Join us in
SACRAMENTO
sunny california

2014

July 14-19

AHEAD — Association on Higher Education And Disability ®

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

Full Conference & Registration Information

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🍃 Welcome from AHEAD & pepnet2 🍃

The fantastic capital city of California, Sacramento, will be the city-wide host for the 2014 AHEAD Conference and the pepnet2 Training Institute… and they can't wait for all of us to arrive!

As the city itself provides a wonderful pedestrian-friendly venue known for its Farm-to-Fork restaurants, beautiful riverfront area, and historic Old Towne; the theme of the 2014 events – Access Always, In All Ways – sets the stage for an engaging and broad-ranging series of concurrent and poster sessions, vibrant plenary events, and a large exhibit hall full of the latest technology and service offerings!

Sacramento says "California Starts Here!" We hope you'll take some time to explore your options and consider adding on a bit of time on either end of your Conference experience to enjoy some of the phenomenal offerings available, and easily accessible offerings available. Whether you are interested in beautiful mountains, or taking in the vibrancy of San Francisco, or maybe a wine-tasting trip through Napa Valley, or trekking down the coast…Northern and Central California has a lot to discover!

Explore Sacramento!
- www.visitsacramento.com
- portal.cityofsacramento.org/Visitors.aspx
- napavalley.com/

Access Always
IN ALL WAYS

Please join us at the **2014 AHEAD Conference**, being held in conjunction with the **pepnet 2 Training Institute (PTI).** We will take an in-depth look at strategies that disability services providers can use to increase opportunities to enhance access and engagement, while introducing diversified perspectives and directions at institutions of higher education regardless of office size or geographic location. Meet colleagues from around the globe to discuss the ever changing landscape of the field and effective measures to meet or exceed institutional expectations as well departmental and personal goals. In keeping with the **"Access Always, in All Ways"** Conference theme this year, attendees are encouraged to *access* information being presented at both Conferences, *in all ways* they can. We are asking that you take advantage of this outstanding opportunity while in a terrific location, the capital city of the great state of California.

As you look through the following sessions, you'll see that we've labeled them with topical themes and tracks to help you decide which ones to choose. We're offering the popular **AHEAD Start** and **Out of the Box** tracks once again (see additional information below), and have added a new set of sessions focusing on management of Disability Services. The work that we do in our disability offices often has all of the same demands and expectations of a business. The sessions in this new strand, called **Running a DS Office: It is YOUR Business!** are intended to offer you information that you can use to be a better manager and leader of your office through your position no matter where it fits within the office hierarchy. The **PTI** sessions are grouped together in shaded areas to help you identify them as well.

Scenically situated at the confluence of the Sacramento and American rivers, Sacramento features opportunities to explore the outdoors, enjoy fine dining, go wine tasting, patronize world class museums, and partake in various enjoyable activities suitable for people of all ages. The city boasts more than 230 days of sunshine allowing visitors the opportunity to tour the city and surrounding area.

Within the city, one can take in sites such as Old Sacramento, a historic and vibrant riverfront district featuring boutiques and fine dining and the State Capitol and accompanying Capitol Park. A terrific array of museums in the city highlight fine art, local history, aviation, and the contributions of railroads. Venturing outside the city limits provides chances for unique experiences like the Sacramento Regional Wine Country featuring over 200 wineries and Gold Country which includes picturesque Gold Rush era towns and cities.

Nature lovers can enjoy the American River Parkway, a biking and walking trail surrounded by protected habitats, parks, bridges and waterways suitable for fishing, kayaking, and tubing. Water enthusiasts will especially enjoy the area since white water rapids of every class are within minutes of Sacramento and they can tour portions of the Delta, thousands of miles of boating and recreation that is home to hundreds of species of birds, fish, and other wildlife. For those who are open to travelling a little further, Yosemite, Lake Tahoe, and San Francisco are all within a few hours' drive. However, if you are looking for the best food in the region - and who isn't - then you need not travel since Sacramento is home to the most highly rated restaurants by Zagat in Northern California. It also carries the title of America's "Farm-to-Fork Capital" since no city is more centrally located among such a diverse array of high quality farms, ranches and vineyards.

Join us at Conference 2014 in Sacramento for a week of networking, information gathering, food and fun!

Lance Alexis, Program Chair
AHEAD 2014

Cassie Franklin, Chair
pepnet 2, PTI

Overall Schedule

Sunday, July 13
3:00 – 6:00 pm	Registration Open* (Convention Center West Lobby)

Monday, July 14
8:00 am – 6:00 pm	Registration Open*
9:00 am – 5:30 pm	Day 1 of 2-day Preconferences
9:00 am – 5:30 pm	Full Day Preconferences
10:30 – 10:45 am	Refreshment Break (provided)
12:30 – 2:00 pm	Lunch (on your own)
3:30 – 3:45 pm	Refreshment Break (provided)

Tuesday, July 15
8:00 am – 7:00 pm	Registration Open*
9:00 am – 5:30 pm	Day 2 of 2-Day Preconferences
9:00 am – 5:30 pm	Full Day Preconferences
9:00 am – 12:30 pm	Half Day Morning Preconferences
10:30 – 10:45 am	Refreshment Break (provided)
12:30 – 2:00 pm	Lunch (on your own)
2:00 – 5:30 pm	Half Day Afternoon Preconferences
3:30 – 3:45 pm	Refreshment Break (provided)
7:00 – 9:00 pm	Gold Rush Welcome Reception!

Wednesday, July 16
8:00 am – 5:30 pm	Registration Open*
9:00 – 11:00 am	Concurrent Block 1
11:00 – 11:30 am	Refreshments (provided)
11:30 am – 12:30 pm	Concurrent Block 2
12:30 – 2:00 pm	Lunch on your own
12:45 – 1:45 pm	Lunch & Learn Sessions, SIG & Committee Meetings
2:00 – 3:00 pm	Concurrent Block 3
3:00 – 3:30 pm	Refreshments (provided)
3:30 – 5:00 pm	Opening Plenary Session
5:00 – 7:00 pm	Exhibit Hall Grand Opening with President's Reception

Service desks will be open during Registration hours.

Thursday, July 17
7:45 – 8:45 am	SIG & Committee Meetings
8:30 am – 5:30 pm	Registration Open*
9:00 – 11:00 am	Poster Session 1 in Exhibit Hall with Light Breakfast (provided)
11:00 – 12:30 pm	Concurrent Block 4
12:30 – 2:00 pm	Lunch on your own
12:45 – 1:45 pm	Lunch & Learn Sessions, SIG & Committee Meetings
2:00 – 3:00 pm	Concurrent Block 5
3:00 – 4:00 pm	Extended Refreshment Break in Exhibit Hall (provided)
4:00 – 5:30 pm	Concurrent Block 6

Friday, July 18
7:45 – 8:45 am	SIG & Committee Meetings
8:30 am – 4:30 pm	Registration Open*
9:00 – 10:30 am	Concurrent Block 7
10:30 – 12:00 pm	Poster Session 2 with Refreshments (provided)
12:15 – 2:15 pm	Awards Banquet Luncheon & Plenary Speaker
2:30 – 4:30 pm	Concurrent Block 8

Saturday, July 19
7:45 – 8:45 am	SIG & Committee Meetings
8:30 am – 11:00 am	Registration Open*
9:00 – 11:00 am	The Closing Plenary Session You Can't Miss!
Noon	Hotel Check-out

🌿 Featured Presentations and Events 🌿

Opening Reception
Tuesday, July 15, 5:00 pm – 7:00 pm

At the confluence of the American and Sacramento Rivers, in California's beautiful Central Valley, Sacramento sits amid the amazing farms that produce so much of America's fine food, and the valleys from which great wines come. This capital city of California has a rich history, largely influenced by the gold rush of the 1800's and the settlers who followed. Join us for a gold-rush themed wonderful sampling of local farm-to-fork fare, great music, and time to reconnect and connect anew during what promises to be an opening reception not to miss!

Opening Plenary–Syncretism: Going Beyond Diversity and Universal Design
Wednesday, July 16, 3:30 pm – 5:00 pm

Thomas K. Holcomb, PhD
Professor of Deaf Culture, Deaf Education and Interpreting, Ohlone College, California

Erika Shadburne
Associate Professor of ASL- ESOL and Assistant Dean, Arts & Humanities, Austin Community College

Syncretism describes the melding of dissimilar philosophical or religious beliefs. In the disability world it can apply to the evolution and merging of approaches to disabilities. The ADA and Section 504 increased access for postsecondary students with disabilities. More recently, Universal Design challenged our thinking and asked that we reduce or eliminate the need for accommodations by building academic communities—buildings, products, and environments— that are inherently accessible to all. The syncretism of these approaches provided the framework for the next phase – a phase that recognizes that students with disabilities are not only integral to the colleges and universities they attend but that their presence changes the cultural climate of those institutions. This presentation will examine the tools, cultural implications, opportunities, and outcomes that result from the syncretism of the disability communities and will look at the benefits for the larger academic community. Dr. Thomas Holcomb's and Erika Shadburne's education, and their careers as educators, administrators, and authors make them uniquely qualified to present on this topic.

Dr. Thomas K. Holcomb is a Professor at Ohlone College in California where he teaches courses related to Deaf Culture, Deaf Education, and Interpreting to both deaf and hearing students. He previously taught at San Jose State University and the National Technical Institute for the Deaf at the Rochester Institute of Technology. Tom's academic credentials include a Bachelor's degree in Psychology from Gallaudet University, Master's degree in Career and Human Resources Development from Rochester Institute of Technology, and a Ph.D. in Curriculum and Instruction from the University of Rochester. His published works include Introduction to American Deaf Culture (2013), and Deaf Culture, Our Way: Anecdotes from the Deaf Community (2011). He has produced educational videos including See What I Mean: Differences between Deaf and Hearing Cultures (2009) and A Sign of Respect: Strategies for Effective Deaf/Hearing Interactions (2008)

Erika Shadburne is an Associate Professor, ASL- ESOL and Assistant Dean, Arts & Humanities at Austin Community College (ACC) in Austin, TX. The ASL-ESOL Department at ACC provides L2 English reading, writing and L1 American Sign Language (ASL) grammar courses taught in ASL. Erika earned her B.S. in Deaf Education from the University of Texas in 1993 and her M.A. from Gallaudet University in 1995. She began as a high school English teacher and then as an English Curriculum Specialist at the California School for the Deaf, Fremont. Erika moved back to Austin in 2001. After a year of teaching at the Texas School for the Deaf, she began working with ACC in 2002 to develop the ASL-ESOL program that now serves more than 200 Deaf students. In addition to teaching at ACC, Erika has worked to establish the Gallaudet University Regional Center at ACC and build a partnership with Rochester Institute of Technology-National Technical Institute for the Deaf through the National Science Foundation DeafTEC grant. Erika has given many presentations at professional conferences on best practices in Deaf Education such as the importance of L1 ASL Grammar courses, direct communication in language learning classrooms.

🍃 Featured Presentations and Events 🍃

AHEAD Awards Luncheon
Friday, July 18, 2014 12:15 pm – 2:00 pm

You won't want to miss the Conference's most popular event, when we all gather for a complimentary "Farm-to Fork" meal to meet old friends and new colleagues. You'll hear about the many activities of AHEAD and pepnet 2 this year, and honor those who have made a difference in disability services in higher education, including special recognition of pioneers in our field.

Closing Plenary–Technology: The Path We're On and How to Change It
Saturday, July 19, 9:00 am – 11:00 am

Terrill Thompson–University of Washington, DO-IT Center

In keeping with our theme and goal of "Access Always, in All Ways" we welcome respected AHEAD presenter, Terrill Thompson from the University of Washington's DO-IT Center to give us a look at emerging technologies that will impact college students and instruction.

Revolutionary information technologies, from the printing press to television to the Internet, have always excluded groups of people. Those without access have had to work and fight to gain access. In some cases inaccessibility was the result of technical limitations; in others it was attitudinal, political, and societal. Today, as higher education embraces emerging technologies in delivery of programs, services, activities, and resources, we must anticipate new directions and fight to ensure accessibility is built in, rather than bolted on. How can we do this? This session will explore strategies for influencing the path of technology innovation, and is rated NT (Non Technical). Technical chops are not required to influence technology change, nor are they required for this session.

Terrill Thompson is a technology accessibility specialist with the University of Washington. In this role, he works to promote information technology accessibility through policy, trainings, online resources, consultation, support, and research. He does this for the UW community as part of UW-IT Accessible Technology Services (http://uw.edu/accessibility), and does it for the rest of the world through The DO-IT Center (Disabilities, Opportunities, Internetworking, & Technology, http://uw.edu/doit). Terrill has twenty years experience in the IT accessibility field, and has presented at numerous conferences and consulted widely with government, private industry, and K-12 and postsecondary education entities on IT accessibility issues.

Enhancing Programming and Access

Regarding Universal Access and Environmental Responsibility

AHEAD and pepnet 2 (pn2) continue to open new doors and set new examples for Conference implementation that elevate universal access, environmental responsibility, and unparalleled professional development for those involved in the intersection of disability and higher education.

In 2014, both organizations continue to refine enhancements in the design of the Conference and Institute to move toward a more strategic, inclusive, and responsible approach to the delivery of outstanding professional information. AHEAD and pn2 provide opportunities for professional development to those who work to assure usable, sustainable, and inclusive higher education environments for students, faculty, and staff with disabilities and who believe society is ultimately enriched by difference.

