



Equity & Excellence

Access in Higher Education

July 19-23, 2021 • Austin, Texas



AHEAD Association on
Higher Education
And Disability®

Overall Schedule

Monday, July 19

8 am-5:30 pm	Registration Open
9 am-5:30 pm	Preconference Sessions
10:30-10:45 am	Beverage Break
12:30-2 pm	Lunch (on your own)
3:30-3:45 pm	Beverage Break

Tuesday, July 20

8 am-5:30 pm	Registration Open
9 am-5:30 pm	Preconference Sessions
10:30-10:45 am	Beverage Break
12:30-2 pm	Lunch (on your own)
3:30-3:45 pm	Beverage Break

Wednesday, July 21

7:30 am-5 pm	Registration Open
9-10:30 am	Opening Plenary
10:30 am-Noon	Poster Session 1; Discussions; Beverage Break
Noon-1 pm	Concurrent Block 1
1-2:30 pm	Lunch (on your own)
2:30-4 pm	Concurrent Block 2
4-4:30 pm	Beverage Break
4:30-5:30 pm	Concurrent Block 3
5:30-7:30 pm	President's Reception

Thursday, July 22

8 am-5:30 pm	Registration Open
9-10:30 am	Featured Presentation A
10:30 am-Noon	Poster Session 2; Discussions; Beverage Break; Listening Circle
Noon-1 pm	Concurrent Block 4
1-2:30 pm	Lunch on your own
2:30-4 pm	Concurrent Block 5
4-4:30 pm	Beverage Break
4:30-5:30 pm	Concurrent Block 6

Friday, July 23

8:30 am-4:30 pm

9-11 am

11 am-Noon

Noon-1 pm

1-2:30 pm

2:30-3:30 pm

3:30-4 pm

4-5 pm

6:30-9 pm

Registration Open

Featured Presentation B

Extended Break

Concurrent Block 7

Lunch on your own

Concurrent Block 8

Beverage Break

Concurrent Block 9

Awards Dinner

The Center for Universal Design in Education

Helping educators apply universal design to all aspects of education.

The Center for Universal Design in Education (CUDE) develops and collects resources to help educators apply universal design (UD) in order to make all aspects of the educational experience welcoming to, usable by, and inclusive of everyone, including people with disabilities.

The CUDE provides resources on the following areas and more:

- the basics
- instruction
- services
- technology
- physical spaces
- projects, conference exhibits, presentations, and professional organizations



Find these resources at
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Welcome from the AHEAD President



Equity & Excellence Access in Higher Education



On behalf of the AHEAD Board of Directors and staff, I am delighted to welcome you to Austin for our 2021 annual conference! Over the past year, we have navigated many personal and professional challenges, so we are particularly happy to be with you this week! We hope you will use our time together to recharge and become reinvigorated - attend sessions that make you think, reconnect with colleagues, and have a good time being together!

This year we have prioritized discussion on the intersections of race and disability and coalition-building across communities. We hope that our plenary speaker, Andraéa LaVant, will stimulate important reflection on this topic and that as we move forward in our work, we can be inspired to promote equity in higher ed. Thank you for your support of AHEAD and for all the good work you do!

Amanda Kraus
University of Arizona
AHEAD President

Download the 2021 AHEAD Conference App!

Download in the iPhone App Store for iPhone and iPad and in Google Play for Android devices. Search for AHEAD 2021.

**Quick access to the 2021
Conference schedule, updates,
maps, and more!**





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General Announcements

Conference App!

Download the conference app for iPhone and iPad in the Apple App Store and use Google Play for Android. Search for "AHEAD 2021."

Tweet about the Conference!



Twitter name: @AHEAD_USA
Hashtag: #AHEAD2021

Wi-Fi

All hotel rooms within the AHEAD block include high-speed Internet at no charge as a part of the standard room rate. Wi-Fi is also available throughout The JW Marriott Austin.

Updates and Announcements

Consult the Additions and Corrections Sheet for notification of any changes to the program made since printing this book. Changes made on site will be "pushed" through the app and posted at the registration desk.

Safety & Comfort for Everyone

The JW Marriott Austin and AHEAD are committed to the health, safety, and well-being of conference attendees. All meeting rooms and other conference spaces will be set to allow for appropriate distancing, and masks will be required. See the full COVID protocol for more information.

All indoor events associated with Equity & Excellence are non-smoking. In consideration of your colleagues who have severe allergies or environmental sensitivity, please refrain from the use of scented personal care products. You may also want to bring a cover up for meeting rooms; it's difficult to adjust temperature so it is comfortable for everyone.

All-Gender Restroom

Located on the second floor of the JW Marriott opposite room 208, the gender neutral restroom provides facilities that are safe and accessible to all conference participants, including all gender identities and expressions and those who use attendants of a different gender.

Quiet Room

If you need a place to relax a bit from the conference and de-stress, visit the quiet room (JW Marriott 306). Available during all Conference event hours, this room includes low lighting, reduced noise, comfortable seating, and a place to stretch out a bit. Conversations in this room are absolutely not permitted.

Exhibitors

Visit exhibitors in the JW Grand Ballroom foyer Wednesday-Friday.

AHEAD Thanks:

All 2021 conference volunteers, including Proposal Reviewers (see page 10-11), Session Moderators, Conference Presenters, and Conference Sponsors (see page 67-68). Special thanks to Risa Roybal, University of New Mexico, for sponsorship of RID CEUs. Our gratitude is also extended to AHEAD's Board of Directors, Knowledge & Practice Committee Chairs, and the full membership for seeing us through the difficult past year and a half.

Concurrent Presentation Slides & Handouts

Handout and presentation support materials for all Concurrent and Poster sessions are available on the AHEAD website at <https://www.ahead.org/events-programming/conferences/2021-equity-and-excellence/2021-presentation-handouts> and through the conference app. The materials will remain available following the conference for reference and download.

Poster Sessions

Poster presentations give you the opportunity to speak directly with presenters about their research, programs, and practices. This year's posters will be presented on Wednesday and Thursday 10:30 am-Noon. We hope you'll stop by for a beverage and to join colleagues in topical discussions, in addition to viewing the posters.

2021 Session Evaluations

Both AHEAD and the presenters depend on your feedback! Concurrent presentation evaluations can be completed either on paper or online. Session moderators in each room will have paper copies of the evaluation form. Please share your feedback on paper, via a direct link on the conference app, via QR code, or at <https://survey.alchemer.com/s3/6376741/2021-Equity-and-Excellence-Access-in-Higher-Education-Preconfer>. Decisions on programming for next year will be made with feedback received from you.



Join us Next Week (July 26-30) for AHEAD's Virtual Conference!

Your registration for the conference includes a free registration to next week's Virtual Conference. All sessions presented next week via Zoom will also be presented live here in Austin. You may want to review the Virtual Conference Program and select sessions to attend in Austin that will not be presented next week to maximize your professional development content.

AHEAD Thanks

Interpreter Services

Anthony Verdeja, Florida

Tracy Villinski, Minnesota

CART Services

ACS, an AI Media Company

Conference Proposal Reviewers

AHEAD thanks the many members who reviewed the many proposals submitted for the conference. The conference is rich in professional development content and diversity because of their input.

Adam Crawford, The Ohio State University

Amanda Bell, Purdue University

Amy Arnold, Lafayette College

Beth Parrott, Cornell University

Brian Kapinos, Elms College

Bridget Green, Duquesne University

Carlie Andrews, Rutgers University

Catherine Lewis, Rochester Institute of Technology

Catherine Dugan, Indiana University of Pennsylvania

Cheryl Muller, University of Arizona

Chinwendu Okoronkwo, University of Arkansas

Chris Stone, Washington University in St. Louis

Christa Miller, Virginia Tech

Deneen Kawamoto, Kapiolani Community College

Elizabeth Okrzesik, Unaffiliated

Emily Helft, The University of Richmond

Emily Shryock, Univ of Texas at Austin

Erica Wise, Texas A&M University

Grace Hanson, Mt. San Antonio College

Jacqueline Beverly, Columbia Southern University

Jaime Jensen, Minnesota State Community and Technical College

Jamie Bojarski, Vanderbilt University

Janis Chapman, Concordia University - Wisconsin

Jenny Lynes, University of Northern Iowa

JenniferFeng, Rutgers University

Jennifer Smull, Southwestern University

Jennifer Williams-Curl, Western Dakota Tech

Jennifer Green, Galen College of Nursing

Jennifer Murchison, The University of Memphis

Katherine Aquino, St. John's University

Katie Payne, University of Texas at Austin

Kelly Kearney, Florida Atlantic University

Kris Knight, Defiance College
Kristin Burgess, Metropolitan State University
Laura Leonard, Roanoke College
Lauren Mazur, Fairleigh Dickinson University
Lauren Pourian, Northwestern University
Lindsey Brown, Ohio State University-Main Campus
Malinda Bessler, North Dakota State College of Science
Maranda Maxey, Appalachian State University
Marcia Kolvitz, University of Tennessee Knoxville - retired
Maria Fontana, Metropolitan State University of Denver
Mark Newmiller, North Carolina State University
Meagan Grant, Montserrat College of Art
Molly Tast, Anoka Ramsey Community College
Pamela Moschini, Muhlenberg College
Rhonda Rapp, Educational Consultant
Robert Plenis, Educational Testing Service
Samantha Korzen, Joliet Junior College
Sandra Harrison, Pepperdine University
Sarah Young, Catholic University
Sehrish Shikarpurya, Texas A&M University
Shannon Aylesworth, University of Wisconsin-Milwaukee
Spencer Scruggs, Trinity University
Susan Smythe, Swarthmore College
Susie Dunn, Southeast Community College
Teresa Eastman, Butler Community College
Tina Vires, University of North Carolina Greensboro
Toni Saia, University of Arizona, San Diego State University
Tori Negash, Concordia University Ann Arbor
Tracy Jalaba, University of Southern California
Vikky Angelico, Framingham State University
Maria Pena, Cal Southern University

CEU & Attendance Certificate Info

PLEASE PICK UP CEU FORMS AT THE REGISTRATION DESK

To support your professional development goals, Continuing Education Units (CEUs) from the Commission on Rehabilitation Counselor Certification (CRCC) and the Registry of Interpreters for the Deaf have been preapproved for preconference, plenary, featured presentations, and concurrent sessions. Instructional hours are not available for poster sessions, receptions, product demonstrations, Knowledge & Practice Committee meetings, or other group meetings.

