significant of which is the annual Silent Auction. Since 2002 AHEAD members have raised, and AHEAD has provided, over \$55,000.00 in scholarships!

AHEAD members and Conference attendees are asked to donate items to be bid on during the Conference (see examples below). The proceeds from this silent auction are used exclusively for student and member scholarships. We encourage your contributions to continue to make the Silent Auction a success!

Popular items from previous auctions:

- Baskets with regional edibles (non-perishable only)
- Arts and crafts representing regional areas
- Books relevant to disability issues
- Get away trips
- Gift cards to national stores/restaurants
- College/University apparel

How you can contribute:

Attending the Conference? Bring the item(s) with you to the Conference. Please fax (505-277-3750) or email (ajbutrum@unm.edu) the Silent Auction Donation Form to Amanda Butrum by June 29. Drop your item(s) off at the Registration table when you pick up your Conference materials.

Unable to Attend but Want to Donate? Please fax (505-277-3750) or email (ajbutrum@unm.edu) the Silent Auction Donation Form to Amanda Butrum by June 29 with a cover note indicating that you will need to ship your donation to the conference. AHEAD will provide you with the shipping address by June 22, 2018 so you can conveniently send your donated item.

For questions or additional information, please contact Amanda Butrum via phone (505-277-2698) or email (ajbutrum@unm.edu)

Thank you in advance for your support!



Silent Auction Donation Form

Please complete the following for each item you are donating:

Name: _____

Company/Institution: _____

Telephone: _____

E-mail Address: _____

Address: _____

City: _____

State/Province: _____ Zip Code: _____ Country: _____

- Baskets with regional edibles (non-perishable only)
- Gift cards to national stores or restaurants
- Arts and crafts representing regional areas
- Books relevant to disability issues
- Getaway trips
- Tickets (i.e. theme park, movie, ski, etc.)
- Apparel (i.e. your home state professional sports teams or college/university)
- Other: _____

Item Description: _____

Item Value: US\$ _____

Please indicate your intention for delivery of the donated item.

I will bring the item with me to the Conference in July.

If selecting this option, Please fax (505-277-3750) or email (ajbutrum@umn.edu) the Silent Auction Donation Form to Amanda Butrum by June 29.

I will not be attending the Conference. Please provide me with shipping instructions by June 22, 2018.

Thank you for your generous support of the AHEAD Scholarship Program!