



Toward Equity & Access: **Illuminating** the Pathways AHEAD

2016 AHEAD Conference and
pepnet2 Postsecondary Training Institute
July 11-16, JW Marriott Indianapolis, Indiana

Full Conference & Registration Information



AHEAD

Association on
Higher Education
And Disability®



pepnet 2
deaf and hard of hearing
connecting people, building capacity

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Indianapolis Canal Walkway
Access is directly across the street from the JW Marriott!

Welcome from Conference Program Co-Chairs

To illuminate. To shine, to cast or shed light upon.

Please join us in Indianapolis for the 39th Conference of the Association on Higher Education and Disability, being held in conjunction with the pepnet2 Postsecondary Training Institute, as we welcome an outstanding slate of presenters, vendors, and our featured speakers, Greg Fehribach, J.D., Dr. Nancy Evans, and Rachel Kolb.

This year AHEAD draws inspiration from its host state, Indiana—a dynamic pathway for the United States, and home to one of the world’s first cities glowing with electric lights—as well as Indianapolis itself. Like the city, AHEAD serves as a hub, connecting disability professionals, advocates, researchers, faculty, and students.

Our theme, Toward Equity and Access: Illuminating the Pathways AHEAD, has steered our efforts to offer attendees the best and most purposeful experience possible. Cognizant of a need to not only allow for—but encourage—a variety of topics and voices to come to the forefront, the review and selection of proposals was done anonymously, without identifying information. We believe this will enhance the AHEAD conference experience, elevating the quality of accepted submissions to an even higher level and providing the opportunity for us to hear a wide variety of new and unique perspectives.

As you review and select sessions, you will see many labeled with specific content areas and themes. For instance, our newer participants may be drawn to AHEAD Start, which targets those relatively new in the field of disability support; Access Technologies which will appeal to those seeking guidance on the various aspects of assistive and accessible technological options for your consideration; and Legal Aspects will enhance your understanding with regard to compliance issues through recent findings, legislation, and practices. This year we are also excited to highlight issues of Intersectionality of disability and diverse populations, Research, and Disability Studies.

We invite you to what promises to be an exciting mix of learning, policy development, and face-to-face networking. We challenge you to become part of that process—to illuminate fellow conference-goers with your insights and experiences, collaborations and undertakings, theoretical knowledge and research findings to further our collective work in meeting the creating accessible higher education communities. We encourage you to take this opportunity to explore the offerings and develop your own course and goals, to seek help with charting directions, and maybe to find new or interesting routes and destinations through the assistance and guidance of those you meet along the way.

Thank you for joining us in Indianapolis. Together, we will strive to illuminate the Pathways AHEAD Toward Equity and Access.



Jill Sieben-Schneider
Assistant Director
Disability Services
University of Colorado Boulder



Chris Stone
Interim Director
Disability Resource Center
University of North Carolina Wilmington

Welcome from pepnet 2 (PTI)

Welcome to the 2016 AHEAD Conference and pepnet 2 Postsecondary Training Institute (PTI)!

This is the fourth time that our organizations have combined forces to connect disability professionals, advocates, researchers, faculty, and students. As we consider the theme – Toward Equity & Access: Illuminating the Pathways AHEAD – we recognize that the pathways are lit with a series of lights that provide information, resources, strategies, and dialogue among colleagues that disability services providers can use to meet the needs of individuals with disabilities. Pepnet 2 is very pleased to help light the way, especially as it pertains to enhancing services for students who are deaf or hard of hearing.

Through the Postsecondary Training Institute, we are offering a variety of concurrent sessions and posters that address a range of needs -- whether you're new to working with deaf or hard of hearing students or if that's your main responsibility. Are you interested in tools and resources that can be used when conducting faculty in-service training? Would you like to learn more about technology applications, such as using assistive listening devices, providing speech-to-text services, or ensuring that online courses are accessible? These topics – and more – will be featured in the sessions offered through the pepnet 2 PTI.

More than anything, we hope you'll take advantage of the opportunity to share your ideas and experiences with colleagues, take in what others have to offer, and go home with a renewed sense of commitment to providing a learning environment that is welcoming to students who are deaf or hard of hearing. Along with you, we share the goal of improving postsecondary outcomes. Together, we'll illuminate the pathways toward equity and access.



Marcia Kolvitz
pepnet 2



Kathy Schwabeland
pepnet 2

Welcome from Local Committee Chair

Welcome to AHEAD 2016!

The City of Indianapolis is pleased to serve as your host for the 39th Annual International AHEAD Conference in conjunction with the pepnet 2 Postsecondary Training Institute. As the state capital, and the largest city in the state, Indianapolis is often referred to as “Indy”, the “Circle City” (after the original design of the city), the “Crossroads of America”, or the “Racing Capital of the World” (for playing host to the Indianapolis 500). Whatever you know us as, please know that Indy welcomes all, and we look forward to having you as our guest.

Your conference planners have been hard at work to assure a great experience for all. In keeping with the conference theme of Toward Equity & Access: Illuminating the Pathways AHEAD, a wide variety of pre-conference, plenary, and concurrent sessions are certain to prove interesting and informative.

And what would a conference be without networking and social opportunities? This year we’ve planned a number of events beginning with the welcome reception on Tuesday evening. Come enjoy lively music, good food, and numerous opportunities to network. This will also be a great time for mentors and mentees to meet one another! The annual President’s Reception is scheduled for Wednesday evening, which also coincides with the Grand Opening of the Exhibit Hall.

Your host city is well served by the Indianapolis International Airport, which has been named the “Top Airport in North America” for three years running by the Airports Council International. The JW Marriott will serve as host for all conference activities this year. Located downtown, the JW features a stunning design with a multi-million dollar public art plaza, on-site restaurants and lounges, fitness center, indoor pool, access to sky walks, and the list goes on.

Within easy walking distance or short ride from the hotel, you will find numerous restaurants, clubs, galleries, museums, sports venues, cultural and entertainment options including the Indiana Repertory Theatre, Indianapolis Zoo, Indiana State Museum, NCAA Hall of Champions, Eiteljorg Museum of American Indians and Western Art, Indiana War Memorial Plaza Historic District, and White River State Park.

Thursday and Friday evening are open, which allows attendees to enjoy and explore all Indianapolis has to offer. The Convention and Visitors Bureau has compiled a spectacular array of fun and adventurous options for your entertainment beyond the conference. Start planning now by visiting www.visitindy.com, or be sure to check out the Local Information Table near the Registration area. You are certain to find something exciting!

We are thrilled to invite you to our wonderful city, and hope you will enjoy your time in Indianapolis!



Robert L. Plenis
Local Committee Conference Chair

Overall Schedule

Sunday, July 10th, 2016

3:30 – 6:00 pm Registration & Service Desks Open

Monday, July 11th, 2016

8:00 am – 6:00 pm Registration & Service Desks Open
9:00 am – 5:30 pm Day 1 of 2-Day Precon. Institutes
10:30 – 10:45 am Refreshment Break (provided)
12:30 – 2:00 pm Lunch (on your own)
3:30 – 3:45 pm Refreshment Break (provided)

Tuesday, July 12th, 2016

8:00 am – 7:00 pm Registration & Service Desks Open
9:00 am – 5:30 pm Day 2 of 2-Day Precon. Institutes
9:00 am – 5:30 pm Full Day Precon. Institutes
9:00 am – 12:30 pm ½ Day a.m. Institutes
10:30 – 10:45 am Refreshment Break (provided)
12:30 – 2:00 pm Lunch (on your own)
2:00 – 5:30 pm ½ Day p.m. Institutes
3:30 – 3:45 pm Refreshment Break (provided)
7:00 – 9:30 pm Welcome to Indianapolis Reception!

Wednesday, July 13th, 2016

7:30 am – 8:30 am First-Time Attendee Breakfast
Sponsored by Sonocent
(pre-registration required)
8:00 am – 5:30 pm Registration & Service Desks Open
9:00 – 11:00 am Concurrent Block 1
11:00 – 11:30 am Refreshments (provided)
11:30 am – 12:30 pm Concurrent Block 2
12:30 – 2:00 pm Lunch (on your own)
12:45 – 1:45 pm Lunch & Learn Sessions, SIG &
Committee Meetings
2:00 – 3:00 pm Concurrent Block 3
3:00 – 3:30 pm Refreshments (provided)
3:30 – 5:30 pm Opening Plenary
5:30 – 7:30 pm Exhibit Hall Grand Opening
& President's Reception

Thursday, July 14th, 2016

7:45 – 8:45 am SIG & Committee Meetings
8:30 am – 5:30 pm Registration & Service Desks Open
9:00 – 11:00 am Poster Session 1 in the Exhibit
Hall with Light Breakfast
(provided)
11:00 – 12:30 pm Concurrent Block 4
12:30 – 2:00 pm Lunch (on your own)
12:45 – 1:45 pm Lunch & Learn Sessions, SIG &
Committee Meetings
2:00 – 3:00 pm Concurrent Block 5
3:00 – 4:00 pm Extended Refreshment Break in
the Exhibit Hall (provided)
4:00 – 5:30 pm Concurrent Block 6

Friday, July 15th, 2016

7:45 – 8:45 am SIG & Committee Meetings
8:30 am – 4:30 pm Registration & Service Desks Open
9:00 – 10:30 am Poster Session 2 with
Refreshments (provided)
10:30 – 12:00 pm Concurrent Block 7
12:00 – 2:15 pm Awards Banquet Luncheon and
Plenary Speaker
2:30 – 5:00 pm Concurrent Block 8

Saturday, July 16th, 2016

7:45 – 8:45 am SIG & Committee Meetings
8:30 – 11:00 am Registration & Service Desks Open
9:00 – 11:00 am Closing Plenary Session
Noon Hotel check-out time

**Are you a first-time attendee who
would like to connect with others who
are new to the Conference?**

Join us at the First-Time Attendees English Breakfast!
Wednesday, July 13, 7:30 am, Grand Ballroom
Sign up for the breakfast when you register.
(Attendance limited to first-time attendees only)

Sponsored By:



Registration Information

2016 AHEAD Conference and pepnet 2 Postsecondary Training Institute (PTI)

July 11 - 16, 2016 • Indianapolis, Indiana

Register online at <http://www.cvent.com/d/7fq3sd>

Once you have reviewed the 2016 Conference materials, selected your preconference and concurrent sessions, and are ready to register, please proceed to the registration portal (<http://www.cvent.com/d/7fq3sd>). If you have questions about the registration process, please contact Howard Kramer (hkramer@ahead.org).

When completing the online registration form:

1. All of your materials, communications, and credentials will be produced from the information you provide here; corrections cannot be made onsite, so accuracy in your data-entry is essential.
2. Once you have completed all applicable fields, please select from one of two payment options: Our secure payment processing server accepts **VISA, MasterCard, American Express, and Discover cards.**
3. **If you are paying by check or purchase order**, select the corresponding option on the payment page. After you select “finish” you will then receive an email confirmation of your registration and balance due. If you are paying with a P.O. you will automatically receive an invoice via email within one or two days. If you are paying by check or credit card and require a more formal invoice, you can request one by emailing oanh@ahead.org. **Make checks payable to AHEAD and mail to: AHEAD re: AHEAD/PEPNet 107 Commerce Centre Drive, Suite 204, Huntersville, NC 28078 USA**
4. For purchase orders, you can mail your P.O. to the above address, email it to Oanh@ahead.org, or upload your P.O. from the payment page (last page of conference registration).

Hotel Rates & Information

The Headquarters Hotel for Conference 2016 is the JW Marriott Indianapolis (10 S. West Street, Indianapolis, IN 46204). You are welcome to “visit” this hotel and make your reservation at: https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=14466069. Or call 1-866-704-6162, and request the AHEAD room block.

The room rate for AHEAD Conference attendees is US\$189.00 + tax per night for single or double occupancy rooms. In-room wifi is included in the room rate for all AHEAD attendees. **June 14, 2016 is the cutoff date to receive the discount, so be sure to reserve your room ASAP!**

Conference Accessibility

We are firmly committed to providing Conference experiences and environments that are equally welcoming, inviting, and user-friendly for all attendees. While many steps to ensure this are built into the program and physical design of the Conference, we also recognize that there are individuals who require specific accommodations be arranged to ensure their full and equal participation.

Due to the size of this event, and the logistic requirements of arranging for appropriate human resources to be onsite working at the Conference, requests for specific accommodations must be received through the online registration portal no later than June 10, 2016.

Enhancing Programming & Access

Universal Access and Environmental Responsibility

AHEAD and pepnet 2 are committed to creating a conference experience that models universal access, environmental responsibility, and unparalleled professional development. Both organizations provide opportunities for professional development to those who work to assure usable, sustainable, and inclusive higher education environments for students, faculty, staff, and campus visitors with disabilities and who believe society is enriched by difference.

To enhance full access and maximize environmental responsibility, we prioritize early planning and the use of technology in the delivery of fully accessible, usable program materials. In lieu of receiving paper handouts on-site at the 2016 Conference, attendees will access all presentation handouts in advance via Internet download beginning two weeks prior to the event. This affords attendees the opportunity to access presentation materials in the format of their choice for sessions they plan to attend, as well as those they cannot fit into their schedules, well in advance of the conference. All registrants will be provided with easy-to-understand-and-implement instructions for accessing all presentation support materials.

While providing the advantage of universal access for each attendee, this approach greatly reduces the burden on presenters and the environment created by printing handouts – many of which go unused. The Conference organizers thank all presenters for their early planning in support of these goals of full access and environmental responsibility. The 2016 Program Chairs and Committees along with the AHEAD and pepnet 2 staff and leaders are committed to consistently improving your experiences and look forward to seeing you in Indianapolis this summer!

Scent- and Smoke-Free

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

Certificates of Attendance and Eligibility for CRCC CEU's

Certificates of attendance are available for Preconference Institutes and Concurrent Sessions.