Continuing education preapproval has not been secured from any other certifying organizations. However, AHEAD can verify your attendance at sessions and provide a Certificate of Attendance that may be accepted by other professional organizations. See the AHEAD website for the relevant CEU forms and further information.

The CEU process for the Austin and Virtual Conferences is different. Please review CEU information on the Virtual Conference if you are interested in CEUs from attendance at any of those sessions.

Two-day Preconference: 13 hours	Concurrent Session #4: 1 hour
One-day Preconference: 6.5 hours	Concurrent Session #5: 1.5 hours
Opening Plenary: 1 hour	Concurrent Session #6: 1 hour
Concurrent Session #1: 1 hour	Feature Presentation B: 2 hours
Concurrent Session #2: 1.5 hours	Concurrent Session #7: 1 hour
Concurrent Session #3: 1 hour	Concurrent Session #8: 1 hour
Feature Presentation A: 1.5 hours	Concurrent Session #9: 1 hour

CRCC CEU Information and General Certificate of Attendance

CEU/Attendance forms are available at the Moderator table near Registration..

1. Keep the Conference Attendance Form with you throughout the conference and record the sessions you attend. Instructional hours for each qualifying session:
2. Collect verification signatures from the moderator, presenter, Conference Committee member, or AHEAD staff after each session attended.
3. At the end of the conference, leave your Conference Attendance Form at the registration desk. **TAKE A PICTURE OF IT FOR YOUR RECORDS.**

Alternatively, you can send it to Kim Richards (kim@ahead.org), AHEAD, 8015 West Kenton Circle, Suite 230; Huntersville, NC 28078 or FAX to 704-948-7779 after the conference.

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Featured Presentations

Opening Plenary

Thursday, July 11, 9-10:30 am, Lone Star Ballroom

The State of Disability: Disability as a Social Justice Issue

Andraéa LaVant



Smiling African-American woman wearing black, turquoise, and purple cat-eyeglasses. She is wearing a black dress with red, purple, peach and turquoise flowers on it as well as peach floral earrings and red lipstick. Her hair is chin length natural curls. Although not depicted, she's a power wheelchair user.

In conversations about the fight for social justice, disability is often an afterthought. Even still, when disability is included, the conversation ends at the legal rights of people with disabilities. In reality, disabled people are a part of every community and have specific histories, cultures, and experiences of resistance. Not only do we

experience oppression as disabled people – recognized as ABLEISM – but, because we are a part of so many other communities, we often experience other forms of oppression, including racism, classism, heterosexism, etc. As a woman of color with disabilities, Andraéa LaVant has personally felt the impact of intersecting ableism, racism, and sexism and the power of creating spaces that center the experiences of marginalized communities. In this plenary session, Andraéa will discuss her personal experiences with intersecting forms of oppression and how those fit within the larger landscape of ableism and racism; examine the current structures and systems used to define disability; and discover what it truly means to embrace disability as an identity and social justice issue.

Andraéa LaVant is founder and President of LaVant Consulting, Inc. (LCI), a social impact communications firm that offers cutting-edge corporate development and content marketing for brands and nonprofits. LCI's specialty is helping brands "speak disability with confidence." As a communications consultant and inclusion specialist, Andraéa has over a decade of experience working with programs that support youth and adults with disabilities and other underserved populations. Her professional roles and personal advocacy have presented her with a variety of notable opportunities to share messages and prompt change for people with disabilities across the globe. She currently serves as the impact producer for Netflix's feature-length documentary, *Crip Camp*, where she is charged with leading the campaign's efforts to promote understanding of disability as a social justice issue and build across lines of difference. Andraéa is a strong advocate for exploring disability from an intersectional lens and offers a unique perspective on the initiatives that she supports.

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President's Reception

Wednesday, July 18, 5:30-7 pm, Griffin Hall

Join us for an evening of connecting and networking! A local musician will provide entertainment, and plenty of hot and cold hors d'oeuvres will be available, as well as a cash bar.

Awards Banquet

Friday, July 23, 6:30-9 pm, Lone Star Ballroom

Close out the week at the awards banquet! Join colleagues for a relaxing end to the conference. AHEAD's Board of Directors will share information on the Association's progress over the past year and future goals. We'll also celebrate this year's AHEAD award recipients and recognize those who have had an impact in creating more equitable higher education environments both internationally, nationally, and locally, as they leave the field.



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Land Acknowledgement

With humility and respect to the historic and contemporary presence of Indigenous Peoples, AHEAD acknowledges that the land we gather on today is part of the traditional territory of a number of native peoples—specifically the Apache, the Alabama-Coushatta Tribe of Texas, the Kickapoo Tribe of Texas, the Ysleta del sur Pueblo, the Lipan Apache Tribe, the Texas Band of Yaqui Indians, and the Coahuiltecan. Additionally, Texas is and has been home to the Caddo, Comanche, Kiowa, Wichita, Chickasaw, and Waco nations. We honor and thank the Indigenous peoples connected to this territory and give gratitude to this land on which we meet. We work to decolonize our practices and make our organization an inclusive space for all.



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Full-Day Preconference Sessions

8 am-5:30 pm	Registration Open, Lone Star Foyer (3rd Floor)
9 am-5:30 pm	Preconference Sessions PC1 AHEAD Start, JW 1-4 PC2 Intro to Disability Law, JW 6 PC4 Building, Defining, & Updating, 203/204 PC5 Principles of Reasonableness, JW 8
10:30-10:45 am	Beverage Break, Meeting Room Foyer
12:30-2 pm	Lunch (on your own)
3:30-3:45 pm	Beverage Break, Meeting Room Foyer

Notes

Monday, July 19

Two-Day Preconference Sessions, 9 am – 5:30 pm

PC 1

AHEAD Start: An Introduction to Access for Newer Disability Resource Professionals

Carol Funckes, AHEAD

This preconference is designed to provide those newer to higher education disability resources with a foundational overview of the major issues that shape access in higher education today. Through instruction, discussion, hands-on activities, and resource sharing, we will explore the civil rights foundation, legal underpinnings, and practical realities of creating accessible, welcoming higher education environments.

JW Grand Ballroom 1-4

PC 2

Introduction to Disability Law for DSS Directors, Staff, and ADA Officers

Paul Grossman, Hastings College of Law and the Office of Civil Rights (retired)

Jamie Axelrod, Northern Arizona University

Mary Lee Vance, California State University Sacramento

A comprehensive introduction to postsecondary disability law, including compliance requirements of the ADA and Section 504 of the Rehabilitation Act. Long-standing and widely accepted judicial precedents and principles and the very latest cutting-edge decisions will be discussed.

JW Grand Ballroom 6

PC4

Building, Defining, and Updating Processes: Test Accommodations, Note-taking, and Assistive Technology

Rachel Kruzel, AT Consultant

We will address processes and procedures in three key areas of accommodation provision: accommodated testing, notetaking, and assistive technology. Participants will learn best practices in each of these areas of accommodation, discuss processes in place at institutions similar to theirs, and share challenges and successes with their current procedures.

203/204

PC5

Principles of Reasonableness: Returning to Basics to Address Challenging, Nuanced Situations

L. Scott Lissner, The Ohio State University

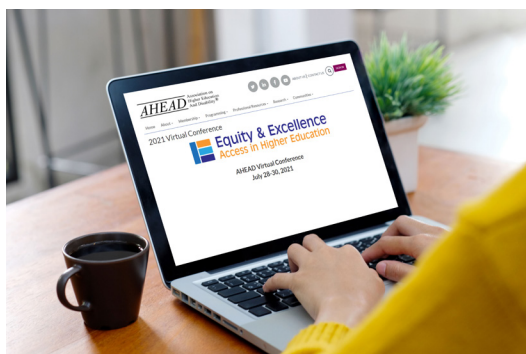
While we know the relevant legislation and best practices that underlie our field, synthesizing that information to decide on the reasonableness of a request in the face of competing priorities from students, faculty, administrators, and other stakeholders can be challenging. Participants will consult with the facilitator to workshop policy and process elements to take back to their campuses.

JW Grand Ballroom 8



Save the Date: October 20-22, 2021

Are you in your first three years of disability resource work? Are you hiring staff new to the field? Do you notice gaps in your knowledge that a foundational experience would help to fill? If so, this is the event for you! The fourth annual AHEAD Start Academy will offer a foundational experience for disability resource professionals who are just acquiring or building their professional knowledge and skills. The program will be offered virtually and include presentations by national experts, small group discussions, and on-going, small-group mentoring through September 2022.



Join us Next Week (July 26-30) for AHEAD's Virtual Conference!

