



Equity & Excellence Access in Higher Education

July 17-21, 2023 • Portland, Oregon

AHEAD Association on
Higher Education
And Disability®

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Overall Schedule

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

Monday, July 17

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 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
5:30-7 pm	Welcome Reception

Wednesday, July 19

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 20

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 21

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	Celebration Banquet

Meetings Schedule

Knowledge and Practice Communities (KPCs) bring together AHEAD members who share a common interest in a specific subject area. They support the Association by connecting members, sharing information, and developing resources. Meetings are open to anyone interested in attending.

Wednesday, 12:45-1:45 pm (Bring-Your-Own Lunch)

ADHD KPC Meeting: **Room B115**

Community Colleges KPC Meeting: **Room B118-119**

LGBTQ+ KPC Meeting: **Room C121/122**

Private Colleges KPC Meeting: **Room B112**

Research KPC Meeting: **Room B114**

Thursday, 12:45-1:45 pm (Bring-Your-Own Lunch)

ADA Coordinators Knowledge & Practice KPC Meeting: **Room B112**

Autism Knowledge & Practice KPC Meeting: **Room B115**

Blind and Low Vision KPC Meeting: **Room B110-111**

Deaf/HH KPC Meeting: **Room B118-119**

Veterans KPC Meeting: **Room B114**

Affiliate Leadership Lunch (invitation only): **Room F150**

Past Presidents Lunch (invitation only)

Friday, 12:45-1:45 pm (Bring-Your-Own-Lunch)

Coaching KPC Meeting: **Room B118-119**

Disability Identity Studies & Culture KPC Meeting: **Room B115**

REDD KPC Meeting: **Room B116**

Technology KPC Meeting: **Room B112**

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Welcome from AHEAD President



Equity & Excellence Access in Higher Education



On behalf of the AHEAD board of directors and staff, I am excited to welcome you to Portland for the 2023 Equity & Excellence Annual Conference!

The conference is the perfect opportunity to learn best practices, make connections with DR professionals from around the world, recharge, and celebrate outstanding contributors to our field. There will be substantial professional development offerings for both new and seasoned professionals, with plenty of opportunity for networking and knowledge

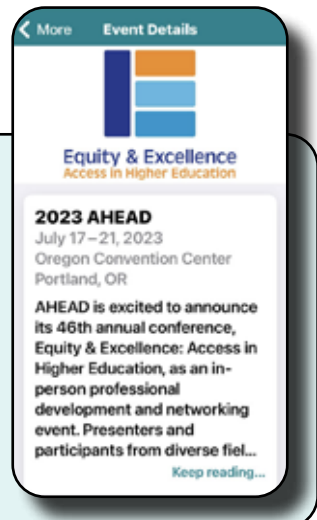
building. If this is your first AHEAD conference, welcome! Please take the opportunity to meet and get to know other colleagues in the field. If you have attended past AHEAD conferences, I hope that you find opportunities to catch up with familiar faces, make time to share wisdom with our new professionals, and reignite your “why” you do the work. We appreciate all you do to promote equity and access and your support of AHEAD.

Katy Washington
Virginia Commonwealth University
AHEAD President

Download the 2023 AHEAD Conference App!

Download in the iPhone App Store for iPhone and iPad and in Google Play for Android devices. Search for and download the Engagefully app and then search for AHEAD in the app's events section.

Quick access to the 2023 Conference schedule, updates, and more!



Free Services for Attendees



Use Glean for Free at AHEAD!

Glean is the note taking tool helping thousands of learners get more from their classes and improve their grades. But we'd rather show than tell! Try Glean free for 30 days using the link below, and sample effortlessly effective note taking.

1. On your laptop, go to glean.co/ahead, click 'Get Started', and create your account
2. Watch the 1-minute introduction video
3. Click '+ New Event' to open a new recording. Create a title, press 'record' in the top left corner and select 'Microphone'
4. You're recording! You can now start taking notes. Simply type in the text box, and label your note as 'Important' or something to 'Review'
5. You're good to go! While you're taking notes, explore the other features on the app, or get more information on how to use Glean effectively through our Skills Portal. Cramped handwritten notes are now a thing of the past!



Throughout the conference space and hotels, we are offering free Aira Access for attendees who are blind or have low vision.

What is Aira?

Aira is a service that uses the latest technologies to connect people who would benefit from visual information, with actual humans, highly-trained professionals who provide visual information on demand – describing, reading, explaining, navigating – just about anything, safely and securely. From finding your hotel room to locating a conference room. Reading a menu or hearing descriptions of exhibit hall tables-the uses are nearly endless.

To Access Aira:

1. Download the free Aira app on your smartphone on Apple iOS or Android
2. Open the app, enter your mobile number and select the "Continue" button
3. Aira will send you a text with a temporary, four-digit Aira code. Enter the code into the app to verify your mobile number
4. You're now ready to connect with an Aira agent. Try it out!
5. Use Aira as needed during the conference

Welcome to Portlandia!



Portland is known for our microbrews, coffee, tattoo shops, and keeping it weird! Nestled in the beautiful natural landscape of the Pacific Northwest, Portland also boasts a wealth of cultural opportunities and offbeat urban spaces. We have something for everyone!

Our accessible and convenient public transit, Trimet, will give you many options to get around town. Visit Alberta Street, Mississippi Ave, and SE Hawthorne for shopping and people watching. Find local fare, arts, and crafts at the Saturday Market near the waterfront or at the Farmer's Market in the Park Blocks near Portland State University. The Portland Art Museum offers world-class exhibits such as the Guillermo del Toro or Black Excellence showing now. Portland is also home to the famous Powell's Books with 68,000 sq ft of new and used books.

Portland is a foodie paradise! There is fine dining with gorgeous city views, such as the Metropolitan Tavern right next door to the conference. If pub fare is more your speed, challenge your colleagues to a game of hoops or watch live sports at the Spirit of 77 right across the street. It is also a great place to charge your laptop and use the wifi during break times. Don't miss the food carts—some say they have the best food in Portland!



If you would like to take advantage of our gorgeous natural surroundings, consider wandering through the International Rose Test Garden and the Portland Japanese Garden in beautiful Washington Park or the Lan Su Chinese

Garden just one mile from the convention center. Extend your visit and travel east to the breathtaking waterfalls of the Columbia River Gorge or head west toward the scenic Oregon Coast. Maybe head south to the Willamette Valley for a day of wine tasting. There is something magnificent to be found in every direction!

For those seeking live entertainment, we have an incredible opportunity on Wednesday, July 19th. iTunes chart-topping comedian, Nina G, will be at the Curious Comedy Theater as part of the Comedians with Disabilities Act comedy night! Get your tickets early so you don't miss this fantastic way to kick off your time at the 2023 AHEAD Annual Conference!

We are so pleased to welcome our 2023 Plenary Speaker, Lachi, who will kick off the Annual Conference on Wednesday morning and set the tone for a truly extraordinary time to learn and connect with colleagues. Lachi is an award winning creative artist and prolific Dance Music vocalist whose works have debuted on national Dance charts. Born legally blind, Lachi advocates for Disability Culture and inclusion in the music industry and is widely known for partnering with the Recording Academy (through her organization RAMPD) to bring accessibility to the GRAMMYS.



We sincerely hope that this year's AHEAD Annual Conference is a professionally rewarding and personally enriching time to reconnect with colleagues and friends. And that your time in Portland is fun and, yes, just a little bit weird.



Jen Dugger Spalding

AHEAD 2023 Local Chair
ADA Coordinator for the City of
Vancouver, WA



Jewls Griesmeyer-Krentz

AHEAD 2023 Local Chair
Assistant Director of Accessible Education
Services at Willamette University /
Pacific Northwest College of Art

AHEAD Gives Back

For over 20 years, AHEAD has encouraged members to support a student academic scholarship fund through our Silent Auction, and this year we've expanded our philanthropic efforts to provide a way members can make a positive impact outside of AHEAD. We invite you to support these efforts, if you are able, in the way that feels most comfortable for you.

AHEAD Annual Silent Auction (Located in Exhibit Hall A)

It's time to get your bid on! Are you ready to make a difference while indulging in some retail therapy? Look no further than the Silent Auction in the Exhibit Hall. Our auction is not only filled with cool items like jewelry, wine, art, handmade blankets, and more, but also serves a greater purpose. By bidding on these items, you are contributing to the advancement of students with disabilities and AHEAD members' academic advancement. Since 2002, we have raised over \$65,000 via the Silent Auction. So, show your support and bid for a cause!

Win an All-Expenses Paid Trip to AHEAD 2024!

Spurred by AHEAD members Michael Southern (University of Cincinnati) and Chris Stone (Washington University in St. Louis), AHEAD is launching "The AHEAD Giveback (#TAG)" to support Portland-area non-profit organizations whose primary mission is to help address the shelter, food, and health needs of our unhoused neighbors in Portland.

In January 2023, Portland, Oregon, declared a homelessness state of emergency due to a 50.4% increase in people experiencing homelessness between 2017 and 2022. The causes are multifaceted: addiction, domestic violence, unemployment and underemployment, mental illness, foreclosure...and the list goes on. While visiting this beautiful and engaging city, attendees may find themselves confronted by just how visible the reality of life for the unhoused is around them.

To Participate:

1. Make a monetary donation of any size to a Portland nonprofit focused on supporting the unhoused, then
2. Complete a short card at the registration desk letting us know that you donated.
3. At the banquet on Friday evening, one card will be drawn from the bowl, and that attendee will win:
 - Free admission to the 2024 AHEAD Conference in Baltimore
 - Airfare to Baltimore to attend the conference
 - Hotel stay in Baltimore during the conference
 - Three days of \$75 per diem (\$225 total) to cover meals and other expenses at the conference

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Suggested Non-Profits for "AHEAD Gives Back" Donation

Please feel free to donate to a Portland non-profit of your choosing; these are only suggestions.



Sisters of the Road (sistersoftheroad.org)

Sisters of the Road exists to support low-income and houseless individuals through charitable and educational programs, including providing affordable, healthy, and delicious meals in a space that welcomes all to come dine with dignity.



New Avenues for Youth (newavenues.org)

A Portland-based nonprofit organization dedicated to the prevention and intervention of youth homelessness. Our services for young people (ages 9-25) focus on the individual and helping them make positive change in their lives.



p:ear (pearmentor.org)

p:ear builds positive relationships with homeless youth through education, art, recreation and job training to affirm personal worth and create more meaningful and healthier lives.

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 and download the Engagefully app and then search for AHEAD in the app's events section.



Tweet about the Conference!

Twitter name: @AHEAD_USA
Hashtag: #AHEAD2023

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 Oregon Convention Center using the **OCC Free WiFi network**; no password required. Please note, there is no WiFi available in the ballroom.

All-Gender Restroom

Located adjacent to Room A101, 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 A108). 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.

Safety & Comfort for Everyone

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 A Wednesday-Friday.

Lunch Options

In addition to several lunch venues a short distance from the Convention Center, there will be food available to purchase inside the Center, as well.

AHEAD Thanks:

Program and Local Committee Chairs, the 100+ 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 Oregon Convention Center, Our Host Hotels, **and most of all— YOU!** **Without our nearly 1400 attendees, this event wouldn't be possible.**

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.

2023 Conference Evaluation Form



AHEAD depends on your feedback! The evaluation form is available on the Conference website, or you can access it via the QR code. Please complete this form at the end of the conference to help us learn what works for attendees and what we can do better. This form includes space for feedback on individual sessions as well as the overall conference.

Land and Labor Acknowledgement

The AHEAD conference this year is located in the heart of Portland, Oregon in Multnomah County. We honor the Indigenous people whose traditional and ancestral homelands we stand on, the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya and many other indigenous nations of the Columbia River. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.

AHEAD also acknowledges the labor, past and present, required to build a space where we can gather in this way. We honor the communities of color whose stolen labor was- and is- a vehicle for the United States to become an economic force in the world.

However, these labor and land acknowledgements are empty without action behind it. This includes, but is not restricted to, revitalization of Indigenous knowledges, giving to organizations led by Black, Indigenous, and communities of color, building meaningful relationships with the people and their history, and more. **We must make space and redistribute power.**

Thank you to Portland State University's Pacific Islander, Asian & Asian American Student Center and Traci Simmons (Associate Vice President of Diversity, Equity and Inclusion at Mt. Hood Community College) from whom we have sourced much of the language used in these acknowledgements.

AHEAD Thanks

Interpreter Services

Anthony Verdeja, Florida

Tracy Villinski, Minnesota

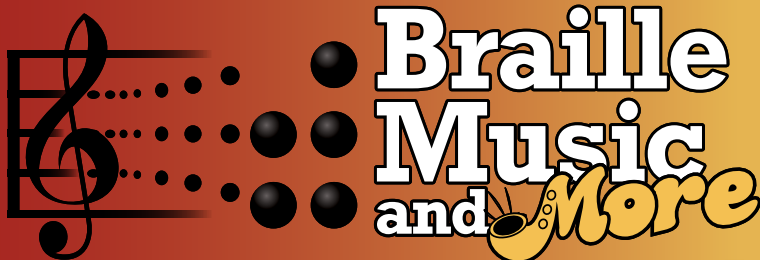
CART Services

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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.

Amanda Bell	Gracie Villarreal	Michelle Shaw
Amanda Rodino	Janet Medina	Mindi Bessler
Ana Victoria Fierro	Jeffrey Edelstein	Morgan Lutz
Antonia DeMichiel	Jen Holldorf	Morgan Strimel
Ashley Brickley	Jennifer Murchison	Norma Kehdi
Beth Parrott	Jordana Qi	Pamela J. Starr
Björn Fisseler	Julia Karpicz	Peter Celeste
Brett Haduch	Kara Fifield	Prakash Chandra Kasera
Bridget Green	Karen Andrews	Richard Allegra
Bruce Pomeroy	Karly Ball	Rosemary Johnson
Caitlin Rothwell	Kate McLaughlin	Sally Scott
Camryn Callaway	Katherine Aquino	Sarah Triano
Catherine Dugan	Kristina Petersen	Sarah Young
Catherine Spear	Kyle Reardon	Shannon Aylesworth
Chris Dallager	Linda Ladendecker-Corley	Shauna Goodell
Chris Stone	Lori Muskat	Shelbie D'Annibale
Cindy Poore-Pariseau	Maggie Butler	Suzanne Hawks
Daphne Gilles	Marcia Kolvitz	Tammy Berberi
Donna Lange	Margaret Camp	Teressa Eastman
Emily Dunbar	Maria Keller	Terri Freeman
Emily Lucio	Marie Lusk	Tina Vires
Emily Mattison	Marilyn Harren	Todd Van Wieren
Emily Shryock	Martin Stanberry	Tynisha Henderson-
Erin Ihm	Matt Sullivan	Mitchell
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Join us for a lunch & learn session on **July 21st, 2023**, with **Ian Smith**, Director of Product Development, to learn about **'Incorporating AI into your content accessibility process'**.

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See us at Booth #109 for more details



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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 (RID) have been preapproved 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 Conference Attendance Sheet 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.

Two-day Preconference: 12 hours	Concurrent Block 2: 1.5 hours
One-day Preconference: 6 hours	Concurrent Block 3: 1 hour
Half-day Preconference: 3 hours	Concurrent Block 4: 1.5 hours
Opening Plenary: 1 hour	Concurrent Block 5: 1.5 hours
Featured Presentation A: 1.5 hours	Poster Session 2: 1 hour
Featured Presentation B: 2 hours	Concurrent Block 6: 1 hour
Concurrent Block 1: 1 hour	Concurrent Block 7: 1.5 hours
Poster Session 1: 1 hour	Concurrent Block 8: 1.5 hours

1. Pick up a Conference Attendance Sheet and/or CRCC/RID form from the Registration desk at the beginning of the Conference.
2. Keep the Conference Attendance Sheet with you throughout the conference and record the sessions you attend. Collect verification signatures from the moderator, presenter, or AHEAD staff after each session attended.
3. For CRCC CEUs: After you've attended all applicable sessions, come back to the CEU desk to get a signed CRCC Verification of Completion form to take home, and fill out CRCC's Attendance Tally sheet.
4. For RID and other CEUs: follow the instructions from your organization to submit your hours after leaving the conference.

For a general Certificate of Attendance for other organizations:

Your Conference Attendance Sheet should be accepted by your employer or licensing agency, but if you would like a formal certificate, scan and email your sheet to AHEAD Professional Development (profdev@ahead.org).

Featured Presentation

Opening Plenary: Lachi in Concert

Wednesday, July 19, 9-10:30 am (Oregon Ballroom 201-203)



AHEAD is thrilled to welcome Lachi as the 2023 Plenary Speaker to kick off the conference on Wednesday morning. Lachi is an award winning creative artist and prolific Dance Music vocalist whose works have debuted on national Dance charts, amassing millions of streams, and finding placements on TV, radio and film. Born legally blind, Lachi advocates for Disability Culture and inclusion in the music industry and is widely

known for partnering with the Recording Academy (through her organization RAMPD) to bring accessibility to the GRAMMYS.

A leader in disability inclusion, Lachi is Founder and President of RAMPD, a UN-recognized global network of established music creators and professionals advocating for disability representation in music, finding national recognition in Billboard, NYTimes, Hollywood Reporter and more for its work bringing disability inclusion to the GRAMMYS telecast. Lachi splits her time serving on the GRAMMY Board as NY Chapter Governor and DEI Ambassador, and advising on the National Independent Venue Association and Songwriters of North America DEI Committees. Lachi is a 2022 D30 Disability Impact List Honoree, has received a Social Justice Award from Nightlife Culture, and was named Supporter of the Year for her role on the Nora Project's Leadership Council. Outside of this, Lachi consults and collaborates with major music firms, production houses, and non-profits—including the White House, Amazon, Google, Target, Adweek, The National Endowment of the Arts and more—to promote inclusion in the intersectional space.

From hosting a PBS' American Masters segment to performing at the Kennedy and Lincoln Centers, to appearing in national ads promoting accessibility to voicing the Audio Description on Netflix's Kanye West documentary, Lachi uses her creative talents and storytelling to amplify intersectionality and Disability Culture. Named a "dedicated foot soldier for disability pride" by Forbes and a "new champion in advocacy" by Billboard, Lachi has also been featured in Essence, BBC, LA Times, and American Songwriter among others for her work bringing Disability Culture into mainstream discussion, and for her brand of fashionable, upbeat and unapologetic disability pride.