AHEAD and pn2 are applying for CEU approval from CRCC and RID for the Conference. Updated information on obtaining CEU's will be posted to the Conference website at www.ahead.org after May 30, 2016 and will also be available onsite in Indianapolis at the Moderator table.

Featured Presentations & Events

Welcome Reception

Tuesday, July 12, 2016 7:00 pm – 9:30 pm

Come join other AHEAD and pn2 attendees to kick off the wonderful 2016 event with great food, entertaining music, and time to meet and greet friends brand new... and reunited. We look forward to you joining us in the ballroom lobby area on the second floor of the JW Marriott Hotel!

Opening Plenary

Wednesday, July 13, 2016 3:30 pm – 5:30 pm



Initiative for Empowerment and Economic Independence

Gregory Fehribach, Doninger Tuohy & Bailey LLP; The Fehribach Group and Eskenazi Health

The Initiative for Empowerment and Economic Independence is a collaboration between the Sidney and Lois Eskenazi Health Hospital and Ball State University's Disability Project. Gregory Fehribach, the founder of The Disability Project, facilitates the collaboration of the Disability Project, Ball State's Office of Disability Services, and Eskenazi Health, where he serves on the Health and Hospital Board of Trustees. The Initiative provides internship opportunities to college students with disabilities at Indianapolis's premiere hospital, Eskenazi Health, and other local Indianapolis businesses. The Disability Project identifies the daily barriers that people with disabilities

face and works with policymakers to build inclusive strategies into their communities to create accessible environments that welcome all people. In today's global economy, understanding the meaning of diversity has a significant impact on our collective potential for success. Greg will discuss ways to increase the economic potential for people with disabilities by educating entrepreneurs and connecting qualified individuals with disabilities to public and private sector opportunities.

Gregory S. Fehribach has practiced law for 30 years. The founder of the Fehribach Group, Greg practices within the firm Doninger Tuohy & Bailey, LLP. He is a Distinguished Fellow at Ball State University, where he coordinates the Disability Project. The Disability Project, which identifies barriers that people with disabilities face, works with policymakers on how to build inclusive strategies into their communities. Greg's focus on educating entrepreneurs in this area is a unique dimension of the Disability Project. As part of the Disability Project, Greg offers a class on the Americans with Disabilities Act of 1990, which highlights this diverse workforce of people with disabilities.

Accommodation, Awareness, Advocacy: Supporting Deaf and Hard-of-Hearing Students' Transition to Postsecondary Education

Rachel Kolb, Emory University

The transition to postsecondary education poses a number of challenges for deaf and hard of hearing students. This population has a low incidence rate in mainstreamed higher education, meaning that university disability services staff may be less experienced with accommodating these students. Succeeding in the college setting, both academically and socially, requires students to exercise personal skills, including self-advocacy, that they might not have used as extensively at earlier stages of their lives. Finally, the deaf and hard-of-hearing population is so diverse, with a wide variety of backgrounds and communication preferences, that pinpointing any

Featured Events & Presentations



single set of best practices for accommodation can be elusive. In this talk, Rachel Kolb will address these and other complexities for inclusion in the university setting, drawing insights from her master's research in higher education at Oxford and also from her own lifelong experiences as a deaf student (and, now, doctoral student and aspiring academic). She will present a variety of different student perspectives, including her own, and examine how disability services offices can help enable deaf and hard of hearing students in their transition to the postsecondary setting. Although "accessibility" is a concept that extends beyond the formal reach of disability services, this talk will raise awareness of existing student perspectives that, in turn, may shape future approaches to comprehensive accommodations on university campuses.

A native of Albuquerque, New Mexico, Rachel Kolb received her B.A. and M.A. in English literature from Stanford University in 2012 and 2013, respectively. Rachel was named a Rhodes Scholar in November 2012 and recently completed two degrees, a M.St. in English literature (1900-present) and a M.Sc. in Higher Education, at the University of Oxford. She is now a Ph.D. student in English literature at Emory University, where she plans to focus on twentieth century American literature, disability studies, and bioethics. Rachel has been profoundly deaf since birth and aspires to become a writer, scholar, and public disability advocate. She has published print and online essays in venues ranging from Stanford magazine to The New York Times and The Atlantic. She has also presented about d/Deaf-related issues at several conferences across the country, including TEDx Stanford in May 2013.

AHEAD Awards Luncheon

Friday, July 15, 2016 12:00 pm – 2:00 pm

Every year, conference attendees get together at the Annual Awards Luncheon. Not only will we have the chance to recognize members who have made important contributions to the field and hear about AHEAD and pepnet 2's many activities over the past year, but we will be treated to comments by Dr. Nancy Evans.

Dr. Evans is a renowned author on the topic of higher education and a retired faculty member of the School of Educational Leadership and Policy at Iowa State University. Her career has focused on college students from marginalized populations in a social justice context. Her upcoming publication, Disability in Higher Education: A Social Justice Approach, examines how disability is conceptualized in higher education and ways in which students, faculty, and staff with disabilities are viewed and served on college campuses. She advocates taking a social justice approach in our work with students and will discuss working with the institutional agents who design higher education environments.



Featured Events & Presentations

Closing Plenary

Saturday, July 18, 2016 9:00 am – 11:00 am

Join our team of experts in a discussion of the future of disability and access in higher education. Informed by a variety of perspectives, this engaging and provocative conversation will highlight the intersections of law and policy, disability scholarship, diversity, institutional will, and practical reality. We will consider what's possible, what's achievable, and what fluencies we need to lead our institutions. This capstone experience will tie together the week's learning and networking experiences and prepare us to go back to our campuses to evolve office practices, build coalitions, and encourage campus colleagues to share in the goal of creating welcoming and inclusive communities.

- Bea Awoniyi, disability service professional and student affairs administrator
- Susan Burch, author, disability studies scholar, and activist
- Christopher Lanterman, faculty member, accommodation consumer
- Jo Anne Simon, disability rights attorney

Along with our colleagues at Think College, AHEAD is excited to offer a **MINI-CONFERENCE on Students with Intellectual Disabilities in Higher Education**

Wednesday, July 13th

This year's conference offers a targeted strand of concurrent presentations focused on the growing area of college opportunities for students with intellectual disabilities (ID).

Consider joining national experts and your colleagues for one or more of these presentations that will focus on this emerging area of practice, highlighting the importance of true understanding and collaboration between traditional disability services offices and campus programs that offer resources and experiences for students with intellectual disabilities:

- Session #1.5, Wednesday 9:00-11:00
Equity and Access: Illuminating the Pathways for Students with Intellectual Disabilities
- Session #2.5, Wednesday 11:30-12:30
Expanding your Toolkit: using AT to decrease barriers for students with intellectual disabilities
- Session #3.5, Wednesday 2:00-3:00
Effective Collaborations between Disability Services and Programs for Students with Intellectual Disabilities in Indiana

As increasing numbers of colleges and universities have or consider offering opportunities for students with intellectual disabilities as a result of the changes to the Higher Education Act in 2008, it is important that disability resource staff dedicated to reducing barriers for all students understand the role they can play in facilitating access for students with intellectual disabilities. These sessions will illuminate the roles of the disability resource staff and the staff of the ID program, highlighting the many ways in which responsibilities intersect, the points at which they diverge, and how to maximize understanding and collaboration.

Announcements

Might You Need a Roommate?

Conference organizers will collect a list of individuals who are interested in securing a roommate for the Conference and will distribute that list June 1, 2016, to all who have expressed an interest. Individuals will then be responsible for contacting each other, and arranging shared housing.

If you would like to be included in the roommate referral program, please e-mail the following information to Jane Johnston, Manager of Member Services, at Jane@ahead.org:

Name;
Institution;
Gender;
Planned check-in date;
Planned check-out date;
Telephone number, and
E-mail address

The deadline to submit your information for inclusion in the roommate referral program is May 27, 2016.

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

Volunteer and Session Moderating Information

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

If you are interested in spending a couple (literally, just 2) hours volunteering at the 2016 Conference, please indicate your interest when you register. The volunteer coordinator will contact you closer to the time to work out a scheduled time. Thank you in advance!

Want a Lift from Time to Time?

While the distances between venues and meeting spaces are not great (all within a few blocks), we realize that some folks may want or need a lift from time to time. Conference organizers have arranged to have a "fleet" of a dozen scooters available for check out at the registration area of the convention center beginning on Monday morning through Friday afternoon. Scooters will be available on a first-come, first-serve basis, can be signed out for up to four hours at a time at no cost to attendees, and will be charged between uses and overnight.

While not an answer for everyone, we're hopeful that for some who experience fatigue or maybe just are not longer-walk-friendly and don't have their own options available – this "getting a lift from time to time" will be just the right answer.

Need some WiFi?

Realizing that most attendees now have their "smart phone" and don't need wifi, conference organizers have made two additional arrangements to assist attendees in staying connected for free.

All hotels rooms within the AHEAD block will include high-speed internet at no charge as a part of the standard room rate, and wifi will also be available in general lobby and foyer areas of the hotel space.

Key Dates to Remember

Save Money! Register (even if you can't pay) by **May 31, 2016** to get the very lowest registration rates.

Specific Accessibility Requirements? Please be sure to register by **June 10, 2016** so AHEAD can make sure everything is set and ready to go.

AHEAD has negotiated a great rate at the JW Marriott Indianapolis. The majority of Conference activities will conveniently take place in the hotel. However, the rate availability will expire on **June 14, 2016** or whenever the blocks sell out; whichever comes first. Please remember to book as early as possible.

Highlights in the 2016 Program

As you look through the wide variety of concurrent sessions offered this year, you'll see that each is labeled with both keywords and intended audience level to help you select sessions that fit your needs and interests. We'd also like to draw your attention to three coordinated strands developed specifically to support areas of member interest. You can choose to register for all sessions in one of the strands or select specific sessions to combine with other concurrent offerings.

Specially Designed Program Content

1. Including Students with Intellectual Disabilities in Postsecondary Education: A One-Day Mini-Conference

In partnership with Think College and TPSID programs across the U.S., AHEAD is pleased to offer a focused conference opportunity to explore the inclusion of students with intellectual disabilities (ID) in postsecondary education. Whether your institution currently has a program for students with ID or you've wondered how your office and campus might address this emerging population, we hope you'll join the conversation on Wednesday. All three concurrent blocks that day will feature opportunities to learn, share, and connect with experts in the field of ID and postsecondary education.

2. AHEAD Start: Concurrent Sessions for New Professionals

AHEAD's Standing Committee on Professional Development has designed a strand of concurrent sessions specifically for the newer disability service professional. Beginning with a two-day preconference, the sessions in this strand are designed to support those new to disability services in developing foundational skills in a variety of areas important to both creating access for individual students and fostering the development of an accessible, welcoming campus community.

3. Running A DS Office: It is YOUR Business! Concurrent Sessions focused on Leadership and Management

Running a disability office has all the same demands and expectations as running a business. While it is important to know about disability and reasonable accommodations, we also must have management, leadership, budgeting, supervision, and planning skills. It doesn't matter how much you know about disability specific content if you cannot package it to satisfy the demands and expectations of your core customers/stakeholders (students, faculty and the campus community) and be effective both within your office and with campus colleagues. Sessions in this strand provide information to support you as a manager and leader no matter where your office fits within the campus hierarchy.

Preconference Sessions, Monday July 11

Preconference Institutes provide opportunities for attendees to participate in intensive, topic-specific, workshop-style events taught by notable and well-respected experts in their fields. Ranging from 3 1/2 hours to two full-days, the Institutes are an outstanding chance for Conference attendees to receive in-depth professional development.

Preconference Institutes require advance registration by July 1, 2016 and an additional tuition fee (separate from the Conference registration fee). On-site registration for Preconference Institutes is not available. Registration for Preconference Institutes includes all instructional materials and refreshment breaks. Meals, housing, and travel are not included. Please see the registration form for applicable tuition charges.

Two-Day Preconference Institutes

Monday July 11, & Tuesday July 12, 2016

9:00 am-5:30 pm each day

(6.5 hours of direct instruction each day)

#PC 1 AHEAD Start: Setting the Landscape for New Professionals

Carol Funckes, AHEAD

This two-day Preconference Institute is designed to offer new disability resource professionals a comprehensive overview of the major issues that shape access in higher education today. In the dynamic postsecondary environment, the disability service office must be not only a student service unit but a vital center of information, collaboration, and leadership for all members of the campus community. Disability resource professionals must balance their work in determining and coordinating accommodations for individual students with their equally important role of campus-wide consultant, advisor, and leader.

Through instruction, discussion, and resource sharing, we will explore the civil rights foundation, legal underpinnings, and practical realities of creating accessible, welcoming higher education environments. We will discuss both what must be done and what can be done and consider ways to reframe messages about disability on our campuses. Guided by participant questions and interests, we will cover the following topics:

- basics of disability service in higher education, including foundational legal concepts, perspectives of disability, the power of design, and lessons from history and disability studies;
- promising approaches for using interview and

a variety of forms of information, including third-party documentation, to assess barriers and plan individual accommodations;

- strategies for designing service delivery practices that minimize extra efforts by disabled students and encourage faculty collaboration in areas such as testing, note-taking, alternative formats, and captioning;
- developing issues, including service/comfort animals, dietary accommodations, attendance policy modification as an accommodation, etc.
- the campus-wide role of disability resource staff in collaborating with and consulting on information and communication technology (ICT) accessibility, physical, curricular, policy, and information access;
- office management: record keeping, strategic planning, budgeting and resource management, and program review and assessment.

Unlike online trainings and other forms of distant education, this two-day Institute provides the opportunity for attendees to begin to develop a professional network of their peers, the most valuable professional development tool we can have!

