



13th Annual Disability Symposium  
UNIVERSITY of PENNSYLVANIA  
APRIL 11, 2014

## WORKSHOPS

### MORNING WORKSHOPS

**A Accommodation Conundrums: Validating Student Self-Reported Evidence in Making Accommodation Decisions**

**Manju Banerjee, Ph.D.**  
**Loring Brinckerhoff, Ph.D.**

Recent increases in college students with psychiatric and multiple disabilities have resulted in accommodation conundrums for Disability Service personnel. This session will focus on ways to authenticate and validate students' self-report of disability and accommodation needs. Recommendations for policy development and innovative ways to accommodate students with hidden disabilities across multiple settings will be offered.

**B OCR Year in Review**

**Vicki Piel, Esq., U.S. Department of Education, OCR**  
**Rhasheda S. Douglas, Esq., U.S. Department of Education, OCR**

The Office for Civil Rights ensures equal access to education and promotes educational excellence throughout the US through active enforcement of civil rights. OCR serves student populations facing discrimination and guides advocates and institutions to promote systemic solutions to civil rights problems. An important responsibility of the agency is resolving complaints of discrimination. This session reviews illustrative cases and decisions over the last year which may help you in formulating policy and practice on your own campus.

**C Leading Them Out of the Nest: Empowering Students to Request Accommodations in Employment**

**Tracie DeFreitas, M.S.**

For many students with disabilities, accommodations received in the educational setting have been advocated for and methodically planned. Accommodations have enabled them to succeed in class, proceed to graduation, and then they are lead out of the nest into the world of work where they must know how to advocate for themselves. This session will help educational professionals empower young adults with disabilities to understand the basic principles of the Americans with Disabilities Act (ADA), request accommodations in the employment setting, and access tools and resources to enable them to succeed at work.

## **D University Support Services for Wounded Veterans: The Illinois Model**

**Tanya M. Gallagher, Ph.D.**

The transition from the military to campus life presents many challenges for veterans, particularly those that have sustained severe and multiple disabilities. The University of Illinois at Urbana-Champaign, known simply as Illinois, has been a national leader since 1948 when it was the only campus to accommodate WWII veterans with disabilities. Building on its successful experience providing daily living assistance to students, Illinois is in the process of establishing a center for severely wounded student veterans. The Center will provide educationally integrated, multidisciplinary, family-centric services to residential and non-residential wounded student veterans based upon the Illinois Model of support services. This presentation will describe our plan for providing comprehensive and integrated support including personal, psychological, academic, technological, rehabilitative, career, and employment services.

## **AFTERNOON WORKSHOPS**

### **E The Bridges to Adelphi Program: A Comprehensive College Support Program for Students with Autism Spectrum Disorder**

**Mitch Nagler, M.A., LMHC**

This presentation will cover the development, structure, and growth of the *Bridges to Adelphi Program*. *Bridges* offers academic, social, and vocational support services to Adelphi students who self-disclose with Autism Spectrum Disorder (ASD) or other non-verbal learning disorders. Through the use of “case studies,” participants will learn about the unique thinking styles, needs, and challenges of students with ASD, and strategies that have been used to help them.

### **F From the Chalkboard to the Keyboard: Accessible Technology for Teaching and Learning**

**Valerie C. Haven, M.Div., MTS**

This workshop will present educational technology and best practices to enhance the education of learners with disabilities. The presenter knows how overwhelming it can feel for faculty and staff to try and figure out what technology will engage these learners. She is also aware that some students do not self-identify or share their learning needs in class until it is almost too late to respond to them. We will discuss the value of re-purposing “disability technology” to “productivity tools.” Re-casting assistive technology into productivity tools opens the door to allowing all students to use learning tools to participate in class. Pairing these tools with teaching models such as having learners take turns posting their class notes on-line helps everyone learn more effectively. Technology such as *Voice Thread*, *Audio Note*, and *Natural Reader* will be showcased. Techniques for easily converting inaccessible content into accessible PowerPoints, PDF files, and MP3s will be discussed.

**G**      **Welcome Home: Helping Student Veterans Succeed on Campus**

**David M. Joseph, Ph.D.**

The *Welcome Home* training addresses the unique readjustment and mental health needs of student veterans. The major objectives of the training are to increase awareness about typical transition challenges veterans face when they leave the military and begin attending school, and to deepen understanding of how particular disabilities such as post-traumatic stress disorder (PTSD) and traumatic brain injury (TBI) may inhibit student veterans' success on campus. Specific engagement strategies for working effectively with student veterans are included.

**H**      **Creating a Peer Mentor Program to Promote Self-Determination and Leadership**

**Cheryl A. Ashcroft, M. Ed.**

**Lisa S. Ruebeck, M.A. Ed.**

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 program philosophy, recruitment, leadership development and training, programming, assessment, and funding resources.