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AHEAD Association on
Higher Education
And Disability®

Full-Day Preconference Sessions

- 8 am-5:30 pm Registration Open, **Lone Star Foyer (3rd Floor)**
- 9 am-5:30 pm Preconference Sessions
 - PC1** AHEAD Start, **JW 1-4**
 - PC2** Intro to Disability Law, **JW 6**
 - PC7** Policy Incubator, **203/204**
 - PC8** The Tools, Techniques, **JW 8**
 - PC9** Universal Design, **201/202**
- 10:30-10:45 am Beverage Break, **Meeting Room Foyer**
- 12:30-2 pm Lunch (on your own)
- 3:30-3:45 pm Beverage Break, **Meeting Room Foyer**

Notes

PC 1

AHEAD Start: An Introduction to Access for Newer Disability Resource Professionals

Carol Funckes, AHEAD

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JW Grand Ballroom 1-4

PC 2

Introduction to Disability Law for DSS Directors, Staff, and ADA Officers

Paul Grossman, Hastings College of Law and the Office of Civil Rights (retired)

Jamie Axelrod, Northern Arizona University

Mary Lee Vance, California State University Sacramento

A comprehensive introduction to postsecondary disability law, including compliance requirements of the ADA and Section 504 of the Rehabilitation Act. Long-standing and widely accepted judicial precedents and principles and the very latest cutting-edge decisions will be discussed.

JW Grand Ballroom 6

PC 7

Policy Incubator: Workshop Your Policy Challenges

L. Scott Lissner, The Ohio State University

This working session offers the opportunity for disability resource professionals and ADA Coordinators to review and refine practices in particularly challenging policy areas, such as technical standards, attendance flexibility, deadline accommodations, access in placements and practice, and using documentation consistently.

203/204

PC8

The Tools, Techniques, and Strategies of Assessment in Disability Resource Offices

Tom Thompson, TMLS Consulting

Assessment is an essential component of a successful disability resource office. We will discuss the essential elements of a comprehensive self-assessment plan that includes the strategies necessary for continual improvement and addressing requests from administration.

JW Grand Ballroom 8

PC 9

Universal Design Thinking: A Culturally Humble Strategy for Applying Universal Design to Design Processes

Cole Eskridge, University of Arizona

Naty Rico, University of Arizona

Universal Design has been heralded as a model for inspiring more equitable course experiences. However, it also has both theoretical and pragmatic shortcomings. We will explore these limits as we introduce “Universal Design Thinking” (UDT), a UD-inspired process that merges the principles with design thinking and cultural humility.

201/202



It's all a bit much, isn't it?

Speeches, sessions, pitches... With so much info flying at you, it's easy to leave valuable insight behind in the conference hall.

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Led by
Jamie Axelrod,
former AHEAD Board
of Directors president

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Wednesday, July 21

7:30 am-5:30 pm	Registration Open, Lone Star Foyer (3rd Floor)
9-10:30 am	Opening Plenary, Lone Star Ballroom glean.
10:30 am-Noon	Poster Session 1; Discussions; Beverage Break
Noon-1 pm	Concurrent Block 1
1-2:30 pm	Lunch (on your own)
2:30-4 pm	Concurrent Block 2
4-4:30 pm	Beverage Break, Meeting Room Foyer
4:30-5:30 pm	Concurrent Block 3
5:30-7:30 pm	President's Reception, Griffin Hall

Notes

Opening Plenary, 9-10:30 am

Join us as we officially begin the 2021 Conference! After a warm local welcome, keynote speaker Andraéa LaVant will present “The State of Disability: Disability as a Social Justice Issue.” Sponsored by:

Lone Star Ballroom



Poster Session & Facilitated Discussions, 10:30 am-Noon

Griffin Hall

Join AHEAD's Board of Directors and your colleagues for informal, small group discussions on cutting edge issues in higher education / disability resources. Over AHEAD's 45 year history, conference participants have consistently rated professional connections and networking as one of the most valuable aspects of conference attendance. After not being able to gather for more than a year, we have prioritized these invaluable personal connections by devoting specific conference time to them. Come and meet colleagues, share challenges and successes on your campus, and get input on situations you are addressing.

Several posters will also be presented during this time. Please take time to engage with poster presenters to learn about their programs and research:

Autism Programs at US Colleges and Universities

Jane Thierfeld Brown, Yale Child Study, Yale Medical School

Michelle Rigler, University of Tennessee at Chattanooga Mosaic Program

Margaret Camp, Clemson University

There are about 70 specialized autism programs at colleges and universities around the country. This poster session will articulate the different programs and their emphasizes. Directors from some of the programs and the Chairs of the Autism KPC will be available to answer questions.

Shifting Practices, Shifting Perspectives: UDL and Beliefs about Disability

Christopher Lanterman, Northern Arizona University

Lauren Copeland-Glenn, Northern Arizona University

Seventy-seven pre-service teachers participated in a research study to

determine the degree to which training in universal design for learning (UDL) might impact their beliefs about disability. Findings suggest that training in UDL resulted in a small, but statistically significant, shift in pre-service teachers' beliefs about disability from a medical model view of disability to a social model view of disability.

The Adult Learner: Misconceptions of Available Support and Uncertainties of Accommodation Use

Katherine C. Aquino, St. John's University

This study explores the misunderstandings and perceived hesitation of self-identification and accommodation use for adult learners with disabilities in higher education. Using a case study approach, this research investigated how students who self-identified as having a disability, did not utilize support services in the postsecondary environment, even though they believed it would be beneficial to their academic success.

Remote, In-person, and Hybrid Exam Proctoring, Oh My!

Kegan Clark, Texas A&M

Learn how we used Zoom during the 2020-21 Academic Year to create a virtual testing center capable of simultaneously proctoring students from multiple courses with different start times while providing a variety of exam accommodations in an equitable manner. We'll share our journey from 100% in-person proctoring to almost exclusively remote Zoom proctoring to a hybrid approach.

Accessible Online Engagement for Deaf Audiences

Lauren Kinast, National Deaf Center

Sarah Brown, National Deaf Center

Tia Ivanko, National Deaf Center

The pandemic brought about a mandatory shift to online and virtual activities. Several factors should be considered to ensure deaf participants have an equitable experience. This poster session will provide strategies, tips, and considerations for inclusive practices for online engagements (meetings, lectures, or events) that take into account deaf participants with diverse communication preferences.

1.1

Creating and Supporting Digital and Accessible Math Instruction in an Online Learning Environment

Rachel Kruzel, Texthelp

Susan Kelmer, University of Colorado - Boulder

Jennifer Pedersen, University of Alaska - Fairbanks

STEM courses have struggled during the transition to online learning because creating and teaching the content in an accessible way can be a challenge. EquatIO, Texthelp's digital STEM creation tool, provides built-in accessibility and UDL features that benefit all users. Stories detailing the journey from adoption to the successful implementation of EquatIO by an Instructional Designer and Alt. Media Coordinator will be shared.

201/202

1.2

The Influence of Faculty, Staff, and Student Workers on Sense of Belonging Among College Students with Disabilities

Tonya Paulette, University of Texas Rio Grande Valley

Research indicates that students' subjective sense of belonging is a unique factor associated with college persistence and degree completion. We will discuss a study that examined the influence of interactions with accessibility services staff, student workers, and faculty on belonging among students with disabilities at a Hispanic-Serving Institution.

JW Grand Ballroom 1/2

1.3

Adapting to the Needs of Diverse Learners: A Closer Look at Students with Autism Spectrum Disorder (ASD)

Erica McMahon, Forsyth Technical Community College

Many students with Autism Spectrum Disorder (ASD) struggle to communicate with fellow students and instructors and to adapt to the ever-changing college campus environment. Through a shared activity, participants will become aware of how to support students with ASD and be given specific examples of accommodations to "level the playing field" for these students.

JW Grand Ballroom 8

1.4

Exploring Vocational Mentorship: A Method to Improve Graduation Rates Among Disenfranchised Students

Marcelle Daniels, Cal State San Bernardino

Agustin Ramirez, Cal State San Bernardino

This interactive session explores two vocational mentorship programs constructed to improve graduation rates by fostering a sense of belonging to professional networks for two historically disenfranchised student populations: those with disabilities and military veterans.

JW Grand Ballroom 3/4

1.6

Who IS an Otherwise Qualified Student with a Disability?

Jane Jarrow, Disability Access Info and Support

Who is an “otherwise qualified person with a disability?” We recognize that phrase from the Section 504 regulations. It promises such an individual will not be subjected to discrimination on the basis of disability. We will explore both the meaning of the terminology and the practical application of the concept.

Lone Star Ballroom

1.7

Promoting Friendships for Young Adults with Disabilities in Inclusive College Courses

Sehrish Shikapurya, Texas A&M University

Courtney Osburn, Texas A&M University

Alexis Villareal, Texas A&M University

Learning is enhanced when it includes heterogeneous groups of individuals with diverse experiences and perspectives. We will discuss findings from a study at a university with an inclusive postsecondary education program. The presentation includes a panel of college students with disabilities who will share their experiences and recommendations.

203/204

1.8

Research Panel

Results and implications of two research studies on programs for students with intellectual disabilities will be shared.

A. Goal Attainment and Quality of Life through Inclusive College for Individuals with Intellectual and Developmental Disability

Kate Strater, Calvin University

Wednesday, July 21

This study examines self-determined goal setting, goal attainment, and quality of life in an inclusive college program as a measure of participant outcome. It provides implications for the importance of self-determined learning and participant voice within program planning, revision, implementation, and evaluation.

B. Exploring the Need for a Comprehensive Postsecondary Education Program for Individuals with Intellectual and Developmental Disabilities

Brian Valentini, St. Cloud State University

There are no comprehensive transition programs (CPT) for students with intellectual disabilities in Minnesota. We surveyed current program directors and parents of students. Results demonstrate a high demand for a CTP in Minnesota. Using the results, we described our design for a CPT

JW Grand Ballroom 7

1.9

Race and Disability: The Intersectionality

Kam Williams, Augustana College

Ryan Saddler, St. Ambrose University

Race and disability are two varying identities that must be considered holistically, as intersectional. The presenters will discuss intersectional analysis theory, definitions, the intersectional analysis of race and disability on college students of color. Strategies to understand and better support college students of color with disabilities will be discussed.

