



Speaker Biographies

Plenary Sessions

Salome Heyward, JD

Salome Heyward, a civil rights attorney with over 40 years' experience in the field of disability discrimination law and disability management is the president of Salome Heyward & Associates. She is the author of *Higher Education and Disability* (LRP Publication, updated 2009), *The FMLA Handbook* (2002), *Graduate Schools and the ADA* (2001), and *Access to Education for the Disabled*, as well as numerous articles/publications concerning the Americans with Disabilities Act, the Family and Medical Leave Act, and the Rehabilitation Act. She is a well-known and respected speaker and trainer in the area of disability discrimination law and disability management. She has been a featured presenter for national associations and organizations such as the American Association for Affirmative Action, Postsecondary Disability Training Institute, American Association of Medical Colleges, the Association of Higher Education and Disability, the Council of State Governments, the National Association of State Personnel, and the International Learning Disabilities Association. Dr. Heyward's firm, Salome Heyward & Associates, helps postsecondary institutions, agencies, and employers develop and maintain effective and compliant ADA/Section 504 programs and services. Services provided include program and function audits, case evaluations, ADA consulting, and complaint review and analysis.

Anthony L. Rostain, M.D., M.A., and B. Janet Hibbs, M.F.T., Ph.D.

Anthony Rostain, M.D., M.A., is a nationally recognized expert in the field of child and adolescent psychiatry. He is Professor of Psychiatry and Pediatrics at the Perelman School of Medicine, University of Pennsylvania, and former Vice Chair for Education in the Department of Psychiatry. Dr. Rostain is a graduate of New York University Medical School and completed residencies in Pediatrics at The Children's Hospital of Philadelphia, Psychiatry at the Hospital of the University of Pennsylvania, and a fellowship in Child and Adolescent Psychiatry at the Philadelphia Child Guidance Clinic. His clinical focus is "lifespan neurodevelopmental psychiatry," which includes patients of all ages with Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, Tourette Syndrome, Learning Disabilities (verbal and nonverbal), and related social learning disorders. He treats patients at The Children's Hospital of Philadelphia, where he is Co-Director of the Pediatric Neurodevelopmental Psychiatry Service, and at Penn Medicine / Behavioral Health, where he is Medical Director of the Adult Development Disorders Unit, which includes the Adult ADHD Treatment and Research Program and the Adult Social Learning Disorders Program. Dr. Rostain's research interests focus on improving

clinical outcomes for patients across the lifespan with neurodevelopmental disorders and on creating effective service systems for these patients and their families. He has co-authored two books on adult ADHD, entitled *The Adult ADHD Tool Kit: Using CBT to Facilitate Coping Inside and Out*, and *Cognitive-Behavioral Therapy for Adult ADHD: An Integrative Psychosocial and Medical Approach* (Routledge, 2015). From 2014-2016, Dr. Rostain served as Co-Chair of the President and Provost's Task Force on Student Psychological Health and Welfare at the University of Pennsylvania.

B. Janet Hibbs, M.F.T., Ph.D., Contextual Therapy Associates, is a recognized authority on parent-child and family relationships and has held faculty positions for more than 15 years in graduate programs for psychologists and marital and family therapists. She is dually licensed as a Psychologist and Couples and Family Therapist and is an Approved Supervisor for the American Association of Marriage and Family Therapists. Dr. Hibbs completed her M.F.T. at Hahnemann/Drexel University and her Ph.D. at Bryn Mawr College. Her scholarly publications include book chapters as well as journal articles in *Journal of Marital and Family Therapy*, *Journal of Child and Adolescent Psychiatric and Mental Health Nursing*, *Psychological Reports*, and *Bulletin of the Psychonomic Society*. She is the author of *Try to See It My Way: Being Fair in Love and Marriage*. Most recently her focus has been on supporting parents and their children to reduce the stressors inherent in the launch to college (and "adulting"). Dr. Hibbs is the mother of two millennials and has been in private practice for over 25 years in Philadelphia, where she treats individuals, couples, and families, and offers workshops to the public and to professionals.

Morning Workshops

Manju Banerjee, Ph.D.

Manju Banerjee, Ph.D. is Vice President of Educational Research and Innovation at Landmark College, Putney, Vermont. Dr. Banerjee has over 35 years of experience in the field of learning disabilities, ADHD, and postsecondary disability services. She is a certified diagnostician and teacher-consultant on learning disabilities. She has published and presented extensively, both nationally and internationally, on topics such as disability documentation and accommodations, postsecondary transition, online learning, and universal design. Manju Banerjee is an editorial board member of the *Journal of Postsecondary Education and Disability; LD: A Multi-Disciplinary Journal*, Professional Advisory Board member to the National Center on Learning Disabilities (NCLD), Learning Disability Association of America, and a consultant to Educational Testing Service, and Understood.org. She received her doctoral degree from the Neag School of Education, University of Connecticut, on the application of universal design to high stakes assessment.