In response to full access and environmental responsibility, we are maximizing pre-planning efforts and the use of appropriate technological resources in planning for the delivery of program materials in accessible formats. In lieu of receiving paper handouts onsite at the Conference, attendees at the 2014 Conference and Institute will access handout and presentation support literature in advance, via Internet download beginning two weeks prior to the events. This will afford attendees the opportunity to access as many different sets of information as they like, in the output format of their choice, well in advance of the conference. All registrants will be provided with easy-to-understand-and-implement instructions for accessing all presentation support materials. Enhancing this practice, materials for the 2014 events will be available both in text and PDF formats to attendees in advance.

While providing the tremendous benefit of universal access for each attendee, this approach greatly reduces the burden on presenters and the environment created by providing handout materials for each attendee in each session – many of which go unused. As an added bonus, it offers attendees the opportunity to access handout materials from sessions that you'll not be able to attend.

The 2014 Program Chairs and Committees along with the AHEAD and pn2 Staff and Leaders are committed to consistently improving the experiences of Conference Attendees, and look forward to seeing you in Sacramento this summer!

Scent- and Smoke-Free

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

AHEAD Start & Out of the Box III

AHEAD Start and Out of the Box III are coordinated, comprehensive conference programs for new and seasoned professionals. Building on the past two years' successful OUT OF THE BOX! Program, AHEAD's Board and Standing Committee on Professional Development are excited to once again offer two tracks of conference sessions this year:

AHEAD Start: Foundational information for the new professional

OUT OF THE BOX III: Provocative conversations to challenge seasoned professionals and push our thinking beyond the status quo

Why attend these sessions? Both strands are designed to encourage in-depth discussions and consideration of the issues that shape postsecondary disability services in today's changing climate. Through lecture, discussion, resource sharing, and relationship development, this coordinated program of professional development will expose and reacquaint you with the ways in which social justice and civil rights legislation inform the practical realities of providing disability service and consultation in higher education. You'll receive a certificate of attendance and a discount on your registration.

Here's How the Program Works!

1. Register for, and attend, **ONE** of these required Preconference Sessions and receive an Attendance Sheet:

#PC3 AHEAD Start: Setting the Landscape for the New Professional	**OR**	**#PC4** OUT OF THE BOX, III : Exploring Power and Privilege Dynamics in Disability Services

2. Choose and attend **5 out of 8** of the following sessions (descriptions below)

AHEAD Start Strand	**Out of the Box III Strand**
1.2 The Real Story	1.3 The Changing Face of Bias
2.2 Re-envisioning the DS Model	2.3 Disability and Privilege
3.2 The Art of Expression	3.3 Theory Between Wider Outreach
4.2 Theory Barriers to Change	4.3 UD for Engagement
5.2 The Future of Learning Support	5.3 Multiple Dimensions
6.2 A Culture Shift	6.3 Guiding Faculty Toward Access
7.2 The Journey Continues	7.3 Emerging Practices for Grad Students
8.2 Beyond the ADA	8.3 Students' ACCESS Campaign

3. **AFTER** the conference:

Send AHEAD your signed Attendance Sheet. You will receive a certificate of attendance in the mail, and AHEAD will reimburse $100 to the payer of your registration (e.g. your school or employer) post- conference.

Adam Meyer, *University of Central Florida* & **Nissim Louis**, *Université de Montréal*
AHEAD Start & Out of the Box III Coordinators

Announcements

Might You Need a Roommate?

Conference organizers will collect a list of individuals who are interested in securing a roommate for the Conference and will distribute that list June 2, 2014, to all who have expressed an interest. Individuals will then be responsible for contacting each other and arranging shared housing.

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

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

The deadline to submit your information for the roommate referral program is May 30, 2014.

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 Information

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

If you are interested in spending a couple (literally, just 2) hours volunteering at the 2014 Conference, please indicate your interest on the attached registration form. The volunteer coordinator will contact you closer to the time to work out a scheduled time. Thank you in advance!

CEU Information

AHEAD and pn2 are applying for CEU approval from CRCC and RID for this Conference. Updated information on obtaining CEU's will be posted to the Conference website at www.ahead.org after May 30, 2014 and will also be available onsite in Sacramento.

Want a video call?

A private PC will be set up in a small room near the registration area with internet connectivity exclusively for the purpose of conference attendees who use video as a means for placing telephone calls and don't have a device handy from which to do so.

Want a Lift from time to time?

While the distances between venues and meeting spaces are not great (all within one block); we realize that some folks may want or need a lift from time to time. Conference organizers have arranged to have a "fleet" of 10 scooters available for check out at the registration area of the convention center beginning on Monday morning through Friday afternoon. Scooters will be available on a first-come, first-serve basis; signed out for up to four hours at a time at no cost to attendees, and will be charged between uses and overnight.

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

Need some Wi-Fi?

Sacramento has an extensive 3G/4G network for your smartphones and tablets, and conference organizers have made two additional arrangements to assist attendees with staying connected for free.

All hotels rooms within the AHEAD/pn2 block will include high-speed internet at no charge as a part of the standard room rate, and Wi-Fi will also be available in the West Lobby of the Sacramento Convention Center at no charge to attendees.

Announcements

Local Travel Information

Airport Shuttle
Super Shuttle Round Trip $37
Please call (800) 258-3826
Website https://m.supershuttle.com/Default.aspx
SuperShuttle also offers lift-equipped van service to passengers with disabilities with at least 24 hours notice.

Buses
Yolobus local bus service
Airport to hotel: $2 each way
(530) 666-2877
Please go to the following link to view the schedule
http://www.yolobus.com
All buses are fully accessible.

Taxis
(916) 444-0008
Approximately $35 each way or $66 round trip from airport. Paid upon entry.
Limited number of accessible taxis. (Super Shuttle is suggested method of transportation for persons with disabilities).

Visa Information for International Attendees

If you are planning to attend the conference and you require a visa for entrance into the United States, please be advised the processing time to secure a visa has substantially increased due to security issues. Consulates in some countries are now taking several months to process visa applications. Please consider this and allow enough time for visa processing.

More visa information:
http://travel.state.gov/visa/visa_1750.html

If you will require a letter of invitation from AHEAD, the deadline to request that letter is May 1st, 2014; that request can be directed to AHEAD@ahead.org

Presenter Information
Presenter bios are located at: http://www.ahead.org/meet/conferences/2014

Exhibit Hall

The Exhibit Hall is a crucial focal point of the 2014 Conference, and should not to be missed! Both lively and educational, the Exhibit Hall offers attendees hands-on access to demonstrations and information on the latest products and resources available from participating organizations.

The more than 20,000 square foot exhibit hall space will serve as host to over 60 different companies and organizations, the Silent Auction, various receptions and refreshment breaks, and engaging poster sessions. On Thursday of the conference, you may even choose to enjoy your lunch break in the Exhibit Hall with a cash and-carry lunch!

Please refer to the Conference Program Book on-site in Sacramento for Exhibit Hall hours of operation and a detailed listing of exhibiting companies and organizations as well as special events taking place in the Exhibit Hall, you may also access our virtual Exhibit hall on our website to preview exhibitors.

If you or someone you know would like information regarding exhibiting or other marketing opportunities in conjunction with the 2014 Conference, please contact AHEAD's Coordinator of Member Services and Marketing, Jane Johnston, directly at jane@ahead.org or 704-947-7779.

🍃 Preconference Institutes 🍃

The AHEAD 2014 Preconference Institutes provide opportunities for attendees to participate in intensive, topic-specific, workshop-style events taught by notable and well-respected experts in their field. 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 do require advance registration by July 12, 2014 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 instruction materials and refreshment breaks. Meals, housing, and travel are not included unless noted. Please see the registration form for applicable tuition charges.

Two-Day Preconference Institutes
Monday July 14 & Tuesday July 15
9:00 am-5:30 pm daily

#PC 1 Introduction to Disability Law for DS Professionals
L. Scott Lissner–The Ohio State University
Paul Grossman–Hastings College of the Law; Retired Chief Regional Attorney, OCR, San Francisco

This presentation will give DS professionals a comprehensive introduction to postsecondary disability law and establish a framework for answering the questions they encounter on a daily basis. This institute will begin with a review of the history of discrimination against individuals with disabilities and the emergence of the disability rights movement culminating in the adoption of disability laws. We will learn what legal traditions and concepts all antidiscrimination laws share and then 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 a DSS Officer impacted.

We will provide an exploration of the practical implications of the ADAAA's definition of disability and the implementing EEOC and impending DOJ regulations, as well as their relationship to the AHEAD Guidance on Documenting Accommodations. Once disability is established what must be done to make programs and facilities accessible to persons with disabilities? What accommodations are, or are not, required in the college and university setting. This will include an exploration of service and comfort animals, housing, ticketing, mobility devices and more. Topics unique to higher education, such as admissions, discipline and conduct, academic accommodations, and internships will be covered. Individuals with expertise in students with psychiatric disabilities and facilities access will join the presentation team. We will cover procedures to ensure compliance, common pitfalls to avoid,

handling internal complaints of discrimination, cooperation and noncooperation by faculty, the scope of the duty to provide accessible websites, alternative media, and assistive technology.
Audience: All

#PC 2 Learning Disabilities/ADHD, Psychoeducational Assessment, and Professional Judgment
Rhonda H. Rapp–University of St. Mary, Texas

It is a well-known fact that students with learning disabilities and/or ADHD are two of the largest populations of students with disabilities on college campuses today. Most colleges and universities require recent, comprehensive psychoeducational evaluations of students with learning disabilities/ADHD in order to best shape the students' academic accommodations and related services. However, many postsecondary disability services professionals come to their positions with little knowledge in the complexities of learning disabilities/ADHD and the administration and/or interpretation of psychoeducational evaluations. Now under the ADA, as amended, acceptable sources of documentation for substantiating a student's learning disability and/or ADHD and subsequent request for specific accommodations can take a variety of forms.

In light of the ADAAA, AHEAD posits that the first two levels of "acceptable documentation" (Student's Self-Report at the primary level and Observation and Interaction at the secondary level) rely heavily on the disability service provider's "professional judgment." In addition, the possible breadth and depth of the information available at both the primary and secondary levels of acceptable documentation could entirely negate the need for tertiary level documentation (psychoeducational evaluations).

This institute will provide information focusing on the assessment of learning disabilities/ADHD from a psychoeducational perspective and from a profes-

sional judgment perspective, as well as focusing on how to use the obtained information when providing accommodations and other service for students with learning disabilities/ADHD. The goal of this institute is to provide an in-depth understanding of learning disabilities/ADHD; to make psychoeducational reports accessible, meaningful, and useful; and to demonstrate how the information gathered through "student self-report" and/or through "observation and interaction" can be meaningful and useful as information obtained during formal LD/ADHD standardized assessments.

In addition, participants in this session will get a chance to experience first-hand the true purpose of a psychoeducational assessment through participation and/or observation during the administration of several portions of a psychoeducational assessment. This two-day institute will be highly interactive and hands-on; designed to provide ample time for specific questions, examples, demonstrations, case-studies, and discussion.
Audience: Novice to Intermediate

#PC 3 AHEAD Start: Setting the Landscape for New Professionals
Carol Funckes–University of Arizona

Designed specifically for disability resource professionals who are new to the field, this two-day pre-conference session offers a comprehensive overview of the issues that shape postsecondary disability services. No longer only a service office for students, the disability resource office is an vital center of information, collaboration, and technical assistance for the campus community. Higher education administrators, faculty, and students rely on disability resource personnel to provide effective consultation and services to lead the institution in creating inclusive, welcoming campus environments.

Through lecture, discussion, and resource sharing, we will explore how legal principles and philosophical constructs intersect with the practical realities of working in higher education disability services today. We will discuss strategies for moving our campuses beyond a compliance narrative and provide the opportunity for participants to develop a professional network and find confidence in their dual role of service provider and campus consultant. Topics to be covered include:

- basics of disability service in higher education, including foundational legal concepts, perspectives of disability, the power of design, and les-

sons from history and disability studies;
- promising approaches for using interview and a variety of forms of information, including third-party documentation, to assess barriers and plan individual accommodations;
- strategies for designing service delivery practices that minimize extra efforts by disabled students and frame problems of access as resulting from poorly designed environments;
- the institution-wide role of the disability resource office in collaborating and consulting on physical, curricular, policy, and information access;
- office management: record keeping, budgeting and resource management, and program review and assessment.

AHEAD Start; Audience: Novice

#PC4 OUT OF THE BOX, III : Exploring Power and Privilege Dynamics in Disability Services
Amanda Kraus–University of Arizona
Sharon Downs–University of Arkansas at Little Rock

Many of us are drawn to disability services work because of our commitment to social justice and inclusion. System change requires continuous reflection on our individual roles and responsibilities in the larger system. In this two-day preconference workshop, we will explore dynamics of power and privilege and how they inform our thinking as well as work with students, faculty and other campus constituents.

We must enter into this work with a reflective posture, as we must recognize that we too can be part of the problem—inadvertently contributing to dynamics that maintain the status quo. Participants will reflect on their personal power and privilege and connect to professional practice in disability services.

By situating disability along other community and identity experiences, participants will have time and space to reflect on their personal power and privilege. We will relate to professional practice by exploring how our professional 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.

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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.
Out of the Box III
Audience: Intermediate to Advanced

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Full-Day Preconference Institutes
Monday July 14, 9:00 am-5:30 pm

#PC 5 Social Model at Work: Shifting Office Practices
Adam Meyer–University of Central Florida
Kimberly Tanner–Valdosta State University

At the past two AHEAD conferences, there has been an increased emphasis on the social model of disability as an emerging focus for higher education disability offices to consider in working with the campus community and students with disabilities. The primary idea is that the greatest barrier for students with disabilities is not the disability itself but rather the environment and the interaction between the person and the environment. The focal point of accessibility and accommodations should be on the limitations of the environment as much as and even more so than on the limitations of the student. This shift in thinking can have a profound impact on how a disability office conducts its operations.