JW Grand Ballroom 5

1.10

The “College Model” for Case Management: Four Perspectives on Making the Shift

Paul Harwell, Purdue University

Erika Wise, Texas A&M University

Taylor Thornby, University of Arizona

A growing trend in disability resources is the “college model” for case management, in which staff is assigned to work with students, faculty, and staff in specific academic programs. Panelists will share insights after shifting to the college model. Topics include implementation, benefits, lessons learned, and ways to continue forward momentum.

JW Grand Ballroom 6

1.11

Global Access: A Renewed Partnership to Expand Equitable Access Abroad

Rachel Anderson, University of Minnesota

Peggy Retka, University of Minnesota

Molly Giffin, University of Minnesota

The University of Minnesota's Disability Resource Center and Learning Abroad Center collaborated to refresh the process for students with disabilities interested in studying abroad. By addressing the nuanced barriers that students with disabilities might experience while studying abroad, we have created a more equitable learning experience for students with disabilities.

Brazos

Concurrent Block 2, 2:30-4 pm

2.1

From Passive to Active: Teaching NVDA to Create Digital Access

Jordan Colbert, University of Southern California

This session will provide an overview of a step-by-step process for teaching the Non-Visual Desktop Access (NVDA) screen reader to blind and low vision students. Orienting, familiarizing, exploring, navigating, and troubleshooting, will be covered. Learning objectives, essential keystrokes, and actionable tasks will be presented for the assessment of user progress.

JW Grand Ballroom 7

2.2

Building a More Accessible and Inclusive Learning Environment in Higher Education: Outcomes of a Training Program for Faculty and Staff

Marla Roll, Colorado State University

Matthew Malcolm, Colorado State University

As the demand for accessible, electronic learning materials grows, we must match assistive technology supports for students with training for instructors. We will discuss a successful a train-the-trainer professional development course that was implemented across our College of Health and Human Sciences and the outcomes related to its effectiveness.

JW Grand Ballroom 6

2.3

A Collaborative Approach to Equitable Opportunity: Removing Barriers to Career Success for Neurodivergent Students

Bridget McElroy, Neurodiversity in the Workplace

Amber Johnson, Neurodiversity in the Workplace

Despite strong skill sets and educational backgrounds, fewer than one in six autistic adults is in full-time employment. Through discussion and case study, we will share strategies that disability support services, career centers, and other campus stakeholders can implement to increase employment outcomes for neurodiverse students.

201/202

2.4

Research Year in Review

Sally Scott, AHEAD

Katherine Aquino, St. John's University

Manju Banerjee, Landmark College

It's been a year of stressors, strains, and innovative response in disability resource offices. Recently published research can provide new insights, understanding, and ideas for evidence-based practices. Join our panel as we highlight research from the JPED on hot topics this year, including innovations in disability disclosure, mental health support, and disability resource offices during the pandemic.

Lone Star Ballroom

2.5

A Case Study Approach – Accommodation Decision Making

Tom Thompson, TMLS Consulting

Student services staff in disability resources offices are tasked with making decisions about accommodations and access as a part of new student onboarding. Requests for assistance and discussion on listservs suggest that practitioners are stymied by novel requests. We will use case studies to illustrate reasoning and decision-making processes.

JW Grand Ballroom 5

2.6

The Black Panthers, the Butterfly Brigade, and the United Farm Workers of America: Their Role in the Disability Rights Movement

Jamie Axelrod, Northern Arizona University

Paul Grossman, Hastings College of Law

The Section 504 sit-in was successful because of the broad coalition of civil rights communities, including African-American, LGBTQ, and Latin, that collaborated to make it possible. Learn about this watershed

moment in civil rights history and share it to build faculty and student support for disability rights.

JW Grand Ballroom 8

2.7

Adapting to the Unexpected: Remote Support for Blind and Low Vision Students in the Pandemic

Jewls Griesmeyer Krentz, Portland State University

Mary Popish, Portland State University

The pandemic presented unique accessibility challenges for blind and low vision students. We will provide solutions and exchange ideas for supporting students in Zoom lectures that are heavy in visual content, providing materials in alternative formats, and leveraging relationships to allow for flexible, proactive solutions.

203/204

2.8

Cultural Implications and Multicultural Competencies in Working with Latinx Students with Disabilities

Vivian Hardison, Southern Illinois University at Carbondale

Stacie Robertson, California State University, San Bernardino

Focusing on the importance of culturally competent counselors and culturally integrated services, we will address concepts of culture and “familismo” when working with Latinx students with disabilities. We will examine cultural beliefs regarding disability, collectivist views regarding family responsibility, culturally competent rapport building, and multicultural competencies.

Brazos

2.10

Promoting Self-Determination in Challenging Times

David Parker, Children’s Resource Group

Sharon Field, Wayne State University

Explore what self-determination research says about all college students’ efforts to clarify and pursue goals, confront adversity successfully, connect with others, engage in meaningful learning, and link their education to important life outcomes. The link between self-determination and good mental health is a theme of this presentation. The presenters will describe practical strategies from a range of approaches.

JW Grand Ballroom 1/2

Wednesday, July 21

2.11

A Guiding Framework for Decision Making: A Three-Step Process for Simple to Complex Situations

Emily Helft, University of Richmond

Paul Harwell, Purdue University

In disability services, situations can range from straightforward to just plain daunting! We'll present a model for a consistent approach to decision-making, no matter the complexity of the scenario. By consistently asking three simple questions when considering all situations/requests, you can be confident in your decisions and free up more time and energy for direct campus and community support.

JW Grand Ballroom 3/4

Concurrent Block 3, 4:30-5:30 pm

3.1

Developing Your Social Media Accessibility Toolkit

Justin Romack, Texas A&M University

Melanie Thornton, University of Arkansas, Partners for Inclusive Communities

Our institutions actively engage through social media to deliver announcements and updates, promote programming and resources, and cultivate community. We'll explore strengths and limitations of accessibility support for popular social media channels like Facebook, Twitter, LinkedIn, and Instagram and share resources and techniques to develop your own social media accessibility toolkit.

203/204

3.2

The Faculty Factor

Jennifer Papproth, University of Nebraska Omaha

Becky Jacobs, University of Nebraska Omaha

What characteristics make a University faculty member approachable and a partner in access? Join us for this interactive session to maximize your collaborative efforts with faculty and meet them where they are. We will share faculty perspectives, data from our training modules and incentive program, and actionable steps.

Lone Star Ballroom

3.3

Ten Tips for Working Effectively with Administration

Bree Callahan, University of Washington

Heidi Pettyjohn, University of Cincinnati

Ever been curious if there is a secret language you have to learn to work effectively with college leadership? Learn ten tips to incorporate into your toolbox as you build partnerships with administration. These tips have been vetted by Deans, Associate Vice Presidents, and Vice Presidents across two-year, four-year and private colleges.

JW Grand Ballroom 3/4

3.4

Online Engagement Strategies for Students With Autism

Amy Rutherford, University of Tennessee at Chattanooga Mosaic Program

Jaime Butler, University of Tennessee at Chattanooga Mosaic Program

Michelle Rigler, University of Tennessee at Chattanooga Mosaic Program

In this presentation, we will explore the unique challenges faced by autistic students and those working with them during the pandemic. We will offer creative approaches to online strategies in the areas of academic, social, and professional engagement.

JW Grand Ballroom 5

3.5

Inclusion is More Than a Checkbox: A Framework for Supporting Co-researchers with Disabilities on Research Teams

Sehrish Shikapurya, Texas A&M University

Courtney Osburn, Texas A&M University

Alexis Villareal, Texas A&M University

Individuals with disabilities have commonly served as participants for research studies, but very few have had opportunities to participate as co-researchers. We will discuss expanding leadership opportunities for college students with disabilities to engage in policy reform, leadership decisions, disability committees, and campus-wide advocacy initiatives.

JW Grand Ballroom 1/2

3.6

Just What are Your Effective Communications Obligations

William Goren, William D. Goren, J.D., LL.M., LLC

Under the Code of Federal Regulations, Title II and Title III entities have effective communication obligations, and case law imposes communication obligations on those covered by the Rehabilitation Act. Participants will learn about effective communication obligations and how they differ depending upon coverage by Title II or Title III of the ADA or the Rehabilitation Act.

JW Grand Ballroom 8

3.7

Where Do You Begin? Building an Inclusive Higher Education Course of Study for Students with Intellectual Disabilities

Susan Field, Georgian Court University

Jerry G. Petroff, The College of New Jersey

Amy K. Schuler, The College of New Jersey

We will outline the development of a new inclusive higher education program that used the Model Accreditation Program Standards (NCCAW) in concert with a specific blueprint of program development that considered the unique and individualized characteristics of the university.

Brazos

3.8

Self-Care for the Helping Professional: How to Hold Boundaries and Avoid Burnout

Kara Fifield, Lake Forest College

In the current climate of social distancing due to the COVID-19 crisis, it is more important than ever to ensure that we are taking care of ourselves as professionals. Attendees will learn the signs of burnout and create self-care plans. The four areas of focus are a self-care mindset, giving ourselves permission to be a priority, the signs of burnout, and ways to implement work boundaries.