Audience: Novice; AHEAD Start

#PC 2 Introduction to Disability Law for DS Professionals

Paul Grossman, Hastings College of the Law; Retired Chief Regional Attorney, OCR, San Francisco
Jamie Axelrod, Northern Arizona University
Mary Lee Vance, University of California, Berkeley

This Preconference Institute will give disability service professionals a comprehensive introduction to post-secondary disability law and establish a framework

Preconference Sessions, Monday July 11

for answering the questions they encounter on a daily basis. We will begin by placing the responsibilities of disability services in a civil rights context: reinforcing the importance of a career in disability services with a review of the history of discrimination against individuals with disabilities and the emergence of the disability rights movement that culminated in the adoption of disability laws. We will learn about the legal traditions and concepts that all antidiscrimination laws share and what is unique to disability law. As the law shifts emphasis from who is “an individual with a disability” to “qualification,” we will consider how the responsibilities of a disability services professional are impacted?

We will provide an exploration of the practical implications of the ADA’s definition of disability and the implementing EEOC and impending DOJ regulations, as well as their relationship to the AHEAD Guidance on Documenting Accommodations. Once disability is established, what must be done to make programs and facilities accessible to persons with disabilities? What accommodations are, or are not, required in the college and university setting. This will include an exploration of the digital world (websites, academic management tools, on-line learning and adaptive technology), service and comfort animals, housing, ticketing, mobility devices, emergency planning, and more. Topics unique to higher education, such as admissions, discipline and conduct, academic accommodations, and internships will be covered. Individuals with expertise in students with psychiatric disabilities, digital world, and facilities access will join the presentation team.

Included in the registration for this Preconference Institute is a copy of *Colker and Grossman, The Law of Disability Discrimination for Higher Education Professionals*. The content of this resource is well-aligned with the content of this presentation, comprehensively covering most major court decisions and Federal guidance pertaining to the definition of disability and disability discrimination law in the post-secondary setting. For those professionals who must advise their campuses on employment questions, this publication also contains a full chapter on employment discrimination with regard to disability.

Audience: All; Legal Aspects

#PC 3 Learning Disabilities/ADHD, Diagnostic Assessment, & Professional Judgment, Oh My!

Rhonda Rapp, St. Mary’s University

This two-day Preconference Institute will provide a comprehensive introduction to diagnostic assessment as it applies to diagnosing learning disabilities and ADHD, as well as information about students with learning disabilities and/or ADHD.

It is a well-known fact that students with learning disabilities and/or ADHD tend to be the largest populations of students with disabilities on college and university campuses requesting and receiving accommodations. However, the majority of disability services providers are not trained educational diagnosticians and most have never taken even one diagnostic assessment course. Yet, colleges and universities require the results (documentation) of fairly recent, in-depth diagnostic assessments for students who have a learning disability and/or ADHD in order to best shape the student’s academic accommodations and related services.

Without training in diagnostic assessment it is difficult and sometimes impossible to accurately understand what the results of the assessment truly mean and whether or not the results are important and/or significant. For instance, some individual test batteries yield better results than others (Wechsler, Woodcock-Johnson, Wide Range Achievement, etc.). But, what does “better” mean? What section(s) of the diagnostic report provide the most useful information for selecting appropriate accommodations? And which section(s) are better for knowing how to answer when faculty (tutors, supplemental instructors, etc.) want to know “what else can I do?” Which section(s) are better for giving the student information to use in selecting a viable field-of-study and/or a major/minor? And which section(s) help with the “reduce course load or not” decision? And what about that old mantra “diagnostic assessments must be redone every three years?” Is that true? Was it ever true? The answers to these questions would probably surprise the majority of DS providers and might even shock some! However, understanding what the answers mean and understanding the true purpose of “diagnostic assessment” will definitely improve the func-

Preconference Sessions, Monday July 11

tional limitation(s)/appropriate accommodation(s) equation and make it possible for DS providers to understand how “Professional Judgment” is not only a “diagnostic tool” but also an endeavor DS providers are more than qualified to undertake.

The goal of this two-day Preconference Institute is to provide in-depth information about “diagnostic assessment” as it applies to learning disabilities and ADHD, as well as information about students with learning disabilities and/or ADHD. In addition, this preconference will not only be highly interactive and hands-on but will include “diagnostic” case studies, real life examples of what it means to have a learning disability and/or ADHD, and ample time for questions and discussion.

Audience: Novice to Intermediate; DS Management

Full-Day Preconference Institutes

Monday, July 11, 2016 9:00 am – 5:30 pm
(6 hours of direct instructional hours)

#PC 4 Running A DS Office: It is YOUR Business! Strategic Leadership and Enhancement of Disability Services – Concepts & Practices

Emily Lucio, Johns Hopkins University

Karen Pettus, University of South Carolina

Tom Thompson, California State University-Fullerton

DS providers today need to adapt to changing times with a clearer vision of our mission and purpose, assessment practices, and the development of financial resources. In this session you’ll review a conceptual framework for Disability Resources and learn about tools, techniques and practices used by successful practitioners on three diverse campuses: a private university, a public university and a suburban community college.

Participants will review a conceptual framework of Disability Resources with four key components: strategic planning, assessment, operations, and resource development. The presenters will share examples and experiences from their campuses with relevance to these components. Participants will have an opportunity to consider and discuss their current roles in relation to these four components, i.e., how much time

they are able to allocate to each of these activities in the course of a semester or academic year. Participants will be guided in developing an action plan for the coming academic year in which they can allocate time to one or more of the four components. The emphasis will be on understanding what the work of a Disability Resources department encompasses and how to have a greater impact on the campus community as a whole. This portion of the preconference will occur in the morning session.

In the afternoon, the presenters will guide participants through three forty-five minute case studies where they will work individually and in small groups. Case studies will include a small college with a one-person office, a midsize college, and a larger university or community college. Participants will examine different issues in each case study that will be related to the four components of Disability Resources management.

By focusing on strategic planning, assessment, operations and resource development, DS providers can influence change in their office that will improve the provision of accommodations for students with disabilities and which can lead to greater campus access and inclusion. DS providers will learn how they can embrace a vision of their work that goes beyond direct support for individual students, considers the impact of the environment as a primary barrier to access, and includes a responsibility to impact the campus community.

Audience: Intermediate; Running A DS Office: It is YOUR Business!

Preconference Sessions, Monday July 11

#PC 5 Hot Topics and Trends in Curricular Accessibility

*Teresa Haven, Northern Arizona University
Ron Stewart, AltFormatSolutions*

In this Preconference Institute we will look at current trends and topics in the area of curricular accessibility. In the modern university, the traditional paper textbook is only one of a plethora of requirements in curricular accessibility, and institutions need to be considering all of them. This session is ideal for upper administrators such as Vice Presidents, Deans of Students, E-Learning departments, CIOs, DS Directors, and others who need to understand the importance of technology and curricular accessibility but who may not perform “hands-on” work with assistive technology or alt media conversion. Technical topics will be made clear for a non-technical audience. The intent of this session is to bring attendees up-to-date on the state of current curricular accessibility.

Topics that will be covered will include:

- Overview of obtaining files and basic production from a management perspective
- Legal overview
- STEAM (Science, Technology Engineering, Arts, and Math) content and access technologies
- Multimedia accessibility

Participants are encouraged to bring questions and practices from their own institutions for discussion and plan-building.

Audience: All; Access Technologies / Offered in the Hands-On Technology Lab

#PC 6 Helping Deaf and Hard of Hearing Students Write to Learn: How STEM Teachers Can Add Writing to Their Courses

*Rose Marie Toscano, National Technical Institute for the Deaf at Rochester Institute of Technology
Linda Rubel, National Technical Institute for the Deaf at Rochester Institute of Technology*

Research shows that writing enhances student learning in all disciplines. This Preconference Institute will give STEM faculty strategies for including writing in their courses. Topics include: “writing to learn” activities, development of writing assignments, and response to student writing. Each participant will leave with a plan for developing writing assignments and the tools to provide constructive feedback.

Through this session, participants will understand the importance of writing in the disciplines for deaf/hard of hearing students in STEM disciplines and, by incorporating writing into their courses, will contribute to students’ growing sense of confidence and competency in written English. Participants will choose one in-class and one out-of-class writing idea and develop a prompt or activity that will engage students in this type of writing and develop a writing activity related to the content in a STEM course they teach. They will also be able to practice and use two response techniques for writing to learn activities that demonstrate constructive student feedback. They will learn to develop a scaffolded assignment, leading to a longer final written product that will be formally evaluated and used to assess learning outcomes for their particular STEM courses.

Audience: All; pepnet 2

Preconference Sessions, Tuesday July 12

Full Day Preconference Institutes

Tuesday July 12, 2016 9:00 am-5:30 pm
(6 hours direct instructional hours)

#PC 7 Running A DS Office: It is YOUR Business! Taking the Lead on the Path to Access: Ways to Make a Difference on Your Campus

Adam Meyer, University of Central Florida
Kristie Orr, Texas A&M University

We may know a lot about accommodations, processes and specific disabilities. But as employees at our institutions who are expected to develop and maintain access on campus, progress will stall if we do not know how to lead our office and our campus partners on the journey toward greater accessible thinking. This hands-on, interactive Preconference Institute will explore essential concepts all disability professionals need to know in order to make a difference on campus.

Topics include:

- Exploring the purpose of your office
- Characteristics of leadership
- Effective communication
- Building trust
- Creating and working through change
- Working intentionally within your office culture
- Collaborating beyond your office walls

Familiarity with social model thinking as an office direction is beneficial but not required. Those in attendance will be expected to participate in various ways, such as small and large group discussion and role plays. At the end of the discussions, participants will have more tools in their leadership tool kit. From there, the excitement begins in taking it back to campus and figuring out how to further develop your effectiveness as a leader. Disability personnel in all positions and sizes of offices are welcome.

Audience: Intermediate to Advanced; Running A DS Office: It is YOUR Business!

#PC 8 Advanced Accessible Instructional Materials Production Techniques and Concepts

Teresa Haven, Northern Arizona University
Ron Stewart, AltFormatSolutions

Meeting the increasing demand for e-text as an accessible text format depends on sophisticated techniques for production and delivery, as well as an understanding of our legal obligations and methods for managing all of the above. While many colleges are creating e-text for students with print disabilities, many more are unaware of the process and requirements of creating appropriately usable materials in the STEAM (Science, Technology, Engineering, Arts, and Math) fields. This one-day Preconference Institute will cover the use of a variety of tools for creating and editing digital curricular content, particularly STEAM materials. The Institute is designed specifically for participants who already have a solid understanding of production techniques for standard text materials.

Audience: Intermediate to Advanced Alt Format Producers; Access Technologies / Offered in the Hands-On Technology Lab

#PC 9 Five Steps to Accessible Institutions

Terrill Thompson, University of Washington
Gaeir Dietrich, California Community College System, High Tech Center Training Unit (HTCTU)

This interactive Preconference Institute will explore five components of an accessibility strategy: conducting an audit and developing a corrective action strategy, setting institutional standards and a method to monitor compliance, providing training and education about accessibility, instituting procedures within the procurement process, and providing and publicizing a mechanism for reporting access barriers.

Audience: All; Access Technologies; Program Innovation/Campus Collaborations

Preconference Sessions, Tuesday July 12

#PC 10 An Interactive Introduction to Faculty Development: Reshaping the Focus of Disability Services

Elizabeth Harrison, University of Dayton

This interactive Preconference Institute (1) introduce participants to faculty development as part of their work; (2) explore ways to effectively embed discussion of inclusive design into faculty development; and (3) provide opportunities to practice talking about accessibility in faculty development terms. The facilitator has extensive experience in faculty development and universal design.

Audience: All; Learning and Engagement; Program Innovation/Campus Collaborations

#PC 11 Bringing Disability Services Online

Kelly Hermann, SUNY Empire State College

Jane Jarrow, Disability Access Information & Support

Online learning has been identified as an area of growth for many institutions in recent years. The realities of implementing accessible online courses have not always been addressed, yet disability service providers are called on to ensure student access in this new and growing environment. In this one-day Preconference Institute, we will begin with definitions, the principles of universal design, and the importance of campus partnerships. We will then take a preliminary campus commitment to digital accessibility to the next level. Participants will learn about web accessibility standards and partnering with campus colleagues to develop comprehensive, faculty development opportunities and course review processes.

Audience: All; Access Technologies; Program Innovation/Campus Collaborations

Half-Day Preconference Institutes (AM)

Tuesday July 12, 2016 9:00 am-12:30 pm

(3.25 hours direct instructional hours)

#PC 12 A Campus Tour: Identifying its Many Parts and Resolving Associated Accessibility Issues

Irene Bowen, ADA One, LLC

Jim Keesler, Access Consultant

Access at a college or university is not limited to students and academics. It begins and ends with the physical environment (buildings and landscapes) that is host to ALL members of the academic community (faculty, staff, students, alumni/guests). We will examine the campus and its many parts and discuss and illustrate access concerns: how to identify them, resolve problems, and work toward change.

Audience: All; Legal Aspects

#PC 13 Complaints From Every Angle

L. Scott Lissner, The Ohio State University

If you do your job well conflict is unavoidable. Whether you are informally trying to resolve a conflict, formally investigating a complaint, or providing testimony to an outside agency, an understanding of formal complaint processes and best practices provides you with important tools. Learn how to minimize complaints and embrace those that are unavoidable.

Audience: Intermediate; Legal Aspects

#PC 14 Polishing the Tools in your DS Toolbox: Using Professional Standards to Enhance DS Effectiveness

Ann Knettler-Smith, Drexel University

Jean Ashmore, Rice University Emerita

Do the topics professional standards, learning outcomes, and program review give you the willies? In this Preconference Institute, we will discuss these topics in-depth to help you reframe your perspective by viewing measurable standards as additional tools for your DS toolbox. We will discuss the power a DS office can reap from embracing standards, explore how learning outcomes and program review can elevate departmental status and influence, and consider

Preconference Sessions, Tuesday July 12

how campus connections are enhanced through DS leadership in these areas. The CAS Disability Resources & Services Standards will be a central element in this Institute. The 2013 Standards will be reviewed in detail, as will the student learning and development outcomes structure which is integral to CAS Standards. Participants will develop strategies and tools to “take home” for implementation. Bring your worries and wonders about the topics of standards, outcomes and review to this Institute. You will leave with confidence to tackle these professional challenges in new and more efficient ways.