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














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Welcome Reception

Tuesday, July 18, 5:30-7 pm (Oregon Ballroom Lobby)

The Welcome Reception will kick off the main Conference on Tuesday evening. We hope you'll arrive in Oregon 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 19, 7:15-8:45 am (Exhibit Hall B)

First-time attendees are encouraged to begin your conference week over breakfast with AHEAD leaders and other first-time conference attendees. Please join us there to kick off your first AHEAD conference experience!

President's Reception

Wednesday, July 19, 5:30-7 pm (Exhibit Hall A)

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 20, 5:30-7 pm (Oregon Ballroom 204)

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.

Celebration Banquet

Friday, July 21, 6:30-9 pm (Oregon Ballroom 201-204)

AHEAD's closing celebration is the perfect way to close the week with new and old friends, reflect on what you've learned, and just have fun! The final two awards of the week will be given, but there is no business meeting or other presentation this year. A DJ will be spinning some tunes, so come eat, dance, and socialize at this last hurrah of the week. Dress is casual or as fun as you'd like it to be.

DO-IT Programs Support Educators Creating Inclusive Classrooms and Curricula



AccessComputing: Increasing the participation of people with disabilities in computing academics and careers.

Neuroscience for Neurodiverse Learners: Offering activities, networking, and resources to high school and college students.

AccessADVANCE: Increasing the participation and advancement of women with disabilities in STEM faculty careers.

AccessINCLUDES Initiative: Promoting the inclusion of people with disabilities in STEM and computing.

Center for Universal Design in Education: Offering principles, processes, and guidelines for applying universal design to instruction, student services, technology, and physical spaces.

Join a Community and Find Resources at uw.edu/doit

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The U.S. Scholar
competition deadline:
September 15, 2023



The Fulbright U.S. Scholar Program is sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by the Institute of International Education.

For application
information, visit
fulbrightscholars.org

Preconference Sessions

8 am-5:30 pm	Registration Open, Holladay Lobby
9 am-5:30 pm	Preconference Sessions PC1 Intro to Disability Law, C123-124 PC2 New DR Professionals, B117-119 PC3 Diagnostic Testing, B115 PC4 Using Audits, B114 PC5 Neurodivergence & EF, A105-106
9 am-12:30 pm	PC8 ADA, Session 1, B110-111 PC12 Assistive Technology, B116 PC14 NonDisabled Privilege, B113
2 pm-5:30 pm	PC9 ADA, Session 2, B110-111 PC13 Assistive Technology, B116 PC15 Writing Accommodations, B113
10:30-11 am	Beverage Break
12:30-2 pm	Lunch (on your own)
3:30-4 pm	Beverage Break

("Meeting Space Maps" located on page 114)

Notes

Monday, July 17

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

PC 1

Introduction to Disability Law for Disability Office Directors and Staff and ADA/504 Coordinators

Paul Grossman, Executive Counsel of AHEAD, and OCR and UC College of the Law (retired)

Jamie Axelrod, Northern Arizona University

Mary Lee Vance, California State University Sacramento

Participation in this in-depth course on postsecondary student disability law with this highly-respected trio of disability resource/legal experts has become the way hundreds of AHEAD members first gained or solidified their facility with the disability rights laws they must implement daily. This training will give disability practitioners, administrators, and compliance professionals an indispensable set of analytical tools (“paradigms”) and processes to guide them in applying these paradigms. Participants who complete the class will find themselves with a greatly enhanced ability to resolve their most challenging cases and compliance questions under the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. Communicating with supervisors and college counsel in a well-informed manner will be significantly more achievable.

Room C123-124

PC 2

An Introduction to Access for Newer Disability Resource Professionals

Carol Funckes, AHEAD (retired)

This two-day institute will provide a foundational overview of the major concepts important to fostering equitable higher education experiences to those with three or fewer years of experience in higher education disability resources. Through instruction, discussion, and active engagement, this workshop will support participants in building onto their existing knowledge, analyzing barriers to access, applying consistent principles to diverse situations, and fostering change within established systems. Whether you work alone, with a large staff, or address disability-related barriers as one component of a larger role, join us for a dynamic introduction to an exciting field.

Room B117-119

PC 3

Diagnostic Testing Reports for Learning Disabilities and Attention Disabilities: What Does it All Mean?

Rhonda Rapp, California Institute for Integral Studies

This two-day session will lead attendees through an in-depth examination of “diagnostic assessment” of learning and/or attention disabilities. Through interactive / hands-on activities, participants will learn to use diagnostic assessment information in combination with professional judgment to determine appropriate accommodations. Participants will work through “diagnostic” case studies and investigate their own personal professional “diagnostic” judgment.

Room B115

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

PC 4

Using Audits of Physical and Digital Environments as Tools for Institutional Change I

L. Scott Lissner, The Ohio State University

Conducting an internal audit at your institution provides an understanding of how accessible your institution is, and how it needs to improve. Your audit may focus on the built environment and physical plant or your institution’s online offerings and digital assets (public facing, instructional platform, and/or workplace tools). This one-day session will provide an overview of audit strategies and processes and will frame an exploration of how audits can be tools for both compliance and institutional change. A series of short case studies will highlight tools and approaches across institutions that are common across domains as well as those that are unique. The use of risk, compliance, and maturity models will be compared, and structural issues from staffing to sampling will be described. Part of the session will be devoted to allowing participants to develop their own synopsis for a local audit they can bring back to implement at their institutions.

Room B114

Monday, July 17

PC 5

Neurodivergence and Executive Function: Intersections and Strategies

Emily Helft, Landmark College

Rick Bryck, Landmark College

Neurodivergence and executive function are two topics currently receiving a lot of attention separately from one another, but have you ever thought about how they go together? In this session, we'll explore the connections between three neurodivergent diagnoses—LD, ADHD, and Autism—to better understand how they commonly intersect with executive function within the post-secondary environment. We'll cover two executive function models to understand how neurodivergence is connected to EF, as well as how EF can show us the “WAI” to success. The latter portion of the session will be devoted to a variety of strategies that can be suggested to students, implemented through coaching/skills programs, or used in your own life! This session is designed to be interactive, and numerous experiential activities will be interwoven throughout. Attendees will walk away with both ideas and a hard copy (or digital) artifact to add to their DRO toolbox.

Room A105-106

Half-Day Preconference Sessions, 9 am – 12:30 pm

PC 8

ADA Coordinator Session 1 – Introduction to the ADA Coordinator Role and Facilities Accessibility

Gabriel Merrell, Oregon State University

Bree Callahan, University of Washington

The first of the four half-day sessions will provide an overview of the work generally performed by the ADA Coordinator role at most higher education institutions, with a focus on introducing the seven administrative requirements in the ADA/504 and general compliance requirements. Participants will gain knowledge about general facilities accessibility considerations that should be taken back to their institution for discussion, and what role the ADA Coordinator should/can play with facilities accessibility.

Room B110-111

PC 12

Assistive Technology - Exploration and Understanding:

The “What, Who, and Why?”

Rachel Kruzel, Texthelp

This preconference session will take a deep dive into the world of assistive technology and explore the W’s of assistive technology:

- **What:** What is assistive technology? What are the different types and categories of assistive technology? What software and tools are commonly used in higher education? What tools might students be using in K12 and as they transition into our offices?
- **Who:** Who can benefit from these tools? Who are resources and supports to help the continued learning, understanding, and adoption of the use of these tools?
- **Why:** Why should offices embrace assistive technology?

Room B116

PC 14

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 which means that our field continues to be dominated by people who experience nondisabled privilege. When we look at the work we do through a social justice lens, we recognize that this is a very different dynamic than we would likely find in professional work that addresses other types of marginalization and discrimination. In this session, we'll define nondisabled privilege, consider the ways our profession has perpetuated marginalization and oppression, examine our own 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 B113

Monday, July 17

Half-Day Preconference Sessions, 2 – 5:30 pm

PC 9

ADA Coordinator Session 2 – Grievances and Complaint Processes

Lorre Wolf, Boston University

Emily Lucio, University of Maryland

This half-day session will facilitate an interactive, deep dive into grievance and complaint processes. This session will share information on different formats for a resolution process and what is and what is not required by the ADA Title II regulations. Participants will have opportunities to share issues and provide feedback on what they have encountered when helping students navigate the complaint process at their schools.

Room B110-111

PC 13

Assistive Technology - Implementation and Decision Making: The “How?”

Rachel Kruzel, Texthelp

This session is a continuation of the morning assistive technology (AT) session. Many professionals who work in the field of disability resources have a basic understanding of assistive technology. However, when it comes to making decisions on tools or implementing it strategically with particular learners or more broadly as a support tool across campus, professionals often wish they had more process and strategies. This half-day preconference session will focus on the components of assistive technology provision, implementation, and decision making.

Room B116

PC 15

Writing Accommodations That are Clear and Intentional

Paul Harwell, Dartmouth College

Mandie Greiwe, Marian University

Writing clear and effective accommodations language is part art and part science. This workshop will coach participants through the principles with real-world examples and provide an opportunity to apply the principles to either provided examples or your own current accommodation language. This session will be useful for anyone hoping to revisit their current accommodation language, but it will be particularly helpful for those who are addressing language they have recently “inherited” with a new role and those who are in the early stages of implementing an accommodation database system.

Room B113

Preconference Sessions

8 am-5:30 pm	Registration Open, Holladay Lobby
9 am-5:30 pm	Preconference Sessions
	PC1 Intro to Disability Law, C123-124
	PC2 New DR Professionals, B117-119
	PC3 Diagnostic Testing, B115
	PC6 Ableism at Work, B110-111
	PC7 Coaching Strategies, B116
9 am-12:30 pm	PC10 ADA, Session 3, B114
	PC16 Cultivating Leadership, A105-106
	PC18 Basics of Doc. Access., A103-104
2-5:30 pm	PC11 ADA, Session 4, A103-104
	PC17 Home Sweet Home, A105-106
	PC19 Survivor's Guide, B114
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

("Meeting Space Maps" located on page 114)

Notes

Tuesday, July 18

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

PC 1

Introduction to Disability Law for Disability Office Directors and Staff and ADA/504 Coordinators

Paul Grossman, Executive Counsel of AHEAD, and OCR and UC College of the Law (retired)

Jamie Axelrod, Northern Arizona University

Mary Lee Vance, California State University Sacramento

(Session continued from Monday)

Room C123-124

PC 2

An Introduction to Access for Newer Disability Resource Professionals

Carol Funckes, AHEAD (retired)

(Session continued from Monday)

Room B117-119

PC 3

Diagnostic Testing Reports for Learning Disabilities and Attention Disabilities: What Does it All Mean?

Rhonda Rapp, California Institute for Integral Studies

(Session continued from Monday)

Room B115

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

PC 6

Ableism at Work: Unpacking How Ableism Shapes the Disability Experience and Informs Professional Practice

Amanda Kraus, University of Arizona

This preconference is intended for those with some background on the foundational concepts of disability studies and disability history to explore how ableism has been institutionalized in higher education and informs our professional practice in disability resources. We will discuss systemic and individual dynamics of power and privilege, and how manifestations of ableism contribute to stereotypes, biases and microaggressions that limit the disability experience in higher education and society.

Room B110-111

PC 7

Coaching Strategies for Transformational Interactions with Students

Christina Fabrey, Virginia Tech

Jodi Sleeper-Triplett, JST Coaching and Training

Interactions with disability resource providers are typically transactional, with the resource provider in the driver's seat, arranging for accommodations and taking care of the student's immediate needs. Topics such as sense of belonging, social issues and health and wellness typically don't fit into the conversation and are reserved for discussion with other campus partners. This transactional approach limits opportunities for students to develop the skills needed to be happy, healthy and successful because they don't view the disability office as a resource for personal growth and development. In this one-day preconference session, providers will learn coaching skills to integrate into student conversations, shifting to a transformational approach, learning more about students holistically and leading to an increase in student success, self-determination and a connection to their community. Attendees will learn and practice core coaching skills in this interactive session.

Room B116

Half-Day Preconference Sessions, 9 am – 12:30 pm

PC 10

ADA Coordinator Session 3 – Employee Accommodations

L. Scott Lissner, The Ohio State University

Andrea Vassar, Tulane University

ADA Coordinators often oversee the provision of disability accommodations to not only students but also employees and those who hold the role of both student and employee simultaneously, such as graduate assistants and Work Study students. However, the process for determining employee accommodations is established by a different Title of the ADA than those that guide student accommodations. Attendees to this half-day session will learn the differences between student accommodation and employee accommodation processes, the role of the ADA Coordinator in both, and have tools to go back to their institutions to review their own employee accommodation processes. Plenty of time will be set aside for interaction.

Room B114

Tuesday, July 18

PC 16

Cultivating Leadership as a Future or New Disability Resources Director

Katy Washington, Virginia Commonwealth University

New disability office directors have big tasks to achieve. Whether you were promoted internally or you are new to your campus, your first few months as a director are critical. You must get right to work figuring things out - learning, leading, and managing. From day one, you must quickly assess your office, the staff, processes, students, and faculty while understanding campus policies, culture, and politics. In addition to acclimating to a new campus and/or position, directors must balance a multitude of tasks, including developing staff; determining and coordinating accommodations for individual students; serving as the subject matter expert and university leader in addressing inequities; consulting with other campus entities; and developing office policy, procedures, and practices.

Room A105-106

PC 18

The Basics of Document Accessibility: A Hands On Learning Opportunity

Melanie Thornton, University of Arkansas

Bring your laptop to this session and learn how to create more accessible Microsoft Word documents. The presenter will provide an overview of digital accessibility and document accessibility. We'll also cover how to save it to PDF while maintaining accessibility. We'll work through it together and you will get direct assistance as needed. Mac and Windows users are both welcome. The only requirement is that you bring your laptop with Microsoft Word installed.

Room A103-104

Half-Day Preconference Sessions, 2 – 5:30 pm

PC 11

ADA Coordinator Session 4 – Policy Development Workshop

Chris Toutain, Reed College

Maranda Maxey, Appalachian State University

This half-day working session is designed as a venue for ADA Coordinators or others involved in campus disability policy work to exchange ideas and perspectives and work together towards developing policy for their campuses. The session will begin with a broad discussion of policy review and implementation processes, and then narrow to consider common elements of policy development. Most of the session will

spent in small groups discussing the concepts presented and exploring the ways in which they might inform or support participants' work. Attendees will have an opportunity to interrogate their most challenging policy development issues in an venue that will allow for feedback and idea generation through collaborating and perspective sharing with other ADA Coordinators who are doing similar work and leave the conference with progress made towards their next policy-related project.

Room A103-104

PC 17

Home Sweet Home: Responding to the Rising Requests for Housing Accommodations

Zac Lounsbury, Colorado College

Ann Murphy, University of Wisconsin-Stout

Sara Rotunno, Colorado College

Rebecca Smith, Oberlin College;

Cristin Turner, University of Northern Colorado

Since students have returned to campus following remote learning during the COVID-19 Pandemic, housing requests such as single rooms, private bathrooms, and a place to decompress, are increasing, and decision-making has become increasingly complex. Presenters of this session have a plethora of combined experience in disability services, and have worked collaboratively to create and refine effective housing accommodation request decision-making strategies, policies, procedures, and appeal processes over the years. Participants will have the opportunity to review case studies, take a deep dive into their housing processes, and collaborate as a team to discuss tools for managing the increasing requests for single rooms and other housing accommodations.

Room A105-106

PC 19

A Survivor's Guide: Navigating the Community College Terrain!

Michelle Mitchell, Lehigh Carbon Community College

Teressa Eastman, Butler Community College

Marilyn Harren, Collin College

This half-day session will cover various unique issues faced by two-year campuses by providing opportunities for small group discussion, dedicated time for networking, and experiential activities. Whether you work at a traditional community college, two-year regional or state university or some other configuration, we welcome you to join us for a half day filled with practical application and discovery. Topics will include unique characteristics of community colleges, dual/con-

Tuesday, July 18

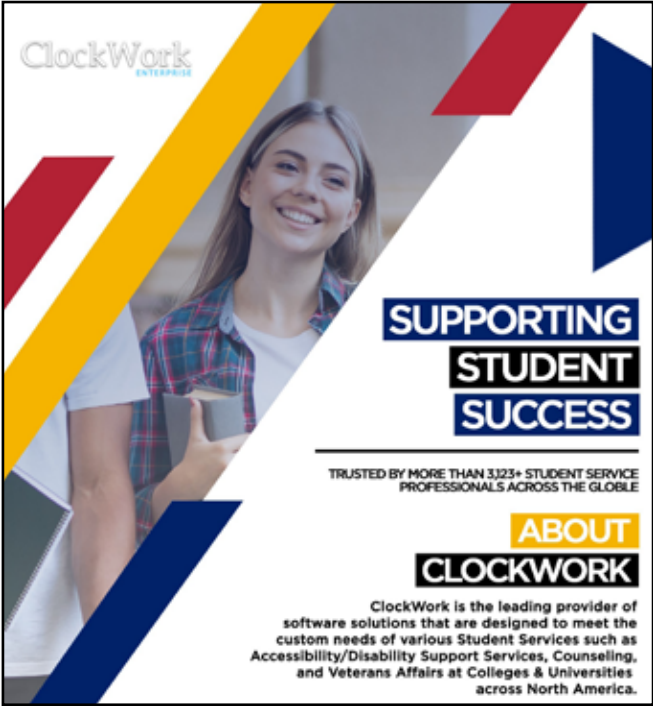

currently enrolled students, building relationships with faculty and staff through training on disability issues/accommodations, inclusive higher education programs, open enrollment issues, transitioning to college, evaluating/assessing your office, and more. We will end the session with a brief roundtable discussion: “I have a situation that...”