This institute session is designed for people already familiar with the social model of disability and interested in incorporating the concepts into office practices. The ideal attendee will be able to influence changes in their office but are unsure how to best make this happen. During this interactive one-day session, participants will work with each other to review and to consider modification of the following:

- Office mission statement
- Documentation practices

- Initial interview with student
- Office language and terminology
- Accommodation letter process and language
- Syllabus statement
- Website and brochure language
- Position descriptions
- Faculty outreach

By exploring language and focusing on various aspects of the above list, participants will be gain skills that can be generalized to all core aspects of the office operations.
Audience: Intermediate

#PC 6 Accessible Instructional Materials Program Design and Management
Ron Stewart–Alt Format Solutions
Teresa Haven–AHEAD Technology Standing Committee

Providing Accessible Instructional Materials continues to be a challenge in higher education. How do you ensure appropriate materials are available to your students? Based on the six days of face-to-face training developed by the AHEAD Instructional Materials Accessibility Group, this two day training will provide foundations for designing and managing an AIM program that fits the needs of YOUR institution.
Audience: All

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Full-Day Preconference Institutes
Tuesday July 15, 9:00 am-5:30 pm

#PC 7 Strategic Leadership and Enhancement of Disability Services – Concepts & Practices
Emily Lucio–Catholic University of America
Tom L. Thompson–Higher Education Consultant
Karen Pettus–University of South Carolina

DS providers today need to adapt to changing times with a clearer vision of our mission and purpose, assessment practices, and the development of financial resources. In this one-day workshop, participants will review a conceptual management framework of Disability Resources with four key components: Strategic Planning, Assessment, Operations and Resource Development. The presenters, from a private university, a public university and a suburban community college, will share examples and experiences from their campus backgrounds relevant to these components.

Participants will have an opportunity to consider and discuss their current role in relation to these four

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

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

The case studies will be constructed to identify and elucidate how other Disability Resource providers have identified and addressed development issues in their work. There will also be time for participants to interact with one another and the presenters to discuss their own management issues.

By focusing on strategic planning, assessment, operations and resource development, DS providers can influence changes in their office that will improve the provision of accommodations for students with disabilities and which can lead to greater campus access and inclusion. DS providers will learn how they can embrace a vision of their work that goes beyond direct support for individual students and which includes a view of disability as a universal human condition that impacts all aspects of campus life.
Audience: Intermediate to Advanced

#PC8 An Interactive Introduction to Faculty Development: Reshaping the Focus of Disability Services
Elizabeth Harrison–University of Dayton

This interactive preconference workshop will (1) introduce participants to faculty development; (2) explore ways to insert inclusive design into faculty development work so that faculty developers, instructional designers, and ultimately faculty will embrace it; and (3) provide opportunities for participants to practice talking about accessibility in faculty development terms. The presenter has extensive experience in faculty development and universal design.
Audience: All

#PC9 Playing a Key Role in Getting Your Campus to Measure Up to the ADA
Irene Bowen–ADA One, LLC
James A. Bostrom–U.S. Department of Justice
John H. Catlin–LCM Architects, LLC

More than twenty-three years since the ADA was signed, physical access on campuses is still a work in progress. And, with revised regulations and ADA Standards now effective, new requirements apply to existing and new facilities. This one-day session is geared to enable DS professionals, ADA Coordinators, facilities staff, and others to be a key part in moving a campus toward full inclusion of people with physical disabilities in all activities. Whether you are new to the ADA and access, or you have been working with access requirements for some time, this session cover the basics and will also include discussion on applying the requirements using real examples.

 After a refresher on the basic accessibility requirements of the laws and of the Department of Justice's 2010 ADA Standards, participants will learn how to apply them and to find information when they need it. Using photographs, drawings, and other visual aids, we'll tackle the issues that may present the most challenges: the new approach to campus housing, assembly areas, recreation facilities, equipment, sororities and fraternities, and labs. In hands-on exercises, you'll learn to read plans and understand how the capital planning process works and how you can affect it. We'll explore approaches to providing access to existing buildings and facilities and how to incorporate ADA requirements into future planning, design, and construction. We will engage participants in discussion and include substantial time to answer questions. Our goal is to equip attendees to return to campus ready to help implement the changes along with those responsible for facilities and planning.

Join a DOJ deputy chief who supervises architects and technical specialists, a former DOJ official, and an architect in private practice who specializes in accessibility as they cover key changes that will affect your campus and how to work toward compliance.
Audience: All

#PC10 ASD from A-Z: How to Serve this Increasing Population with Pro-active, Positive and Penniless Approaches
Lisa Meeks–University of California, San Francisco
Michelle Rigler–University of Tennessee-Chattanooga
Garrett Westlake–Arizona State University

As the population of college students with ASD continues to grow, it is imperative that professionals be prepared to proactively and appropriately support this population. Panelists will present a comprehensive model of support that includes transitional support into, during, and after matriculation, without taxing the disability resource budget. Panelists will guide all participants through the development of positive approaches to working with the ASD population, including ready-to-go relatable presentations for faculty.This workshop is appropriate for all level and is specially designed with a basic and advanced track.
Audience: All

#PC11 Accessing Student Potential Through ADHD/EF/LD Coaching
Jodi Sleeper-Triplett–JST Coaching, LLC
Christina Fabrey–Green Mountain College

ADHD/EF/LD coaching focuses on unlocking students' potential to facilitate progress and success by providing choice and fostering empowerment. The presenters will introduce the concept of coaching with discussion, demonstrations and group exercises, sharing how to incorporate coaching techniques to help students access their potential. This interactive session will provide practical activities and resources for post-secondary professionals interested in incorporating coaching into their work.
Audience: All

Give the Gift of Education!

Participate in the 2014 Silent Auction!

All funds go toward scholarships for students with disabilities. Full details on pages 40 & 41.

Half-Day Preconference Institute–AM
Tuesday July 15, 9:00 am-12:30 pm

#PC12 Universal Design & Online Learning: What Does the DS provider Need to Know?
Kelly Hermann–SUNY Empire State College
Jane Jarrow–DAIS/DCCOL

In the 2011 Survey of Online Learning for the Babson Survey Research Group and the College Board, (http://sloanconsortium.org/publications/survey/going_distance_2011) Elaine Allen and Jeff Seamon discovered that online study continues to grow on college campuses, at a rate approximately 10 times that in all of higher education. From hybrid classes (those that have a traditional, seated component along with required online activities) to hybrid students (those who are taking some of their coursework through traditional classes and some online), to those students who are enrolled solely in online classes (and whom you may never meet!), higher education is embracing the potential that the internet brings to learning opportunities. Now is the time for disability services professionals to acknowledge that new delivery methods for education create new challenges to our assigned role in assuring access for students with disabilities.

Faculty increasingly turn to DS professionals for advice on making online curriculum accessible. At the same time DS staff try to determine best practices in serving remote students, and implementing accommodations in the virtual environment. For example, how will we determine how much time is enough time for testing when, instead of a pencil-and-paper test, the student is working from home, online, using technology, in an open book/open notes format? How do you best serve an online learner whom you will never meet face-to-face?- We have lots of practice in organizing traditional services and streamlining their delivery. We know how to set up effective and efficient note-taking systems, how to set parameters for adaptive testing, and how to arrange reader/scribe services when necessary. Are any of these services necessary for online learners? How will the services be delivered? What other accommodations will be necessary for virtual learning? Who are our campus allies in designing and delivering accessible online classes?

These questions emphasize the need for the campus to be prepared by utilizing the principles of universal design throughout the course design process. The presenters will demonstrate how universal design can

be applied to an online course to maximize accessibility. Participants will leave with a list of tools, resources and strategies that will allow them to provide the advice, guidance and service on their campus to ensure accessible online courses for their students.
Audience: All

#PC13 Post Production Captioning: Myths and Facts
Cindy Camp–pepnet 2; Jacksonville State University
Beth Case–University of Louisville

Post-production captioning has become a hot topic on many campuses due to the increasing number of instructors who are incorporating video content. Who is responsible for making the video accessible? What some best practices for policy and procedures? Can't we just use automatic speech recognition? If these are some of the questions you are facing at your campus or institution then this pre-conference is right for you. We'll explore technological advances with can both help and hinder the captioning process. We'll discuss how to set up a system for making videos accessible. And hopefully we'll answer many of your captioning questions.
pepnet2 Training Institute; Audience: All

Half-Day Preconference Institute–PM
Tuesday July 15, 2:00 pm-5:30 pm

#PC14 I Have a Deaf/Hard of Hearing Student Enrolling. Now What?! A Look At This Low-Incidence Population
Lisa Caringer–pepnet 2
Cassie Franklin–pepnet 2

This pre-conference institute is geared toward those professionals who may be new to working with individuals who are deaf or hard of hearing. Aspects such as diversity of communication preferences, transition issues, and strategies for determining appropriate accommodations will be covered. Through cultural competence training and activities, with an introduction to Deaf culture and examples of adaptive technology, we will learn strategies for ensuring D/HH students have equitable access on your campus. Participants will have the opportunity to apply what they learn to practical scenarios using the interactive process model.
pepnet2 Training Institute; Audience: All

#PC15 In-depth Exploration of Mobile Applications for Learning
Deanna Arbuckle–University of Dayton

As students transition to college, they are faced with many changes including new freedoms, responsibilities and in many cases, technologies. This presentation will take a deeper look at learning applications with a focus on function and accessibility. Detailed information will be addressed on selected apps include Reading, Text-to-Speech, Time Management, Concept Mapping, Recording, Stress Management, Note Taking, Writing, etc.
Audience: All

Concurrent Sessions

The AHEAD 2014 Conference offers an array of informative concurrent sessions arranged by Topical Tracks. While you may choose any session that you'd like, we offer these themes for those who want to explore particular topics in depth. Words in italics after each description indicate the topical tracks and areas along with the intended audience level. Information below is current to date and may be subject to change.

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

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Concurrent Block 1
Wednesday July 16, 9:00 am-11:00 am (2 hrs)

#1.1 The Legal Year in Review
Jo Anne Simon–Attorney
Paul Grossman–Hastings College of the Law; Retired Chief Regional Attorney, OCR, San Francisco

Another year of significant change in disability law is upon us. Some but not all courts seem to comprehend the profound changes intended by the ADAAA, shifting attention from who is an individual with a disability to whether such individuals are qualified to remain in college or practice in their chosen professions. Examples of decisions which follow the ADAAA and ones which appear to ignore the ADAAA will be explored.   In this same vein, the presenters will discuss how the courts are addressing these new qualification questions? Of course, our legal explorers will cover other questions of note like how one college ended up paying $160,000 in a single dispute over a service animal. Rulemaking and enforcement guidance are also on the docket, including impending DOJ rulemaking concerning the ADAAA and individuals with learning disabilities and/or AD/HD. These issues and more to be covered will impact on college students and campus policies, practices and environments. Knowledge of changes in the law remains essential to the mission of DSS officers.
Civil Rights & Disability Law; Audience: All

#1.2 The Real Story: a Documentary Exploring Media Coverage of People with Disabilities
Linda Wolford–University of Minnesota
Cynthia Fuller–University of Minnesota

Minnesota has often led the nation in responding to the concerns of the disability community by reporting on issues that affect them. Still, stories intended to be factual are often influenced by misconceptions that are ultimately harmful to people with disabilities. Narrated by Kevin Kling, national performance artist/storyteller and author, this documentary, followed by a panel discussion, will explore biases in media coverage toward people with disabilities. It premiered at the University of Minnesota in October, 2013.
AHEAD Start; Audience: All

#1.3 The Changing Face of Bias: Exploring Disability Bias and Microaggressions
Amanda Kraus–University of Arizona
Sharon Downs–University of Arkansas at Little Rock

We may think it easy to identify bias, but emerging research puts forward that contemporary bias manifests more subtly, or "positively" through altruistic or preferential treatment. As disability services professionals, it is important that we have an awareness and sensitivity to disability bias. This workshop will discuss emerging research on bias and microaggressions and relate specifically to the disability experience.
Out of the Box III
Audience: Intermediate to Advanced

#1.4 Building Bridges: Life Lessons from Three Different Disability Service Directors
Barb Hammer–University of Missouri
Linda Nissenbaum–St. Louis Community College
Christine Street–Washington University St. Louis

Every Disability Services Director faces similar challenges when managing an office. From the mundane to the visionary, tasks include supporting overworked staff, crunching numbers, overseeing policies and processes, and providing leadership and building collaborations across campus. This session will provide perspective from managers of three very different institutions (a highly selective private university, a large public university, and a community college), during which they will share their experiences, offer advice, and engage with attendees on how to replicate their successes and avoid their mistakes.
Running a DS Office: It is YOUR Business! Audience: All

#1.5 Collaboration and Faculty Development: Improving the Usability of Online Math
Kaela Parks–Portland Community College
Multiple Faculty–Portland Community College

Portland Community College has worked to address math accessibility by funding release time for faculty to study accessibility, fueling development of a WeBWorK server, offering alternative learning options, developing integrated study skill sections, partnering to provide multimedia notes, and more. This session will focus on the role of collaboration, the importance of faculty development, and plans for the future.
Faculty Engagement; Audience: All

#1.6 Changing Systems to Provide Inclusive Higher Education for Students with Intellectual Disabilities
Catherine Campisi–UCLA Tarjan Center
Olivia Raynor–UCLA Tarjan Center
Wilbert Francis–UCLA Tarjan Center

California has developed a unique systems change partnership between Vocational Rehabilitation and Community Colleges to create five inclusive College to Career Programs (C2C) for students with intellectual disabilities(ID). A panel of experts will describe program development and funding, share student outcome data and suggestions for program replication along with strategies for faculty engagement and campus integration of students with ID.
Access to Instruction; Audience: All

