

You're Invited to the: 40th Annual AHEAD Conference!

July 17 - 22, 2017, The Hilton Orlando, Florida

Overall Schedule

Sunday July 16

3:30 pm – 6 pm Registration open

Monday July 17

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

Tuesday July 18

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

Wednesday July 19

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

Thursday July 20

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

Friday July 21

7:45 – 8:45 am	SIG & Committee Meetings
8 am – 4:30 pm	Registration Open
9 – 10 am	Block 6
10 – 11:30 am	Poster Session 2 in Exhibit Hall
11:30 am – 12:30	Block 7
12:30 – 2 pm	Lunch on your own
2 – 3:30 pm	Featured Presentations
3:30 – 4 pm	Refreshment Break
4 – 5:30 pm	Block 8
6:30 – 9:30 pm	Awards Banquet & 40th Anniversary Celebration!

Saturday July 22

7:45 – 8:45 am	SIG & Committee Meetings
8:30 am – 11 am	Registration Open
9 – 10 am	Assigned Discussion #1
10 – 11 am	Assigned Discussion #2

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Welcome from Program Chairs

Please join us in lovely Orlando, Florida for the 40th Conference of the Association on Higher Education and Disability. Just as Orlando offers something for everyone at any age, so does the 40th anniversary of AHEAD, with its focus on equity and excellence. Equity and Excellence: Access in Higher Education welcomes keynote speaker Kay Ulanday Barrett, on Wednesday morning. A PBS News Hour featured poet, Kay's presentation focuses on social justice and intersectionality, using poetry, performance, and personal reflections.

Even before the conference begins Wednesday, AHEAD offers eleven Preconference Institutes on Monday and Tuesday. An array of two-day, one-day, and half-day institutes cover a variety of topics, providing the opportunity to begin your conference and learning experience early.

Participants interested in focusing on specific topics will once again be able to follow conference strands. Look for the highlighted program stands with thought-provoking topics including: Focusing on Students in Health Science and Professional Schools (Medicine, Nursing, Dentistry, etc.); Intentionally Leading a DS Office: It is YOUR Business; Focusing on Students with Intellectual Disabilities in Postsecondary Education; and sessions that highlight research and data-based practices.

In addition to over 100 concurrent sessions to choose from and two poster sessions with over 30 posters, this year's conference includes two Feature Presentation sessions. Twice during the conference, we'll highlight popular topics by offering them in a time block with only four competing presentations to enhance your opportunity to attend while minimizing scheduling conflicts. Featured Presentations are scheduled for Wednesday and Thursday.

This year also bring the excitement of a new presentation format: "AHEAD Talks." Be informed and enjoy several short, dynamic Talks by different presenters in one block of time. Inspired by TED Talks, AHEAD Talks will be scheduled during several concurrent time blocks throughout the conference to give you the opportunity to be refreshed and challenged by innovative ideas from colleagues.

Orlando's sun brings us our shining vendors. Reconnect with favorite vendors, meet new ones, and learn how the products offered through the attending vendors provide students with Equity and Excellence: Access in Higher Education.

While you're learning and being reenergizing, don't forget to take time to socialize and meet fabulous professionals. Highlights include the President's Reception Wednesday evening and the Friday night banquet, awards presentation, and party.

Whether you're a new professional or a seasoned veteran, the conference offers the "good" challenge of fitting all the exceptional offerings into your days. Attending this

AHEAD 40th Anniversary conference is assured to enhance your knowledge and revitalize your passion for Equity and Excellence.

We look forward to you joining us in beautiful Orlando, Florida for our 40th Anniversary Conference!

Sandi Patton, M.S.
Program Co-Chair
Director, Disability Resource Center, Nevada State College

Kim Ochsenbein, ABD
Program Co-Chair
Director, Academic Support Center, Maryville College

Welcome from Local Chairs

“Excellence is to do a common thing in an uncommon way”
–Booker T. Washington

Welcome to AHEAD’s 40th Annual Conference! Equity and Excellence: Access in Higher Education, affords us the opportunity to reflect upon AHEAD’s progress as an organization promoting accessibility in all forms. How much more common is accessibility now for us and the students we serve than it was 40 years ago? Even more, the 40th anniversary Conference challenges us to explore and create new or “uncommon” approaches to equity and accessibility.

Orlando, host city to the AHEAD 2017 Equity and Excellence in Higher Education Conference, showcases accessible tourism. Orlando also has a rich history of exploration and uncommon approaches. For example, Lake Eola, the city’s largest lake is actually a giant sinkhole! And, in 1978, an Orlando resident was the first adventurer to cross the Atlantic in a gas balloon (Visit cityoforlando.net/blog/40-fun-orlando-facts for more fun facts). Orlando is a mix of world-recognized tourist attractions, cutting edge aviation and aerospace technology, world renowned sports events, nearby beaches, and more than 500 years of fascinating regional history representing multiple cultures.

Our host hotel, The Hilton Orlando, showcases a commitment to accessibility and hospitality with some uncommon features. After a day of conference sessions, relax in the lazy river, try your skill at the 9-hole putting green, or join new friends for a friendly game of bocce. If you brought your family, the Hilton offers children’s activities and family packages. For those missing others at home, try the video messaging service. Whether you explore the hotel’s many amenities, or sleep in for a morning of “self-care,” the Hilton Orlando is well equipped to turn a common hotel stay into an uncommonly fun experience!

As you explore the 2017 AHEAD Conference offerings, we encourage you to take an uncommon approach. Network with previously unknown colleagues; challenge yourself

to attend an unusual session; share your ideas on how we can work together to make accessibility a common experience for everyone. Join us at the Opening Plenary Wednesday morning for two presentations: “Looking Forward: On the Cusp of the Next 40 Years” by Stephan Smith, AHEAD Executive Director; and “you are SO brave:” a performance + talk at the margins of disability, trans, & racial justice” by Kay Ulanday Barrett. We invite you to close the Conference with AHEAD’s Awards Dinner followed by the 40th anniversary celebration! Celebrate a week of learning, growth, partnerships, and advances in accessibility, common goals, and uncommon approaches.

Registration Information

40th Annual AHEAD Conference
July 17 - 22, 2017 at The Hilton Orlando, Florida

Register online at <http://www.cvent.com/d/85qj2m>

Once you have reviewed the 2017 Conference materials, selected your preconference and concurrent sessions, and are ready to register, please proceed to the registration portal <http://www.cvent.com/d/85qj2m>. If you have questions about the registration process, please contact Howard Kramer (hkramer@ahead.org).

When completing the online registration form:

1. All of your materials, communications, and credentials will be produced from the information you provide here; corrections cannot be made onsite, so accuracy in your data-entry is essential.
2. You will be asked to select the concurrent and featured sessions you will attend during each time block as a part of the registration process. Changes can be made on-site, but your choice during registration will inform room selection to ensure presentations are not overcrowded
3. Once you have completed all applicable fields, please select from one of two payment options: Our secure payment processing server accepts VISA, MasterCard, American Express, and Discover cards.
4. If you are paying by check or purchase order, select the corresponding option on the payment page. After you select “finish” you will then receive an email confirmation of your registration and balance due. If you are paying with a P.O. you will automatically receive an invoice via email within one or two days. If you are paying by check or credit card and require a more formal invoice, you can request one by emailing oanh@ahead.org. Make checks payable to AHEAD and mail to: AHEAD Conference 2017, 107 Commerce Centre Drive, Suite 204, Huntersville, NC 28078 USA
5. For purchase orders, you can mail your P.O. to the above address, email it to Oanh@ahead.org, or upload your P.O. from the payment page (last page of conference registration).

Hotel Information

Location

The Hilton Orlando (6001 Destination Pkwy., Orlando, FL 32819).

Rate

US \$183.00 + tax per night for single or double occupancy. Rate includes complimentary internet in the room.

Reservations

Visit <https://aws.passkey.com/go/AHEAD17> or call 407-313-4300, and request the AHEAD room block.

June 16, 2017 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 16, 2017.

Enhancing Programming and Access

Universal Access and Environmental Responsibility

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

To enhance full access and maximize environmental responsibility, we prioritize early planning and the use of technology in the delivery of fully accessible, usable program materials. In lieu of receiving paper handouts onsite at the 2017 Conference, attendees will access all presentation handouts in advance via Internet download beginning two weeks prior to the event. This affords attendees the opportunity to access presentation materials in the format of their choice for sessions they plan to attend, as well as those they cannot fit into their schedules, prior the conference. Information on how to access presentation support materials will be emailed to registrants in early July.

While providing a universal design solution to access, this approach greatly reduces the burden on presenters and the environment created by printing handouts – many of

which go unused. The conference organizers thank all presenters for their early planning!

Scent- and Smoke-Free

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

Featured Presentations and Events

Opening Plenary

Wednesday, July 19, 9 - 10:30 am

AHEAD opens its 40th annual conference with a gathering of all conference attendees. In addition to a welcome from President Jamie Alexrod and the conference planning teams, we're excited to hear:

Looking Forward: On the cusp of the next 40 years

Stephan Smith, AHEAD Executive Director

Over AHEAD's 40-year history, "disability services in higher education" as a professional field has come into its own. We have seen civil rights laws that underpin students' access to higher education evolve, technologies that promote opportunity or create barriers develop, disability studies scholarship and disability activism inform our work, and new student populations arrive on our campuses. These changes have prompted a maturity of our field and offer both opportunities and challenges. Join AHEAD's Executive Director, Stephan Smith, in a brief TED Talk-style look at the next 40 years.

"you are SO brave:" a performance + talk at the margins of disability, trans, & racial justice

Kay Ulanday Barrett

This performance and keynote harnesses political poetic storytelling with elements of spoken word and theatre. Informed by hip-hop and the jazz aesthetic, Kay intimately strips down pretense, and engages love and an examination of the world. As a cultural worker, Kay aims to question notions of desirability, single-issue identity, ableism, and what exactly is mainstream normal. Themes explored during this performance keynote include intersecting identities in struggle with racism, misogyny, cissexism, migration, death/loss, queer love, migration, and disability. Paying homage to Audre Lorde: "I do not believe in single-issue politics, because we do not live single-issue lives," avenues of critical intersections as brown, poor, trans, im/migrant, disabled, and "other" are explored. How do competition and respectability politics impose oppression in our actions, our lives? How do we embrace a politic that doesn't isolate or accommodate, but engages everyday movements to show up for those who are affected & not talked about? This keynote will relay tangible perspectives on ableism as it relates to other isms on a nationwide level from K's perspectives in Disability Justice.

Exhibit Hall Grand Opening & President's Reception

Wednesday, July 19, 5:30 – 7:30 pm

Join us for the grand opening of the Exhibit Hall! Attendees will have one-on-one access to over 60 vendors who have an interest in promoting equal access for students with disabilities. A live local band will provide entertainment, and plenty of hot and cold hors d'oeuvres will be available as well as a cash bar.

Featured Presentations

Wednesday, July 17, 3:30 – 5:30 & Friday, 2 – 3:30 pm

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

- Legal Year in Review, Version 2.0; Paul Grossman & Jo Anne Simon
- Animals on Campus: Best in Show; Scott Lissner & Irene Bowen
- From Helpless to Heroic: Exploring disability bias and microaggressions; Amanda Kraus
- Accessibility 101; Terrill Thompson & Gaier Dietrich
- OCR Year in Review; Representatives from the U.S. Office of Civil Rights
- Being There: Attendance modifications & assignment deadlines; Jamie Axelrod,
- Working with Students on the Autism Spectrum; Lisa King & Jane Thierfeld-Brown
- Socially-Just Disability Awareness Programming; AHEAD's Standing Committee on Diversity

REDD SIG Reception

Thursday, July 20, 5:30 – 7 pm

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

Awards Dinner and 40th Anniversary Celebration!