JW Grand Ballroom 6

3.9

Closing the Loop on Disability Services Delivered Online

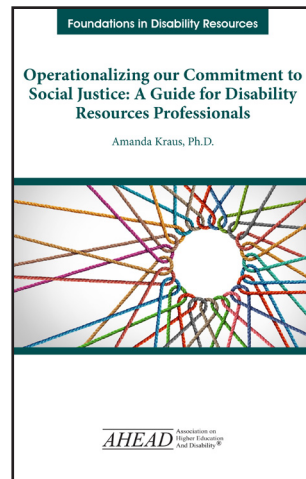
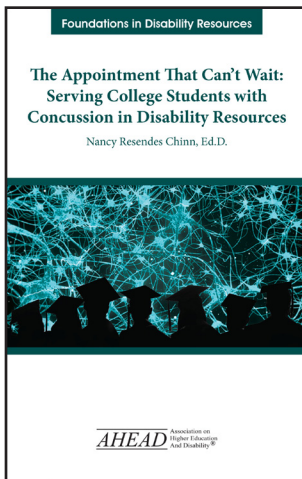
Jennifer McGuire, Prince George County Public Schools

Tara Lehan, Northcentral University

As more students with disabilities enroll in online programs, institutions must develop systems for assessing the quality of online services. We completed a scan of disability services websites and college catalogs. Findings showed that institutions offer similar disability services to on-line students, but limited information was found on data used in evaluating the effectiveness of accommodations.

201/202

Two NEW Publications from AHEAD!



The Appointment that Can't Wait: Serving College Students with Concussion in Disability Resources

By: Nancy Resendes Chinn

Operationalizing our Commitment to Social Justice: A Guide for Disability Resources Professionals

By: Amanda Kraus

Available for purchase at the registration desk!



Life-changing Solutions for People With Hearing Loss



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Thursday, July 22

8 am-5:30 pm	Registration Open, Lone Star Foyer (3rd Floor)
9-10:30 am	Featured Presentations, Block A
10:30 am-Noon	Poster Session 2; Discussions; Beverage Break
Noon-1 pm	Concurrent Block 4
1-2:30 pm	Lunch (on your own)
2:30-4 pm	Concurrent Block 5
4-4:30 pm	Beverage Break
4:30-5:30 pm	Concurrent Block 6

Notes

Featured Presentations Block A, 9:00-10:30 am

A1

OCR Year in Review

Mary Lou Mobley, U.S. Office for Civil Rights

Melissa Malonson, U.S. Office for Civil Rights

Lori Bringas, U. S. Office for Civil Rights

The Office for Civil Rights assists individual with disabilities who face discrimination and guides institutions in developing solutions to civil rights problems by investigating complaints, initiating compliance reviews, and providing technical assistance. OCR representatives will review recent, illustrative OCR decisions.

Lone Star Ballroom

A2

Exploring Our Diversity: A Conversation about Racial Identity and Disability Resources Work

Kristie Orr, Texas A&M University

Maria Ortega, Texas A&M University

Erika Wise, Texas A&M University

Melissa Perez-Figueroa, Texas A&M University

Diverse disability resources professionals from one university will interview each other about how they view the impact of their racial identities on the work that they do. Presenters will also share the results of a student survey about what makes disabled students feel welcome or unwelcome on campus and how racial identity impacts those results.

JW Grand Ballroom 5

Poster Session & Facilitated Discussions Block 2, 10:30 am-Noon, Griffin Hall

Facilitated Discussions

Led by AHEAD Board Members

Join AHEAD's Board of Directors and your colleagues for informal, small group discussions on cutting edge issues in higher education / disability resources. Over AHEAD's 45 year history, conference participants have consistently rated professional connections and networking as one of the most valuable aspects of conference attendance. After not being able to gather for more than a year, we have prioritized these invaluable personal connections by devoting specific conference time to them. Come and meet colleagues, share challenges and successes on your campus, and get input on situations you are addressing.

Listening Circle: A Chance to Gather and Build Community

Facilitated by Susan Willson, Temple University

Listening circles are a restorative practice that invites people to come together and share responses to questions in rounds around a specific topic. Participants respond in turn to a series of questions as others listen without comment. This allows us to hear others' stories and to share ours. Let's gather to support our connection to one another and possibly find new inspiration as we gain a deeper understanding of the commitment, we each have to our work.

303/304

Several posters will also be presented during this time. Please take time to engage with poster presenters to learn about their programs and research:

Balancing L.I.F.E (Learning, Independence, Friendship, Empowerment)- A Peer Mentor Program Model

Tracy Jalaba, University of Southern California

Bethrese Elane Padini, University of Southern California

Nora Dixon, University of Southern California

Transitioning into postsecondary education can be overwhelming. To support students with disabilities, we are implementing an evidence-based peer mentor program during the 2021-22 academic year. This poster will share the evidence collected, steps taken toward implementation, and the comprehensive program curriculum. We'll discuss our proposal for future directions and sustainability.

Eliciting Quality Documentation to Create Equitable Access to Professional and Graduate Programs

Rachel Anderson, University of Minnesota

Brittni Kuduk, University of Minnesota

Documentation that is sufficient for accommodations in college may not meet the standards for entrance and licensing exams. To support students in obtaining adequate documentation for high stakes exams, we developed a taskforce to review common documentation standards, created materials for evaluators, and interviewed potential providers to confirm they can meet standards.

Accessibility in Aggieland

Kristie Orr, Texas A&M University

Meagan Orsag, Texas A&M University

The Accessibility in Aggieland series was developed through a collaboration between the Center for Disability and Development and Disability Resources at Texas A&M. This educational poster focuses on proactive accessibility and educating the campus community about everyone's responsibility for accessibility.

The UA Disability Cultural Center: Our Initial Three Years at a Glance

Naty Rico, University of Arizona

The DCC first opened in the Fall of 2018 and has become a notable space for disability at the University of Arizona. Come learn about how we started, how we've grown, and where we're headed the next three years.

Balancing L.I.F.E (Learning, Independence, Friendship, Empowerment)- A Peer Mentor Program Model

Tracy Jalaba, University of Southern California

Bethrese Elane Padini, University of Southern California

Nora Dixon, University of Southern California

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Disability Service Professional Deaf Services Toolkit:

Lauren Kinast, National Deaf Center

Tia Ivanko, National Deaf Center

NDC regularly receives inquiries for training and resources to effective-

ly support deaf students. Deaf students are a low incidence population with cultural and linguistic differences. This poster session provided professionals with key resources and information to navigate short-term solutions to address requests and concerns from students immediately and independently.

Autism Programs and Sensory Rooms at US Colleges and Universities

Jane Thierfeld Brown, Yale Child Study, Yale Medical School

Michelle Rigler, University of Tennessee at Chattanooga Mosaic Program

Margaret Camp, Clemson University

Sensory Rooms are a useful and meaningful part of many specialized autism programs at colleges and universities. They offer an immersive environment where students can engage, explore, and relax their senses. Directors from some of the programs and the Chairs of the Autism KPC will be available to share ideas for setting up your own sensory room.

Concurrent Block 4, 12:00 pm - 1:00 pm

4.1

The Accessibility Scavenger Hunt

Chris Lanterman, Northern Arizona University

Lauren Copeland-Glenn, Northern Arizona University

You and a group will explore spaces and features in and around the conference site for the degree to which they enable or constrain individuals with disabilities and then participate in a conversation to process the experience. Individuals with disabilities will participate and offer personal perspectives from lived experiences...not the presumed experiences that often result from simulations.

201/202

4.2

Trauma-Informed Teaching Strategies

Lisa Noshay Petro, UC Hastings College of Law

Annie Rosenthal, UC Hastings College of Law

Sexual violence, police brutality, child abuse and all manner of civil rights issues are common topics of conversation in higher education classes. It can be challenging to navigate class discussions with the knowledge that students may have trauma backgrounds. We will provide an overview of trauma and share tips on how to support your campus in implementing trauma-informed teaching.

JW Grand Ballroom 6

4.3

BIT, SOC, CARE Team, Title IX and Students with Autism

Jane Thierfeld Brown, Yale Child Study, Yale Medical School

Lorraine Wolf, Boston University

Students on the autism spectrum can face challenges with a variety of campus policies and committees, leading to disability resource professionals being called in to consult. We will address many of the issues that challenge students and discuss our role, how and when we should assist, and what falls within our purview?

JW Grand Ballroom 5

4.4

How-to: Develop an ADA Faculty Training Program.

Catherine Wharton, Lynn University

ADA: Faculty Responsibilities Training is a multi-media curriculum that targets faculty. Participants will leave this how-to presentation with an overview of the curriculum, the 30-page faculty training manual, a two-hour professional development PowerPoint, learning outcomes, script, and additional resources for disability resource professionals to take back and customize for their institutions.

Lone Star Ballroom

4.5

Compassion Fatigue: Sick and Tired of Being Sick and Tired?

Karen Andrews, University of California Irvine

Frances Diaz, University of California-Irvine

As advocates dedicated to accessibility, our work is rooted in empathy, care and compassion. With increasing demands, limited resources and an influx of need, the ability to remain fully present in the work without impact is impossible. We will provide a broad understanding of compassion fatigue and share strategies to mitigate impact and reduce burnout and turnover.

JW Grand Ballroom 8

4.6

Workplace Accommodations: Are They Different?

L. Scott Lissner, The Ohio State University

Disability resource offices are often asked questions about workplace accommodations. We'll explore the similarities and differences between program accommodations and employment accommodations, considering reasonable accommodations across the range of employment including volunteers, work study, graduate assistants, staff, and faculty.

JW Grand Ballroom 1/2

4.7

When the Spirit of Compliance Fails: The Importance of Mattering, Social Justice, and Diversity

Katy Washington, University of North Texas

Accommodation decisions may be at odds with a faculty's point of view and negatively affect how the instructor thinks and feels about the student, possibly resulting microaggressions or implicit bias toward the student. We will discuss moving the conversation beyond compliance to add an additional conversational tool to your kit.

JW Grand Ballroom 3/4

4.9

AHEAD's New Monograph series: A Conversation with the Authors

Sally Scott, AHEAD

Nancy Chinn, Santa Rosa Junior College

Amanda Kraus, University of Arizona

Come join the authors of two hot-off-the-press AHEAD publications: "The Appointment that Can't Wait: Serving College Students with Concussion in Disability Resources" and "Operationalizing Our Commitment to Social Justice: A Guide for Disability Resources Professionals." Hear authors' insights and learn about monograph publication opportunities with AHEAD.