#1.7 Helping faculty Understand Sheldon's Spot: "Couching" Autism Spectrum Disorders Through The Big Bang Theory (tm) lens.
Lisa Meeks–University of California, San Francisco
Michelle Rigler–University of Tennessee-Chattanooga
Jennifer Murchinson–University of Memphis
Garret Westlake–Arizona State University Polytech

Media clips of TBBT are interwoven into a review of the DSM-V criteria for ASD in a manner that is educational, respectful, and reflective of behaviors one might encounter with a student on the spectrum. Mechanisms for ensuring that faculty discussions about students with ASD remain inclusive, positive, and reflective follow with special focus on ensuring campus-wide commitment to diversity and individual student support.
Faculty Engagement; Audience: All

#1.8 I'm New to DSS...But Not to Disability. Is There a Training for Me?
Danette Saylor–Florida A & M University

As more students with disabilities enter post-secondary institutions, the need for qualified and competent services providers is tantamount. Unlike other fields where there is a defined educational process, or specific preparatory work experience, DSS professionals come with varied educational and professional backgrounds. The proposed program is designed for individuals with a background in disability, who are transitioning to the higher education arena. This program will assist disability practitioners to successfully transition to DSS providers.
Upward Career Mobility; Audience: Novice

#1.9 Structured Networking: Developing Peer Connections Through Guided Discourse to Build a Sustainable Resource Network
Joshua Kaufman–University of North Carolina - Asheville

When you work in a one person office, are a new professional, or aren't part of a large system, who do you turn to with the tough questions? Through a series of targeted discussion questions you will have the opportunity to connect with other professionals to enhance your network of those who can support you when you need it.
Upward Career Mobility; Audience: Novice

#1.10 Improving Access to STEM Education and Employment for Deaf and Hard-of-Hearing Students
Donna Lange–Rochester Institute of Technology
Myra Pelz–Rochester Institute of Technology
Gary Long–Rochester Institute of Technology

The National Science Foundation has established a national center of excellence, DeafTEC, at NTID. DeafTEC provides teachers with resources on best instructional practices, students and parents with information on STEM careers, and employers with training on successfully integrating D/HH graduates into the workforce. This presentation will share DeafTEC resources and describe our high school, community college, and industry partnerships.
Faculty Engagement; Audience: All

#1.11 A Framework to Accommodate the Unique Needs of Hard of Hearing Students - Part I
Corey Axelrod–Communication Services for the Deaf, Illinois

As a hard of hearing individual, the presenter will address audiological and cultural differences between deaf and hard of hearing students. The presenter will also identify hard of hearing students' unique communication needs and methods, enabling individuals involved in the post-secondary education of hard of hearing students to better provide accommodations needed by these students inside and outside the classroom. (Note, participants are strongly encouraged to attend both Part 1 and Part 2 of this workshop)
pepnet2 Training Institute; Audience: All

#1.12 DeafTEC Working Together: Deaf and Hearing People
Beth Carlson–St. Petersburg College, Florida
Carol Downing–St. Petersburg College, Florida

DeafTEC, is a National Science Foundation's Advanced Technological Education Program grant awarded to the National Technical Institute for the Deaf. The Working Together workshop, one aspect of the DeafTEC grant, is designed to help employers learn to communicate effectively with Deaf and Hard-of-Hearing employees and to develop the sensitivity and skills to enable Deaf and hearing colleagues to work together.
pepnet2 Training Institute; Audience: All

#1.13 Can a Hearing Campus be Deaf-Friendly? One University's Journey Toward Creating a More Inclusive Campus
Cheryl Fielitz–University of Minnesota
Maria Holloway–University of Minnesota
Daniel "Dann" Trainer IV–University of Minnesota

Deaf and Hard of Hearing students on hearing campuses often experience isolation and attitudinal barriers, preventing them from enjoying the full college experience. Recognizing this, the University of Minnesota's Disability Services-Interpreting/Captioning Unit has broadened its approach to providing services. This interactive session, led by UMN staff members, will explore this journey through theoretical frameworks and personal narratives.
pepnet2 Training Institute; Audience: Intermediate

#1.14 Universal Design Yoga for Student with Auditory, Visual and Other Sensory Issues
Susan Mann Dolce, University of Buffalo

Interactive lecture introducing Universal Design Yoga concepts followed by an overview of key strategies in designing and implementing Universal Design Yoga classes focusing on students with sensory issues. Video from a 2013 Universal Design Yoga training will be presented. Attendees will be invited to participate in a seated 30 minute Universal Design Yoga class at the end of the presentation.
pepnet2 Training Institute; Audience: Intermediate

Concurrent Block 2
Wednesday July 16, 11:30 am – 12:30 pm (1 hr)

#2.1 Getting to ADA Compliance: How a Plan Can Help, Part I (Self-Evaluations)
Irene Bowen–ADA One, LLC
James A. Bostrom–U.S. Department of Justice
John H. Catlin–LCM Architects, LLC

Are you serious about knowing whether, almost 25 years after the passage of the ADA, you've reached compliance with its requirements, including the 2010 DOJ regulations? One way of finding out, and knowing what additional steps to take, is to develop a self-evaluation and transition plan, or barrier removal plan. This first of two sessions explores why and how to approach a self-evaluation, along with other ways to ensure compliance -- by choosing limited areas to assess, reviewing policies, conducting interviews or surveys, and/or training staff. Current and former DOJ officials and an architect in private practice, all with experience with a variety of approaches, will present several of them, discuss scope and level of detail, and suggest how you can help get your campus on track.
Civil Rights & Disability Law; Audience: All

#2.2 Re-envisioning the Disability Service Model: The Advising and Access Services Centre at Dalhousie University
Jill Malolepszy–Dalhousie University
Jen Davis–Dalhousie University

The presentation will demonstrate how the Advising and Access Services Centre combines academic and human rights advising to promote inclusion as a matter of social justice. With a recent merge between two existing departments, the presenters will examine the collaborative approach involved in such a system change, and will share best practices for removing barriers to provide equity to students.
AHEAD Start; Audience: Novice

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#2.3 Disability and Privilege: A Diversity Event (and Controversy) at an Elite College
Andrew Christensen–Carleton College

A professional was frustrated by the narrow definition of disability and sense of privilege in an awareness event on one of the most elite campuses in the country. To broaden the sense of disability, it was suggested that folks with disabilities from the surrounding community be invited to share their experiences alongside college students. Some students didn't appreciate the juxtaposition.
Out of the Box III
Audience: Intermediate to Advanced

#2.4 Practices that Strengthen the DS Office for New Postsecondary Realities
Ken Marquard–Miami Dade College

DS offices make significant changes to address new priorities and new realities of postsecondary education. Application of "best" practices is essential, but DS offices must also explore and research "transformative" practices that strengthen its role in campus decisions that affect resources and student outcomes. This presentation explores three transformative practices used at one of the nation's largest educational institutions.
Running a DS Office: It is YOUR Business! Audience: All

#2.5 The Accessibility Challenge of E-books
Gaeir Dietrich–HTCTU, California Community Colleges

The world is shifting from books on paper to e-books. Yet with the exciting advent of new of technology comes the old peril of materials that, while digital, are not at all accessible. The presenter will sort through formats and devices to help you make sense of both the promise and pitfalls of e-books.
Access to Instruction; Audience: All

#2.6 OLS at Bellevue College: Innovative Associate Degree for Adults with Cognitive Disabilities
Marci Muhlestein–Bellevue College

OLS at Bellevue College is an associate degree program for adults with cognitive disabilities, an underserved group on all of our college campuses. With 85% of our alumni employed and life goals realized, the success of this program is being shared with other college campuses. Come learn about this best practice program and the future possibilities on your college campus.
Access to Instruction; Audience: Intermediate

#2.7 Growing Support and Managing Change - Three Case Studies
Tom Thompson–Higher Education Consultant
Jennifer Radt–University of Cincinnati - Clermonot
Lynn Shattuck–Rock Valley College
Marcie Van Meter–Cedarville University

This panel of presenters will share how Disability Resources at their three, different types of institutions have changed over a ten year period. Each started as a small operation and has grown internal and external support. The moderator will ask a series of questions to elicit responses about program milestones, successful collaborations and strategies followed, then will open up a Question and Answer time for participants to engage the panelists.
The Small DS Office; Audience: Intermediate

#2.8 Trends and Outcomes for Students with Intellectual Disabilities: Data from the National Coordinating Center
Cate Weir–University of Massachusetts, Boston
Meg Grigal–University of Massachusetts, Boston
Debra Hart–University of Massachusetts, Boston

Think College, the National Coordinating Center for the US Department of Education funded Transition and Postsecondary Education Programs for Students with Intellectual Disability (TPSID) programs has collected three years of data from 27 model demonstration projects through its comprehensive evaluation system. This session will share key data points and what is emerging in terms of promising practices and student outcomes.
Research & Programs; Audience: All

#2.9 Best Practices for Working with Graduate Students Who Have Psychological Disabilities
Anne Peterson–Stanford University
Ken Hsu–Stanford University

"High Stakes" situations occur when graduate level students have psychological conditions that impact their work in the lab/research setting. Administrators and disability service providers must collaborate to resolve conflicts and promote strategies for student success. A graduate dean, disability service provider and graduate student will provide suggestions for addressing the unique needs of these students and their faculty supervisors.
Faculty Engagement; Audience: Intermediate

#2.10 Using Social Media = Outreach/Campus Connections Without Leaving Your Office
Emily Shryock–The University of Texas at Austin

The demands of direct student service often put outreach efforts on the back burner. Creative outreach methods allow Disability Services offices to engage in outreach opportunities even with limited time and resources. This presentation will demonstrate and explore innovative ways to connect with students and campus partners through the use of diverse outreach tools, including social media and online content.
The Small DS Office; Audience: All

2.11 A Framework to Accommodate the Unique Needs of Hard of Hearing Students - Part 2
Corey Axelrod–Communication Services for the Deaf, Illinois

As a hard of hearing individual, the presenter will address audiological and cultural differences between deaf and hard of hearing students. The presenter will also identify hard of hearing students' unique communication needs and methods, enabling individuals involved in the post-secondary education of hard of hearing students to better provide accommodations needed by these students inside and outside the classroom. (Note, participants are strongly encouraged to attend both Part 1 and Part 2 of this workshop)
pepnet2 Training Institute; Audience: All

2.12 Methods That Enhance Print-based Academic Literacy for Deaf and Hard of Hearing Students at LaGuardia Community College of the City University of New York
Sue Livingston–LaGuardia Community College of the City University of New York

Methods of integrating the teaching of reading and writing will be identified and exemplified at different stages of a typical writing assignment for Deaf and hard of hearing developmental learners. Through this lecture presentation, participants will understand that what has been missing from the teaching of writing has been instruction in the incorporation of ideas culled from readings.
pepnet2 Training Institute; Audience: Intermediate

2.13 Online Media Accessibility 101: What Disability Service Coordinators Need To Know!
TJ DiGrazia–PostCAP, LLC

The goal of my session is to educate disability service coordinators on the facts and requirements for making online educational media accessible for the deaf and hard of hearing community. A foundation will be provided for service coordinators to make educated decisions on selecting post-production captioning service providers for their schools.
Pepnet2 Training Institute; Audience: All

2.14 The Interpretive Dance: Managing the Choreography of Schedules Between Student & Staff
Cindy Jepsen–Mesa Community College
Marisa Park–Mesa Community College

Coordinating interpreting services for 30 students at a large community college requires an interpretive dance between four areas: the staff interpreter coordinator, the student, the faculty and the interpreter. This session will explore a successful model of strategic planning while supporting equitable, sustainable, and usable resources in a Disability Resources & Services department.
pepnet2 Training Institute; Audience: Intermediate

#2.15 Student Learning and Development Outcomes & the CAS Disability Standards – Part I
Jean Ashmore–Past-President AHEAD, Disability Director Emerita, Rice University
Trey Duffy–Past-President AHEAD, Director, Disability Resource Center, Cal Poly San Luis Obispo
Paula Perez–Past-President NY State Disability Services Council, Program Coordinator, Office of Accommodative Services, Dutchess Community College

This session will familiarize attendees with the 2013 revised CAS disability standards (Council for the Advancement of Standards in Higher Education). This newly titled standard, Disability Resources and Services, reflects progressive thinking about the role of disability departments across institutions. The CAS standards are an introduction for Part 2 where student learning and development outcomes, integral to all CAS program standards, will be addressed.
AHEAD Collaborations; Audience: All

Concurrent Block 3
Wednesday July 16, 2:00–3:00 pm (1 hr)

#3.1 Getting to ADA Compliance: How a Plan Can Help, Part II (Transition Plans and Barrier Removal Plans)
Irene Bowen–ADA One, LLC
James A. Bostrom–U.S. Department of Justice
John H. Catlin–LCM Architects, LLC

This session examines the next step: planning for "program accessibility" (for public institutions and those covered by section 504) or for removing barriers (for private institutions) to physical accessibility. What do you need to do to ensure access to your programs "as a whole?" Learn how to use the 2010 Standards, the regulations' "safe harbors," recent guidance, and proposed federal regulations to get you to accessibility. We'll hone in on specific areas such as athletics and housing and offer practical suggestions for success.
Civil Rights & Disability Law; Audience: All

#3.2 The Art of Expression: Language Ideas for Communicating a Social Model Approach
Adam Meyer–University of Central Florida

Language is a powerful form of expression. What intended and unintended messages might your office be conveying via the language you use in your mission statement, your accommodation letter and your website (to name a few)? This session will identify some basic themes within language rooted in the medical model and explore ideas for language that expresses a social model focus.
AHEAD Start; Audience: Novice

