July 18-22, 2022 • Cleveland, Ohio
Overall Schedule

All events are held in the Cleveland Huntington Convention Center unless otherwise indicated.

Monday, July 18
8 am-5:30 pm  Registration Open
9 am-5:30 pm  Preconference Sessions
10:30-11 am  Beverage Break
12:30-2 pm  Lunch (on your own)
3:30-4 pm  Beverage Break

Tuesday, July 19
8 am-5:30 pm  Registration Open
9 am-5:30 pm  Preconference Sessions
10:30-11 am  Beverage Break
12:30-2 pm  Lunch (on your own)
3:30-4 pm  Beverage Break
5:30-7 pm  Welcome Reception (Hilton; 5th Floor)

Wednesday, July 20
7 am-5:30 pm  Registration Open
7:15-8:45 am  First-Timers Breakfast
9-10:30 am  Opening Plenary
10:30-11 am  Beverage Break
11 am-12:30 pm  Featured Presentations Block A
12:30-2 pm  Lunch (on your own); KPC Meetings; Lunch and Learn Sessions
2-4 pm  Featured Presentations Block B
4-4:30 pm  Beverage Break
4:30-5:30 pm  Concurrent Block 1
5:30-7 pm  Exhibit Hall Opening & President’s Reception

Thursday, July 21
8 am-5:30 pm  Registration Open
9-11 am  Exhibit Hall/Poster Sessions/ Continental Breakfast
11 am-12:30 pm  Concurrent Block 2
12:30-2 pm  Lunch (on your own); KPC Meetings; Lunch and Learn Sessions
2-3 pm  Concurrent Block 3
3-4 pm  Extended Refreshment Break in Exhibit Hall
4-5:30 pm  Concurrent Block 4
5:30-7 pm  REDD KPC Reception
Friday, July 22
8:30 am-5:30 pm          Registration Open
9-10:30 am               Concurrent Block 5
10:30-11:30 am           Exhibit Hall/Poster Sessions/Beverage Break
11:30 am-12:30 pm        Concurrent Block 6
12:30-2 pm               Lunch (on your own); KPC Meetings;
                         Lunch and Learn Sessions
2-3:30 pm                Concurrent Block 7
3:30-4 pm                Beverage Break
4-5:30 pm                Concurrent Block 8
6:30-9 pm                Awards Dinner & Business Meeting

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 uw.edu/doit/cude
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Welcome from the AHEAD President

On behalf of the AHEAD board of directors and staff, I am delighted to invite you to Cleveland for our 2022 Equity & Excellence: Access in Higher Education IN-PERSON annual conference! After the last couple of years, I know that I am so happy to be together with you to recharge and attend sessions that challenge and stimulate thinking on our practice as AHEAD continues to prioritize and uplift discussions of intersectionality and social justice.

We hope you will enjoy hearing from our plenary speaker, Dr. Cheri Blauwet, who will reflect on her experiences as a practicing medical doctor and Paralympian, and who well knows the important role DR practitioners play in promoting equity for disabled students in higher education. Thank you for your support of AHEAD and for all the good work you do! We look forward to seeing you in Cleveland.

Amanda Kraus
University of Arizona
AHEAD President

Download the 2022 AHEAD Conference App!

Download in the iPhone App Store for iPhone and iPad and in Google Play for Android devices. Search for AHEAD 2022.

Quick access to the 2022 Conference schedule, updates, maps, and more!
Join us (August 2-4) for AHEAD’s Virtual Mini-Conference!

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

Discussion Groups for GAO Study on Postsecondary Students with Disabilities

As part of a new study, the U. S. Government Accountability Office (GAO) will be collecting input from disability resource officers during AHEAD’s July 2022 conference. The goal is to hear about specific challenges that college students with disabilities face in accessing education, including any related to the COVID-19 pandemic, and how schools have mitigated these challenges.

With the help of AHEAD, GAO is scheduling several discussion groups. If you are interested and not already scheduled to attend a group, please:

- Sign-up for an open session to be held on Wednesday 12:30-2pm or Friday 7:30-9am at the conference registration desk. Space is limited;
- Drop by to meet some of the GAO researchers on Friday 10:30-11:30am in Room 12; or
- Email any comments on specific challenges to GAOAccessStudy@gao.gov.

GAO will use the input in a forthcoming report. In doing so, it will not attribute comments to named individuals or specific institutions.
Welcome to Cleveland (or Believeland as it is affectionally known by Clevelanders)!

Although best known for world class healthcare, art museums, orchestras, and the 2016 NBA Finals Champions – Cleveland is a city with something for everyone. If you prefer the museum experience, you can check out memorabilia at the Rock and Roll Hall of Fame, visit the NASA Glenn Visitor Center at the Great Lakes Science Center, meet Balto at the Cleveland Museum of Natural History, explore the diverse flora at the Cleveland Botanical Gardens, or take in world renowned art at the Cleveland Museum of Art or Museum of Contemporary Art located in University Circle. For history lovers, we recommended visiting the Soldiers and Sailors Monument in Downtown, exploring Lakeview Cemetery (resting place of President James Garfield and luminaries like John D. Rockefeller) or take a carousel ride at the Western Reserve Historical Society.

AHEAD is excited to welcome Dr. Cheri Blauwet, Associate Professor in Physical Medicine and Rehabilitation at Harvard Medical School and the Distinguished Chair in Physical Medicine and Rehabilitation at Brigham Health, as our Keynote speaker Wednesday morning. Over the three days of the Conference, participants can choose from over 90 concurrent sessions, including content designed for every level of disability professional, as well as participate in robust networking and social opportunities scheduled for each evening of the Conference, as well as other times throughout the day.
After a day of learning and reconnecting with colleagues, you can grab some good food at one of the many dining locations on East 4th, snag an outside table with a view of the Cuyahoga River or Lake Erie in the Flats, or visit the West Side Market in Ohio City. If you prefer to take in the Northeast Ohio scenery, a quick Uber/Lyft ride away is Edgewater Park – an expansive Metropark on Lake Erie featuring dog and swim beaches, fishing piers, picnic areas, and a Cleveland sign – perfect for capturing your favorite AHEAD memory. There is so much to do in Cleveland and we hope this year’s location only enhances your AHEAD conference experience. Whether you’re a new professional or seasoned veteran, we hope that you find your AHEAD conference experience both professionally enriching and personally rewarding.

Grace C. Clifford
AHEAD 2022 Local Chair
Director for Disability Services, David Geffen School of Medicine at UCLA
Lifelong Cleveland, Former Director for Disability and Testing Services at Cleveland State University

Brittani S. Washington
AHEAD 2022 Program Chair
Clinical Assistant Professor
UNC Charlotte

Ali Martin Scoufield
AHEAD 2022 Local Chair
Assistant Vice President for Campus Engagement and Dean of Students, Cleveland State University
Graduate-Level Certificate Program
Learning Differences and Neurodiversity: Specialization in Postsecondary Disability Services

- A balance of theory, research, and concrete practices
- For early-career and mid-level disability services professionals
- Leading disability services experts discuss:
  Organization and operations of postsecondary DS
  Documentation, accommodations, and ADA compliance
  Academic and executive function strategies
- Earn your certificate or take individual courses

The postbaccalaureate certificate in Learning Differences and Neurodiversity is part of the LC Online umbrella of programs for students who learn differently and the education professionals who work with them. Specializations also offered in Executive Function and Autism On Campus and Online.

Visit Booth #311 to learn more

landmark.edu/certificate  |  802-387-1662  |  institute@landmark.edu
Knowledge & Practice Community (KPC) Meetings & Socials

Wednesday, July 20
12:45-1:45 pm (Bring-Your-Own Lunch)
  ADA Coordinator KPC, Room 26 A/B
  Community College KPC, Room 25 A/B

7:00pm (Offsite Meeting)
  Community College KPC dinner: Meet in the Hilton hotel lobby and travel together to a restaurant TBD

Thursday, July 21
8:00 am (Offsite Meeting)
  LGBTQA KPC Coffee & Conversation: Meet in the Hilton hotel lobby, then walk to a local coffee shop TBD

12:45-1:45 pm (Bring-Your-Own Lunch)
  Coaching KPC, Room 25 A/B
  Disability Identity Studies & Culture (DISC) KPC, Room 26 A/B

6:00pm (Offsite Meeting)
  LD/ADHD KPC meet-and-greet: Lost Social Club, 1265 W 6th Street, Cleveland, OH (www.lostcle.com)

7:00pm (Offsite Meeting)
  LGBTQA KPC's Night OUT! Meet in the Hilton hotel lobby after the REDD KPC reception and travel together to a destination TBD

Friday, July 22
8:00 am (Offsite Meeting)
  LGBTQA KPC Coffee & Conversation: Meet in the Hilton hotel lobby, then walk to a local coffee shop TBD

12:45-1:45 pm (Bring-Your-Own Lunch)
  Autism KPC, Room 26A/B

Other Meetings

Thursday, July 21
  JPED Editorial Breakfast (Invitation only): 8 am, Room 10
  Knowledge & Practice Community Chairs: 8 am, Room 9
  AHEAD Affiliates: 12:30 pm, Room 9
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 2022.”

Tweet about the Conference!
Twitter name: @AHEAD_USA
Hashtag: #AHEAD2022

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 Huntington Convention Center.

All-Gender Restroom
Located in the Exhibit Level Pre-Function Space, 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 (Room 17). 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.

Sensory Room
Visit the Sensory Room Wednesday-Friday in Room 14.

Safety & Comfort for Everyone
The Huntington Convention Center and AHEAD are committed to the health, safety, and well-being of conference attendees. Please refer to https://www.ahead.org/events-programming/conferences/ahead-2022/health-safety for information about COVID protocols for this event.

Indoor events associated with Equity & Excellence are non-smoking. In consideration of those 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.

Exhibitors
Visit exhibitors in Exhibit Hall C Wednesday-Friday.

AHEAD Thanks:
Program and Local Committee Chairs, the 140+ Proposal Reviewers, AHEAD’s Sign Language Interpreters and Captioners, Conference Exhibitors and Sponsors, Conference Session Moderators, All Conference Presenters, All Conference Volunteers, Silent Auction Donors and Bidders, Melanie Thornton, Carmin Beardsley and HRI Captioning, Tracy Villinski and Anthony Verdeja, The Staff of the Huntington Convention Center, Jennifer Gryczan and Destination Cleveland, Our Host Hotels, And most of all – YOU! Without our nearly 900 attendees, this event wouldn’t be a great success!
Concurrent Presentation Slides & Handouts
Handouts and presentation support materials for all Concurrent and Poster sessions are available on the AHEAD website 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 Thursday and Friday morning in the exhibit hall. We hope you’ll stop by for a beverage and to join colleagues in conversation, in addition to viewing the posters.

2022 Session and Overall Conference Evaluations
Both AHEAD and the presenters depend on your feedback! Evaluation forms are on the Conference website, or you can access them below. They are also included at the very end of this book for your ease in locating them after each session.

Individual Session Evaluation Form
Please complete this online form multiple times, once for each session you attend. Please point your phone at this QR code, or go to: tinyurl.com/AHEADeval

Overall Conference Evaluation Form
Please complete this form once, at the end of the Conference.
AHEAD Thanks

Interpreter Services
Anthony Verdeja, Florida
Tracy Villinski, Minnesota

CART Services
HRI Cart

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.

Allan Nebrija, University of Hawai`i
Amanda Rodino, The University of Memphis
Amy Hasman, St. Louis Community College
Anne Lazenby, University of Alaska
Ashley Brickley, University of Missouri
Beth Case, University of Louisville
Björn Fisseler, FernUniversität in Hagen
Bridget Green, Duquesne University
Brittani Moore, College of Charleston
Brittani Washington, UNC Charlotte
Bruce Pomeroy, Johnston Community College
Caitlin Rothwell, The Catholic University of America
Carl Haynes-Magyar, University of Michigan
Carlie Andrews, Rutgers
Carol Funckes, AHEAD
Carrie Wilbert
Catherine Dugan, Indiana University of Pennsylvania
Catherine Spear, University of Southern California
Cindy Poore-Pariseau, Rutgers
Clarissa Harris, Ringling College of Art and Design
Courtney Joly-Lowdermilk, Boston University
Damon Johnson, Temple University
Daniel Rische, Waubonsee Community College
Daphne Gilles, Borough of Manhattan Community College
Deanna Arbuckle, University of Dayton, Ohio
Deborah Mihal, College of Charleston
Deneen Kawamoto, Kapi‘olani Community College
Elizabeth Harrison
Elizabeth Okrzesik, Loyola University Chicago
Emily Heflt, Landmark College
Emily Lucio, University of Maryland
Emily Mattison, Rochester Institute of Technology
Emily Shryock, The University of Texas at Austin
Erica Hausler, The University of Tennessee Chattanooga
Erica McMahon, Forsyth Tech Community College
Erika Brorby, Minot State University
Hollyann Davis, Kilgore College
Jacqueline Huggins, The University of the West Indies
Jane Ellingwood, Embry-Riddle Aeronautical University
Jamie Bojarski, Vanderbilt University
Jaton Brame, Central State University
Jennifer Green, Galen College of Nursing
Jennifer Murchison, The University of Memphis
Jennifer Smull, Southwestern University
John Andresen, Indiana University
Justin Harford, Mobility International USA
Kara Skinner, California State University-Monterey Bay
Katherine Aquino, St. John’s University
Kathryn Pelham, Stetson Law
Kathy Daily, Tulsa Community College
Kimberley Bassi-Cook, Seton Hill University
Kristin Burgess, Metro State University
Krystal Iseminger, WSU Tech
Krystin Miller, Simmons University
Kyle Reardon
Laura Riley, University of California-Riverside
Laura Walker-Andrews, Western Carolina University
Lauren Mazur, Fairleigh Dickinson University
Leann DiAndreth-Elkins, Muskingum University
Leslie Watts, NC State University
Lisa Olig, Marian University
Liz McCarron
Lori Henehan, Illinois State University
Lori Muskat, ETS
Lori Slater, Drury University
Loring Brinckerhoff
Marcia Kolvitz, The University of Tennessee-Knoxville
Margaret Adams, Bloomfield College
Margaret Camp, Clemson University
Maria Mesa, Pikes Peak Community College
Maria Pena
Maria Schiano, County College of Morris
Marianna Toumpourou, New England College of Optometry
Marilyn Harren, Collin College
Marti Slaughter, Young Harris College
AHEAD Thanks

Conference Proposal Reviewers (Continued)
Melanie Thornton, University of Arkansas
Michelle Mitchell, Lehigh Carbon Community College
Mika Watanabe, University of Montana
Morgan Strimel, George Mason University
Natalie Burick, Slippery Rock University
Pamela J. Starr, Riverside City College
Pamela Moschini, Muhlenberg College
Patrice Henderson, City Colleges of Chicago
Rachel Gibson, University of Colorado-Colorado Springs
Rebecca Whitney, Holy Names University
Richard Allegra, AHEAD
Rosalind Blackstar, University of Massachusetts Global
Samantha Bacon, Harvard Business School
Sandra Harrison, Pepperdine University
Sara Carter, Delaware Technical Community College
Sarah Arnold, The University of North Carolina at Chapel Hill
Sarah Young, Trinity Washington University
Shannon Aylesworth, University of Wisconsin-Milwaukee
Shannon Langdon, UConn
Shelbie D’Annibale, Shippensburg University
Spencer Scruggs, Trinity University
Stacy Collins, Stetson University
Stacey Hearn, University of Southern California
Stacy Lee, University of North Alabama
Stacy Yusim, Regis University
Stephanie Albers, Metropolitan Community College
Sue Mann Dolce, University at Buffalo
Susie Dunn, Southeast Community College
Tammy Berberi, University of Minnesota Morris
Teresa Eastman, Butler Community College
Terri Ingles, Kaskaskia College
Tina Viros, UNC Greensboro
Todd Van Wieren, Indiana University of Pennsylvania
Tracy Umpenhour, Embry-Riddle Aeronautical University
Trisha Barefield, University of Georgia
Trudy Carey, Montana State University-Billings
Vanessa Goepel, The University of Alabama
Vera L. Dolan
Wink Harner
Yanlys Palacios, University of South Florida
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CEU & Attendance Certificate Info

PLEASE PICK UP CEU FORMS AT THE MODERATOR/CEU 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 pre-approved for preconference, plenary, featured presentations, poster sessions, and concurrent sessions. CRCC instructional hours are not available for receptions, product demonstrations, Knowledge & Practice Community 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 conference website for CEU/Certificate of Attendance information and instructions.