Brazos

4.10

Get to Know AHEAD!

Stephan Smith, AHEAD

Elisa Laird, AHEAD

During this interactive session, we will explore all that AHEAD is doing as an organization, including its research endeavors, public policy agenda and progress, professional development goals, member benefits, and ways to become more involved. Time will be allotted for questions and discussion throughout the session.

203/204

5.1

A Comprehensive Look at Note-Taking Accommodations: From Coordination through Technology

Paul Harwell, Purdue University

Austin Connell, Purdue University

Note-taking is among the most commonly requested accommodations in higher education. However, the pandemic and the increase in online learning have altered the traditional response. There are numerous ways to support students whose disabilities impact their independent note-taking skills. We will discuss research, best practices, policies and procedures, and assistive technologies.

JW Grand Ballroom 8

5.2

Using a Restorative Framework to Increase Accessibility, Inclusivity, and Equity for Disabled Students in Higher Education

Susan Willson, Temple University

David Thomas, West Chester University

We will demonstrate how using restorative practices -- restorative inquiry, inclusive and fair processes, and responsive circles or conversations -- operationalizes the social model of disability. Restorative practices support students' awareness of their ever changing needs and build trust that there is a process to engage staff and faculty in developing plans to meet those needs.

JW Grand Ballroom 5

5.3

The Nitty Gritty of Training Student Workers in Disability Resource Offices to Assist Students

Sharon Betzold, TECHniques Center of Texas Tech University

Do you want fresh ideas to implement into your current student worker training program? During this session we will discuss training student workers from brainstorming through reflection. Attendees will collaborate to develop ideas that they can take back to their respective programs.

Brazos

5.4

The Documentation Disconnect: Are LD Students in Public Schools Getting the Documentation Needed for High-Stakes Tests and Postsecondary Education?

Manju Banerjee, Landmark College

*Monica McHale-Small, Learning Disabilities Association of America,
Temple University*

JoAnna Barnes, Learning Disabilities Association of America

For students with learning disabilities, access to higher education requires proper documentation; however, public school students are not always provided quality or timely evaluations and documentation. Do public schools students have equal access to the necessary documentation? What are the components of a quality evaluation, and what documentation is needed?

JW Grand Ballroom 1/2

5.5

Individualization, The Interactive Process and Fundamental Alteration

Jamie Axelrod, Northern Arizona University

Paul Grossman, Hastings College of Law

We will look at three key process-related issues that commonly arise in OCR letters and court cases: individualization, the interactive process, and fundamental alteration determinations. As it turns out, this is often a “win/Wynn” proposition. Focusing your office practices on these concepts helps you make more informed decisions and usually results in better outcomes for students and faculty.

Lone Star Ballroom

5.6

Applying Research to Practice: Using a Critical Disability Studies Lens to Further Equity for Students with Disabilities in Higher Education

Jewels Griesmeyer Krentz, Portland State University

A systematic review of literature of disability identity in higher education in the United States using a CDS lens reveals seven themes: hegemony, deconstruction of disability, disability-as-collective and individual identity, intersectionality, emancipation, praxis, and critical self-reflexivity. We will explore each theme as it relates to disability identity using specific examples from literature.

201/202

5.7

Collaborating with Health Science Programs to Facilitate Equity and Access for Students with Disabilities

Tracey Forman, Texas A&M University

Lisa Diekow, University of Florida

Disability service professionals housed outside of a health science or medical education program must utilize collaboration and effective partnerships to facilitate accommodations for students with disabilities. We will discuss strategies and tips for developing and utilizing collaborative relationships for working with faculty to provide equity for students.

JW Grand Ballroom 3/4

5.8

What Happens When OCR Comes Calling?

Bree Callahan, University of Washington

In 2020, the University of Washington completed the final stages of requirements outlined in an OCR Resolution Agreement. Learn about the voyage, starting with the origins of the student complaint and subsequent OCR investigation to the work conducted to revise and enhance delivery of accommodations to the long term impacts of the OCR stamp of approval.

203/204

5.9

Re-framing Our Understanding of Disability: Moving Towards a Social Constructivist Framework

Kegan Clark, Texas A&M University

Sade Fields, Texas A&M University

We will discuss the transition from institutionalization to the implementation of the ADA and share statistical data regarding enrollment of students with disabilities, the limited disclosure of disability, and the reasons for non-disclosure. Participants will have the opportunity to reflect on their personal and institutional conceptions of disability through an experiential learning activity.

JW Grand Ballroom 6

5.10

Improve Math Success: Learning Strategies, Apps, Mindfulness, Memory Aids, Workshops, 3-D Accommodation, Co-requisites and Substitutions

Paul Nolting, Hillsborough Community College

Aimee Stubbs, St. Petersburg College

Research says that math and poor strategic learning are the two major reasons students are unsuccessful. Offices can learn how to help students improve math success. Participants will learn math study skills, test anxiety reduction, processing deficits, classroom/3-D accommodations, testing accommodations, and substitution strategies.

JW Grand Ballroom 7

Concurrent Block 6, 4:30-5:30 pm

6.1

Educate, Navigate, Self-Advocate: Improving Assistive Technology Engagement Through Inclusive Processes

Jordan Colbert, University of Southern California

We have spent the past four years undergoing an evolution in service delivery to improve the student experience. The process included critically examining technology-based accommodation. Through an individualized, interactive process, we support students in understanding their accommodations, maximizing their technology skills, and advocating to ensure their accommodations are available.

JW Grand Ballroom 3/4

6.2

Results from a Survey to Measure the Benefits of Accessibility and Universal Design Topics in Course Curricula

Howard Kramer, AHEAD

In this presentation, the results of a national survey to gauge the benefit of learning about accessibility and universal design for students in technical and design-related fields will be shared. Results of the preliminary study support the idea that including courses with these topics has notable work and career benefits, including finding employment.

JW Grand Ballroom 7

6.3

This is our Moment: Creating a Different Future for Disabled Students in Higher Ed

Enjie Hall, University of Toledo

Amanda Kraus, University of Arizona,

Katy Washington, University of North Texas

Jen Dugger Spalding, Portland State University

Maria Schiano, County College of Morris

The COVID-19 pandemic (and remote learning) created a baseline of proactive accessibility and inclusion students had never before experienced. It is critical that we find ways to capitalize on the energy around accessibility, flexibility, and student retention, so that we don't find ourselves retuning to the old battles we've clearly already won when we return to campus.

203/204

6.4

It's Not Just About Extended Time: Evolution of Testing Accommodations and Ensuring Equitable Experiences for Students with Disabilities

Patricia Alaniz-Roux, University of Southern California

Madison Shaw, University of Southern California

We will focus on how a designated testing space supports implementation of complex and specific testing accommodations, increases the number of students who can be accommodated, and decreases barriers to access resulting from environmental and system designs. We will discuss how to manage complex requests and challenges from faculty and students.

JW Grand Ballroom 5

6.5

Becoming Self-Determined and a Self-Advocate: Supporting College Students with Disabilities in Becoming Their Own Champions

Stacy Lee, University of North Alabama

Jeremy Martin, University of North Alabama

Andrea Hunt, University of North Alabama

Patricia Violi, University of Nevada, Las Vegas

Students with disabilities experience challenges in the transition from high school to college at higher rates than their non-disabled peers. They often enter college with low self-advocacy skills related to planning and organizing their lives. Hear how disability staff and university faculty collaborated to develop and deliver workshops to assist students in developing self-advocacy skills.

Lone Star Ballroom

6.6

When Form Meets Function: Accessibility Can be Engaging, Useful, and Beautiful

Emily Helft, University of Richmond

Have you ever felt pushback about accessibility because it is “time consuming,” “expensive,” “difficult,” or “ugly?” Come learn about The University of Richmond’s upcoming Windchime Project to see what a powerful impact it can make when we include creativity and aesthetics in the conversation to incorporate accessibility in our community, campus, and curriculum.

[Brazos](#)

6.7

In Their Own Words: What Causes and Alleviates Course-Related Stress for Students with Disabilities?

Sue Wick, University of Minnesota Twin Cities

Donna Johnson, University of Minnesota Twin Cities

Expecting that students with disabilities would have higher levels of course-related stress than other students, we conducted a survey to learn what instructor behaviors and policies prevent or cause unnecessary stress. We will discuss the results and implications of the study, both for the staff of disabilities centers who recommend accommodations and for professional development of faculty and other instructors.

[JW Grand Ballroom 1/2](#)

6.8

The Big Shift: Student Experiences with Virtual Transition and Disability Services Offices during the COVID-19 Pandemic

Sarah Young, Catholic University

The forced shift from traditional to online courses in Spring 2020 due to the COVID-19 pandemic was unique and impacted all university members, though students with disabilities may have experienced more distinct and specific barriers. We’ll discuss study results regarding experiences of students with disabilities, barriers they faced, and how they were supported by DSOs and associated staff.

[201/202](#)

6.9

Coming Out of the Closet Twice: Disability, Gender and Sexual Orientation

Maria Pena, Cal Southern University

When providing accommodations for postsecondary students with disabilities, it is imperative that disability service providers be conscientious of and sensitive to students' diverse and intersecting identities. Knowing how students identify is an important consideration when engaging in the interactive process.

JW Grand Ballroom 8

6.10

Holding the Accessibility Umbrella: Effective Leadership as ADA Coordinator and Accessibility/Disability Services Director

Heidi Pettyjohn, University of Cincinnati

Enjie Hall, University of Toledo

The roles of the ADA Coordinator and Disability Services Director often diverge in terms of institutional position, priorities, and operations. We will share how we restructured, reorganized, and re-imagined our positions and offices to navigate these combined roles effectively, leverage the alignment to provide campus-wide leadership, and create opportunities for career growth for ourselves and our staffs.