Friday, July 21, 6:30 - 9:30 pm

AHEAD is excited to celebrate the 40th Annual Conference! In honor of this milestone, we're changing it up this year. Instead of a luncheon, the Awards Banquet will be an evening dinner followed by music, dancing, drinks, and networking! Expect delicious food and even better company, along with the enjoyment of seeing your fellow disability service colleagues recognized for important accomplishments.

Unconference

Saturday, July 22, 9 – 11 am

You've told us you want more opportunity to network, ask questions, share issues happening on your campuses, and brainstorm solutions during the conference. In

response, conference planners are looking forward to introducing you to the concept of the “unconference.”

un·con·fer·ence

'ənkənf(ə)rəns/

noun

a loosely structured event emphasizing the informal exchange of information and ideas between participants, rather than following a conventionally structured program of events.

Beginning with conference registration, all registrants will be asked if they plan to attend the conference on Saturday and, if so, what topics are of the greatest interest to them. Conference Planners will then begin organizing input and identifying those conversations that are most requested. We'll engage AHEAD leaders and other content experts in facilitating Saturday discussions... and see what happens!!

A strategy used at a growing number of conferences, variations on the unconference are valued for their success in connecting participants, identifying solutions to complex issues, and exploring topics in-depth. We're excited to bring the concept to AHEAD and use it as a way to cap off a week of incredible professional development and connections. We hope you'll plan to stay for the dinner and anniversary party on Friday night and join us on Saturday morning!

Announcements

Roommate Referral

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

Name

Institution

Gender

Planned check-in date

Planned check-out date

Telephone number

Email address

Conference organizers will collect a list of those interested and distribute it to each interested person in early June, 2017. Individuals will then be responsible for contacting each other and arranging shared housing. The deadline to submit your information for inclusion in the roommate referral program is May 26, 2017.

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

Volunteer and Session Moderating

Are you friendly and energetic? Willing to 'host' a concurrent session as a Moderator? Do you want to add depth and richness to your Conference experience? If so, you should become a volunteer!

We are looking for volunteers to help meet and greet conference attendees, distribute conference materials, support the Silent Auction, assist with hospitality events, and assist with a variety of other activities.

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

Want a Lift from Time to Time?

While the distance between conference activities and meeting spaces are not great, we realize that some folks may want a lift from time-to-time. Conference organizers have arranged to have a "fleet" of a dozen scooters available for check-out at the conference registration area from Monday morning through Friday afternoon. Scooters will be available on a first-come, first-serve basis and signed-out for up to four hours at a time at no cost to attendees.

Need some WiFi?

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

Key Dates to Remember

Save Money! Register (even if you can't pay) by May 31, 2017 to get the very lowest registration rates.

Please be sure to make your requests for reasonable accommodations by Friday, June 16, 2017.

AHEAD has negotiated a great rate at The Hilton Orlando, where all conference activities will take place. However, the group rate will expire on June 16, 2017 or whenever the blocks sell out; whichever comes first. Please book your room as early as possible.

Preconference Sessions

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, 2017 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 17 & Tuesday July 18

9 am - 5:30 pm

PC1

New to the Profession: Building a Strong Foundation

Margaret Camp, M.Ed., Clemson University

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

Cheryl Muller, M.A., University of Arizona

Randall Ward, M.A., Purdue University

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

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

Areas of emphasis:

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

Disability services/resources work in higher education and how it differs from the K-12 system

Responding to requests for reasonable accommodation

Documentation of disability: when is it needed and how to use it

Disability and civil rights history

Legal foundations of the work: The Americans with Disabilities Act (ADA) and who is covered

Universal design and the power of design to promote inclusion and equity

Campus outreach strategies: how to cultivate relationships with faculty and other key allies

Office practices that reflect social model thinking: communication, office processes and record keeping

PC2

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

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

Jamie Axelrod, M.S., Northern Arizona University

Mary Lee Vance, Ph.D., Consultant

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

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

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

PC3

Power & Privilege in Disability Services

Amanda Kraus, Ph.D., University of Arizona

Many of us are drawn to disability services work because of our commitment to social justice and inclusion. However, we must enter into this work with a reflective posture, as we recognize that we can be a part of the problem—inadvertently contributing to dynamics that maintain the status quo. This two-day preconference will explore disability in the larger context of social justice dynamics. Participants will reflect on their personal power and privilege and connect it to professional practice in disability services.

We will begin by exploring systemic and individual dynamics of power and privilege. By situating disability along other community and identity experiences, participants will have time and space to reflect on their personal power and privilege. System change requires reflection on our individual roles and responsibilities in the larger system. We will relate to professional practice by exploring how our positions may impact building authentic relationships with disabled students and how we may represent disability to campus audiences.

We will then move on to explore how these dynamics impact contemporary and professional concepts of disability. Borrowing from disability studies and disability history, we will look at how disability is currently framed in society. We will explore conscious and unconscious biases about disability and how these ideas may shape our personal and professional ideas.

After reflecting on the impact of bias on disability services, we will focus specifically on disability-related microaggressions, an emerging area of scholarship with important implications for our work. We will review the literature and work collectively to unpack examples of microaggressions and the role we play in either perpetuating or dismantling these experiences.

Finally, we will discuss our roles as allies and advocates. Ally development is a powerful, but potentially contentious, way to declare support and commit to change together – disabled and non-disabled people alike. As disability services professionals, are we de-facto disability allies? Together we will explore questions authenticity in ally development and representation in disability services. We will end with participants developing and discussing specific action items.

PC4

Leading from Within: Allowing Your Intentional Leadership Approach to Positively Influence Your Outcomes

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

Kristie Orr, Ph.D., Texas A&M

This two-day workshop will explore leadership concepts and proven practices that we can all use to become better leaders, regardless of position and title. Leadership is not a trait that people are born with but a way of living that anyone can intentionally practice and develop. Only by operating effectively based on our own personal approach are we able to lead others effectively. Thus, we will start with an internal look at leadership and then move out beyond ourselves to empowering, motivating, and nurturing others.

We will explore the following topics through a combination of presentation, discussion, hands-on activities, and role playing:

Leadership: ethics; discovering your leadership style

Working from within: identifying your strengths and opportunities for growth; vulnerability; listening; gratitude

Working with others: motivating others; connecting with the institutional mission; rallying campus-wide support for access; managing in the gray areas

We will use a WHY, WHO and HOW approach to discussing these topics. Starting with a definition of leadership for the purpose of our conversation, we will define WHY it is important to intentionally examine leadership. We will then explore WHO, beginning with ourselves and moving onto work with others. Finally, we will explore HOW to effectively utilize leadership approaches. Many of the activities that we use will be geared toward developing the HOW toolbox.

The goal of this preconference is to give participants tools to use when working with office teams, faculty, and other campus partners in order to facilitate access outcomes that benefit everyone. Attendees need not be in leadership positions by title to attend this workshop but should be interested in improving their ability to positively connect and collaborate with others.

Topics and discussion over the two days will be guided by concepts from popular leadership books and personal experiences of the presenters. The preconference will have a healthy balance of lecture and group work, including small table discussion, role plays, and larger interactive group discussions.

PC5

Learning Disabilities/ADHD, Diagnostic Assessment, and Professional Judgment, Oh, My!

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

This two-day pre-conference will provide an introduction to diagnostic assessment as it applies to diagnosing learning disabilities and ADHD, as well as information about the functional impact of specific 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 requesting and receiving accommodations on college and university campuses. However, the majority of disability services providers are not trained educational diagnosticians, and many 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 they do?" Which section(s) are better for giving the student information to use in selecting a viable field-of-study (major/minor)? 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 might surprise the majority of DS providers and might even shock some! However, understanding what the answers to these questions mean and understanding the true purpose for administering a “diagnostic assessment” will definitely improve the functional limitation(s) / appropriate accommodation(s) equation and make it possible for DS providers to understand how “Professional Judgment” is not only a viable “diagnostic tool” but also an endeavor DS providers are more than qualified to undertake. The goal of this two-day pre-conference is to provide in-depth information about “diagnostic assessment” and “functional impact” as they apply to students with learning disabilities and ADHD. This preconference will not only be highly interactive and hands-on but will include “diagnostic” case studies focusing on what it means to have a learning disability and/or ADHD; ample time for questions and discussion will also be provided.

PC6

Accessibility 101

Terrill Thompson, B.S., DO-IT, University of Washington

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

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

Applicable Laws and Standards

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 both prohibit discrimination against persons with disabilities. Section 508 of the Rehabilitation Act, as amended in 1998, requires that federal agencies ensure accessibility of information technology, and its standards have been adopted by some states. How do these laws apply to higher education institutions, and what are the requirements related to information technology? We will explore these questions, and learn about the standards that are often used to measure accessibility of websites and other information technology, the W3C Web Content Accessibility Guidelines (WCAG) 2.0.

Assistive Technology

Many of the problems encountered by students with disabilities in higher education concern instructional materials and information technologies that are not accessible to their assistive technologies (AT). In order to understand this, it is important to have a basic knowledge of the types of AT commonly used by individuals with disabilities. This session will provide discussion, demonstration, and hands-on activities for learning more about AT.

Alternate Format Conversion

Many individuals with disabilities, including those with blindness, visual impairments, and learning disabilities such as dyslexia, are unable to read traditional print and require

that it be converted into alternate formats such as Braille, HTML, Microsoft Word, tagged PDF, and ePUB3. This session will explore a variety of tools, methods, and strategies for effectively and efficiently finding or converting instructional materials into alternate formats.

Web Accessibility

WCAG 2.0 has 62 specific success criteria for measuring whether websites are accessible. This session will bring these success criteria down to earth and explore a variety of web accessibility problems and solutions in a way that is fun, interactive, and easy for non-developers to grasp.

Information Technology Accessibility

Information technology (IT) accessibility is about more than websites. Students face challenges with all sorts of IT, including digital documents, videos, classroom technologies, and software. This session will explore a variety of strategies and promising practices for addressing accessibility of IT. How can we test products and services for accessibility? How can accessibility be addressed within the procurement process?

Preconference Institutes (Tuesday, July 18)

Full-Day Preconference Institutes

9 am - 5:30 pm

PC7

Approaches to Dispute Resolution: From Establishing Accommodations to Determining Fundamental Alteration

L. Scott Lissner, The Ohio State University

A brief overview of best practices and regulatory expectations for resolving grievances surrounding the accommodation process will allow participants to locate their institutional practices within a framework of policies and processes. The remainder of the session will be driven by a series of highly Interactive scenario-based exercises drawn from participant recommendations, the experience of the facilitator, and case law to illustrate core concepts, differentiate approaches, and expand skills. Exercises ranging from small group discussion and paired problem-solving to roleplaying will use contrasting hypotheticals to highlight informal and formal dispute resolution concepts across the spectrum of approaches and techniques drawn from facilitation, mediation, and arbitration. The experiential approach combined with concrete examples and counter examples is intended to allow participants to refine and their philosophical, structural, and procedural approaches to dispute resolution.

Beginning with disputes with students over what accommodations are warranted based on their presentation, case studies will identify and model potential disputes across a wide range of contexts including:

Classroom accommodations such as notetaking, testing, attendance, and group work

Academic policies: withdrawals, course substitutions, program extensions

Communications access (digital & online materials, Braille, CART, interpreting, and notetaking)

Failure to implement approved accommodations
Housing, facilities, and co-curricular programs
Residence life, codes of conduct, service and emotional support animals
Exclusion, retaliation, and bullying
Participants will be able to:
Use the principles for balancing competing equities to refine the institutional approach
disability dispute resolution
Apply techniques drawn from facilitation, mediation, and arbitration in context
Identify the key components for dispute resolution policies
Describe the appropriate contexts for informal and formal dispute resolution practices
Explain the basis for a formal appeal and the standard of evidence used in formal
complaint process
Describe the critical requirements for internal complaint processes
Understand how to conduct a formal investigation including notice, interview, data
collection, evaluation, and report writing
Evaluate fundamental alteration, undue burden, and direct threat

PC8

Open Educational Practices: A Potential Path to Greater Social Justice
Kaela Parks, M.Ed., Portland Community College

This interactive pre-conference session will explore the intersection of open education and accessibility. While open education is often viewed mainly as a means to lower textbook costs for students, the movement also provides opportunities for accessibility personnel to partner with instructional faculty, librarians, and others and to foster inclusive course design. Materials which are licensed openly allow users to Retain, Reuse, Revise, Remix, and Redistribute, which can allow accessibility related improvements to be made and shared over time.