Instructional hours pre-approved by CRCC. General certificates or RID may include additional hours.

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Hours</th>
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<tr>
<td>Two-day Preconference</td>
<td>13</td>
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<tr>
<td>One-day Preconference</td>
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<td>Half-day Preconference</td>
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1. Keep the Conference Attendance Sheet with you throughout the conference and record the sessions you attend.

2. Collect verification signatures from the moderator, presenter, or AHEAD staff after each session attended.

3. **For CRCC or RID CEUs:** follow the instructions from your organization to submit your hours.

   **For a general Certificate of Attendance for other organizations:** leave your Conference Attendance Sheet at the registration desk. TAKE A PICTURE OF IT FOR YOUR RECORDS. Alternatively, you can scan and email it to Kim Richards (kim@ahead.org).

   **Please note:** The CEU process for the virtual mini-conference is separate from the in-person conference. Visit the AHEAD conference website for more details.
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Diversity and Inclusion in the Health Professions: The Experience of Clinicians with Disabilities
Cheri Blauwet

Despite the growing national recognition of disability as a valued aspect of diversity in the workforce, people with disabilities remain dramatically underrepresented in the health professions. This keynote address will review the multi-faceted barriers that have led to this systematic exclusion, as well as recent efforts to enhance opportunities for students with disabilities to pursue careers in healthcare. Ultimately, people with disabilities must be seen as a valued and essential part of the healthcare workforce.

Cheri Blauwet, MD is an Associate Professor in Physical Medicine and Rehabilitation at Harvard Medical School and the Distinguished Chair in Physical Medicine and Rehabilitation at Brigham Health. She is an attending sports medicine physician at Mass General Brigham, where she also serves as Founding Director of the Kelley Adaptive Sports Research Institute. Dr. Blauwet is also a former Paralympic athlete in the sport of wheelchair racing, competing for the United States Team in three Paralympic Games (Sydney ‘00, Athens ‘04, Beijing ‘08) and bringing home a total of seven Paralympic medals. She is also a two-time winner of both the Boston and New York City Marathons.

Translating her background as an athlete to the clinical setting, Dr. Blauwet is a pioneer and change agent in the area of disability and health equity, with a specific focus on sport and physical activity for health promotion and chronic disease prevention. She is deeply committed to ensuring that opportunities for achieving optimal health are equitable and universally accessible to all, inclusive of people with disabilities. She serves as a Member of the International Paralympic Committee’s Medical Committee and serves on the Board of Directors for the United States Olympic and Paralympic Committee (USOPC) as well as numerous other leadership roles throughout the Olympic and Paralympic Movement. In 2016, she was the recipient of the Harvard Medical School Harold Amos Faculty Diversity Award and was named one of Boston’s “Ten Outstanding Young Leaders” by the Greater Boston Chamber of Commerce. In 2019 she was named by the Boston Business Journal as one of the “40 under 40” community leaders. She was a guest at the White House as well as the keynote speaker at the Boston celebration of the 25th Anniversary of the Americans with Disabilities Act.
Welcome Reception
Tuesday, July 19, 5:30-7 pm, Hilton Hotel, 5th Floor

The Welcome Reception will kick off the main Conference on Tuesday evening. We hope you’ll arrive in Cleveland in time to join us. Mingle with your colleagues for some wonderful food and beverages, entertainment, and a nice opportunity to connect or reconnect!

First-Time Attendee Breakfast
Wednesday, July 20, 7:15-8:45 am, Ballroom C

First-time attendees are encouraged to begin your conference week over breakfast with AHEAD leaders and other first-time conference attendees. REGISTRATION REQUIRED. Forgot to register? Check in at the AHEAD Registration desk to see if any spots are still available.

President’s Reception
Wednesday, July 20, 5:30-7 pm, Exhibit Hall C

The President’s Reception will include a selection of hot and cold hors d’oeuvres, hosted soft drinks, a cash bar, and live entertainment, all held in conjunction with the opening of the Exhibit Hall. Come learn from innovative vendors and sponsors, and meet-and greet old friends and new!

REDD Knowledge and Practice Community Reception
Thursday, July 21, 5:30-7 pm, Ballroom C

AHEAD’s Racial and Ethnic Diversity and Disability (REDD) KPC 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 LGBTQ+ KPC and the Standing Committee on Diversity.

Awards Banquet
Friday, July 22, 6:30-9 pm, Ballroom A/B

AHEAD’s closing celebration is the perfect way to close the week with new and old friends, reflect on what you’ve learned, catch up on an AHEAD year-in-review, and honor AHEAD’s award recipients. AHEAD members who have served the Association and impacted the profession through their innovation, service, and scholarship will be recognized with peer-nominated awards, including the prestigious Ronald E. Blosser Award for outstanding service to AHEAD, the AHEAD Honor for Meritorious Contribution, and the Duraese Hall Excellence in Diversity & Inclusion Award. Dress is casual or as fun as you’d like it to be.
welcomes you to Cleveland!

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Monday, July 18

Preconference Sessions

8 am-5:30 pm  Registration Open
9 am-5:30 pm  Preconference Sessions

PC1 Removing Roadblocks, Room 11
PC2 Making Your Data Talk, Room 13
PC3 AHEAD Start, Room 26 A/B
PC4 College Reboot, Room 15
PC5 Intro to Disability Law, Room 26C
PC6 Promoting UD, Room 20
PC7 Campus Purchasing, Room 21
PC8 Fundamental Alteration, Room 22

10:30-11 am  Beverage Break
12:30-2 pm  Lunch (on your own)
3:30-4 pm  Beverage Break

Notes
Monday, July 18
Two-Day Preconference Sessions, 9 am – 5:30 pm

PC 1
Removing Roadblocks to Learning, Retention, and Graduation for All TRIO Students
Rhonda Rapp, Retired

The intermediate to advanced level TRIO Training Institute will cover programming, strategies, activities, and shared practices that address changing student populations and the changing landscape of education at all levels. Focus will be on emerging Latino, Latina/Latinx populations, men of color, students with disabilities, and LGBTQ students. Topics include, but are not limited to, metacognition, Bloom’s Taxonomy, the learning cycle, academic coaching, inclusivity, accessibility, social and cultural capital, and the formation of non-cognitive skills (i.e., grit, perseverance, etc.) in a framework of creating long-term learning and success for TRIO students.

Room 11

PC 2
Making Your Data Talk: Outcomes and Assessment in DS Practice
Ann Knettler, Delaware State University
Jill Sieben-Schneider, Northwestern University

This session workshop will explore the development of outcomes and overall assessment and program review of DS based on the CAS disability standards Council for the Advancement of Standards for Higher Education (CAS). The current AHEAD standards will also be discussed. Furthermore, the session will introduce you to ways that a program outcomes approach, in addition to a student outcomes paradigm, can be implemented and evaluated in the disability services arena to the advantage of the DS program, and its students, and its leaders.

Room 13

PC 3
AHEAD Start: An Introduction to Access for Newer Disability Resource Professionals
Carol Funckes, AHEAD (Retired)

This two-day program 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. In the dynamic postsecondary environment, the disability service office must be both a service unit and a vital center of information and collaboration for the campus community.

Room 26 A/B
PC 4
Community and 2 Year College Reboot: The Rock and Roll of Our Profession
Michelle Mitchell, Lehigh Carbon Community College
Teressa Eastman, Butler Community College
Marilyn Harren, Collin College

The Community College Knowledge and Practice Community invites new and seasoned professionals to an interactive session to promote collaboration amongst our cohort group. Disability services personnel at the community college face many of the same issues as that of their four year counterparts. However, these issues are often magnified with unique challenges due to the composition of the student population. We want to offer an opportunity for conversation with our Community College and Two-year campus AHEAD members.

Room 15

PC 5
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

Back by popular demand, this updated two-day preconference will give disability resource, ADA, disability law, and compliance professionals a comprehensive introduction to postsecondary student disability law, including the requirements of the Americans Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Fair Housing Act. There is no way to anticipate every question or scenario that will arise in implementing these laws. Consequently, our mission is to provide each participant with a series of comprehensive frameworks, “analytical paradigms,” and procedural tools for addressing the broad range of legal questions they are likely to encounter.

Room 26C
Monday, July 18

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

PC 6
Promoting Universal Design in the Built Campus Environment
Eric Bell, University of Arizona

This one-day, interactive workshop will engage participants in conversation and strategy about how to impact access and inclusion in their built campus environments. Because this work does not necessarily fall squarely in the purview of a disability resource office, we will discuss how to engage campus partners in new thinking on disability and design, promote access and universal design in planning, renovation, and construction, as well as how to collect compelling data to inform planning and design across all areas of the built environment.

Room 20

PC 7
Bringing Accessibility into the Framework of Campus Purchasing Decisions: Procurement, Budgeting, and How to Become an Effective Advocate
Rachel Kruzel, Assistive Technology, Accessibility, and Transition Consultant

This preconference session will focus on the topics of procurement, budgets, and advocacy. We’ll start our day with a discussion around the landscape of higher education decision-making to help us understand the wider system we work within. From there, we’ll spend time talking about the procurement process from the lens of both in-office purchases and purchases for the wider campus.

Room 21

PC 8
Fundamental Alteration and Reasonableness: Applying the Interactive Process in Real World Situations
L. Scott Lissner, The Ohio State University

This session will begin with the principles of reasonableness and how to assess fundamental alteration. Following that foundation, we will discuss scenarios that include the most nuanced areas in higher education. Animals on campus, remote attendance, assignment extensions, student conduct, internships/field placements, and topics suggested by participants will be covered.

Room 22
Sensory Room Sponsored by the Autism Knowledge and Practice Community
Room 14; Wednesday-Friday

The population of students with Autism, sensory sensitivities and anxiety continues to increase on our campuses. Sensory rooms offer an immersive environment in which students can engage, explore, and relax their senses. Sensory rooms are useful in residence halls, student centers, academic buildings and are often used by students, staff, and faculty alike. People may use the rooms as calming space when they are stressed or overstimulated. People may use the space as a safe space to clear the mind, spark creativity, or explore sensory input. On one campus, a reduction in conduct code violations was cited when the sensory room opened in a residence hall. Another campus is developing sensory rooms in all residence halls in partnership with student groups with each group cost equaling less than $700. The space does not need to be very large, and expensive furnishings are not required. Respect and quiet are required in the room and any music must be listened to through headphones or earbuds.
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Tuesday, July 19

Preconference Sessions

8 am-5:30 pm  Registration Open
9 am-5:30 pm  Preconference Sessions

PC1 Removing Roadblocks, Room 11
PC2 Making Your Data Talk, Room 13
PC3 AHEAD Start, Room 26 A/B
PC4 College Reboot, Room 15
PC5 Intro to Disability Law, Room 26C
PC9 Assistive Technology, Room 20
PC10 Coaching Mindset, Room 21
PC11 Ableism at Work, Room 19
PC12 Inclusive Events, Room 16
PC13 Policy Incubator, Room 22
PC14 Transforming the Work, Room 25C
PC15 Data Driven Model, Room 23

10:30-11 am  Beverage Break
12:30-2 pm  Lunch (on your own)
3:30-4 pm  Beverage Break
5:30-7 pm  Welcome Reception, Hilton 5th Floor

Notes
Tuesday, July 19
Two-Day Preconference Sessions, 9 am – 5:30 pm

PC 1
Removing Roadblocks to Learning, Retention, and Graduation for All TRIO Students
*Rhonda Rapp, Retired*

The intermediate to advanced level TRIO Training Institute will cover programming, strategies, activities, and shared practices that address changing student populations and the changing landscape of education at all levels. Focus will be on emerging Latino, Latina/Latinx populations, men of color, students with disabilities, and LGBTQ students. Topics include, but are not limited to, metacognition, Bloom’s Taxonomy, the learning cycle, academic coaching, inclusivity, accessibility, social and cultural capital, and the formation of non-cognitive skills (i.e., grit, perseverance, etc.) in a framework of creating long-term learning and success for TRIO students.

Room 11

PC 2
Making Your Data Talk: Outcomes and Assessment in DS Practice
*Ann Knettler, Delaware State University
Jill Sieben-Schneider, Northwestern University*

This session workshop will explore the development of outcomes and overall assessment and program review of DS based on the CAS disability standards Council for the Advancement of Standards for Higher Education (CAS). The current AHEAD standards will also be discussed. Furthermore, the session will introduce you to ways that a program outcomes approach, in addition to a student outcomes paradigm, can be implemented and evaluated in the disability services arena to the advantage of the DS program, and its students, and its leaders.

Room 13

PC 3
AHEAD Start: An Introduction to Access for Newer Disability Resource Professionals
*Carol Funckes, AHEAD (Retired)*

This two-day program 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. In the dynamic postsecondary environment, the disability service office must be both a service unit and a vital center of information and collaboration for the campus community.

