

# Wednesday Single Sessions

1:30 – 3:00 p.m.

**Postsecondary Transition: Past, Present and Future** (beginner) ~ *Bryanna Anderson, C.A.G.S., M.A., University of Connecticut & Jacqueline Santiago, M.S., University of Connecticut, Storrs.* Here is what we know: 1) Students with disabilities are quickly approaching 17% of students enrolled in higher education (Korbel, McGuire, Banerjee, & Saunders, in press); 2) Self-determination improves post-school outcomes (Ankeny & Lehman, 2010); and 3) We need stronger transition programs between high school and postsecondary institutions (Eckes, 2005). In order to meet the growing needs of students with disabilities, college disability personnel must develop programs and services which enhance the transition experience for students, parents/families and high school professionals. Come and take an inside look at the University of Connecticut's response to the transition needs of students with disabilities and learn through interactive discussions how to assist your campus.

**What I Know Now that I Wish I'd Known Then!** (beginner) ~ *Joan M. McGuire, Ph.D. & Donna Korbel, M.Ed., University of Connecticut; Cheri E. White, M.A., Linfield College, OR; Laura Collins, M.A., Brock University, Ontario.* This panel discussion will focus on the reflections of "not so new" disability services professionals about their experiences in the field and learning what is NOT taught in academic coursework. Discussion topics include balancing demands of the job with the "job description," garnering administrative support, office and campus politics, and dealing with challenging "customers."

**Grievance and Code of Conduct Procedures for Prompt, Equitable Resolution with Due Process** (intermediate) ~ *Melissa Frost, J.D., Division of Risk Management, State of Utah.* In this session, recent case studies will illuminate best practice for developing and implementing grievance procedures and addressing code of conduct issues including bullying. Methods to comply with AD-AA and Rehabilitation Act when addressing admission, threat assessment, involuntary withdrawal, readmission, and behavior agreements will also be discussed.

**A Grass Roots Approach to Infusing Universal Design for Learning (UDL) in Higher Education Systems** (beginner) ~ *Bobbie J. Atkins, Ph.D. & Mari Guillermo, E.D., San Diego State University, CA.* In this session participants will: a) increase their understanding of UDL applications in postsecondary institutions; b) learn how a mentoring approach is fostering collaboration and transfer of knowledge within the higher education community; and c) explore an evaluation model focused on faculty/administrator/staff development. This presentation will share a capacity building model for higher education with UDL as an anchor and technology as a viable tool for transfer/sharing of knowledge and innovations. The presentation will also explore a mentoring approach where faculty/administrators/staff serve as resources to promote greater understanding and exposure to effective UDL strategies. The presenters will introduce the Accountability Bridge Program Evaluation Model used to shape the provision of training and technical assistance to faculty/administrators/staff on UDL and related areas. The achievements of faculty/administrator/staff who are creatively applying UDL over a broad spectrum will be highlighted, including courses taught in traditional, distance learning and hybrid/blended formats; small and large student enrollment courses; and varied disciplines. These UDL applications are applicable in a variety of settings including two- and four-year higher education settings.

**The Nuts and Bolts of High Quality Note-Taking Services** (beginner/intermediate) ~ *Roseann Dennerlein, M.A., MDiv, Northwestern Connecticut Community College, CT.* Are you seeking an organized system to coordinate note-taking services? Do your current note-taking services need improvement? A step by step process for coordinating note-taking requests, recruiting note-takers and supervising note-takers will be presented. Participants will be provided sample forms and flyers electronically to adapt to their campus (including forms to help provide legal protection).

## Wednesday Single Sessions

3:15 – 4:30 p.m.

