

POSITIVE OUTLOOKS

UNIVERSITY *of* PENNSYLVANIA

Biographies

Plenary Speakers

Jeanne M. Kincaid, J.D.

Attorney, Drummond Woodsum

Jeanne Kincaid is a nationally known disability lawyer and consultant, representing colleges and universities nationwide and public and independent schools regionally on a host of disability and special education issues, including web accessibility.

Jeanne has been a special education hearing officer and mediator for the State of New Hampshire, and has served as an adjunct faculty member at the University of New Hampshire's Graduate School of Education, Antioch University and the University of New Hampshire's School of Law (formerly Franklin Pierce Law Center).

Jeanne has held staff attorney positions with the U.S. Department of Education's Office for Civil Rights, the Oregon Department of Education, and served as a hearing officer for the Oregon Bureau of Labor and the New Hampshire Department of Education. She has been a contributing author to *Section 504, the ADA and the Schools and Disability Compliance for Higher Education*. Jeanne represents institutions of higher education before the Office for Civil Rights and the U.S. Department of Justice. She has an active practice serving in a consulting capacity to the Office of General Counsel for numerous private universities throughout the country.

An engaging presenter whose improvisational comedic background affords participants a unique approach to understanding complex legal issues, Jeanne has shared her expertise in dynamic presentations on hundreds of campuses from coast to coast.

Karen Reivich, Ph.D.

Dr. Karen Reivich is the Director of Resilience and Positive Psychology Training at the Positive Psychology Center of the University of Pennsylvania. Dr. Reivich is an instructor in the Master of Applied Positive Psychology Program at the University of Pennsylvania. She is a leader in the fields of depression prevention, optimism, resilience, and Positive Psychology interventions.

Dr. Reivich completed her B.A. and her Ph.D. at the University of Pennsylvania. Dr. Reivich's work focuses on helping parents and educators promote resilience and well-being in children and adolescents. Her research has been funded by the National Institute of Mental Health and the Department of Education.

In addition to her work with parents and educators, Dr. Reivich and her team have trained over 50,000 soldiers in the US Army and other first responders. She provides workshops and consultation for corporations throughout the U.S. and internationally.

Dr. Reivich's scholarly publications have appeared in academic journals including *Psychological Science*, *Journal of Early Adolescence*, *School Psychology Quarterly*, *Journal of Abnormal Child Psychology*, and *Journal of Consulting and Clinical Psychology*. She is a co-author of the books *The Optimistic Child* and *The Resilience Factor*.

Dr. Reivich is the mother of four children, three of whom are currently studying at the University of Pennsylvania.

Workshop Presenters

Manju Banerjee, Ph.D.

Dr. Manju Banerjee is Vice President of Educational Research and Innovation at Landmark College, Putney, VT. She oversees the Landmark College Institute for Research and Training and Division of Educational Technology and Online Programs. Dr. Banerjee has over 30 years of experience in learning disabilities, ADHD, and postsecondary disability services. She has published and presented extensively, both nationally and internationally, on disability documentation and accommodations, postsecondary transition, online learning, and universal design.

Mark Bookman

Ph.D. Student

Mark Bookman received his B.A. from Villanova University in Global Interdisciplinary Studies in 2014 prior to researching Buddhist Philosophy as a Fulbright Fellow in Japan. He received his M.A. in East Asian Languages and Civilizations from the University of Pennsylvania in 2016, where he currently studies the history and politics of disability in Japan as a PhD student. When he is not working on his dissertation, *Politics, Prostheses, and the Popular Imagination: 100 Years of Disability in Japan*, Mark collaborates with local advocacy groups to promote equity and access for as many individuals as possible.

Kimberly Graham

Assistive Technology Program Director

Center for the Blind and Visually Impaired

Kim Graham began her career with CBVI as an Access Technology Instructor in 2000. Her career in AT was prompted by her own plight with vision loss in the late 90's. Having been a type 1 diabetic for 16 years, as well as, a typical stubborn adolescent and teenager, Kim encountered changes in her vision. These changes were caused by the onset of diabetic retinopathy. At the time of complication diagnosis, and due to the extent of such, Kim was classified as legally blind. She was forced to stop working, mainly due to not being able to drive any longer. Kim attended CBVI's Blindness Skills and Computer Access Technology programs. These programs allowed for her to more appropriately manage life with visual impairment while also preparing her for possible and probable complete blindness. Throughout her enrollment in CBVI's programs, Kim's interest in computer and assistive technology grew. In little time, Kim's interest in this field evolved into a passion. She later completed her college degree, graduating with Cum Laude honors.