#3.3 Theory Between Wider Outreach and Critical Theory Legacy? How Much is at Stake in a Name Change?
Jessica Giles–McGill University
Frederic Fovet–McGill University

The increasingly fluid nature of the population using the services of DS providers in Higher Education is encouraging many campuses to rethink the components of the name given to the DS unit. The word "Disability" in particular is seen as an obstacle when it comes to attracting students with invisible disabilities to the service provider. On the other hand, Critical Theory literature has long described the need to create awareness, empowerment and a feeling of cohesion around key critical terminology. This presentation examines the process a DS provider undertook before carrying out a name change and examines outcomes a year after that change.
Out of the Box III
Audience: Intermediate to Advanced

#3.4 Collaborating & Leadership Outside Disability Services – It Takes a Village
Tom L. Thompson–Higher Education Consultant
Jamie Axelrod–Northern Arizona University
Emily Lucio–Catholic University of America
Linda Nissenbaum–St. Louis Community College

This panel of presenters will share how their campus, local, state and national involvements have provided opportunities for advancing access and inclusion, particularly in higher education. Besides being personally enriching, involvement outside Disability Services offers insights and a venue for making systemic changes.
Running a DS Office: It is YOUR Business! Audience: All

#3.5 Establishing an Existing and Emerging Technologies Committee on your Campus
Allison Solomon–University of Alabama at Birmingham
Valerie DuBose–University of Alabama at Birmingham
Brittany Gregg–University of Alabama at Birmingham

Recent case law and law interpretation recommend that institutions establish a committee positioned to increase awareness of the university's responsibility to provide equal access to technology-based services. This presentation will provide an overview of the establishment of the Existing and Emerging Technologies Committee, including strategies for collaborating with university departments to ensure accessibility, and examples of how this can enhance services.
Faculty Engagement; Audience: All

#3.6 Technology to Assist Postsecondary Struggling Readers: A Mixed Methods Research Study
Mary Anne Steinberg, University of Florida

Many institutions are experiencing a growth in the number of students coming to their campuses lacking the necessary reading skills to keep up with their curriculums. In this study, single subject and qualitative methodology were used to evaluate the effectiveness of Kurzweil 3000/firefly with postsecondary students. Study results will be shared along with implications at the postsecondary level.
Access to Instruction; Audience: All

#3.7 Launching a College Transition Program: Improving Student Connection to Disability Services

Elizabeth Carpenter–University of Rochester
Robin Frye–University of Rochester
Amy Clark–University of Rochester

The panelists will share their experience collaborating with campus partners to develop a pre-orientation transition program aimed at improving students' self-advocacy, promoting use of effective study strategies, and proactive arrangement of accommodations. From initial concept to pilot demonstration, the presenters will discuss lessons learned in this effort to improve connections among students, families and disability services.
The Small DS Office; Audience: Intermediate

#3.8 How can I Support Students with Psychiatric Disabilities? An AHEAD-supported Study

Scott Kupferman–University of Colorado
Jared Schultz–Utah State University

This presentation will share the results of an AHEAD-supported study that identified essential knowledge, skills, and attitudes for providing disability services to students with psychiatric disabilities in postsecondary education. Participants included a national sample of AHEAD members, as well as students with psychiatric disabilities from the National Alliance for Mental Illness. Professional and student voices will be explored.
Research & Programs; Audience: All

#3.9 Positive Aspects of Disability Among College Students

Jessica Sniatecki–The College at Brockport, SUNY
Holly Perry–The College at Brockport, SUNY
Linda Snell–The College at Brockport, SUNY

This session will focus on findings obtained in a qualitative interview study which examined positive aspects of disability among college students. The vast majority of the existing literature focuses on limitations and barriers relevant to this population (Madaus & Shaw, 2004; Stodden et al., 2001); thus, this study represents a new approach in examining the experience of living with disability.
Research & Programs; Audience: All

#3.10 Support and Professional Development for Small DS Offices through a Consortium Model

Terilyn Colacino–Concordia University Irvine
Emily Harris–Occidental College
Anne Haga–Southwestern Law School
Amy Wilms–University of Redlands

Learn how Southern California small Disability Service Offices collaborate to maximize limited budgets and resources to improve their disability programs. A panel of Southern California Disability Consortium members will discuss how they created the consortium, the ongoing support and professional development they share, and provide suggestions for how other regions can implement the consortium model for small DS Offices.
The Small DS Office; Audience: All

#3.11 Beyond Deafness- Serving Individuals who are Deaf or Hard of Hearing with Co-Occurring Disabilities

Kathy Schwabeland – pepnet 2

Geared to professionals with some familiarity in working with deaf and hard of hearing consumers, this session will address the issues working with deaf and hard of hearing individuals who face additional challenges beyond hearing loss. The focus will be on how to effectively work with consumers who are deaf or hard of hearing and may also experience visual loss, mental health issues, minimal language skills, and addictions.
pepnet2 Training Institute; Audience: All

#3.12 Best Practices for Implementing Video Captioning

Haris Gunadi–Portland Community College, Oregon
Tole Khesin–3 Play Media

The use of online video has become an essential part of teaching and learning. At the same time, higher education institutions are facing legal, functional, and ethical pressures to provide accessible video accommodations to their students and staff. In this session, Portland Community College will discuss their captioning solutions, costs and benefits derived implementation best practices, and future strategies.
pepnet2 Training Institute; Audience: All

#3.13 In-House vs Outsourcing - Comparing Service Provision Models for Deaf/Hard-of-Hearing Students
Chad Price–Arizona State University

Is there a good, better, or best model for providing interpreting/CART services for students in higher education? With a high impact on budgets, how do you decide which is best? This presentation will break down three different models that have been used at Arizona State University and will analyze the factors that lead to the decision to use each approach.
pepnet2 Training Institute; Audience: All

#3.14 Standardized Testing: Accommodations for Deaf and Hard of Hearing Test Takers
Ruth Loew–Office of Disability Policy, ETS
John Hosterman–Pearson VUE & GED Testing Service

Academic settings and standardized testing differ in documentation required and, sometimes, in accommodations subsequently provided. These differences can create frustration. This session will provide DSS personnel with information needed to support test takers' understanding of documentation requirements and accommodations provision in the two settings. Documentation requirements and accommodations for deaf and hard of hearing individuals will be highlighted.
pepnet2 Training Institute; Audience: Intermediate

#3.15 Student Learning and Development Outcomes & the CAS Disability Standards – Part II
Jean Ashmore–Past-President AHEAD, Disability Director Emerita, Rice University
Trey Duffy, Past–President AHEAD, Director, Disability Resource Center, Cal Poly San Luis Obispo
Paula Perez–Past-President NY State Disability Services Council, Program Coordinator, Office of Accommodative Services, Dutchess Community College

Increasingly, quantifiable outcomes are expected for students utilizing disability services. Using context of the 2013 CAS Disability Resources and Services program standards, student learning and development outcomes will be introduced and explored. Six learning domains adopted by CAS and embedded into all standards will be presented. Developing solid DS learning outcomes presents challenges. Examples of DS student outcomes will be discussed.
AHEAD Collaborations; Audience: All

Concurrent Block 4
Thursday July 17, 11:00 am–12:30 pm (90 min.)

#4.1 Legal Landscape for Alternate Formats
Gaeir Dietrich, HTCTU, California Community Colleges

What do you do when student's right to accommodations, instructor's right to academic freedom, and the copyright holder's rights to protect their intellectual property all seem to collide? We will look at the roles of access and accommodation as we consider the legal landscape involved for your campus. Recent resolutions provide promising practices to help you navigate this landscape for your campus and your students.
Civil Rights & Disability Law; Audience: All

#4.2 Theory Barriers to Change: Power and Privilege in Disability Service Provision
Tanja Beck–McGill University

Are you aware of how much the principles of power and privilege influence our daily practices as Disabilities Service Providers? This session examines Disability Service Provision through the lens of Power and Privilege. It provides the opportunity to lay open the privileges that manifest themselves in our daily interactions with people with disabilities and consequently, bring a clearer understanding of the barriers individuals with disabilities experience as a result of those interactions. The session will explore questions such as: What underlying messages do we convey in our initial meetings? Is the extent to which we ask students to "proof" their eligibility for accommodations through medical documentation really justified? How can we create more accessible environments by reducing privilege and power in our daily practices?
AHEAD Start; Audience: Novice

#4.3 Universal Design for Engagement & Retention in Student Affairs
Melanie Tucker–Northern Illinois University

Universal Design (UD) has been embraced as a tool for barrier reduction and inclusive design, but its application to Student Affairs is still in the development stages. In this interactive session, participants will have the opportunity to analyze and discuss examples of the application of UD across Student Affairs to positively impact engagement and retention of multiple students.
Out of the Box III
Audience: Intermediate to Advanced

#4.4 Multi-campus Community College Perspectives-Effective Practices for all Campuses
Tom L. Thompson–Higher Education Consultant
Sandra Patton–Lone Star College System

Two multi-campus community colleges (Florida and Texas) have Disability Services Directors who oversee accommodations and resources on multiple campuses. Their role is largely focused on resource development/allocation, consistency of practice and enhancement of their campus environment. This session, facilitated by a seasoned Disability Services Director, will focus on practices that can be learned and implemented on any community college campus.
Running a DS Office: It is YOUR Business! Audience: All

#4.5 Adventures and Pitfalls of Going Digital to Streamline Services - Tales of Three Universities
Bree Callahan–University of Washington
Chad Price–Arizona State University
Heidi Scher–University of Arkansas
Jon McGough–University of Washington

Student and service requests are rising, paperwork is overflowing and DR/S offices need more efficient workflows and data collection for their institutions-there MUST be a better way! Presenters from three DR/S offices across the nation will share their journeys towards a better solution to manage services, data and overall operations through a customizable, web-based management system - Accessible Information Management.
DS Management; Audience: All

#4.6 Here Come the Visually Impaired Students: What Do They Really Need/Want?
Enjie Hall–The Ohio State University
Christopher Turner–North Platte Community College
Keith Bundy–Dakota State university

This session will inform participants from a blind/visually impaired/print disabled student's prospective what is necessary for success in a college setting. The session will provide information based on personal narratives and data from a survey completed by blind/visually impaired/print disabled students nationally. Topics covered will include assistive technology, accessible course materials, mobility and orientation, and life outside the classroom
Access to Instruction; Audience: All

#4.7 McDaniel Step Ahead: A Transitional College Summer Program Specifically for Students with Disabilities
Dana Lawson–McDaniel College

Entering college can be an overwhelming experience, especially when the student has a disability. This presentation provides an overview of a summer bridge program designed to help students with disabilities transition to college successfully. The program includes academic workshops, social activities, and allows students the opportunity to begin adjusting to campus life prior to the arrival of other students.
Student Transition; Audience: Intermediate

#4.8 Disability Director's Roundtable: A Discussion on Best Practice's Challenges and Successes
Lois Harris–The Ohio State University
Annazette Houston–University of Tennessee
Kathryn Lutes Ebel–Chattanooga Community College

Panel discussion of disability services Director's from the University of Tennessee, The Ohio State University, Maryville College and Chattanooga State Community College will provide perspectives on best practices, challenges and successes. This will be an interactive session that will address emerging issues for Disability professionals in the higher education environment. This session will offer an opportunity for informal dialogue and information sharing.
Upward Career Mobility; Audience: Intermediate

#4.9 Developing A Student Trainer Program to Enhance Campus Outreach
Susan A. Aase–University of Minnesota
Donna Johnson–University of Minnesota

Through lecture and interactive/experiential demonstrations, this session will provide participants with strategies and materials for the conceptualization, development, implementation, and evaluation of a Student Trainer Program designed to enhance campus outreach and specifically engage faculty regarding accessible instruction, course, and program content. Participants will acquire a tool kit for the creation of a Student Trainer Program on their respective campuses.
Faculty Engagement; Audience: All

#4.10 Strategic Planning for the Small DS Office

Gavin Steiger–University of Houston-Clear Lake
Mark Pousson–Fontbonne University
Dorothy Schmitt–St. John's University
Heather Stout–Saint Louis University

This session will examine how small Disability Services offices can create a strategic plan for their office that fosters collaboration with other offices on campus and colleagues within Disability Services, as well as promotes engagement and retention of students with disabilities. The session will include examples of how to create measurable learning outcomes and methods of assessment.
The Small DS Office; Audience: All

#4.11 An Introduction to PROJECT ACCESS: Effective Classroom Strategies to Improve Access to Learning for Deaf and Hard-of-Hearing Students

Stefanie Ellis-Gonzales–Ohlone College, CA
Judith Gonzales–Ohlone College, CA
Erika Shadburne–Austin Community College, TX
Paul Bernella–Austin Community College, TX

In this interactive session, you will be introduced to the DeafTEC Project Access training project. You will explore valuable strategies and resources available to faculty and service coordinators for improving access to learning and helping mainstream faculty work more effectively with deaf and hard-of-hearing students. These resources, available through a grant from the National Science Foundation, focus on STEM majors.
pepnet2 Training Institute; Audience: All

#4.12 Creating an Inclusive College Experience: Access Beyond the Classroom for Deaf/Hard of Hearing Students

Lauren Kinast–University of Texas, Austin
Bambi Riehl–University of Wisconsin - Milwaukee

Are you providing equal communication access to Deaf/hh students in their college experiences outside the classroom (student organizations, fraternity/sorority, or happy hour with cohorts)? Policies/procedures for these requests vary among institutions and are often difficult for students to navigate. Participants will be exposed to various budget, policy and request-process models, and group conversations to review their college's procedures for feedback.
pepnet2 Training Institute; Audience: All