Participants will review examples of projects and initiatives aimed at not just lowering textbook costs, but doing so in ways that also address alignment with Web Content Accessibility Guidelines. The session will address not just open resources/materials but also open pedagogy/activities, considering ways in which open practices such as increasing student voice and choice are related to universal design.

Participants will leave the session armed with data regarding the adoption and efficacy of OER, as well as hands-on experience with some of the tools and techniques that can be useful. Both pitfalls and opportunities will be discussed in the context of alternate format material provision. Participants will leave the session with a strong set of resources and examples to pull from moving forward.

PC9

Using CAS Disability Standards: Learning Outcome Creation to Strategic Application
Ann Knetttler-Smith, M.A., Delaware State University
Sandi Patton, M.S., Nevada State College
Gavin Steiger, M.J.Ed., The University of Houston-Clear Lake

Are student learning and development outcomes part of your DS program? Does your administration expect you to perform assessments for accreditation purposes or to show office effectiveness? Increasingly, DS practitioners are expected to approach their work from an outcomes perspective, especially in shifting higher education paradigms that focus upon student success and retention. However, most disability service offices have not taken an outcomes approach and may struggle with it philosophically. In this interactive session, we will use the DRS standards from the Council for the Advancement of Standards in Higher Education (CAS) to provide a framework for assessing the learning outcomes of our programs and services, offer hands-on experience in developing specific outcomes relevant to disability services work and the assessment techniques that can be used to measure them, and identify methods in which they can be incorporated into strategic planning.

The session will begin with participants reviewing current office mission statements and developing one that is reflective of both their institution and the CAS standards. Participants will also develop the essential elements of a DS program as it relates to the mission, student learning outcomes (SLOs), and program outcomes. Student learning outcome theory will be introduced with examples on incorporating this paradigm into DS work. Understanding learning domains/dimensions and their use in developing student learning outcomes will be a key focus. Interactive activities will enhance the development of unique, individualized student learning outcomes for each participant. Participants will learn formal and strategic assessment methods to capture data. Determining how to develop SLOs that can be measured through multiple measures will be included. In addressing program outcomes, the session will allow participants to determine ways they can assess their services, facilities, technology, and other aspects of their offices to determine which services may need to be expanded, improved, or discontinued. The presenters will share different assessment techniques, provide guidance on how to create questions that can provide measurable results, examine the assessment cycle, and provide strategies on how to constructively use data to promote positive change.

Through discussions and group activities, each participant will have the opportunity to incorporate the learning and program outcomes they developed into a basic strategic plan template, which can later be used at the institution as a replicable means of writing the DS strategic plan. This session instruction, guidance, and interactive activities to support the use of CAS, the development of student learning outcomes, and the process of incorporating student learning outcomes into your DS Strategic Plan.

Half-Day Preconference Institute, AM

9:00 am -12:30 pm

PC10

Faculty Collaboration: Fundamentals of Navigating Processes and Building Relationships

Chester Goad, Ed.D., Tennessee Technological University

Ed Beason, M.A., Tennessee Technological University

New professionals in the field often find it difficult to navigate a clear path of communication and understanding with faculty members, administrators, and other campus personnel. This preconference will focus on effective approaches to building and maintaining faculty relationships and will provide real world solutions and practical tips and insight into the negotiation process and the legal landscape while maintaining the focus on serving students. Topics will include fundamental alterations, policies, clarifying and delineating roles with academic partners, and collaborative decision-making process. This session will be facilitated by disability providers with extensive experience working with faculty. Both presenters have served in faculty roles. Participants will take part in a discussion-based, case-scenario roundtable and will walk away with tangible tools, tips, and samples. There will be ample time for questions.

Half-Day Preconference Institute, PM

2:00 - 5:30 pm

PC11

Graduate Your Students with Math Disabilities:

Applying Study Skills, Learning/Testing

Paul Nolting, Ph.D., Hillsborough Community College

Disability offices have many students failing math or only needing one math course to graduate. This workshop focuses on determining the learning effects of different disabilities, applying new accommodations, study skills, mindfulness, student success plans, bypassing prerequisites, course substitutions and working with faculty.

Participants can also bring their own case studies for review.

Program Notes

As you look through the wide variety of concurrent sessions offered this year, you'll notice that many are highlighted as having specific content or representing a specific AHEAD collaboration. We encourage you use this information to enhance your conference experience if you are looking for a specific emphasis in your professional development. This year, "audience level" has not been included in the descriptions for concurrent sessions. The Program Chairs and presenters have identified that all content is appropriate for all audiences. We encourage you to ask questions during sessions! If you need a bit more background from a presenter, others will too.

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

In partnership with the Coalition for Disability Access in Health Sciences and Medical Education, AHEAD is pleased to offer a strand of conference sessions that explore the more nuances and sometimes complicated disability cases inherent in health science programs. Both seasoned and newer professionals will benefit from this series of sessions focused on understanding clinical programs, accommodations in the clinic, recent litigation pertinent to health science, leading strategies, and promising practices. Label: "From the Coalition for Disability Access in Health Science Education"

Focusing on Students with Intellectual Disabilities in Postsecondary Education

In partnership with Think College National Coordinating Center and the Transition and Postsecondary Education Programs for Students with Intellectual Disabilities (TPSID) across the U.S., AHEAD is pleased to offer a strand of conference sessions that 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 your schedule will include some of these presentations and that you'll find the opportunity to engage with the presenters. Label: "Think College Collaboration"

Intentionally Leading A DS Office: It is YOUR Business!

The work that we do in disability resource offices has the same leadership and management demands and expectations as a business. While it is important that we know about disability and reasonable accommodations, to do our jobs well we must also be intentional leaders and effective managers. We must satisfy the demands and expectations of our core stakeholders (students, faculty and the campus community) and work effectively with our office and campus colleagues. The sessions in this strand offer information that you can use to become a deliberate leader in your office, no matter where your position fits in the hierarchy, and across campus. Through this strand, gain insights that can help you have more influence in your office and on your campus.

Label: "DS Office Leadership" Research and Data-Based Practices

Throughout the conference program you will see a distinctive icon flagging sessions that highlight research and/or data-based practices for the disability resource office. Rather than a separate strand on these topics, AHEAD is highlighting the fact that the use of research and data applies to all content areas of our work. Conference sessions marked with this icon are recommended by AHEAD Information Services as having research or data-based content. Label: "Research & Data"

Certificates of Attendance and Eligibility for CRCC CEU's

Certificates of Attendance are available for all conference intellectual content, Preconference Institutes, the Plenary Address, Concurrent Sessions, and Featured Presentations.

AHEAD has secured CEU preapproval from CRCC for the conference. Forms and information will be shared via the conference website and onsite in Orlando.

Concurrent Sessions (Wednesday, July 19)

The 2017 Conference offers an array of informative Concurrent Sessions. 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

11 am - 12:30 pm

1.1

It Takes A Team: Building Capacity For Web Accessibility

Christine Scherer, M.A., Northwestern University

Northwestern's School of Professional Studies Distance Learning office went from no accessibility considerations to a team that is well-trained and fully committed to making every online course accessible. In this presentation, we will share where we've come from, what we're doing currently, and our plans for future growth.

1.2

The State of Disability in Health Science Programs: Lived Experiences

Lisa Meeks, Ph.D., University of California, San Francisco

Neera Jain, M.S., University of Auckland

This June a major national report was disseminated by the Association of American Medical Colleges (AAMC) titled: Physicians with Disabilities: Developing an Accessible and Inclusive Physician Workforce. Over a period of 3 months, interviews were conducted from coast-to-coast to collect the stories of students, residents, and physicians with disabilities and to hear, first-hand, about their experiences in medical education. This presentation provides the first report on the findings covering challenges, supports and recommendations for best practice for medical education and other health science programs

From the Coalition for Disability Access in Health Science Education

1.3

Transforming Accessibility: Addressing The Impact of Trauma

Caidin Riley, M.A., Minneapolis Community and

Technical College

In this session, we will explore how shifting all facets of DS office operations from an accommodation/crisis reactive approach to a focus on proactively creating an accessible campus can actively lower the level of the college-induced trauma for students with disabilities. This process requires a cultural shift in collaboration with staff and faculty to create an institution that centralizes the importance of accessibility.

DS Office Leadership

1.4

Yes, We Can! Accommodations to Support Access and Success of Students with Intellectual Disability in Higher Education

Clare Papay, Ph.D., UMass Boston

Cate Weir, M.Ed., UMass Boston

Students with intellectual disability are accessing college more than ever before, but disability service professionals may be uncertain how provide support. This session

explains accommodations that DS staff can use to support students with ID to access college classes and strategies they can use to build capacity on campus for student success. Think College Collaboration

1.5

Accommodating Online Learning: Much More than Captions

Linda Sullivan, M.A., Harvard University

Nearly all students engage in virtual learning experiences. Disability service provision for students enrolled in courses with online components needs careful consideration. This session we will examine challenges students face within each online framework. We will examine models of virtual design and student accommodations.

1.6

Never the Twain Shall Meet: Meeting planners and Disability Service Providers

Samantha Evans, M.B.A., AMAC Accessibility Solutions

Sheryl Ballenger, Ph.D., AMAC Accessibility Solutions

Those who plan college-sponsored meetings and events often fail to consider accessibility. When problems arise, it is often the Disability Support Office that is expected to make everything right. Imagine a meeting planner joining forces with a disability access specialist to provide the training and tools for successful and accessible events.

1.7

AHEAD Talks

Live with Intentionality!

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

Yogi Berra was once quoted as saying “We’re lost, but we are making good time.” Life can be like that if we are not careful. It can be easy to go through the motions of day-to-day living without any intentional thought as to why we do what we do. This talk will explore strategies for effective living with intentional purpose.

What’s it all About – DSS?

Tom Thompson, M.A., California State University, Fullerton

Disability Resources in higher education is a field that is developing and ever changing. It is defined and guided by legislation, higher education trends and a broadening understanding of the experience of disability. In this AHEAD talk, we will view Disability Resources from the lens of the CAS’s threefold mission and consider what it means to be in this profession.

Choose the Words You Use: How Institutional Language Carries Unintended Meaning

Aaron Pierson, BA, Minneapolis Community and Technical College

Technical terms in institutions frequently carry specific meanings that are not aligned with common use. The gap between these not only creates misunderstanding, it also can have strong emotional consequences. As professionals in education, we need to craft thoughtful institutional language that promotes growth-directed relationships.

The Wabi-Sabi of Disability: How the
Japanese Aesthetic can Frame Our Work
Margaret Camp, M.Ed., Clemson University

Wabi-sabi is a Japanese worldview that has no literal translation to English, but is loosely understood to denote beauty in imperfection. In stark contrast to Eastern consumerist and commercialist ideals of beauty in symmetry, perfection, and permanence - which fuels the relentless drive for self-improvement -- wabi-sabi finds beauty and purpose in what is most authentic, natural, and simplistic. This talk will offer a glimpse at how such a philosophy can frame inclusion and the acceptance of disability and difference as naturally-occurring phenomena that are not only vital to dynamic communities, but that are fascinating and beautiful in their authentic imperfection.