Shortly before completing her degree, Kim was offered the job of AT Instructor at CBVI. She gladly accepted the position and has run with it ever since. Within her lengthy career, Kim has attended and presented at numerous assistive technology conferences and seminars.

Nationally and locally recognized news publications, including *U.S. News and World Report*, *The Morning Call* and *Comcast Newsmakers* have published and broadcasted interview segments highlighting Kim and some of her former and current clients. The Computer Access Technology program currently has a staff compliment of 8 members, which includes Kim herself. In conjunction with her managerial duties, Kim remains closely connected with the provision of direct client-based services. To date, Kim continues to be instrumental in assisting and supporting those individuals who require AT expertise in order to secure or sustain employment, pursue or continue academic aspirations and achieve personal independence. Kim remains passionate about her involvement in the AT field. She takes great pride in her ability to assist those with visual impairment and various other non-visual disabilities in rediscovering life again through assistive technology.

Taylor Gilligan

Assistive Technology Specialist

Center for the Blind and Visually Impaired

Taylor Gilligan began her career with CBVI in 2014 and transitioned into her current role of Assistive Technology Specialist a little over a year later. Since that time, Taylor has contributed to the CAT program by excitedly taking on the responsibility of heading the rollout, management and delivery of related functions and services offered via the Operation Apple Accessibility project. Who would have imagined that a young, bright Android platform-loving individual could be converted so easily to become an Apple platform-obsessed guru?

Taylor's early experience in the AT field includes a presenter role at the Penn-Del AER Conference and participation at the ATIA Conference and various other AT-related events. Taylor holds her ZoomText Professional and Teaching Students with Learning Disabilities Certifications. She indicates that her first year of employment with CBVI was one in which she grew the most; both personally and professionally. While maintaining her knowledgebase in the blindness and visual impairment spectrums, Taylor reports that she found her niche in handling client cases that varied drastically from the agency's original mission- those being non-blindness/visual impairment-related.

While remaining current with blindness/visual impairment technologies, Taylor forged a new path for CBVI's CAT program by exploring an equally as important area of assistive technology pertaining to learning, auditory, and mobility disabilities and impairments. This newly forged path has afforded numerous disabled and challenged individuals access to effective assistive technology services and solutions. Taylor expresses that she is humbled, encouraged, and inspired on a daily basis and there is not a more rewarding career that she could ever imagine having.

Hannah McLane, M.D., M.A., M.P.H.

Hannah McLane, M.D., M.A., M.P.H. is currently a resident physician at the University of Pennsylvania. She holds degrees from McGill University (BA, International Development Studies), Temple University (MA, Speech Pathology), Brown University (MD, Doctor of Medicine), and Harvard School of Public Health (MPH, Global health and Bioethics). She has a background in neurology and will graduate from a residency in Occupational and Environmental Medicine in July 2018. She is founder and director of The SoundMind Project, a nonprofit aimed at improving the lives of people with neurologic and cognitive disabilities. Dr. McLane is particularly interested in adult learning disabilities and how they affect one's self-perception.

Anthony Rostain, M.D., M.A.

Dr. Rostain is a Professor of Psychiatry and Pediatrics at the University of Pennsylvania's Perelman School of Medicine (PSOM). His clinical focus is "lifespan developmental neuropsychiatry" which includes patients of all ages with ADHD, Autism Spectrum Disorder, Tourette Syndrome, Learning Disabilities, Communication Disorders and co-morbid psychiatric conditions. He treats patients both at The Children's Hospital of Philadelphia, where he is Director of the Neurodevelopmental Psychiatry Program, and at Penn Behavioral Health, where he is Medical Director of the Adult ADHD Treatment and Research Program and the Adult Neurodevelopmental Psychiatry Section.

Dr. Rostain's research interests have focused on improving clinical outcomes for patients with ADHD and other neuropsychiatric disorders, and in creating effective service systems for high risk children, youth and families. He is co-author, with Dr. Russell Ramsay, of *Cognitive-Behavioral Therapy for Adult ADHD: An Integrative Psychosocial and Medical Approach, Second Edition*, and of *The Adult ADHD Tool Kit: Using CBT to Facilitate Coping Inside and Out* (Routledge Press, 2015). He is on the Executive Board of APSARD, the American Professional Society of ADHD and Related Disorders, for which he has served as President and Past-President. He is also on the Medical Advisory Board of the Tourette Association of America.