Room B114



**ALL GENDER
RESTROOM**

Located adjacent to room A101, 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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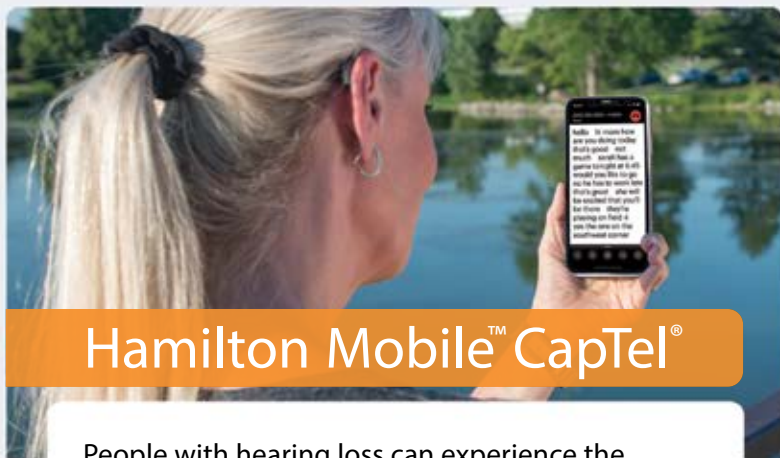
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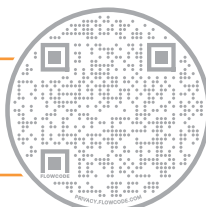
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Wednesday, July 19

7 am-5:30 pm	Registration Open, Holladay Lobby
7:15-8:45 am	First-Time Attendees Breakfast, Exhibit Hall B
9-10:30 am	Opening Plenary, Oregon Ballroom 201-203
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 & 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 Grand Opening & President's Reception, Exhibit Hall A

("Meeting Space Maps" located on page 114)

Notes

Opening Plenary, 9 – 10:30 am



AHEAD is thrilled to welcome Lachi as the 2023 Plenary Speaker to kick off our conference on Wednesday morning. Lachi is an award winning creative artist and prolific Dance Music vocalist. Born legally blind, Lachi advocates for Disability Culture and inclusion in the music industry and is widely known for partnering with the Recording Academy (through her organization RAMPD) to bring accessibility to the GRAMMYS.

Oregon Ballroom 201-203

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

A1

Office for Civil Rights - Year in Review

Amy Kim, Department of Education, Office for Civil Rights

Charlotte Cunningham, Department of Education, Office for Civil Rights

The U.S. Department of Education's Office for Civil Rights (OCR) 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.

Oregon Ballroom 201-203

A2

Disability Culture, Campus Alliances, and the Role of Disability Services: Insights from the Creation of Three Disability Affinity Groups

*Jeffrey Alex ("Jae") Edelstein, University of Massachusetts Amherst,
University of Massachusetts Boston*

Elizabeth McLain, Virginia Tech

Luke Kudryashov, University of Minnesota

Rachel Adams, University of Massachusetts Amherst

*Joshua ("Josh") Pearson, Polus Center for Social and Economic
Development, Inc.*

*Oluwaferanmi Okanlami, University of Michigan, University of
California Los Angeles*

What is disability community and how can disability services professionals support it on their campus? In this session, six presenters will share the stories of how disability affinity groups were started at three different institutions, the impact these groups have had on disabled students, faculty, staff, alumnx, community members, and allies, and how these communities have been sustained within and across said

institutions. Within these narratives, specific attention will be drawn to the sometimes fraught relationship between each university's office of disability services and the members of these communities, as well as the ways these relationships have evolved over time with institutional changes. Attendees will have the opportunity to engage in critical discussions in small groups with presenters and one another about how they might support the creation, work, and longevity of similar groups on their own campuses.

Oregon Ballroom 204

Lunchtime Activities (Optional), 12:45 – 1:45 pm

Lunch & Learn Exhibitor Presentations

Join AHEAD's sponsor/exhibitors for an in-depth look at some of their popular products for higher education. As disability service professionals, we know how often products and services offered by external sources can answer some of our most challenging questions. Bring your cash-and-carry lunch and your questions and keep learning during lunch!

Setting Students Up for Success with Glean's UDL Approach to Note Taking

David Nancekievill, Senior Product Manager, Glean

Sam Robins, Senior Customer Success Manager, Glean

Join us for a demo of Glean, the note taking accommodation trusted by over 700 higher education institutions to provide compliant, effective, and reliable support at scale. Its UDL approach removes the need for peer note takers, increases student independence, and eases the role of support professionals.

Room B113

Person Centered Access with the Deaf & Hard of Hearing

Paul Tracy, CEO, Partners Interpreting

T.J. DiGrazia, Director of Captioning, Partners Interpreting

Karina Mitchell, Community & PR Coordinator, Partners Interpreting

In this interactive discussion learn the why, what, and how's of effective communication with the Deaf and Hard-of-Hearing. Learn about best practices and how to make informed decisions to create an inclusive and equitable experience for students and staff.

Room B116

Wednesday, July 19

Knowledge and Practice Community (KPC) Meetings

Knowledge and Practice Communities (KPCs) bring together AHEAD members who share a common interest in a specific subject area. They support AHEAD by connecting members, sharing information, and developing resources.

ADHD KPC Meeting: [Room B115](#)

Community Colleges KPC Meeting: [Room B118-119](#)

LGBTQ+ KPC Meeting: [Room C121/122](#)

Private Colleges KPC Meeting: [Room B112](#)

Research KPC Meeting: [Room B114](#)

Informational Session

NCCSD Is for You!

Emily Unholz-Bowden, University of Minnesota

Roqayah Ajaj, University of Minnesota

Richard Allegra, AHEAD

The National Center for College Students with Disabilities (NCCSD), now housed at the University of Minnesota's Institute on Community Integration serves as a resource for transition-age youth and college students with disabilities. Learn about NCCSD resources relevant to your work including research in progress, the NCCSD Clearinghouse, and an up-to-date edition of the CeDaR Database containing disability resources available at every college/university in the US which will soon include information about non-degree-granting institutions. We'll also share about the DREAM group for students with disabilities.

[Room B110-111](#)

Featured Presentations Block B, 2 – 4 pm

B1

Legal Year in Review

Paul Grossman, Executive Counsel of AHEAD, and OCR and UC College of the Law (retired)

Jo Anne Simon, New York State Assembly

AHEAD's legal experts will analyze court cases and OCR letters from the past year of great significance to AHEAD members.

[Oregon Ballroom 201-203](#)

B2

Guiding the Office - Different Approaches to Leadership: A Panel Discussion and Networking Opportunity

Tom Thompson, MLS Consulting Inc. / Retired Director of William

Rainey Harper College in Illinois

Enjie Hall, University of Minnesota

Rosalind Blackstar, UMass Global (formerly Brandman University)

Kaela Parks, Portland Community College

The leadership staff of an office (often, but not limited to, Director, Associate and Assistant Directors) have vital strategic and operational responsibilities to fulfill. How these responsibilities are allocated and carried out can greatly impact the accessibility and inclusivity of a campus. The panelists, who serve in leadership roles in both two- and four-year schools, will share their perspectives and experiences in ensuring strong awareness of roles and responsibilities, fostering collaboration with colleagues, and promoting greater campus accessibility and inclusion.

Oregon Ballroom 204

Concurrent Block 1, 4:30 – 5:30 pm

1.1

Creating a Presidential Advisory Committee for Accessibility

Deborah McCarthy, University of South Florida

As more and more students with disabilities seek enrollment in higher education, institutions have a unique opportunity to reflect the importance of disability as diversity by creating an accessibility awareness group such as a presidential advisory committee. Come to this presentation to participate in a case study based on the presenter's experience with creating such an advisory group. Using a case study format and round table discussion, this presentation will address themes such as building appropriate collaborations, including the voices of faculty and staff with disabilities, the need for persistence, and inclusive framing.

Track: ADA Coordinators

Room B110-111

1.2

Transformative Medicine: Using Critical Disability Studies to Promote a Culture of Accessibility in Health Science Programs

Jewels Griesmeyer-Krentz, Linfield University

This presentation uses a critical disability studies lens to examine how disability service providers can become institutional change agents in health science programs. By forming key partnerships with stake-

Wednesday, July 19

holder-allies outside disability services, disability professionals can promote accessibility beyond their offices and become institutional change agents to promote an institutional culture of accessibility. We will explore the specific case of health science education to discuss how these ideas work in a real-life context, though they could be applicable to many types of educational programs.

Track: Health Science Education

Room A103-104

1.3

Ableism: What It Is and Why It Matters to Everyone

Devin Axtman, University of North Texas

This interactive presentation will define ableism and its different forms, discuss where ableism comes from, identify how ableism contributes to barriers impacting disabled people on college campuses and in the community, and discuss how participants can use what they learned during the presentation to educate others and advocate for positive change. This presentation will be beneficial for attendees with all levels of experience, but will be particularly useful for those new to the field who may have less experience discussing ableism and disability related barriers.

Track: Foundations in Disability Resources

Room B113

1.4

Meeting Student Needs During Periods of High Demand by Partnering with Special Education Faculty: A Pilot Program

David Thomas, West Chester University of Pennsylvania

Due to a combination of factors including fewer staff and skyrocketing numbers of students seeking accommodations, the staff to student ratio is increasingly difficult to manage. Our disability office has reached out to colleagues in the Special Education department who have adaptable knowledge of disability, especially in education, to collaborate to review documentation and provide accommodations and coverage for vital functions, such as interpretation of accommodations for students and faculty, when the Director is unavailable and during periods of high demand.

Track: Office Management

Room B117

1.5

Anchor Points: Holding Your Disability Services Office Steady During Turbulent Times

Ronda Purdy, Educational Testing Service (ETS)

Lauren Pourian, Educational Testing Service (ETS)

In the wake of the pandemic, disability offices had to adapt practices and policy to ensure equal access in a changing educational landscape. Now that we have had time to adjust to these changes, we will discuss how offices can move away from a reactive model and get back to anchor points in the accommodation decision process. For some offices, this could mean getting back to already established anchor points found in policies and procedures and for others, this might mean changing practices for greater alignment with our shifting educational landscape. We will provide an overview and examples of anchor points for disability offices and explore how shifting away from these anchor points may have impacted fairness and equity in the accommodation process. We will also provide participants with an Accommodation Decision-Making Model to assist in making consistent accommodation decisions.

Track: Leadership

Room B115

1.6

Is Automatic Speech Recognition Too Good To Be True?

Rebecca Klein, 3Play Media

Speech recognition is widely used to streamline the process of creating closed captions, transcripts, audio descriptions, and other media accessibility accommodations. This session will evaluate the current state of speech technology and assess if automatic speech recognition (ASR) is sufficient for closed captioning or live captioning needs in higher education. We will present findings from a 2022 research study of leading automatic speech recognition (ASR) engines.

Track: Technology

Room C120

1.7

Project Access: Collaborating with Faculty for Effective Deaf and Hard of Hearing Student Inclusion

Mei Kennedy, University of Tennessee, Knoxville

Donna Lange, Rochester Institute of Technology

When working with faculty, having a “toolkit” of resources and strategies to support deaf and hard of hearing students can be very helpful. Join us for this workshop that shares strategies to enhance existing teaching practices for deaf and hard of hearing students in postsec-

Wednesday, July 19

ondary classrooms, with a focus on improving the inclusion of these students in classroom instruction and learning.

Track: DeafTEC

Room C121/122

1.8

The Social Model in the Age of Social Media: Working with First Generation/Low Income Students with Disabilities at Private Institutions

Robyn Bahr, Harvard University

Many private and elite universities are now striving to welcome more students from across the socioeconomic spectrum; however, such institutions often struggle to adapt their environments to the unique needs of students from low-income households. Learn more about how our Harvard College's Disability Access Office addresses the challenges these first generation and low-income students face and how you can potentially apply our practices to your program.

Room B118-119

1.9

Promoting Disability Awareness and Inclusion Through Student Leadership Development Opportunities

Jennifer Biggers, University of California, Riverside

If accessibility is a campus responsibility, how do we support student leaders and campus partners to ensure that they have the knowledge to create accessible and inclusive spaces? Participants, who may have a specific programming role, will learn about various workshops/training sessions that they can facilitate to support the conversation around access and inclusion in their college communities. A digital toolkit will be provided to participants that includes templates for presentations, checklists, and marketing resources.

Room B116

1.10

The Impact of “Stress Culture” on Students’ Mental Health and How We Can Address It

Nicole Subik, Villanova University

Emily Harris, Villanova University

There has been a recent rise in students with mental health conditions looking for accommodations to address concerns around test taking, participation in class discussions, deadlines, attendance, and more. This increased need is in part due to the “stress culture” placed on students, particularly at competitive schools. In this presentation, we

will discuss how disability offices can encourage campus conversations to address the underlying issues around “toxic rigor” and performance expectations, provide specific guidance to faculty to better support students who are struggling, and give students the tools they need to communicate effectively about their needs.

Room C123/124

1.11

Housing Accommodation Challenges and Decisions

Chris Dallager, Mississippi State University

Samantha Thayer, Carleton College

Matthew Hoekstra, University of Minnesota Morris

Housing accommodation decisions can create challenges for collaborations between the disability and housing departments at college and university campuses. The wide range of requests, the requirements for on campus residence, and the often times limited options available add difficulty. This presentation will share the results of interviews with dozens of housing staff and disability staff from public and private institutions that speak to the dilemmas and resolutions to challenging housing accommodations. Through think-pair-share activities, attendees will be able gain in knowledge and contribute to the learning of the group.

Room A105-106

1.12

An Inconvenient Truth: Lessons Learned From an Institutional Climate Assessment Process

Bree Callahan, University of Washington

Jillian Morn, University of Washington

Campus climate surveys designed without accessibility and advocacy in mind represent a lost opportunity for institutional diversity efforts and intersectional analysis. This session shares lessons learned from a recent climate survey of students, faculty, and staff at a large, public, research university. The presentation includes guidance on how to structure effective collaboration between disability services professionals and institutional researchers overseeing the climate assessment process, an overview of project management steps to take before and after conducting a climate survey to ensure accessibility is central to survey design and outcomes, and a discussion of how results may be used strategically across a campus.

Room A107

1.13

Accessibility for Aspiring Performing Artists: Ensuring Equal Access for Students with Physical Disabilities in Movement-Based Courses

Hannah Enenbach, College of the Performing Arts

Performing arts programs often offer many courses that focus on physical movement, and ensuring full access for students with disabilities in these programs can be challenging. Drawing from experience directing the Accessibility Services office and arranging accommodations at a performing arts school with dozens of dance, stage combat, and other movement-based core and elective courses, the presenter will explore creative options for ensuring equal access and a full experience for aspiring performing artists with physical disabilities.

Room B112

1.14

Launching a Specialized Accessibility Training Academy When You Don't Feel Like a Subject Matter Expert

Amanda Feaster, Kent State University

Alison Haynes, Kent State University

One size of accessibility training cannot fit all. But is creating specialized trainings to institution employees worth the research and effort? With strategic collaboration, it is. Learn how Kent State University created and launched the Equal Access Academy, a semesterly carousel of 12+ separate trainings co-taught by cross-divisional partners and focusing on either accessibility awareness or creating accessible digital content. The Academy has had over 800 unique staff, faculty and student attendees in 2022.

Room B114



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Thursday, July 20

8 am-5:30 pm	Registration Open, Holladay Lobby
9-11 am	Exhibit Hall/Poster Sessions/Continental Breakfast, Exhibit Hall A
11 am-12:30 pm	Concurrent Block 2
12:30-2 pm	Lunch (on your own); KPC Meetings; Lunch & Learn Sessions
2-3 pm	Concurrent Block 3
3-4 pm	Extended Refreshment Break
4-5:30 pm	Concurrent Block 4
5:30-7 pm	REDD KPC Reception, Ballroom 204

("Meeting Space Maps" located on page 114)

Notes

Poster Sessions, 9 – 11 am, Exhibit Hall A

(Poster session descriptions available on conference app and on the AHEAD website)

Long COVID in Higher Education: Emerging Symptoms of and Institutional Support for Students with Long COVID Diagnoses

Katherine Aquino, St. John's University

Lisa Vance, North Iowa Area Community College

How does School-to-work Transition Support Improve Employment Outcomes of Adolescents with Mild Special Educational Needs?

Delina Swee, Temasek Polytechnic

Analysis of Risky Behaviors, HIV/AIDS University/College-Wide Curriculum Implementation and Academic Retention with Gender and Race Disparities in University/College Settings

Charity Embley, Eastern Oregon Center for Independent Living

William Toombs, Eastern Oregon Center for Independent Living

Jonathan Wilson, Eastern Oregon Center for Independent Living

The Value of Supported Education Programs in Helping Students with Mental Illness in Universities Overcome the Challenges They Experience

Ron Shor, The Hebrew University of Jerusalem, Jerusalem, Israel

Universally Designed Synergistic Supervision: A New Framework for Accessible and Effective Supervision

Adam Lalor, Landmark College

Kelly O'Ryan, Windham Northeast Supervisory Union

Use of Universal Design for Learning (UDL) to Enhance Opportunities for College Students with Disabilities in STEM

Cliff Oliech, Duquesne University

Bridget Green, Duquesne University

Thomas Montgomery, Duquesne University

Accommodation Decisions of Law Students with AD/HD

Alexa Darby, Elon University

Disabled Students' Experiences Transitioning to Online Higher Education During COVID-19: Lessons Learned to Apply to a Post-Pandemic World

Laura Mullins, Brock University

Amanda Bailey, Brock University

Rachel Sheppard, Brock University

Nothing About Us Without Us: Examining Sense of Belonging and College Success through the experiences of students with Autism Spectrum Disorder

Courtney Mulligan, Regis College

Confronting Ableism Among Academics: Creating Affinity Space for Disabled Staff and Faculty

James Albrecht, Portland Community College

Martha Bailey, Portland Community College, Clackamas Community College

Saara Hirsi, Portland Community College

Jessie Levine, Portland Community College

UPDATE: Students with Long COVID on Campus

Jane Jarrow, Disability Access Information and Support (DAIS)

Designing Online Meetings That Are Accessible and Inclusive

Lyla Crawford, DO-IT, University of Washington

Study Abroad and Students with Disabilities: Opportunities for Campus Collaboration

Tara Row, University of North Florida

Katrina Hall, University of North Florida

The Importance of Collaboration and Working Relationships Between Campuses and their Respective Disability Access Offices During Institutional Merges

Courtney Gutierrez, Mills College at Northeastern University

Kyle Droz, Northeastern University

Experience of Typical Developing Siblings' of Latin decent as They Navigate Their Role in the Education of Their Siblings with Autism Spectrum Disorder

Elena Marte, Florida International University, Miami-Dade County Public Schools

Universal Design: Engaging Faculty to be Equitable and Inclusive

Ana Fierro, University of Arizona

Research-Based Interventions that Work: Improving Retention and Graduation Rates for College Students with Disabilities

Emily Unholz-Bowden, University of Minnesota

Brian Abery, University of Minnesota

Renáta Tichá, University of Minnesota

Creative Collaboration for Compliance and Success: L/AC and Pratt Institute's Foundation Department

Beth Ann Bryant-Richards, Pratt Institute

Elisabeth Sullivan, Pratt Institute

Yasi Ghanbari, Pratt Institute

Anna Riquier, Pratt Institute

NSF Funding Opportunities for Persons with Disabilities in STEM and STEM Education

*Christopher Atchison, Division of Equity for Excellence in STEM (EES),
National Science Foundation*

Concurrent Block 2, 11 am – 12:30 pm

2.1

Sexual Misconduct and Supporting Autistic Students Through the Title IX Process: Building a Bridge Between Title IX and ADA

Emily Singer Lucio, University of Maryland

Angela Nastase, University of Maryland

Lorre Wolf, Boston University

Jane Thierfeld Brown, College Autism Spectrum

As the number of students on the autism spectrum continues to rise, college campuses must increase their knowledge of this population as it relates to working with the Title IX office on campus. Most students with autism will have few (if any) sexual misconduct issues, but for others, challenging behaviors can emerge on campus. This session will provide examples of reports of sexual misconduct involving Autistic students, information on the current regulations and offer ways the disability office, ADA Coordinator, and Title IX Coordinator can work together to prevent and respond appropriately when complaints of sexual or interpersonal misconduct are made to the Title IX Coordinator.