JW Grand Ballroom 6

Friday, July 23

8 am-4:30 pm	Registration Open, Lone Star Foyer (3rd Floor)
9-11 am	Featured Presentation B
11 am-Noon	Extended Break, ■ s y m p l i c i t y[®]
Noon-1 pm	Concurrent Block 7
1-2:30 pm	Lunch (on your own)
2:30-3:30 pm	Concurrent Block 8
3:30-4 pm	Beverage Break
4-5 pm	Concurrent Block 9
6:30-9 pm	Awards Dinner, Lone Star Ballroom

Notes



CommonLook[®]

Friday, July 23

Featured Presentations Block B, 9-11 am

B1

Legal Year in Review

Paul Grossman, Hastings College of Law

Jo Anne Simon, New York Assembly

AHEAD's expert legal team returns this year to survey the legal landscape in a much-changed world. In both the higher ed. context and by analogy in the employment context, COVID has had a profound impact on a broad range of issues from "who is an individual with a disability" to the scope of the duty to accommodate on-line services.

Lone Star Ballroom

B2

How to Use the Free Commonlook Tools for Testing, Remediation And Creation of Fully Accessible, Standards Compliant PDF Documents

Paul Rayius, Florida State University

CommonLook is dedicated to helping higher education ensure their content and materials are accessible and compliant with accessibility standards. We will cover how to use the tools for PDF testing, remediation, and creation of new PDF documents. A new program for higher education includes one free license of CommonLook PDF and one free license of CommonLook Office.

JW Grand Ballroom 1/2

B3

Resisting the Label: Disability Identity and Higher Education

Amanda Bell, Purdue University

Hunter Duncan, Purdue University

Attendance at this session will support you in developing/refining your understanding of theories and practices about disability identity as it exists with the student-centered services we provide as disability service practitioners. We will situate our discussion around the work of key disability studies scholars and offer audience members practical ways to engage in disability identity and theories in their offices.

JW Grand Ballroom 5

Block 7, Noon-1:00 pm

7.1

Advancing the Craft of Disability Resources: A Panel Discussion

Tom Thompson, TMLS Consulting

Nicole Ofiesh, Potentia Institute 21

Paul Grossman, Hastings College of Law

All successful civil rights movements benefit from an array of activists, professionals, and legal advocates collaborating to compel change. A panel of experienced practitioners will discuss growth and changes in the progressive acquisition of disability rights: where we've been, where we might go, and how we might get there. We will cover legal, educational/pedagogical and administrative contributions.

JW Grand Ballroom 1/2

7.2

Resources and Reflections on Providing Exam Accommodations in a Remote Learning Environment

Kegan Clark, Texas A&M University

Priscilla Adams, University of Florida

We will discuss the impacts, challenges, and opportunities involving exam accommodations that arose during the move to remote learning in 2020. Attendees will gain resources to implement a novel approach for providing remote exam accommodations, understand the balance between test integrity and access, and acquire ideas for refining communication with faculty.

Brazos

7.3

Support for Military Students with a Disability

Jane Ellingwood, Embry-Riddle Aeronautical University-Prescott

Karen Zielinski, Embry-Riddle Aeronautical University-WorldWide

Richard Rodriguez, Embry-Riddle Aeronautical University-Prescott

The college environment can be a daunting experience for military students who have multiple disabilities connected to military service and are having difficulty navigating challenges. Veterans may not understand the ADA or how to request accommodations and may be hesitant to self-disclose. Best practices will be offered to help this population navigate and request accommodation.

JW Grand Ballroom 5

Friday, July 23

7.4

Effective Ways to Support Students with Traumatic Brain Injuries: Perspectives from a Provider, Researcher, and Survivor

Emily Tarconish, The University of Connecticut

The symptoms of traumatic brain injury are vast and can affect cognitive, emotional, behavioral, physical, and self-awareness abilities. The presenter will discuss a range of possible accommodations and approaches, including cognitive rehabilitation approaches, typical accommodations, assistive and cognitive support technology, self-accommodation strategies, and metacognitive training.

JW Grand Ballroom 6

7.6

Technical Standards: What, Why and How?

Elisa Laird, AHEAD

Technical standards (sometimes called “essential functions”) can be the bane of our existence or can serve as a clear and meaningful guide, depending on how they are written and how they are applied. This session will describe where the term “technical standards” originates, what their intended function is, how they can serve students and how they can be misused, and what courts and OCR have said about them.

JW Grand Ballroom 3/4

7.7

Bending the Faculty Learning Curve

Tammy Berberi, University of Minnesota Morris

We will co-develop strategies for advancing campus-cultural change, particularly through communication and collaboration with faculty. Recent research points clearly to key ingredients that support the success and thriving of disabled students. While disability resource personnel play a key role, so do faculty. What role can you play in fostering a more equitable and inclusive campus?

203/204

7.8

Along the Continuum: Innovative Collaborations for Inclusive Study Abroad Programming

Monica Malhotra, Mobility International USA

Emily Shryock, University of Texas at Austin

Kelli Bradley, University of Texas at Austin

Irene Scott, Texas A&M University - Education Abroad

With the commitment that students with disabilities should have the opportunity to study abroad comes many questions on how to plan for inclusion effectively and efficiently. We will look at the innovative approaches that disability service and study abroad professionals from different universities and the U.S. State Department have built to support for students with disabilities.

201/202

7.9

Framing your Data Story for Decision-Making and Advocacy

Ronda Jenson, Northern Arizona University

Linda Thurston, Kansas State University

What story does your data tell you? How can that story inform programs, policies, and systems-level decision-making? We will share examples of data stories that incorporate multiple layers of data sources and voices of stakeholders (students, faculty, administrators). Examples from NSF projects focused on broadening participation of students with disabilities in post-secondary STEM education will be shared.

JW Grand Ballroom 8

7.10

Connections during COVID: Emerging as Disability Professionals and Embracing New Environments Amidst a Pandemic

Austin Connell, Purdue University

Hunter Duncan, Purdue University

As new DS professionals, we have had to navigate working remotely during the pandemic while also learning to connect with students, colleagues, and college administrators/faculty. We provide insight into the online work environment, how in-person skills can be transferred to remote platforms and how to anticipate a return-to-office framework.

JW Grand Ballroom 7

Friday, July 23

Concurrent Block 8, 2:30-3:30 pm

8.1

Trending Tech Tools: What's New, What's Improved & What's on the Horizon for the Assistive Technology & Accessibility Fields

Rachel Kruzel, Texthelp

Staying abreast of changes in the assistive technology and accessibility fields is challenging. We will cover the latest changes, updates, and developments you need to know. Well-known technology companies and newcomers that are creating innovative products will be featured. Attendees will leave knowing critical technology updates.

JW Grand Ballroom 1/2

8.2

Don't Reinvent the Wheel: Temporary Conditions and Service Provision

Doris Pierce, University of Central Arkansas

Requests for temporary accommodations can be just as varied as all other accommodations and require a case-by-case basis analysis. There are numerous aspects to managing the implementation of temporary accommodations that can be tricky. We will explore the whys, hows, and best practices in this area.

JW Grand Ballroom 7

8.3

The Power of Habit: Making Accessibility a Habit Instead of an Afterthought

Lindsey Sneed, The University of Mississippi

Jennifer Bland, The University of Mississippi

At your institution does accessibility always seem to come to people's minds at the end of a project, if at all? Are you tired of remediating when your campus partners don't design with accessibility in mind? We will focus on building relationships by finding common goals and working together to develop workflows that distribute the responsibility of accessibility predominately to creators.

JW Grand Ballroom 3/4

8.5

Providing Effective, Career-Focused College Support to Students with ASD

Patricia Violi, University of Nevada, Las Vegas

James Williams, Bloom Consulting LLC

Bryan Hilbert, University of Nevada Las Vegas

DeAnn Lechtenberger, Bloom Consulting LLC

Using a student-centered and solution-focused approach, we will explore an innovative collaboration to provide Pre-ETS to students with disabilities. This transferable approach focuses on partnering to deliver services that meet the needs of students with disabilities ages 14-22 in the five critical domains of Pre-ETS.

JW Grand Ballroom 5

8.6

Working with Students with Diabetes and Chronic Illnesses on Campus: Bridging the Knowledge Gap through REACH

Margaret Camp, Clemson University

Anna Floreen-Sabino, College Diabetes Network

Students and campus faculty/staff will share their experiences living with diabetes and present targeted resources to better serve this growing population. CDN prioritizes narrowing the gap between students' lived experiences and campus administrators' knowledge of type one diabetes, while empowering students to continue to pursue their dreams without compromise.

203/204

8.7

Let's Talk About Sex: The Importance of Sex and Disability Discussions in Higher Education

Jessica Guess, University of Cincinnati

Cole Eskridge, University of Arizona

Conversations around relationships, consent, and sexuality happen on college campuses every day. As disability professionals, we are in strategic positions to support disabled students as they engage in conversations they have likely not had access to before. We will create a space in which we can explore possibilities to host sexuality programming.

JW Grand Ballroom 8

Friday, July 23

8.8

Research Panel

The presentations in the session share research results of interest to higher educational institutions working toward equity for people with disabilities.

A. Self-Determination of Students with Disabilities in their First Year at College

Bridget Green, Duquesne University

Using a conceptual framework of self-determination, we will review CIRP data from first-time college students with self-reported disabilities to discuss the prevalence of disability at college, intentions for seeking help across campus, and their feelings during classes.

B. How Are Student Affairs and Student Services Impacting the Experience of Students with Disabilities in Higher Education? A Review of the Literature

Ivan Noe, Chapman University

Few studies approach disability support from the lens of student affairs offices, with virtually none touching base on one-stop student service centers. We reviewed the literature to develop and extract an in-depth understanding of how students with disabilities experience support from campus constituents that work closely with them.