1.8

Investigating the ADA Complaint
Tina Vires, M.Ed., Winthrop University

You open your mail or inbox and find an official ADA Complaint; now what? AHEAD's ADA SIG would like to offer a template and a plan to help you get started on the investigation. What do you need to remember and track during the investigation? Find out here! An ADA Grievance Procedure Flow Chart will lead us into discussion about managing each step in the process.

1.9

Analysis of Higher Education Disability Discrimination Cases using Novel Conceptual Framework and Case Study Methodology

Neal Lipsitz, Ph.D., College of the Holy Cross

Eileen Connell Berger, M.S., Harvard Graduate School of Education

Michael Berger, Ph.D., Simmons College

Using a novel analytical framework, legal cases concerning dismissal, disclosure and accessible technology are presented in a way that is immediately accessible to administrators. Appropriate roles and responsibilities for students with disabilities, faculty, disability services, and administrators are identified.

1.10

Ethical Compliance: Taking Responsibility for Equity in Disability Services

Jen Dugger, M.A., Portland State University

Jewls Harris, M.A., Portland State University

We will take a fresh look at how to begin providing truly equitable services by using curiosity, flexibility, and an open mind in our interpretation of the ADA. In adopting a holistic approach, the focus is no longer "levelling the playing field" but working towards an equitable experience that is centered in interrupting centuries of historical marginalization and preparing students for the world that awaits.

1.11

Beyond Accommodations or Self-Efficacy: The Power of Transformative Learning In Postsecondary Disability Services

Ken Marquard, Ph.D., Jose Maria Vargas University

Transformative Learning is a theory of adult education that has been capturing the imagination of professionals in diverse fields of higher education for over 30 years. However, exploration and application of this dynamic theory of learning in disability fields is limited. This presentation will introduce some transformative learning practices that can greatly affect how students see barriers and discover potential.

1.12

The Evolving Challenge of Accommodating Service and Assistance Animals on Campus

Christy Horn, Ph.D., University of Nebraska

Scott Parrish Moore, J.D., BairdHolm Law Firm

Addressing student requests to be accompanied by service and assistance animals is challenging, and the guidance from Office of Civil Rights (OCR), Department of Justice (DOJ), and Housing and Urban Development (HUD) is ever-evolving. Scott Parrish Moore, former Deputy Chief in the Civil Rights Division of the U.S. Justice Department, and Christy Horn, ADA/504 Compliance Officer, will discuss how to navigate the overlapping and sometimes contradictory requirement so the ADA Amendments Act, Section 504, and the Fair Housing Act as applied to animals on campus.

1.13

The Intersection of ASD and Mental Health:

Developing Campus Partnerships

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

Jane Thierfeld Brown, Ed.D., College Autism Spectrum

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

Students with Autism Spectrum Disorders 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 health services for students with Autism; how these services are different (and how they are the same) and identifying campus resources.

Concurrent Block 2

2 - 3 pm

2.1

Developing a Procurement Policy – From Soup to Nuts

Kirsten Behling, M.A., Tufts University

Andrew Cioffi, M.Ed., Suffolk University

Are you tired of retrofitting solutions to inaccessible electronic touch points? Are you still fighting the captioning battle? Is the registration system inaccessible? In this session, we will share two universities' experience in developing a procurement policy that focuses on evaluating the accessibility of products before purchasing.

2.2

Decisions by Committee: When is it Advisable?

Elisa Larid-Metke, J.D., Samuel Merritt University

Jon McGough, M.Ed., University of Washington

Schools with specialized curriculums, such as medical schools, sometimes rely on a committee consisting of faculty, deans, administrators, learning or disability specialists, and/or legal counsel to review and evaluate student accommodation requests, but this practice is fraught with potential problems. Other schools have found ways to incorporate multiple voices into the decision-making process in a way that is constructive and beneficial. Come hear the pros and cons of gathering input into student disability decisions and learn how to incorporate multiple perspectives when appropriate, whether you are a one-person office or at a large institution. From the Coalition for Disability Access in Health Science Education

2.3

It Takes a Village: Creating Campus Partnerships

Angela Moureau, M.S., Milwaukee School of Engineering

With a limited staff resources, it is increasingly important for DS offices to utilize institution-wide resources to create accessible experiences for students with disabilities. This session will provide concrete, specific examples of how to foster relationships across campus and leverage the entire university to help support access and include students with disabilities. DS Office Leadership

2.4

Students with Intellectual Disabilities in Postsecondary Education: A Hard Look at Soft Outcomes – Qualities of Life

Ann Marie Licata, Ph.D., Millersville University

James Conroy, Ph.D., Center for Outcome Analysis

The Transitional PostSecondary Program for Students with Intellectual Disabilities at Millersville University is tracking individual student outcomes in ways that go beyond the standard national evaluation. The Millersville approach embodies brief but tested measures of qualities of life including self-determination, relationship formation, activities & inclusion, and reports by students and families about qualities of life. The presentation will explain how we are trying to measure the outcomes of this innovative program. Research & Data / Think College Collaboration

2.5

Shattering the Stigma of Mental Illness Disabilities on College Campuses

Kathleen Maxson, M.S., Cabrini University

Jennifer Uber, M.A., Delaware Community College

Mental Health disabilities have been increasing exponentially across our campuses, but little has changed about how colleges, universities, and the world views these illnesses. Join us to discover the myths about mental health illnesses, the common mental health illnesses on college campuses today, and ways to best support and appropriately accommodate these students on your campus. There will be time for Q&A at the end of the presentation as well.

2.6

What Do College-Bound Students With Disabilities Need To Consider? Advice from College Graduates With Disabilities

Paige R. Mask, Ph.D., Stephen F. Austin State University

This presentation exemplifies and quotes advice given by four college graduates with disabilities to college-bound students with disabilities. An interpretation of similarities and differences between the participants based on disability type will be reported. Panelists include students with autism, visual impairment, and learning disability.

2.7

Accessibility Toolkit for Students Living with Diabetes

Emily Ike, M.S., The College Diabetes Network

Margaret Camp, M.Ed., Clemson University

Tom Thompson, M.A., California State University, Fullerton

Charles Riley, B.S., Ohio University

As diabetes continues to grow in the college population, campuses will need to adopt innovative strategies to engage students and ensure success. The College Diabetes Network Campus Advisory Committee aims to bridge the gaps faced by this population by piloting resources for campus accessibility staff to better support these students.

2.8

Experience the Impact of Academic Coaching, a Tool to Increase Success and Self-Determination in Students

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

Christina Fabrey, M.Ed., Green Mountain College

Academic coaching, a partnership designed to focus on academic goals and challenges, provides the skills necessary for students to strive towards equity and excellence. In this workshop, the presenters will provide an overview of academic coaching skills, demonstrate best practices for incorporating coaching skills into student interactions, and facilitate group exercises to provide participants with the hands-on experience of coaching.

2.9

Determining Accommodations for Lab and Clinical Component of Allied Health Programs

Stefanie C. Silvers, Ed.S., St. Petersburg College

Dr. Eric Carver, Provost, Health Ed. Center, St. Petersburg College

The number of students with disabilities in health fields continues to grow. Therefore, educational Institutions must have a clear, interactive process to determine accommodations in clinical and lab settings. In this presentation, the interactive process, factors to be considered, and how accommodations are determined will be modeled, as well as how to best notify students of this process.

2.10

Notes No More

Cheryl Muller, M.Ed., University of Arizona

Individual accommodations are intended to mitigate barriers to access. As classroom teaching and technology evolve, we must question traditional practice around the provision of note-taking as an accommodation. Thinking and strategy from the University of Arizona will be shared, and a practical framework by which to discern whether notes are a study aid or a reasonable response to an inaccessible design will be discussed.

2.11

The Student Appointment that Can't Wait: Developing a Program to Serve Student-Athletes with Concussion

Nancy Chinn, Ed.D., Santa Rosa Junior College

How many student-athletes with concussions did you serve last year? You could be facilitating access to dozens of student-athletes who sustain concussions each season, making a substantial impact toward their academic success. This presentation addresses: partnering with Sports Medicine; your role in concussion management advising; potential pitfalls; the psychosocial implications of concussion in sport; and unique opportunities for collaboration with athletics.

2.12

Accommodating Students with Visual Impairments: Creating Productive Campus Partnerships to Promote Student Access

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

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

Two years ago, the Office for Students with Disabilities at the University of California, San Diego embarked on a journey with two students with significant visual impairments. Both students came in with specific expectations that, given the requirements and rigor of their chosen majors, have undergone significant change. Join us as we share the insights, challenges, and outcomes of this journey, including technology use, interactions with faculty, and funding issues.

2.13

Communication Access: Equity and Excellence in STEM Courses For Students Who Are Deaf or Hard of Hearing

Cindy Camp, M.A., Described and Captioned Media Program

Shannon Aylesworth, B.A., University of Wisconsin-Milwaukee

Pamela Francis, RIT/NTID

The increased focus on STEM education and the growing use of classroom technology has created significant challenges in providing effective communication access for deaf and hard of hearing students. In this presentation, we will look at the myriad of challenges in STEM classes, discuss various access strategies, and help administrators and service providers learn to meet each student's unique needs.

Featured Presentations A (Choose One)

3:30 - 5:30 pm

A.1

Legal Year in Review, Version 2.0

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

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

Taking a new approach by covering fewer cases but in greater depth, AHEAD's legal experts will focus on ten legal developments in post-secondary disability law in the past year – ones that every disability services professional should be aware of to fulfill their professional responsibilities. This presentation will include consideration of whether any new legal trends are emerging, including trends that reflect the change in leadership in Washington. A full 30-minutes will be devoted to answering audience questions following the presentation of the cases.

A.2

Animals on Campus: Best in Show

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

L. Scott Lissner, The Ohio State University

Do questions about service animals and assistance animals continue to confound you? Do you want to learn the finer points so you can develop policies that match your campus culture? Looking for advice on handling human-animal conflicts? This session will quickly cover the basics, then focus on the harder 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 set out 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.

A.3

From Helpless to Heroic: Exploring Disability Bias and Microaggressions

Amanda Kraus, Ph.D., University of Arizona

When we understand disability in a context of social justice, we can unpack how disabled people experience bias and microaggressions. As DS professionals, we must have awareness of disability bias and the ways bias manifests in higher education. In this session, the presenter will discuss bias and microaggressions and relate them to practice.

A.4

Accessibility 101

Terrill Thompson, B.S., DO-IT, University of Washington

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

The session will explain technology-related accessibility issues in easy-to-understand ways. We will also explore strategies and promising practices for addressing campus-wide issues. Topics to be covered will include, applicable laws and standards, assistive technology, alternate format conversion, web accessibility, and information technology accessibility (including digital documents, videos, and procured products and services).

Concurrent Sessions (Thursday, July 20)

Concurrent Block 3

11 am - 12:30 pm

3.1

Facilitating Autonomy: Optimizing Adaptive Technology Assessment And Support Through The DS Office

Michele Bromley, M.A., Portland State University

The presenter will walk disability services professionals from both small and large institutions through the process of compiling a quick, straight-forward adaptive technology needs assessment and functioning tool kit of sustainable adaptive technology options for students with disabilities. The methods and tools outlined in this presentation should allow even the smallest DS office to establish basic but effective adaptive technology services.

