



## Symposium Schedule

### Morning Workshops

- A**     **Gamification: A New Tool for Teachers to Engage the Disengaged Learner**  
Manju Banerjee, Ph.D.

Students transitioning to college are encouraged to build their self-advocacy skills so as to be able to access accommodations and services. But, self-advocacy is a complex concept. It is too often addressed from an adult perspective. Being able to speak up about one's challenges and learning needs is intimately intertwined with one's self-esteem, self-worth, perceptions of stigma, and in-the-moment thinking. Based on experiences of college students, the presenter will discuss the nuances of self-advocacy from the student perspective, and ways to promote these skills among students with learning and attention issues.

- B**     **Building Access: Universal Design and University Campuses**  
Mark Bookman, Ph.D. Student

How accessible are American universities? Who can navigate campuses across the country? And why should we care? This presentation will attempt to answer these questions by considering how various disability theorists and social historians have described what access is, when it becomes a problem, where debates about access are held, who takes part in those debates, and why they do so. This session frames attempts to create access as acts of exclusion, forcing us to consider the limitations of access maps currently maintained by many American universities. Such maps illustrate only a select few features of barrier-free architecture and Universal Design, presenting a static image of access that fails to encapsulate the dynamic experiences of many individuals who reside within campus communities. The presenter argues that we must expand the scope of such maps to include multiple and competing representations of access if we are to truly establish environments of dignity and respect. Toward that end, the presenter introduces a digital interface developed for tracking the emergence of physical and social barriers at university campuses across the country. The interface allows users to identify both existing and desired features of access in real time by

uploading video, audio, pictures, and text to an open-source and mobile-friendly platform.

**C Thinking through Adult ADHD: The Role of Thoughts and Beliefs on Effective Coping**

**Russell Ramsay, Ph.D.**

Cognitive-behavioral therapy or CBT is the primary psychosocial treatment for adult ADHD. It might seem as though it should be a lower-case “c” and an upper-case “B” inasmuch as there is an emphasis on fostering the consistent use of behavioral coping strategies for managing ADHD. Several recent studies, though, have reinforced the importance of the “C” in CBT for adult ADHD in terms of the effects of thinking patterns, cognitive distortions, and core beliefs in understanding and managing ADHD. This presentation will review the increased understanding of the role of negative thoughts and beliefs in understanding and treating ADHD, how this informs the modification of CBT for adult ADHD and promotion of the implementation of coping strategies, particularly for college students with ADHD.

**D Redefining the Standards:  
Blind and Visually Impaired Assistive Technology Boot Camp**

**Kimberly Graham**

**Taylor Gilligan**

Is there a difference between blind and visually impaired? What are some differences relating to technologies that are available to accommodate both blind and visually impaired individuals? Is it possible for blind and visually impaired individuals to complete employment, academic and personal independence functions? What are the most vital technology aspects of consideration for most blind and visually impaired employees, students, and domestic engineers? Jump into the virtual trenches with the presenters as they present a boot camp-style basic training experience in the aspects of blindness and visual impairment with emphasis on technology. Basic training will highlight the most essential and fundamental factors that are recommended to be considered and/or included in the creation of an effective assistive and mainstream technology arrangement for those who are blind and visually impaired. While on your tour of duty, learn about experiences and obstacles encountered and successes achieved by individuals who are currently walking the walk and talking the talk, or who are using their assistive technology to talk the talk!

## Afternoon Workshops

### E The Role of Microaggressions and Stigma in the Lives of Students with Disabilities

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

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

Microaggressions can be defined as: “Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults.” In the context of learning disabilities, examples of microaggressions may include comments such as: “I don’t think of you as dyslexic!”, or “I know what its like to have ADHD, I get distracted all the time too.” Often the speaker may not even know his or her comment is a microaggression – nor intend it as such – but the effect on the listener may dramatically affect their self-perception and subsequent help-seeking behavior. Such comments may make a person question his or her diagnosis, feel dismissed, or otherwise feel misunderstood.

This session will begin with a short presentation about microaggressions given by Dr. McLane. The presenters will then describe some of the common experiences that constitute microaggressions and how these may influence help-seeking behaviors as well as social adjustment to college life. There will subsequently be a panel discussion moderated by Dr. Rostain exploring stigma and first-hand experiences of microaggressions. Dr. McLane will be on the panel along with a current college student, a staff member of the Weingarten Center, and research coordinator and recent college graduate Max Seidman. The discussion will focus on ways to empathize with students who may be experiencing microaggressions and encourage help-seeking behaviors and resiliency among them.

### F CLT+ALT+Create: Accessibility through Usable Course Design

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

Alice McGrath, Ph.D.

Amrou Ibrahim

The proliferation of learning technologies—learning management systems, media platforms, assessment tools—presents educators with a unique set of accessibility opportunities and challenges: how does one ensure that the use of such technologies removes barriers to access without creating new ones? Penn's Accessibility and Learning Technology Group (ALT) formed in order to offer practical answers to these questions. In this workshop, ALT will share tips on how to maximize students’ facility with online learning tools and digital course content. We will show how features of learning technologies can support specific accommodations for students with documented disabilities and can enable inclusive course design based on Universal Design for

Learning (UDL) principles. ALT will also address the challenges affecting educators for whom technology seems to present barriers to their teaching to show how course design can make digital course content accessible to educators and students alike.

## G Innovations: Making ETS More User-Friendly to Test Takers with Disabilities

Nora Pollard, Ph.D.

Loring Brinckerhoff, Ph.D.

Morgan Murray, M.S. Ed.

Applying for accommodations on a high-stakes test can be a daunting experience for a test taker with a disability. ETS has taken steps to demystify the process, making it more user-friendly. The innovations include an on-line portal allowing test takers to submit documentation and monitor their progress through the system, expanding who can use the Certification of Eligibility: Accommodations History form, and revising our guidelines for documenting LD and ADHD. ETS representatives will share the events leading to the changes and explain the impact for test takers and disability service providers. Participants will learn about our increased emphasis on personal statements from test takers. Suggestions will be provided about how disability services providers can craft letters of support. Participants will receive our updated *Guidelines for Documenting Learning Disabilities*, *Guidelines for Documenting ADHD*, *Tips for Writing a Personal Statement*, and *Tips for Disability Service Providers*.

## H Campus-Based Mental Health Resiliency Programming for Students Living with a Serious Mental Health Condition

Dori Hutchinson, Sc.D., CPRP

In this presentation, attendees will examine the experiences of young adults in college who live with a mental health condition, specifically the impact on their wellbeing, interpersonal relationships, and academic persistence. The presenter will outline various program models for promoting wellness, resiliency, community, and academic self-efficacy as they are offered through the Center for Psychiatric Rehabilitation at Boston University. They will also share promising program evaluation data, provide opportunities to discuss program implementation in various higher education institutions, and explore leave of absence policies and programming for young adults on a leave of absence from college.