

15TH ANNUAL **DISABILITY** SYMPOSIUM

UNIVERSITY *of* PENNSYLVANIA

APRIL 8, 2016

THINKING AND FEELING

MATTERS OF THE BRAIN AND HEART

WORKSHOPS

MORNING WORKSHOPS

A **Access Issues Beyond the Physical Layout of a College Campus**
Kirsten Behling

When we think of access, the first thing that typically comes to mind is whether a student with a physical disability can access a campus building. But what about the other touchpoints that students may encounter in their postsecondary experience? Admission forms? Updating their meal plan card, electronic journals in the library, university websites, registrations forms, electronic textbooks and mobile apps that may be used in the classroom. Are these touch points accessible? Who is responsible for checking them for access and fixing them if they are not? This session will give guidance on how to approach common student touch points in postsecondary education.

B ***The Adult ADHD Toolkit for College Students***
Anthony L. Rostain, MD, MA
J. Russell Ramsay, Ph.D.

Attention-Deficit/Hyperactivity Disorder (ADHD) is not a problem of lack of awareness of effective coping strategies – in fact, most individuals with ADHD will say that they know exactly what they need to do but have difficulties consistently and effectively implementing these coping strategies. This is particularly true of college students with ADHD who may be able to develop plans for balancing the academic, extra-curricular, and social demands and opportunities inherent in a full college experience, but nonetheless have difficulties turning these intentions into actions. This session will focus on some of the essential coping domains for managing college life with a focus on tactics designed to increase the likelihood of the consistent implementation of effective coping strategies. It will draw from several chapters in *The Adult ADHD Tool Kit*, a book authored by the presenters that is designed to help people turn intentions into actions. Special emphasis will be placed on addressing issues like excessive use of social media and internet, underestimation of sleep need, risks of recreational drinking and substance use, and poor time management. The benefits of academic support/accommodations, psychosocial treatment, and medications will also be reviewed.

C **Accommodations as a Negotiated Process: What Does It Mean?**
Manju Banerjee, Ph.D.
Loring Brinckerhoff, Ph.D.

Following the final regulations and the nine rules of construction put forth by the EEOC (2011), and the more recent technical guidance document from the Department of Justice (2015), accommodation

determination for college students with disabilities is shifting yet again. The position that determination of whether an impairment substantially limits a major life activity should not usually require extensive scientific, medical, or statistical evidence, is particularly confusing. This session will address how accommodation determination is negotiated, who are the negotiators, and how decisions should be made in light of these changes.

D **Life After College: Transitions, Accommodations, and Beyond**
Panel of College Alumni

Former college students from several postsecondary institutions will respond to questions about their experiences in accessing educational programs, support services, facilities, and social activities at their respective universities. Issues of access and accommodations after college and in the workplace will also be discussed. Panelists' comments about self-disclosure, interactions with supervisors and colleagues, and navigating the accommodations process in college and employment, should be of interest to the disability services community. This workshop will inform our efforts with current students in the college setting and help us to better prepare them for the world after college. Audience members will also have the chance to pose questions for the panelists.

AFTERNOON WORKSHOPS

E **Make Accessibility an Issue on your Campus**
Kirsten Behling

How do you successfully make a university campus aware of accessibility? How do you infuse the word access into everyday conversations held by faculty and staff at all levels in a university? This session will showcase an institutional approach that disability service providers can take to set the tone and culture of a campus accessibility movement. Specific topics will include the role that disability services can play in offering content design workshops and resources on our campuses, the importance and keys in gathering faculty allies and administrative support to identify and implement more institutional initiatives and how to use the legal settlements of our peers as guideposts for our own institutions.

F **Changing Students' Mindset towards Constructive Criticism and Hard Work: Implications for Teachers and Service Providers**
Manju Banerjee, Ph.D.

New research on predictors of students' academic success point to measures beyond cognitive abilities, executive function efficiencies, and even self-advocacy. Based on groundbreaking work by Carol Dweck (2006) on changing mindset, this session will share results from a research study with over 70 high school at-risk students and students with LD, on changing perceptions through simple, easy to implement interventions.

G **Veterans on Campus: Serving Those Who Served**
Marshall Thomas, Ed.D.

Military and veteran students bring unique experiences and perspectives to the campus and classroom, and the number of these students in colleges and universities has been increasing. Nationwide, more than a million students used veterans' education benefits in pursuit of their educational objectives in 2015. This session will explore the impacts of military culture and how deployments to combat zones may affect student-veterans. The presenter will offer suggestions on how best to work with this growing population of students.

H **Assistance Animals in the Residence Halls**

Steve Waller, M.S.

The role that the Department of Housing and Urban Development (HUD) plays in on campus housing has taken University housing staff and disability offices by surprise. Participants will gain a better understanding of the journey, best practices, and future direction of the increasing incidence of assistance animals in campus housing. A review of the cases to date will provide an understanding of outdated policies and practices that have resulted in legal action and lessons learned, including the recent DOJ settlement with University of Nebraska at Kearny. Best practices will be presented. The necessity of an effective partnership and strong collaboration between campus stakeholders is crucial in managing requests and providing access to students.