Track: ADA Coordinators

Room B118-119

2.2

Supporting Student Accommodation Requests for Boards, Bar Exams, Licensing, and Other High Stakes Gateway Tests

Grace Clifford, David Geffen School of Medicine at UCLA

Lisa Noshay Petro, UC College of the Law

Charles Weiner, Law Office of Charles Weiner

Disability Service Providers are frequently flustered by the exhausting processes students must engage in to receive reasonable accommodations on board, licensure, and high-stake examinations from 3rd party

testing agencies. Presenters will outline how providers can prepare students to submit a strong application and support them through the application process. We will also leave ample time for Q&A and provide additional electronic resources.

Track: Health Science Education

Room C121/122

2.3

The New(ish) Professional Seminar - Navigating Your Early Years as a Disability and Accessibility Resource Professional

Ian Kunkes, Virginia Commonwealth University

This session will provide insights and tips for all individuals who are in their first 5 years of work in the disability resource and accessibility field. We'll begin with an overview our field, then have a look at AHEAD's newly released Professional Competencies as well as the shift in our field from compliance-based practices to ones based on principles of social justice, and finally, we will discuss how new professionals can navigate the mine-field that is a university or college campus and effectively navigate complex policies, procedures, bureaucracy, and (most importantly) politics.

Track: Foundations in Disability Resources

Room B113

2.4

Starting from Scratch: Disability Services at a Small College

Megan Launchbaugh, Hastings College

Emily Dunbar, Hastings College

This presentation offers insights and support to disability service providers working in small private colleges who are in the early stages of establishing or formalizing their accommodations process. We will offer a disability services development model as both a starting point and an ongoing tool for growing your disability services office from providing essential services to establishing a legacy of service and advocacy.

Track: Office Management

Room A107

2.5

Finding, Funding, and Caring for Staff

Patricia Violi, University of Nevada, Las Vegas

Tom Thompson, Consultant

Bryan Hilbert, University of Nevada, Las Vegas,

This presentation is designed to inform new and seasoned leaders in disability services who are looking to improve their staffing ratios to support disabled students and the campus community. We will

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share the pros and cons of hiring on soft dollars and how it can be an effective practice to develop a strong pipeline of undergraduate and graduate students, along with young professionals in the disability field, who can move on to become leaders in their own right.

Track: Leadership

Room B112

2.6

Electronic Accessibility: Ensuring Built-In Access in Procurement, Design, and Development

Jennie Stewart, Louisiana State University

Buddy Ethridge, Louisiana State University

Jimmy Cong, University of California, San Diego

Jenn Dandle, University of California, San Diego

Jess Hutchinson, University of California, San Diego

This session will share the journeys taken by two different schools working to improve digital accessibility: The University of California, San Diego and Louisiana State. The presenters will workshop through the procurement oversight process, discuss interactions with various campus and vendor partners, and explore the lessons that were learned throughout the development and implementation phases. Topics will include process evaluation criteria, policy creation, campus partnerships, faculty and staff involvement, vendor engagement, the need for autonomy, and what a unified effort across peer institutions might achieve.

Track: Technology

Room B115

2.7

Thinking Outside the Box - Providing Full Access for Deaf and Hard of Hearing Students in Off-Campus Learning Environments

Cheryl Reminder, Rochester Institute of Technology

Michael Sauter, Saddleback College

Kate Erwin, TypeWell

How do we provide full access (interpreters, captioning, assistive technology, and other services) when the "classroom" may not be a traditional lecture hall or even not in a building on campus? How can faculty, interpreters/captioners, and disability office staff work together to support an inclusive and accessible environment, when the classroom is a marine biology field experience, a manufacturing plant, or some other non-traditional classroom? Information from this session is applicable to internships, co-ops, and other types of experiential learning. Tangible examples and demos will be included.

Track: DeafTEC

Room B110-111

2.8

Disability IS Diversity, Equity, and Inclusion: Repositioning and Strengthening the Work

Chianti Blackmon, AMDA College of the Performing Arts

Hannah Enenbach, AMDA College of the Performing Arts

Disability is an integral part of diversity. Despite this, campus disability services offices and Diversity, Equity, and Inclusion offices at most postsecondary institutions are not housed within the same structural division, separating their work. Drawing from their experience incorporating an existing Accessibility Services office into a new office of Equity, Diversity, and Inclusion, the presenters will offer insights on how joining the two offices can positively affect the framing of disability as a valued identity, elevate disability justice, and disrupt the racialization of DEI work.

Room B116

2.9

The Disabled Perspective: Through The Eyes Of Disabled Disability Services Practitioners

Ryan McCombs, Purdue University Fort Wayne

Antonia DeMichiel, University of San Francisco

Dr. Courtney Jarrett, Ball State University

Dr. Allison Brewer, Saint Louis University

Dr. David J. Thomas, West Chester University of Pennsylvania

Maria Schiano, County College of Morris

The ability to understand someone's disabled experience is a fundamental part of working in disability services. While many practitioners have the experience of observing and learning about disability, fewer know how it feels to be disabled. Currently, research focused on the disabled perspective as it relates to disability services (Barnard-Brak, Lan, & Sulak, 2010), focus on the student experience, not the experiences of disabled practitioners working in disability services. This panel will profile the experiences of disabled disability services practitioners and how their lived experiences inform their practice.

Room B114

2.10

Individualized Interactive Accommodation and Fundamental Alteration Determinations: Legal Precedents, Policies, Procedures, and Implementation

Paul Grossman, Executive Counsel of AHEAD, and OCR and UC College of the Law, (retired)

Jamie Axelrod, Northern Arizona University

Both OCR and the Federal courts are reluctant to second-guess academic decision-making, so instead they prefer to thoroughly scrutinize the consideration processes followed to reach accommodation decisions. They place their faith in the notion that if the process used to reach an accommodation decision is unbiased, thorough, and diligent, it will result in a sound conclusion. Using a student request for remote attendance as an example, this presentation will analyze the characteristics of office procedures that likely would (or wouldn't) pass judicial/OCR scrutiny. Emphasis will be placed on the processes that pertain to: (1) the identification of an appropriate accommodation, (2) whether a proposed accommodation may lead to a fundamental alteration, and (3) whether a proposed accommodation may entail an undue burden.

Room C123/124

2.11

Supporting Social Inclusion of Individuals with Intellectual and Developmental Disabilities through Leveraging Partnerships

Kyle Reardon, University of Oregon

Mary Morningstar, Portland State University

Katherine Bromley, University of Oregon

James Sinclair, University of Oregon

This session will outline the importance of supporting full social inclusion of students with intellectual and developmental disabilities (IDD) in postsecondary education. We will also present a case study of a collaborative relationship between a disability services office and an Inclusion Postsecondary Education (IPSE) program, demonstrating the importance and utility of campus collaborations in supports social inclusion of students with IDD.

Room A103-104

2.12

Effective Career Preparation for Students with Disabilities: A College Degree May Not Be Enough

David Parker, Gregory S. Fehribach Center at Eskenazi Health

Kyle Droz, Northeastern University

Jacqueline Kendrick

Max Sederer, Northeastern University

Steven David Torres, Northeastern University

This session offers two innovative ways that campus disability offices are collaborating with other offices to empower students with disabilities and their successful campus-to-employment transitions. The presenter will underscore the need for more effective career development for students with disabilities using national employment data and research findings about lingering systemic barriers. He will then present a “show and tell” of approaches used by partnerships on six campuses to engage students in accessible and evidence-based career preparation. Attendees will discuss ways to adapt these approaches and spotlight their own strategies.

Room B117

2.13

Facilitating Accommodations in a Non-Standard Learning Environment: College in Correctional Facilities

Jenifer Montag, Marion Technical College

Adam Kasarda, University of California, Irvine

College correctional education programs (college credit classes held in the prison setting) can present college disability service staff with not only new and unique challenges, but also great rewards. Attendees will gain insight into the various formats of correctional education, the challenges and barriers disability service staff experience in this highly regulated setting, and the strategies to use to navigate those barriers, while also hearing about the successes of working with these students. Participants will leave with information they can apply at their institutions, especially if their college is implementing the Second Chance Pell Grants, open to all who are eligible and incarcerated starting July 1, 2023.

Room C120

2.14

Disability Orientation Programming: Easing the Transition to College for First-Year Students with Disabilities and their Families

Sarah Young, Trinity Washington University

AnnMarie Thorpe, University of Massachusetts, Amherst

Rachel Adams, University of Massachusetts, Amherst

New student orientation is a hallmark experience for attending higher education. For students with disabilities and their families, there is often a lack of clarity around supports available from disability offices. This session combines data from a recent study of disability office orientation programming for students and their families with an innovative disability-specific orientation model proposal that new and seasoned disability practitioners can use to prepare their offices, incoming disabled students, and these students' families during students' entry into the college environment.

Room A105-106

Lunch & Learn Sessions (Optional), 12:45 – 1:45 pm

Lunch & Learn Exhibitor Presentations

Join AHEAD's sponsor/exhibitors for an in-depth look at some of their popular products for higher education. As disability service professionals, we know how often products and services offered by external sources can answer some of our most challenging questions. Bring your cash-and-carry lunch and your questions and keep learning during lunch!

The University of Central Arkansas' Approach to Accessible Assessments and an Engaging Learning Environment

Doris L. Pierce, University of Central Arkansas

Ginger Dewey, Educational Development Manager, ReadSpeaker

By utilizing ReadSpeaker, UCA has been able to provide its learners with an enhanced user experience, provide focus tools, and a way to have their assessments provided in an accessible environment. Hear from Doris Pierce on how and why UCA utilizes ReadSpeaker's certified LMS integration and Suite of Learning tools.

Room B113

Come See How We Can Symplify Your Day!

Alicia Freeland, Lead Client Manager, Symplcity

Paula Possenti-Perez, Director of the Office of DS, Syracuse University

There has been a significant increase in the number of students with disabilities enrolling in higher education institutions with current

research showing 1 in 5 students have a diagnosed disability. Are you buried under documentation, accommodations, and paperwork? Come and see how Symplicity Accommodate can help streamline and “symplicity” your accommodation process.

Room B116

Knowledge and Practice Community (KPC) Meetings

Knowledge and Practice Communities (KPCs) bring together AHEAD members who share a common interest in a specific subject area. They support AHEAD by connecting members, sharing information, and developing resources.

ADA Coordinators Knowledge & Practice Community: **Room B112**

Autism Knowledge & Practice Community: **Room B115**

Blind and Low Vision KPC Meeting: **Room B110-111**

Deaf/HH KPC Meeting: **Room B118-119**

Veterans KPC Meeting: **Room B114**

Other Meetings

Affiliate Leadership Lunch (invitation only) **Room F150**

Past Presidents Lunch (invitation only)

AHEAD Author Book Signing: **Exhibit Hall A**

The authors of the following AHEAD Publications will be present to sign their books. Books will be available for purchase.

- *Laws, Policies, and Processes: Tools for Postsecondary Student Accommodation Creating*
- *From Transactional to Transformational: Coaching in Disability Resources*
- *DISABLED Faculty and Staff: Intersecting Identities in Higher Education, Volume 2*

Informational Session

Building Inclusive and Healthy Communities: A Compendium of Resources from The National Center on Health, Physical Activity and Disability (NCHPAD)

Inclusion in public health initiatives is a critical approach to addressing the health disparities that people with disabilities experience. In this presentation, we'll introduce NCHPAD: a public health practice and resource center focusing on health promotion, wellness, and quality of life of people with disabilities.

Room C121/122

3.1

Making Events and Meetings Accessible to All

Emily Singer Lucio, University of Maryland

This session will look at all of the different areas that are included with campus events - from notification to meal planning - and how to ensure this information gets out to the campus community so they can incorporate access. We will also discuss budgeting for access-related expenses for events and how to work through that with the event planning committees. Attendees will walk away with a modifiable template of information to share with their campuses.

Track: ADA Coordinators

Room B116

3.2

The Anatomy of Litigation Against a Medical School and the NBME: A Case Study of Two Lawsuits

Charles Weiner, Law Office of Charles Weiner

Mary Vargas, Stein & Vargas, LLP

Disability professionals and students in health services often deal with complex situations regarding the accommodations approval process and technical standards. Perhaps the most complex situation is when litigation is filed. This session will focus on the litigation process involving a medical school and a high stakes testing entity, focusing on two related cases recently filed in federal court and how they may impact students.

Track: Health Science Education

Room B112

3.3

Scaled Scores, T Scores, You Scores, Me Scores: Using Percentiles to Find Meaning in Psychoeducational Report Scores

Emily Helft, Landmark College

Psychoeducational evaluations are a common sight in many DROs, and they come in many shapes and sizes with varying degrees of helpful interpretations and narratives. While we can't cover years of graduate level training in an hour, you can learn the basics behind scores by utilizing a simple conversion tool to turn all scores into a number that has immediate meaning: a percentile. After learning the conversion process, we'll practice using a percentile visualization tool to visually plot scores for further understanding.

Track: Foundations in Disability Resources

Room B117

3.4

Student Evaluations of Disability Resource Office Staff and Operations: Gathering Data to Improve Effectiveness

Alan Safer, California State University Long Beach

Lesley Farmer, California State University Long Beach

This presentation will describe how a detailed student survey of disability staff was developed, disseminated, and analyzed, to accurately assess the overall quality and effectiveness of individual service providers. In addition to an assessment of student satisfaction with specific staff, the analysis of the surveys provided direct feedback on whether the student's expressed disability needs were met. This session will offer tips on survey construction, and provide opportunities for group work to brainstorm information/data needs, discuss dissemination logistics, and consider ways to optimize response rates.

Track: Office Management

Room B118-119

3.5

Proactive Collaboration: A Best Practice Model for Delivering Streamlined Support Services between Disability Support and Dean of Students Offices

Nicole Nowinski, American University

Lindsay Northup-Moore, American University

Ashley Boltrushek, American University

Disability Support at American University (AU) has a close collaborative relationship with the University's Office of the Dean of Students (DOS), which provides strengths-based, needs-driven services for all AU students. This presentation will focus on this reciprocal relationship and how it has allowed the University to deliver streamlined support services to students, clear and comprehensive guidance to faculty, and expanded thought partnerships across departments. We will reflect on the lessons we've learned that have brought us to this point of collaboration, removing silos, and implementing coordinated processes.

Track: Leadership

Room B114

3.6

1% Shifts to Improve Digital Accessibility

Kate DeForest, State University of New York at Oswego

In the book *Atomic Habits*, James Clear discusses ways to minimally shift our environment, actions, and mindset to help encourage and support good habits. Inspired by the techniques described in the book, the presenter will discuss how to help shift the digital accessibility

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culture using small, actionable steps that can be incorporated into everyday habits and workflows. This session is for new accessibility practitioners, team leaders, content creators, and anyone looking for ways to easily introduce and incorporate digital accessibility.

Track: Technology

Room B115

3.7

Kickstarting STEM Education: An Inclusive and Engaging Activity Using a UDL Framework

Indrani Sindhuvali, Florida State College at Jacksonville

Denise Giarrusso, Florida State College at Jacksonville

This fun, earth friendly, hands-on STEM related 12-week plant growth lab is interdisciplinary and incorporates Biology, Chemistry and Meteorology using Universal Design to engage students in a face-to-face classroom environment. It is also a mindfulness exercise that allows students the opportunity to grow herbs and vegetables, while integrating all that they learn in class with a useful product and a tangible outcome. This project focusses on implementing an effective teaching strategy that shifts the focus from one size fits all instruction to creating a student driven, critical thinking, problem solving, innovative and collaborative learning between students and instructor.

Track: DeafTEC

Room C121/122

3.8

Shifting Our Gears: Leveraging Diversity, Equity, and Inclusion Work to Deepen Disability Inclusion

Bree Callahan, University of Washington

Jillian Morn, University of Washington

Heather Evans, University of Washington

This session will present a framework for shifting the gears of current Diversity, Equity, and Inclusion (DEI) discourses to highlight the critical role disability plays in the diversity and inclusion narratives, with the aim of fully integrating disability inclusion and accessibility measures into all university programming. The session will share collaborative efforts engaged at a large public institution designed to affect the university's current DEI focus through education and integration of disability inclusion campuswide. The presentation will include guidance on how common, localized data sources can support demands for increased disability access and inclusion.

Room B113

3.9

Show Me the Money: Recuperating Costs Associated With Accommodating Students With Disabilities Enrolled in Continuing Education Programs And/or Classes

Adam Kasarda, University of California, Irvine

Learn how one university's Disability Student Service department partnered with Extended and Continuing Education to create a procedure for reimbursement of costs associated with providing disability related services to student enrolled in continuing education programs or classes. Participants will learn how to follow the money so they can create their own procedure. Templates will be provided as well as post-conference mentorship.

