

Single Sessions 2:00 – 4:00 p.m.

	Wednesday	Thursday	Friday
<i>Organizations and resources to know about...</i>	<p>Practical Guide to Career Development and Employment Transition for College Students with Disabilities</p> <p style="text-align: center;"><i>Helm & Muir</i></p>	<p>Getting to Know Your Way Around High Stakes Test Accommodations</p> <p style="text-align: center;"><i>Brinckerhoff & McGuire</i></p>	<p>An Introduction to the U.S. Department of Education, Office for Civil Rights (OCR)</p> <p style="text-align: center;"><i>Frangos</i></p>
<i>Practical tips for program development...</i>	<p>Grant Writing: How to Identify and Develop Successful Proposals to Support Your Program and Students</p> <p style="text-align: center;"><i>Shaw</i></p>	<p>Develop a Screening and Referral Process for Students with Suspected LD and ADHD</p> <p style="text-align: center;"><i>Lewis & Jain</i></p>	<p>Infusing Academic Peer Mentor Programs with UDI: Research-Based Practices in STEM Disciplines</p> <p style="text-align: center;"><i>Parker & Duden Street</i></p>
<i>Working with students with psychiatric disabilities...</i>	<p>Effective Risk Management Assessment and Decision-Making for Disability Services Providers on College and University Campuses</p> <p style="text-align: center;"><i>Lundquist & Shackelford</i></p>	<p>QPR: Question. Persuade. Refer. Suicide Prevention Gatekeeper Training</p> <p style="text-align: center;"><i>Korbel</i></p>	
<i>Teaching strategies and skills...</i>	<p>Professional Development AND Technology: How We Can Work Together to Improve Teaching Students with Disabilities</p> <p style="text-align: center;"><i>Walker</i></p>	<p>Learning How to Learn: A Transition Program Based on Peer Support Approach</p> <p style="text-align: center;"><i>Shih, Wright, & Pickel</i></p>	<p>Executive Function, AD/HD and How Coaching Can Improve First Year Transition and Persistence to Graduation</p> <p style="text-align: center;"><i>Fabrey & Mitchell</i></p>

Session descriptions follow → → → → →

Wednesday

Practical Guide to Career Development and Employment Transition for College Students with Disabilities (all levels) ~ *Sarah Helm, M.A. & Alan Muir, B.S., University of Tennessee, Knoxville.* College graduates with disabilities experience an unemployment rate of approximately 45%. The presenters will highlight how the Career Opportunities for Students with Disabilities (COSD) office addresses this concern through working with professionals in Disability Services and Career Services. The presenters will highlight practical tips and tools to effectively prepare students through collaboration and resources via lecture and interactive discussion.

Grant Writing: How to Identify and Develop Successful Proposals to Support Your Program and Students (all levels) ~ *Stan Shaw, E.D., University of Connecticut.* In these challenging economic times, it is imperative to access external grant funds to support program initiatives. This session will help you identify grant opportunities, organize a grant writing team, select a fundable idea, conceptualize your proposal, plan a grant budget, and write a competitive grant.

Effective Risk Management Assessment and Decision-Making for Disability Services Providers on College and University Campuses (advanced) ~ *Anne Lundquist, MFA, Wells College, NY & Allan L. Shackelford, J.D., Quadrangle Associates, LLC, NY.* The Virginia Tech tragedy clearly demonstrates that institutions must adopt comprehensive, collaborative risk management strategies and protocols. Participants will learn about the full range of risk management issues facing disability services providers on college and university campuses and how to develop preventative and proactive threat assessment and risk management policies, procedures, and protocols, with a focus on students with disclosed or undisclosed psychological disabilities. Disability services providers are often the first to recognize that a student may pose a risk of harm to her/himself or others on campus, and to ensure that disability services are provided with both the best interests of the student with disabilities and the broader community in mind, it is important that disability services providers have a clear understanding of relevant legal liability and risk management issues. The pedagogy for this presentation will be interactive, so that there will be a learning exchange in process during the presentation.

Professional Development AND Technology: How We Can Work Together to Improve Teaching Students with Disabilities (all levels) ~ *Zachary M. Walker, M.Ed., M.B.A., University of Central Florida.* In this interactive workshop, the presenter will cover the conceptualization, design, and implementation of a program to work with faculty and staff on your own campus. It will focus on the process for developing training geared toward improving faculty and staff attitudes and perceptions about, as well as pedagogy for, students with disabilities.