Audience: All; DS Management

#PC 15 PTI- # Total Inclusion Involves Accommodating Distinctive Needs of Hard of Hearing Students

Corey Axelrod, Communication Services for the Deaf (CSD)

As a hard of hearing individual, the presenter will address audiological and cultural differences between deaf and hard of hearing students. The presenter will also identify hard of hearing students’ unique communication needs and methods, enabling individuals involved in the post-secondary education of hard of hearing students to better provide accommodations needed by these students inside and outside the classroom. As a result of participating in this session, participants will understand the unique audiological and cultural differences between deaf and hard of hearing students and also the benefits of different services that can be provided to hard of hearing students. Tips for working effectively with service providers (e.g., interpreters, captionists and agencies) will be shared.

Audience: All; pepnet 2

Half-Day Preconference Institutes (PM)

Tuesday July 12, 2016 2:00 pm-5:30 pm
(3.25 hours direct instructional hours)

#PC 16 Animals on Campus

Irene Bowen, J.D., ADA One, LLC

Scott Lissner, The Ohio State University

Do questions about service animals and assistance animals continue to confound you, or do you want to learn the finer points and how to develop policies? In this Preconference Institute we will cover the basics and the details. What kinds of animals are allowed in housing or elsewhere? What verification/documentation can be required? How are the interests of others and of the university taken into account? We’ll lay the groundwork by considering the three (or more) laws that may apply and look closely at settlement agreements from federal cases against the University of Nebraska/Kearney, Kent State University, and others. We’ll work as a group to analyze sample policies and identify what you may want to include on your own campus.

Audience: All; Legal Aspects

#PC 17 Promoting Self-Determination in Higher Education: Keys to Retention, Graduation, and Post-Graduation Success

Sharon Field-Founder, Wayne State University

David Parker, Children’s Resource Organization (CRG)

Sally Scott, AHEAD

Jodi Sleeper-Triplett, JST Coaching, LLC

Christina Fabray, Green Mountain College

Based on their new book, the presenters will use self-determination theory as a foundation for strategies that promote positive student outcomes. Campus collaborations that foster student autonomy and success include academic coaching, Universal Design for Instruction, contemplative practices, and programming that supports resilience and grit. This Preconference Institute will introduce relevant research, describe practical strategies, and engage participants in a discussion about growth mindsets.

Audience: All; Learning and Engagement, Program Innovation/Campus Collaborations, Transition/Career

Preconference Sessions, Tuesday July 12

#PC 18 Quality Indicators for Assistive Technology in Post-Secondary Education (QIAT-PS)

Janet Peters, University of Illinois Chicago

Russ Holland, Adirondack AccessAbility Inc

The Great Lakes and the Southwest ADA Centers entered into a collaborative project in 2009 with a number of universities interested in improving service delivery of assistive technology in their organizations. This hands-on Preconference Institute examines results of the pilot project, the products developed, and the next phase for QIAT-PS. We recommend attending this session with your team.

Audience: All Access Technologies, DS Management, Transition/Career, Assistive Technology service delivery improvement

#PC 19 Training Faculty and Professionals to Create Equity and Access

Cindy Camp, pepnet 2

Mark Camp, Jacksonville State University

Continuing education is important for anyone who works on a college campus. While we recognize the importance of universal design in the classroom, we don't always apply these techniques to our professional development opportunities. This Preconference Institute will demonstrate tools and methods for engaging learners at all levels, from student to professional. The session will focus on the basic principles of universal design (UD), what makes adult learners unique, and methods for engaging a diverse group of learners. Participants will create a learning activity that includes at least one UD technique.

Audience: All; pepnet 2

Concurrent Sessions, Wednesday July 13

The 2016 Conference offers an array of informative concurrent sessions arranged by Topical Tracks. While you may choose any session that you'd like, themes are identified for each session for those who want to explore particular topics in depth. Words in bold italics after each description indicate the topical tracks and themes along with the intended audience level. Information below is current to date but may be subject to change.

Pre-selection of sessions you will attend is required. Please review the session information below or online, choose one session during each block, and indicate your choices for each concurrent block on your Conference Registration Form.

Concurrent Block 1

Wednesday July 13, 2016

9:00 am-11:00 am (2 hours)

#1.1 Creating the New Narrative: Your Role in the Future of Disability Service

Lisa M. Meeks, University of California San Francisco

Manju Banerjee, Landmark College

Jen Dugger, Portland State University

Kevin Johnson, Berklee College of Music

Elisa Laird-Metke, Samuel Merritt University

Michelle Rigler, University of Tennessee- Chattanooga

Melanie Thornton, University of Arkansas, CURRENTS

Bill Welsh, Rutgers University

As DS providers, our job descriptions rarely speak to our greater commitment for, and role in, equity and inclusion. New and newer service providers can be inspired to become leaders and change agents by beginning the conference with an instructive and motivational discussion around these larger roles. Following a "Call to the Field," a panel of respected DS leaders will share their thoughts on entering disability services in a reflective, what-I-wish-I-knew-then format, touching on topics such as advocacy, policy, partnerships, diversity, leadership, and creating your dream career.

Audience: Novice; AHEAD Start

#1.2 "There's an App for That!" What's New!

Deanna Arbuckle, University of Dayton

iPhone and Androids! Laptops, Tables, Cell Phones & Watches! Students are using more and more technology to aid in their learning. As you continue to work with students, it may be helpful to have some key apps you can recommend. We may also need to

support faculty! This presentation will identify some key apps for both teaching and learning.

Audience: All; Access Technologies / Offered in Hands-On Technology Lab

#1.3 Relaxation Station: Unique & Effective Methods for Coping with Postsecondary Stress

Terra Beethe, Bellevue University

Kristie Orr, Texas A&M University

Katheryne Staeger-Wilson, Missouri Developmental Disabilities Council

Chester Goad, Tennessee Technological University

Life in a postsecondary environment can be incredibly stressful. It's important as disability professionals to stay on top of our game. Come join us for ways to cope, manage, and eliminate stressors in your world. Presenters will share varied methods (spiritual, physical, emotional/mental wellbeing, and creativity) that help them avoid burnout. Session will be interactive and audience participation is encouraged!

Audience: Intermediate to Advanced; Running a DS Office: It is YOUR Business!

#1.4 OCR Year in Review

Mary Lou Mobley, U.S. Department of Education, Office for Civil Rights

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

Concurrent Sessions, Wednesday July 13

may help you in formulating policy and practice on your own campus.

Audience: All; *Legal Aspects*

#1.5 Equity and Access: Illuminating the Pathways for Students with Intellectual Disabilities

Moderator: Stephan Smith, AHEAD Executive Director

We know from evidence-based research and practice that some students with intellectual disabilities (ID) benefit greatly from postsecondary experiences and these opportunities have expanded in the last several years. Traditional disability offices can play a vital role in facilitating an accessible campus experience for these students. This panel session will feature a conversation with disability office representatives who are proactively and collaboratively working with their respective campus intellectual disability programs in an effort to reduce disability-related barriers. Equity and access should be for all campus students with disabilities. Learn how these disability offices are making it happen for students with intellectual disabilities.

Audience: All; *Mini-conference: Students with Intellectual Disabilities*

#1.6 Invitation to Dance: A Documentary Film by Simi Linton and Christian von Tippleskirch

Karen Pettus, University of South Carolina

INVITATION TO DANCE traces Simi Linton's first reluctant foray onto the dance floor at a party to present day when dance has become a central theme in her social life, activism, and work. Ultimately, the film is a never-before-told coming out story of disabled people staking their claim to "equality, justice, and a place on the dance floor!" Join to screen the new film as a possible programming resource on your campus.

Audience: All; *Disability Studies; Campus Outreach and Training*

A discussion of the film will be facilitated in the next session; participants should register for Concurrent Sessions #1.6 and #2.6.

#1.7 Using Video-based Instruction to Change Attitudes and Knowledge about Disability

Greg Long, Northern Illinois University

"Perspectives on Disability", is a self-paced MOOC designed to create awareness, comfort, and sensitivity toward disability. In this session, the presenter will describe how this course, which was recognized with Blackboard's 2014 Exemplary Course Directors Choice Award, was created and delivered to be accessible, universally designed, and massive, while fostering attitude and behavior change. Its use in post-secondary settings will be emphasized.

Audience: All; *Program Innovation/Campus Collaborations*

#1.8 The Answers Aren't in the Back of the Book or in the Computer

Pamela Butler, Equal Employment Opportunity and Diversity National Security Agency

This presentation provides insight on federal employment opportunities and looks at areas that individuals need to consider and be prepared to discuss for employment opportunities. During the interactive session, tips and ideas will be given on how to best prepare students for opportunities in federal employment. Resume development, elevator speeches, interview techniques and resource information will be discussed.

Audience: All; *Transition/Career*

#1.9 Their Turf, Terms, and Time: Reaching and Supporting Student Veterans

Jan Noz, University of California, San Diego

Adam Crawford, Ohio State University

Student veterans, many with disabilities, are arriving on our campuses in increasing numbers. How do we connect this population with disability services? Attendees will learn how to work with student veterans on their terms, in their time, and on their turf, creating relationships that increase the likelihood of a successful transition from military service to university life.

Audience: All; *Program Innovation/Campus Collaborations*

Concurrent Sessions, Wednesday July 13

#1.10 A University-Wide Approach to Inclusion: A Model Bridging Teaching, Learning and Accessibility

Brandy Usick, University of Manitoba

Carolyn Christie, University of Manitoba

Laurie Anne Vermette, University of Manitoba

A large research-intensive university is taking an institutional approach to disability-related accommodations.

An extensive review and consultation process culminated in several recommendations about policy, academic requirements, service provision, and education. This session, led by disability services, administration, and teaching and learning staff, will provide opportunities to discuss elements of the plan and share best practices with applicability to your institution.

Audience: *Intermediate; Program Innovation/Campus Collaborations*

#1.11 Building Pathways to Careers for Students with Disabilities

Curtis Richards, Institute for Educational Leadership

William Myhill, Burton Blatt Institute, Syracuse University

Rhonda Basha, Office of Disability Employment Policy, U.S. Department of Labor

Melissa VanDyke, Pellissippi State Community College

As community college enrollment among students with disabilities grows, so does the need for new strategies to increase their success. Learn about inclusive integrated education and career development strategies that two colleges are piloting to help students acquire skills and credentials for high wage, high skill employment with support from the US Department of Labor's Office of Disability Employment Policy.

Audience: *All; Transition/Career*

#1.12 An Introduction to PROJECT ACCESS: Effective Classroom Strategies to Improve Learning and Educating Deaf and Hard of Hearing Students

Leslie Hussey, Austin Community College

Paul Bernella, Austin Community College

Patricia Phelps, Austin Community College

Caroline Koo, Austin Community College

This workshop guides mainstream faculty members through an Individual Plan for Change to help them determine how to adapt their classrooms for deaf and hard of hearing students. Key topics include: "top ten" things students want teachers to know, using universal design to benefit all students, lecture strategies, and tips for effective communication. Attendees will learn about staff training resources available from DeafTEC.

Audience: *All; pepnet 2*

#1.13 Quality is No Accident: Raising Quality Standards for Deaf/Hard of Hearing Accommodations Without Raising Costs

Kate Ervin, TypeWell

Becky Davidson, University of Nebraska, Kearney

Joyce Dworsky, Vital Signs, LLC

This roundtable discussion will explore the practical and philosophical challenges of promoting high standards of quality for accommodations to meet the needs of Deaf and hard of hearing students effectively, with limited budget and staff resources. Participants will conduct mock "observations" of accommodations and learn how to incorporate Quality Assurance into vendor contracts, staff development, and training. Customizable templates, forms, and checklists will be provided.

Audience: *All; pepnet2*

Concurrent Sessions, Wednesday July 13

Concurrent Block 2

Wednesday July 13, 2016

11:30 am – 12:30 pm (1 hour)

#2.1 Universal Design 101

Wendy Harbour, AHEAD

You've probably heard the term "universal design," but what does it really mean? This session will cover the basics of universal design in college-level courses, with practical ideas for both supporting faculty in designing better classes AND using UD concepts to design a better, more accessible service environment for the students you serve.

Audience: Novice; AHEAD Start

#2.2 The Power of GIS Technology: Developing an Accessible Campus Map

Chris Lanterman, Northern Arizona University

Lauren Copeland-Glenn, Northern Arizona University

Campuses are accountable to their students, staff, faculty and visitors to assure physical and informational access. This presentation will document the inter-departmental collaboration and decision protocols involved in developing a university campus map. A carefully designed GIS database provides equitable accessibility to assistive technology and pertinent accessible routing information for end users.

Audience: All; Access Technologies / Offered in Hands-on Technology Lab

#2.3 Maximize your Collaborative Efforts by Being Intentional with Your Office Brand

Adam Meyer, University of Central Florida

All businesses have a brand that creates a perception for their customers. A disability office is no different. Based on how your office functions, the language it uses, its customer service approach and more, students, faculty and staff develop a certain awareness and opinion of your office operations. A positive perception will maximize collaborative efforts. A negative perception will create a perpetual uphill battle. This session will explore some concepts of brand awareness and strategies to maximize your office brand.

Audience: Intermediate to Advanced Running a DS Office: It is YOUR Business!

#2.4 Illuminating Pathways Towards Event Planning that Ensure Equity and Access

Emily Lucio, John Hopkins University

L. Scott Lissner, The Ohio State University

Irene Bowen, ADA One, LLC

Does your school have sports events? Conferences? Commencement exercises? Concerts? Tours? Festivals? How accessible are they? We are prepared to guide you down an illuminated pathway with tips on how to ensure your event planning is accessible to all. This program will cover physical access, communication, advertising, alternative formats, and ticketing.