Room 26 A/B
PC 4
Community and 2 Year College Reboot: The Rock and Roll of Our Profession

Michelle Mitchell, Lehigh Carbon Community College
Teressa Eastman, Butler Community College
Marilyn Harren, Collin College

The Community College Knowledge and Practice Community invites new and seasoned professionals to an interactive session to promote collaboration amongst our cohort group. Disability services personnel at the community college face many of the same issues as that of their four year counterparts. However, these issues are often magnified with unique challenges due to the composition of the student population. We want to offer an opportunity for conversation with our Community College and Two-year campus AHEAD members.

Room 15

PC 5
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

Back by popular demand, this updated two-day preconference will give disability resource, ADA, disability law, and compliance professionals a comprehensive introduction to postsecondary student disability law, including the requirements of the Americans Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Fair Housing Act. There is no way to anticipate every question or scenario that will arise in implementing these laws. Consequently, our mission is to provide each participant with a series of comprehensive frameworks, “analytical paradigms,” and procedural tools for addressing the broad range of legal questions they are likely to encounter.

Room 26C
Tuesday, July 19
One-Day Preconference Sessions, 9 am – 5:30 pm

PC 9
Assistive Technology: From Exploration to Implementation in Higher Education
Rachel Kruzel, Assistive Technology, Accessibility, and Transition Consultant

We live in a world rich with technology. It is the backbone of much of what we do and how we function day-to-day. Stop and think... could you get through a day without interacting with some type of technology? This preconference session will take a deep dive into the world of assistive technology and ensure attendees understand the key components of assistive technology.

Room 20

PC 10
Embodying a Coaching Mindset: Mindfulness Strategies for the Disability Resource Professional
Christina Fabrey, Virginia Tech, Director of Student Success Center
Jodi Sleeper-Triplett, JST Coaching and Training

In this workshop, attendees will dive deeply into this core competency to understand the coaching skills of active listening and powerful questions to learn of students’ cultural experiences, values, perceptions and attitudes in order to create a safe environment in which students can be both vulnerable and courageous. In addition, participants will learn simple mindfulness techniques to incorporate into their own self-care practices and student meetings.

Room 21

PC 11
Ableism at Work: Unpacking How Ableism Shapes the Disability Experience and Informs Professional Practice
Amanda Kraus, University of Arizona

This pre-conference is intended for those with some background on the foundational concepts of disability studies and disability history, therefore, this session 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.

Room 19
PC 12
Using Universal Design to Plan Accessible and Inclusive Events
Eric Bell, University of Arizona
Barbara Lopez, University of Arizona

This one-day preconference will describe how the University of Arizona developed a proactive process ensuring accessibility is included for university-sponsored events to provide universally designed and inclusive experiences. Through assessment and information gathering, data compilation, collaborating with event planners and major event coordinators, and developing comprehensive plans and resources for access, UArizona has significantly increased access and inclusion while decreasing the need for individual accommodations.

Room 16

PC 13
Policy Incubator: Workshop Your Policy Challenges
L. Scott Lissner, The Ohio State University

The session will begin with a group discussion that recognizes institutional idiosyncrasies but focuses on the typical policy development cycle: catalyst, assessment, development, promulgation, implementation, and review. An overview of the common elements of an effective policy will provide the working groups with a structure for applying policy principles (scoping, definitions, accountability, interpretation, control vs. operation, life span, etc.) to their chosen policy. Working groups will share observations and discuss each policy element with the larger group before returning to a smaller group to apply it.

Room 22

PC 14
Transforming the Work of Disability Resources Using Creative Approaches, Promising Practices, and Professional Guidance
Tom Thompson, TMLS Consulting Inc., University of Santa Cruz
Richard Allegra, AHEAD
Rosalind Blackstar, University of Massachusetts Global

In this workshop, presenters from varied backgrounds will focus on five major areas of work within the scope of DRS: administration, program operations, policy & procedure development, service delivery and outreach/consultation. Presenters will describe concepts around these areas by using illustrative examples and sharing key resources.

Room 25C
Tuesday, July 19
Half-Day Preconference Session, 2 – 5:30 pm

PC 15
Implementing a Data Driven Model for Electronic Accessibility
Heidi Pettyjohn, University of Cincinnati
Jessica Guess, University of Cincinnati
Noelle Bareswilt, University of Cincinnati
Katie Lane, University of Cincinnati
Megan Wuebker, University of Cincinnati

The University of Cincinnati’s Accessibility Network is a cross-functional team of accessibility staff who work together to enhance the university’s capacity for electronic accessibility. This team is made up of staff from four units at the university: Accessibility Services; IT; Marketing and Communication; and Academic Affairs. This pre-conference will be delivered by members of this team from each of these areas.

Room 23

Located in Exhibit Level Pre-Function Space, 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.
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**Notes**
Wednesday, July 20

Opening Plenary, 9 – 10:30 am

Join us as we officially begin the 2022 Conference! After a warm local welcome, keynote speaker Cheri Blauwet will present “Diversity and Inclusion in the Health Professions: The Experience of Clinicians with Disabilities.”

Ballroom A/B

Featured Presentations Block A, 11 am – 12:30 pm

A1
OCR Year in Review
Chandra Baldwin, U.S. Office of Civil Rights, Department of Education
Karla Ussery, U.S. Office of Civil Rights, Department of Education

The Office of Civil Rights assists individuals 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.

Ballroom A/B

A2
The State of Disability Inclusion and Practice in Health and Allied Health Professions
Lisa Meeks, University of Michigan Medical School
Kristina Peterson, New York Medical College
Grace Clifford, University of California, Los Angeles
Christine Low, Icahn School of Medicine
Emily Magee, Eastern Virginia Medical School
Matthew Sullivan, Washington University in St. Louis

Drawing on recent advancements and triumphs in disability inclusion, the President and President-Elect of the Coalition on Disability Access in Health Science Education will challenge the audience to seize this moment, building on the current momentum and to celebrate the successes and the increased recognition of how critical Disability Resource Professionals are to this space.

Ballroom C
**Wednesday, July 20**

**Lunch & Learn Sessions (Optional), 12:30 – 2 pm**

**What’s New in Glean? Transcription, Audio Clean-Up, Task List & More!**  
*Paddy Heaton, Glean*

Discover all the new features we’ve added to Glean in 2022 so far! Learn how your students can get transcripts, improve audio recording quality, keep track of their to-do list, and more. Have a go on your own device throughout the conference with Glean’s exclusive trial for every AHEAD attendee.

**Room 26C**

**Student Centered Language Access for the Deaf and Hard-of-Hearing**  
*Paul Tracy, Partners Interpreting*  
*Sara Gerhold, Partners Interpreting*  
*T.J. DiGrazia, Partners Interpreting*

“Access” for the Deaf/Hard-of-Hearing is provided in many forms, but oftentimes is an afterthought, greatly impacting the interactions, experience, and learning. Learn to identify key challenges for environments (onsite/remote), solutions for improved access and establish best practices to implement on campus.

**Room 16**

**Featured Presentations Block B, 2 – 4 pm**

**B1**  
**Legal Year in Review**  
*Paul Grossman, Hastings College of Law and the Office of Civil Rights (Retired)*  
*Jamie Axelrod, Northern Arizona University*

An in-depth analysis of court cases and OCR letters from the past year of great significance to AHEAD members.

**Ballroom A/B**

**B2**  
**Fostering a Positive Office Culture as a Leader**  
*Margaret Camp, Clemson University*  
*Chester Goad, Tennessee Tech University*  
*Enjie Hall, The University of Toledo*  
*Zebadiah Hall, Cornell University*  
*Tiffany McClain, Columbus State Community College*  
*Adam Meyer, University of Central Florida*  
*Kristie Orr, Texas A&M University*
Wednesday, July 20

Tom Webb, Wright State University  
Karen Andrews, Brown University  

In the past two years, the office environment has changed for many to include some remote and hybrid work. As managers, it is incumbent on us to foster a positive culture for our teams. Non-managers also play a leadership role on their teams and campuses, and have an important influence on how offices function together. A panel of experienced disability office leaders will provide insight about how they encouraged connections between team members, how they help to navigate through changes and conflict, and how fun continues to be incorporated to support a collaborative and positive culture within the team. The panel will share techniques for building cohesive teams and supporting team members through tough times.  

Ballroom C  

Concurrent Block 1, 4:30 – 5:30 pm  

1.1 Getting the Most From Your AHEAD Conference Experience  
Jennifer Murchison, The University of Memphis and TNAHEAD  
Daniel Nuss, The University of the Pacific  

Are you a first-time conference attendee? This session will provide a jump-start to help you sort out all there is to offer at an AHEAD Conference, and an opportunity to meet other first-time attendees. This session will facilitate introductions and offer tips for networking--one of the most valuable benefits of an AHEAD Conference experience--as well as offer a template form for take-aways as you attend sessions. Start here to make your conference experience rich and rewarding!  

Room 19  

1.2 The Future of Coaching in Disability Resources  
Christina Fabrey, Virginia Tech  
Jodi Sleeper-Triplett, JST Coaching and Training  

Coaching in Disability Resources (DR) has been growing in popularity over the last decade with DR providers infusing coaching skills into their work and/or creating disability-specific coaching services. This session will explore what is coaching, how to shift interactions with students from transactional to transformational, coaching as an equity approach, case studies of coaching in DR offices, and insights on the future of coaching in the field.  

Room 26 A/B
1.3
With Our Powers Combined: A Cross-Collaborative Approach to Tactile and Descriptive Calculus
Emily Helft, Landmark College
Michael Kerckhove, University of Richmond
Lily Dickson, University of Richmond

This presentation describes a cross-collaborative approach to the transformation of a visually based calculus class for students who are Blind/Vision-Impaired but do not read Braille or use Screen Readers to engage with math content. It covers a case study of a single student who lost their vision in their late teens after the point of covering the majority of their math education.

Room 15

1.4
When a Document Remediation Task Seems Too Big to Handle: Strategies and Technologies
Ian Smith, codemantra US LLC

Most every institution has the best of intentions when it comes to remediating publicly facing documents and its web presence. This session addresses available technologies in the marketplace – both remediation processes and assistive technologies – that can help bring institutions closer to 508 compliance in an affordable, manageable manner.

Room 26C

1.5
Creating an Inclusive Testing Environment: Partnership Between a Disability Office and a Nursing Program
Lisa Reid, Minneapolis Community and Technical College
Traci Krause, Minneapolis Community and Technical College

In the fall of 2021, due to the high stress nature of pre-licensure nursing, the Minneapolis College Nursing Department partnered with the college’s Accessibility Resource Center to create and support a fully inclusive testing environment for all nursing students. This presentation details the process of implementing the partnership, student feedback, and the best practices adopted through this innovative collaborative.

Room 16
Wednesday, July 20

1.6 Exploring the Current and Long-Term Impacts of Pandemic on Executive Functioning in Autistic Students
Jaime Butler, University of Tennessee at Chattanooga
Amy Rutherford, University of Tennessee at Chattanooga

The pandemic has brought with it many challenges--some that could have been predicted and others that could not. This presentation will seek to explore the specific challenges autistic students have faced with special focus on executive functioning impacts.

Room 20

1.7 Applying a Curricular Lens to Disability Services
Bonnie Huckaby, Purdue University
Paul Harwell, Dartmouth College
Jackie Heymann, Purdue University
Hunter Duncan, Clemson University

In disability services, it is easy to focus on the everyday issues that are brought to our attention, but how do we start to track patterns in these interactions? Are there things we could be doing to make our practice more effective? How can we be more proactive in addressing the issues that our students face? This presentation will apply the curricular mindset--frequently used in housing operations--to our work in disability services.

Room 25A/B

1.8 Are We Disabled “Enough”? The Journey of Naming Intersecting Identities in Ourselves as Disability Professionals
Vivian Hardison, Southern Illinois University at Carbondale
Maria Schiano, County College of Morris

As professionals with non-apparent disabilities, it can occasionally feel taboo to disclose our disability in certain professional situations. In this session, two disability professionals with differing backgrounds will address the complexity of multiple identities, including disability, race, gender, and sexual orientation, and how those come up in our work. We will invite attendees to explore how to address intersecting identities in themselves, and how our various identities can and will shape who we are as disability professionals.

Room 21
Collaboration Between Disability and Writing Center Staff: Embracing the Social Model in Working with Students with Disabilities

Chris Dallager, Mississippi State University
Matthew Hoekstra, University of Minnesota, Morris
Josh Johnson, University of Minnesota, Morris
Daleney Teske, University of Minnesota, Morris

Collaboration efforts between Writing Centers and Disability offices have often been nonexistent or focused on addressing the specific problems of students with disabilities. This presentation will provide participants with an understanding of how to collaborate with writing center colleagues through a social model perspective to improve the experience with students with disabilities.

Room 24

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

Ryan Wells, University of Massachusetts Amherst

Do you have fantastic experience, findings, and practices that should be shared with the greater field? We bet that you do! To disseminate professional knowledge, researchers and practitioners in the disability, technological, career, and higher education fields, among others, are encouraged to submit manuscripts to AHEAD’s Journal of Postsecondary Education and Disability (JPED). This session is designed for those who are considering a contribution to the journal. It will include a review of current topics, a description of what the JPED Editorial Board looks for in successful articles, and a walk-through of the manuscript submission process.

Room 23
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### Thursday, July 21

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### Notes

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Access to Accommodations Depends on College Socioeconomic Factors: A Case for Social Justice in Disability Determination and Accommodation Granting
Robert Weis, Denison University
Sophie Bittner, Denison University

The purpose of our study was to determine if students’ access to accommodations might vary as a function of socioeconomic factors. We analyzed data from the US Department of Education to examine differences in the percent of undergraduates classified with disabilities and receiving accommodations as a function of institutional type (i.e., public, private, 4-year, 2-year), selectivity (i.e., median ACT/SAT scores), and student economic status (i.e., percent of students receiving Pell grants), over the past 12 years, since the implementation of the Americans with Disabilities Act Amendments Act. Results showed significant institutional characteristics by time interactions. Twelve years ago, there were no differences in accommodation access across institutions. Over time, accommodations have been increasingly and disproportionately awarded to students attending America’s most selective private colleges with the fewest percentage of low-income students.

20 Tips for Teaching an Accessible Online Course
Lyla Crawford, DO-IT, University of Washington

In this poster we share 20 tips—distilled from reports of students with disabilities, researchers and practitioners—that provide a good place for instructors and designers to start as they begin to work toward making their courses more inclusive of all students.