Nora Pollard, Ph.D.

Loring Brinckerhoff, Ph.D.

Morgan Blisard, M.S. Ed

Nora Pollard, Loring Brinckerhoff, and Morgan Blisard are the members of the Office of Disability Policy at Educational Testing Service (ETS). Under the leadership of Loring Brinckerhoff, Director of the Office of Disability Policy, the trio takes pride in keeping up with the changing legal landscape, developing new policies and procedures to make the accommodations process more user-friendly, and suggesting innovations to better assist consumers with disabilities.

Loring oversees 14,000 requests for accommodations each year. Before his employment with ETS 21 years ago, Loring worked for many years as a disability services coordinator on college campuses. He is well known for his work dealing with transition from high school to higher education for students with disabilities and for his work with the Association of Higher Education and Disability (AHEAD). Nora has been with ETS for 6 years; before joining the ETS team, Nora taught at the university level and conducted educational evaluations. Morgan joined ETS 4 years ago. Before her work at ETS, Morgan worked as a disability service coordinator and for vocational rehabilitation. Nora and Morgan are responsible for reviewing documentation from test takers with disabilities seeking accommodations to determine if the requests are fair, reasonable, and supported by the documentation.

Russell Ramsay, PhD

Dr. Russell Ramsay is co-founder and co-director of PENN's Adult ADHD Treatment and Research Program and an associate professor of clinical psychology in psychiatry in the University of Pennsylvania Perelman School of Medicine. He has authored four books (and is currently working on his fifth), and numerous peer-reviewed professional and scientific articles, research abstracts, and book chapters on issues related to adult ADHD. He is a member of the CHADD Hall of Fame, serves on the editorial board of the Journal of Attention Disorders, and is on the Professional Advisory Boards of ADDA, CHADD, and Totally ADD, on the Board of Directors of APSARD, on the scientific advisory board of *Additude* magazine, and is past winner of the Szuba award for excellence in clinical teaching and research at PENN.

Joe Schaffner, M.A., M.L.S.

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.

Alice McGrath, Ph.D.

Alice McGrath is the Postdoctoral Fellow for Accessibility at Penn Libraries, where she supports initiatives that promote inclusive and accessible research, teaching, and scholarship. She also teaches in the English Department, where she earned her Ph.D. in 2016. Her interests include eighteenth-century British women writers, gender and sexuality studies, disability studies, and digital humanities.

Amrou Ibrahim

Amrou Ibrahim is the Assistive Technology Specialist at the Weingarten Learning Resources Center at the University of Pennsylvania. He has experience with assistive technologies, accessibility, alternate format text, and document remediation. In his current role, he supports students with disabilities by providing them with their textbooks and other course materials in accessible and alternate formats. He meets with students in order to assess which technologies they need as well as to train them on how to install and use assistive technology on their computers. He also helps with broader accessibility initiatives on campus.

Dori Hutchinson, Sc.D., CPRP

Dori S. Hutchinson, Sc.D. has worked at the Center for Psychiatric Rehabilitation at Boston University since 1984. Besides serving as Director of Services, Dr. Hutchinson is an Associate Clinical Professor at Sargent College of Health and Rehabilitation Sciences at Boston University. Dr. Hutchinson sits on several community mental health center advisory boards both locally in Massachusetts and nationally. Dr. Hutchinson was the 2000 recipient of the International Association of Psychosocial Rehabilitation Services Association's (IAPSRS) Early Career Research Award for her contributions on health issues for persons with serious psychiatric disabilities and the 2010 Armin Loeb recipient for her work in health promotion and recovery education for the United States Psychiatric Rehabilitation Association. She is a member of the Board of Directors of the Psychiatric Rehabilitation Association, the global association that trains and educates the recovery workforce. She served as secretary, treasurer and chairwoman of the Board. She now is the chair of the Psychiatric Rehabilitation Foundation. In addition, she has served as Chairwoman of the Board of Directors for Employment Options (a clubhouse program in Massachusetts) and continues as a Board member.

Dr. Hutchinson has developed and implemented recovery-oriented service initiatives that assist people who have mental illness assume their rightful roles as students, employees, residents and members of their communities. She provides training nationally to organizations and providers who wish to deliver recovery-oriented services and conduct relevant program evaluations. Dr. Hutchinson has worked more recently in developing mental health promotion services on campuses that assist students with serious mental illnesses to succeed in all domains of their lives as college students, as well as college suicide prevention programming that creates caring academic communities.