Catherine Axe, M.Ed., and Eileen Connell Berger, M.S.Ed.

Catherine Axe is currently serving as Executive Director, Student Disability Services at Johns Hopkins University, having joined Hopkins in March 2019. Previously, she was an Associate Dean of Students and Director of Accessibility Services at Brown University where she worked for almost 16 years. Her work has included supporting graduate students and addressing needs unique to that experience, including how workplace-related accommodations and services may be part of that process. Prior to working at Brown, Cathie spent seven years working in disability services in the Washington, DC area at American University, Northern Virginia Community College, and George Mason University. Her work at all these institutions has had a strong focus on increasing accessibility and inclusion. She has a master's degree in Education with a focus on Counseling and Development in Higher Education.

Eileen Connell Berger is Assistant Director for Access & Disability Services in the Harvard Graduate School of Education Office of Student. Previous to that, she was director of disability services at Salem State University and Bunker Hill Community College. Eileen works collaboratively with faculty, students, and administrators at HGSE to provide advocacy, advising, and a team approach to providing accommodations for students with disabilities. She also is the advisor to the International Higher Education and Disability student group. IHED and ADS provide programming about disability issues throughout the academic year and collaborate on a yearly symposium on a current disability theme. Eileen is an educator who worked professionally as a speech, language, and hearing specialist in teaching and assessing deaf, hard of hearing, and multiply-disabled children in private and public school settings from early childhood to high school.

Morgan Blisard, M.S.Ed., and Loring Brinckerhoff, Ph.D.

Morgan Blisard joined Educational Testing Service (ETS) in 2014 as the Disability Policy Specialist. She assists with the review of disability documentation and development of policies that guide ETS in accommodating individuals with disabilities. Morgan previously worked as a director of disability services, assisting college students with disabilities, and as a vocational rehabilitation counselor, completing vocational evaluations and career counseling for adults with disabilities. Morgan is currently pursuing her Ph.D. in Special Education.

With more than 30 years of experience as an instructor and disability consultant in the field of higher education and disability, **Dr. Loring Brinckerhoff** oversees the Office of Disability Policy (ODP) at Educational Testing Service (ETS) where he works directly with senior management to ensure ETS' compliance with the Americans with Disabilities Act Amendments Act (ADA AA). In addition to developing policies and procedures in accordance with the laws and advising staff about legal compliance, Loring oversees 37 disability consultants who assist in the review of disability accommodation requests. Loring has authored dozens of articles and book chapters and is the co-author of one of the leading textbooks in the field, *Postsecondary Education and Transition for Students with Learning Disabilities* (PRO-ED). Loring is past-president of the Association on Higher Education and Disability (AHEAD) and considered a national expert in the field of higher education and disabilities.

Terry L. Watson, M.S., and Maggie Kwok, M.Ed.

Terry L. Watson is the Assistant Director for Student Disability Services at Penn State World Campus. Prior to Mr. Watson's arrival at World Campus, he worked in student affairs for five years. During this time, Mr. Watson worked with students in transition and non-traditional students (adult learners/veteran/active duty). Watson has worked with students with disabilities in an online platform since 2011 and has been involved in many initiatives, including the V.O.S.D project, the goal of which was to increase the success rate for military and veteran students with disabilities.

Maggie Kwok is a Military Disability Specialist at Penn State World Campus. Maggie served five years in the United States Navy as a Corpsman; she is an OEF and OIF veteran. Maggie has worked with active duty and veteran students since 2014.

Afternoon Workshops

Jane F. Holahan, Ed.D., Susan McMenamin, M.A. SpEd, PRSE, and Marcia Wiedefeld, M.A.

Jane Holahan, the director of the Academic Resource Center, has worked at Georgetown University for over 20 years. Her educational background includes a B.S. in biology and literature from Moravian College, an M.S. in educational leadership from Barry University, and an Ed.D. from The George Washington University in educational leadership in the area of higher education. Jane served in the Peace Corps as a volunteer in Thailand. Jane's background in education spans the K-12 through college spectrum, previously working as a language arts teacher in the Miami-Dade Public School system. Her work at Georgetown combines the best of both worlds, for she works with college students as well as with high school students. As the director of the Academic Resource Center, Jane works with students with disabilities to ensure equity and access to programs and facilities. In addition to disability support, the Academic Resource Center's mission is to provide academic support services, specifically tutoring, study skills workshops, and individual consultations. Jane also serves as the faculty coordinator for the Institute for College Preparation, a pre-college program that is part of the Center for Multicultural Equity and Access. She works to recruit and support faculty for the program, plus she serves as an instructor, chaperone for trips, and mentor for the students.