32 Heads Are Better Than One: How Grassroots Efforts Can Contribute to Our Professional Knowledge Base
Members of the Independent Long COVID Task Force

A group of 32 professionals from institutions across the country came together to create a resource for disability service providers to use in supporting students with Long COVID. This poster outlines the process we used in creating this resource, which we believe has practical potential for other grassroots efforts by disability service providers to support their colleagues in responding to issues of concern within the field. We started with a show of interest and a topic or concern that was not being addressed in any direct way by others. Through an open discussion of what we knew of the topic, what we worried about, what we thought might help, and what we were in a position to pro-
vide, we eventually settled on the format of a “work product” that we believed would be useful. We then followed a series of steps to move from concept to completion, with active participation from service providers with widely diverse experience and student focus.

Disability Resources Career Services: Best Practices to Help Students with Disabilities
Allison Frees-Williams, University of Illinois

The University of Illinois is one of the only Disability Resources that has its own Career Services Specialist in the country. This poster describes what the U of I DRES Career Services offers students with disabilities, as well as the campus as a whole, in teaching best practices when it comes to working with students with disabilities.

Addressing the Nuance in Accommodations Processes Among Disability Service Offices at 4-Year Postsecondary Institutions
Sarah Young, Trinity Washington University

Because beginning professionals may not have the experience or understanding of how to approach accommodations processes in DSOs, it’s important to have frank conversations about what similarities and differences exist between DSOs at different institutions. How is the accommodations process engaged and implemented in different settings? This poster will dive into some of these nuances in difference based on results from a recent qualitative study in which directors were interviewed to understand how their offices function and specifics of their accommodations processes.

The Lived Experience: Student Perceptions of Inclusivity and Accessibility on Campus
Alisha Bailey, Western New England University
Ileana Alfonso, Western New England University

The purpose of our mixed-methods study was to understand the lived experiences of students on campus as it relates to perceptions of inclusivity and accessibility. 110 graduate and undergraduate students from a small private institution participated in an anonymous online survey titled Student Mental Health and the Impact of Inclusivity comprised of Likert-scale and open-ended questions. Results showed that students with disabilities consistently rated campus accessibility and inclusivity lower than those without a disability. This poster will further outline relevant themes from qualitative data derived from student experiences.
Thursday, July 21

Equal Access: Making STEM Departments More Accessible to and Inclusive of Faculty with Disabilities
_Lyla Crawford, DO-IT, University of Washington_

In this poster we share a framework campus leaders and advocates can use when systematically reviewing and improving campus communications, worksites, meetings, technology, events, and services to make them more accessible and inclusive to faculty members with disabilities.

A Qualitative Analysis of Disability-Related Statements From Historically Women’s Colleges
_Edmily Rasch, Southern Methodist University_

Historically women’s colleges were initially founded to create opportunities for women (Langdon, 2001). While there has been significant research that has focused on the campus cultures of historically women’s colleges, scant research has explored how these institutions have excluded students with disabilities from diversity, equity, and inclusion conversations at historically women’s colleges. Results suggest that it is a combination of geography, religious affiliation, and institutional size that influence both the way that an institution conveys its statements related to disability and the accessibility of the resources on campus. Using the Diverse Learning Environments model illuminates how historically women’s colleges convey disability-related messages, and why language is used as a tool to both reinforce and dismantle existing structures related to disability services specifically.

Creating Strategic Alliances on Campus that Foster Opportunities to Create Allies and Crowdsourcing Big Projects
_Kimberly Bassi-Cook, Seton Hill University_

Creating alliances on campus can allow you to take on and tackle projects you may not otherwise be able to consider. Are you a single staffed or small office? Is your campus spread across multiple locations? Do you feel like your office is going it alone? Does the College community know you and the work your office does? Explore the value of doing a campus Strengths, Opportunities, Aspirations, and Results (SOAR) analysis as a way to help you identify untapped resources and allies. This poster will share examples of this, including the crowdsourcing of creating an audio described/read graphic novel on campus (twice), and how projects like these have helped to develop Disability allies/associates across campus and disciplines.
Regional Consortium Groups: A Model for Office Support and Collaboration  
Ashley Erickson, Florida Atlantic University

Whether you’re a Disability Services office of one or twenty, it is important to keep up with best practices and receive feedback from others outside of your university or college. The state of Florida has multiple regional Consortium groups which include disability service providers from community colleges and universities, both public and private. The Southeast Consortium group meets monthly to discuss trending disability topics, student or professor concerns, and accommodation questions. This poster will include how to start a Consortium group, benefits of this type of group, and ideas for how to include professor development within the group.

Concurrent Block 2, 11 am – 12:30 pm

2.1 An Introduction to Digital Access for Disability Resource Professionals  
Melanie Thornton, University of Arkansas  
Jessica Stone, University of North Texas

Disability Resource Professionals advocate for access across the campus—encouraging faculty and others on campus to create accessible environments. One of the best ways to influence change is to model good practices. This session will introduce key concepts you need to advocate for accessible digital environments and teach a few basic skills you can use to begin to model accessibility with your own materials.  
Room 21

2.2 Ready to Learn: Supporting Access to Accommodations for Students with Intellectual Disability in Higher Education  
Cate Weir, Institute for Community Inclusion, UMass Boston  
Clare Papay, Institute for Community Inclusion, UMass Boston  
Michelle Mitchell, Lehigh Carbon Community College

This session gives an overview of academic accommodations that can be used by disability service professionals to support students with ID to access college/university classes and provides strategies to build partnerships and capacity on campus to support student success, whether those students are attending a special certificate program or are accessing individual classes.  
Room 25C
2.3
Mind Your Ps & Qs: The Importance of (P)rocesses and (Q)uestions in Creating Effective Office Practice
Jennifer Papproth, University of Nebraska Omaha
Becky Jacobs-Cano, University of Nebraska Omaha

This presentation addresses the importance of Ps (processes) and Qs (questions) in a informative and interactive format. Through professional experience, the presenters have learned the value of creating processes within a disability services office. Important questions, such as: “Why do we do what we do?”, and “How do we what we do?” lead to the development of processes and effective training.

Room 20

2.4
AccessText Network & E-Text: Essential Tools and Knowledge
Dawn Evans, Georgia Institute of Technology
Carolyn Phillips, Center for Inclusive Design & Innovation (CIDI)

This session will cover the basics of accessible documents for students. We will begin with a demo of the essential (and free) tool that is the AccessText Network (ATN) – a site where Disability Service Providers (DSPs) can request files from publishers. We will also take a look at the ‘Accessible Textbook Finder’ and explore options for when a book isn’t on ATN. While this session may not make you an expert, it will provide you with the essential tools you need in order to provide E-Text accommodations, plus it will give you a solid foundation so you’ll know when to seek out further assistance and information.

Room 24

2.5
From Burnout to Demoralization: Our Profession and the Perfect Storm of the Pandemic
Margaret Camp, Clemson University

This presentation uses a meteorological analogy of the “perfect storm” to describe the turbulence: a widening gap between high school expectations and the rigor of university academics, parents and students with increasingly complicated accommodation requests who are dissatisfied with their options, the rising costs of university attendance and an influx of students on campuses, a lack of resilience among Gen Z students, understaffed and under-resourced offices trying to do more with less, and a global pandemic that turned it all upside down. Dissatisfaction within the field has led to resignation, attrition, and turnover.

Room 16
2.6
New Challenges and Solutions for Math Success Focusing on Student with SLD, ADHD, TBI, PTS, LI, ID, and Autism: Learning Strategies, New Accommodations, Memory Aids, Course Substitutions, Case Histories and OCR Rulings
Paul Nolting, State College of Florida, Hillsborough Community College
Aimee Stubbs, Broward College

Disability Resource Offices are being challenged more than ever to improve math success. This is especially true for student groups with Autism, Intellectual Disabilities and Language Impairments. Participants will learn new learning apps, math study skills, note-taking, anxiety reductions, test-taking skills, processing deficits effects on math learning, new testing accommodations, and substitution strategies. Participants will also learn how to conduct student workshops, strategies to help students in co-requisite courses and developing individual math success plans. Group discussions and demonstrations will occur during the presentation and a Q&A period will conclude the presentation.

Room 19

2.7
All One Team: Navigating Collaboration and Consistency Across Multiple Campuses
Heidi Pettyjohn, University of Cincinnati
Meghann Littrell, University of Cincinnati
Michael Southern, University of Cincinnati

In 2020, our university brought accessibility and disability offices from three different campuses under one umbrella through a centralized reporting model, and in doing so spent a full academic year studying, aligning, and ultimately innovating our approach to supporting disabled students throughout the university. The presentation will focus on compliance, staffing, and collaborative team building. We will also discuss how we have continued to support varying student demographics across campuses and campus cultures.

Room 22

2.8
A Sense of Belonging: Creation of the Disabled Faculty and Staff Association (DFSA)
Jessica Guess, University of Cincinnati
Whitney Saunders, University of Cincinnati

This presentation will provide insights on the impact the Disabled Faculty and Staff Association has had on the disabled members, the
disabled student population, and the university community. It will highlight how the building of community for faculty and staff can lead to opportunities for mentoring and modeling of professional disabled identity for students, support student activism, create a permanent presence for the disabled community to enhance the University’s disability culture and increase a sense of belonging for disabled faculty, staff, and students.

**Room 23**

2.9

**Equitable Crisis Management Practices: The Importance of Collaboration Between Disability Services, Case Management, & Community Standards**

*Grace Clifford, UCLA*

*Ali Martin Scoufield, Cleveland State University*

Presenters will outline the benefits of a Disability Services and CARE Management centered approach to supporting students and addressing behavior concerns, as well as review methods for creating curricular and co-curricular approaches to crisis and disability management.

**Room 26C**

2.10

**ADA Coordinator vs DS Director - Pros/Cons of Separated vs. Combined Roles**

*Emily Lucio, University of Maryland*

*Tina Vires, University of North Carolina - Greensboro*

*Maranda Maxey, Appalachian State University*

*Lorre Wolf, Boston University*

*Catherine Wharton, Lynn University*

Are you a DS Director or someone in a DS role that was tasked with also being the ADA Coordinator? Are you concerned with playing this dual role and the different tasks each title is supposed to perform? These questions and more will be answered by a panel who will discuss job descriptions and essential duties. Come learn from people who have dual roles, who have two separate positions, and who are working to separate those responsibilities at their institutions.

**Room 25A/B**

2.11

**What Is the True Barrier Here? Collaborating With Students to Accurately Assess Their Access Issues**

*Jamie Axelrod, Northern Arizona University*

*Adam Meyer, University of Central Florida*

A critical role for staff working Disability/Accessibility offices is engaging
with students to identify barriers, elicit their experience, identify potential effective accommodations, provide information which supports their eligibility and requests, and follow up if issues or additional barriers arise. This session will look at practical methods professionals can use to accurately identify barriers to access and work collaboratively with the student to develop approaches that target the actual issue.

**Room 26 A/B**

### Lunch & Learn Sessions (Optional), 12:30 – 2 pm

**Going Paperless: Using Technology to Revolutionize the Accommodation Request Process**
*Brent Fragnoli, University of Notre Dame*
*Amy Jobst, University of Notre Dame*
*Alicia Freeland, Symplicity*

In this session, we will be discussing how going paperless has changed, improved, and/or revolutionized the accommodation request process. If you are already paperless or are looking to go paperless, we would love to have you come share your experiences, questions and/or concerns with a paperless process.

**Room 26C**

**Web and Canvas Accessibility for Your Whole .edu**
*Mark Pope, Pope Tech, LLC.*

HigherEd institutions have massive portfolios of websites and thousands of courses in their LMS that need to be monitored for accessibility. Our products (powered by the WAVE) simplify accessibility. We will present common problems schools face and show how we have helped hundreds of HigherEd institutions solve those problems.

**Room 19**

### Concurrent Block 3, 2 – 3 pm

**3.1 Faculty/Student Communication in Professional Programs: Creating an Environment that Promotes Positive, Collaborative Faculty/Student Partnerships**
*Matthew Sullivan, Washington University in St. Louis*

In this session, the presenter will lead focused conversations surrounding three key topical areas: (1) promising techniques in addressing communication concerns and providing feedback to faculty in a
productive manner, (2) the fundamental elements of establishing partnerships between disability offices and instructors, and how strong relationships can create an environment conducive to providing feedback, and (3) the importance of creating communication standards for disability services offices working directly with professional programs.

**Room 26C**

### 3.2
**The Things They Bring: Accommodations Abroad**  
*Justin Harford, Mobility International USA (MIUSA)*

When individuals with disabilities study abroad they bring some of their reasonable accommodations with them. Does that service animal have the right documentation to go to Europe? Will there be repair services for that power wheelchair? Are those medications available? Are they legal? These require a few extra steps that students and Access practitioners should know. Learn how to keep your students healthy, on the move and out of jail with the tips that specialists from the Department of State-funded National Clearinghouse on Disability and Exchange will share.

**Room 21**

### 3.3
**Meeting Faculty in their Domain: Collaboration Tips and Techniques for Increasing Accessibility within the Classroom**  
*Michele Shaw, Florida Atlantic University*  
*Craig Levins, Broward College*

In this presentation, professionals from a state university and a community college demonstrate collaborative interactive processes with faculty that increased access and accommodations while bolstering student success. We will share how these approaches have worked through both 4-year and 2-year systems, while meeting the individual needs of these very different institutions of higher learning.

**Room 26 A/B**

### 3.4
**AHEAD, Live! Discussion Topic: Long COVID and Students**  
*Members of the independent Long COVID Task Force*

Join other disability professionals in a facilitated group discussion about how long COVID is impacting students and how we as professionals should be prepared to respond. There will not be a presentation, instead we’ll have a roundtable discussion. Come learn from your peers and contribute your own experiences so we are all better able to serve students.