Audience: Intermediate; Legal Aspects

#2.5 Expanding your Toolkit: Using AT to Decrease Barriers for Students with Intellectual Disabilities

Teresa Haven, Northern Arizona University

Molly Boyle, Think College at UMass Boston

In this session, we will discuss the academic barriers that students with Intellectual Disabilities may experience and how the DS provider can approach working with students to find effective solutions. Strategies will include cross-campus program collaborations; basic understanding of different types of AT and how they may support individuals with ID; and developing follow-up procedures to ascertain whether solutions are working or need to be supplemented. This session will utilize case studies, a broad range of technologies, and best practice guidance; participants will leave with multiple tools to creatively meet the wide range of student needs.

Audience: All; Mini-conference: Students with Intellectual Disabilities

Concurrent Sessions, Wednesday July 13

#2.6 Using “Invitation to Dance” in Teaching Disability Studies and Campus Awareness Programs

Katheryne Staeger-Wilson, Missouri Developmental Disabilities Council
Karen Pettus, University of South Carolina

INVITATION TO DANCE tells the story of disabled people staking their claim to “equality, justice, and a place on the dance floor!” Join us in a discussion on using this film as a tool in teaching disability studies and understanding the value of incorporating disability studies in our work as disability resource professionals.

Audience: All; Disability Studies

The film will be screened in the preceeding session; participants should register for Concurrent Sessions #1.6 and #2.6

#2.7 Expanding Access: The Narrative Intake Technique for Students without Documentation

Stephen Loynaz, Florida International University

The latest version of the ADAA affords us a more generous definition of what acceptable documentation is. In an effort to expand and continue to provide access to our institution’s educational opportunities, the Narrative Intake Technique was developed. In this demonstration attendees will learn the technique and its accompanying forms will be reviewed and practiced.

Audience: All; DS Management

#2.8 Learning Strategies Instruction: The Key to Success for Students with Learning Disabilities

Karen Wold, University of Illinois, DRES

This session will provide learning strategies in reading, writing, memorization, test preparation and time management. Six characteristics of success (knowledge/acceptance of disability, learning to compensate, self-advocacy, goal setting, perseverance, and use of a support system) will be incorporated throughout the presentation. This session is for disability service professionals who work with students to implement these strategies or can provide them as a resource.

Audience: All; Learning and Engagement

#2.9 Using Technology and Case Management to Improve Outcomes of Students with TBI

Anne Leopold, JBS International
Phil Rumrill, Kent State University

The presentation will highlight activities and lessons learned from Project Career, which supports the transition of veteran and civilian students with TBI from postsecondary academic settings to employment. The project uses cognitive support technology (iPad and Apps), mentoring, and individualized case management to improve students’ academic outcomes, career readiness, and transition to employment settings.

Audience: All; Transition/Careers

#2.10 Data Driven: Using Your Data to Secure Resources and Create Change

Emily Shryock, The University of Texas at Austin
Kelli Bradley, The University of Texas at Austin

Explore how disability service staff can strategically collect and use data to advocate for changes within their offices and across campus. Examples from The University of Texas at Austin will be shared with attendees to provide them with the opportunity to consider how they can use their own data to pursue specific goals at their institutions.

Audience: All; Research and Data

#2.11 It Starts with Empathy: Opening the Door to Access

Shawna Foosse, Tulane University
Patrick Randolph, Tulane University

Given the broad range of students we interact with, it can be difficult to understand an individual student’s experiences and the barriers they face. Empathy can ease anxiety for both the speaker and the listener and provide DS staff with much of the information they need to make informed, reasonable decisions.

Audience: All; DS Management

Concurrent Sessions, Wednesday July 13

#2.12 Trending Now: Distance Learning

Shannon Aylesworth, pepnet 2

The presentation will include a description and definition of distance and online learning options, distinguishing between asynchronous, on-demand, streaming, and synchronous sessions. Research and statistics validate the increase of distance and online instructional opportunities in recent years and will demonstrate the need for disability services to consider proactive approaches to ensuring access within these challenging environments. Participants will also explore access challenges from various perspectives, including students, providers, coordinators, and instructors. The presenter will provide a brief overview of the various technologies involved in access for distant and online classes.

Audience: *Intermediate/Advanced; pepnet 2*

#2.13 One Size Does Not Fit All: Interpreting Services and Equitable Access

Tia Ivanko, pepnet 2

Kathy Schwabeland, pepnet 2

This session will be an interactive practical discussion about meeting the communication needs of students who utilize sign language interpreters. Using the guideline of “effective communication” as outlined by the Department of Justice as a frame, the presenters will offer information, discussion, and resources to support an interactive collaboration that results in effective and equitable services.

Audience: *Intermediate/Advanced; pepnet 2*

Concurrent Block 3

Wednesday July 13, 2016

2:00 pm-3:00 pm (1 hour)

#3.1 Developing Effective Student Staff: A way to do more with less

Cheryl Muller, University of Arizona

Keeping up with the nuts and bolts of coordinating accommodations, responding to phone calls and email, and handling day-to-day tasks can challenge disability resource staff no matter the size of the office. Many of us hire student workers to help but may be concerned about the type of work appropriate for students, how to recruit and train them, confidentiality, and professionalism. In this session, we will explore the many issues involved in working with student staff and consider how to develop not only effective support staff but proponents of campus-wide accessibility.

Audience: *Novice; AHEAD Start*

#3.2 Industry and Higher Ed: Partnering to drive accessibility in technology products used on campus

Elizabeth Delfs, Pearson, Inc.

Cheryl Pruitt, California State University

Jonathan Thurston, Pearson, Inc.

Rick Ferrie, Pearson, Inc.

Effective accessible procurement policies hold the market solution to inaccessible technology. In recognition of this, the Department of Justice routinely incorporates accessible purchasing policy clauses in settlement agreements. A policy that achieves results necessitates careful planning, assessing vendor capabilities, understanding the nontechnical legal standard for defining when an accommodation or modification is accessible, and establishing vendor relationships that yield real improvements in accessibility. We will describe how it can be accomplished.

Audience: *All; Access Technologies / Offered in the Hands-on Technology Lab*

Concurrent Sessions, Wednesday July 13

#3.3 Strategically Managing Your Office and Planning for the Future

Emily Lucio—Johns Hopkins University

Managing a disability services program is similar to running a small business. Effectively managing issues are critical to a manager's achievement. Developing effective policies and procedures will ensure a program's goals and objectives are realized. Program development is accomplished through thoughtful assessment, strategic planning, developing learning outcomes, and evaluation. The goal of this session is to provide newcomers a foundation of information and best practices in managing a disability services office.

Audience: Novice; Running a DS Office: It is YOUR Business!

#3.4 Facilitating Access in Response to Requests for Emotional Support Animals

Amanda Krauss, University of Arizona

David Wagner, University of Arizona

Requests for assistance animals (emotional support/companion animals) in residence halls and on campus continue to increase, presenting university officials with sometimes difficult decisions that require the balancing of several different interests. This presentation will include perspectives from disability resources and legal counsel with an eye toward facilitating access while responding to the various concerns such requests can engender.

Audience: All; Legal Aspects

#3.5 Effective Collaborations between Disability Services and Programs for Students with Intellectual Disabilities in Indiana

Jean Updike, Indiana University

Lisa Graham, Marion Community Schools

Eric Wagenfeld, Indiana Purdue at Ft Wayne

Candace Joles, Vincennes University

The panel will explore the relationship between the disability services offices on three campuses and their programs for students with intellectual disabilities in Indiana. The session will highlight how the relationships were established, the services that are currently being utilized by the students, and the process for acquiring these services.

Audience: All; Mini-conference: Students with Intellectual Disabilities

#3.6 The Academic Experiences of College Students with Disabilities

Jessica Sniatecki, The College at Brockport, SUNY

Linda Snell, The College at Brockport, SUNY

This session will focus on findings obtained in a qualitative interview study which examined the academic experiences of college students with disabilities. The session will provide attendees with heightened knowledge regarding the specific academic experiences and challenges that students with disabilities may encounter in college and how these barriers may impact their college experience, career-related decisions, and career development.

Audience: All; Research and Data

#3.7 Win-Win: Partnering with Faculty to Promote Research and Data-Based Practices

Sally Scott, AHEAD

David Parker, Children's Resource Group (CRG)

Larry Markle, Ball State University

Roger Wessel, Ball State University

Wade Edwards, Longwood University

Are you curious about using data from your office in new ways or participating in a research project related to students with disabilities on your campus? Come join this panel of disability resource professionals and faculty talking about successful partnerships that promote research and data-based practices. Learn more about opportunities to publish your work in AHEAD's Journal of Postsecondary Education and Disability (JPED).

Audience: All; Research and Data

Concurrent Sessions, Wednesday July 13

#3.8 Creating a Student-Run Disability Identity Collective

Kate Gallagher, Macalester College

As a disabled college student I found it disempowering that there were no groups on campus in which disabled students could congregate around shared identity like many others could. This presentation will give the history and structure of identity collectives, the formation of the Disability, Chronic Pain, and Chronic Illness Collective, and the student testimonies about the benefits of the group.

Audience: All; Disability Studies; Program Innovation/Campus Collaborations

#3.9 Blue Pathways: An Adaptable Group Program for Students on the Autism Spectrum

Stephen Loynaz, Florida International University
Mercedes Bryant, Florida International University

Nationwide there is an increase of students on the Autism Spectrum attending colleges and universities. As a result, the need for effective programming to assist this unique population of students is in demand. During this session, we will discuss Florida International University's "Blue Panthers Group," a free, effective life and coping skills group for students on the Autism Spectrum.

Audience: All; DS Management

#3.10 Innovative Multimedia Design for Curriculum Accessibility

Beth Jamison, Grand Canyon University
Shanna Wise, Grand Canyon University

Join us as we share innovative methods for adapting Universal Design Resource (UDR) into curricular multimedia to ensure access for all, and learn how understanding and applying UDR concepts can be good business for educators. We will share example projects using assistive technology tools and explore a model for how UDR principles can be incorporated throughout the curriculum development process.

Audience: Intermediate; Access Technologies

#3.11 Silo-Breaking: Collaborating Campus-Wide to Move from Disability "Support" to Universal Design

Elisa Laird-Metke, Samuel Merritt University
Craig Elliott II, Samuel Merritt University

The office serving students with disabilities remains largely walled-off from other campus departments, perpetuating campus barriers. This dynamic workshop will use a Community Organizing framework to address how to create the structural conditions to enable campus offices to break down silos, consider issues of access for students with disabilities in decision-making, and centralize the role of disability support in student learning.

Audience: All; Universal Design; Campus Outreach

#3.12 Make it Memorable: Fostering an Equivalent Experience for Deaf Individuals on Your College Campus

Diana Kautzky, Deaf Services Unlimited

The college experience is more than what happens within the walls of a classroom. Simply providing interpreters and captionists in the classroom is not an equivalent college experience for Deaf students. Learn strategies for fostering a Deaf-friendly environment where Deaf students, faculty, and visitors can become an active member of your campus' community.

Audience: All; pepnet 2

#3.13 Development of an Online Suite of VR, Substance Abuse, and Mental Health Assessments to Enhance Employment of Individuals Who are Deaf

Deb Guthmann, Wright State University

Creating accessible online assessments for students and youth who are deaf or hard of hearing involves more than just adding an interpreter to a video. Join us for this presentation that uses a 5-year NIDILRR project to demonstrate how assessments in American Sign Language related to career exploration, mental health, and substance abuse have been developed, normed, and validated.

Audience: All; pepnet 2

Concurrent Sessions, Thursday July 14

Concurrent Block 4

Thursday July 14, 2016

11:00 am – 12:30 pm (90 minutes)

#4.1 What Is a Reasonable Accommodation - And by Whose Definition?

Jane Jarrow, Disability Access Information & Support
Scott Lissner, The Ohio State University

Under 504/ADA, we are obligated to provide reasonable accommodations for qualified students with disabilities who need those accommodations in order to have full access. What constitutes reasonable? Reasonable for whom (student or institution)? This session will explore both the legal underpinnings and practical application of this critical element of our practice.

Audience: Novice; AHEAD Start

#4.2 Online Accessibility: Best Practices from Those Who Have Been There, Done That

Kelly Hermann, SUNY Empire State College

Online courses have certainly been in the middle of the growth strategy on many college campuses in the past few years, especially with the advances in educational technology. This panel of disability service providers are veterans in online learning and here to share their experiences and advice with their colleagues who are looking to improve their approach to online accessibility.

Audience: All; Access Technologies / Offered in the Hands-On Technology Lab

#4.3 Data Gathering, Research, and Reporting: Advancing the Mission of Disability Resources

Tom Thompson, California State University-Fullerton

Administrators in higher education have to learn to “speak the language” of upper level administrators, including providing “metrics and outcomes data.” This session will focus on proven tips for advancing your work through gathering data on students and services, working collaboratively with institutional research, and learning how to package and present your findings using update emails, short reports, fact sheets, and data gathered from departmental evaluations.

Audience: Intermediate to Advanced; Running a DS Office: It is YOUR Business!

#4.4 The Line in the Sand: An Introduction to Identifying Essential Academic Requirements

Laurie Anne Vermette, University of Manitoba
Barbara Roberts, Michigan State University
Brandy Usick, University of Manitoba
Carolyn Christie, University of Manitoba

Structured approaches to identifying essential academic requirements are not yet wide-spread practice in North America. This challenges disability services staff and faculty who must balance accommodation legislation and student need without creating fundamental alterations to program requirements. Led by disability service staff, educators, and administrators, this hands-on workshop teaches how to design, develop, and articulate inclusive, program-specific, essential academic requirements.