Room A103-104

3.10

Getting Students' Attention in a World of Distractions: Successful Messaging Approaches with Priority Registration

David Hagerty, Diablo Valley College

This session will include data from a dozen semesters showing the effectiveness of various methods of promotion, including postcards, text messages, emails, pizza parties, and a learning management system. The session will close with a discussion about the uses and purposes of priority registration for students with disabilities, and why we felt it was so important to communicate to students. We'll include time for sharing your own communication challenges and successes.

Room B110-111

3.11

Denied: Navigating Difficult Decisions and Telling Students "No" Within the Social Model

Leslie Casarez, Texas A&M University

Kristie Orr, Texas A&M University

Every day we make decisions regarding students' needs based on their disabilities. We believe that disabled students have a right to an equitable learning experience and that disability rights are civil rights. This presentation will explore how we hold space for ourselves and students as we process through accommodation denials. Through learning about the presenters' experiences and discussing their own experiences, attendees will gain a better understanding of naming these conflicting feelings and how to process them through self-compassion and reflection.

Room A105-106

3.12

Taming the Beast: Managing Flexibility with Attendance, Tardiness, and Deadline Accommodations

Amanda Rodino, University of Memphis

Marissa Martinez, University of Memphis

This presentation will take you through our journey to manage this growing group of accommodations. We will detail our course analysis process with faculty to determine what is reasonable and appropriate versus what constitutes a fundamental alteration as well as the resulting plan for flexibility shared with students. Participants will receive all materials related to our process so that they can adapt them to their institutions.

Room C123/124

3.13

Grow a Flourishing Accessibility Community with a Badging Program

Meredith Ehrenberg, UC Irvine

Somphone Eno, UC Irvine

Shu Fen (Fannie) Tsai, UC Irvine

Join us to hear how UCI developed a choose-your-own adventure learning environment to encourage our campus community to grow their knowledge and practice of accessibility principles. Our three-tiered program meets learners where they are and guides them from a complete novice just learning about accessibility through advanced skills-based exercises to demonstrate deep knowledge.

Room A107

3.14

Supporting V.R. Clients to Achieve Their Career Goals

ricci eX, Portland Community College

Shanna Schacher, Clackamas Community College

Carrie Muth, Southwestern Oregon Community College

Marisa Moser, Portland Community College

Ronald King, Rogue Community College

This presentation will discuss the federally funded Inclusive Career Advancement Program (ICAP) grant that has been made available to community colleges across Oregon. The ICAP grant is designed to help Vocational Rehabilitation (VR) clients be successful while attending college in their path toward employment. An overview of the grant requirements will be presented, including demographic targets for enrollment, program overview, and intended employment outcomes.

Room C120

Concurrent Block 4, 4 – 5 pm

4.1

Navigating the Grievance and Complaint Process

Emily Singer Lucio, University of Maryland

Lorre Wolf, Boston University

Public institutions with 50 or more employees are required to adopt and publish procedures for resolving grievances arising under Title II of the ADA. But it is also good practice for private or very small institutions to implement a robust written grievance procedure. Grievance procedures set out a system for resolving complaints of disability discrimination in a prompt and fair manner. This session will share information on different formats for a resolution process and what is and what is not required by the Title II regulations. Participants will be invited to share issues and provide feedback on what they have encountered when helping students navigate the complaint process at their schools.

Track: ADA Coordinators

Room B110-111

4.2

Determining Clinical Accommodations, Advocating for Inclusive Technical Standards, and Managing Third Party Relationships: The Health Science Disability Provider's Survival Guide

Grace Clifford, David Geffen School of Medicine at UCLA

Christine Low, Icahn School of Medicine at Mount Sinai

Jennifer Gossett, Portland Community College

Three board members from the Coalition for Disability Access in Health Science Education, with extensive experience in determining and implementing health science program based accommodations, will review three key areas of creating disability access in the health sciences: determining clinical accommodations, advocating for inclusive technical standards, and managing third party relationships (i.e. clinical sites). Case scenarios will be used to "bring it all together" via small groups at the conclusion of the presentation. Plenty of time will be left at the end for attendee sharing of promising practices and Q and A.

Track: Health Science Education

Room B118-119

4.3

From Barriers to Access: Before, During, and After Initial Consultations

Rita Inman, University of Florida

Sabrina Saucier, University of Florida

Navigating through initial appointments with students can be an overwhelming process. In this session, we will discuss steps to guide professionals through the interactive process, including preparation before the student arrives, questions to ask to identify barriers, and guiding students about how implementation of their new accommodation will work. Using a mock student, we will demonstrate the interactive process during the presentation. Attendee participation will include guided scripts, student scenarios, and handouts for participants.

Track: Foundations in Disability Resources

Room B116

4.4

Digital Transformation: A Student-Centric Model for Transitioning Your Office's Infrastructure, Processes, and Systems

Benjamin Romo, Alamo Colleges District

Cristela Garcia, Northeast Lakeview College

Cindy Morgan, Palo Alto College

Join us for a journey as we share how a digital transformation extended access from only in-person services across multiple locations and eliminated the boundaries of physical spaces. We collaboratively eliminated the use of paper and case files and implemented an efficient centralized process for accommodation requests. The digital transformation decreased student wait times, improved access to services, and built a digitally secure form transmission.

Track: Office Management

Room C120

4.5

Let's Prevent the Fire Instead of Putting it Out: Preventing Burnout in Higher Education

Julie Olson Rand, University of Minnesota, St. Catherine University

Alyssa Klenotich, St. Catherine University, St. Cloud State University

This workshop will provide an overview of the concepts of burnout and stress, address systemic barriers, introduce the concept of community care, provide tangible strategies for self-care and community-care, and additional strategies for supervisors in the higher education setting. This session will include time for small group discussion, large group share-out and Q&A.

Track: Leadership

Room B113

4.6

Inclusive and Holistic Technological Support for All Learners and Environments Across Campus

Rachel Kruzel, Texthelp

With a continued focus on creating more inclusive campuses, professionals need to broaden their mindset and adjust their understanding of what the term “inclusive” encompasses. This session will focus on assistive technology tools that can be adopted across campus to augment the work being done on creating a more inclusive and equitable campus. We'll discuss partnership and advocacy processes along with methods and steps to move the needle around what it means to be inclusive; with the ultimate goal of providing transformational support for all learners, no matter the digital learning environment. Attendees will leave with ideas and tools to take a strategic and tangible step forward towards a more inclusive campus.

Track: Technology

Room B117

4.7

Meeting Disabled Student Veterans Where They Are: A Collaborative Campus Resource Presentation

Kimberly Bell, Norco College

Michael Sauter, Saddleback College

Meeting every student veteran where they are is crucial to their success. It is imperative to understand a student veteran's connection to military culture when addressing acquired disabilities and learning. Two institutions share the programs they have created to specifically address the student veteran with disabilities experience. Saddleback College shares a student development course dedicated to the student veteran transition experience into the classroom. Norco College shares their 9 Line Project, a disability support program specifically designed to be approachable to student veterans.

Track: DeafTEC

Room C121/122

4.8

Decentering Whiteness in Disability Services: An Intersectional Approach to the Work We Do

Connie Gutierrez, Rio Hondo College

San Lu, Napa Valley College

Gail Ann Rulloda, Napa Valley College

As our community college system works towards fostering anti-racist institutions, we examine the archaic lens that has guided the work that disability professionals engage in on a daily basis. We use a Community Responsive Pedagogy to serve the disabled student population, which encompasses three domains - relationships, relevance, and responsibility - to provide an equity-centered approach that centers the student's lived experiences. In practicing this pedagogy, we can attest to the ways it transforms climate, culture, and curriculum.

Room A105-106

4.9

What is My Role Here? Balancing Access and Advocacy in Campus Disability Work

Jamie Axelrod, Northern Arizona University

Other panelists TBD

Many disability professionals struggle with how to balance the day-to-day responsibility of ensuring basic access for students on campus with the larger campus advocacy role of creating more inclusive environments by design. Panelists will discuss their own journeys and share the ah-ha! moments that have helped refine their notions of balancing these roles and took them from reactive to proactive campus thought leaders. Plenty of time will be reserved for Q&A.

Room B115

4.10

Building Sustainable Accessibility Practices for Caption Media Services

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

The National Deaf Center on Postsecondary Outcomes (NDC) frequently fields questions about providing captioned media services from higher education disability services professionals. This session will address common questions including: how to establish a campus-wide captioning policy, how to foster interdepartmental collaboration for a captioning committee, and what to consider when creating a campus-wide captioning process.

Room A103-104

4.11

The Accessibility Expedition: Exploring Campus through the Lived Experience of Disability

Lauren Copeland-Glenn, Northern Arizona University

Chris Lanterman, Northern Arizona University

Physical accessibility at colleges and universities is a perennial and challenging issue. An alternative approach to disability simulations and other accessibility awareness exercises is the Accessibility Expedition (AE). The AE engages participants in an exploration of campus spaces facilitated by disabled individuals and individuals knowledgeable of ADA Standards for Accessible Design and/or universal design. The exploration is followed by a debriefing session to discuss barriers to equitable participation, as well as evidence of accessible or universal design practices. Participants will engage in an actual expedition of the conference space and discuss the development and facilitation of expeditions at their respective institutions.

Room B112

4.12

Making College Accessible and Achievable for Students with Visual Disabilities: Infusing Scholarship into Practice

Linda Sullivan, Dartmouth University

Leslie Thatcher, Perkins School for the Blind

This interactive presentation will focus on areas disability resource providers should consider when providing accommodations and support for students with BVI. Topics include understanding BVI, early supports and services for children and families, making the transition to college, unique accommodations, planning for DRPs, and useful resources to help with planning, budgeting, and determining reasonable accommodations.

Room A107

4.13

Is That a Reasonable Accommodation? Understanding the Effects of Technical Standards and Essential Elements (and How to Support Faculty to Establish Them)

Marilyn Harren, Collin College

Teressa Eastman, Butler Community College

Michelle Mitchell, Lehigh Carbon Community College

This session will discuss how to apply technical standards to evaluate requested accommodations using the Wynne v. Tufts analysis and how to engage faculty in the evaluation process. We will also discuss how to develop appropriate technical standards with faculty members and

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why this is beneficial to the student and the disability office. Attendees will leave with an understanding of fundamental alterations processes they can add to a procedure manual to assist when grappling with unorthodox requests.

Room C123/124

4.14

I'm Feeling Like a Change: A Conversation with Former Disability Resources Professionals Who Have Transitioned to Related Positions

Adam Lalor, Landmark College

Robert Plienis, Educational Testing Services (ETS)

David Parker, Children's Resource Group, Gregory S. Fehribach Center

Emily Tarconish, University of Illinois Urbana-Champaign

Disability resources work is not a walk in the park. As a result, professionals often get burnt out and leave the field. For postsecondary disability resources, it be wonderful if we could keep these professionals as colleagues in related fields, still moving the work forward, but in other kinds of important roles. This session will present a panel of AHEAD members who have transitioned out of direct disability resources work--come hear how they changed positions while staying highly connected to the disability resources field.

Room B114

REDD KPC Reception (Optional), 5:30-7 pm

All attendees interested in diversity, inclusion, and social justice are welcome to attend.

Oregon Ballroom 204

Friday, July 21

8:30 am-5:30 pm	Registration Open, Holladay Lobby
9-10:30 am	Concurrent Block 5
10:30-11:30 am	Exhibit Hall/Poster Sessions/Beverage Break, Exhibit Hall A
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	Celebration Banquet, Oregon Ballroom 201-204

("Meeting Space Maps" located on page 114)

Notes

5.1

The Intersection of Title IX and Disability Law: Collaboration at the Crossroads

Emily Babb, Northwestern University

Catherine Spear, University of Southern California

Three former U.S. Dept. of Education, Office for Civil Rights (OCR) attorneys/ managers—who transitioned to higher education institutions —will collectively share their historic experiences investigating and resolving Title IX, disability, and other civil rights complaints filed with OCR from the “insider” OCR perspective. The session will highlight the value of cultivating strong partnerships between civil rights compliance/equity offices, disability services offices, student affairs, and other campus stakeholders to not only ensure timely responses to complaints or concerns, but also to identify collaborative proactive initiatives to educate and promote awareness before incidents occur, from policy development and education programs to strong care and support services for students reporting discrimination, harassment, or retaliation.

Track: ADA Coordinators

Room C123/124

5.2

Developing Strong Faculty and Program Partnerships in the Health Sciences

Matthew Sullivan, Washington University in St. Louis

Grace Clifford, David Geffen School of Medicine at UCLA

Kristi Kozma, Ohio University

Sohail Akhavein, University of Minnesota

Presenters from three different institutions will provide attendees with their models for building camaraderie and professional respect between health science disability service providers and program faculty and administrators, as well as recommendations and resources for building health science accommodations expertise. Attendees will engage in small group case study reviews to apply the recommendations and resources included in the presentation.

Track: Health Science Education

Room A103-104

5.3

Just Give Them What They Want? Adapting Service Delivery For Today's Student Needs

Antonia DeMichiel, University of San Francisco

Tom Merrell, University of San Francisco

In this session, we will discuss our institution's service delivery model and approach to building collaborative relationships with campus partners that help address the holistic needs of today's students. A key aspect of our service delivery model involves creating clarity at each step of the accommodation request process. This presentation will showcase practices and strategies our office uses to implement clear and cohesive services to students with a wide range of disability-related needs.

Track: Foundations in Disability Resources
Room A105-106

5.4

"I'm a Team of One:" How to Advocate for DSS and Disability Resources as an Office of One

Sarah Young, Trinity Washington University

Jeriel Rolle Jr., Notre Dame of Maryland University

This session will delve into what it means to be a disability services "office of one," by first discussing the practical day-to-day activities that the single staff member encounters and engages in. We will provide specific guidance on how "offices of one" can maximize their own individual stamina as the office leader, as well as overall office sustainability through resource advocacy among senior administration and proactive collaboration with faculty and staff.

Track: Office Management
Room C120

5.5

Onboarding for Excellence: Creatively Recruiting and Training New Disability Office Staff

Amanda Feaster, Kent State University

Julie Di Biasio, Kent State University

Courtney Jarrett, Ball State University

As higher education deals with the effects of "The Great Resignation," so does our field of disability services. In this session, two schools will showcase their initiatives to recruit and retain new staff: Ball State University and Kent State University. This session is open to those who train new disability services staff or new practitioners looking for ideas.

Track: Leadership
Room C121/122

Friday, July 21

5.6

Anticipating and Responding to the Challenges of the Future in Disability Resources

Rachel Kruzel, Texthelp

Ann Knettlar, Delaware State University

No crystal ball can help us perfectly predict what the future holds for the field of Disability Resources. During this session, we'll address some of the most talked about situations and challenges Disability Resources is facing, or likely to experience, in the academic years ahead, including ChatGPT and innovative technology, shrinking funding and budgets, and the growing world of both remote employees and students. Any professional working in our field will benefit from this conversation, leaving you empowered with ideas and better prepared for what's to come.

Track: Technology

Room B113

5.7

Bridging the Gap between College and STEM Careers, a Panel Discussion

Michelle Maybaum, Desiderata HR Consulting

Brian Trager, Rochester Institute of Technology's National Technical Institute for the Deaf (NTID)

Regina Kiperman-Kiselgof, Rochester Institute of Technology's National Technical Institute for the Deaf (NTID)

Johanna Lucht, NASA Armstrong Flight Research Center

The transition from college to career isn't always easy. However, internships and co-op positions can help college students--especially those in STEM areas--gain much-needed experience in real-world settings. It also gives employers an opportunity to know potential career employers as they look to expand their workforce. The panelists, representing disability offices, employers, and former co-op students, will discuss topics related to transition to employment and accessibility in STEM careers.

Track: DeafTEC

Room B117

5.8

From COVID 19 to Racial Unrest: Research and Best Practices in Responding to Experiences of Trauma

Zachary Lounsbury, Colorado College

Cathy Lounsbury, Antioch University

The period between March 2020 and today is one marked by extraordinary societal disruption. Amidst a global pandemic, we experienced profound racial unrest and political discord. By simply living through this time, many, including the university students we work with daily, have

experienced trauma symptomatology. Students with disabilities, students of color, and students identifying as LGBTQIA+ may have elevated experiences of trauma related to these larger contextual factors. This presentation summarizes original and existing research on experiences of trauma during the COVID-19 pandemic, broader experiences of trauma for disabled students, students of color, and students identifying as LGBTQIA+ including specific, actionable, and research-based steps for DS practitioners to incorporate a trauma-informed approach into daily work.

Room B116

5.9

Applying Socially-Just Disability Resources to Shift Higher Education Policy, Practice, and Culture

Naomi Martinez-Jones, George Mason University

Jamilah Anderson, George Mason University

Jennifer Torrance, George Mason University

Morgan Strimel, George Mason University

Despite the intent of disability resource professionals to create access and equal opportunity for college students with disabilities, disparities persist between them and their non-disabled peers. The purpose of this presentation is to describe the process we used – through the lens of socially-just disability resources – to shift policy, practice, and culture at our institution to enhance access, equity, and inclusion for students with disabilities. After providing an in-depth description of our approach to change, we will invite attendees to collaboratively determine action plans for adopting socially-just disability resources in their own practice.

Room B115

5.10

Tele-Assessment: Overview and Tips for Navigating This New Documentation Frontier

Lori Muskat, Educational Testing Service

Tele-assessment—conducting psychometric assessments to evaluate students for disabilities online from a distance, rather than in-person—was infrequently used by professionals to gather documentation information prior to the pandemic. This session will address the pre-pandemic landscape of assessment, the pandemic's chaotic impact, emerging standards for tele-assessment, and how to apply them to evaluating documentation conducted via tele-assessment, and will include lively participant dialogue and problem-solving discussions.

Room B112

Friday, July 21

5.11

Equitable Academic Access for Students With Intellectual Disability: Your Questions Answered!

Clare Papay, Institute for Community Inclusion, UMass Boston

Chelsea VanHorn Stinnett, Institute for Community Inclusion, UMass Boston

Conference attendees with questions about supporting college students with intellectual disability are encouraged to attend this session to engage in facilitated dialogue. Presenters will answer questions on topics such as the benefits of higher education for students with intellectual disability, academic accommodations that can be used by disability service professionals to support students with ID to access college/university classes, and strategies to build partnerships and capacity on campus to support student access. The session is intended for attendees from a range of professional backgrounds and levels of experience.