**Room 25C**
3.5
Small Offices, Big Results: Creating a Mutual Support Network that Bridged Gaps in Services at Separate Colleges
Clair Harris, Ringling College of Art and Design
Marra Piazza Brass, University of South Florida

Feeling alone in a small or one-person office? We were, too, so we became long distance mutual support, and in the process we created a template for others. In this session, we'll share our collaboration model and how we used co-created content to eliminate barriers in providing services and information for students, staff, and faculty at both institutions.
Room 22

3.6
Speaking of Creative Solutions: Facilitating Access to Public Speaking and Vocal Participation
Margaret Camp, Clemson University
Jennifer Murchison, University of Memphis

Public speaking and vocal participation accommodations are requested more frequently, as we see more students with speech and language disorders entering college, as well as students with high performance anxiety. DS advocates are exploring creative solutions to address areas of inaccessibility in classes that rely on interactions, presentations, speeches, and class engagement. We will highlight some Public Speaking faculty who have implemented creative accommodations and show video that captures their experiences and innovative suggestions.
Room 19

3.7
AHEAD to the Future: A Discussion of AHEAD’s New Foundational Documents
Adam Lalor, Landmark College
Sally Scott, AHEAD
Enjie Hall, University of Toledo
Lyman Dukes, University of South Florida

For roughly 25 years, three documents have guided professionals as they work to create accessible, equitable, and inclusive campus environments: the AHEAD Program Standards, Professional Standards, and Code of Ethics. This session will introduce revised versions of these foundational documents.
Room 20
Thursday, July 21

3.8
Sensory Lounges? Yes! Let’s Do It!
Tina Vires, University of North Carolina - Greensboro
Megan Rutter, Kutztown University

So, you want to set up a sensory lounge on your campus. We’ll discuss well established and new projects on different campuses and help attendees decide if establishing one would be a good fit at their locations. Attendees will also leave with plans to get started on their own sensory lounges.
Room 16

3.9
Experiences of Students on the Facilitators and Barriers to Obtaining Mental Health Services and Other Supports While Transferring from a Two-Year to a Four-Year College
Susan McKelvey, Virginia Commonwealth University
Elizabeth Getzel, Virginia Commonwealth University

This session will discuss the implementation of a survey research study that focused on college transfer students who identified as experiencing anxiety, nervousness, depression or sadness. The survey sought to obtain information on the facilitators and barriers to obtaining mental health services and supports, as well as other supports needed during this process of entering a new educational environment.
Room 24

3.10
The Dynamics of Learning Independence: Strategies to Empower Disabled Students
Katherine Hamilton, Glean
Spencer Scruggs, Trinity University

“Learned helplessness” is the natural enemy of learning independence for students with disabilities. Join us to explore how learning independence can be embedded as a goal into our approach to technology, accommodations, and disability support. Ultimately, our discussion will challenge how we help inspire students to look beyond the need for an accommodation and towards taking ownership with learning independence.
Room 25 A/B
3.11
Virtual Coaching for Newly Registered Students with Disabilities
Amy Williams, University of North Florida
India Hamilton, University of North Florida
Tara Rowe, University of North Florida

With looming budget cuts and limited access to resources on campus, students with disabilities are increasingly at risk in higher education. This presentation will discuss how existing mentoring programs have evolved to address virtual needs and new mentoring programs have been developed during remote instruction to address needs of students with disabilities. Presenters will share development experiences as well as curriculum to support learners with disabilities.

Room 23

Concurrent Block 4, 4 – 5:30 pm

4.1
Rachel Kruzel, Texthelp

Developments and updates to the fields of assistive technology and accessibility are constant. This session will compile some of the latest changes, updates, and developments in the assistive technology and accessibility fields. Commonly known technology tools and companies, as well as new ones entering this space, will be featured. Finally, topics on the horizon that will likely impact our field in the coming months will be discussed.

Room 26 A/B

4.2
Intersections Impacting Two-Year and Community College Students; Embracing Strengths, Combating Challenges
Michelle Mitchell, Lehigh Carbon Community College
Everett Deibler, Lehigh Carbon Community College

Come share your perspective in a facilitated discussion on intersectionality and how it impacts students at two-year and community colleges. As we work through these and many other topics, let’s explore together uncovering the strengths and challenges of our populations and developing personalized strategies for positive change at our institutions, while networking with like-minded individuals to build a network of support.

Room 20
Thursday, July 21

4.3  Leave of Absence Practices & Policies: Promoting Parity & Positive Mental Health
Courtney Joly-Lowdermilk, Boston University

As the global pandemic surged in 2020, so did the number of college students considering and taking leaves of absence from higher education. Boston University’s Center for Psychiatric Rehabilitation, in partnership with the Ruderman Family Foundation, responded with the release of two first-of-their-kind Leave of Absence Guides. Presenters, co-authors of the guides, will describe the guides’ content, background, and the principles underlying them and review key recommendations for campus administrators, staff, & faculty. Attendees will receive copies of both guides as well as workshop opportunities for campus or organizational implementation and utilization.

Room 25C

4.4  Building Capacity for Sustainability: A Centralized Operational Model for ASL/English Interpreting and CART Services
Katherine Vance, University of Cincinnati

Colleges and universities have long operated American Sign Language (ASL)/English interpreting and speech-to-text services (Communication Access Realtime Translation (CART), C-Print, etc.) in a decentralized capacity, which has generated barriers to access for deaf students, employees, and visitors; duplicated efforts and resources; created legal ramifications due to lack of expertise; and created service inefficiencies. This presentation will review how UC implemented such an operational model. Participants will identify key stakeholders in establishing a centralized model, critical data points to leverage when submitting a proposal to gain buy-in from senior leadership, and identify current barriers to adopting a centralized model.

Room 23

4.5  Quality Indicators for Guiding Systems Change in Higher Ed Digital Accessibility
Luis Perez, CAST, Inc., National Center on Accessible Educational Materials
Carolyn Phillips, Georgia Tech
Rob Carr, WebAIM
Joanne Benica, University of Southern Maine

Based on the volume of related civil rights complaints brought forth by
disabled students and disability advocates over the past decade, inaccessible course content and instructional technologies undeniably contribute to disparities in higher ed outcomes for students with disabilities. Vetted by experts in higher ed technology accessibility, the National AEM Center’s Quality Indicators with Critical Components for Higher Ed assist institutions with planning, implementing, and evaluating systems for providing accessible materials and technologies for all students. In this session, participants will be led through activities that demonstrate how the Quality Indicators can be implemented by their institutions.

Room 21

4.6 Coaching and Supporting Students With TBI: Perspectives from a Provider, Researcher, and Survivor
Emily Tarconish, The University of Illinois, Urbana Champaign

This session will present strategies and tools to help students experiencing TBI enhance their learning while they also manage a variety of symptoms. TBI can cause vast symptoms that affect cognitive, emotional, behavioral, physical, and self-awareness abilities; this session will provide an overview of these experiences, and will present accommodations, coaching strategies, and other tools, including assistive technology, to assist students with these challenges. The presenter will discuss this content from her perspective as a researcher, former disability services provider, and survivor of a severe TBI herself.

Room 22

4.7 The Equity Office as a Partner - How to Increase Student Access and Effectuate Disability Compliance
Emily Babb, University of Denver
Catherine Spear, University of Southern California
Olabisi Okubadejo, Georgetown University

Three former U.S. Department of Education, Office for Civil Rights (OCR) attorneys who have transitioned to higher education institutions, will bring together their experience investigating OCR complaints and now leading civil rights and equity offices at private and public institutions. With a focus on how civil rights compliance offices partner with disability services offices, human resources, and student affairs to provide timely and effective response, the presenters will discuss their experience drafting University policies to address disability discrimination, how they have proactively partnered with disability services offices to train faculty and students, and how to effectively collaborate and support students who may have experienced discrimination.

Room 16
Thursday, July 21

4.8 Disability and Critical Race Theory: How DisCrit Helps Disability Professionals Change Higher Education
Vivian Hardison, Southern Illinois University at Carbondale

CRT in the K-12 setting has recently been covered extensively in the media, however CRT is mostly taught and applied in higher education due to its complexity. In this presentation, we will explore what barriers can be removed when applying DisCrit and how leading with this theory creates a more open and accessible space for students, faculty, staff, and the community. Applying DisCrit can fundamentally change a system and allow for an institution to own its history and openly challenge and commit itself to systematic change.

Room 25 A/B

4.9 Living Learning Communities and Students with ASD: Increasing Campus Engagement
Amy Lorenz, University of North Florida
Tasha Toombs, University of North Florida
Tara Rowe, University of North Florida

Living on campus can provide additional opportunities for students to engage in campus culture. However, for students with ASD, living on campus can present significant challenges which can lead to isolation, depression, anxiety, and behavior concerns. Transition to Health, Resources, Independence, Vocation, and Education (THRIVE) is a cost-free supplemental support program offered to students with ASD. This session will discuss program history, history of partnership between THRIVE program and housing and residence life, and development of THRIVE LLC.

Room 19

4.10 What’s Next For Me? Disability Professional Careers Beyond the Disability Office
Enjie Hall, University of Toledo
Eugene Chelberg, San Francisco State University
Amanda Kraus, University of Arizona
Tom Thompson, TMLS Consulting
Jill Sieben-Schneider, Northwestern University

The disability office has sometimes been described as a “career cul-de-sac”—it seems like the options for the next role in the career journey of an office Director can be limited. This session seeks to explore options for those interested in expanding their future employment scope be-
Join a panel of professionals who have taken on new roles in this field.

Room 26C

4.11 Employment During and After College: Research Briefs
Several research briefs on the topic of Internships and employment will be presented.

a. Effects of Training Inclusive Higher Education Staff: A Study
   Jaclyn Camden, Virginia Commonwealth University- RRTC on Employment of Transition-Age Youth with Disabilities
   Aliza Lambert, Virginia Commonwealth University- RRTC on Employment of Transition-Age Youth with Disabilities
   This research session will focus on one study currently being that examines the effects of implementing an online course, coupled with technical assistance for personnel providing employment supports in higher education for students with I/DD.

b. Career Preparation and Accommodation Experiences of Deaf and Hard-of-Hearing Postsecondary Students in a Summer Employment Internship
   Pamela Luft, Kent State University
   This study presents data from a qualitative study of 10 deaf and hard-of-hearing (DHH) postsecondary students employed for a summer internship to identify their experience of barriers and facilitative factors and to identify themes across their internship experiences.

c. Student Ratings of Internship Program: Influence on Self-Determination
   Allison Fleming, Penn State University
   Celine Kristoff, Penn State University
   This session will describe a study undertaken to understand changes in self-determination for students with disabilities who participated in an internship program. Issues of internship quality, remote versus onsite format, and changes in self-determination will be explored. Implications for student affairs personnel, particularly those working with college students who identify with a disability, will be discussed.

Room 24
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Friday, July 22

8:30 am-5:30 pm  Registration Open
9-10:30 am  Concurrent Block 5
10:30-11:30 am  Exhibit Hall/Poster Sessions/Beverage Break, Exhibit Hall C
11:30 am-12:30 pm  Concurrent Block 6
12:30-2 pm  Lunch (on your own); KPC Meetings; Lunch & Learn Sessions
2-3:30 pm  Concurrent Block 7
3:30-4 pm  Beverage Break
4-5:30 pm  Concurrent Block 8
6:30-9 pm  Awards Dinner & Business Meeting, Ballroom A/B

Notes

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5.1
Implementation Science: Effective Strategies, Processes, and Resources to Support Assistive Technology Implementation or Accessibility Initiatives Campuswide
Rachel Kruzel, Texthelp

This session will discuss Implementation Science, the process of adoption and implementation of assistive/educational technology or campuswide accessibility initiatives, as it applies to technological adoption through a Universal Design for Learning framework or an institutional accessibility initiative. Some of our time together will be spent discussing implementation of campus initiatives: successes, challenges, and lessons learned. All professionals are welcome and encouraged to attend this session whether you have initiatives in place, on the horizon, or have yet to be determined.

Room 25C

5.2
From Words to Action: A Mentoring Program Geared Toward Black, Neurodivergent College Students
Adam Lalor, Landmark College
Kelly O’Ryan, Landmark College
Marc Thurman, Landmark College

In recent years, greater attention has been paid to understanding the experiences of disabled students with a variety of intersecting identities. Although discussion is important, action must be taken to enhance opportunities for success and belonging for these diverse students. This session will explore some of the unique barriers facing this underexplored cohort of students and introduce an innovative program geared at improving transition and sense of belonging for Black neurodivergent students.

Room 20

5.3
Building Future Leaders: Professional Development Opportunities for Our Student Workers
Jewls Griesmeyer Krentz, Linfield University
RT Tougas, Portland State University

Student workers are absolutely essential in our efforts to provide bridges to accessibility for our disabled students. However, they could also be integral in building greater, proactive equity in the future.
Friday, July 22

This presentation will offer attendees concrete suggestions for building professional development opportunities into the framework of student jobs. Topics covered will include applying anti-ableism and anti-racist concepts, trauma informed practices, and equitable organizational leadership principles. We will discuss a year-long, progressive plan for a three-part series of student worker retreats.

Room 21

5.4 Discussion and Collaboration on Accommodating Students with Sensory Disabilities Since COVID
Ann Fredrickson, University of Illinois, Urbana-Champaign
Tina Cowsert, University of Illinois, Urbana-Champaign

Making sure the individual needs of each student are met can take some brainstorming and cooperation between staff members, as well as teaching staff. The Access Specialist/Coordinator for Live Captioning and Interpreting and the Coordinator for Accessible Media Services will describe how they handle the complex accommodation requests that students with sensory disabilities sometimes encounter, and how COVID and the pandemic had a large impact on services for students with sensory disabilities.

Room 22

5.5 Examining NonDisabled Privilege in Disability and Higher Education
Melanie Thornton, University of Arkansas

The majority of respondents to the 2020 Biennial AHEAD Survey reported being nondisabled. Assuming this accurately reflects our profession, our field continues to be dominated by people who experience nondisabled privilege. In this session, we’ll define nondisabled privilege, consider the history of our profession and the ways it has perpetuated marginalization and oppression, examine our own nondisabled privilege, and explore ways we can use our privilege to create more equitable environments. The target audience for this session is nondisabled professionals but the voices of our Disabled colleagues are invited and welcomed!

Room 26 A/B
Friday, July 22

5.6  
AHEAD FAILCON: Preparing for Your Next Mistake  
Margaret Camp, Clemson University  
Chester Goad, Tennessee Tech University  

As our offices evolve with new generations, new technologies, and ever-changing campus cultures, innovation is necessary but often stifled by fear of failure. We can practice resilience and leverage growth through mistakes. As mentors, we can support students as they experience their own failures by modelling confidence and persistence. In this session, attendees will learn new perspectives on failure and new practices to reconceptualize the role failure plays in integrity and success.  
Room 26C

5.7  
Campus Police and Students with Disabilities: Collaborative Opportunities for Interacting with Law Enforcement  
Deborah Reed, University of North Florida  
Kathleen Halstead, University of North Florida  
Andrea Adams-Manning, University of North Florida  
Tara Rowe, University of North Florida  

For students with ASD, interacting with campus police can be stressful and may lead to further misconceptions of law enforcement, causing further strain on student expectations on campus. Through Student Accessibility Services, intentional collaborations between campus police, dean of students, and disability service staff have provided important training resources for professional development as well as increased opportunities for law enforcement to interact with students during onboarding processes.  
Room 23

5.8  
From Research to Practice: Developing Successful Postsecondary Education Programs for Students with Intellectual Disabilities  
Janice Seabrooks-Blackmore, University of Central Florida  
Iris Neil, University of Central Florida  
Craig Levins, Broward College  
Aimee Stubbs, Broward College  

There is an increasing number of students graduating from high school with intellectual and other developmental disabilities who desire to continue their education in higher education. During this presentation, a state-funded IHE center for students with intellectual disabilities and a college Comprehensive Transition Programs (CTP) program will share
how to initiate the discussion of creating a CTP with institution leadership, developing a cross-functional team, identifying community partners to create a credential program that meets the workforce needs of the community and student interest. This presentation will cover the essential components needed to implement a CTP.