Audience: All; DS Management

#4.5 Psychiatric Disabilities: Evaluation of Self-Harm and Direct Threat for Postsecondary Institutions

Diego Demaya, Southwest ADA Center

The 1990 ADA has not prevented discrimination against college students with psychiatric disabilities grappling with family, social and academic pressures. Yet the 2008 ADA Amendments Act has forced the Office of Civil Rights to shift its investigations to reject disciplinary action against students who threaten self-harm or harm to others. Campus administrators and police departments must now focus on support and accommodation of these students to avoid liability and foster an inclusive educational environment.

Audience: All; Legal Issues

#4.6 Exploring the Intersection of Autism and Mental Health

Jane Thierfeld-Brown, UConn Law
Michelle Rigler, University of Tennessee Chattanooga
Amy Rutherford, University of Tennessee Chattanooga

Students with Autism continue to be an increasing population on college campuses. Students who also have mental health diagnoses are struggling, and our campuses are unsure of how to appropriately meet their complex needs. This session will address mental

Concurrent Sessions, Thursday July 14

health services for student with Autism: how these services are different (and how are they the same) and where the campus delivery points are.

Audience: All; DS Management

#4.7 Passport to Possibilities: Students with Disabilities Tell Their International Exchange Stories Through Film

Ashley Holben, Mobility International, USA

Teri Adams, Stanford University

Reid Davenport, Stanford University

After returning home from experiences abroad, students with disabilities are harnessing the story-telling power of video and film to show that international exchange is for everyone. In this session, we will screen several short videos documenting the stories and impact of students with diverse disabilities who have studied or volunteered internationally. Discussion on how disability professionals can become champions for access to international opportunities will follow.

Audience: All; Program Innovation/Campus Collaborations

#4.8 Fostering Student Self-Determination and Enhancing Learning Through Coaching

Christina Fabrey, Green Mountain College

Jodi Sleeper-Triplett, JST Coaching, LLC

Often students with disabilities are not provided opportunities to master self-determination skills, yet college requires them to be autonomous and flexible. Through coaching, service providers can encourage students to engage and reflect on their own academic performance. In this session, we will review the concepts of coaching and how to effectively use coaching skills to enhance self-determination and foster efficient, resilient learners.

Audience: All; DS Management

#4.9 Partnering for Preparedness: Designing Inclusive Emergency Preparedness Training for Persons with Disabilities

Valerie Haven, University of Massachusetts

Ann-Marie McLaughlin, University of Massachusetts

Campus emergency training and exercises are important components of emergency preparedness. In this presentation, we will describe the development and delivery of the first inclusive University of Massachusetts, Boston active shooter training, discuss the responses of the participants with disabilities, and showcase resources for designing an inclusive training exercise.

Audience: All; DS Management; Program Innovation/Campus Collaborations

#4.10 Making Lemonade: DOJ Inquiry Sparks Campus-Wide Universal Design Culture Shift at CU-Boulder

Alaina Beaver, CU-Boulder

Sandra Sawaya, CU-Boulder

We will trace CU-Boulder's journey from its involvement in a U.S. Department of Justice investigation to emerging as a national example of an accessible research-one campus. Through examples of our three-pronged approach (support, education and outreach) for shifting our campus culture toward universal, design we hope to inspire both conversation and action at other institutions.

Audience: All; Program Innovation/Campus Collaborations

#4.11 Words of Experience: Establishing an Electronic and Information Technology (EIT) Accessibility Policy

Emily Lucio, Johns Hopkins University

Jason Schnell, Johns Hopkins University

Brian Klass, John Hopkins University

You recognize a need for an EIT policy, but now what? Some of questions you might face if you're looking to develop and implement a new policy on your campus include: Where do I start? Whose support do I need? How do I get it? This session will inform you on how Johns Hopkins University approached these questions.

Audience: All; Access Technologies; Program Innovations/Campus Collaborations

Concurrent Sessions, Thursday July 14

#4.12 Post Production Captioning- One University's Model for Success

Kate Skarda Lewandowski, University of Wisconsin-Madison

The University of Wisconsin-Madison successfully provides post-production captioning. Please join us for our presentation as we break down our approach for increasing post-production capacity and how a strong partnership with faculty can help you succeed. Topics for discussion include:

1. Expectations about roles, responsibilities, and funding
2. Determining post-production captioning workflow
3. Creating a customized captioning plan with faculty

Audience: All; pepnet 2

#4.13 The Changing Legal Landscape: Testing Accommodations for Deaf and Hard of Hearing Students

*Ruth C. Loew, Educational Testing Services
Mary Morrison, pepnet 2*

Recent changes in the legal context for testing agencies' accommodations decisions, including increased emphasis on accommodations history, underscore the importance of collaboration between testing agencies and disability services. Presenters, representing a testing agency and a university, will discuss individual accommodations requests from deaf or hard of hearing students that illustrate how collaboration can assist students in obtaining appropriate testing accommodations.

Audience: All; pepnet 2

Concurrent Block 5

Thursday July 14, 2016

2:00 pm – 3:00 pm (60 minutes)

#5.1 Making Data Meaningful

Linda Sullivan, Harvard University

Quantitative, qualitative, surveys, utilization, projections... we are a field that is full of data and its application. In this session we will explore the many uses of data in a disability resource office including how to get started, where to collect it, and how to use it in your daily work. A Ph.D. is not required to create data-driven practices!

Audience: Novice; AHEAD Start

#5.2 New Universal Design Approaches and Technologies for Web Accessibility

*Marc Zablatzky, Ai Squared
David Young, Ai Squared*

The goal of this session is to arm educational institutions with practical steps they can take to implement more universal design strategies and technologies. Though this is intended as a general discussion on universal and inclusive design, we will draw primarily from examples related to web accessibility. This session will be delivered in a lecture / presentation style, with multiple opportunities for group participation.

**Audience: Intermediate; Access Technologies /
Offered in the Hands-on Technology Lab**

#5.3 Developing a Team that Works: Applying the Situational Leadership Model in a Disability Services Office

Grace Moskola, Rollins College

A leader's role in staff development is crucial to the overall success of a disability services office; however, with varying levels of experience, competence, and commitment of individuals, forming a cohesive team can sometimes feel like trying to herd cats. The Hersey-Blanchard model of Situational Leadership will be used to guide the discussion on how leaders can transform the varying levels of maturity and motivation of staff members into functional working relationships and a productive office team.

Audience: Intermediate to Advanced; Running a DS Office: It is YOUR Business!

Concurrent Sessions, Thursday July 14

#5.4 Working with Parents of Students with Disabilities: Building Bridges Instead of Fences

Paul Harwell, Texas A&M University

Kristie Orr, Texas A&M University

Parents are often negatively labeled “helicopter parents” for being too involved in their children’s college experience. This confuses them since parental involvement is encouraged through the K-12 system as a best practice. Partnering with parents can provide valuable information to the skilled disability service provider. In this presentation, we will explore how to engage parents as partners while students transition to independence.

Audience: All; Transition/Career; DS Management

#5.5 Determining Clinical Accommodations in Health Science Programs: Upholding Standards While Creating Equal Access

Lisa Meeks, University of California, San Francisco

Elisa Laird-Metke, Samuel Merritt University

In this session, we will explore the interactive process when determining reasonable accommodations in the clinical environment. Disability service providers will leave the session with a greater understanding of the process for determining and implementing clinical accommodations and how to identify when a potential accommodation compromises patient safety or challenges technical standards. Participants will work through complex accommodation requests to solidify the concepts presented.

Audience: All; DS Management

#5.6 An Overview of Current Processes for Addressing Accessibility in Classrooms

Don Merritt, University of Central Florida

Brad Held, University of Central Florida

Through collaboration across units, the University of Central Florida has begun addressing accessibility in classrooms more thoroughly than in the past. In this session, we will present what is being addressed, how and by whom, and the challenges still present in physical spaces.

Audience: All; Program Innovation/Campus Collaborations

#5.7 Generating Stigma: Hitchcock Films and Psychological Disability

Mark O’Hara, Miami University

Through analyzing five films featuring characters with mental/psychological disabilities, this presentation studies the construction of mental illness as a label and category and how aspects of the media shape societal perception of persons marked with these labels. The films used to assist in exploring cultural attitudes toward mental illness in American movies are directed by Alfred Hitchcock: *Vertigo*, *Marnie*, *Spellbound*, *The Birds*, and *Strangers on a Train*.

Audience: All; Disability Studies

#5.8 Collaborating with Career Services

Tracey Forman, Texas A&M University

Disability Services and Career Centers are seeing an increase in the number of contacts by potential employers looking for ways to target their recruitment efforts towards students with disabilities. Join us for a summary of what is driving this trend and a review of examples, programs, initiatives, strategies that can be coordinated with Career Services to help improve career opportunities for student with disabilities.

Audience: Novice; Transition/Career

#5.9 A Model for Change: Building Partnerships to Develop Math Accessibility Guidelines

Candida Darling, Salt Lake Community College

Paula Michniewicz, Salt Lake Community College

Alia Maw, Salt Lake Community College

Driving college-wide change for accessibility is a huge task. At Salt Lake Community College, the Disability Resource Center, Mathematics Department, and Center for eLearning worked together to develop the math department’s accessibility guidelines using the principles of universal design for learning. Our collaborative approach has helped change attitudes towards accessibility among faculty in the mathematics department and provided a model for additional work across the college, for both online and face-to-face classes. Topics include: strategies for driving college-wide change, faculty and instructional design perspectives, and impact on faculty attitudes.

Audience: All; Program Innovation/Campus Collaborations

Concurrent Sessions, Thursday July 14

#5.10 Utilizing Technology and Strategies to Promote Success for Students with Disabilities

Patrice Wheeler, California State University Northridge

Technology access and skills are essential components for student success. Yet recent reports indicate the majority of young adults are unable to use technology to complete practical tasks. We will discuss connecting technology to tasks; explore strategies to guide students in choosing and utilizing technology in the academic setting; and consider how to transfer those technologies skills across settings. A BYOD session!

Audience: All; Access Technologies

#5.11 From Soldier to Student: Working with Wounded Warriors, Particularly Those with PTSD and TBI

*Stephani Gernert, Northern Virginia Community College
Lauren Sebel, Austin Community College*

This workshop will focus on what student veterans face as they transition from soldier to student. Presentation includes information on common disabilities veterans face, with a focus on PTSD and TBI, typical classroom effects and accommodations, advising strategies, and improvements campuses can make to better serve this population of wounded warriors.

Audience: All; DS Management

#5.12 Strategies for preparing Deaf Students & Interpreters for Study Abroad Opportunities

*Barbara Borich, University of Arizona
Jana Swenson, Freelance Interpreter*

This presentation will give disability resource staff strategies for preparing deaf student and interpreters for study abroad and other distant interpreting assignments. For example, how do the students and the interpreter(s) balance near constant curricular and social communication needs with the need for rest and down time? Presenters will highlight their own international experiences, share resources and strategies, and facilitate a discussion regarding lengthy off-campus interpreting assignments.

Audience: Intermediate/Advanced; pepnet 2

#5.13 Building Self-Advocacy Skills during Transition – Tools for Your Toolbox!

*Jim Brune, Western Regional Interpreter Education Center, Western Oregon University
Heather Holmes, pepnet 2*

Self-determination and self-advocacy are essential for a successful transition for students with disabilities. These skills require explicit instruction and opportunity to practice hands-on application. Many students have no experience in advocating for their needs and would benefit from tools designed to encourage skill development. Join us to learn about accessible tools to use with students who need additional support.

Audience: All; pepnet 2

Concurrent Sessions, Thursday July 14

Concurrent Block 6

Thursday, July 14, 2016

4:00 pm – 5:30 pm (90 minutes)

#6.1 Illuminating the Options: Data Management Tools for Improving Service Delivery and Office Operations

Heidi Scher, University of Arkansas

Jamie Axelrod, Northern Arizona University

Reid Claiborne, University of Arkansas at Little Rock

Are you staggering under all the paperwork related to the accommodations process and searching for a better way? Our panel will include disability resource professionals from several universities who grappled with these same issues. Each of our offices has adopted the use of a different database specifically designed for DR/S offices, including Accessible Information Management (AIM), ClockWork, and an internally developed system. We will discuss our processes for determining which system provided the best fit for our offices and our implementation processes, along with pros and cons of systems we selected.

Audience: Novice; AHEAD Start

#6.2 Post-Production Captioning: Tools of the Trade!

T.J. DiGrazia, PostCAP, LLC

The goal of my session is to educate service coordinators on available captioning tools ranging from free “Do It Yourself” (DIY) methods to professional software options. I will provide an opportunity for service coordinators to experience a captioning tool “live.” Each participant will have the option to create a one-minute captioned video using DIY software. We’ll evaluate the results of our findings during the last portion of the session.

Audience: All; Access Technologies / Offered in the Hands-on Technology Lab

#6.3 Identifying and Changing Habits as a Key to Individual and Organizational Change

Elizabeth Harrison-University of Dayton

Routines or habits rule our daily work—faculty habits in teaching, students’ habits in studying, DS center habits in conducting business, relating to students, and thinking about disability. This session will explore current thinking about how to change habits and the accompanying need to acknowledge grief or regret as we change both individually and organizationally.

Audience: Intermediate to Advanced; Running a DS Office: It is YOUR Business!

#6.4 The Legal Year in Review

Jo Anne Simon, Attorney

Paul Grossman, Hastings College of the Law; Retired Chief Regional Attorney, OCR, San Francisco

Every year is active in the Federal and state courts. Our esteemed and knowledgeable colleagues will analyze key illustrative cases and decisions in 2015 that have potential impact on college students and campus policies, practices, and environments.

Audience: All; Legal Aspects

#6.5 Creating Inclusive Classrooms and Campuses with Microsoft Technologies

Clint Covinton, Microsoft Engineering Team

Robin Lowell, Microsoft Innovative Educator Expert

Every day, on campuses around the world, students and teachers use Office applications such as OneNote or Skype and Windows devices such as Surface Pro 3 to collaborate, communicate, create, and consume content. This session, led by Principal Program Manager, Clint Covington from the Microsoft Office engineering team, will involve a presentation on what Microsoft is doing to ensure our experiences in education are being built in line with inclusive design principles. It will also involve a presentation by Robin Lowell, a member of the Microsoft Innovative Educator Expert program and a former teacher of visually impaired at Washington State School for the Blind. She will lead a discussion on things teachers and students can do when using technology on campuses to ensure that group meetings, class presentations, and class as-

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signments are inclusive, building upon the content she presented in accessibility training for educators.