#4.13 On-line Mathematics Video Resources for Deaf and Hard of Hearing Students

Gary Blatto-Vallee–National Technical Institute for the Deaf, Rochester, NY

Attendees will get an in-depth view of the newly created online video mathematics tutorials aimed specifically at deaf and hard of hearing students. Participants will be able to utilize and discuss appropriate uses of this new resource for anyone with any ties to deaf students taking mathematics. Incorporating additional tools including Khan Academy will be discussed.
pepnet2 Training Institute; Audience: All

#4.14 Effective and Innovative Strategies for Managing Interpreting Services

Barbara Borich–University of Arizona
Catherine Mazzola–University of Arizona

Intended for all disability resource professionals who have a role in providing interpreting services, from service coordinators to DS directors, this panel discussion will provide the opportunity to explore interpreting policies, scheduling issues, the dynamics of the interpreter/student/DS relationship, funding, etc. Panelists will include both interpreter and non-interpreter coordinators. There will be ample opportunity for discussion.
pepnet2 Training Institute; Audience: All

#4.15 Maximize your AHEAD Regional Affiliate: A World of Network Opportunities

Terra Beethe–Bellevue University
Kim Ochsenbein–Tennessee Technological University

The presenters will address universal components of the AHEAD regional affiliate program, including affiliation benefits with National AHEAD, regional membership structures and activities, and the benefits and challenges of regional level membership. This interactive session will lead audience members to understand and synthesize new ideas, and then to apply these new ideas to strengthen their own regional affiliate organization. AHEAD members without a regional/state affiliate organization are also encouraged attend to learn about the benefits of regional affiliate membership.
AHEAD Collaborations; Audience: All

Concurrent Block 5
Thursday July 17, 2:00–3:00 pm (1 hr)

#5.1 Student Conduct and Students on the Autism Spectrum
Jane Thierfeld Brown–UConn Law School; College Autism Spectrum

Student behavior and conduct issues get increasingly complicated when students with disabilities are involved. Students on the autism spectrum are especially complex as their lack of social understanding can necessitate accommodations while keeping the integrity of conduct codes. This session will address classroom behavior, residence hall and room mate interactions and campus awareness in the area of behavior, conduct and autism.
Civil Rights & Disability Law; Audience: All

#5.2 What is the Future of Learning Support Services in DS Growth Focused on Change in the Classroom Environment?
Patricia Diaz del Castillo–McGill University
Frederic Fovet–McGill University

With the social model becoming increasingly translated in DS practices through the implementation and promotion of UDL, the notion of individual "support" is becoming less attractive as a concept. Yet many of our DS units have a learning support component and these services are in constant growth. This presentation will review the impact UDL has on the notion and learning support and its future in the growth of DS units.
AHEAD Start; Audience: Novice

#5.3 Multiple Dimensions: Using LGBT Identity Development Theory as a Model for Progressive Disability Professionals
Jen Dugger–Portland State University
Amanda Kraus–Arizona State University

Educating on the importance and implementation of Universal Design and the Social Model of Disability on our campuses is incredibly important. However, these are not fix-all solutions; there will always be a need to provide guidance and support to our students who are in the process of developing and fine-tuning their identities as individuals with disabilities. A model framework for facilitating the development of LGBTQ students is used by student affairs professionals of all disciplines. Come learn about this and the various theories that exist regarding disability identity devel-

opment and we'll discuss ways in which we can infuse this into our work and the work of our colleagues.
Out of the Box III
Audience: Intermediate to Advanced

#5.4 Don't Fan the Flames. Turn Angry Faculty Emails into Positive Outcomes
Jamie Axelrod–Northern Arizona University
Adam Meyer–University of Central Florida

No matter what approach you use in communicating with faculty, there will always be those individuals who are not happy with the accommodation process, with the idea of working with students with disabilities and/or working with your office. Many times, these frustrations will be communicated to you by email. Based on tips from a few communication resources and professional experiences, the presenters for this session will offer ideas to give you greater confidence in writing and communicating an effective reply that puts the "fire" out and perhaps wins you an office ally.
Running a DS Office: It is YOUR Business! Audience: All

#5.5 Using Mobile Technology to Promote Independence for Students with ADHD/LD
Jamie Coccarreli–North Carolina State University
Rebecca Sitton–North Carolina State University

This session will demonstrate how mainstream technology can assist all Disability Services offices who work with students diagnosed with ADHD and LD in managing the transition demands of higher education.This session will focus on how students can use technology to take notes, increase focus while reading and writing, and use mobile apps and software to organize a busy semester.
Access to Instruction; Audience: All

#5.6 Improving Your Assistive Technology Service Delivery
Janet Peters–Great Lakes ADA Center
Bryan Ayres–EasterSeals of Arkansas

This session will introduce you to a free tool to improve your assistive technology service delivery model. The Quality Indicators for Assistive Technology in Post Secondary Education (QIAT-PS) project offers tools and resources on quality implementation of assistive technology in the post-secondary educational environments, including a fully accessible Campus Self-Evaluation Matrix Tool, which will be demonstrated.
Access to Instruction; Audience: Intermediate

#5.7 Equal Opportunities, Unique Experiences: Individualized and Universal Approaches to Inclusive Study Abroad

Ashley Holben–Mobility International USA (MIUSA)
Joanna Boval–University of California San Diego

Diversifying international exchange opportunities to include students with disabilities involves teamwork and exciting adventures, but sometimes also means problem-solving perceived roadblocks or unforeseen challenges. This session will present two approaches to inclusive study abroad planning: first, an individualized planning approach that focuses on the individual student; and second, a universal design approach that focuses on programs that are inclusive from the beginning.
Global Perspectives; Audience: Intermediate

#5.8 Promoting Retention Through Support Services: African American Students with Mental Health Concerns

Gregory Moorehead–The University of Chicago
Vivian Barnette–North Carolina A&T University

The session discusses some of the cultural and institutional barriers to accessing mental health support services among African American college students; and practices institutions can employ to promote greater utilization of campus services within this population. Time will be allotted for group work and role plays that promote advocacy for students with mental health concerns.
Student Services; Audience: Advanced

#5.9 The Seven Barriers to Using Academic Accommodations - From Our Students' Perspective

Michael Brooks–Brigham Young University
Michael Lyman–University of Maine - Counseling Center
Mark Beecher–Brigham Young University
Derek Griner–Brigham Young University

Students with disabilities (SWD) face many barriers in college, but little is known regarding barriers to exercising approved academic accommodations. This lecture will review the results of a study of SWD who were approved for accommodations but did not utilize them. Seven themes for not utilizing accommodations emerged, and these will be discussed, along with approaches to encourage accommodation use.
Student Services; Audience: All

#5.10 Disabilities Portrayal in Contemporary Fiction: An Ongoing Discussion

Julianne Albiero-Walton–East Stroudsburg University
Edith Miller–Delta Alpha Pi Honor Society

This presentation is the third in a series that reviews contemporary fiction and the portrayal of disability. Previous presentations reviewed fiction for portrayals of characters with disabilities as examples of evil and others as non-stereotypical. This is presentation will be a group discussion of selected books from different genres which portray characters with disabilities as non-stereotypical and positive.
Disability in Media; Audience: All

#5.11 Interpreting is Expensive! Re-framing How We Talk About and Provide Interpreting Services

Chad Price–Arizona State University

Interpreting and CART services are expensive! How are we as DS professionals talking about the services being provided? The presenter will lead a discussion with participants about ideas of how we can re-frame our language and approach to providing accommodations to students who are deaf and hard of hearing. The discussion will include ideas about possible funding sources for services we provide.
Audience: All   pepnet2 Training Institute

#5.12 Building an Online Community for Deaf and Hard of Hearing STEM Students

Lisa Elliot–Rochester Institute of Technology

This presentation will describe the challenges and strategies faced in creating a virtual academic community for postsecondary students who are deaf or hard of hearing (D/HH) and who are majoring in science, technology, engineering, and math (STEM) fields, their faculty, and mentors.
pepnet2 Training Institute; Audience: Intermediate

#5.13 When Languages Collide: Mathematics and ASL- Insuring a Good Fit

Paul Glaser–Edmonds Community College

The language of mathematics challenges many interpreters who work with students who are deaf or hard of hearing. Potential ramifications of invented signs, lack of standardization and interpreters content knowledge impact the ability to provide 'access for all.' This session will examine the factors that best support institutions ability to provide that level playing field in teaching and interpreting mathematics.
pepnet2 Training Institute; Audience: All

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#5.14 Is the Use of Multiple Classroom Technologies Problematic for Deaf/Hard-of-Hearing Students?

Joseph Stanislow–Rochester Institute of Technology, New York

Gary Behm–Rochester Institute of Technology, New York

This presentation will focus on how to increase students' effective learning in the classroom. Different educational technologies are examined as to how they are applied in the classroom and whether they meet deaf students' needs and learning style. Recommendations will be made for short-term accommodations and suggestions for further research.
pepnet2 Training Institute; Audience: All

Concurrent Block 6
Thursday, July 17, 4:00–5:30 pm (90 min.)

#6.1 Alternate Media and Copyright—A Blockbuster Court Decision: The Authors Guild, Inc. v. Hathi Trust, S.D. N.Y (2012)

Gaeir Dietrich–HTCTU, California Community Colleges

DSS Directors and alternate media providers are often unsure of how copyright law applies to their responsibility to provide alternate media to various populations of students—blind students, students with "print disabilities," students with learning disabilities, etc. This confusion reflects the fact that the law in this area is built on complex compromises among competing interests and is not consistent with current scientific knowledge about why persons with disabilities cannot read.

It is in this caldron of confusion that, in The Authors Guild, Inc. v. Hathi Trust, S.D. N.Y (2012), the National Federation for the Blind (NFB) and other groups addressed the claim of the Authors Guild that permitting Google to digitize thousands of books contained in the libraries of five major universities was an obvious violation of the Copyright Act. The blockbuster outcome, issued by Judge Baer, supported the production of alternate media for certain purposes, such as making materials accessible to persons with print disabilities, under the "fair use" exception to copyright. This decision, if applied nationally, will bring considerable clarity to this topic and greatly expand the application of the "fair use" exception to creating alternate media for persons with disabilities.
Civil Rights & Disability Law; Audience: All

#6.2 A Culture Shift: Moving Beyond Compliance To Full Membership In Higher Education

Katherine Betts–The Ohio State University

Is it possible that attitudinal barriers prevent us from being truly inclusive? There is often a lack of intentionality about including disability as a part of the broader diversity conversation. As a result, microaggressions and environmental factors that create systemic barriers go unnoticed. This results in marginalization and disconnectedness for the disability community. Presenters will help participants recognize bias, create structures for change, and develop allies through an action plan.
AHEAD Start; Audience: Novice

#6.3 Guiding Faculty toward Access: Ways to Facilitate Change

Beth Harrison–University of Dayton

Our aim in working with faculty is often to move them to change the way they do things in order to provide access always and in all ways. Why don't workshop participants and others we talk with readily adopt the disability-related thinking we suggest? That kind of change is difficult because it involves changing our conceptions about the world. In this session we will explore several theories of change to help DS professionals plan approaches that can bring lasting rather than temporary change—for faculty, students, and ourselves!
Out of the Box III
Audience: Intermediate to Advanced

#6.4 Career Advancement Strategies for Disability Resource/Service Staff

Melanie Tucker–Northern Illinois University
Bea Awoniyi–Santa Fe College

In recent years, disability administrators have challenged the historical notion that working within disability services does not provide a pathway to upper administration within higher education (e.g. Deans, Assistant Vice Presidents, and Chief Diversity Officers). Two AHEAD Board members will share the skills that prepared them and strategies they used to successfully move into upper administration.
Running a DS Office: It is YOUR Business! Audience: All

#6.5 Transitioning to PostSecondary Education: An E-College Mentoring Program Collaborative
Georgia Robillard–Lake Superior College
Steve Schoenbauer–Northern Lights Special Education Coop
Emily Norenberg–University of Minnesota Duluth
Melissa Watschke–The College of St. Scholastica

E-College is an 8 week program pairs college students with disabilities as mentors to offer high school students with disabilities a successful transition to post-secondary education. A panel of three post-secondary disability coordinators and a 9 - 12 special education representative will offer the curriculum, strategy for partnerships, lessons learned and the tools to implement the program.
Student Services; Audience: All

#6.6 A Model for Successfully Launching an Accessibility Initiative at Your University
Allen Sheffield–Temple University
Paul Paire–Temple University

Looking to begin a conversation at your university? Struggling to identify partners or where to even begin? This presentation will highlight how the role of Disability Services in an initiative should evolve and how the partnership is resulting in lasting changes. An analysis of evolution of accessible information and technology at Temple University will provide important takeaways for other universities.
Access to Instruction; Audience: All

#6.7 Passport to the WORLD: Navigating (Dis)Ability in Global learning Initiatives
April N. Thompson–Stetson University/Accessibility
Paula Hentz–Stetson University-WORLD/Study Abroad

In higher education, we need to recognize the spectrum of ability in high impact practices such as engaged global learning. Collaboration with campus & International partners, while navigating international laws and cultural views regarding ability, is critical. Our session will discuss the importance of pre-planning and partnership for long-term inclusion and representation for students with disabilities in education abroad.
Global Perspectives; Audience: All

#6.8 Transitioning from College to Career for Students on the Spectrum. Or: "You mean I have to graduate? I was just getting good at college!"
Lisa King–St. Catherine University; College Autism Spectrum
Jane Thierfeld Brown–UConn Law School; College Autism Spectrum

In this session we will provide DS providers understanding of the challenges that students with Asperger Syndrome face when transitioning from college to employment settings and strategies for supporting the student and campus constituencies. Ideas for assisting the student find and secure internship opportunities will be discussed. In addition, ways in which to engage key departmental staff, career services and work study offices will be provided. We will equip attendees with strategies and and tools to facilitate a smoother transition to internships, part-time jobs while still on campus and career employment beyond college.
Student Transition; Audience: All