As the Director, **Susan McMenamin** is the primary point of contact for the George Washington University administrators, faculty, students, and their families regarding reasonable accommodations and accessibility as it pertains to all aspects of the GW experience. Susan brings to Disability Support Services a strong and extensive background in post-secondary disability support that links together the fields of education and diagnostics. She holds a Master of Arts degree in Special Education from Regis College and completed a double major Bachelor of Arts degree in Biology/Psychology with a minor in Education from the State University of New York at Albany. Prior to her time at George Washington University, Susan served as the Coordinator of Learning Disability Services for the University of Maryland-College Park. Susan worked as a clinician with the Comprehensive Evaluation Unit in the Department of Pediatric and Adolescent Medicine at the University of Maryland, School of Medicine. She has also taught special needs children in grades K-12 in the Salem, Massachusetts Public Schools. Susan has served on the Board and completed a tenure as elected president of C-AHEAD, the Capital Area affiliate of the Association on Higher Education and Disability. She has also presented at a number of professional organizations, including UConn's Postsecondary Training Institute.

As Director of Disability Services at Loyola University Maryland, **Marcia Wiedefeld** oversees the development, administration, and coordination of programs that ensure the University has an inclusive, accessible environment so that students with disabilities can fully participate in the University's courses and activities. Marcia earned her master's from The George Washington University in Rehabilitation Counseling in Business and Industry. She has served on the Board and as president of the Maryland Association on Higher Education and Disability as well as on the Capital-Area Association of Higher Education and Disability's board in the same capacity. Nationally, Marcia has served as a team contributor on the University of Washington's DO-IT Prof, a U.S. Department of Education grant-funded project to develop faculty training materials, and on the University of Minnesota's Leadership Education to Empower Disability Students (LEEDS) National Team. Most recently, she was a founding participant in the Jesuit Disability Support Directors' Annual Meeting in Chicago. Marcia is a certified rehabilitation counselor, sits on many committees at Loyola University

Maryland, and has presented at a number of professional conferences. In January 2019, she was part of a presentation titled *Conditions that Impair Motivation: What They Are and How to Respond* for Loyola's Faculty Enhancement Workshop. She also presented *Students with ADHD, Learning Disabilities and Autism: Commonly Recommended Accommodations and Why they are Recommended* at the Nationwide Joint Mathematics Meetings held in Baltimore.

Joe Schaffner, M.A., M.L.S., and Clay Colmon, M.A.

Joe Schaffner is a Courseware Support Librarian at the University of Pennsylvania who provides instructional design and technological support to faculty, students, and staff. In addition to working with the Accessibility and Learning Technology group (ALT), Joe collaborates with teaching and learning specialists, technologists, and instructional designers at Penn on projects that promote the effective use of technology for teaching, research, and learning.

Clay Colmon is an Instructional Designer for Penn's Arts and Sciences Online Learning team. He works with faculty and staff to conceptualize, create, and support educational experiences for traditional and non-traditional students. Clay uses inclusive design practices in adapting his approach to meet individual pedagogical needs. He received his honors B.A. in English and Political Science from Rutgers University and his M.A. from the University of Delaware, where he is currently completing a Ph.D. in English Literature. His doctoral work lives at the intersection of critical race, gender, queer and utopian studies as he examines the impact technology has on marginalized bodies in physical and digital spaces.

Susan Willson, M.S., and Emily Trott

Susan Willson is a student services coordinator at Disability Resources and Services at Temple University. Susan's experience includes developing consumer-centered support programs in community mental health and youth education programs. Susan has studied restorative practices and believes that creating community enhances belonging and allows individuals increased access to authentic support. Susan lives in a caring community in Philadelphia with her husband and they have two college-age sons.

Emily Trott is a Human Development & Community Engagement major in the College of Education at Temple University. Emily has an interest in disability studies, community-based education, and non-profit work. She has experience as a mentor for the Leadership & Career Studies post-secondary education program for adults with intellectual disabilities. Emily has been working with assistive technology at Temple's Disability Resource and Services. In 2018, she got the opportunity to be the student leader for their SHOUT peer leaders program. Being able to help create a community where students with disabilities can relate to each other and learn self-acceptance has been truly rewarding for her.

John Woodruff, M.S.

John Woodruff is Director of the Academic Success Center and Disability Resources at Rowan University, Glassboro, New Jersey. He coordinates campus services for students with disabilities and manages transitions for students entering college. John holds an M.S. in Health Education from St. Joseph's University and a B.S. in Business Administration from St. Francis University (Loretto, Pennsylvania). John is the co-author of a book with Dr. Michelle Kowalsky entitled, *Creating Inclusive Library Environments*. His ongoing activities include the development of year-round speaker programs, activities, and events to promote understanding about access and inclusion on campus.

and in the local community. John's professional career reflects over thirty-five years of education, training, administration, and management of employment and training programs for persons with disabilities.