Audience: All; Access Technologies

#6.6 Beyond Accommodations: Creating Pro-active Inclusion in High-Impact Courses

Isabel Dees, UC Santa Cruz

Abigail Katz, UC Santa Cruz

This session presents the development, implementation, long-term goals, and reflections of the Inclusive Core Pilot Program (ICPP), a campus collaboration between the disability service office and the residential colleges at UC Santa Cruz to achieve greater inclusion for students with disabilities in first-year composition courses. ICPP offers a model, tailorable to various institutional circumstances, that utilizes strategic, data-driven initiatives to support success.

Audience: All; Research and Data

#6.7 The Changing Face of Bias: Exploring Disability Bias and Microaggressions

Amanda Kraus, University of Arizona

We may think it easy to identify bias, but emerging research suggests that contemporary bias manifests more subtly, or “positively” through altruistic or preferential treatment. As disability services professionals, it is important that we have an awareness and sensitivity to disability bias. The presenter will discuss emerging research on bias and microaggressions and relate it to practice in disability services.

Audience: All; Disability and Diversity

#6.8 In Pursuit of Equity on Behalf of Blind Students: A Multimodal Toolkit for use on Your Campus

Jewls Harris, Portland State University

Jen Dugger, Portland State University

We know that “levelling the playing field” actually requires much more than accommodations alone but - especially as it relates to the educational access of blind students - we are not always sure what more we can do. Portland State University (OR) has developed a social justice approach to providing accessible and inclusive education for those who are blind. Join us

for an overview of our program and gain the tools you need to go beyond compliance back on your campus!

Audience: All; Program Innovation/Campus Collaborations

#6.9 Is This Person Ready to Be a College Student?

Jane Thierfeld Brown, UConn Law

Lisa King, College Autism, Inc.

Every day in disability services we see students who are underprepared, unmotivated, and not ready for the rigors of academic life. How do we assist them to develop the maturity and skills that college requires? In this session, we will discuss strategies and programs and share best practices.

Audience: All; DS Management

#6.10 Best Practices for Graduate Students with Disabilities: Lessons from a Grad-Specific Outreach Program

Richard Gubash, University of California Santa Cruz

Felicia Peck, University of California Santa Cruz

Graduate students with disabilities (GSWD) face different barriers than undergraduates. DS offices generally need more awareness of the types of barriers they encounter, and outreach to GSWDs should be specialized and differentiated from outreach to undergraduates. This session will share best practices for DS staff serving GSWDs, based on our experience with a year-long graduate student outreach and support program at UCSC.

Audience: Intermediate; DS Management

#6.11 Understanding Social Experiences of College Students with Disabilities in an Ableism Awareness Group

Christa Bialka, Villanova University

Gregory Hannah, Villanova University

Danielle Morro, Villanova University

Kara Brown, Villanova University

This presentation describes qualitative research on the social experiences of five college students with physical disabilities who participate in LEVEL. LEVEL is a student-led ableism awareness group that addresses

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the academic and social needs of college students with disabilities. Attendees will gain insight into an innovative collegiate program aimed at enhancing the post-secondary experiences of students with disabilities.

Audience: All; Research and Data

#6.12 Surfing the Wave: Dealing with the Growing Demand for Captioning in Education

Karen Graham, CaptionAccess, LLC

Bill Graham, CaptionAccess, LLC

More and more deaf and hard-of-hearing students are requesting text-based communication (captioning) for access. It can be puzzling for disability services coordinators to know exactly what captioning entails and how to obtain it. In this presentation we will discuss the range of services that fall under the term “captioning” and how to choose which services are right for your students.

Audience: Intermediate/Advanced; pepnet 2

#6.13 Deaf and Hard of Hearing Individuals in the Healthcare Fields

Amber Kimball, Wake Forest Baptist Health

Shehzaad Zaman, Physician

Chad Ruffin, Indiana University

Kyle DeCarlo, Johns Hopkins Bloomberg School of Public Health

Marcie Johnson, Portland, Oregon

Sarah Hein, University of Detroit, Mercy

The number of deaf and hard of hearing professionals in healthcare is growing quickly. Despite this growth, there are still barriers that those with disabilities face when it comes to choosing healthcare as a profession. This presentation/panel will include various healthcare professionals who are deaf or have hearing loss. This panel will help provide information regarding success in healthcare for interpreters, teachers, and those who are interested in the healthcare profession and address different accommodations utilized by current deaf and hard of hearing healthcare professionals ranging from interpreters to amplified stethoscopes.

Audience: All; pepnet 2

Concurrent Block 7

Friday, July 15, 2016

10:30 am – 11:45 am (75 minutes)

#7.1 Beyond Compliance: Moving from “What do we have to do?” to “What CAN we do?”

Amanda Kraus, University of Arizona

David Wagner, University of Arizona

The relationship between disability services and legal counsel is critical to shifting the campus narrative on disability from one of mere compliance to equity and inclusion. Led jointly by disability service staff and legal counsel from the University of Arizona, this session will engage participants in discussion to identify opportunities to work collaboratively with their university counsel and identify strategies to ensure campus access proactively.

Audience: All; AHEAD Start

#7.2 Streamlining Processes in Demand-Driven Alternative Text Services

Kimboo York, Florida State University

Alternative text services require large amounts of time and effort to meet growing demand. This presentation provides a look under the hood of a large-scale alt-text unit to show how a process management approach reduces time, effort, and expenditure. Topics include: procedures, tracking requests, training staff/volunteers, reducing turnaround time, and best tools (equipment, software, and services).

Audience: All; Access Technologies / Offered in Hands-on Technology Lab

#7.3 A Million Lumens: What High Trust and Credibility Can Do

Barb Hammer-University of Missouri

Linda Nissenbaum-St. Louis Community College Meramec

You know how important it is to be respected and valued. Even more, you know how important it is to be in a position to influence policy, program development, and system changes. How do you get there? By building a high level of trust and credibility! This interactive

Concurrent Sessions, Friday July 15

session will focus on what you can do to cultivate those essential qualities in yourself and your office.

Audience: Intermediate to Advanced; Running a DS Office: It is YOUR Business!

#7.4 We're from the Government. How Can We Help You?

Irene Bowen, ADA One, LLC

Roberta Kirkendall, U.S. Department of Justice

*Marcie Roth, U.S. Department of Homeland Security/
FEMA*

*Jeanine Worden, U.S. Department of Housing and
Urban Development*

The past year has brought significant developments on the federal front, and we've invited representatives of federal agencies to brief us and let us know what might be next. For an update, join officials from the Departments of Justice, Education, and Housing and Urban Development, and the Federal Emergency Management Agency. Bring questions about testing accommodations, web accessibility, allergies, animals, emergency evacuation, housing accommodations, physical access, and a variety of other issues.

Audience: All; Legal Aspects

#7.5 Establishing a Campus-Wide Approach for Addressing Food Allergies and Celiac Disease in Higher Education

Kristie Orr, Texas A&M

Linda Temple, Food Allergy Research & Education

More students are arriving on college campuses with food allergies and sensitivities than ever before. While schools recognize that they need to meet the needs of those students, they often don't know how. We will discuss recently adopted guidance for best practices for working with college students with dietary needs.

Audience: All; Program Innovations/Campus Collaborations

#7.6 How to Engage Faculty to Increase Campus Access and Inclusion: Results from a Multi-Campus Study

Scott Kupferman, University of Colorado

Jill Meyer, Auburn University

Kathleen Oertle, Utah State University

Anthony Plotner, University of South Carolina

The four presenters, who are faculty members, will share the results of a multi-campus study that identified and examined the variables of faculty engagement that improve access and inclusion for students with disabilities. Results will be framed as actionable steps disability service staff can take to increase faculty engagement.

Audience: Intermediate; Learning and Engagement

#7.7 Creating a Community Network to Illuminate Innovative Sources of Disability Services Support

Kenneth Marquard, Jose Maria Vargas University

As disability service personnel, we reach out to professional organizations like AHEAD, recognizing that the effectiveness of our work depends upon engaging the field and its expertise. However, turning to our own communities may also illuminate a vast network of resources and resourceful people that support our mission. This presentation will examine how one community network has become an enormous force for student success.

Audience, All; DS Management

#7.8 Examining the Educational Benefits of and Attitudes Toward Closed Captioning Among Undergraduate Students

Bryan Dallas, Northern Illinois University

Greg Long, Northern Illinois University

This study examined the educational benefits of closed-captioning technology to undergraduate students without disabilities. Participants viewed an educational video on global warming. Results revealed that those who were exposed to closed-captioning during video viewing scored higher on a subsequent content-based assessment. More research is needed to determine if closed-captioning is educationally beneficial for a broader population of students.

Audience: All; Research and Data

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#7.9 A Campus-wide Committee on Disability and Access: Accomplishments and Lessons Learned

Jessica Sniatecki, The College at Brockport, SUNY
Algernon Kelley, The College at Brockport, SUNY

Presenters will discuss the new campus-wide Committee on Disability and Access at the College at Brockport, SUNY. The committee's mission was: 1) to ensure accessibility (physical & emotional) for all students, 2) to increase awareness related to the needs of individuals with disabilities on campus, and 3) to develop coursework for students to study disability.

Audience: All; Access Technologies

#7.10 Using Digital Oral History Videos to Create CUNY Disability Services Archives

Andrew Lucchesi, City University New York

How can digital tools help us share the history of the DS profession? This session presents a large-scale oral history project documenting the experience of "first generation" disability service professionals in the City University New York. The session will feature rough-cuts of a web documentary based on original interviews and a demonstration of the open-source web platform used in the project.

Audience: All; DS Management

#7.11 Lighting the Way: A Proactive Approach to Address Accessible Electronic Information

Gavin Steiger, University of Houston- Clear Lake

In this session, we will examine how the University of Houston-Clear Lake is creating a systematic approach to address and provide accessible electronic information and resources. We will examine the creation of an accessibility policy and implementation plan, new positions and funding to support the goal, and methods to ensure accessibility in both newly developed/acquired and existing electronic materials.

Audience: All; Program Innovation/Campus Collaborations; Access Technologies

#7.12 Resources for Teachers, Students, Parents, Counselors, and Employers for Improving Access to STEM Education and Employment for Deaf and Hard-of-Hearing Students

Donna Lange, National Technical Institute for the Deaf at Rochester Institute of Technology

Myra Pelz, National Technical Institute for the Deaf at Rochester Institute of Technology

Denise Kavin, National Technical Institute for the Deaf at Rochester Institute of Technology

DeafTEC at RIT/NTID, an NSF National Center of Excellence, provides teachers with resources on best instructional practices; students, counselors, and parents with information on STEM careers, and employers with training on how to successfully integrate Deaf and hard of hearing graduates into the workforce. This presentation will update participants on new DeafTEC resources and initiatives, and describe our high school, community college, and industry partnerships.

Audience: All; pepnet 2

#7.13 Assistive Listening Devices – Why, When and Which Ones?

Becky Morris, Consultant

This session is designed to offer a basic foundation in understanding how hearing loss affects communication in postsecondary settings. Even though new hearing aids and cochlear implants have emerged, assistive listening devices (ALDs) are often needed to facilitate effective communication. How these devices can fit into a plan of accommodation will be included.

Audience: All; pepnet 2

Concurrent Sessions, Friday July 15

Concurrent Block 8

Friday July 15, 2016

2:30 pm – 5:00 pm (2.5 hours)

#8.1 Empower Yourself so You Can Empower Students

Lance Alexis, Middle Tennessee State University

Ann Knettler-Smith, Drexel University

Disability services professionals can gain a sense of empowerment through applying tenets of the profession, i.e., “social model,” independent living, and environmental access. These concepts will be outlined with a focus on disability services providers becoming well-rounded educators, community builders, disability rights advocates, and higher education professionals. This understanding and application creates a climate that encourages student independence and associated self-empowerment.

Audience: Novice; AHEAD Start

#8.2 Accessible Online Education in the Largest Postsecondary System in the World

Jayne Johnson, CCC OEI - FHDA CCD

The Online Education Initiative is an ambitious effort to increase the success of students in online education, especially traditionally under-represented students such as those with disabilities. Accessibility of online information and technology is receiving unprecedented support and commitment as the issue affects more colleges every day. This is an overview of the initiative and lessons learned so far for making online education accessible.

Audience: All; Access Technologies / Offered in the Hands-on Technology Lab

#8.3 Seven Keys for Successfully Supervising Employees

Karen Pettus, University of South Carolina

Why do some employees shine while others seem to fizzle out? Successful supervisors establish an environment where people are enabled to perform to the best of their abilities and encourage the individual growth and development of all employees. Using case studies, this presentation provides seven strategies

for improving communication, setting clear expectations, and creating an effective team environment.

Audience: Intermediate to Advanced; Running a DS Office: It is YOUR Business!

#8.4 Understanding Accessible Video and PDF for Your Customer-Facing Website

Gian Wild, Accessibility Oz

Of all the various web accessibility issues, videos and PDFs must be some of the hardest, costliest, and most time-consuming to make accessible. The presenter will discuss the accessibility problems inherent in these formats and provide systematic steps to make them accessible to all.

Audience: All; Access Technologies

#8.5 (2:30-3:30 pm) Campus Navigation Technology for Wayfinding Independence – There’s a Customizable iOS-based App for That!