Room A107

5.12

Coaching Skills for Onboarding New Students

Christina Fabrey, Virginia Tech

Jodi Sleeper-Triplett, JST Coaching and Training

The first meeting with a student with a disability is an opportunity to solidify your relationship and support a student's educational and career goals. Coaching strategies can be embedded into the process of record review and the academic accommodation process, providing a student-first and strengths-based approach to onboarding. This session will share key coaching strategies essential to the initial DR appointment. Participants will walk away with strategies to apply key coaching skills such as setting the foundation, establishing trust, levels of listening, powerful questions, asking permission, and validation.

Room B114

5.13

Parent Whisperers: Tips for Fostering Positive Partnerships

Jane Thierfeld Brown, University of Connecticut School of Law, (retired)

Margaret Camp, Clemson University

Katie Krieger, East Carolina University

Jaime Butler, Chattanooga State Community College

How do we educate parents to better serve students and prepare them for adult life? What can we do to increase administration's support and simultaneously work with students and educate parents? This panel, which includes participants from two-year, four-year and professional schools, will discuss creative strategies to address the issues.

Room B110-111

5.14

AHEAD Talks - A Series of Short Expert Talks on Various Subjects

You've heard of TED Talks, but have you ever experienced an AHEAD Talk? During this session, several speakers will present short talks on a subject they know well.

1. Accommodating Musicians: Challenges in Creating an Accessible Conservatory

Vaughn Watson, The Manhattan School of Music

2. Misophonia: Do we really hate sound?

Cindy Poore-Pariseau, Rutgers University

3. A Collaborative Project Between a Disability Office and Special Education Faculty: The Assistive Technology Lab

Jiyeon Park, Eastern Kentucky University

Marie Manning, Eastern Kentucky University

Michelle Grempe, Eastern Kentucky University

Julie Rutland, Eastern Kentucky University

Kelly Cogar, Eastern Kentucky University

4. SAEO Faculty/Staff Outreach Initiative: How Disability Offices can Effectively Engage with and Support Faculty/Staff on Campus

Rachel Holcombe, Virginia Commonwealth University (VCU)

Room B118-119

Poster Sessions, 10:30 – 11:30 am, Exhibit Hall A

(Poster session descriptions available on conference app and on the AHEAD website)

A Collective Case Study of Land-Grant Universities and Retention of Students with Learning Disabilities

LaRachelle Samuel-Smith, Table SALT Group

What We Know and How We Grow: Backgrounds of DSS Staff Members and Perspectives on Collaborative Engagement in Disability Offices

Sarah Young, Trinity Washington University

A Learning Garden For All

Patricia Kepler, Portland Community College

Miriam Latzer, Portland Community College

Jennifer Lucas, Portland Community College

Friday, July 21

What's in a name? Exploring the Landscape and Impact of Naming Conventions for Disability Offices, Officers, and Roles

David Thomas, West Chester University of Pennsylvania

Directing the Impact of COVID: Strategies to Support Service Providers Supporting Students Receiving Accommodations

Terri Massie-Burrell, Johns Hopkins University

Cultivating an Inclusive Learning Environment: Assessment of Concussion Knowledge and Awareness among University Faculty and Staff

Rebekkah McLellan, University of Lynchburg

Emily Brown, University of Lynchburg

Mentoring Matters: A Promising Fellowship Model for College Students with Disabilities

Kristin Humphrey, Partners for Youth with Disabilities

Faculty Perceptions and Experiences Relating to Working with Online Students with Disabilities

Zoann Murphy, National University

Tara Lehan, National University

Lisa St. Louis, National University

Vera Dolan, University of Toronto

Motivating Expanded Learning Experiences for Inclusive Adult Learning Groups: the ARTS Instruction Model© in Action

Pamela Lindsay, University of Phoenix

Spectrum Living Learning Community: Addressing Barriers to Support for Students on the Spectrum

Joshua Page, Texas A&M University

Reflections from a DSS Newbie: Could High School SpEd Services Inform DSS Best Practices for Students with ASD?

Ronen Sebag, Utah State University

The Dropout Cycle & Disability Support: The Impact of Refocusing on Learning Outcomes

Katherine Threadgold (nee Hamilton), Glean

Making Computer Labs Accessible to Students with Disabilities: An Accessibility Checklist

Lyla Crawford, DO-IT, University of Washington

Building Community: Collaborating with Students to (Re)Create a Disability Support Group

Matthew Hoekstra, University of Minnesota, Morris

Elissa Harris, University of Minnesota, Morris

Understanding Transitions for Disabled Students from Secondary to Postsecondary Education Using Ecological Systems Theory

Rachel Sheppard, Brock University

Perception of Universal Design of Learning in Online Higher Education

Amanda Bailey, Brock University

College to Career: Preparing Students to go from the Classroom to the Workplace

Allison Frees-Williams, University of Illinois

STEM Tactile Support for Students who are Blind/Visually Impaired

Kevin Beato, Niagara County Community College

Mark Voisinnet, Niagara County Community College

Accessibility, Accommodation, and Perception in Higher Education: A Study of Knowledge and Impact at the University of Washington

Ameli Cyr, University of Washington

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

6.1

Accommodations on Both Sides of the Desk: Accommodations Processes for Student Employees, Graduate Assistants, and Other Hybrid Employees

L. Scott Lissner, The Ohio State University

Disability offices developed to facilitate the provision of accommodations to students, but some students are also employees. While similar, the process for determining employee accommodations is often housed in Human Resources, implemented under a different set of policies. These differences and the legal grey area for these student employees can cause confusion about how their accommodation requests should be handled. How can you help your institution navigate the interstitial spaces occupied by this group? Attendees to this session will learn how to collaborate with HR and create strategic processes and accommodation strategies to serve this particular group.

Track: ADA Coordinators

Room B114

Friday, July 21

6.2

Centering Deaf Students in Healthcare Education and Training

Benjamin Suits Baer, National Deaf Center on Postsecondary Outcomes

Many deaf students still face access barriers because colleges, training programs, and clinical sites lack the foundational knowledge when coordinating access for all aspects of the college experience. Over the past five plus years, the National Deaf Center (NDC) has provided support to both students and colleges as they navigate the complexities and unique environments of healthcare training and education programs. Presenter(s) will introduce a variety of resources and services that are designed to center the experiences of deaf students to ensure equitable access and improved outcomes.

Track: Health Science Education
Room B112

6.3

E-Text Accommodations for Students with Print-Related Disabilities: Resources and Tips

Dawn Evans, Center for Inclusive Design and Innovation, AccessText Network, Georgia Institute of Technology

Disability Service Providers who are new to the field will benefit from the many resources presented in this session about accommodating students with print-related disabilities. Demonstrations of how to request files from publishers using the free tools AccessText Network, the Accessible Textbook Finder, and the Publisher Lookup Service will be provided. We will take a look inside the different file formats available and discuss how to determine which format is best for different students. Finally, there will be an overview of the many assistive technology software options available for your student to use with the files you provide to them.

Track: Foundations in Disability Resources
Room C121/122

6.4

The Role of Disability Resource Professionals on Behavioral Intervention Teams (BITs)

Jon McGough, Disability Access Consultant
Emily Ackerland, Western Washington University

Disability Service Providers who are new to the field will benefit from the many resources presented in this session about accommodating students with print-related disabilities. Demonstrations of how to request files from publishers using the free tools AccessText Network, the Accessible Textbook Finder, and the Publisher Lookup Service will

be provided. We will take a look inside the different file formats available and discuss how to determine which format is best for different students. A quick look at how to remediate files for accessibility purposes will be provided. Finally, there will be an overview of the many assistive technology software options available for your student to use with the files you provide to them.

Track: Office Management
Room B117

6.5

Leading a Disability Services Office in Challenging and Complex Environments

Alicia Wackerly-Painter, Arizona State University

Over the last few years, Disability offices have seen an increase in unique and challenging situations, including students expecting more hands-on support, parents who are more involved than ever, and changing institutional landscapes impacting the expectations and demands on our office. This session will introduce and apply the principles of High Velocity Culture Change and Situational Leadership to provide an opportunity to learn and discuss how to lead teams through the challenges we are all facing in the changing landscape, continue providing excellent student support, and prepare and design your unit culture.

Track: Leadership
Room C123/124

6.6

Leveling the Playing Field: Increase Reach While Reducing Cost With AI Technology

Joshua Hori, University of California, Davis
Kurt Apen, Otter.ai

Technology plays an essential role in today's higher education learning environment. Advances in AI are creating new tools and applications that can compliment existing tools and services while also extending reach to new groups of students to ensure everyone has an equal opportunity to succeed in the classroom and beyond. Join this session to hear from the Accessible Technology Coordinator for the University of California, Davis as he shares his experience adding Otter's AI powered automated live captions into the mix of resources available from the Student Disability Center at UC Davis.

Track: Technology
Room A107

Friday, July 21

6.7

Hybrid and Online Learning in STEM Programs

Linda Bryant, Rochester Institute of Technology

Mei Kennedy, University of Tennessee, Knoxville

The availability of online and blended learning courses increased dramatically in response to the precautions necessitated by the COVID-19 pandemic. Although virtual components may have been included prior to the pandemic, STEM faculty faced the unique challenge of providing instruction and student interaction in courses that incorporated not only lecture and class discussions, but also demonstrations, laboratory work, group projects, and site visits. Using select components from Chickering and Gamson's Principles for Good Practice in Undergraduate Education (1987), this interactive presentation will discuss barriers and solutions as well as provide resources to support optimal online/hybrid instruction for all online learners.

Track: DeafTEC

Room B110-111

6.8

Promoting Full Participation: Remote Access as a Key to Retention

Kaela Parks, Portland Community College

Historically, classes at Portland Community College were offered in either an on-site modality, wherein students needed to be in a set physical location at a designated time, or an online modality, where there was no set meeting time, and students completed work asynchronously. While there were benefits and drawbacks to each of these options, the rapid shift to remote operations that was triggered by the pandemic helped spur innovation and led to new approaches that allowed for scheduled time with classmates and instructors without the need to battle traffic and navigate campus. During remote operations, the Accessible Ed and Disability Resources team saw increases in course completion, and a reduction in GPA gaps for the students we served.

Room A103-104

6.9

Disrupting Ableism by Engaging Student Affairs Staff in Division-Wide Disability Justice & Access Education

Danielle Susi-Dittmore, Salt Lake Community College

This session focuses on practical tools and long-term implications for engaging student affairs staff in education and training around disability justice and access. In this particular session, the facilitator will highlight a five-week email-based education series, which includes multimodal learning materials as well as guided discussion prompts.

Room A105-106

6.10

Collaborative Data Collection and Reporting: Using Data to Support Students' Needs

John Achter, University of Wisconsin

Ann Murphy, University of Wisconsin-Stout

Debbie Reuter, University of Wisconsin-Whitewater

Disability services directors across all thirteen University of Wisconsin System campuses contribute standardized data on an annual basis to produce an aggregate report. This presentation will focus on the history of this effort, recent additions and enhancements, examples of how the annual report is used for campus- and system-level advocacy, and plans for the future.

Room B116

6.11

A Sensory Pop-Up Experience: Leveraging Campus Partnerships to Create Inclusive Sensory Friendly Spaces

Jennifer Biggers, University of California, Riverside

Felicitas Nungaray, University of California, Riverside

Danielle Larin, University of California, Riverside

Tiffany Tallackson, University of California, Riverside

Collaborate with campus partners to create a culture of embracing neurodiversity by providing a sensory space that will allow students to engage, explore, and relax their senses. We'll brainstorm on existing spaces on our campuses that are physically accessible and identify relevant campus partners to enhance their overall knowledge of neurodiversity inclusivity. Participants will view possible layouts, stations, with sensory benefit descriptors they can be used as guides for their next sensory pop-up event on their campuses.

Room B115

6.12

ETS Updates and Tips for Assisting Test Takers with Accommodation Requests

Robert Plenis, Educational Testing Service (ETS)

Morgan Blisard, Educational Testing Service (ETS)

The Office of Disability Policy at Educational Testing Service (ETS) provides fair and reasonable accommodations to individuals with disabilities as recognized under the ADA. We will discuss the latest accommodation updates at ETS including at-home testing, tele-assessment guidance, and approvals from other testing agencies. The importance of providing supplemental information will be discussed including letters of support from disability professionals and personal statements from test takers.

Room C120

Friday, July 21

6.13

Innovative Approaches to Support College Students with Traumatic Brain Injuries (TBI): A Growing Population with Unique Needs

Emily Tarconish, University of Illinois Urbana Champaign

Postsecondary students with TBI are a rapidly growing and diverse population. This presentation will discuss the symptoms of TBI, such as those affecting cognitive, emotional, psychosocial, physical, and self-awareness abilities, and the complex interactions between these symptoms. This session will also present the most recent research discussing effective supports for students with TBI.

Room B113

6.14

Crack the Memory Aid Code: How Collaboration with STEM Faculty Prompted the Creation of Clear, Usable Memory Aid Guidelines & Examples

Kari Hanken, Portland Community College

Phyllis Petteys, Portland Community College

Daynia Daby, Portland Community College

Memory aids are a necessary accommodation for many disabled students, but are often misunderstood and difficult to implement. At Portland Community College (PCC), the Accessible Education & Disability Resources office recognized that our memory aid guidelines were complicated with unnecessary jargon that was confusing to students and faculty. We partnered with STEM departments to create usable guidelines and concrete memory aid examples. We will present about this experience and our new memory aid guidelines, and share examples and a video about memory aids.

Room B118-119

Lunchtime Activities (Optional), 12:45 – 1:45 pm

Lunch & Learn Exhibitor Presentations

Join AHEAD's sponsor/exhibitors for an in-depth look at some of their popular products for higher education. As disability service professionals, we know how often products and services offered by external sources can answer some of our most challenging questions. Bring your cash-and-carry lunch and your questions and keep learning during lunch!

Accessibility for All: Reducing the Work of Providing Captions in the Classroom

Scott Ready, Verbit

Verbit's Scott Ready will lead a lunch-and-learn focused on making life easier when it comes to providing captioning for students. The session will discuss, among other things, ways to streamline caption workflows and student access that can help eliminate barriers that prohibit schools from providing inclusive experiences for all.

Room C121-122

Incorporating AI into Your Content Accessibility Process

Ian Smith, Director of Product Development, codemantia

Higher education institutions are under increasing pressure to provide accessible documentation. However, this can be a challenge, especially for institutions with limited resources. AI helps institutions meet this challenge by identifying and remediating inaccessible content. AI also helps improve the text-to-speech performance and achieve ADA 508 remediation at scale.

Room B110-111

Knowledge and Practice Community (KPC) Meetings

Knowledge and Practice Communities (KPCs) bring together AHEAD members who share a common interest in a specific subject area. They support AHEAD by connecting members, sharing information, and developing resources.

Coaching KPC Meeting: **Room B118-119**

Disability Identity Studies & Culture KPC Meeting: **Room B115**

REDD KPC Meeting: **Room B116**

Technology KPC Meeting: **Room B112**

Informational Session

Discussion about Traumatic Brain Injury (TBI)

Emily Tarconish, University of Illinois Urbana-Champaign

Join this lunch discussion session about the strategies and interventions that can assist individuals with TBI, as well as how to implement them. Participants will be provided with specific tools that they can use to assist students with TBI at their institutions and have the opportunity to share with one another.

Room B113

7.1

Musings from the Trenches: Three Institutional Approaches for Developing, and Implementing an ADA Transition Plan

Bree Callahan, University of Washington

Julie Blakeslee, University of Washington

Kaela Parks, Portland Community College

Jennifer Gossett, Portland Community College

Emily Singer Lucio, University of Maryland, College Park

Institutions were required by law to develop Transition Plans, which include conducting a self-assessment of barriers and creating a barrier removal plan, many years ago, but many were never fully implemented or need updating. This session will provide three case studies, comparing institutional approaches with different processes and funding models: two that are focused on the built environment and another that is focused more broadly on built environments, digital environments, and access to services and programs as a whole.

Track: ADA Coordinators

Room B114

7.2

Clinicals, Practica, Placements, Student Teaching, and Other Off-Campus Learning Experiences: Accommodations, Policy, and Practice

L. Scott Lissner, The Ohio State University

Many educational programs, from tech and trade programs to advanced professional degrees, require students to complete an off-campus professional experience. Are the same accommodations that were provided in classroom settings applicable to externship settings? Who determines that? Who is responsible for implementing accommodations in those placements? This session will cover the obligations and responsibilities of the student, site, program, and disability office.

Track: Health Science Education

Room B116

7.3

Accommodations: The Importance of Effective Decision-Making Processes

Jamie Axelrod, Northern Arizona University

Paul Grossman, Executive Counsel of AHEAD, and OCR and UC College of the Law, (retired)

Tom Thompson, Consultant

Mary Lee Vance, California State University Sacramento

This session will feature a systematic process and flow chart to follow when determining whether a student is a “qualified individual with a disability (QSD).” Participants will be guided through a step-by-step analytical process that DOJ and OCR expect institutions to have followed in addressing complex accommodation determinations. Participants will also learn how to communicate with students and parents about the breadth and limits of these rights, and to gain faculty and administrative understanding that disability rights should be recognized, valued, and supported as civil rights.

Track: Foundations in Disability Resources
Room C123/124

7.4

Specific Student Sub-Populations: Campus Collaborations to Maximize Your Office Effectiveness and Resources

Teressa Eastman, Butler Community College

Michelle Mitchell, Leigh Carbon Community College

Ashley Ciccolini Erickson, Florida Atlantic University

Courtney McGonagle, Florida Atlantic University

For students participating in specialized programs or with unique intersectional identities (such as athletes, medical students, veterans, and high school dual enrolled students), as well as blind or visually impaired and deaf or hard of hearing students, specific case management processes and collaboration with other campus offices are essential to ensure complete supports. Join presenters from two community colleges and a four year institution to hear how various schools have built relationships and created internal collaborations with other offices.

Track: Office Management
Room A103-104

Friday, July 21

7.5

Up, Up and Away to Leadership!

Norma Kehdi, University of Oregon

Grace Clifford, David Geffen School of Medicine at UCLA

Laura Czajkowski, California State University, Fullerton

Ready to move up into a disability service leadership role but have difficulty identifying an institution that will support your personal and professional goals? Or have you recently transitioned to a leadership role and are struggling to triage priorities while building rapport with a new team? With over 10+ years in higher education, various pre-disability service backgrounds, and extensive small and large group leadership experience – we can help! This presentation will outline how to determine institutional fit during the interview process, provide onboarding guidance when starting a new leadership position, review common pitfalls in leadership transitions, and offer recommendations for building a sustainable and achievable strategic plan.

