

FINDING BALANCE

14th Annual Disability Symposium

UNIVERSITY of PENNSYLVANIA

BIOGRAPHIES

PLENARY SPEAKERS

Sian L. Beilock, Ph.D.

Dr. Beilock is a professor in the Department of Psychology at The University of Chicago. Her research program sits at the intersection of cognitive science and education. She explores the cognitive and neural substrates of skill learning as well as the mechanisms by which performance breaks down in high-stress or high-pressure situations. Dr. Beilock's research is funded by the National Science Foundation and the U.S. Department of Education (Institute of Education Sciences). Her most recent book is *Body Wise: How Our Bodies Know Our Minds*. She also wrote *Choke: What the Secrets of the Brain Reveal about Getting It Right When You Have To*. Her research interests include attention and executive control of complex cognitive and sensorimotor skills, skill acquisition and expertise, performance under pressure and stereotype threat, and embodied cognition.

Dmitri Belser, B.A.

Dmitri Belser served as President of the Ed Roberts Campus from 2004 to 2012, and was responsible for fundraising, design, construction and commissioning of the 80,000 square foot building. He is Executive Director of the Center for Accessible Technology, one of the ERC partner agencies. In his free time, Dmitri and his partner restore endangered historic homes, an effort which often requires moving the houses to new locations. Dmitri is known as “The Blind Guy with the Power Tools”.

WORKSHOP PRESENTERS

Ilene Rosen, M.D., M.S.C.E.

Dr. Ilene Rosen serves on the Board of Directors for the American Academy of Sleep Medicine (AASM) and is board-certified in sleep medicine, internal medicine and pulmonary medicine. She is the program director for the University of Pennsylvania Sleep Fellowship and an associate professor of clinical medicine in the Perelman School of Medicine. Dr. Rosen treats all types of sleep illnesses, and her primary clinical interests include sleep disordered breathing in patients with cardiopulmonary disease. She also serves as Associate Designated Institutional Officer of Clinical Competency & Evaluation for the University of Pennsylvania Health System. Her educational interests include novel ways to deliver sleep medicine education and improving the clinical learning environment by improving professionalism during residency training. Dr. Rosen completed her fellowship and residency and earned her Medical Degree and Master of Science in clinical epidemiology from the Perelman School of Medicine at the University of Pennsylvania.

Diane Reibel, Ph.D.

Dr. Reibel is the Director of the Mindfulness Institute at the Jefferson-Myrna Brind Center of Integrative Medicine and Clinical Associate Professor in the Department of Emergency Medicine at Thomas Jefferson University. She has been teaching mindfulness –based stress reduction (MBSR) for over 20 years to patients, medical and college students, school teachers/administrators and healthcare professionals. In addition to her passion for teaching mindfulness she studies the physiologic effects and health outcomes of mindfulness training and her research is published and widely cited in both scientific journals and the popular press. Dr. Reibel is coauthor of the book *Teaching Mindfulness: A Practical Guide for Clinicians and Educators*.

Alison May, Ph.D.

Dr. May is Assistant Dean of Students and Director of AccessibleNU, formerly the Office of Services for Students with Disabilities, at Northwestern University. Prior to working at Northwestern, Dr. May directed Student Support Services TriO programs, Department-of-Education funded grants to increase the retention and graduation rates of college students who are first-generation, low-income, and/or students with disabilities, at Columbia College Chicago and Oakton Community College. She also taught the “Exceptional Child” and “Infant & Toddler Language Development” courses in the Reggio-Emilia-based Early Childhood Education program at Columbia College. Dr. May received her bachelor’s degree in psychology from Dartmouth College and her doctorate in learning disabilities from Northwestern. She is also certified as both a Learning Behavioral Specialist and coach. Her research interests and recent publications have focused on stereotype threat in undergraduates with learning disabilities and supporting foreign language acquisition in students with learning and other disabilities.

Anu Asnaani, Ph.D.

Dr. Asnaani is an Assistant Professor of Clinical Psychology in Psychiatry at the Center for the Treatment and Study of Anxiety at the University of Pennsylvania. Dr. Asnaani received her Bachelor of Science degree in psychology from Brown University and her Doctoral degree in clinical psychology from Boston University. During her doctoral study, Dr. Asnaani conducted research on emotion regulation processes, treatment outcome in social anxiety, and cross-cultural aspects of the diagnosis and treatment of anxiety disorders. Dr. Asnaani completed her clinical internship at the Warren Alpert Medical School of Brown University, where she examined the longitudinal course of PTSD and its impacts on health outcomes in recently returning OEF/OIF veterans. Her current interests include understanding how diversity influences emotion regulation, improving treatment outcome, and effectively increasing dissemination of empirically supported treatments for PTSD and other anxiety disorders. Dr. Asnaani specializes in cognitive-behavioral treatment for social anxiety, panic disorder, specific phobias, generalized anxiety, substance use disorders, and in Exposure and Response Prevention (EX/RP) for OCD.

Manju Banerjee, Ph.D.