Margaret Camp, Clemson University

April Beckwith, Clemson University

Roy Pargas, Clemson University

As campuses grow and develop outward and upward, accessibility and ease of navigation become important concerns for all students and can present significant barriers to independence for students with disabilities. Students with visual impairments can be particularly challenged when attempting to navigate large campuses. Students in an advanced Computer Science iOS-app development course at Clemson University developed a customizable app to support campus navigation with heightened independence and self-confidence. Using affordable, wireless Bluetooth Estimote beacons paired with verbal recordings, the app provides micro location information and contextual awareness cues without the need for GPS involvement. We will discuss the project’s goals, development, and outcomes and generalizability to other campuses and many types of access barriers.

Audience: All; Program Innovation/Campus Collaborations

Concurrent Sessions, Friday July 15

#8.5 (3:45-4:45 pm) Campus “Word Maps” Orientation Information for Blind/Visually Impaired: A Non-Technical Application

Jim Kessler, Access Consultant, AHEAD

Access to campus (orientation) information is readily available in print and on-line formats throughout the campus that allows (new) faculty/staff/students and guests independent way-finding. However, after initial orientation (O&M) services, there are no resources for blind/visually impaired to independently move around campus. In this session participants will learn about the concept and development of a “word map” that is downloadable, navigable, and easily updated.

Audience: All; DS Management / Offered in Hands-on Technology Lab

#8.6 Practical Ways to Handle Next Generation Accommodation Requests: From documentation to fundamental alteration

L. Scott Lissner, The Ohio State University

Laura Rothstein, University of Louisville

The courts, advocates, and others have been active in addressing a range of evolving next generation issues for colleges and students with disabilities. Two experts with extensive experience share their approaches to proactive ways to respond to current campus issues in light of what the courts, enforcement agencies, and advocates are likely to do.

Audience: All; Legal Aspects

#8.7 New Changes at Educational Testing Services: From the Department of Justice Technical Assistance to Online Registration

Nora Pollard, Educational Testing Service

Loring Brinckerhoff, Educational Testing Service

Morgan Murray, Educational Testing Service

On the heels of the technical assistance document from the Department of Justice, Educational Testing Services (ETS) has made numerous changes to its accommodation review and the application processes. ETS representatives will provide an overview of how they have “softened” their approach and made some technological changes to allow test-takers with disabilities the opportunity to apply and register for tests online.

Audience: All; DS Management

#8.8 The Way We Learn: Student Athletes and Coaches, Learning Disabilities, and Utilizing Resources

Kim Doran, The Ohio State University

Kaitlyn McCandless, The Ohio State University

Jennifer Mitchell, Florida State University

Shaneka Mungin, Florida State University

Creating a successful academic experience for student athletes with disabilities requires collaboration between the disability service office, the athletic department’s support services, student athletes themselves, and their coaches. Join presenters from two different schools to explore best practices for supporting student athletes in developing the skills to successfully navigate college and educating coaches in strategies for working with athletes who experience learning disabilities and ADHD.

Audience: All; Program Innovation/Campus Collaborations

#8.9 An Interdisciplinary Approach to Providing Support Services for Students with Autism: Collaborating for success

Nicole Birri, University of Cincinnati

Christina Carnahan, University of Cincinnati

Matthew Sauer, University of Cincinnati

Kourtney Bakalyar, Western Michigan University

Jayne Fraley, Western Michigan University

This session will cover the collaborative process between disability service offices, a school of education, and various on-campus academic support programs to provide comprehensive services to students with Autism (ASD). Presenters will review the process of program development and the integration of partnering academic support programs. There will be a focus around barriers, recruitment and retention strategies.

Audience: All; DS Management

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#8.10 (2:30-3:30 pm) Strategic Planning for Newer One-Person Disability Service Professionals: Getting Past the Accommodation Letter Wave

Nicholas Faranda, Mount Ida College

Working in a one-person disability service office presents a number of administrative challenges, especially when it has been turned into a stand-alone office recently. The presenter will share first-hand experiences of utilizing strategic planning to ensure compliance, advance policy and procedures, and build relationships with key administrative stakeholders and faculty to advance the goal of a zero-barrier college environment.

Audience: All; DS Management

#8.10 (3:45-5:00 pm) Beware the Limitations of the Poorly Framed Accommodation Letter

Adam Meyer, University of Central Florida

Margaret Camp, Clemson University

Kimberly Tanner, Valdosta State University

Determining reasonable course access requires consideration of the student (and disability), barriers within the environment, essential course elements, and reasonable accommodations that logically recognize each of these. However, the disability office's initial assessment processes and subsequent accommodation letter communication may not acknowledge all of these variables, creating subsequent barriers. This panel of presenters will explore considerations for framing accommodation letter communication.

Audience: All; DS Management

#8.11 Learning to Accommodate Deaf Students with Multiple Disabilities

Patricia Tesar, Gallaudet University

Jeffrey Shaumeyer, Gallaudet University

Gallaudet University is a bilingual institution that teaches in American Sign Language and English; Deaf students are accommodated by default. Learning to provide Section 504 and ADA accommodations to our deaf students with multiple disabilities has profited from our continuing study of students served by our disability service office in the past decade, which helps us uncover what will most benefit our students.

Audience: All; Evidence-based Practice

#8.12 I'm Right Here! Illuminating the Importance of our Job as Deaf/Hard of Hearing Coordinators

Lauren MB Kinast, University of Texas

Cassie Franklin, University of Wisconsin, Milwaukee

The job of postsecondary Deaf/ Hard of Hearing Coordinators is often labeled "unique" within the context of the disability services office. While disability service offices strive for inclusiveness on many levels, coordinators often find themselves isolated, either on their own campuses or within the postsecondary community. Let's gather and find ways to illuminate others on what we do!

Audience: All; pepnet 2

#8.13 Deafness 101

Denise Kavin, National Technical Institute for the Deaf at Rochester Institute of Technology

Kerri Holfterty, Whatcom Community College

This presentation is designed for professionals who are new to working with students who are deaf or hard of hearing. Topics such as transition issues, the Deaf community and Deaf culture, diversity of communication preferences, and strategies for providing appropriate accommodations in postsecondary settings will be addressed.

Audience: Novice; pepnet 2

Poster Sessions

These Poster Sessions have been accepted/confirmed as of this date. Additional titles will be announced at www.ahead.org and full details will be in the conference program.

AHEAD Poster Sessions

Collaborating in Making a Makerspace on Your Campus? Guidelines for Accessibility and Universal Design

Lyla Crawford, DO-IT, University of Washington

Graduation for Students with Disabilities: Impact of Performance-Based Outcomes

*Larry Markle, Ball State University
Roger Wessel, Ball State University
William Knight, Ball State University*

Postsecondary Students Receiving SSI/SSDI: Impact of Academic Achievement on Eventual Job Attainment

Katherine C. Aquino, Seton Hall University

Apps and Accessibility: Technology for Students on the Autism Spectrum

*Karen O'Hara, Miami University
Mark O'Hara, Miami University*

Is your Disability Services Office Feeling Stagnant? Twenty Inspiring Ideas For Re-Invigorating Your Disability Environment

*Michelle Shaw, Florida Atlantic University
Stuart Buckley, Florida Atlantic University
Eileen Mathis, Florida Atlantic University
Ingrid Jones, Florida Atlantic University*

Reconsidering the Boundaries of Animals When Addressing Increasing Anxiety in College Students

Laura Warde, Oklahoma State University

Collaborations between Disability and Career Services on Campus

Yelda McCoy, University of Mississippi

Using Work Life Balance to Improve Consulting Skills

Deanna Arbuckle, University of Dayton

20 Accessibility Tips: Creating an Accessible Online Course

Lyla Crawford, DO-IT, University of Washington

Disability Resources from the Perspective of a Student Living with Chronic Illness

Jill Martinez, Northern Arizona University

Disability - Diversity Development: Investigating the Role of the Postsecondary Administrator

Katherine C. Aquino, Seton Hall University

Pepnet 2 Poster Sessions

STEM Signs Dictionary Project

Geoffrey S. Poor, National Technical Institute for the Deaf

Using Web Conferencing to Foster Inclusive Course Experiences for Deaf Students

*Elissa Weeden, Rochester Institute of Technology
Kathryn Schmitz, Rochester Institute of Technology*

New Approach to Interpreting Online Education

Jessica Robinson, Terp2go

Development of an Online Suite of Career, Substance Abuse and Mental Health Assessments for Individuals who are Deaf

*Deb Guthmann, Wright State University
Josephine Wilson, Wright State University*

Outcomes and Lessons Learned from a National STEM Dual-Credit Program

*Myra Pelz, Rochester Institute of Technology
Donna Lang, Rochester Institute of Technology
Denise Kavin, Rochester Institute of Technology*

Trending Now: Dual Services

Shannon Aylesworth, pepnet 2

Lunch & Learn Sessions

Grab a lunch from our on-site vendor and join us for educational programming during the lunch hour on Wednesday and Thursday, 12:30 – 2:00. No pre-registration is required. Unless otherwise noted, L&L Sessions are open to all audiences. Additional titles will be available with details available on-site in Indianapolis.

Wednesday, July 13, 2016

Eye to Eye: Utilizing Mentoring to Promote Engagement in Students with Disabilities

Marcus Soutra-Eye to Eye

Lisa Fronckowiak-SUNY Buffalo State

Eye to Eye Dipl TBD

This session highlights lessons learned from Eye to Eye's decade of mobilizing college student with learning disabilities and ADHD across dozens of college campuses, featuring the voices of Eye to Eye staff, a Disability Service Director, and a student.

Tools to Retain Students and Support Universal Design on Your Campus

Paul Brown, Texthelp

As many as 60% of students entering the Higher Education setting are not prepared to succeed. Fortunately, technology can help. This fast-paced session will share the top tools needed by struggling learners, ideas for increasing usage of the tools across campus and tips for making sure materials are accessible.

Student Learning Outcomes in Disability Service Practices

Jean Ashmore, AHEAD Representative to CAS

Ann Knetter-Smith, Drexel University

Sally Scott, AHEAD

Bring your lunch for a discussion about disability offices' use of student learning and development outcomes. Learn what AHEAD members are doing in this area, based on member input from a spring semester survey. Share your experiences, frustrations, and curiosities about this topic. DS offices are often expected to utilize a student outcome model in service delivery, and this lunch and learn session will give you excellent grounding to tackle the challenges.

Thursday, July 14, 2016

Math Redesigns, Learning Strategies, Accommodations, and Substitutions for LD/TBI/ADHD/PTSD Students

Paul Nolting, Hillsborough Community College

The national math redesign movement is affecting math success for students with disabilities. Participants will learn math course advisement strategies, effective math study skills, how processing deficits affect math learning, appropriate recommendations for classroom accommodations, testing accommodations and course substitutions. An additional focus is staffing failing students and developing individual math success plans for students with disabilities and wounded warriors.

The National Center for College Students with Disabilities

Wendy Harbour, NCCSD

In Fall 2015 AHEAD was awarded FIPSE funding to establish the NCCSD. The creation of the Center fulfills a requirement in the Higher Education Act to offer a clearinghouse of information and training to help students better navigate higher education. Come learn about the first steps the NCCSD is taking in its outreach to college students, parents, higher education professionals, faculty, researchers and policymakers. We will introduce you to the online clearinghouse, which you can share with prospective and current college students along with upcoming plans for the NCCSD.

Writing for the AHEAD Journal of Postsecondary Education and Disability

Roger Wessel—Executive Editor, JPED

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

Audience: Potential JPED Authors

Travel & Local Information

Airport Shuttle

You may reserve a shared shuttle ride between the Indianapolis International Airport and most downtown hotels including the JW Marriott and the Westin. Shuttle rides are \$10 each way. You may book either one way or round trip reservations online at http://goexpresstravel.com/indy_express or by calling 1-800-589-6004. If you require a wheel chair accessible vehicle, you must call 1-800-589-6004 to indicate this after making your online reservation, or simply indicate this when making your reservation over the phone.

Bus Service

Indianapolis offers an extensive bus service, and all routes are accessible. For route and fare information visit: <http://www.indygo.net/> More information about accessibility is available at <http://www.indygo.net/contact-us/special-accommodations/>

Taxis

Yellow Cab

Only cab company in Indianapolis offering wheelchair accessible vans in their fleet. Reservations are required for wheelchair accessible vans, and may be made up to 48 hours in advance, and no later than 1-2 hours prior to need time. Phone: 317-487-7777
<http://ycindy.com/>

Lyft

<https://www.lyft.com/cities/indianapolis>

Uber

<https://www.uber.com/cities/indianapolis>

BlueIndy Electric Car Rental

<https://www.blue-indy.com/>

Indiana Pacers Bikeshare Program

<https://www.pacersbikeshare.org/>

Hospitals – Medical and Psychiatric

Sidney and Lois Eskenazi Hospital

720 Eskenazi Avenue, Indianapolis, IN 46202

Phone: 317-880-0000

<http://www.eskenazihealth.edu/>

Indiana University Health Methodist Hospital

1701 North Senate Avenue, Indianapolis, IN 46202

Phone: 317-962-2000

<http://iuhealth.org/methodist/>

Interpreter Referral Agencies

Central Area Interpreter Referral Service

Voice: 312-895-4300

<http://www.cairs.net/indiana/index.php>

Central Indiana Interpreting Service

Voice: 317-847-7598

<http://ciis.us/>

Pet Stores

City Dogs Grocery

884 Massachusetts Avenue, Indianapolis, IN 46204

Phone: 317-635-2287

<http://www.citydogsgrocery.com/>

Three Dog Bakery

444 Massachusetts Avenue, Indianapolis, IN 46204

Phone: 317-238-0000

<http://www.threedogindy.com/>

Uncle Bill's Pet Center

4829 West 38th Street, Indianapolis, IN 46254

Phone: 317-291-3344

<http://www.unclebills.com/>

Pharmacies

CVS

175 North Illinois Street, Indianapolis, IN 46204

Phone: 317-636-6664

www.cvs.com

Marsh

227 West Michigan Street, Indianapolis, IN 46204

Phone: 317-262-5215

<http://www.marsh.net/>