Track: Leadership

Room C120

7.6

Developing and Implementing an Information and Communication Technology Accessibility Policy in Higher Education

Paula Possenti-Perez, Syracuse University

William Myhill, Syracuse University

Brian Tibbens, Syracuse University

Kara Patten, Syracuse University

Christian Jones, Syracuse University

Digital technologies have created both access and barriers to the disability community, especially those with visual, hearing, and fine motor impairments. This workshop will demonstrate how to advance from no policy to a robust policy, and from small cohorts thinking about accessibility to an institution that expects and enables its constituents to create and procure accessible ICT. The workshop will shepherd participants through our processes, such as with case studies of requested procurements and conclude with takeaways, sample tools, and Q&A time.

Track: Technology

Room B112

7.7

Deaf and Hard of Hearing Students in STEM Majors – a Discussion Session

Theresa Johnson, National Technical Institute for the Deaf

Marcia Kolvitz, Educational Consultant

Melanie DeLeon, Portland Community College

Cheryl Reminder, Rochester Institute of Technology's National Technical Institute for the Deaf (NTID)

Brian Trager, Rochester Institute of Technology's National Technical Institute for the Deaf (NTID)

What works...what doesn't? When working with deaf and hard of hearing students in STEM programs, how can disability office staff and faculty work together to offer an accessible learning environment? Knowing that "one size doesn't fit all," this discussion session will look at a variety of issues such as using assistive technology in laboratory/hands-on settings, managing access services in block schedules, and utilizing partnerships and collaborative relationships.

Track: DeafTEC

Room B110-111

7.8

Intersecting Identities in Higher Education: A Panel Discussion About "Triple Cripple" Experiences

Earlee Kerekes-Mishra, Oregon State University

Join us for this panel discussion focusing on moving the social justice movement forward. This session provides us the opportunity to delve a little deeper and learn a little more about how our policies, processes, and practices can be better informed to support our students and colleagues with intersecting identities.

Room A107

7.9

A Positive Approach to Transforming Practice: Using Appreciative Inquiry to Develop and Enact Socially-Just Disability Resources

Morgan Strimel, George Mason University

Although higher education disability resources is compliance-focused by design, we have the potential to go beyond the mandates of federal legislation in our roles. In this session, attendees will explore appreciative inquiry as a tool to transform their disability resource centers to align with socially-just disability resources. Attendees will be invited to practice this technique in a presenter-facilitated activity to bring back their offices and apply to lead transformative, long-lasting change.

Room C121/122

Friday, July 21

7.10

Hot Topics in Neurodiversity: A Facilitated Community Discussion

Adam Lalor, Landmark College

Emily Helft, Landmark College

Although the concept of neurodiversity was developed in the 1990s, higher education has only recently begun to explore it. As such, new and complex issues related to neurodiversity are arising at a rapid pace. Join us for a facilitated conversation about some of these hot topics in neurodiversity. The presenters will prepare brief remarks about a number of related topics, in order to outline each issue and some perspectives on them.

Room B113

7.11

Accessing Graduate School: Identifying Gaps and Opportunities for Collaboration Between Disability Services Professionals and Disabled Graduate Students

Rachel Adams, University of Massachusetts Amherst

Amelia-Marie K. Altstadt, University of Nebraska-Lincoln

Karly Ball, George Washington University

*Jeff Alex Edlestein ("Jae"), University of Massachusetts Amherst,
University of Massachusetts Boston*

Justin MH Salisbury, University of Vermont

Elizabeth Anh Thomson, University of Minnesota Morris

Existing disability services practices largely emphasize support for disabled undergraduate students. However, as more undergraduate students with disabilities matriculate to graduate programs, two key issues have become clear: 1) disability services providers are not as familiar with how to best support students in graduate programs and 2) disabled graduate students are not confident in disability services offerings. This panel aims to tackle these gaps in practice by drawing on the expertise of six disabled professionals who are currently or were recently in graduate school.

Room B117

7.12

A Skills Building and Barrier Removal Approach to Notetaking Accommodation Requests

Gwynette Hall, University of Wisconsin - Madison

With notetaking requests rising, but students not using the accommodations provided, our institution began to take a closer look at notetaking accommodations in general. We will discuss how to determine the most appropriate accommodation, current trends, notetaking technol-

ogies, and student feedback on notetaking accommodations. During this presentation we will also have an interactive discussion about notetaking accommodations and how we can all continue to innovate.

Room A105-106

7.13

To Pee, or Not to Pee? That Is Just One Question. Exploring Policy in Facilitating Accommodated Testing

Allen Sheffield, University of Michigan

Bryan Hilbert, The University of Nevada Las Vegas (UNLV)

Kelsey Jordan, Purdue University

Chris Stone, Washington University in St. Louis

Whether 'tis nobler for an accommodated testing center to primarily focus on test security or to provide an equitable experience? Join a panel of experienced disability office administrators who manage Testing Centers as they discuss their contrasting philosophies of accommodated testing whilst exploring what it means to be responsible for facilitating testing, what is reasonable and/or necessary in the name of test security (and is there such a thing as too much), who should be responsible for making requests, how to balance the conflicting expectations of faculty and students, and the role students experience in decision making.

Room B118-119

7.14

A Look at Current Research: Three Topics

Researchers will present their latest work, which you can apply to the work you do.

1. Disability Justice in Higher Education: The Lived Experiences of Disabled White Women Disability Services Directors

Emily Gaspar, Coastal Carolina University

There is no more expert group regarding disability identity on campus, than the 43% of disabled disability services practitioners working at colleges and universities. This session will reveal findings from a recent dissertation study in which women-identified, disabled disability services directors shared their experiences working in disability services in higher education.

2. The Pathway to Independence Inventory: Assessing Individual Support Needs for Diverse Learners

Kyle Reardon, University of Oregon

Sean LaRoque, Mansfield Hall

Sophia Howard, Mansfield Hall

Friday, July 21

The Pathway to Independence Inventory (P2I) is a transition assessment tool designed specifically to meet the needs of college students with disabilities who have identified gaps in the areas of adaptive skills, executive function, and social skills and to provide a comprehensive understanding of students' current levels of adaptive functioning. This session will describe the development and validation of the P2I as well as case study examples of how it can be used in practice to inform goal setting and support plans.

3. **Establishing Racial Cognizance: Blackness, Dis/ability, and Disability Services**

Anna Acha, University of California, Riverside

Danielle Mireles, University of Nevada, Las Vegas

Collective care demands we assess the espoused institutional awareness of (and purported commitment to supporting) Black dis/abled students in Disability Support Service (DSS) offices. Engaging DisCrit and Multimodal analysis, we conduct a critical discourse analysis of University of California DSS websites to investigate indicators of racial cognizance.

Room B115

Concurrent Block 8, 4 – 5:30 pm

8.1

Disability Services and ADA/504 Coordinator Collaboration: Fostering Comprehensive Disability Support

Chris Toutain, Reed College

Jess Gibson, Reed College

Disability services offices are often asked to address aspects of disability that fall beyond the scope of their role, while simultaneously under-supported in making the decisions for which they are formally responsible. At one school, these challenges have been confronted, in part, through intentional collaboration between disability services and the ADA/504 coordinator. This session will explore how this partnership has developed, and the ways in which this collaboration has led to more effective faculty education, community engagement, and student support.

Track: ADA Coordinators

Room B116

8.2

Disability Access in Health Science Education: Listserv in Real Time – An Interactive Panel

Matthew Sullivan, Washington University in St. Louis

Grace Clifford, David Geffen School of Medicine at UCLA

Christine Low, Icahn School of Medicine at Mount Sinai

Jennifer Gossett, Portland Community College

Enjie Hall, University of Minnesota

This session provides a chance for participants to pose a question for discussion just as you would over the listserv, but in real time. Focused on current challenges facing Disability Resource. Attendees requesting anonymity will have the opportunity to submit questions through a de-identified process.

Track: Health Science Education
Room A107

8.3

Let's Be Honest: What No One Told Us About Working in Accessibility Services, and Why We Stay

Mollie McAllister, The University of British Columbia

Sunny Kim, The University of British Columbia

As Colleges and Universities increasingly emphasize Equity, Diversity, and Inclusion (EDI) in their hiring practices, folks with more diverse professional and sociocultural backgrounds are finding their way into all ranks of Student Affairs, including Accessibility Services offices. Our presentation explores the unique factors within these offices that impact employee retention and fulfillment. This presentation will facilitate group discussions amongst attendees about the unforeseen challenges, the joyful surprises, and the strategies that help cultivate an inclusive team culture at our respective schools.

Track: Foundations in Disability Resources
Room B110-111

8.4

Developing a Reasonable Accommodation Policy Using an Equity Framework

Christina Lunsmann, University of Maryland Global Campus

Sharon Spencer, University of Maryland Global Campus

Manal White, University of Maryland Global Campus

Our institution has recently engaged in a thorough review of some of its policies using an Equity Framework for Educational Policymaking. Accessibility Services was one of the first departments to take on this work, and we will share how the policy and supporting procedures shifted and

Friday, July 21

refocused as we kept equity and student understanding at the center of our discussions. We will share key takeaways as well as specific examples of changes we made to support student understanding.

Track: Office Management

Room C121/122

8.5

Tell Your Office Story: Linking Your Activities and Accomplishments to Your Mission/Vision

Tom Thompson, William Rainey Harper College, (retired)

Most disability offices have a Mission and/or Vision Statement that often cite lofty goals and aspirations for the department and campus. What if your Mission/Vision was clearly linked to your Services, Outreach, Consultations and Accomplishments? The presenter, who has served in multiple Director roles, will share an example of how a DRS University's Mission was framed by the CAS Mission's standard and how two Annual Reports were directly tied to this simple Mission, which has only three, broad foci.

Track: Leadership

Room B112

8.6

Wait...It's That Easy? Using Built-In Accessibility Features on Everyday Devices

Dan Darkow, Miami University

Sean Poley, Miami University

Do you want to learn about the numerous built-in features in everyday technology? Are you working with students who need quick access to text-to-speech or speech-to-text, but don't have time for extensive training? We will explore the accessibility features built directly into technology such as your phones, tablets, and other personal computing devices. We will also discuss specific accessibility features available in the applications commonly used and cover leveraging virtual assistants and other technologies to facilitate and evaluate access digitally. **Track: Technology**

Room A105-106

8.7

DeafTEC Wrap-up

Theresa Johnson, National Technical Institute for the Deaf (NTID)

Donna Lange, Rochester Institute of Technology

Mei Kennedy, Austin Community College

Marcia Kolvitz, DeafTEC's National Visiting Committee

This invitation-only session will serve as a wrap-up for DeafTEC team members attending the conference. Additional DeafTEC resources will be shared. As part of their participation, each team will develop a “plan for change” that they will implement upon their return to campus.

Track: DeafTEC

Room A103-104

8.8

Looking Inwards: Self-Auditing your Office Towards Anti-Racism and Disability Justice

Roselyn Thomas, Stanford University

Heather Harris, Stanford University

For years, the field of disability services has been moving their hearts and minds towards a program model that espouses a commitment to diversity, equity, and inclusion. This program will be an overview of the journey that our disability office took to initiate and execute an action plan towards anti-racism, including how we developed and carried out a self-audit, the findings and results from that work, and a guided workshop so that disability professionals can develop this for their own places of work.

Room B118-119

8.9

SESSION CANCELLED: Please see yellow book insert for updates

Are We Disabled “Enough”? Take Two! Exposure, Insight, and Getting Real! Let's Take it to the Next Level - Where do You Fit in?

Vivian Hardison, Southern Illinois University at Carbondale

Maria Schiano, County College of Morris (CCM)

In this session, two disability professionals expand on the complexity of multiple identities, including disability, race, gender, and sexual orientation, and how those come up in our work. Topics to be addressed include how to establish methods of self-disclosure as it relates to non-apparent disabilities; structuring a balance between what is “too private” and what can be beneficial to disclose; and moving from a counseling perspective to a more inclusive identification model.

Room B117

Friday, July 21

8.10

Audio Description: Access for Students Who Are Blind

*Joel Snyder, Audio Description Associates, LLC - Audio Description
Project of the American Council of the Blind*

Audio Description (AD) is a translation of images to words — the visual is made verbal and aural and oral. Using words that are succinct, vivid, and imaginative, audio describers convey the visual images from media, the arts, and lectures that are not fully accessible to a significant segment of the population. This presentation will outline the “Fundamentals of Audio Description” and will illustrate the benefits of AD for people with learning disabilities, people on the autism spectrum, students in classroom settings, learners of new languages and others—anyone who wishes to develop a more sophisticated sense of literacy.

Room B114

8.11

Meeting Faculty in their Domain: Collaboration Tips and Techniques for Increasing Accessibility within the Classroom

*Craig Levins, Broward College
Michelle Shaw, Florida Atlantic University*

In this presentation, we will share how a state university and a community college with open access programs have successfully bridged the gap through collaborative interactive processes that increased access and accommodations while bolstering student success. UDL approaches will be at the backbone of this presentation, along with how these tenets can further improve faculty/disability office relationships by improving the educational environment for all students.

Room C123/124

8.12

The Reasonable Accommodations Less Traveled in International Exchange

*Justin Harford, Mobility International USA
Lauren "Lore" Kinast, National Deaf Center on Postsecondary Outcomes
Margaret Camp, Clemson University
Anne Frey, Portland Community College*

Sometimes the reasonable accommodations that can be more challenging to implement abroad are the ones that you might not expect. In this workshop, presenters will cover everything you need to know about anticipating and overcoming cultural barriers relating to reasonable accommodations when students venture abroad.

Room C120

8.13

Improve Math Success and Graduation: Focusing on Learning Strategies, Collaboration, New Accommodations, Course Substitutions, OCR Rulings & Case Studies

Paul Nolting, State College of Florida

Aimee Stubbs, Broward College

This presentation will focus on the strategies Disability Resource Offices can use to improve math success for disability groups that include SLD, ADHD, TBI, PTS, Intellectual Disability (ID), Language Impairment (LI) and Autism, with special focus on the last three. Participants will hear about new learning apps, math study skills, anxiety reduction approaches, test-taking strategies, processing deficit effects on math learning, new testing accommodations and course substitution processes. There will be discussions on math homework, bypassing algebra pre-requisite courses, and the social justice implications.

Room B115

8.14

AHEAD Talks - A Series of Short Expert Talks on Various Subjects

You've heard of TED Talks, but have you ever experienced an AHEAD Talk? During this session, several speakers will present short talks on a subject they know well.

- 1. Stop Telling Us 'You Hide It So Well': Life as a Disabled and Neurodivergent Faculty Member**
Rebekkah McLellan, University of Lynchburg
- 2. The Need for CATS: Developing a Self-Reporting Data Collection System for Accessibility in Higher Education**
Alice Wanamaker, Williams College
- 3. Building Resilience in Postsecondary Students with Disabilities**
Larry Phillippe, Texas Tech University
Raquel Iber, Texas Tech University
Kimberly Rindlisbacher, Texas Tech University
Stephanie Nelson, Texas Tech University
- 4. DisCrit Theory with Adaptive Equity-Oriented Pedagogical Practices for Disability Resources**
Courtney Gipson, Old Dominion University
- 5. Set Up For Failure, Destined For Success: How To Use Your Life Challenges To Unlock Limitless Possibilities**
Kristen Eccleston, Eccleston Education Consulting, LLC

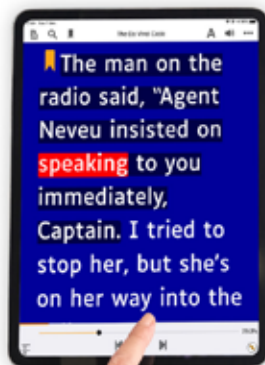
Room B113



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**National Center for College Students with Disabilities*

***Accessing Higher Ground*

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

Exhibit Hall Map

The 2023 Exhibit Hall is located in Exhibit Hall A in the Oregon Convention Center. This floor plan is subject to change as required by the Portland Fire Marshall on final inspection and/or by AHEAD conference management.

Exhibit Hall WiFi Info

Network: AHEADEXHALL Password: AHEAD2023

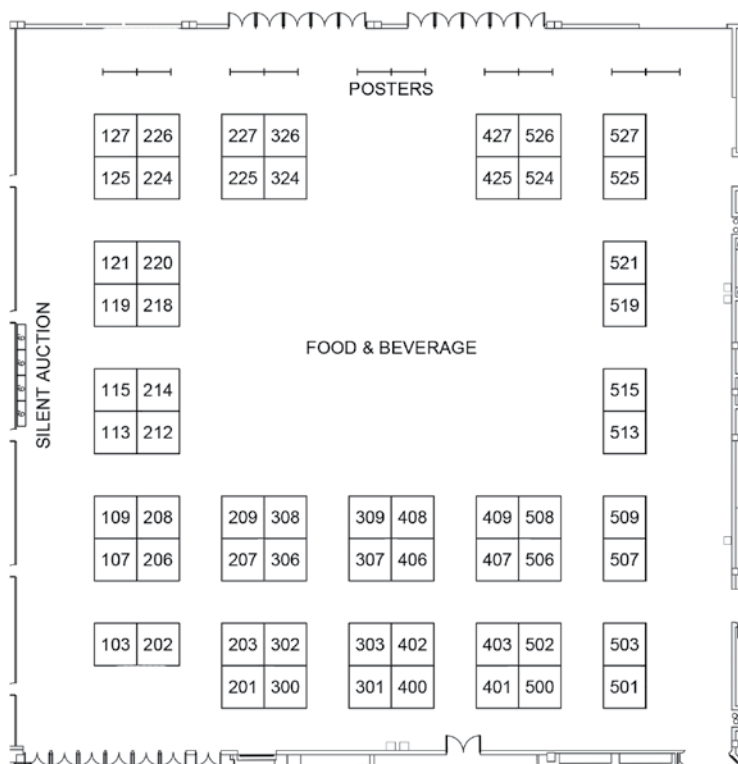


Exhibit Hall Schedule

Wednesday, July 19

5-7:30 pm Exhibit Hall Grand Opening & President's Reception

Thursday, July 20

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 21

9-11:30 am Exhibit Hall Open

10:30-11:30 am Poster Session 2 & Extended Refreshment Break

Thank You to Our Sponsors!