**Creating an Online Case Management System: Hints, Tips and Need to Knows!** (all levels) ~ Jennifer H. Lucia, M.S., Elisabeth Werling, M.A., & Valerie Puffet-Michel, B.S., University of Connecticut, Storrs. With the recent amendments and regulations to the new ADA, colleges and universities may experience an increase in the number of students disclosing a disability and requesting accommodations. Effective and efficient case management is a critical tool for all disability service professionals in order to ensure that appropriate accommodations and services are provided to qualified students. In collaboration with Student Affairs Information Technology, the Center for Students with Disabilities at the University of Connecticut established a unique partnership to create, develop, and implement an electronic case management system. Participants will be provided with information and live demonstrations of the Center's On-line Student Case Administration and Research System, affectionately known as OSCARS. Participants will learn about the planning and development process, system specifications and various database components. In addition, participants will see a live demo of the newest feature in OSCARS launched this fall – an electronic notetaking module that has streamlined the notetaking process from a paper system with redundant data entry to a fully electronic process. Lastly, opportunities for discussion for how similar systems can be developed on other campuses will be explored. **Note: This session is two parts and will continue on Thursday, 3:15-4:30.**

**The Essential Six: How to Pave the Path to Self-Advocacy for College Students with Learning Disabilities** (beginner) ~ Michaelene P. Cronin, J.D., Landmark College, VT & Lorri LaMagdelaine, M.Ed., Westfield State University, MA. In this interactive workshop, participants will have the opportunity to discuss and review ways to best support student empowerment and self-advocacy. As disability services providers, we know parents are concerned about their students navigating life after college. We also know that a student's learning process as an emerging adult is complex. Navigating the educational environment in an interdependent way is one way to prepare a student to navigate his/her life. Students can be empowered by their learning differences and author their own successes both academically and personally by interacting with and reflecting upon *The Essential Six* themes. *The Essential Six* themes are central areas for parents and disability services providers to continually revisit with their college students. *The Essential Six* themes include: 1) What is a learning disability?; 2) LD identity development and acceptance of oneself as someone with a LD; 3) Metacognition or thinking about how one thinks and learns; 4) The laws impacting disabilities; 5) Communication and collaboration; and 6) Learning strategies. This session provides a unique opportunity to focus on interactions with parents of college students with LD.

**The University System of Georgia Model for Assessing and Accommodating Cognitive Disorders in College Students** (intermediate/advanced) ~ Anne Remondi Imhoff, Ph.D. & Lynn Mahovsky, Ph.D., Georgia State University. Participants will learn about the laws directing eligibility for accommodations at the postsecondary level and the role of the Regents Centers for Learning Disorders (RCLDs) in providing comprehensive psychological assessments, and reviewing assessments conducted by practitioners in the community. Participants will understand the model used to identify functional impairments, and determine appropriate accommodations for students with disabilities. Recommendations and accommodations for specific profiles such as learning disabilities and ADHD will be presented as examples. Course and testing accommodations will be described as they apply to sample profiles.

**Using Technology to Implement Universal Design for Learning** (beginner) ~ James Stachowiak, MSE & Thomas Shaff, M.A., University of Iowa. In this session, participants will gain an understanding of how free and inexpensive technology tools can be used to help implement UDL in the postsecondary classroom. After the session, participants will be able to demonstrate how to use the SmartPen to provide class notes to all students in multiple formats. They will also be able to identify two free text reader and MP3 creation tools and how these tools can benefit various different types of students in the class. The focus of the use of technology to implement UDL in general is a unique focus of our presentation. Most often, the use of technology is a student driven process, but allowing instructors to drive the process often makes this more effective and this is something that will be discussed in our session.

## Wednesday Single Sessions (continued)

3:15 – 4:30 p.m.

**Outside the Classroom: Advancing Students with Disabilities in Graduate Programs, Social Work and Health Professions** (intermediate) ~ *Loring Brinckerhoff, Ph.D., Educational Testing Service, NJ; Neera Jain, M.S. & Colleen Lewis, M.S., Columbia University, NY.* In graduate, health professions, and social work programs, students are faced with a new set of educational challenges because of the work required outside the classroom. **This session is designed for seasoned professionals who routinely work with students in graduate, social work, or health professions programs.** The focus of this session is on ways to support these students outside of the classroom in labs, internships, and clinical work. Since the passage of the Americans with Disabilities Act (ADA) and the recent amendments to the ADA, an increasing number of students with disabilities are now entering graduate and professional schools. Disability services providers are now grappling with the complexities of serving these advanced students with documented disabilities as they seek to preserve institutional technical standards and ensure access. This seminar will explore nationally regarded best practices for working with this population of students and review the model used at the presenters' Universities. This practical session will include several case studies to promote participant engagement through a variety of guided questions that will be facilitated by the presenters around issues related to accommodation decisions.