**Room 24**

5.9

**Structuring Your Office to Meet Your Student Needs: Exploring the College Model, Liaison Model, and other DS Office Organizational Structures**

*Courtney McGonagle, Florida Atlantic University*

*Grace Clifford, UCLA*

*Paul Harwell, Dartmouth College*

Ensuring that disability office staff are adequately meeting the needs of students is a challenge shared by every office. During this session, panelists will share their insights about the benefits and lessons learned regarding the models in use at their respective institutions and how they went about making a deliberate change in office structure to best serve their students.

**Room 25 A/B**

5.10

**Everything You Need to Know About Disability Law in 90 Minutes**

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

AHEAD’s resident legal expert brings us this high-level summary of his always well-attended two-day seminar, Introduction to Disability Law. Created primarily for new professionals who want to get a brief, introductory understanding of the legal underpinnings of the field, this 90-minute session also makes a good refresher for more seasoned professionals on the fundamental legal principles we use in our daily work. If you are trying to decide whether or not to register for a future AHEAD two-day Introduction to Disability Law course taught by Axelrod, Grossman, and Vance, this will be a great way to get a sense for what is taught there, while walking away with the basics that you can apply to your work immediately.

**Ballroom C**
Friday, July 22

5.11
AHEAD Talks: A Series of Short, Expert Talks on Multiple Topics
You’ve undoubtedly heard of TED Talks, and likely have seen some on YouTube, but have you ever seen an “AHEAD Talk”? Come hear AHEAD members present 10-15 minute, focused presentations on the following topics:

a. Intersectionality Matters: African Americans with Disabilities within Higher Education
   Jalan Cunningham, University of Alabama at Birmingham

b. Access to Pathways: Implementing a Summer Autism Camp
   Amanda Prewitt, Southwest Tennessee Community College
   Courtney Gipson, Southwest Tennessee Community College

c. How to Advocate for Accessibility and Inclusivity as Part of Digital Transformation
   Katherine Hamilton, Glean

d. Incorporating Mental Health and Coaching Services into the Disability Services Delivery Model
   Brian Siemann, University of Illinois Urbana Champaign

e. Accessibility in Digital Teaching and Learning Environments: Audio Description in Video-Based Higher Education Settings
   Finnja Lüttmann, Technical University Dortmund, Germany
   Carsten Bender, Technical University Dortmund, Germany

Room 19
Access to Accommodations Depends on College Socioeconomic Factors: A Case for Social Justice in Disability Determination and Accommodation Granting

*Robert Weis, Denison University*

*Sophie Bittner, Denison University*

The purpose of our study was to determine if students’ access to accommodations might vary as a function of socioeconomic factors. We analyzed data from the US Department of Education to examine differences in the percent of undergraduates classified with disabilities and receiving accommodations as a function of institutional type (i.e., public, private, 4-year, 2-year), selectivity (i.e., median ACT/SAT scores), and student economic status (i.e., percent of students receiving Pell grants), over the past 12 years, since the implementation of the Americans with Disabilities Act Amendments Act. Results showed significant institutional characteristics by time interactions. Twelve years ago, there were no differences in accommodation access across institutions. Over time, accommodations have been increasingly and disproportionately awarded to students attending America’s most selective private colleges with the fewest percentage of low-income students.

20 Tips for Teaching an Accessible Online Course

*Lyla Crawford, DO-IT, University of Washington*

In this poster we share 20 tips—distilled from reports of students with disabilities, researchers and practitioners—that provide a good place for instructors and designers to start as they begin to work toward making their courses more inclusive of all students.

32 Heads Are Better Than One: How Grassroots Efforts Can Contribute to Our Professional Knowledge Base

*Members of the Independent Long COVID Task Force*

A group of 32 professionals from institutions across the country came together to create a resource for disability service providers to use in supporting students with Long COVID. This poster outlines the process we used in creating this resource, which we believe has practical potential for other grassroots efforts by disability service providers to support their colleagues in responding to issues of concern within the field. We started with a show of interest and a topic or concern that was not being addressed in any direct way by others. Through an open discussion of what we knew of the topic, what we worried about, what we thought might help, and what we were in a position to pro-
Friday, July 22

vide, we eventually settled on the format of a “work product” that we believed would be useful. We then followed a series of steps to move from concept to completion, with active participation from service providers with widely diverse experience and student focus.

Disability Resources Career Services: Best Practices to Help Students with Disabilities
Allison Frees-Williams, University of Illinois

The University of Illinois is one of the only Disability Resources that has its own Career Services Specialist in the country. This poster describes what the U of I DRES Career Services offers students with disabilities, as well as the campus as a whole, in teaching best practices when it comes to working with students with disabilities.

Addressing the Nuance in Accommodations Processes Among Disability Service Offices at 4-Year Postsecondary Institutions
Sarah Young, Trinity Washington University

Because beginning professionals may not have the experience or understanding of how to approach accommodations processes in DSOs, it’s important to have frank conversations about what similarities and differences exist between DSOs at different institutions. How is the accommodations process engaged and implemented in different settings? This poster will dive into some of these nuances in difference based on results from a recent qualitative study in which directors were interviewed to understand how their offices function and specifics of their accommodations processes.

The Lived Experience: Student Perceptions of Inclusivity and Accessibility on Campus
Alisha Bailey, Western New England University
Ileana Alfonso, Western New England University

The purpose of our mixed-methods study was to understand the lived experiences of students on campus as it relates to perceptions of inclusivity and accessibility. 110 graduate and undergraduate students from a small private institution participated in an anonymous online survey titled Student Mental Health and the Impact of Inclusivity comprised of Likert-scale and open-ended questions. Results showed that students with disabilities consistently rated campus accessibility and inclusivity lower than those without a disability. This poster will further outline relevant themes from qualitative data derived from student experiences.
Equal Access: Making STEM Departments More Accessible to and Inclusive of Faculty with Disabilities
Lyla Crawford, DO-IT, University of Washington

In this poster we share a framework campus leaders and advocates can use when systematically reviewing and improving campus communications, worksites, meetings, technology, events, and services to make them more accessible and inclusive to faculty members with disabilities.

A Qualitative Analysis of Disability-Related Statements From Historically Women’s Colleges
Emily Rasch, Southern Methodist University

Historically women’s colleges were initially founded to create opportunities for women (Langdon, 2001). While there has been significant research that has focused on the campus cultures of historically women’s colleges, scant research has explored how these institutions have excluded students with disabilities from diversity, equity, and inclusion conversations at historically women’s colleges. Results suggest that it is a combination of geography, religious affiliation, and institutional size that influence both the way that an institution conveys its statements related to disability and the accessibility of the resources on campus. Using the Diverse Learning Environments model illuminates how historically women’s colleges convey disability-related messages, and why language is used as a tool to both reinforce and dismantle existing structures related to disability services specifically.

Creating Strategic Alliances on Campus that Foster Opportunities to Create Allies and Crowdsource Big Projects
Kimberley Bassi-Cook, Seton Hill University

Creating alliances on campus can allow you to take on and tackle projects you may not otherwise be able to consider. Are you a single staffed or small office? Is your campus spread across multiple locations? Do you feel like your office is going it alone? Does the College community know you and the work your office does? Explore the value of doing a campus Strengths, Opportunities, Aspirations, and Results (SOAR) analysis as a way to help you identify untapped resources and allies. This poster will share examples of this, including the crowdsourcing of creating an audio described/read graphic novel on campus (twice), and how projects like these have helped to develop Disability allies/associates across campus and disciplines.
Regional Consortium Groups: A Model for Office Support and Collaboration
Ashley Erickson, Florida Atlantic University

Whether you’re a Disability Services office of one or twenty, it is important to keep up with best practices and receive feedback from others outside of your university or college. The state of Florida has multiple regional Consortium groups which include disability service providers from community colleges and universities, both public and private. The Southeast Consortium group meets monthly to discuss trending disability topics, student or professor concerns, and accommodation questions. This poster will include how to start a Consortium group, benefits of this type of group, and ideas for how to include professor development within the group.

Concurrent Block 6, 11:30 am – 12:30 pm

6.1 Inclusive Study Abroad: A Panel on Opportunities to Refresh and Restart your Study Abroad Program
Tom Webb, Wright State University
Gina Oswald, Cornell University
Justin Harford, Mobility International USA (MIUSA)

In this panel discussion, the panelists will provide examples, tips, and recommendations for enhancing current study abroad programs and practices to involve and support students with disabilities. Perspectives of service providers, disability office staff, and faculty will be offered as well as some insights that were amassed through the writing of the panelists’ recent publication, Universal Design in Study Abroad: Creating Inclusive Educational Travel Opportunities for Students with Disabilities. Attendees will have the opportunity to ask questions of the panelists, share their own experiences, and purchase a signed copy of the panelists’ book to inspire meaningful dialogue between conference participants and their campus communities. Room 26C
6.2
Updates at ETS: New Teleassessment Guidance and Tips for Assisting Test Takers with Accommodation Requests

Robert Plienis, Educational Testing Service
Morgan Blisard, Educational Testing Service
Lori Muskat, Educational Testing Service

The Office of Disability Policy at Educational Testing Service (ETS) continues to progress in our on-going efforts to make the accommodations process less burdensome. This session will provide updates on two important topics: teleassessment and letters of support. This session will introduce and present an overview of the ETS Teleassessment Guidance, for when it is difficult for test takers to participate in an in-person evaluation.

Room 21

6.3
Everything You’ve Wanted to Know As a New Disability Professional: Ask Us Anything!

Jennifer Murchison, University of Memphis
Daniel Nuss, University of the Pacific

Those new to the Disability Resources field sometimes need spaces in which to gather advice and verify understanding of best practices. In this session, two experienced disability professionals will facilitate discussions on any topics audience members are working through in their offices and at their institutions. This will be a participatory AMA (“ask me anything”) style session, so bring all of the questions you were too shy to ask on the AHEAD Community discussion boards, and have some fun with fellow newcomers to the field!

Room 25C

6.4
Back to School: Opportunities and Challenges for Disabled DS Professionals as Students in the Classroom

David Thomas, West Chester University of Pennsylvania

DS professionals who are disabled are presented with a unique variety of personal, ethical, and legal concerns when it comes to actually taking classes at their own institution. What do you do when HR processes are insufficient to determine academic accommodations? How do you navigate disclosure when your choices of whom to engage in the interactive process are limited to your DS colleagues, your supervisor, or those who report to you? How do you manage your dual relationship with faculty as DS professional for other students and as a stu-
dent yourself? How do you manage the conflict of interest in providing services as a DS professional to other students in your class or program, especially if you’re a one-person office? This presentation will explore these questions as well as understand the role continuing to actively take courses can play in informing your professional practice.

Room 22

6.5
After the Lockdown: The Perceptions, Experiences, and Real Time Decisions of Disability Resource Professionals Made to Support Disabled Students
Katherine Aquino, St. John’s University
Sally Scott, AHEAD

This session will present data collected from a national project exploring the experiences and perceptions of DRPs during the COVID-19 pandemic. Specifically, three distinct data collections - two survey data collections in May and December 2020 and one round of interviews in July 2021 - explored postsecondary disability support services. In addition to discussing major themes and implications, this session will also include the experiences of disability resource professionals from specific institutional settings, including community colleges and Minority Serving Institutions (MSIs).

Room 19

6.6
Contribution of Social Support and Networking to Career Confidence Levels of Postsecondary Interns with Physical and Sensory Disabilities
Pamela Luft, Kent State University
Collin Meyer, Kent State University

This presentation will describe the methodology and results of a survey of the experiences of postsecondary students with physical disabilities in a summer internship, including results showing social supports and networking as significant predictors of career choice. The presenter will describe differences by disability, race/ethnicity and gender as they affected career preparation, confidence, and choice. The presenter will ask participants to compare their experiences, and identify strategies and research to improve program effectiveness.

Room 24
Disability Services and Housing Services: A Powerful Team
Sarah Young, Trinity Washington University

When it comes to student accommodations in housing, creating and implementing accommodations is a shared process between two offices with sometimes differing priorities. This session will offer a deep dive into the joint process for developing housing accommodations, and provide tips and guidance on how Disability offices and Housing offices can remain connected during stressful times to ensure students remain supported while also ensuring each office maintains its standards and practices.

Ballroom C

Supporting Student Literacy: Using Recent Updates to a Reading and Writing Tech Tool with Students
Autumn Meade, Miami University of Ohio
Marc Callahan, Texthelp

To ensure equal access, it’s important that assistive technology tools can reach and interact with all the content in all the places students learn and work digitally. Hear how one university is using a common tech tool, Read&Write for Google Chrome and the PDF Reader, since it was rebuilt from the ground up over the past year. During this session, you’ll learn how Miami University of Ohio is using the latest updates with students, to better understand how these literacy tools can be used in the common places students learn today: LMSs, on the web, and when reading PDFs.

Room 20

Neurodiversity, Autism Politics, and Language, a Brief Introduction
John Caldora, University of Kentucky

Autism remains a critical topic for disability services professionals, however, many have only scratched the surface of this deep issue. This session will approach autism from the paradigm of neurodiversity, including developing self-advocacy, the history and politics of the neurodiversity movement, and discrimination issues. The Presenter offers insights from his own challenges and experiences as a member of the Autism Spectrum and a Disability Services Professional.

Room 26 A/B
Friday, July 22

6.10
Transitioning Disabled Students to College Through Readiness Programming
Jennifer Biggers, University of California, Riverside

Programming can increase student engagement/participation, increase retention, and provide a sense of community. Participants will learn about various transition readiness programs or workshops they can offer to support new and returning disabled students as they transition to a college learning environment. Most importantly, with a toolkit of resources/templates, participants will have an opportunity to engage in conversation as to how they may modify/tailor these workshops to meet the needs of their students on their campuses.

Room 25 A/B

6.11
The LEAD and LEAD Español Classes at Boston University: A Model for Inclusive and Accessible Resilience-Skills Teaching
Sam Orsagh-Yentis, Boston University
Juan Leon Parra, Boston University

Attendees will learn how to offer a resiliency-building class in non-traditional formats from two academic coaches and instructors. Boston University’s LEAD BU class will be highlighted. The course will be dissected, and participants will discern how a class that offers students an opportunity to practice both academic and wellness skills in a supportive environment can foster resilience in college-age students. Materials from the traditional, in-person class will be displayed and dynamic exercises will be demonstrated. Then, the presenters will show how to provide these complex and experiential materials in accessible ways: online and in the first language of many of our students, Spanish. Participants will be exposed to reflections on accessibility, inclusivity, and justice in teaching and learning. The presenters will share insights about the students’ positive responses to LEAD class materials and the impact of offering them online and in Spanish.