3.2

A Fundamental Shift: Sensory Disabilities in Health Science Professions

Linda Sullivan, M.A., Harvard University

Paul Grossman, J.D., Retired, Chief Regional Attorney for OCR

Health Science programs are on notice—OCR, DOJ, and private litigation decisions send a message, “The rules and expectation have changed!” This session will require disability service/access providers in nursing, medicine, chiropractic, and DO programs to reconsider a core question: what does it mean to be a well-qualified health care professional. Several landmark cases will be used to articulate the needed and necessary changes in the way health science institutions examine their obligations, including the duty to accommodate individuals with disabilities in both the didactic and clinical settings. From the Coalition for Disability Access in Health Science Education

3.3

Using a Process Improvement Model to Increase Efficiency and Effectiveness of Disability Services

Deanna Arbuckle, MRC, CRC, University of Dayton

Elizabeth Harrison, PhD, University of Dayton

Is your office overburdened or experiencing unevenness in workload? Do you feel you are doing the same things repeatedly just to get one project or file completed? Our office used the Lean process improvement model to systematically identify problem areas in our operations. Learn how you might use this process to effectively meet student and faculty needs without overburdening staff with wasteful and inefficient processes. DS Office Leadership

3.4

Guiding Principles for Collaboration Between AHEAD and Testing Agencies

Bea Awoniyi, Ph.D., Santa Fe College

Loring Brinckerhoff, Ph.D., Educational Testing Service
Katie Bugbee, Ph.D., MCAT
John Hosterman, Ph.D., Paradigm Testing
Kendra Johnson, Ed.D., Graduate Management
Admission Council
Linda Nissenbaum, MA, CPC, PCC, St. Louis Community
College at Meramec
Kristie Orr, Ph.D., Texas A&M
Sally Scott, Ph.D., AHEAD, moderator

This session will showcase a new initiative between AHEAD members who work in disability resource offices and AHEAD members of the high-stakes testing industry (e.g., ETS, GMAC, AAMC, College Board, and Paradigm Testing) to find common ground. Similarities and differences will be shared, as well as suggestions for aligning our efforts to better serve the entire AHEAD membership.

3.5

Student Perspectives on Disability Services

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

Through video and discussion, students from Molloy College, Tufts University, and other colleges will share their experiences in college, using accommodations, interacting with faculty and DS, student activism, what works – and how they handle things that don't work. Students will discuss ways DS professionals can better outreach to students, enhance services and help to create a more welcoming campus for students with disabilities.

3.6

It's a Small World After All: Collaborative Policy

Development for University Compliance

Chris Stone, Ed.D., University of North Carolina,
Wilmington

James Koebel, Esq., University of North Carolina, Wilmington

Recent legal developments around disability access issues have created uncertainty (and risk) in adhering to the status quo on our campuses. This session offers insight into the collaborative processes by which one school ensures disability policies are developed with the best interests of students and university stakeholders alike. Through a case study approach, presenters will demonstrate how utilizing the expertise of disability services professionals, general counsel, and key stakeholders benefits everyone.

3.7

AHEAD Talks

Is that Your Job?

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

How many Disability Services professionals feel overburdened, understaffed, and directionless? Wishing we could spend more time on staff development, collaboration,

college-wide education and outreach, and big picture strategic planning. When was the last time we evaluated what it meant to be a social justice minded, DS professional? It's time to stop counterproductive practices and ask serious questions.

Creating Your Own Expert Advisory Team

Diana Kautzky, M.B.A., Deaf Services Unlimited

Feel like you're alone in providing disability services on your college campus? Bureaucracy got you down? Want to provide the best available solutions for your students? Learn strategies on how to build an effective team in order to break down barriers and find solutions and get things done to make sure students with disabilities get the most out of their college experience.

The Benefits of the Bathroom Stall: Addressing Anxiety and Panic in the Clinic

Lisa Meeks, Ph.D., UCSF School of Medicine

Drawing on personal and professional experience, Dr. Meeks will help providers understand and empathize with students who experience debilitating anxiety and panic. Especially relevant to health science programs and the culture of perfection, these lessons will help providers guide their students in finding their safe space.

Podcasting for College Students with Mental Health Issues: Get the Goals

Derek Malenczak, M.S., Rutgers University

This talk will explore the evolution of a podcast for college students with mental health issues that focuses on goal achievement, and how podcast listening may hold the key for long-term behavior change.

3.8

Beginning the Journey and Planning Your Strategy to Provide Closed Captioning on Your Campus

Michelle Shaw, M.Ed., Florida Atlantic University

Stuart Buckley, B.A., Florida Atlantic University

Florida Atlantic University Student Accessibility Services shares its experience of creating a process for accessible video and audio across the institution. The research, proposals, funding, and process for obtaining administrative support will be discussed.

3.9

A Fighting Chance: How a Disability Services Center Gave its Students a Competitive Edge Through

International Exchange

Justin Harford, B.A., Mobility International U.S.A.

Michelle Riggler, Ed.D., University of Tennessee at Chattanooga

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

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

Global awareness is becoming increasingly important for students in finding a career after graduation, highlighting the importance of international exchange as part of the mission of disability student services offices. In this session, representatives from the University of Tennessee at Chattanooga will explain how they came to identify international exchange as part of their mission and how they planned, partnered, and executed to make it happen.

3.10

Behavior, Conduct, Title IX, and Students with Autism

Jane Thierfeld Brown, Ed.D., Yale/College Autism Spectrum

Lisa King, M.Ed., St. Catherine University

The majority of students on the autism spectrum contribute to our communities in many positive ways. However, a small number of students have behaviors which challenge our campuses and our conduct boards. In this session, we will address how to best work with students on the spectrum who may present these challenges. Issues for classrooms, residence halls, students, and parents will be discussed.

3.11

Transcending Expectations: Enhanced Services for Trans Identified Students

Caitlyn McCandless, M.A., The Ohio State University

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

Harry Warner, M.A., The Ohio State University

Limited knowledge regarding perspectives and experiences of transgender students contributes to trans-exclusive practices. Presenters will provide strategies to establish and maintain rapport based on competencies established by the American Counseling Association. Participants will explore the intersection of trans and disability identities.

3.12

Disability is Diversity: Creating Campus Partnerships to Institutionalize Accessibility and Inclusion on Our Campuses

Craig Levins, M.A., SUNY Oneonta

Mary Bonderoff, Ed.D., SUNY Oneonta

As we continue to move toward the social model, it is imperative to include tenets of diversity and inclusion into our framework. This presentation focuses on theoretical/practical applications from disability studies and diversity and inclusion, and explores how both areas can work together with a campus community to promote shared responsibility and institutionalize accessibility as an imperative component to the diversity and inclusion movement.

3.13

Examining a “Disability and Dialogue Series:”

Reflections, Rewrites, and Renovations

Elizabeth (Liz) Thomson, M.A., University of Illinois Chicago

Phillip Vasquez, Ph.D., Dialogue Initiative

The “Disability & Dialogue Series” was organized in fall 2015 exploring disability identity and community along with the tenants of the dialogue process (Nagada, 2004). Using

Charlton's (1998) "nothing about us, without us," we worked with the Disability Resource Center. We'll share lessons learned and what we would do differently.

Concurrent Block 4

2 - 3 pm

4.1

Building Accessible PDF Documents from Native Applications

Damian Sian, M.S., Princeton University

Creating accessible PDFs from MS Word and Adobe InDesign is not only feasible, it is possible to develop efficient workflows for users of all skill levels through best practices, customized training, process integration, and specialized tools. This presentation will provide practical solutions teams can begin to implement immediately.

4.2

Clinical Accommodations Part 1: Determining

Reasonable Clinical Accommodations

Jan Serrantino, Ed.D., University of California, Irvine

Elisa Laird-Metke, J.D., Samuel Merritt University

This interactive session will focus on the unique challenges inherent in determining accommodations in clinical settings, which can be highly nuanced/specialized. The presenters will discuss proactive planning, identifying collaborative partners, and establishing overall best practices in determining accommodations in the clinical setting. Clinical Accommodations Part 2: Reviewing Tough Cases will follow this session from 4:00 to 5:30. From the Coalition for Disability Access in Health Science Education

4.3

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

Katherine MacDonald, M.S.; Salisbury University

Adam Kasarda, M.S.; Alliant International University

Increasingly, disability service providers work with students, faculty, and staff located on multiple and satellite campuses, sometimes at great distances from the provider's physical location. It is imperative for disability professionals to find ways to work effectively with individuals at these out-lying campuses to provide an accessible education. Presenters will share experiences, strategies, procedures, and scenarios to assist in fostering and maintaining effective relationships with students and colleagues at satellite/multiple campuses and will provide opportunities for discussion regarding best practices. DS Office Leadership

4.4

Competencies and Qualifications of Administrators Who Manage Programs Serving Students with

Intellectual Disabilities

Amanda Jackson, M.Ed., University of North Texas

P. Daniel Chen, Ph.D., University of North Texas

College programs serving students with intellectual disability have increased 392% since 2005. Fifty-nine percent of these programs are at universities, and ten percent of program staff are Directors. This paper presentation will report findings from a qualitative study exploring administrator competencies and qualifications. Research & Data / Think College Collaboration

4.5

Research from the National Center for College Students with Disabilities: What's New and Exciting?

Sally Scott, Ph.D., NCCSD/AHEAD

Lauren Avellone, Ph.D., NCCSD Post-Doctoral Research Fellow

Daniel Greenberg, M.A., NCCSD Graduate Research Assistant

Join staff from the National Center on College Students with Disabilities to learn about our research activities this year. We will present highlights of a national needs assessment, share an overview of federal data that include college students with disabilities, and discuss research on campus climate. Come talk about research to practice and share your suggestions for future research activities.

4.6

Professional Development of Faculty: Social Justice, Self-Concept, and Aligning the Responsibility to Accommodate

Carey Busch, Ph.D., Ohio University

The presenter will share an approach to professional development for faculty designed to promote a culture of increased willingness to accommodate students with disabilities. Background and research will be provided, with primary focus on the objectives and essential elements of professional development. Initial outcomes and feedback from faculty will be discussed.

4.7

Automating the Workload: Developing Sustainable Data Management On a Budget
Aaron Distler, M.A., Stetson University

Today, access to fiscal resources, human resources, and time can be limited. This presents an opportunity to get creative with the data management options already available to you. Come learn about resources currently at your fingertips and how you can leverage them to track and implement student accommodations, communicate with constituents, and report on services. Research & Data

4.8

Creating Pipelines to International Education for Students with Disabilities

Paul Edwards, M.D., University of Minnesota

Learn promising practices to increase the inclusion of students with disabilities in international education. We will present an ongoing, national project that is investigating programmatic strategies, organizational culture, curricular content, and other factors most effective for increasing accessibility in learning abroad.

4.9

Targeting Executive Functioning Deficits in Students with Psychiatric Disabilities

Brittany Stone, M.S., Rutgers State University of New Jersey

Derek Malenczak, M.S., Rutgers State University of New Jersey

In this workshop, we will provide an overview of cognitive processes and outline six main areas of executive functioning. Strategies for students with psychiatric disabilities to accommodate for these deficits will be explored from the viewpoint of disability service providers.

4.10

Dilemmas in Testing: When Accommodations

Requests and Measurement Standards Collide

Ruth Loew, Ph.D., Educational Testing Service

Loring Brinckerhoff, Ph.D., Educational Testing Service

Katie Bugbee, Ph.D., American Association of Medical Colleges

Katie Featherston, J.D., ACT

Many college students with disabilities grew up with assistive technology and other strategies for living with their disabilities. They use these in their personal lives, the academic world, and the workplace. Understandably, they expect to use these same approaches on high-stakes standardized tests. This session will discuss dilemmas that testing agencies encounter when requested accommodations conflict with sound measurement practices.

4.11

A Comparison of Student Use of Closed Captions and Interactive Transcripts in Online Courses

Lyman L. Dukes III, Ph.D., USF St Petersburg

Karla Morris, M.Ed., University of South Florida,
St. Petersburg

This study examined the use of interactive transcripts in online courses as compared to closed-captioned video. With interactive transcripts words highlight as they're spoken, and viewers can search, navigate, and print text. The approach will be compared to a course in which the media is closed-captioned. Study results will be shared, including the value added for students with disabilities and the technical aspects of application of the interactive transcript and closed captioning in online courses.