Brazos

8.9

Extended Time: What Faculty Need to Know

Nicole Ofiesh, Potential Institute 21

Some faculty continue to resist extended test time for a variety of reasons, including “fairness,” and concerns for misuse. Using findings from research, we will take a critical look at common misperceptions about extended time, including the beliefs that everyone would do better with more time, that the need for more time suggests a lack of content mastery, and that faster means better and smarter.

JW Grand Ballroom 6

8.10

Courage, Change Agent, and Daring to Lead: Working Toward Inclusion of Disabled Individuals Campus-wide

Zebadiah Hall, Cornell University

Whether we lead a team of disability resource professionals or are the lone voice for disability access on campus, it takes courage to be an advocate and change agent. Learn and discuss how to lead with courage based on concepts from *Dare to Lead* by Dr. Brene Brown and guidance from other authors.

201/202

Concurrent Block 9, 4-5 pm

9.1

Minimizing Email to Maximize Communication with Instructors

Carsen Kipley, University of Arizona

Annisia Stout, University of Arizona

At a large university with a large population of disabled students, instructor communication can be challenging and repetitive. We will share how we streamline instructor outreach and collect the information necessary to address barriers, provide access, and promote good course design in a timely and efficient manner, especially during this time of remote work and instruction.

201/202

9.2

Accessing the College Classroom: Assistive Technology for Students with Intellectual and Developmental Disabilities

Olivia Hester, Aggie ACHIEVE at Texas A&M University

Justin Romack, Department of Disability Resources at Texas A&M University

Carly Gilson, Aggie ACHIEVE at Texas A&M University

Maria Ortega, Disability Resources at Texas A&M University

There are more than 300 inclusive postsecondary education programs in the U.S. Representatives from an inclusive postsecondary education program and a disability resource office at a large public university will share ways in which they are collaborating to meet the writing and literacy needs of students with intellectual and developmental disabilities access the college classroom.

JW Grand Ballroom 1/2

Friday, July 23

9.3

Academic and Social Supports in University Programs for Bachelor's Degree-Seeking College Students with Autism Spectrum Disorder

Daniel Greenberg, University of Kansas

This presentation highlights the findings of a study that examined the relationship between students with ASD's use of academic and social supports offered by their institutions and their overall adaptation to college. Program structures and analyses of results from an online survey of students will be considered.

JW Grand Ballroom 3/4

9.4

Service & Assistance Animals in a Changing Landscape

L. Scott Lissner, The Ohio State University

A discussion of the social and legal landscape for service and assistance animals on campus will map the critical contours of a comprehensive campus policy. Scenarios will highlight documentation; progression from pet to ESA to service animal; exotic animals; balancing conflicts; behavior issues; and animals in different campus environments, including residence halls, classrooms, and labs.

JW Grand Ballroom 5

9.5

Setting the Stage for Student Empowerment: Using Identity-first Language in Practice

Tammy Berberi, University of Minnesota Morris

Enjie Hall, University of Toledo

Zebadiah Hall, Cornell University

Amanda Kraus, University of Arizona

Allen Sheffield, Rutgers University-Newark

Melanie Thornton, University of Arkansas, Partners for Inclusive Communities

As leaders on our campuses, it is incumbent upon us to set the tone for how disability is framed and conceptualized. The language we use can challenge stigma and bias and change perceptions. Join a conversation facilitated by AHEAD Board members who drafted the AHEAD Statement on Language as we examine identity-first language and its implications.

JW Grand Ballroom 8

9.6

The Last Bastion of Prejudice: Students of Size

Maria Pena, Cal Southern University

Students of size are entitled to accommodation, not because it is legally mandated but because it is ethical from a social justice perspective. How can we best accommodate students of size so they are not forced out of college due to a lack of access? This presentation will address the barriers these students face and offer solutions.

203/204

9.7

Learning from Each Other: Developing an Effective Peer Mentoring Program for Students with Disabilities to Facilitate Access and Community

Jennifer Biggers, University of California, Riverside

Peer Mentor Programs can support disabled students' transition to college. Participants will learn how to establish an enriching peer mentoring program for students with disabilities and learn strategies for recruitment, training, leadership development, and data collection.

JW Grand Ballroom 6

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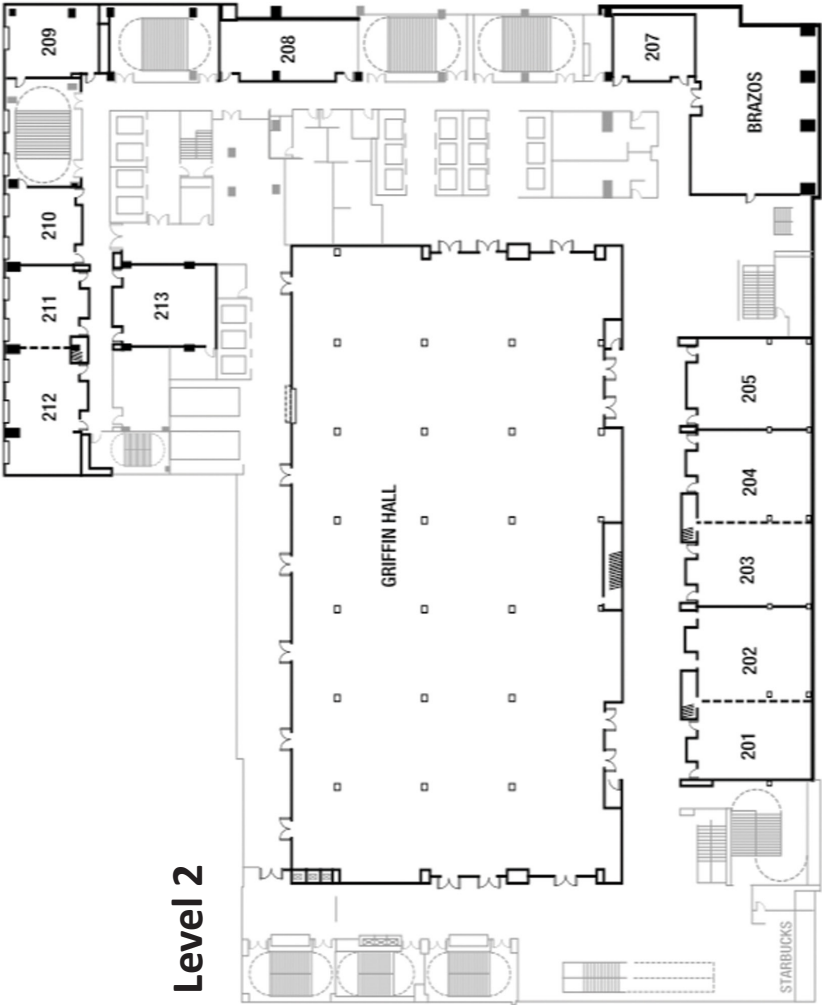
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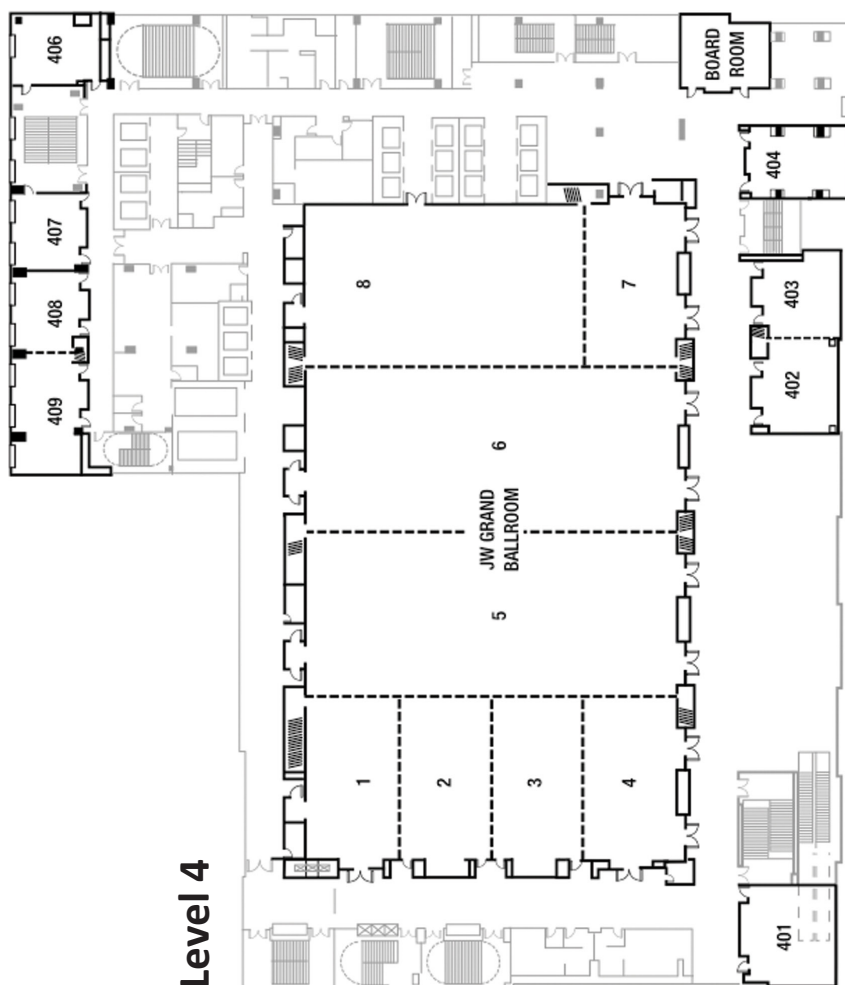
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