#6.9 The College Model: Strategic Partnerships that Enhance Faculty Engagement and Access within Academic Health Center Programs
Barbara Blacklock–University of Minnesota
Tim Kamenar–Univesity of Minnesota
Krysten Schwartz–University of Minnesota

Creating allies, partnerships and access for all, in Academic Health Center Programs can be both challenging and stimulating. The University of Minnesota has created a "College Model" to successfully facilitate access and strong faculty engagement within these programs. This interactive session will provide participants with the tools and strategies needed to increase access and enhance faculty engagement on their campuses.
Faculty Engagement; Audience: All

#6.10 Creating A Peer Mentor Program to Promote Self-Determination and Leadership
Cheryl Ashcroft–Lehigh University
Lisa Ruebeck–Lehigh University

The Peer Mentor Program at Lehigh University was initiated in 1997 to assist first year students with Learning Disabilities and ADHD with the transition from high school to college. This workshop will explore the evolution of this student driven peer mentor program, including funding, recruitment, leadership development and training, programming, and assessment.
Student Services; Audience: All

#6.11 Interdisciplinary Transition Team Initiative (ITTI): A Comprehensive Planning Approach for Transition-Age Young Adults who are Deaf-Blind
Susanne Morrow–Queens College, CUNY, New York

A new initiative, the Interdisciplinary Transition Team Initiative (ITTI) was piloted during the 2012-2013 academic year with 11 transition teams in New York State. This session will highlight the accomplishments and lessons learned as they relate to transition planning for young adults who are deaf-blind.
pepnet2 Training Institute; Audience: All

#6.12 Speech-to-Text Services: A Technology and Training Roadmap
Kate Ervin–Typewell
Rebecca Berger–West Virginia University
Brynn Elliott–University of Wyoming
Valerie Sturm–Brigham Young University - Idaho

Three service coordinators will present their experiences, each illustrating a phase in the speech-to-text program lifecycle: from start-up, to transition, to long-term sustainability. Through interactive discussion, participants will establish a foundation of shared experience that supports forward-thinking planning, innovative technology and budgeting solutions, and continuing success for speech-to-text service programs. Need a roadmap to get from "here" to "better"? Join us!
pepnet2 Training Institute; Audience: All

#6.13 Video Remote Interpretation: Establishing Access to PostSecondary Environments for Deaf Students
Erica Alley–Gallaudet University, Washington, D.C.

Video Remote Interpretation (VRI) in post-secondary environments opens the doors to dynamic academic interactions for Deaf students through creating an environment that fosters language access. This presentation is an introduction to VRI in academic settings and offers a guide to collaborating with video remote interpreters in order to establish an inclusive and equitable post-secondary experience for Deaf students.
pepnet2 Training Institute; Audience: Novice

#6.14 Exploring the Connection Between Services, Support, and Persistence of Deaf and Hard of Hearing Students
Kerri B . Holferty–Whatom College, Washington

Deaf and Hard of Hearing students are a minority population on many college campuses and may require communication access services that are costly but vital for their academic success. This session will discuss the results of an assessment done to inform what factors contribute to the educational success and the effect support services play in that success for D/HH students at Whatcom Community College.
pepnet2 Training Institute; Audience: All

Concurrent Block 7
Friday, July 18, 9:00–10:30 am (90 min.)

#7.1 OCR Year in Review
Panel: Chief Attorneys–U.S. Department of Education, Office for Civil Rights, Regional Offices

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 and compliance reviews and providing technical assistance. This session reviews illustrative decisions over the last year which may help you in formulating policy and practice on your own campus.
Civil Rights & Disability Law; Audience: All

#7.2 The Journey Continues: Exploring the Process of Rethinking the Role of Documentation
Adam Meyer–University of Central Florida

It has been a little over two years since AHEAD released its Documentation Guidance information. This session will be a panel discussion with various disability office representatives who are working on processes that reflect the concepts outlined in the Documentation Guidance. The panelists are at various stages in the journey and are experiencing various successes, questions and internal hesitations. Audience members will have ample opportunities to ask questions. The goal of the session is to not solve anything, per say, but to discuss the on-going process of thinking about documentation differently.
AHEAD Start; Audience: Novice

#7.3 Emerging Practices for working with Graduate Students: Relationships, Structure, Appropriate Accommodations

Barb Hammer–University of Missouri
Neera Jain–University of California, San Francisco
Jane Thierfeld Brown–University of Connecticut

As more students with disabilities pursue graduate degrees, disability services professionals need to know how to guide and support those students as they make that transition by being creative and flexible and thinking "out of the box" about what constitutes access. Presenters will share emergin practices for supporting both students and graduate programs when confronted with unique challenges.
Out of the Box III
Audience: Intermediate to Advanced

#7.4 Community College Open Access: Challenges and Opportunities for Student Development

Deborah Larew–Valencia College

Open Access admission in the two year college brings opportunity and challenge for disability services personnel to facilitate student transition and development. Valencia College follows a model of proactive advising and a developmental Life Map advising model to help students develop and take the lead in their education. We share our developmental and proactive advising model and offer take-aways which participants can adapt for their own use, no matter the size of their office.
Running a DS Office: It is YOUR Business! Audience: All

#7.5 Campus Partners Working Together to Create Accessible Online Learning Environments

Karen Pettus–University of South Carolina

Today's world is a competitive and ever-changing atmosphere. While the benefits of a college education are well-documented, many students need the flexibility online courses offer to complete their degree. A panel of faculty and staff from South Carolina will share their cooperative efforts to ensure our Distributed Learning courses are effectively designed and accessible to students with recognized disabilities.
Access to Instruction; Audience: All

#7.6 Partnering with the Instructional Design and Development Team to Promote Accessible Instruction

Candida Darling–Salt Lake Community College
Robert Lindsay–Salt Lake Community College

How can Disability Services providers reach a large number of faculty and make a campus-wide impact on accessible instruction? Developing strategic partnerships with the Instructional Design and Development team can be a great place to start. In this session we will discuss a successful partnership at a metropolitan community college between the Disability Resource Center and the Instructional Design and Development team that has helped promote principles of Universal Design for Learning campus-wide. We will offer the unique perspectives of both the instructional designers and the Disability Resource Center.
Access to Instruction; Audience: All

#7.7 Enhancing Access to Students with Non-Apparent Disabilities in International Exchange

Ashley Holben–Mobility International USA (MIUSA)
Teresa Spoulos–San Diego State University

With the increased participation of students with non-apparent disabilities in international exchange programs, study abroad professionals are reaching out to disability services and counseling staff to understand issues surrounding accommodations, health insurance, traveling with medications and more. Gain an overview of these issues and how to advocate for a study abroad model that incorporates principles of universal design.
Global Perspectives; Audience: Intermediate

#7.8 A Case Study on the Professional Identity Development of Disability Service Providers

Shelley Ducatt–Texas Tech University

Disability professionals enter the field with a variety of backgrounds and experiences. While graduate preparation programs train new professionals with a bag of general skills and competencies, how do we begin to understand the skills and competencies used in our daily work and the impact of these on professional identity development? This lecture presents the finding of a qualitative study.
Upward Career Mobility; Audience: All

#7.9 Culturally Responsive Evaluation: A Tool for Assessing Faculty Understanding of Serving Students with Disabilities

Donna Johnson–University of Minnesota - Twin Cities
Susan Aase–University of Minnesota - Twin Cities

Faculty are key stakeholders for disability services. However, many disability services offices do not explore faculty understanding of the needs of students with disabilities nor do they discover what faculty need from disability services to understand their role in the interactive process. Culturally Responsive Evaluation is one approach to evaluating stakeholder experiences through the lens of strengths of the communities served.
Faculty Engagement; Audience: Intermediate

#7.10 Alternate Format Textbook Strategies for the Small Disability Services Office

Rebecca Sitton–North Carolina State University

This session will focus on how a disability service office can provide the accommodation of textbooks in an accessible format utilizing available services, tools, and technology. Information provided will assist Disability Service Providers in navigating the maze of available digital formats, provide resources to track the process of providing this accommodation, and resources to teach students how to locate and purchase accessible reading materials that may already be available to them.
The Small DS Office; Audience: All

#7.11 Deaf Self-Advocacy – Perceptions, Abilities and Tools – Effective Practices and Curriculum

Presenters TBA

This presentation, offers an overview of the Deaf Self-Advocacy Curriculum and its many uses. Attendees will gain greater understanding of the perceptions of deaf consumers, deaf leaders and vocational rehabilitation counselors regarding self-advocacy; and a greater understanding of how to obtain the curriculum, locate consumer trainings in their local community, and/or provide consumer trainings within their own communities.
pepnet2 Training Institute; Audience: All

#7.12 Creative Teaming with Limited Resources

Valerie Sturm–Brigham Young University - Idaho
Laura Paulsen–Brigham Young University - Idaho

There just are not enough quality service providers to go around, especially in rural areas. By utilizing technology to craft some creative teaming solutions, deaf and hard of hearing students can get their needs meet, coordinators can relax, and service providers can end a semester with their bodies, hands, and minds intact.
pepnet2 Training Institute; Audience: All

#7.13 Incorporating Technology and Universal Design for Deaf and Hard of Hearing Students in Higher Education

Arlene Gunderson–Austin Community College, TX
Erika Domatti Shadburne–Austin Community College, TX
Paul Bernella–Austin Community College, TX

Find out how to empower Deaf and Hard of Hearing students in higher education. A bilingual team from ACC ASL-ESOL Deaf Program will share strategies, curriculum, and tools used to develop and evaluate students' work based on the content of the information, grammar, registers, and video editing. Participants will have an opportunity to do activities with rubric and feedback.
pepnet2 Training Institute; Audience: Intermediate

#7.14 Beyond Deafness- Creating Access for Individuals with Dual Sensory Loss

Kathy Schwabeland–pepnet 2
Heather Holmes–pepnet 2

Dual sensory disability impacts a broad spectrum of individuals including veterans, non- traditional adult students and young adults. By understanding the impact of dual sensory loss on an individual, institutions can develop more effective, equal access. We will discuss the common causes of dual sensory loss, assistive technology, communication techniques and examine other resources to use when working with this population.
pepnet2 Training Institute; Audience: All

Concurrent Block 8
Friday July 18, 2:30–4:30 pm (2 hrs)

#8.1 Technology and Online Access: Recent Decisions Guide PRACTICE, Not Just Policy
Jane Jarrow–Disability Access Information & Support
Kelly Hermann–Empire State University

Court decisions and settlement agreements shine a spotlight on issues of access for a range of issues including media conversion, acquisition and use of new technology, accessible websites, and accessible online curriculum. You may know how to use legal happenings to promote institutional change. Are you as familiar with how they guide/support the day-to-day work of your office?
Civil Rights & Disability Law; Audience: All

#8.2 Beyond the ADA: Inclusive Policy and Practice for Higher Education
Mary Lee Vance–Purdue University Calumet
Neal Lipsitz–College of the Holy Cross
Kaela Parks–Portland Community College

Participants will gain an enhanced understanding of Universal Design principles, and why Student Affairs professionals need to know about them in order to be more effective in their jobs. Participants will recognize that merely meeting minimal ADA compliance is not nearly enough if institutions want to be competitive with institution-wide recruitment, retention and graduation.
AHEAD Start; Audience: Novice

#8.3 Students' ACCESS Campaign 2014: Print and Social Media Strategies for Campus ACCESS
Susan Mann Dolce–University at Buffalo

This Interactive session will demonstrate a student generated print and social media "Awareness and ACCESS Campaign." The 2011 "Voices of the ADA Generation Project", the 2013 "Voices 2.0 Project" and a campus event on Disability and the Media (videos included) resulted in a campus and beyond ACCESS campaign. Learn how to create an Awareness and ACCESS Campaign for your campus.
Out of the Box III
Audience: Intermediate to Advanced

#8.4 Strategically Managing Your Office and Planning for the Future
Emily Lucio–Catholic University of America

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

#8.5 Interactions with the AT "Experts"
Teresa Haven–AHEAD Technology Standing Committee

This extended session will provide participants with the opportunity to engage in a discussion with several of the leading experts in Access to Technology and Assistive working in today's higher education environment.
Access to Instruction; Audience: All

#8.6 If You're Gonna do it, do it Right: Modified Attendance Accommodations
Jamie Axelrod–Northern Arizona University
Adam Meyer–University of Central Florida

Disability Resource offices are getting more requests to modify classroom attendance policies. If you are considering these requests and providing this accommodation, you want to be sure that your process is sound. That means understanding when this is reasonable and how to implement the accommodation without making the student responsible for your compliance obligations. A little hint: It's hard work!
Faculty Engagement; Audience: Intermediate

#8.7 Leading The Way To Access: Keys to Success for a One-Person Office
Kathy McGillivray–Hamline University

Through lecture and small group exercises, this session will address some of the unique challenges faced by professionals who manage a disability resources office on their own and offer keys to increasing access at smaller colleges and universities. Topics covered will include budget management, assessing campus culture and politics, building alliances, policy development, minimizing burnout, and negotiating with administrators for increased resources. ample time for questions will be provided.
The Small DS Office; Audience: All

#8.8 Find New Enthusiasm and Skill for Growing Your Career
Linda Fitzpatrick–The College Of Staten Island, CUNY
John Little–Fine Arts & Graphic Design, UK
Suzanne Colbert–Macquarie University, New South Wales AU

Many people think that preparing a resume is the primary step in a job search but really it's only one of many steps. Learn how to identify and describe your strengths and how to expand the vision of your career path. Prepare to be energized toward a rewarding next phase of your career journey.
Upward Career Mobility; Audience: Intermediate