Thursday

Getting to Know Your Way Around High Stakes Test Accommodations (intermediate) ~ *Loring Brinckerhoff, Ph.D., Educational Testing Service & Joan M. McGuire, Ph.D., University of Connecticut.* The presenters will discuss LD and ADHD documentation criteria used by high stakes testing agencies such as ETS, The College Board, and ACT. Participants will learn ways that students should “package” accommodation requests; what to do if the documentation is deemed insufficient; and how to secure accommodations on GRE and PRAXIS examinations. A variety of handouts will be available from ETS for attendees.

Develop a Screening and Referral Process for Students with Suspected LD and ADHD (intermediate) ~ *Colleen Lewis, MSRC. & Neera Jain, MSRC, Columbia University, NY.* Many disability service offices find themselves as the place students are sent when other campus resources are unsure how to address their academic difficulties. In this interactive session, the presenters will share their experience conceptualizing, developing, and utilizing a comprehensive tool to screen such students for possible learning disabilities, AD/HD, and other psychosocial factors impeding academic success. The presenters will highlight case studies and provide direction for developing a tool that works for your institution.

QPR: Question. Persuade. Refer. Suicide Prevention Gatekeeper Training (all levels) ~ *Donna M. Korbel, M.Ed., University of Connecticut.* Suicide is the second leading cause of death for college students. QPR is a nationally recognized suicide prevention program that provides basic information on how to prevent suicide. This interactive session will teach participants how to identify the warning signs of a suicidal crisis, how to ask about suicide, and how to refer a person for professional help. **Note --> Enrollment is limited to 30. You must sign up onsite prior to the session, you must be on time, and you must attend the entire session.**

Learning How to Learn: A Transition Program Based on Peer Support Approach (beginner) ~ *Mei-Ju Shih, M.Ed., Tyler Wright, & Laurel Pickel, McMaster University, Ontario.* The presenters will share the development of a transition program from the following perspectives: administration resources, program design, program delivery, and future goals for program development. Participants will have opportunities to discuss and share the disability-related issues from a sociological perspective. Furthermore, the presenters will discuss their program design as a holistic approach focusing on the development of students’ self-awareness, acceptance and determination by using explicit cognitive strategies and meditative approach. Last, the presenters will share their experiences on the current development of an online learning strategy development program created by students and case study on a peer support approach.

Friday

An Introduction to the U.S. Department of Education, Office for Civil Rights (OCR) (all levels) ~ *Emily Frangos, J.D., U.S. Department of Education, Office for Civil Rights, NY.* Attendees will be provided with information regarding the regulations enforced by OCR that prohibit discrimination in educational institutions that receive financial assistance from the U.S. Department of Education. Attendees will also learn about the procedures OCR employs to investigate and resolve complaints alleging discrimination, as well as services available to educational institutions from OCR.

Infusing Academic Peer Mentor Programs with UDI: Research-Based Practices in STEM Disciplines (all levels) ~ *David R. Parker, Ph.D., Wayne State University and Children's Resource Group, Inc., IN & Christine Duden Street, J.D., Washington University in St. Louis.* Can undergraduates be taught to use the Principles of Universal Design for Instruction (UDI) to make peer-based academic services more inclusive for diverse learners, including students with disabilities? The Mastery Peer Led Team Learning (MPLTL) Project successfully addressed this goal using a study group format for large chemistry and calculus lecture courses. The presenters will share MPLTL training activities, instructional products, the project website, and data-based outcomes, all of which were supported by a two-year grant from the National Science Foundation.

Executive Function, AD/HD, and How Coaching Can Improve First Year Transition and Persistence to Graduation (beginner/intermediate) ~ *Christina Fabrey, M.Ed. & Ben Mitchell, Green Mountain College, VT.* Do you work with students who have trouble getting started on tasks or are disorganized or forgetful? In this session, the presenters will discuss executive skills, how the AD/HD brain works, and how disability support providers can incorporate coaching techniques into their everyday work with students with AD/HD. Participants will leave the workshop with practical coaching activities to use with AD/HD students that will increase their focus and organization, time and task management, self-advocacy and daily living skills.