# Thursday Single Sessions

1:30 – 3:00 p.m.

**Credibility, Communication, Collaboration: Working Successfully with Faculty** (beginner) ~ *Kathleen Boone, Ph.D., Daemen College, NY*. Geared toward beginners in disability services but suitable for all levels, this interactive session offers best practices for working with faculty. Participants will learn how to anticipate and avoid common points of conflict, establish mutually supportive lines of communication, and employ specific strategies to enhance collaboration. The goal of the session is to enable disability service providers to maintain effective working relationships grounded in clear and collegial understanding of our respective roles in facilitating student achievement.

**Self-Advocacy and Disclosure: An Interactive Model for Developing Skills in Students with Disabilities** (beginner) ~ *Lisa Toft, M.Ed., C.A.G.S. & Courtney Joly-Lowdermilk, MS.Ed., Northeastern University, MA*. College students – especially college students with disabilities – are well-served to have strong communication skills, specifically when disclosing their disability. This interactive, multi-modal session is designed to offer a best-practice workshop focused on building self-advocacy and disclosure skills. Attendees will experience the workshop as students, then debrief as professionals.

**Meeting the Postsecondary Educational Needs of Students with Acquired Brain Injuries** (beginner/intermediate) ~ *Barbara A. Rhein, Ph.D., Cognitive Therapist/Educational Consultant, CT*. This session is designed to help attendees better understand students with acquired brain injuries and the difficulties they often both encounter and present in postsecondary educational settings. Specific approaches for addressing these students' academic and/or socio-behavioral problems will be provided.

**Achieving College Success Now: Transition and Universal Instructional Design** (all levels) ~ *Laraine Demshock, M.Ed. & Leigh Cundari, Northampton Community College, PA*. In this session, participants will learn about the ACES project, a U.S. Department of Education grant initiative that focused on the recruitment and training of community college faculty to develop an understanding of the transition issues of students with disabilities as they matriculated to post secondary education and the concepts of Universal Instructional Design (UID) and then infuse five or more UID strategies into selected courses. Presenters will discuss the recruitment and training workshops that faculty participated in and the use of a monthly Faculty Learning Circle to implement UID strategies. The impact of student performance and self perception will be discussed as well as the resulting ACES website.

## Thursday Single Sessions

3:15 – 4:30 p.m.

**Meeting the Needs of Returning Military Veterans: The At Ease Project** (intermediate) ~ *Kris Kozuch, Springfield Technical Community College, MA.* With the recent implementation of the Post 9/11 GI Bill, military veterans are entering college campuses at a greater rate than ever before. The At Ease Project is a National Science Foundation funded grant (RDE Award Number 0928356) at Springfield Technical Community College. The overarching goal of The At Ease Project is to create and test a replicable model of a Science, Technology Engineering and Mathematics (STEM) college success program for returning combat veterans with disabilities. The At Ease Project creates a model that utilizes “wrap-around” interventions, surrounding veteran students with a welcoming environment; supportive faculty; intensive pre-enrollment preparation; ongoing academic support through tutoring, mentoring, and advising; and networking opportunities with other veterans. Staff from the project will share their experiences working with military veterans, identify challenges and obstacles faced by veterans attempting to start postsecondary education, detail their projects’ approach and highlight training provided for faculty and staff of the institution to meet the needs of returning veterans and developing a veteran friendly campus.