#8.9 Developing Individualized Math Success Plans for LD, TBI, ADD and WW Students
Paul Nolting–State College of Florida

There is help for students failing math. Students can be taught effective math study skills and an understanding of the affects of processing deficits on math learning. Appropriate provision of math classroom and testing accommodations completes the equation for student success. Participants will also be taught how to develop individualized student math success plans and how to process course substitutions.
Access to Instruction; Audience: All

#8.10 Service Provision for Students with Mental Health Conditions: The DS Perspective
Anna Barrafato–Concordia University
Gordon Dionne–Concordia University

This session will provide DS providers with practical strategies on how to support students with mental health conditions on campus. The common symptoms and characteristics associated with the most prevalent mental health conditions will be reviewed, as well as how these conditions appear in classrooms and in DS offices. Strategies for barrier reduction will be addressed.
Student Services; Audience: All

#8.11 I Have a Deaf/Hard of Hearing Student Enrolling. Now What?! A Look At This Low-Incidence Population
Tia Ivanko–pepnet 2
Lisa Caringer–pepnet 2

A synopsis of the pre-conference, this session is geared toward those professionals who may be new to working with individuals who are deaf or hard of hearing. Aspects such as diversity of communication preferences, transition issues, and strategies for determining appropriate accommodations will be covered. Through cultural competence training, with an introduction to Deaf culture and examples of adaptive technology, we will learn strategies for ensuring D/HH students have equitable access on your campus.
pepnet2 Training Institute; Audience: All

#8.12 "Can't 'Hear' and Can't 'Speak'" – Deaf and Hard of Hearing Students in Medical Programs
Heather Holmes–pepnet 2
Kathy Schwabeland–pepnet 2

As the number of Deaf and Hard of Hearing individuals enrolled in medical programs increases so do the questions about how to accommodate them effectively. Some programs utilize language that discourages the participation of Deaf and Hard of Hearing students by insisting candidates are able to speak and hear to apply. We will address common barriers such as: How programs can assure they are more inclusive, how admissions/standards can use language that focuses on ability rather than inability, and what accommodations are available to assist Deaf and Hard of Hearing students and professionals in the medical profession. Join us as we explore five case studies of individuals who have made this journey.
pepnet2 Training Institute; Audience: Intermediate

#8.13 Mental Health Services for Individuals who are Deaf and Hard of Hearing
Cindy Camp–pepnet 2, Jacksonville State University

Young adults transitioning out of high school face many stressors which can lead to depression, substance abuse, and other mental health issues. When an existing disability is added to the mix the stakes are even higher. For individuals who are deaf and hard of hearing (D/HH) culturally and linguistically appropriate mental health services are very difficult to access. This workshop will look at the unique needs of the D/HH population in relation to mental health services. Participants will learn what the research has to say and what resources are available.
pepnet2 Training Institute; Audience: All

Poster Sessions

Dyslexia and Engineering Workshop Methods
Velvet Fitzpatrick–Purdue University

Cogmed Interventions for ADHD: An Emphasis on Working Memory Concerns
Michael Brooks–Brigham Young University
Derek Griner–Brigham Young University
Cynthia Wong–Brigham Young University
Mica McGriggs–Brigham Young University

Empower Partnerships for Inclusive Communities: Advancing Disability Rights from Argentina to Ukraine
Ashley Holben–Mobility International USA (MIUSA)

New Start for Student Veterans: Psychosocial Characteristics of Collegiate Veterans with Disabilities
Aaron Eakman–Colorado State University
Cathy Schelly–Colorado State University
Samantha Dutra–Colorado State University

"Should I get help"?: Students with Disabilities Question University Support Services
Rachel Meyer–Ursuline College

The Evolution of Disability Service - from Eugenics to Disability Studies
Martin Patwell–West Chester University

The Faculty Room: Faculty Training and Workshops Made Easy
Lyla Crawford–DO-IT, University of Washington

The Path to College: Narrative Experiences of Students with Disabilities
Theodoto Ressa–The Ohio State University

The Work of a Resource-Teacher at College Level
Nathalie S. Trepanier–Universite de Montreal
Carole La Grenade–College Montmorency

Web Accessibility Tips: Creating Accessible Web-Based Resources
Lyla Crawford–DO-IT, University of Washington

*These poster sessions have been confirmed/accepted as of date. Additional titles will be announced at http://www.ahead.org/meet/conferences/2014

Lunch & Learn Sessions

Grab a lunch from our on-site vendor and join us for these educational programs held 12:30 – 2:00 that need no pre-registration! Locations will be posted on site in Sacramento.

Writing for the AHEAD Journal of Postsecondary Education and Disability
David Parker–Executive Editor, JPED

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

Literacy Solutions for the Digital Age
Cherie Miller–Bookshare

As the educational content landscape rapidly evolves, it is important that students with disabilities at all reading levels have the opportunity to meaningfully access quality educational materials. This session will give attendees insight into tools that are available for accessible content (Bookshare) with a focus in the areas of images and STEM content (Diagram Center -Digital Image and Graphic resources for Accessible Materials).

Clockwork Enterprise Solutions: Disability Services Management System
Barouch Chai–Microscience Learning 4 All USA Inc

Learn how counselors and administrators can streamline management of Disability Services Departments through this simple, but powerful application.

Solving the Note-taking Problem Using Speech Annotation Software
Dave Tucker–Sonocent

Effective note taking is essential for success in school, yet even the most able of students struggle with listening and writing simultaneously. Sonocent Audio Notetaker, software for highlighting audio recordings with colour in class could provide an alternative approach that solves the note-taking problem for students of any ability.

Host Hotels

While the great majority of events associated with the 2014 Conference and Institute will be housed within the Sacramento Convention Center, selected sessions and events will also be housed within each of our host head-quarters hotels: The Hyatt Regency Sacramento and The Sheraton Grand Sacramento Hotel; both of which are co-located within the same block as the Convention Center. Conference organizers have secured blocks of rooms at each of the Host Hotels, both of which are equally convenient and wonderful places to stay.

The sleeping room rate for either hotel is $164.00 + tax per night for single or double occupancy and does include complimentary in-room internet. The deadline for making your room reservation is **June 20th, 2014**; however it is highly recommended that reservations be made well in advance of that date as the supply of rooms in the headquarters hotels is limited. Once full, Conference organizers will make every attempt to ensure a supply of sleeping rooms at nearby hotels at equally affordable rates.

You are welcome to make your hotel reservations online using the links provided, or by calling the hotel at the number provided and requesting the AHEAD Group Rate to ensure your best possible pricing and benefits. Should you experience difficulty in obtaining a reservation within the AHEAD group block, please contact the AHEAD office at 704-947-7779 or via email: AHEAD@ahead.org for assistance.

The Sheraton Grand Sacramento Hotel
1230 J Street, Sacramento, CA 95814
Tel: 916.447.1700
Online reservations: https://www.starwoodmeeting.com/StarGroupsWeb/res?id=1402148478&key=7B8C4

The Hyatt Regency Sacramento
1209 L Street, Sacramento, CA 95814
Tel: 916.443.1234
Online reservations: https://resweb.passkey.com/go/2014AHED

Local Service Information

Veterinarians

Midtown Animal Hospital
1917 P St, Sacramento, CA
(916) 446-7788
midtownanimalhospital.com

Sacramento Animal Hospital
5701 H St, Sacramento, CA
(916) 451-7213
www.mysacvet.com

VCA Westside Animal Hospital
1550 Jefferson Blvd
West Sacramento, CA
(916) 371-8900
www.vcahospitals.com

Jefferson Park Vet Clinic
910 Jefferson Blvd, West Sacra-
mento, CA 1.9 mi W
(916) 371-9400
www.jeffersonparkvet.com

Pharmacies

CVS Pharmacy
1701 K Street, Sacramento, CA
(916) 444-9266
www.cvs.com

Teresa A. Miller, PharmD
1501 Capitol Avenue #71,
Sacramento, CA
(916) 552-9537

Rite Aid Pharmacy
831 K Street, Sacramento, CA
(916) 444-0690
www.riteaid.com

Safeway Pharmacy
1814 19th Street
Sacramento, CA
(916) 492-9977
www.safeway.com

Hospitals

UC Davis Health System
2315 Stockton Blvd, Sacramento, CA
(916) 734-2011
www.ucdavis.edu

Sacramento Native American
Health Center, Inc.
2020 J Street, Sacramento, CA
(916) 341-0575
www.nativehealth.org

Sutter General Hospital
2801 L Street, Sacramento , CA
(916) 454-2222

Sutter Memorial Hospital
5151 F Street, Sacramento , CA
(916) 454-3333

Mercy General Hospital
4001 J St, Sacramento, CA
(916) 453-4545
www.mercygeneral.org

Psychiatric Hospitals

Heritage Oaks Hospital
4250 Auburn Blvd, Sacramento, CA
(916) 489-3336
www.heritageoakshospital.com

Crestwood Behavioral Health
520 Capitol Mall, Sacramento, CA
(916) 471-2244
crestwoodbehavioralhealth.com

Department of Health Services
1515 K St # 400, Sacramento, CA
(916) 327-0360
www.dhs.ca.gov

Sutter Center For Psychiatry
7700 Folsom Blvd, Sacramento, CA
(916) 386-3000
www.suttermedicalcenter.org

Urgent Care Clinics

Sacramento Urgent Care
7200 S Land Park Dr #100
Sacramento, CA
(916) 422-9110
www.sacurgentcare.com

UC Davis Health System
2315 Stockton Blvd, Sacramento, CA
(916) 734-2011
www.ucdavis.edu

Mercy Urgent Care
3000 Q St, Sacramento, CA
(916) 733-3377
www.mymercymedicalgroup.org

We Care Medical Center
515 Michigan Blvd
West Sacramento, CA
(916) 372-8968
www.wecaremedcenter.com

Wheelchair Rental

AMD Medical Supply
3108 Arden Way, Sacramento, CA
(916) 485-2500
www.amdmedsupply.com

HNH Wheelchair Sales Service
and Rental
7330 Fair Oaks Blvd, Carmichael, CA
(916) 489-4180
www.hnhwheelchair.com

🍃 Silent Auction 🍃

Silent Auction to Benefit the AHEAD Scholarship Program

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!

Please join us in this super-fun Conference activity while also contributing to a great cause!

AHEAD members and Conference attendees are asked to donate quality items from their college or university, hometown, personally handcrafted items, or similar, to be bid on during the Conference. The proceeds from this silent auction are used exclusively for student and member scholarships. We would be proud to have an item from you, your college or university or your home town for the Silent Auction. We need your help to continue to make the Silent Auction a success!

Popular items from previous auctions:

- Baskets with regional edibles
- 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 with you to the Conference. If you plan to bring the items, PLEASE fax the SILENT AUCTION DONOR SHEET to 704-948-7779 by July 7, 2014. Bring your item with you and drop it off at the Registration Table when you pick up your conference materials.

UNABLE TO ATTEND BUT WANT TO DONATE?
PLEASE fax the SILENT AUCTION DONOR SHEET to 704-948-7779 by July 7, 2014 with a cover note indicating that you will need to ship your donation to the conference. The AHEAD Staff will provide you with the shipping address by June 15, 2014 so you can conveniently send your donated item.

For questions or additional information, please contact Jane Johnston in the AHEAD office by phone at 704-947-7779 or by email to Jane@ahead.org

Thank you in advance for your support of this important work!

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
☐ 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 this form to 704-948-7779)

_____   I will not be attending the Conference. Please provide me with shipping instructions by June 15, 2014.

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

Registration Information

AHEAD 2014 Conference & pepnet 2 Training Institute Registration
July 14 - 19, 2014 • Sacramento, California, USA

Registration for this event is available online at www.ahead.org/meet/conferences/2014
Once you have reviewed all AHEAD and pn2 materials, and are ready to register, please proceed to the registration portal.

When completing the online registration form:

1. Please fully and carefully provide all applicable information using the input fields below. All of your materials, communications, and credentials will be produced from the information you provide here; corrections cannot be made onsite, so accuracy in your data-entry is essential.

2. Once you have completed all applicable fields, please select from one of the two payment options offered at the end of the form.

   a. If you are paying by credit or debit card, please select the **"Pay now with Credit/Debit"** option; you will then be taken to a secure payment processing portal where you can enter your payment details and receive a receipt immediately, separate from your conference registration confirmation. Our secure payment processing server accepts VISA, MasterCard, American Express, and Discover cards.

   b. If you are paying by check, purchase order, or via other arrangements made in advance, please select the **"Submit my registration and send me an invoice"** option. You will then receive an e-mail confirmation and invoice within 60 minutes of submission. **By selecting this option you agree to submit your full payment within 15 business days of registration.**

3. If you have any questions regarding payment, before or after submitting your registration, please contact Oanh Huynh at Oanh@ahead.org or by telephone at 704-947-7779.

If, for some unlikely reason you are not able to register online – you may download a Microsoft Word version of this registration form from www.ahead.org and submit it with pre-payment as directed on the form prior to June 27th, 2014.

Conference Accessibility

AHEAD and pn2 are firmly committed to providing Conference and Institute experiences and environments that are equally welcoming, inviting, and user-friendly for all attendees. While many steps ensure this is built into the program and physical design of the Conference, planners 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, **request notifications for specific accommodations must be received through the online registration portal no later than June 13, 2014.** Section 2 of the Conference registration portal is designed to facilitate registrant access needs.

If you have specific questions about any facet of registering for the Conference, please contact the AHEAD office directly by phone or email (704-947-7779 / ahead@ahead.org).

We look forward to fully welcoming EVERYONE to the 2014 Conference & Institute!