4.12

What's in a Name: The various approaches and implications of naming your DS or DR office

Amanda Kraus, Ph.D., University of Arizona

Cheryl Muller, M.Ed., University of Arizona

There are a variety of approaches to naming a disability services office. How do our choices in language reflect our values around disability and our role on campus? In this session, we will grapple with various options and engage in dialogue around the politics of language and how we represent our offices to the campus and community.

4.13

Partnering With Parents For Health's Sake: Supporting Students with Significant Healthcare Needs

Linda Starnes, B.S., PEART-FL

How can disability service providers support students with healthcare needs in the often-overlooked part of transition planning, creating a safe healthcare transition? Much can be done prior to student entry, during transition to campus life, and throughout college years to support optimal health/wellness. Partnering with parents to ensure a smooth transition can also provide valuable assistance. Research review, practical resources and strategies, and lived experiences inform this presentation.

Concurrent Block 5

4 - 5:30 pm

5.1

Providing Equity through Accessible Media:

Excellence in Service Provision

Cindy Camp, M.A., Jacksonville State University

Making classroom and online media accessible through captions and descriptions is no longer an option but a legal mandate. This workshop will cover the process of captioning media, adding video descriptions, finding accessibility solutions, and ensuring quality in your captions and descriptions. Bring your questions and be ready to learn.

5.2

Clinical Accommodations Part 2: Reviewing Tough Cases

Jan Serrantino, Ed.D., University of California, Irvine

Elisa Laird-Metke, J.D., Samuel Merritt University

Building on Part I: Determining Reasonable Clinical Accommodations, participants will divide into groups and review clinical case scenarios. We will use problem-based learning to address the following: identifying clinical barriers, the role of technical standards and essential functions/learning outcomes, determining reasonable accommodations, implementing accommodations in clinical sites, and working with clinical supervisors. These case studies will help participants from Part 1 apply their new understanding of clinical accommodations to practice. Board Members of the Coalition on Disability Access in Health Science and Medical Education will serve as facilitators at each table. From the Coalition for Disability Access in Health Science Education

5.3

Maximize Your Collaborative Efforts by Being

Intentional with Your Office Purpose

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

All successful businesses have a known purpose (brand) that creates value for their customers. A disability office is no different. Based on how your office functions, the

language it uses, and its customer service approach, students, faculty, and staff develop a certain awareness and opinion of the office. A positive perception will maximize collaborative efforts. A negative perception will create a perpetual uphill battle. In this session, we will explore strategies for creating an effective office brand.
DS Office Leadership

5.4

Top Ten Tools for Your ASD Toolbox

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

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

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

5.5

Post Leslie Decision: Development of FARE as a Resource for You!

Randall Ward, M.A., Purdue University

Kristi Grim, National Programs Manager, Food Allergy Research & Education (FARE)

Since the 2009 Leslie decision, schools have increasingly recognized the need to accommodate Food Allergies. In 2013, the Food Allergy Research and Education organization (FARE) began its college initiative. Working collaboratively with a wide group of partners, FARE has developed guidance and best practices for working with students with food allergies and sensitivities.

5.6

Cultural Humility: A Lens For Seeing Each Other, A Path Toward Healing

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

Crystal Hill, M.S., University of Central Arkansas

Cultural humility is a practice of acknowledging that biases exist, making space to explore those biases, and remaining open to the experience and perspectives of others. Facilitators will introduce the concept of cultural humility and explore it as a tool for engaging in difficult conversations with others on our campuses and for healing the divides.

5.7

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

Irene Bowen, J.D., ADA One

Representatives from the Office of Civil Rights, the Department of Justice, and the Access Board

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, the Access Board and OCR. Bring questions about testing accommodations, web accessibility, allergies, animals, emergency evacuation, housing accommodations, physical access, and any other issues that are challenging you.

5.8

Disability Studies 102: Integrating Disability Studies Concepts on Your Campus

Karen Pettus, Ph.D., University of South Carolina

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

We often hear colleagues discussing how to design their office around the “social model” of disability, but what does that mean? This session will explore ways to use concepts from disability studies as guiding principles that value the disability experience and model equity. We will explore how disability studies can inform organizational structure, student processes, faculty communication, outreach, and assessment.

5.9

Benefits of Formal Program and Professional

Standards for Disability Services

Andrea Roberson, M.P.A., Dalton State College

Michael Anderson, Ph.D., Georgia State University

Tom Thompson, M.A., California State University, Fullerton

Disability Service providers are charged with the responsibility of implementing federally mandated services to ensure the rights of students and institutions are protected. Service delivery to these stakeholders is essential and ongoing quality improvement is an additional responsibility. Implementing formal program and professional standards will support your office and the important decisions you make surrounding service provision and improvement.

5.10

The Intersection of Title IX and Disability Services

Nicole B. Subik, M.S.Ed., Villanova University

Sam Goodin, M.S., University of Nebraska

Lakeisha Meyer, Ph.D., Susquehanna University

Bruce Pomeroy, M.A.Ed., University of North Carolina at Greensboro

This session will provide a better understanding of the intersection of Title IX and Disability Services and how the two can partner to provide support and services. Presenters have varied areas of expertise and will discuss many aspects of sexual assault and disability, as well as other aspects of Title IX.

5.11

Course Substitutions and Learning Evaluations: How One Institution is Addressing Barriers to Completion

Ruth McKenna, M.A., Portland Community College

Kaela Parks, M.Ed., Portland Community College

Portland Community College revised its process related to course substitution on the basis of disability and leveraged an innovative learning evaluation program to address

barriers that were keeping students from completing their degrees. This is work done collaboratively through efforts of Disability Services, Perkins Steering Committee, Student Records and Faculty from various academic departments.

5.12

Ways to Increase Student Retention and Expand the Use of UDL On Campus

Jeffrey Lewinson, M.B.A., TextHelp

Brad Held, B.S., University of Central Florida

Through a review of work at the University of Central Florida, and on other campuses, the presenters will describe AT tools which directly impact student retention and increase the opportunity for the expansion of universal design for learning on campus.

5.13

Expanding Access: A Mental Health Resiliency

Program for Students On Leave of Absence

Courtney Joly-Lowdermilk, M.S.Ed., Boston University

Dori Hutchinson, Sc.D., Boston University

We will provide an overview of a promising model of a resiliency program for college students on leave for mental health-related reasons and share evaluation data suggesting the program's efficacy. Attendees will explore the program's design and how it can be adapted to meet the needs of various higher education environments.

Concurrent Sessions (Friday, July 21)

Concurrent Block 6

9 - 10 am

6.1

Digital Textbooks and Accessibility

Rick Johnson, B.A., VitalSource

As learning materials become increasingly digital, it is easy for companies and educational institutions to forget to ensure the needs of students with disabilities are met. This session will focus on best practices for colleges and universities looking to implement a comprehensive eTextbook program with all learners in mind.

6.2

Health Science Faculty Training: Using the UCSF Disability Training Series to Train Your Faculty

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

Allison May, Ph.D., Northwestern University

Neera Jain, M.S., University of Auckland

Jan Serrantino, Ed.D., University of California Irvine

In this moderated talk, a panel of module developers will discuss the available open access training modules for training health science faculty about working with students with disabilities. Information about the educational philosophy behind the modules, positive reactions from faculty, and information about how to adopt these for your campus will be discussed. The moderator will also provide participants with a lesson plan to accompany training module #1 Guidelines for Faculty who work with Students with Disabilities.

From the Coalition for Disability Access in Health Science Education

6.3

Full Steam AHEAD: Leadership at the Affiliate And National Levels

Chester Goad, Ed.D., Tennessee Technological University

Terra Beethe, M.S., Bellevue University

Kim Ochsenbein, A.B.D., Maryville College

Want to take your AHEAD involvement to the next level, but you're not sure how? Learn more about how AHEAD operates and the many ways you can share your passion and expertise within the organization. Topics covered will include: avenues for leadership and involvement on the Affiliate and national levels, time and cost commitments, networking, demystifying the conference presentation process, writing and research, and FAQs. If you're interested in AHEAD leadership on any level, you won't want to miss this insightful session. DS Office Leadership

6.4

How Students with an Intellectual Disability Access College Course Content and How is Academic

Progress Measured

Kathleen Becht, Ph.D., University of Central Florida

Carley Myszkowski, M.Ed., University of Central Florida

In this session presenters will lead the participants in discussion of how students with an intellectual disability currently access academically inclusive college course content and how, if at all, their academic progress is measured. Presenters will discuss with participants steps needed to move from academic access to academic progress in the college.

Think College Collaboration

6.5

The National Centers on Disability, Deafness, and Higher Education: Resources for Disability Service Professionals

Wendy Harbour, Ed.D., National Center on College Students with Disabilities; AHEAD

Meg Grigal, Ph.D., UMass Boston; Think College

National Coordinating Center

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

Carrie Lou Garberoglio, Ph.D., University of Texas,

Austin; National Deaf Center on Postsecondary Outcomes

Kathy Schwabeland, M.A., National Deaf Center on Postsecondary Outcomes

Learn more about the three national centers working on disability and higher education: the National Center for College Students with Disabilities (NCCSD), Think College, and the National Deaf Center on Postsecondary Outcomes (NDC). Find out what these federally-funded centers are doing, how they can help disability services professionals, and upcoming events and activities. There will also be time for questions.

6.6

“Like Bunnies”: Coping with the Explosion of Emotional Support Animals on Campus

Laura Warde, M.A., Oklahoma State University

Universities in the U.S. have seen a drastic increase in requests for emotional support animals. This panel will explore how disability support professionals from diverse campus settings address increases in requests and approvals, determine their processes, and communicate with other campus offices.

6.7

AHEAD Talks

In Defense of Simulation Exercises: Do they Spawn Pity, Empathy, or Understanding?
Jane Jarrow, Ph.D., Disability Access Info Support

Disability simulations have been used with varying success and met with varying responses from the disability community in hopes of explaining how disability impacts on students in higher education. Perhaps the idea would be less contentious if we differentiated between the kinds of simulations that could be employed. Perhaps.

Where Have All the Boomers Gone?

Deborah Larew, Ed.D., Valencia College

Many Baby Boomers have made significant contributions to the Civil Rights movements that resulted in the passage of the ADA and other significant pieces of legislation. This presentation will explore the importance of succession planning and leaving a legacy.

Accessibility is a Civil Right. It’s Also a “Disruptive Innovation.” Here’s Why

Art Morgan, M.B.A., Automatic Sync Technologies, LLC

Katie Linder, Ph.D., Oregon State University

Learn how to take steps toward changing your campus culture, helping it evolve from one where people view accessibility as a legal requirement to one where people understand that civil rights benefit everyone. I will provide examples that dispel several myths that we encounter when shifting attitudes about accessibility.

6.8

Creating Your Own Expert Advisory Team

Diana Kautzky, M.B.A., Deaf Services Unlimited

Feel like you’re alone in providing disability services on your college campus?

Bureaucracy got you down? Want to provide the best available solutions for your students? Join this conversation to learn strategies for developing campus allies.

6.9

Listening, Learning, Leading: ETS Makes Changes to Documentation Guidelines

Nora Pollard, Ph.D., Educational Testing Service

Loring Brinckerhoff, Ph.D., Educational Testing Service

Morgan Murray, M.S.Ed., Educational Testing Service

The winds of change have hit the high-stakes testing industry. With the impact of the Department of Justice technical assistance document ringing in our ears, ETS has made significant changes to our documentation guidelines and how we review documentation for test takers with learning disabilities and/or ADHD. Learn how we met the challenge and what changes were made.