Room 23
Lunch & Learn Sessions (Optional), 12:30 – 2 pm

Pushing What’s Possible With PDF Accessibility Automation
Dan Tuleta, Equidox
Pat Needles, Equidox

Too many PDFs, too few remediators? Automation makes PDF accessibility so easy anyone can do it! Watch Equidox PDF remediation software in action to see how AI-powered features make tagging elements like tables and lists 90% faster. Learn how exciting upcoming features will take the manual work out of remediation!

Room 25 A/B

Scanning Pens Literacy Tools Line-up (C-Pen) – See What’s New and Learn Unique Ways Educators Are Using the Different Features to Get the Most Value Helping to Meet Their Literacy Goals
Amanda Gray, Scanning Pens

Educators, Parents, ESL Coordinators, SLP's, AT Specialists, and Special Ed Directors are finding scanning pens helpful in bridging the gap between paper and digital curriculum to improve reading outcomes. Join us to hear real student, parent and educator’s stories while we take a deeper look at scanning pens.

Room 26C

Using Technology and an Integrated Universal Design Approach to Improve Student Learning Outcomes
Sherri Restauri, AST

Technology has become commonplace throughout the many spaces in K20+ education, particularly when we look at the trends for students pursuing Higher Education over the last decade. Integrated Universal Design within the core of UX for instructional and assistive technology is shifting the landscape for many learners, growing increased access to content, more interactive access to content through enhanced multimodal learning methods, and enhancing the reach for students with limited access to technology due to bandwidth limitations and other environmental and technological restrictions.

Room 19
7.1
“I’m Unlearning!” Applying Reflexivity to Higher Education Disability Services as a Tool for Supporting Students with Intersectional Identities
Morgan Strimel, George Mason University
Jamilah Anderson, George Mason University

This presentation will share themes that emerged from thirteen semi-structured interviews with disability services professionals that focused on their perceptions of the relationship between their positional- ity and their work. Further, we will invite attendees to examine their own positionalities through an interactive activity where they will pinpoint influential aspects of their identities. This presentation will conclude with a large group discussion focused on the implications for practitioners in regard to seeing our own positionalities and their role in our work.

Room 20

7.2
Emily Helft, Landmark College
Paul Harwell, Dartmouth College

This presentation covers a three-step framework to decision making that is applicable to all DS professionals, from seasoned to new-to-the-field. It is designed to aid in a consistent process around request outcomes, whether the answer is a “yes” or a “no,” and whether the scenarios are simple or complex. It will include an overview of the foundations behind the approach, important angles to consider prior to use, description of the framework, and a brief overview of a values/goals matrix to further guide decision outcomes.

Ballroom C

7.3
Becoming Disabled Leaders on Campus: How Disabled Students Learn Leadership Through The Work of Disabled Student Services Practitioners
Spencer Scruggs, Trinity University
Enjie Hall, University of Toledo

Reframing the work of a disability office as that of leadership edu- cation, by means of accommodation provision and ensuring access, practitioners become facilitators for possible leadership learning ex-
experiences for disabled students that empower the students to engage with the world and become agents of social change with their whole selves. This session explores the connection between leadership education and a disability office, specifically the role practitioners play in facilitating and supporting critical leadership learning experiences for disabled students.

**Room 22**

**7.4**

**Accessibility Services Case Management Model: Providing a Student-Centered, Goal-Oriented Process for Students with Disabilities**

*Beverly Neu Menassa, Dallas College*

*Keysha McCloud, Dallas College*

*Grenna Rollings, Dallas College*

The Accessibility Services Leadership Team created a new service model: accommodation coordination housed within an overall case management philosophy of service. The presenters will provide an overview of how they are integrating Accessibility Services and case management strategies. They will engage the participants with case studies and encourage attendees to reflect on how they, too, can create a similar case management model at their institutions.

**Room 26 A/B**

**7.5**

**Building Inclusive Experiences for Deaf Students: Strategies for Strengthening Your College’s Capacity**

*Lauren "Lore" Kinast, National Deaf Center on Postsecondary Outcomes*

This session will focus on how to build an accessible and inclusive campus environment that does not require deaf students having to constantly assimilate into the campus culture with just accommodations. Participants will be provided with strategies to implement change on college campuses that cultivate accessibility and inclusion for diverse deaf people.

**Room 21**

**7.6**

**AHEAD, Live! Discussion Topic: Burnout and Demoralization**

*Margaret Camp, Clemson University*

Join other disability professionals in a facilitated group discussion about the personal impacts we have all felt in the last couple of years. We will discuss how we as professionals have been coping with the numerous changes we’ve been facing, with a focus on how we can
build resilience and create healthy boundaries to improve our mental health and ensure we are able to continue working in this profession that we love. There will not be a presentation, instead we’ll have a roundtable discussion. Come prepared to contribute in a positive way to lift each other up.

**Room 25C**

### 7.7
Shaping the Future of Autistic Student Engagement  
*John Caldora, University of Kentucky*

Autism remains a critical topic for disability services professionals. This session offers a comprehensive overview of the Autism Spectrum, beginning with an introduction to Autism from the pathology paradigm, including prevalence, symptoms, and current, best practice, intervention strategies for students in higher education, in both individual and group settings. We will then approach autism from the paradigm of Neurodiversity, including developing self-advocacy skills, the history and politics of the neurodiversity movement, and discrimination issues.

**Room 26C**

### 7.8
Doing the Work: Building Explicit Anti-Racism into the Practices of Your Disability Services Office  
*Jen Dugger Spalding, Portland State University*  
*Stacie Taniguchi, Portland State University*

The presenters will focus on the process that the Disability Resource Center at our university has gone through to begin and the specific work that has been done thus far. As James Baldwin was famously quoted, “Not everything that is faced can be changed but nothing can be changed until it is faced” and it is (beyond) the time that we in Disability Services face our ethical responsibilities to the wellbeing and retention of our students of color.

**Room 25 A/B**

### 7.9
Models for Partnership: Occupational Therapy and Disability Resources  
This session will consist of two presentations related to campus OT and disability work

- **a. Occupational Therapy Service to Support Unique Student Needs**  
  *Karen Keptner, Cleveland State University*

  This presentation will provide student support staff and adminis-
trators with information about occupational therapy, services that can be provided, and help them conceptualize what an OT can do on their campus. A case study will explore the development of an occupational therapy service at Cleveland State University.

b. An Integrated Support Model Utilizing a Credit-Bearing Skill Building Course
Karen Keptner, Cleveland State University
Grace Clifford, UCLA

Cleveland State University used an innovative method to provide enhanced, holistic support for the most at-risk students, after realizing that meeting with students one-on-one through campus care management and/or disability services had become unsustainable. Through a collaboration with the occupational therapy program on campus, a credit-bearing course was designed based on occupational science and using the principles of occupational therapy.

Room 23

7.10
Research Briefs: Effective Student Supports
This session consists of several research briefs centered on the topic of student supports:

a. Triangulating Disability Staff, Faculty and Student Perceptions of Disability Services: Survey Findings and Recommendations
Alan Safer, California State University Long Beach
Lesley Farmer, California State University Long Beach

California State University Long Beach surveyed students who receive DCS services, faculty who provide accommodations to their students, and DSC staff about their experiences with DSC. Quantitative and qualitative data analytics were applied to reveal trends. The survey findings provided valuable insights for action: establishing a faculty-student-staff liaison committee and providing more training and resources for faculty, staff, and students.

b. Becoming Self-Determined: Supporting College Students in Improving Their Self-Determination Skill
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. This presentation will discuss dissertation research that is aimed to support college students with disabilities in improving
Friday, July 22

their self-determination skills to improve outcomes on campus and in their lives.

c. Perceptions of Anxiety and Speaking in Class Among Art and Design Students
Jenna Bradley, Moore College of Art and Design

This presentation aims to help college faculty and staff members better support art and design students who struggle with anxiety around speaking in class. The qualitative data discussed in this presentation will allow audience members to compare their assumptions regarding art and design students’ anxiety about speaking in class to the experiences and perceptions of real students.

Room 19

7.11
How to Design and Teach a Grant Writing Course for Students and Future Leaders in Higher Education Accessibility Positions
Cassandra Evans, CUNY School of Professional Studies
Kayla Erb, Consulting by KERB
Elle McGurty, LaGuardia Community College Writing Center
Sarit Cahana, Student, CUNY School of Professional Studies

We know that delivering accessibility and accommodations are central to the work of disability offices, but how about finding money? This workshop highlights how to design and deliver a “grant writing for higher education programs” course on your campus. CUNY School of Professional Studies will showcase the grant writing course developed for their online Masters degree programs in Disability Services in Higher Education and Disability Studies.

Room 24

Concurrent Block 8, 4 – 5:30 pm

8.1
Equitable Access to Excellent Employment: Promoting Inclusive Career Preparation for Students with Physical Disabilities
David Parker, Gregory S. Fehribach Center
Larry Markle, Gregory S. Fehribach Center
Carlos Taylor, Gregory S. Fehribach Center

The Gregory S. Fehribach Center partners with 2- and 4-year campuses and employers in Indiana to promote wider social justice for students with mobility, hearing, visual, and orthopedic disabilities in their
college-to-career trajectories. This session will describe what over 130 students have experienced in over 250 paid work internships matched to their college majors with 24 employers to date.

Room 26C

8.2 Evaluating Requests for Remote Instruction: Are They Reasonable?
Jennifer Murchison, University of Memphis
Daniel Nuss, The University of the Pacific

Many disability professionals are facing increased requests for remote instruction as a reasonable accommodation request triggered by the COVID-19 pandemic. Does your institution have a policy in place to address these types of requests or does it fall on the disability-services office to evaluate as any other accommodation request? This presentation will explore policies, legal requirements and instructional factors that contribute to evaluating whether requests are reasonable.

Ballroom C

8.3 Lessons Learned From a Collaborative Coaching Community of Practice
Patricia Violi, University of Nevada, Las Vegas
Karen Toole, Syracuse University
Leisa Pickering, University of Kentucky
Tasha Chemel, Berklee College of Music
Michelle Koch, Moravian University

In this session, we will discuss our experience participating in the first AHEAD Coaching Community of Practice. We will also discuss the different models that were implemented at our respective institutions, to include various assessments and tools that are used to inform and evaluate our practice.

Room 19

8.4 Transformative Justice, Accountability Pods, and Conflict Responses in Disability Resource Practice
Cole Eskridge, Northern Arizona University

The incorporation of transformative justice frames into our office cultures may provide new ways of practice and communication that will ways we engage with existent hierarchies and leverage wider community support; but first, we must normalize these practices among ourselves. This workshop will introduce participants to these principles and one of their more actionable tools - accountability pods. Together, our workshop community will spend time mapping out our
Friday, July 22

own accountability networks, discussing their purpose and potential applications to our offices and campuses along the way.

Room 20

8.5 Developing a Common, Shareable Accessibility Rubric for Educational Technology
Kelly Hermann, University of Phoenix
Andrea Deau, IMS Global Learning Consortium

This session introduces a collaboratively developed Accessibility Rubric to guide institutional leaders with entry-level vetting of your digital teaching and learning tools. Get a better understanding of the expectations you should have when procuring tools for your digital ecosystem. We will share the outcomes of a pilot happening in Q1 2022 and discuss the potential for the rubric to influence the edtech market.

Room 23

8.6 Disability Justice & Disabled Graduate Student Labor in Higher Education
Naty Rico, University of Arizona
Sav Schlauderaff, University of Arizona
Janelle Chu Capwell, University of Arizona

This interactive session focuses on disabled graduate student labor, and will center the principles of Disability Justice (Sins Invalid, 2015) to reimagine support for disabled graduate students within higher education. Participants will become familiarized with the history of Disability Justice, how labor expectations for graduate students disproportionately impact marginalized graduate students, and how the construction of the “ideal” graduate student is rooted in ableism. We aim to move the focus of accessibility beyond a “compliance” model toward a practice grounded in the principles of Disability Justice.

Room 21

8.7 Students who are Blind/Visually Impaired: Experiences and Guidance for Higher Education Disability Offices
Kathleen DeNicola, Western Washington University
Enjie Hall, University of Toledo
Bernadetta King, Opportunities for Ohioans with Disabilities

This presentation will guide disability resources professionals through how to begin seeking out resources that are designed to help support the student who is blind/visually impaired access the content being presented in their courses. Most importantly, hear the experiences
of two students and their support services they received from a small college/university versus a large college/university.

Room 25 A/B

8.8
Shifting from Compliance to a Culture of Inclusion: a Four-Step Approach to Disability Inclusion
Charnessa Warren, University of Chicago

This session will introduce a three-step approach to systemically include disability and accessibility in higher education. The presenters will share a customizable approach that disability service providers may utilize in partnership with other campus partners to begin the shift from disability compliance to a more inclusive culture.

Room 26 A/B

8.9
The UK to the USA - Achieving Meaningful Inclusivity in Practice
Brian Lutchmiah, Diversity and Ability
Piers Wilkinson, Diversity and Ability

Diversity and Ability (D&A), a UK based disability rights social enterprise, will present this session with a focus on ensuring equity of opportunity and access to education for all and achieving sustainable participation across all learning pathways. The session will focus on three primary topics: (1) Setting the tone of leading inclusive culture change; (2) Embracing inclusivity in service design and delivery; and (3) Exploring the importance of the student voice in inclusive design and how to foster meaningful consultation and utilise it to design an inclusive culture across campuses.

Room 22

8.10
Building Health Science Expertise
Christine Low, Icahn School of Medicine
Grace Clifford, UCLA

This session will provide a template for developing expertise in health science programs. Disability specialists come to positions with varied backgrounds and may not have the knowledge specific to health science programs to effectively determine reasonable accommodations in these programs. Topics of discussion will include nuances of health science curriculums, such as consideration of the varied learning environments (didactic, lab, and clinical settings), progression requirements and board exams, and the role of program technical standards.

Room 25C
Two Steps to 508 Remediation

1. Accessibility **Check**
   Validate the state of your content’s 508 compliance

2. Accessibility **Fix**
   Run an artificial intelligence -driven application to automatically prep documents for assistive technology and screen readers

Visit us at our **stand #Booth 509** for more details
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**Accessing Higher Ground

The AHEAD staff is complemented by several talented part-time and contract professionals throughout the year.
Exhibit Hall Map

The 2022 Exhibit Hall is located in Exhibit Hall C in the Huntington Convention Center. This floor plan is subject to change as required by the Cleveland Fire Marshall on final inspection and/or by AHEAD conference management.