Dr. Banerjee is Vice President and Director of Landmark College Institute for Research and Training at Landmark College, Putney, VT. She has over 28 years of experience in the field of learning and other disabilities. Dr. Banerjee is a certified diagnostician and teacher-consultant for learning disabilities. She has presented and published extensively, both nationally and internationally, on topics including disability documentation, technological competencies for postsecondary transition, and Universal Design. She is on the editorial board of the *Journal of Postsecondary Education and Disability* and is a member of the Professional Advisory Board of the Learning Disability Association of America (LDA).

Elisa Laird-Metke, J.D.

Ms. Laird-Metke is the Associate Director of Student Disability Services at the University of California, San Francisco, where she is the primary service provider for students with disabilities in the Schools of Nursing, Pharmacy, and Physical Therapy. Elisa has an extensive background in law, disability, and public health; she has worked first as a sign language interpreter, and later as a disability rights attorney and public health policy attorney, before subsequently returning to disability resources. She has presented extensively and published several articles, and is the legal editor, as well as primary author of three chapters, of the forthcoming manual, *The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Professional Education* (Springer Publishing). Elisa is also on the board of the *Coalition for Disability Access in Health Science and Medical Education*.

Lisa Meeks, Ph.D.

Dr. Meeks is currently on staff with the University of California, San Francisco where she is the Director for Student Disability Services, and is the Deputy Title IX Officer for the campus. She is also the co-founder of the *Coalition for Disability Access in Health Science and Medical Education*. Prior to her appointment at UCSF, she represented students with disabilities through her work at Case Western Reserve University and the Cleveland Clinic's Lerner College of Medicine, where she served as the Assistant Director of Disability Services. In addition to training institutions of higher education, Lisa has conducted trainings for the Department of Defense, the Central Intelligence Agency, the Association of Higher Education and Disabilities (AHEAD), The Association for the Advancement of Science (AAAS), the Association for American Medical Colleges (AAMC), and most recently presented Grand Rounds at the Icahn School of Medicine at Mount Sinai in New York. Lisa's upcoming books: *The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Professional Education* (Springer Publishing) and *A guide to staying safe for young adults on the Autism Spectrum* (Jessica Kingsley Publishers) are forthcoming this Spring and next Fall, respectively.

Tim Montgomery, M.A.

Mr. Montgomery is the Assistant Director of Accessible NU at Northwestern University – Chicago campus. In this role he works with the Feinberg Medical School, Physical Therapy, Physician's Assistant, and Prosthetics and Orthotics programs along with the Law School, Kellogg PT/MBA, the School of Professional Studies, The Graduate College and Distance Learning. For the last 12 years, Tim has been working in the areas of academic support/disability services in higher education. Before moving to higher education, he spent 20 years in teaching and in administrative roles for middle/high school special education programs. Tim co-founded the *Coalition for Access in Graduate Health, Science and Medical Education* and is lead author of a chapter on myths about students with disabilities in the forthcoming, "*The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Professional Education*" due in Spring of 2015 (Springer Publishing).

Gregory Moorehead, University of Chicago, Ed.D.

Dr. Moorehead is the Director of Student Disability Services at the University of Chicago. He has worked in higher education for more than 20 years, and for most of that time with underrepresented populations, successfully coauthoring several federal and state grants. Prior to arriving at the University of Chicago in 2011, Greg worked for nine years at Rutgers University where his commitment to underrepresented populations was recognized by the state of New Jersey. He is the co-founder of the *Coalition for Access in Graduate Health, Science and Medical Education* and co-author of a chapter on legal aspects of working with students in health science programs in the forthcoming, *The Guide to Assisting Students with*

Disabilities: Equal Access in Health Science and Professional Education due in Spring of 2015 (Springer Publishing).

Nicole Otto, M.D.

Dr. Otto is dually Board-Certified in Family Medicine and Sports Medicine with nearly a decade of experience treating students at Penn Student Health Services. As a two-time NCAA Women's Volleyball Champion at Stanford University, she can relate to the academic and athletic pressures of the college student-athlete. She has been integrally involved with formation of concussion policy on campus and participates annually in the Big Ten/CIC-Ivy League TBI Research Collaboration. Dr. Otto is a Clinical Assistant Professor in the Department of Family Medicine and Community Health and has presented at a number of conferences in the region on the topic of integrated concussion management.

Lorraine E. Wolf, Ph.D.

Dr. Wolf is the Director of Disability Services at Boston University, where she holds faculty appointments in psychiatry and in rehabilitation sciences. She holds a doctorate in neuropsychology from City University of New York. Dr. Wolf has taught at the undergraduate and graduate levels and presented internationally on disability issues in higher education. She co-edited the text *Adult Attention Deficit Disorder: Brain Mechanisms and Life Outcomes* and is senior co-editor of *Adult Learning Disorders: Contemporary Issues*. She co-authored *Students with Asperger's Syndrome: A Guide for College Personnel* and *Asperger's Syndrome: A College Guide for Parents and Clinicians*.