WORKSHOPS

MORNING WORKSHOPS

A  A Different War – A Different Student
L. Scott Lissner, ADA Coordinator, The Ohio State University; President Elect, Association on Higher Education and Disability
Today’s Wounded Warrior has much in common with earlier generations of disabled veterans and they are as different as the wars they fought in. The commonalities provide a starting point and can inform outreach and documentation policies. The differences will challenge our typical approaches to service provision and accommodation. There is a high incidence of “polydisability” as a result of concussion injuries, Traumatic Brain Injury combined with vision, mobility, and/or hearing impairments overlaid with depression and anxiety disorders. This session will identify best practices and model programs while discussing the practical issues of accommodation.

B  Teaching Students with Learning Disabilities to Think Creatively
Philip Schultz, Pulitzer-Prize winning author and founder/director of The Writers Studio
Philip Schultz will discuss how his writing method grew out of his dyslexia. He will discuss the creative process on which The Writers Studio bases its method, as well as how to teach students to use their own natural ability to make unusual connections as part of their creative process.

C  DS Office as Catalyst for Social Change: Improve Student Employment Outcomes
Lisa Meeks, M.A. Case Western Reserve University-Assistant Director of Educational Services for Students-Disability Resources
Garrett Westlake, M.Ed. Arizona State University, Director of Disability Resources
Founder: STEM Force Technology
College graduates are facing record unemployment and underemployment; this is especially challenging for students with disabilities. This presentation will explore three catalysts to improving career transitions for students with disabilities: on campus collaborations, national internship programs, and specialized companies hiring individuals with disabilities. The presenters will contextualize the challenge facing college graduates with disabilities in finding meaningful employment and synthesize the incredible wealth of existing resources designed to assist students in overcoming the employment challenges in our society.

D  Non-Traditional Accommodations for Students with LD and Other Co-Existing Psychiatric Conditions
Manju Banerjee, Ph.D.  Vice President and Director, Institute for Research and Training, Landmark College
Recent years have seen a surge in college students with multiple disabilities such as LD coupled with Obsessive Compulsive Disorder or ADHD and anxiety disorder. Unfortunately, differential
diagnosis is not always clearly described within disability documentation. Lacking guidelines for decision making when multiple disabilities are present, disability service providers often resort to default accommodations like extended time and separate room. This session will share provocative thinking around non-traditional accommodations and evidence for supporting such accommodations for students with multiple disabilities and psychiatric overlay.

**AFTERNOON WORKSHOPS**

**E**  **Bringing Conversation to the Classroom: The Collaborative Learning Approach**  
Sophie Lampard Dennis, M.Ed. Professor in the First Year Studies Department  
Landmark College  
Dorothy A. Osterholt, M.Ed. Professor in First Year Studies Department  
Landmark College  
This workshop will provide an overview of the common barriers to academic success, specifically for at-risk students. We will connect these barriers to the four domains of learning that include emotional, self-regulatory, motivational and academic skill attainment. These domains can become the framework for designing collaborative activities and, by addressing each as imbedded within course content, we can create equity among students in our classrooms. Activities such as those presented in this workshop encourage: critical thinking, the expression of complex ideas, and memory. At the same time the collaborative activities help create: tolerance in the learning environment, social connection, negotiating skills among peers, and the ability to think more deeply about complex topics found at the college level. Participants will be provided with a thorough printed copy of the concepts covered in this presentation and a list of suggested readings in the field. This presentation will be highly interactive with ample time for participant engagement that builds greater understanding of the concept of collaborative learning.

**F**  **Everything You Always Wanted to Know about Executive Functioning . . . but Were Too Busy Multitasking to Ask**  
Mark S. Greenberg, Ph.D., Neuropsychologist  
This clinically oriented, interactive introduction to the range of functions subsumed under the rubric of “Executive Functioning” will begin by addressing the many facets of executive function and their neuroanatomical substrate, followed by a review of various current self-report and performance-based assessment techniques and their respective strengths and limitations. The evidence in favor and against a discrete Dysexecutive Syndrome will be discussed. Case material will be emphasized throughout.

**G**  **Accessible Information and Technology: Is Your Campus Prepared?**  
Bill Welsh, M.A.  Director of the Office for Disability Services, Penn State University  
Everyone utilizes various technologies to access information every day. In higher education, technology is used daily by students, faculty and staff on a college campus. However, individuals with disabilities who utilize assistive or adaptive technology face barriers each and every day in accessing information and technology on a college campus. Many college campuses are not prepared to provide accessible information technology to their students, faculty and staff. Many colleges are in reactive mode rather than proactive mode. This workshop will explore Penn State University’s progress in making technology and information accessible on a university-wide scale. Does your campus have policies, procedures or strategies in place? Topics discussed include web accessibility, captioning of videos, promoting accessible instructional materials, procurement policies for accessible technology, accessible online learning, and developing training and best practices for web developers, faculty, staff and instructional designers.
Stuttering 101: A Guide for University Professionals
Joseph Donaher, Ph.D. Assistant Professor of Otorhinolaryngology at The University of Pennsylvania and Instructor of Communication Sciences at Temple University

The purpose of this workshop is to provide university professionals with an overview of stuttering while stressing the real-life impact that stuttering can have on an individual and their desire or willingness to communicate. Stuttering will be viewed from a multidimensional perspective focusing on the affective, behavioral and cognitive components of the disorder. Practices will be reviewed in light of the current research base and functional examples will be used to demonstrate specific accommodations that can be made.