Glean (Overall Conference Sponsor)

Booth #207/209/306/308

Glean's personal study app supports learners of all abilities to learn independently and effectively. Trusted by more than 700 institutions globally, Glean empowers 100,000s of learners to reduce stress, boost confidence, and improve grades. And it works: 95% of users believe Glean helped them be a better learner. <https://glean.co>

Access Interpreting (Silver Sponsor)

Booth #326

Access Interpreting is a full-service language procurement agency that serves Deaf, hard of hearing, and hearing communities alike! Visit us to learn how our "Better is Possible" ideology in collaboration with Ūsked's advanced scheduling technology can create equitable learning environments by incorporating ASL, CART, Spoken Language and Document Translation accommodations! www.ainterpreting.com

ClockWork (Silver Sponsor)

Booth #208

Looking to enhance your student disability services? Look no further than ClockWork! Our digital platforms are tailor-made for Disability Support Services departments, streamlining departmental procedures and offering timely assistance to students. With seamless integration and on-demand data, ClockWork makes it easy to prioritize what matters most. And now, with VA Works, managing VA benefits is a breeze. Reach out to us today and experience the difference! www.clock-works.us

Codemantra (Gold Sponsor)

Booth #109

Codemantra is an intelligent document processing (IDP) company that helps higher education institutions create accessible learning materials. Our AI-powered platform accessibilityInsight audits digital documents in multiple formats (PDF, Word, etc), generates a compliance report, and performs automated PDF remediation to be compliant as per PDF U/A and WCAG standards. <https://codemantra.com>

Continual Engine (Silver Sponsor)

Booth #115

Continual Engine is an award-winning, generative artificial intelligence (AI) technology company dedicated to making learning and accessibility smarter, affordable, and scalable. By leveraging sophisticated technologies like automation, machine learning, and more in collaboration with human experts, we deliver exponential savings for image alt text, document remediation, video accessibility, and more. continualengine.com

Thank You to Our Sponsors!

Dolphin Computer Access (Silver Sponsor) **Booth #513**

Dolphin assistive technology products are designed to improve accessibility and independence on computers and other devices for people with a wide range of visual impairments and neurodiversities. Our mission is to improve peoples' quality of life and equitable experiences at home, work and school. <https://yourdolphin.com>

Northern Arizona University - Institute for Human Development (Silver Sponsor) **Booth #107**

The Institute for Human Development is a research and training program located at NAU. Our program is part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDDs). Our work in research, service, education, and dissemination positively impacts individuals with disabilities at all life stages. <https://nau.edu/ihd>

Otter.ai (Lanyard Sponsor) **Booth #425**

More than 2000 universities, colleges, and community colleges have partnered with Otter.ai to enhance accessibility for students, faculty, and administrators. Otter uses AI to provide real-time notes, captioning and automatic slide capture to makes lectures, classes, and meetings more inclusive, both in-person and virtually. go.otter.ai/otter-ahead-jul23

Partners Interpreting (Gold Sponsor) **Booth #309/408**

Partners Interpreting (PI) is a leading full-service signed language interpreting and captioning company that offers a comprehensive range of language and communication access services for the Deaf and Hard of Hearing community. PI delivers top-notch interpreting services, real-time captioning (CART/C-Print/TypeWell), post-production captioning, video remote interpreting, translation, and Sign Language across 150+ colleges and universities, and over 800 organizations and businesses nationwide. www.partnersinterpreting.com

ReadSpeaker (Gold Sponsor) **Booth #214**

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. <https://www.readspeaker.com>

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Sonova USA, Inc. (Silver Sponsor)

Booth #113

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. <http://us.morethanahearingaid.com>

Symplicity (Gold Sponsor)

Booth #225/324

Symplicity Accommodate helps institutions streamline workflows to quickly deliver accommodations and ensure student success and compliance with university policies and governmental regulations. Modernize the process with a fully ADA-compliant interface that allows students to seamlessly submit requests, connect with note-takers/transcribers, check out assistive devices electronically, and more. www.symplicity.com

Verbit (Water Bottle Sponsor)

Booth #521

Verbit serves as an essential partner to help push access and inclusion efforts forward at 3000+ businesses and institutions. Verbit's purpose-built solutions, such as captioning, transcription, audio description and translation, support universities in creating an inclusive learning environment for all students. www.verbit.ai

Exhibitors

Accessible Information Management Booth #409

Accessible Information Management provides Disability Service offices with an Accessible Online database system that manages, tracks and provides metrics on all student requests for accommodations and services. Not only does it streamline services, but it also allows students to select accommodations and provides a method of real time tracking of information. www.accessiblelearning.com

Allyant Booth #203

Allyant, though its legacy businesses T-Base and CommonLook, have provided accessible documents and printed resources in braille, large print and accessible PDF to the Education marketplace for more than two decades. We pride ourselves on delivering fully compliant accessible communications to all. We make accessibility simple, seamless, and efficient. <https://allyant.com>

Ava Booth #226

Ava's mission is to lift all communication barriers. Ava live captions is a web and mobile-based speech recognition technology that lets organizations and individuals transcribe in real-time any offline or online conversation with an exceptionally high accuracy, thus empowering +450M deaf/hard-of-hearing people to understand who says what, anywhere, anytime. <https://www.ava.me>

BioGAP Booth #524

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 #526

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. <https://cidi.gatech.edu>

Christopher & Dana Reeve foundation Booth #227

Reeve's National Paralysis Resource Center (NPRC) promotes the health, well-being, and independence of people living with all forms of paralysis, as well as their caregivers and families, by providing free comprehensive information, mentoring and referral services to achieve a better quality of life. www.christopherreeve.org

Deaf Services Unlimited Booth #103

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

Delta Alpha Pi International Honor Society (DAPI) Booth #206

Delta Alpha Pi International Honor Society (DAPI) is the premier collegiate academic honorary that recognizes high-achieving students with disabilities and promotes disability identity. DAPI has over 200 chapters at colleges/universities in 38 states and DC. DAPI provides opportunities for leadership, advocacy and education regarding disability issues and one annual scholarship to an active undergraduate member. www.deltaalphapihonorsociety.org

Disability Access Information Services (DAIS) Booth #427

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

DO-IT Booth #224

DO-IT serves to increase the success of individuals with disabilities in college and careers. The exhibit features materials designed to engage faculty, staff, and students nationwide in efforts to make higher education content accessible to all. www.washington.edu/doit/

Exhibitors

Educational Testing Service (ETS)

Booth #525

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

Habitat Learn

Booth #515

Habitat Learn is an ecosystem of accessible products and services created to remove the barriers to learning through human-centered design. We provide everything you need to deliver inclusive courses, including detailed notes, accurate captions, and seamless live-streaming. Our products unify every learning experience. www.habitatlearn.com

Hamilton CapTel

Booth #300

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

The Higher Education Recruitment Consortium (HERC)

Booth #307

The Higher Education Recruitment Consortium (HERC) is a consortium of 700+ colleges, universities, hospitals, and research entities. HERC is the only non-profit devoted to connecting exceptional professionals with careers in higher education. HERC is committed to advancing equity, inclusion and creating a future shaped by diversity of thought and perspectives. HERCJobs.org

HRI-CART, LLC

Booth #218

Hardeman Realtime Inc. (HRI), founded in 1992, provides exceptional communication access services in CART Captioning, TypeWell, VRI, video captions, and transcription. Ranked #102 among the Southeast's fastest-growing privately held companies, HRI attributes its success to pairing 300+ highly qualified providers with dedicated account managers for any meeting, event, or class. www.hricart.com

JST Coaching & Training Booth #406

JST Coaching & Training, the leading authority on coaching for neuro-divergent learners for over 25 years, provides research-based higher education coach training for DR professionals. Learn core coaching skills and strategies essential in helping students improve self-advocacy, critical thinking and self-determination skills leading to increased success and persistence to graduation. www.jstcoachtraining.com

Landmark College Institute for Research and Training Booth #212

Landmark College Institute for Research and Training conducts research and develops innovative practices to improve teaching and learning for college 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 Booth #519

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's mission is to share information, networks, and strategies to improve continuing education and training for deaf people. nationaldeafcenter.org

National Center on Health Physical Activity and Disability (NCHPAD) Booth #220

NCHPAD is the premier resource for information on physical activity, health promotion, and disability, serving persons with physical, sensory and cognitive disability across the lifespan. NCHPAD's features a variety of resources and services which can benefit all ages and populations and can be found online at www.nchpad.org.

Peace Corps Response Booth #121

Short-term. High-impact international volunteer positions. Experience required. Seeking professionals with diverse skills and the know-how to hit the ground ready to serve. Bring your expertise and experience to the projects where you are needed the most. www.peacecorps.gov

Exhibitors

Sensus ApS. Booth #202

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, Beeline, 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

Sonova USA, Inc Booth #113

The mission of the Phonak Work Life team is to provide innovate 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

Spellex Booth #509

Since 1988, Spellex's assistive technology products and course specific vocabularies have provided literacy assistance for neurodiverse students across the globe! Spellex Write-Assist, our new all-in-one Assistive Technology Toolbar, includes speech-to-text, text-to-speech, definitions and pronunciations, advanced spelling, error reporting, screen magnification, dyslexic type font, picture dictionary, pdf tools, OCR, and more! www.spellex.com

Texthelp Inc. Booth #201

Hello we're Texthelp. Our range of assistive technologies help struggling students and their teachers. Our easy-to-use literacy and math support tools give students extra help with reading, writing & STEM, in the classroom and at home. By increasing students' confidence and attainment our award-winning solutions can help every young person achieve their potential. www.texthelp.com

Vispero Booth #508

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. <https://vispero.com>

Accessing Higher Ground

Accessible Media, Web & Technology Conference

Save the Date:
November 6-10, 2023 in Denver, CO
accessinghigherground.org


Accessing Higher Ground
Accessible Media, Web & Technology Conference
Presented by AHEAD in Collaboration with ATHEN

AHEAD Association on
Higher Education
And Disability®



AHEAD Start Virtual Training for New Professionals, October 17-19, 2023

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.



Coming This Fall: AHEAD Academy Online Courses!

Rhonda Rapp will teach her popular diagnostic Assessment course, and – new! – Wink Harner will offer a course on professional growth in adaptive technology for higher education. ahead.org/events-programming/ahead-academy

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The image features the Gameday Captions logo, which consists of a blue square with a white 'G' inside, followed by the text 'GAMEDAY' in red and blue, and 'CAPTIONS' in red. Below the logo is a blue banner with the text 'Enhancing the Fan Experience' in white script. At the bottom right of the banner is the website 'gamedaycaptions.com'. The background is a photograph of a stadium with various signs, including 'Aaron', 'TA', 'ON THE QUARTERBACK KEEPER. ON THE TACKLE, MALIK JACKSON', and 'C. M'.

Enhancing the Fan Experience

gamedaycaptions.com

(859) 533-8961

Local Information

Hospitals

Legacy Emanuel
2801 N Gantenbein Ave
Portland, OR 97227
503-413-2200

OHSU - Oregon Health and Science University
3181 SW Sam Jackson Park Rd
Portland, OR 97239
503-494-8311

Kaiser Permanente
3550 N Interstate Ave
Portland, OR 97227
1-800-813-2000

Urgent Care Clinics

ZoomCare
607 NE Grand Ave
Portland, OR 97232
503-684-8252

Legacy-GoHealth
3505 N Williams
Portland, OR 97227
971-202-2910

Pharmacies

Walgreens
1620 NE Grand Ave
Portland, OR 97232
503-493-2715

Rite Aid
600 NW 10th Ave
Portland, OR 97209
503-227-4835

Safeway
1100 NE Broadway Ave
Portland, OR 97232
503-528-0506

Animal/Veterinary Care

Banfield
1615 NE 21st Ave
Portland, OR 97232
503-284-6505

DoveLewis Veterinary Emergency
1945 NW Pettygrove Ave
Portland, OR 97209
503-228-7281

Wheelchair Repair/Rental & Medical Equipment

McCann's
2600 SE 182nd Ave
Portland, OR 97030
503-492-7777

NuMotion
915 NE 7th Ave
Portland, OR 97212
503-492-7777

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To learn more

Stop By Booth #115 To See A Demo, or

Email Us - contact@continualengine.com For A Free Trial

Awesome Things to Do in Portland

- Comedians with Disabilities Act comedy night at the Curious Comedy Theater (featuring iTunes chart-topping comedian, Nina G!)
- Visit Alberta Street, Mississippi Ave, and SE Hawthorne for shopping, dining and (honestly) people watching!
- Eat, drink, and do way more at McMenamin's Kennedy School, a former elementary school turned hotel, restaurants, bars, soaking pool, and movie theater!
- Go for a hike in Washington Park!
- Visit the legendary and 68,000 sq ft independent bookstore, Powell's Books!
- Cross the Willamette River using the Steel Bridge to the Lan Su Chinese Garden (just one mile from the Convention Center)
- Enjoy the Portland Art Museum and the Guillermo del Toro or Black Excellence exhibitions
- Spend your Saturday buying souvenirs from the Saturday Market or from the Farmer's Market at Portland State University
- Rent Bikes from BikeTown (find adaptive bikes here) and ride around the city!
- Visit Pittock Mansion for an incredible view of the city
- Spirit of 77 - eat, drink, and shoot hoops across the street from the Convention Center!

Restaurants

- The Noble Rot - Panoramic views of the entire city and an organic rooftop garden!
- Departure - On the 15th floor of The Nines Hotel downtown!
- Portland City Grill -Dine while enjoying a 30th floor view!
- Metropolitan Tavern - At the Eastlund Hotel next door!
- Pah! - Deaf-owned restaurant, 5716 SE 92nd Ave

Food Carts

Cartopia
1207 SE Hawthorne Blvd
Portland, OR 97214

Piedmont Carts
625 NE Killingsworth St
Portland, OR 97211

Caffeination

Happy Cup Coffee Company - focuses on employing adults with disabilities

Location 1:
555 NE Couch
Portland, OR 97232

Location 2:
3494 North Williams
Portland, OR 97227

Daytrips/Excursions

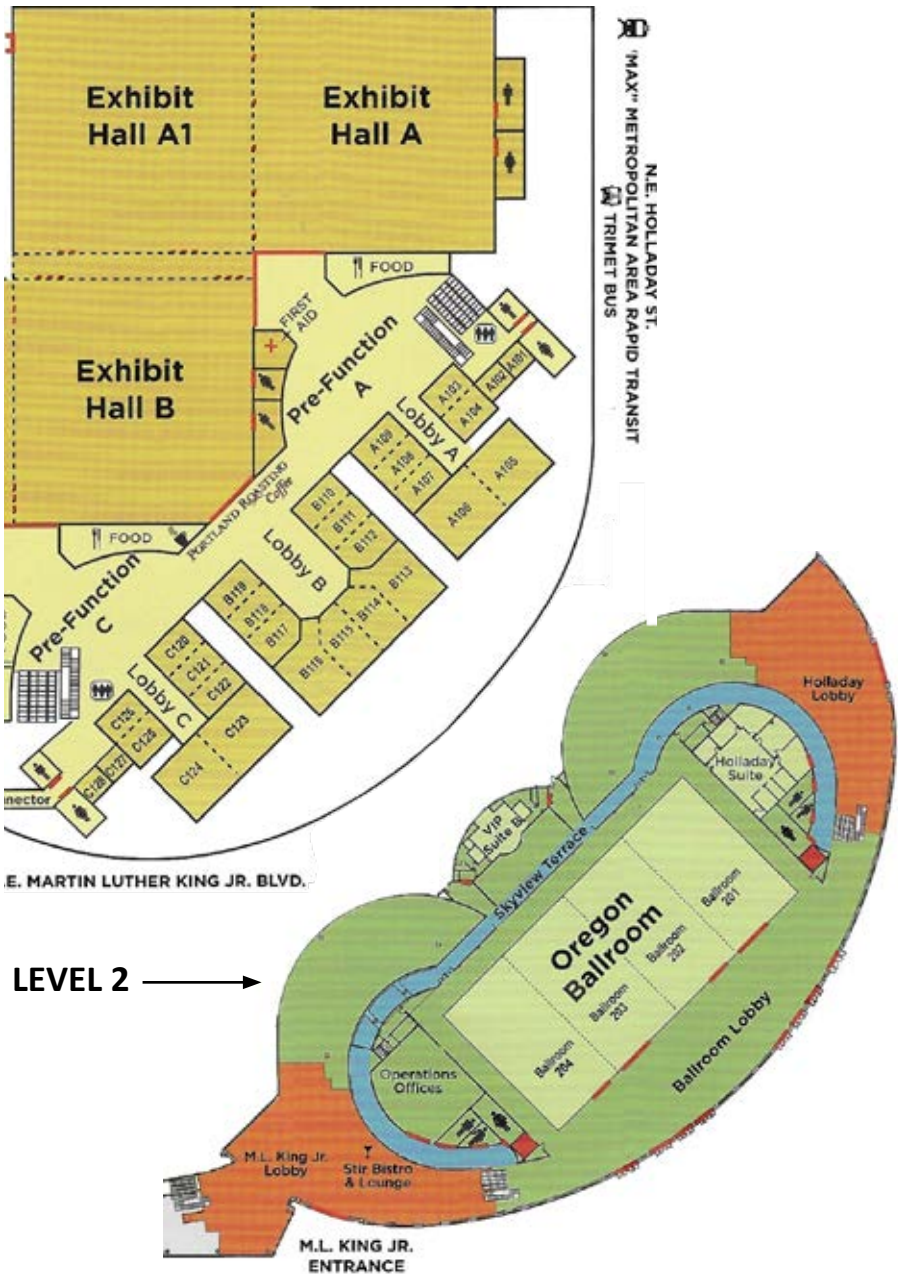
- Mt. Hood
- Oregon Coast
- Willamette Valley wine tours/tastings
- Multnomah Falls and the Columbia River Gorge - Oregon's tallest waterfall and one of the most beautiful sights in the Pacific Northwest!

Meeting Space Maps

Oregon Convention Center

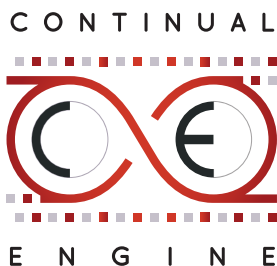
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LEVEL 1



LEVEL 2

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