6.10

A Look at Non-Academic Accommodations for Students who Experience Autism and Live in the Residence Hall: A research study

Earlee Kerekes-Mishra, M.A., Oregon State University

Martha Smith, M.A., Oregon State University

A showcase of the research study Understanding the Benefits and Challenges of On-Campus Living for Student's Experiencing Autism Spectrum Disorder at Oregon State University (OSU). This is a first-hand account from the perspective of students experiencing Autism. This study will assist OSU in supporting students with ASD during their transition into residential life and explore options of specific non-academic needs and supports identified as essential by the students themselves. Research & Data

6.11

Data-Driven: These Numbers Don't Lie

Kelly Loftis, M.A., Wayne State University

Marie Yowitz, L.M.S.W., Ferris State University

Data is critical in understanding the populations we serve, helping focus efforts, measuring outcomes, and securing funding. With so many types of information to gather, knowing where to start can be overwhelming. In this session, we will examine the benefits of data, strategies for getting started, and examples of data-driven successes. Research & Data

6.12

Improving Math Success: Learning Strategies,
Accommodations, Prerequisites, and Substitutions

Paul Nolting, Ph.D., Hillsborough Community College

Students are still struggling with math and failing, and disability service offices are having difficulty understanding how math redesigns affect students with learning disabilities, traumatic brain injuries, and attention deficit disabilities, as well as wounded warriors. Participants will learn course advisement strategies, math study skills, how processing deficits affect math learning, appropriate tutoring, and classroom accommodations, testing accommodations, bypassing prerequisites and substitution strategies.

6.13

Alternative Formatting: Textbooks in Sign Language
Kristiana Nelson, B.A., Portland Community College
Daynia Daby, M.A., Portland Community College

This workshop is an in-depth case study of a creative and effective approach to the work of disability accommodations, as well as a practical, and linguistic guide to producing signed video text as a viable form of adaptive technology.

Concurrent Block 7

11:30 am - 12:30 pm

~~7.1 CANCELLED~~

~~Joining Ranks: Collaborating with Faculty to Improve Accessibility Services~~

~~Maria Wetters, Central Washington University~~

~~Wendy Holden, Ph.D., Central Washington University~~

~~Naomi Jeffery Petersen, Central Washington University~~

~~The purpose of this presentation is to recognize and identify ways to build collaboration to improve accessibility in higher education. Collaborations between disability services and faculty can take many forms but all increase opportunities for education, training, and program development. Examples of collaborations will be explored.~~

7.2

Revamping your Policies and Procedures: A
Coordinated Commitment To Leading Practice

Moderator: Lisa Meeks, Ph.D., University of California, San Francisco

Zoe Brown-Wiessmann, M.Ed., University of Central Florida School of Medicine

Allison Kommer, M.Ed., University of Central Florida School of Medicine

Christine Low, M.S.W., Icahn School of Medicine at Mount Sinai

Marie Ferro-Lusk, M.B.A., Rush University-Rush
Medical College

Over the last several years, multiple schools have revamped their policies and procedures to align with leading practices informed by the Coalition and the University of California, San Francisco (UCSF). UCSF's commitment is to provide the most progressive and inclusive disability support in the country. We embrace the letter and the spirit of the law! This panel will share the UCSF Model and Disability Services Handbook and review key points from this approach to accommodating learners. Panelists from schools who have adopted these standards will discuss that process and how you can adopt these practices on your campus. From the Coalition for Disability Access in Health Science Education

7.3

Developing DS Program Outcomes and Their
Interplay with Student Learning Outcomes

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

Does your administration expect you to assess student learning? Could you articulate how your office's outcomes and expectations relate to mission and Student Learning

Outcomes (SLOs)? Presentation in this session will provide the background and process used to create effective program outcomes based on the DS/R Standards from the Council for the Advancement of Standards (CAS). Examples and takeaways for creating and assessing will be provided.

7.4

We Go Together Like a Wink and a Smile: The story of Transition University

Janet L. Bavonese, Ed.D., Jacksonville State University

Cynthia Connor, Ph.D., Jacksonville State University

Lynette A. Owens, Ed.S., Jacksonville State University

Join us for an interactive look at an IHE collaborative partnership between the School of Education and local school systems. Transition University (TU) was designed to provide synergistic opportunities for high school students with intellectual disabilities to experience peer interactions on a college campus. In this session, you'll hear voices from all TU stakeholders and see how TU produces winks and smiles for everyone involved. Think College Collaboration

7.5

Results and Takeaways from the First Nationwide Research Study on Closed Captioning in Higher Education

Lily Bond, B.A., 3Play Media

Katie Linder, Ph.D., Oregon State University

In this session, the presenters will share results from two national studies on closed captioning in higher education, conducted by OSU's Ecampus Research Unit and 3Play Media. The first study focuses on student use & perceptions of captioning; the second explores institutional solutions for complying with closed captioning regulations. Research & Data

7.6

Addressing Disability in Higher Education Using a Social Justice Perspective

Autum Wilke, M.Ed., Grinnell College

Practitioners using a social justice approach explicitly recognize and challenge the ableism present in individuals, institutions, and society. The presenter will describe how social justice principles can be applied to institutional policies and used in daily work with students.

7.7

AHEAD Talks

Accessible Design is Sustainable Design

Jen Dugger, M.A., Portland State University

Is your institution increasing its focus on sustainability? Is the conversation mostly about reducing, reusing, and recycling? A truly sustainable community is one that actively supports environmental, economic, and social justice. Attend this AHEAD Talk to learn

more about how you can use the sustainability movement on your campus to move accessibility and disability inclusion issues in the right direction!

Hands-Off: How I Benefited From Studying In a Country Without Disability Supports
Justin Harford, B.A., Mobility International U.S.A.

How free should students be to arrange their reasonable accommodations? This is a hot topic, though people may not realize the connection with success after college. In this talk, UC Berkeley alumnus, and expert on international exchange and disability, Justin Harford will share how a year abroad in Latin America without supports gave him the skills to successfully transition from college to career and beyond.

Educate. Advocate. Legislate. Regulate. Today, more than ever, achieving disability rights will require comprehensive strategies.

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

To effectuate change, framing messaging to legislators, regulators and executive agencies requires understanding the defined and undefined roles and processes of each branch of government and how (and whether) they interact. AHEAD members are more familiar with federal laws and rules, but as the national stage is re-set, state and local legislatures will be where the action is. Here's how and why to begin advocacy now!

7.8

A View from Afar: When your Intake Interview Isn't Face-to-Face

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

Kelly Hermann, M.A., University of Phoenix

Robert Becker, M.A., University of Phoenix

A comprehensive intake interview gives information about more than the student's disability and history. It is a chance to get to know the student as a person. How can you get the same quality of information for distance learners? The experience and expertise developed by those at fully online institutions provides a viable model for the traditional service provider.

7.9

Development and Presentation of Campus-wide Disability Awareness and Inclusion Educational Workshop

Lisa Coats, M.S., George Mason University

Naomi Martinez-Jones, M.A., George Mason University

Do you find that there is a gap in disability awareness and inclusion in your campus community? The presenters will share an interactive training for faculty, staff, and student organizations that is based on the concerns and trends noticed on campus. Participants will learn how to implement a workshop that best addresses disability services, universal design and disability etiquette to the university/college community.

7.10

Supporting Post-Traditional Students in the Digital Age

Kristin Jorenby, M.P.P., Metropolitan State University

Julie Bauch, B.S., CI/CT, Metropolitan State University

Ezra Kesler, B.M., CI/CT, Metropolitan State University

Explore opportunities and strategies to support students with disabilities using a multi-focal lens that incorporates viewpoints related to post-traditional age, highly diverse, urban students at a four-year university. We will look at ways to connect with internal and external resources, create balance between compliance and advocacy, and find similarities with traditional age students.

7.11

The Efficacy of College Level Math and Reading Interventions for Students with Learning Disabilities

Catherine Dugan, D.Ed., Indiana University of Pennsylvania

Ray Biesel, Ph.D., Indiana University of Pennsylvania

Yuliya Melnikova, Ph.D., Indiana University of Pennsylvania

The effectiveness of remedial math and reading courses for students with disabilities at a mid-sized state university will be reviewed. Effectiveness of the computerized math program with students with disabilities, especially students with learning disabilities, will be examined, as will the remedial reading course, offered in the traditional lecture and discussion method. Results and recommendations for future directions will be discussed. Research & Data

7.12

Meet Me Where I Am: Developing Cross Collaborative Strategies For Retention, Persistence, And Completion

Aimee Stubbs, Ed.S., St. Petersburg College

Misty Kemp, Ph.D., St Petersburg College

In this session, we will demonstrate how multiple departments within Retention and Academic Services collaborated on accessibility standards and initiatives through a refined multi-service integration and enhanced teaching and learning opportunities by identifying accessible learning resources for the digital and face-to-face environment and integrated technology within multi-level service training.

7.13

Animals: Campus or a Zoo?

Tina Vires, M.Ed., Winthrop University

Choosing to make accommodations for animals on campus should be a non-issue. Learn how to create policy and make decisions about assistive/emotional support animals that will keep your campus compliant with latest regulations and rulings.

Featured Presentations B (Choose One)

2 - 3:30 pm

B.1

OCR Year in Review

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

B.2

Being There

Jamie Axelrod, M.S., Northern Arizona University

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

When the barrier a student experiences is related to actually getting to class or completing assignments in accordance with the syllabus, what approaches are available to us? While it seems reasonable to assume that attendance is an important part of learning, important is not the same as essential. And that raises questions that need to be explored as you consider individual requests. We will discuss student circumstances that may require modification of attendance or due dates, the importance of understanding the individual design of a course, and how those elements interact to inform the level of modification that may be appropriate. Flexibility with exam and assignment dates, online work, synchronous and asynchronous activities, and group work will be discussed.

B.3

Working with Students on the Autism Spectrum: How? When? Where?

Lisa King, M.Ed., St. Catherine University

Jane Thierfeld-Brown, Ed.D., Yale University

Programs for students with autism have grown drastically. However, most institutions do not have these specialized programs but have growing numbers of students with autism in their campus communities. How can we provide good services with or without a specialized program? What are best practices? How can we foster appreciation for neurodiversity on our campuses? ? These and many other questions will be addressed by two national-experts who have specialized in serving this population of students for close to 20 years.

B.4

Socially-Just Disability Awareness Programming 201: Beyond Simulations

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

Gordon Dionne, M.A., Concordia University

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

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

CURRENTS

Disability simulation events often result in problematic learning outcomes expressed by such reactions as “I’m so glad I’m not disabled!” With this foundation, the presenters will share alternatives for creating socially-just disability awareness programs. Participants

will learn about programming goals and resources, explore the role of DS offices in campus event planning, and brainstorm program ideas for their own campuses.

Concurrent Block 8

4 - 5:30 pm

8.1

Math Accessibility: A tour of tools and techniques

Kaela Parks, M.Ed., Portland Community College

This session is geared for those familiar with the basics of alternate formats, assistive technology, and web accessibility, but are curious about options surrounding math accessibility including online math. This session will focus on collaboration to ensure workflows output properly structured math and end-users have flexibility in terms of interacting with that accessible math to learn and demonstrate mastery.

8.2

Using Program Evaluation to Assess Your Strategic Plan

Karen Pettus, Ph.D., University of South Carolina

Tom Thompson, M.A., California State University, Fullerton

College students and parents continually ask whether a college education worth the investment? Disability service offices must demonstrate their impact on student success during college and after graduation. How do DS providers evaluate their operations and service results in relationship to their strategic plan? This session focuses on how to use program evaluation strategies to improve DS effectiveness.