**Career Development and Employment Transition for College Students with Disabilities** (beginner/intermediate) ~ *Alan Muir, B.S. & Sarah Helm, M.A., The University of Tennessee, Knoxville.* College graduates with disabilities experience a significantly higher unemployment rate than their peers without disabilities. The presenters will address this concern and highlight the importance of the collaboration between Disability Services and Career Services. Information regarding disability disclosure, workplace accommodation and experiential education will be provided. Lecture and interactive discussion.

**Creating an Online Case Management System: Hints, Tips and Need to Knows!** (all levels) ~ *Jennifer H. Lucia, M.S., Elisabeth Werling, M.A., & Valerie Puffet-Michel, B.S., University of Connecticut, Storrs.* With the recent amendments and regulations to the new ADA, colleges and universities may experience an increase in the number of students disclosing a disability and requesting accommodations. Effective and efficient case management is a critical tool for all disability service professionals in order to ensure that appropriate accommodations and services are provided to qualified students. In collaboration with Student Affairs Information Technology, the Center for Students with Disabilities at the University of Connecticut established a unique partnership to create, develop, and implement an electronic case management system. Participants will be provided with information and live demonstrations of the Center's On-line Student Case Administration and Research System, affectionately known as OSCARS. Participants will learn about the planning and development process, system specifications and various database components. In addition, participants will see a live demo of the newest feature in OSCARS launched this fall – an electronic notetaking module that has streamlined the notetaking process from a paper system with redundant data entry to a fully electronic process. Lastly, opportunities for discussion for how similar systems can be developed on other campuses will be explored. **Note: This is a two-part session continued from Wednesday, 3:15-4:30.**

**Code of Conduct Violations: Should Students be Afforded Accommodations When Disability Is the Cause?** (beginner) ~ *Megan Turske, M.A., University of Pittsburgh, PA.* The presenter will provide participants with a discussion of the legal landscape of disability education by briefly reviewing the current laws that govern both primary/secondary environments and college campuses, and examining federal case history and OCR advisory rulings. It will also give participants an opportunity to brainstorm new ways of approaching behavioral infractions on college campuses that benefit both students with and without disabilities.

## Friday Single Sessions

1:30 – 3:00 p.m.

**Strengthen Disability Service Programs via Self-Audit** (beginner/intermediate) ~ *Tina Ellen Vires, B.S., Limestone College, SC & William E. Hitchings, Ph.D., St. Ambrose University, IA.* This session will be divided into three parts. Part one involves a summary of the process utilized by Limestone College as well as outcomes. In part two, participants will be divided into smaller groups, given a list of elements examined in a program evaluation, and asked to share how these elements are evaluated within their own institutions. In the third part, participants will have the opportunity to share processes, materials, and recommendations for program evaluation with beginning disability service professionals. As a result, participants will take away ideas for carrying out a program audit at their respective institutions.

**Unique Methods for Meeting the Needs of College Students with Disabilities** (intermediate) ~ *Ashley Watts, M.S. & Sarah Ott, M.S., West Virginia University, WV.* The Higher Education Access Project at West Virginia University has implemented several successful methods to reach its students. Unique methods include training on Universal Design for Learning (UDL), training on closed captioning equipment, offering an assistive technology loan library for students, creating a discussion forum, and offering technical assistance on web accessibility.

**Student Voices: Perceptions of Students with Disabilities About College Success Characteristics and Career Readiness** (all levels) ~ *Karen L. Wold, M.S.Ed. & Susann Heft Sears, M.Ed., University of Illinois, Champaign.* In this session, participants will learn the results of students' perspectives on where they would rank themselves on measures of success characteristics and career readiness by means of survey data. The presenters will also describe the process of how they surveyed their students to get this information and the practical strategies to encourage their development in students that were drawn from the survey data. There is limited research in these areas and, what research there is, has little to say to disability service providers seeking practical strategies that they can implement with their students to assist them in being more successful in college and more ready for their future careers. Our presentation seeks to equip service providers with a balance between a review of research literature and practical outcomes from that research that can be readily employed in the day to day work environment.