Exhibit Hall Schedule

Wednesday, July 20
5-7:30 pm Exhibit Hall Grand Opening & President’s Reception

Thursday, July 21
9 am-4 pm Exhibit Hall Open (Grab-and-Go Lunches Available)
9-11 am Poster Session 1 & Continental Breakfast
3-4 pm Extended Refreshment Break

Friday, July 22
9-11:30 am Exhibit Hall Open
10:30-11:30 am Poster Session 2 & Extended Refreshment Break
Thank You to Our Sponsors!

Aira Tech Corp
Booth #303

Approximately 60% of blind and low vision students who enter college don’t graduate. Hurdles include academic challenges, navigating campus, accessing learning materials, and participating in community. Aira is a live, human to human service, providing on-demand access to visual information. With Aira as an accommodation, this trend can be reversed. aira.io

AST. A Verbit Company (Gold Sponsor)
Booth #511

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Codemantra (Gold Sponsor)
Booth #509

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Continual Engine (Bronze Sponsor)
Booth #316

Continual Engine is dedicated to finding simpler, less expensive and more effective ways to making content accessible and delivering transformative learning solutions. We use automation, deep learning, machine learning, computer vision and natural language processing techniques to make the process of content discovery, curation, accessibility and consumption precise and efficient. www.continualengine.com
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Booth #610

Equidox offers PDF Accessibility Solutions to meet your needs whether your team has novice or pro remediators, for any quantity of documents. Equidox PDF remediation software makes PDF remediation 90% faster using intelligent automation and is available on-prem or cloud-based. Equidox also offers professional remediation services. equidox.co

Glean (Lanyard and Overall Conference Sponsor)
Booth #623/621/720

Glean is the antidote to information overload for improved student success. Our inclusive learning technology empowers 100,000s of students with a proven note taking process. Designed for students of all abilities, Glean for Education facilitates learning across campus with a suite of tools that build 21st century skills. glean.co

Hamilton CapTel (Bronze Sponsor)
Booth #409

Hamilton® CapTel® is dedicated to delivering innovative solutions that make telephone calls accessible and reliable for people with hearing loss. The ability to listen and read captions of what’s said to you using a captioned telephone, smart device or Cisco® business phone provides confidence and independence on every call. hamiltoncaptel.com

Hardeman Realtime Inc. (Bag Sponsor)
Booth #314

Hardeman Realtime Inc (“HRI”), founded in 2000, provides on-site/remote verbatim or meaning-for-meaning CART, Video Remote Interpreting, live and post-production video captioning, and transcription services. HRI specializes in higher education and S.T.E.M. courses. Our 250+ professional captioners have extensive experience in educational CART, staying current with new technologies through ongoing training. www.hricart.com

Partners Interpreting, LLC (Gold Sponsor)
Booth #505

Partners Interpreting (PI) is a full-service sign language interpreting and captioning company providing a suite of language & communication access services. PI is a quality provider in interpreting services, CART/C-Print captioning, post-production captions and ASL/English translations. We work with student services to help your campus be fully accessible for all.
Sonova USA - Phonak
Booth #704

The mission of the Phonak Work Life team is to provide innovative hearing solutions, accommodations on guidance, and education on for students transitioning to post-secondary education and the workplace. We believe that a holistic approach is necessary which considers solutions beyond a hearing aid. us.morethanahearingaid.com

Pope Tech (Gold Sponsor)
Booth #526

Pope Tech provides website accessibility and Canvas accessibility products and services. All our products use the WAVE testing engine and are designed with higher education in mind. For web accessibility: visit pope.tech. For Canvas products: visit pope.tech/lms.

ReadSpeaker (Bronze Sponsor)
Booth #410

ReadSpeaker, a leader in TTS, provides accessibility tools with certified integrations in Blackboard, Canvas, BrightSpace and other LMS providers. Utilizing the best voices in the market, our tools enhance the online learning experience for ALL learners AND provide the flexibility and compatibility to provide accommodations for testing using UDL methodology. www.readspeaker.com/education

Scanning Pens Inc. (Gold Sponsor)
Booth #403

Scanning Pens supplies portable text-to-speech devices promoting inclusive classrooms, making curriculum accessible for all. Students with reading difficulties, dyslexia, ESL etc. are empowered to reach their literacy goals, preparing them for their future! The ReaderPen supports reading, defines words and scans text directly to a computer. FREE Trials Available! www.scanningpens.com

Symplicity (Gold Sponsor)
Booth #502

Symplicity Accommodate helps institutions streamline workflows to quickly deliver accommodations. Modernize the accommodation request process with a fully ADA-compliant interface that allows students to seamlessly submit requests, connect with note-takers/transcribers, have assistive devices checked out electronically, and more. www.symplicity.com
Thank You to Our Sponsors!

Technopro Computer Solutions Inc. (Bronze Sponsor)
Booth #327

ClockWork is the leader in providing Digital Platforms that are specifically designed to meet the specific needs of Disability Support Services department. Streamline your department procedures and provide students timely support. Integrate your priorities with powerful data on demand.
3Play Media
Booth #617

3Play Media is an integrated video accessibility platform with patented solutions for closed captioning, transcription, live captioning, audio description, and subtitling. 3Play Media combines machine learning (ML) and automatic speech recognition (ASR) with human review to provide innovative, highly accurate services. Customers span multiple industries, including media & entertainment, corporate, ecommerce, fitness, higher education, government, and elearning. www.3playmedia.com

BioGAP
Booth #627

BioGAP: Professional organization of more than 40 institutions with biomedical-related doctoral programs. We are working to identify students with disabilities who have demonstrated high motivation, persistence and achievement in STEM fields, and are eager to work in biomedical science and engineering research and development. sites.google.com/site/nagapbiogap/home

Center for Inclusive Design and Innovation/
AccessText Network
Booth #427

CIDI is recognized as a leader for services and research in accessibility. We are dedicated to an inclusive society through innovations in assistive and universally designed technologies, with a goal of addressing the full range of needs for accessibility. CIDI is also proud to manage the AccessText Network.

Crawford Technologies
Booth #322

CrawfordTech is your source to meet the document accessibility challenges facing higher education institutions. Our AccessibilityNow platform finds, tests & helps to fix online digital documents to meet the current accessibility standards. We also offer alternative formats like braille, large print, HTML, eText and audio for student accommodations and coursework. www.crawfordtech.com
Exhibitors

CUNY School of Professional Studies
Booth #708

The CUNY School of Professional Studies (CUNY SPS) provides top-ranked online programs that meet the needs of adults who are looking to finish a bachelor’s degree, progress from an associate’s degree, earn a master’s degree or a certificate in a specialized field, and advance in the workplace or change careers. sps.cuny.edu/disability-studies-programs

Deaf Services Unlimited
Booth #402

Deaf Services Unlimited is a communication accessibility provider, offering sign language interpreting and captioning services for Deaf and Hard of Hearing individuals. Services are conveniently available on-site or remotely, 24/7/365. DSU is a nationwide service provider specializing in providing services to institutions of higher education in urban, suburban, and rural areas. deafservicesunlimited.com

Disability Access Information and Support (DAIS)
Booth #710

Disability Access Information and Support (DAIS) provides online professional development courses, program/site reviews, and more to institutions of higher education and professionals in the field of disability services. DAIS President Jane Jarrow provides these services, and welcomes the opportunity to provide technical assistance to the DSS community. Visit www.daisclasses.com

DO-IT, University of Washington
Booth #527

DO-IT serves to increase the success of individuals with disabilities in college and careers. This year, the exhibit features materials from the AccessADVANCE and AccessISL projects. These projects engage faculty and students nationwide in efforts to make computing and engineering content accessible to all students. www.washington.edu/doit

Educational Testing Service (ETS)
Booth #309

As the world’s largest high-stakes testing agency, ETS works to advance quality and Equity in education by providing fair and valid assessments, research and related services. The Office of Disability Policy (ODP) at ETS is committed to providing reasonable testing accommodations for candidates with documented disabilities and/or health related needs. www.ets.org/disabilities
ENMU-Roswell Special Services
Booth #503

The Special Services Program at Eastern New Mexico University-Roswell is an 11-month, 50-credit-hour program that leads students to a Certificate in Occupational Training. Each student is monitored to ensure continued success, utilizing a structured and individualized plan, for each to gain self-reliance in a nurturing college setting. enmu.edu

Habitat Learn Inc
Booth #602

Habitat Learn is an ecosystem of accessible products and services created to remove the barriers to learning through human-centered design. From scheduling everything you need for broadcasting classes globally, to delivering accessible courses with captions and summary notes for your students and staff, our products unify every learning experience. www.habitatlearn.com

JST Coaching & Training
Booth #722

JST Coaching & Training is the leading authority on student and ADHD/EF coaching. Our research-based higher education training programs provide DR professionals with coaching skills and strategies to help students improve self-advocacy and critical thinking skills which increase resiliency and self-determination, leading to persistence to graduation and greater success in life. www.jstcoachtraining.com

Landmark College Institute for Research and Training
Booth #311

Landmark College Institute for Research and Training conducts research and develops innovative practices to improve teaching and learning for students with learning disabilities, ADHD, and autism. The Institute provides training through workshops, Summer Institute, and an online Certificate in Learning Differences and Neurodiversity with specializations including Postsecondary Disability Services. www.landmark.edu/PD

National Deaf Center on Postsecondary Outcomes
Booth #320

The National Deaf Center on Postsecondary Outcomes (NDC) is a Technical Assistance and Dissemination center funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). NDC is a resource center for obtaining information, learning strategies, and build-
Exhibitors

ing networks to improve continuing education and training for deaf people. nationaldeafcenter.org

School Health Corporation
Booth #508

Our Selection of special education products serves Educational Professionals. Occupational Therapists, Speech Language Pathologists, Physical Therapists, Behavior Support Professionals and more. We provide a superior product selection, personalized service and trainings, and cost effective solutions to help you support your students so they can reach their developmental goals. www.schoolhealth.com

sComm
Booth #615

sComm is the manufacturer of the UbiDuo 3 communication device. The UbiDuo 3 enables the college hearing staff and deaf, hard of hearing students/employees to communicate with each other face-to-face anywhere on campus with zero barriers in addition to when the interpreter is available. The UbiDuo 3 allows deaf or hard of hearing people to interact freely with hearing people anywhere, anytime, in the work and social settings on campus. www.sComm.com

Sensus ApS
Booth #626

SensusAccess® is a conversion service for accessible documents and alternate media. SensusAccess® automates conversion of documents into a wide range of alternative formats including Braille, MP3, Bee-line, Language to language translation, DAISY, DAISY math and e-books in 30+ languages. SensusAccess® converts inaccessible documents into more accessible formats integrates with popular LMSs. www.sensusaccess.com

T-Base Communications
Booth #504

By leveraging our leading-edge technology, proprietary software, best practices and subject matter expertise, we can help you convert and remediate communications into properly accessible formats at the right time. We can deliver textbooks and documents in every alternate format, including braille, accessible PDF, large print, accessible math, and more. Visit us at www.tbase.com
Texthelp Booth #405

Founded in 1996, the Texthelp Group is a global technology company. Texthelp believes in a world where difference, disability, or language are no longer barriers. It is focused on helping all people learn, understand, and communicate through the use of digital literacy and accessibility software. www.texthelp.com/resources/ahead-2022

T-Mobile Accessibility Booth #326

T-Mobile Accessibility is the largest Telecommunications Relay Service provider in the United States offering products and services to bridge telecommunications gap for customers who are deaf, deafblind, have a hearing or vision loss, and/or have a speech disability with their hearing counterparts. T-Mobile has telecommunication solutions for everyday needs. www.T-Mobile.com/access

The CUNY School of Professional Development Booth #711

The CUNY School of Professional Studies (CUNY SPS) provides top-ranked online programs that meet the needs of adults who are looking to finish a bachelor’s degree, progress from an associate’s degree, earn a master’s degree or a certificate in a specialized field, and advance in the workplace or change careers. sps.cuny.edu.

Vispero Booth #609

Vispero® is the world’s leading assistive technology provider for the visually impaired. We have a long history of developing and providing innovative solutions for blind and low vision individuals that help them reach their full potential. www.vispero.com

Meet AHEAD Authors Sharon Field Hoffman & David Parker AHEAD Booth #608 Wednesday, July 20 at 5:30 PM
Save the Date: November 14-18, 2022 in Denver, CO accessinghigherground.org

Coming soon! AHEAD Start Virtual Training for New Professionals, October 18-20

This online training, held five hours per day over three days, is designed to provide those newer to higher education disability resources with a foundational overview of the major issues that shape this work. We will explore the civil rights foundation, legal underpinnings, and practical realities of creating accessible, welcoming environments. Join us to acquire the knowledge and judgement necessary to analyze access barriers, apply consistent principles to diverse situations, and foster change within established systems.
Local Information

Hospitals:
St. Vincent Charity Medical Center
2351 E 22nd St
Cleveland, OH 44115
(216) 861-6200
www.stvincentcharity.com/
Distance from convention center: 1.8 miles (7min)

Metrohealth Medical Center (Main Campus Medical Center)
2500 Metrohealth Dr
Cleveland, OH 44109
216-778-7800
https://www.metrohealth.org/
Distance from convention center: 4.6 miles (11min)

Cleveland Clinic (Main Campus)
9500 Euclid Ave
Cleveland, Ohio 44195
(216) 444-2200
my.clevelandclinic.org
Distance from convention center: 4.3 miles (15mins)

University Hospitals Cleveland Medical Center
11100 Euclid Ave
Cleveland, OH 44106
(216) 844-3722
uhhospitals.org
Distance from convention center: 7.6 miles (15mins)

Pharmacies:
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(216) 621-0132

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840 Euclid Ave
Cleveland, OH 44114
(216) 621-6019

AHF Pharmacy
2829 Euclid Ave
Cleveland, OH 44115
(216) 357-3327

Animal Services/Veterinary Care:
Gateway Animal Clinic
1819 Abbey Ave
Cleveland, OH 44113
(216) 771-4414
gatewayanimalohio.com/

Cleveland Veterinary Clinic
8069 Euclid Ave
Cleveland, OH 44103
(216) 563-1299
clevelandveterinaryclinic.com/

MedVet Cleveland West (24-hour emergency)
14000 Keystone Pkwy
Brook Park, OH 44135
(216) 362-6000
https://www.medvetforpets.com/location/medvet-cleveland-west/

Wheelchair Repair/Rental & Medical Equipment:
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