8.3

Are Disability Services a Turn-Off to Students? Time for Disability Services to Reinvent Itself

Manju Banerjee, Ph.D., Landmark College

Loring C. Brinkerhoff, Ph.D., Educational Testing Service

Disability Services (DS) are evolving. Some offices have reinvented themselves with new names, more central locations, and greater web visibility. Yet data suggest that many students with disabilities are still unwilling to tap into DS services. This session highlights several of the fundamental inadequacies of traditional DS models and challenges participants to rethink DS services for the future. DS Office Leadership

8.4

Research that Examines How Colleges Implement Federal Policies that Directly Impact Students with Disabilities

Jay Feldman, Ph.D., RTI International

Deborah Tull, Ph.D., VentionWorks, LLC

Remmert Dekker, B.A., RTI International

Nitya Venkateswaran, Ph.D., RTI International

Salia Shaley, B.A., RTI International

In this session, RTI International will present results from two national studies funded by the National Council on Disability. Study one examines mental health services and

policies in higher education to identify policies and practices that enhance the ability of students with mental health disabilities to access services and graduate. Study two examines how students with disabilities are served in regards to sexual assault prevention and support and needed policy and system reforms. These studies will inform national policy; there will be opportunity to provide feedback and insight into this research. Research & Data

8.5

Unpacking the Impact of How Disability Is Viewed by DS Professionals

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

Participants will engage in a lively discussion about their perceptions pertaining to disability and how these perceptions can impact their interactions with students and the provision of accommodations. This roundtable session will explore how DS providers view disability and how they can help their campus move beyond the medical model to a social model on their campuses through discussions with instructors, administrators, and staff.

8.6

Let's Talk: Universal Access to Language Learning On the University and College Campus

Elizabeth C. Hamilton, Ph.D., Oberlin College

Erika Shadburn, M.Ed., Austin Community College

Justin Harford, B.A., Mobility International USA

World languages expand our intellectual horizons as well as our job opportunities, but too many barriers still exist for students with disabilities. Language education and disability professionals will lead participants in an interactive discussion on expanding language instruction for students with all learning styles.

Research & Data

8.7

Unlikely Interns: Partnerships to Access and Success

Deborah McCarthy, M.S., University of South Florida

Ashley Maxwell, M.A., University of South Florida, Tampa

Students with Disabilities Services at the University of South Florida took steps to create campus partnerships with some unlikely academic departments. Interns from anthropology, criminology, rehabilitation, student affairs, counseling education and public health (to name a few) add to the diversity of our team and the impact of our work. Come share ideas, strategies, and solutions for integrating interns into SDS work effectively.

8.8

Mickey's Text Services - How to Make Your Magic Kingdom Accessible to Students With Hearing Loss

Phil Hyssong, M.A., Alternative Communication Services

Gordon Dionne, M.A., Concordia University

T.J. DiGrazia, M.B.A., PostCAP, LLC

CART, captioning and text interpreting are becoming a universal design concept and will be the largest budget item in virtually all disability support budgets. Understanding the institution's decision process, technological advances, and how text can make future, current, and historical media accessible is key. Attend, enjoy, and learn.

8.9

Disability Ambassadors: Promoting a Campus-Wide Culture Of Access

Emily Quinn, M.Ed., University of Tennessee at
Chatanooga

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

Matt Brown, M.A., University of Tennessee at
Chatanooga

By offering advocacy training for university professionals to have an understanding of disability-related issues and resources available on campus, universities can increase the number of advocates across campus for individuals with disabilities. An overview of the University of Tennessee at Chattanooga's Disability Ambassador training program's components, its collaborative partners, and the impact it has had on campus culture will be presented.

8.10

Investing in Equity: Facilitating Cultural and Systemic Change Through an Enriched Student Employment Experience

Jewels Harris, M.A., Portland State University

Michele Bromley, M.A., Portland State University

This presentation will outline effective training and supervision for student workers that builds on the social model. Participants will learn to invest in equity by: 1) developing a skilled student workforce that reinforces our mission; 2) teaching student workers to recognize access barriers, interrupt ableism, and serve others; and 3) cultivating student workers as agents of cultural and systemic change.

8.11

Does Your Accommodation Letter Remove Barriers or Create Obstacles?

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

Margaret Camp, M.Ed., Clemson University

Creating course access requires consideration of the student (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 communication through the accommodation letter may not acknowledge all of these variables, which may subsequently create barriers. In this session, we will explore considerations for framing accommodation letter communication.

8.12

Intake vs. Interview: Applying the Appreciative

Advising Model In the Accommodation Process

Grace Moskola, M.A., Rollins College

The Appreciative Advising Model, developed by Dr. Jenny Bloom, uses positive inquiry to reframe the way critical conversations are had and empowers students to design their own path to success. This session will focus on the fundamentals of the Appreciative Advising Model and how it can be applied to initial student meetings in Disability Services offices and beyond.

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.

Measuring Self-Advocacy Skills Among Student Veterans with Disabilities: Implications for Postsecondary Success

1. Is Emergency Preparedness Different for People with Disabilities?
2. Going Beyond Inclusion by Leveraging Diversity to Enhance Learning
3. A DSS Office's Journey Down the Documentation Review Highway
4. Disability Documentation for College Students with ADHD: Current Shortcomings and Recommendations for Improvement
5. Vital Junctures: Exploring the Intersection of Students' Disability Status, Race, and Gender
6. Using Technology to Combat Limited Staff and Resources
7. Campus Collaborations for Student Success and Equality
8. The Board Room: Administrator Training and Workshops Made Easy
9. Access to Higher Education: It Takes a Campus
10. Together, We are Stronger: The Innovative Development of a Peer Mentor Training
11. The DO-IT Knowledge Base: Share Your Expertise or Find an Answer
12. Working with Campus Partners to Implement Audio Description
13. Doing More With Less: Using Technology and Innovative Strategies as Efficient Solutions to Modern Problems
14. Disability Support Services Professionals: A Role and Function Study
15. Correlates and Consequences of Alcohol and Other Drug Use by College Students with Disabilities
16. Children's Rights to Education
17. Equity of Access to Higher Education for Deaf Students with Multiple Disabilities
18. Retaining Deaf and Hard of Hearing Students of Color in Higher Education
19. Developing an Inclusive Learning Environment for Students with Visual Impairment in Higher Education
20. An Examination of Student Mental Health Services and Supports in Institutions of Higher Education
21. Beyond Physical Accessibility: Creating a Proactive Campus Climate Through Multimedia

22. A New Definition of Dance: Cross-campus partnerships for Large Scale Awareness
23. Promising Practices to Support Survivors of Sexual Assault
24. Graph Accessibility and Comprehension in the Blind: Using the Past and Present to Promote Equity and Excellence
25. Mindfulness and Health and Accessibility Resources: a Unique Campus Collaboration
26. Can a CAT in a CAR Drive Your Alternate Format Production?
27. Are you Missing Ways to Increase Disability Awareness and Effective Collaboration on Your Campus?
28. Re-Thinking the Disability Paradigm: A Conversation with Faculty
29. Virtual Tutoring for College Students with Learning Disabilities: The Time is Now!
30. SEED, An Excellently Inclusive Higher Education Program, Promoting Equity
31. Managing Interpreting Services: Policies, Procedures and Effective Communication
32. The Future of Accessible Math, Create it Easily with EquatIO

Local Information

Transportation

Lynx Public Transportation

golynx.com

407-841-LYNX

Orlando Wheelchair Transportation

orlandowheelchairtransportation.com

407-438-8010

I-Ride Trolley (local area)

iridetrolley.com

407-248-9590

24/7 Taxi Cab Service

24seven-taxi.com

321-247-8294

Hospitals: Medical & Psychiatric

Orlando Regional Medical Center

orlandohealth.com/facilities/orlando-regional-medical-center

1414 Kuhl Avenue

Orlando, FL 32806

Phone: 321-841-5111

South Seminole Hospital Behavioral Health Therapy
orlandohealth.com/facilities/south-seminole-hospital
555 W. State Road 434
Longwood FL 32750
Phone: 407-767-1200

Interpreter Agencies

ASL Services, Inc.
ASLServices.com
3700 Commerce Blvd. Suite 108
Kissimmee, FL 34741
Phone: 407-518-7900
Toll Free: 1-888-SIGN-ASL

Interpretek
interpretek.com
Longwood, FL 32752-1489
407-260-0114 (V/TTY)
866-323-9100 (Toll Free)

Animal Care

Kirkman Road Veterinary Clinic
38 S. Kirkman Rd.
Orlando FL, 32811
mykrvc.com
407-434-1840

Veterinary Emergency Clinic
2080 Principal Row
Orlando, Florida 32137
veconline.com
407-644-4449

Pharmacies

Walgreens (open 24 hours)
9858 International Dr.
Orlando, FL 32819
407-385-1697

CVS (open 24 hours)
9188 International Dr.
Orlando, FL 32819
407-345-8038

Relay Center

Florida Telecommunications Relay
ftri.org
1820 East Park Avenue, Ste. 101
Tallahassee, FL 32301
1-800-222-3448

Urgent Care

The Medical Concierge Urgent Care
themedicalconcierge.com
6000 Turkey Lake Road
Suite 209
Orlando, FL 32819
Phone: 407-648-5252 ext. 220

Paramount Urgent Care Paramount Urgent Care Walk In Clinic
paramounturgentcare.com
8972 Turkey Lake Road South
Suite A-400
Orlando, FL 32819
Phone: 407-226-1906

Wheelchair Repair/Rental Medical Equipment

Scoot Around
scootaround.com/orlando
888-441-7575

Florida Mobility Rentals
floridamobilityrentals.com
8600 Commodity Cir. #163, Orlando FL. 32819
321-558-7039

Florida Mobility & Medical Products
8451 S John Young Parkway
Orlando, FL 32819
407-363-3535

Attractions

International Drive

internationaldriveorlando.com

Surrounding hotel; restaurants, shops, bars, etc.

Disney Springs

disneysprings.com

A collection of shops, clubs, bars, restaurants, and entertainment venues.

Disney World Access Services:

disneyworld.disney.go.com/guest-services/guests-with-disabilities

Universal Studios Access Services:

<https://touringplans.com/universal-orlando/special-needs>

Seaworld Access Services:

seaworldparks.com/en/seaworld-orlando/park-info/accessibility-guide

More information will be available at the Local Information desk at Registration.

Silent Auction Information

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

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

Popular items from previous auctions:

Baskets with regional edibles (non-perishable only)

Arts and crafts representing regional areas

Books relevant to disability issues

Get away trips

Gift cards to national stores/restaurants

College/University apparel

How you can contribute:

Attending the Conference? Bring the item(s) with you to the Conference. Please fax (407-582-8908) or email (dlarew@valenciacollege.edu) the Silent Auction Donation Form to Deb Larew by July 5, 2017. Drop your item(s) off at the Registration table when you pick up your Conference materials.

Unable to Attend but Want to Donate? Please fax (407-582-8908) or email (dlarew@valenciacollege.edu) the Silent Auction Donation Form to Deb Larew by June 23, 2017 with a cover note indicating that you will need to ship your donation to the conference. AHEAD will provide you with the shipping address by June 23, 2017 so you can conveniently send your donated item.

For questions or additional information, please contact Deb Larew via phone (407-582-2236) or email (dlarew@valenciacollege.edu)
Thank you in advance for your support!

Silent Auction Donation Form

Please complete the following for each item you are donating:

Name:
Company/Institution:
Telephone:
E-mail Address:
Address:
City:
State/Province:
Zip Code:
Country:

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

Item Description:

Item Value: US\$

Please indicate your intention for delivery of the donated item.

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

If selecting this option, Please fax (407-582-8908) or email dlarew@valenciacollege.edu) the Silent Auction Donation Form to Deb Larew by July 5, 2017.

I will not be attending the Conference. Please provide me with shipping instructions by June 23, 2017.

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